MEGA

GOA 2

TEACHER'S GUIDE

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MegaGoal 2 Teacher's Guide

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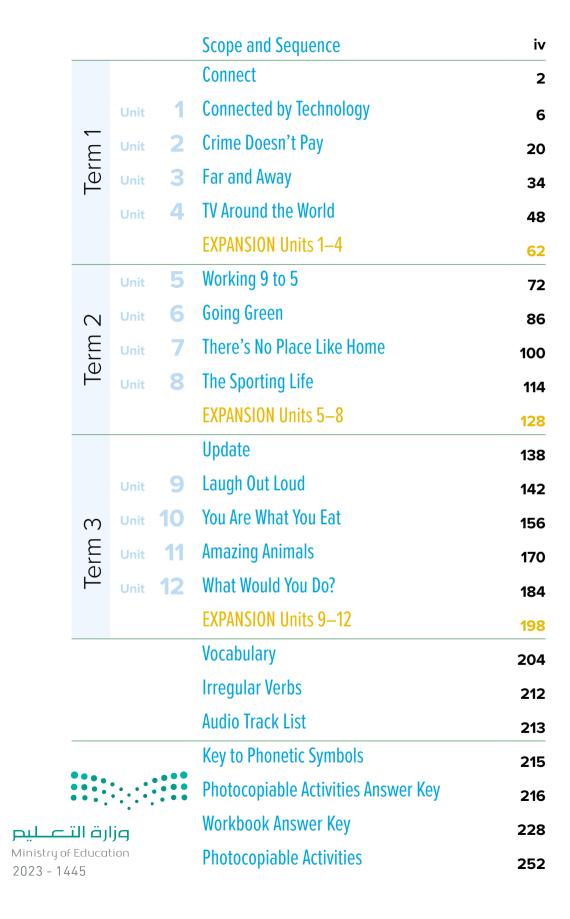
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Contents





Scope and Sequence

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	Unit Title	Functions	Grammar	
	Connect Pages 2-5	Express opinion, feeling and preference Agree and disagree Ask for and give information and instructions Warning and advice	Had better Recycling/using familiar verb forms, prepositions, modifiers, inversion, conditionals	
1	Connected by Technology Pages 6–19	Ask for clarification and confirm Discuss using technology for communication Talk about personality characteristics	Auxiliary verbs: do, have, be The comparative and superlative Needs to be done; have/get something done Past participles as adjectives	
2	Crime Doesn't Pay Pages 20-33	Discuss crime and punishment Read and discuss newspaper articles Explain steps in a process	The passive Past perfect and past perfect progressive Simple past tense: be, regular and irregular verbs Used to and would Past progressive tense	
3	Far and Away Pages 34-47	Talk about travel experiences and travel dreams Discuss hotels and services Make and decline special requests	Adverbs of degree Sentence adverbs Future with <i>be going</i> to and <i>will</i> Information questions Present progressive	
4	TV Around the World Pages 48–61	Discuss types of TV programs Express and explain preferences Express certainty Talking about festivals	Direct and indirect objects To and for before indirect objects Articles Adjective clauses and relative pronouns Relative pronouns as subjects and objects	
	EXPANSION Units 1–4 Pages 62–71	Language Review Reading: Computer Viruses: A Headache for Humans Reading: The Psychology of Color		
5	Working 9 to 5 Pages 72–85	Talk about jobs Ask for favors, make requests and ask for information Express obligation, necessity and lack of necessity	Subjunctive I'd like you + infinitive / I want you + infinitive Tag questions	
6	Going Green Pages 86-99	Evaluate how "green" you are Discuss ways to be environmentally responsible Make suggestions Express preferences with <i>I'd rather</i>	Gerunds after verbs Infinitives after verbs Simple present tense versus present progressive Conditional sentences with present and future forms	
7	There's No Place Lee tome Pages 100-113	Talk about your home Describe things you are looking for Words connected with directions for places Expressing requests, offers, promises, warnings; making decisions	Adjective order Too and enough Discuss quotes and feelings about home	

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Listening	Pronunciation	Reading	Writing
Listening for fact, speaker attitude, relationship			
Listen for specific details about a cell phone bill	Syllable stress on numbers	Amazing Internet Connections	Write an essay comparing ways of socializing and state your preference Write about and evaluate things you can do on the Internet (Project)
Listen for specific details in a lecture on safety	Linking adjacent consonant sounds	Crime Puzzles	Write a story for a newspaper or web article Research and write about Famous Crimes, Frauds, or Blunders (Project)
Listen for specific details about packing for a trip	Stress on compound nouns	Ecotourism: See the World While Saving It	Write a letter about places to visit in Saudi Arabia Research and make a poster promoting ecotourism in your country (Project)
Listen for specific information about a game show	Reduction of <i>going to</i> and want to	A Brief Overview of the History of Television	Write a book review Write, direct, and film your own TV episode (Project)
Language Plus: Words ending with load Tools for Writing: Capitalization Writing: Write about a problem or difficult situation you have experienced			
Listen for specific information about a survey on job satisfaction	Syllable stress on words ending with -tion, -cian, and -sion	You Do <i>What</i> For a Living?	Write about an unusual job that you might like to have Research and write a presentation on Great Jobs and Careers (Project)
Listen for specific information about glass recycling	Thought groups	Living Off The Grid	Write a letter to a newspaper Design and make posters promoting "Going Green" in your school
Listen for specific details about renting an apartment	Stress on two-syllable nouns and verbs	Vision 2030 Kingdom of Saudi Arabia	Write a description of a home Research and write about different types of houses in the world; prepare a poster or PowerPoint presentation (Project)



Scope and Sequence

	Unit Title	Functions	Grammar
8	The Sporting Life Pages 114–127	Talk about the Olympics Talk about sports and athletes Encourage and express confidence in someone Explain steps in a process or game	Gerunds as subjects Superlative + present perfect Present Perfect Progressive versus present perfect simple Time expressions: How long? Adverbs of manner Comparative forms and structures with adjectives and adverbs
	EXPANSION Units 5-8 Pages 128-137	Language Review Reading: Can You Believe They Believed It? Language Plus: Idioms with colors Tools for Writing: Common errors with preposition	S
	Update Pages 138–141	Express personal view/objective comment, enthusiasm/regret/wishes/strong agreement Talk about advantages/disadvantages, possibility/ necessity/consequence/result, relate past to present, size/characteristics, make deductions about past/present, report statements/ questions/thoughts, focus on action	Recycle familiar verb forms, simple present/ narrative, connectors and modifiers, passive forms, would –hypothesis, progressive forms, have something done, modals
9	Laugh Out Loud Pages 142–155	Talk about humor Explain consequences with comparatives Tell and respond to jokes Expressing wishes, regret and criticism	Past and present participial adjectives Get + adjective; Get + past participle Thethe comparatives Suchthat/ sothat Can't, could, couldn't, must, may, or might
10	You Are What You Eat Pages 156-169	Talk about food myths Discuss eating habits Offer, accept, and decline food and drink	Phrasal verbs Separable and nonseparable phrasal verbs Three-word phrasal verbs Count/noncount nouns Expressions of quantity: some/any, few, little, a lot of, much/many, enough Would like Words connected with recipes Sequence words: First, then, after that, finally
11	Amazing Animals Pages 170-183	Talk about animals and their behavior Ask for advice Give advice	Passive modals The passive with reporting verbs Adjectives All/both/neither/none; Bothand/neither nor/eitheror
12	What Would You Do? Pages 184-197	Talk about ethics and morals Discuss ethical dilemmas Give opinions	Present hypothetical conditionals versus past hypothetical conditionals Implied conditionals As if/As though for unreal situations Future progressive and future perfect Time expressions for the future: by the year, this time tomorrow Used to versus be used to Was/were going to
P.L.C Ministry	EXPANSION Units 9–12 Pages 198–203 OF Education	Language Review Reading: Mind Over Matter Language Plus: Idioms with <i>mind</i>	

Listening	Pronunciation	Reading	Writing
Listen to profiles of Olympic athletes for specific details	Voiced and voiceless th	A Country Born on Skis	Write an email giving complex instructions on a sport or other recreational activity Research and write about the most popular Olympic sporting events; prepare a poster (Project)
	Writing: Write about cultural meanings of color, symbols, custom Language Plus: Idioms about sports Tools for Writing: Avoiding wordy sentences Writing: Write about a hoax		s or gestures
Listen for specific information Listen and identify language/ questions in discourse/interview	Recycle and use familiar stress, intonation patterns, identify falling/ rising intonation patterns and effects, e.g. enthusiasm, regret		
Listen for specific information about animals' ability to laugh	The <i>b</i> and <i>v</i> sounds	Laughter Really Is the Best Medicine	Write short messages Write a scene from a TV sitcom Research and write about a funny scene from a sitcom or film; prepare a Power- Point presentation (Project)
Listen for sequence in the process of making a chocolate bar	Stress on two-word and three-word phrasal verbs	Accidental Food Discoveries	Write a description of a memorable event Research and write about snacks and desserts in the Arab world; prepare a PowerPoint or poster presentation (Project)
Listen for specific information about horse training	The y and j sounds	Animal Heroes	Write about a type of animal Research and write about animals in the Arab world; prepare a poster presentation (Project)
Listen for specific details about mountain rescues	Stress on content words and function words	Peeking into Our Medical Future	Write a personal narrative about an important decision that has impacted your life Research ground-breaking treatment and procedures in Saudi Arabia; prepare a PowerPoint presentation (Project)

صیاحتا قرازم Ministry of Education **Tools for Writing:** The definite article and generalizations **Writing:** Write about a new technology

Philosophy of the Program

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

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

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

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

Organization of Materials

Each level in *MegaGoal* has the following components:

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

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



The Components

Student Book

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

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

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

Teacher's Guide

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

These unit-by-unit teaching notes include:

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

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

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

Workbook

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

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

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

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

Audio Program

The audio program for each level includes the following material:

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

The audioscript for the Listening activities appear at 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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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 playing gonversations, announcements, advertisements, news reports, etc.

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

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

Conversation

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

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

Reading

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

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

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

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

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

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

Writing

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

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

you will be evaluating their work. Criteria for scoring "might include: ideas, organization, word choice, sentence Ministry of Education fluency, grammar, punctuation.

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Encourage students to keep a separate notebook for their writing. You and the students can use these notebooks to assess students' progress in English.

Form, Meaning and Function

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

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

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

Projects

The following are some practical guidelines for the Projects.

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

Chants

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

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,

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

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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. Another technique is to tell students that you will correct only errors of a specific type or a particular grammar point in a forthcoming activity.



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Ongoing, Informal Assessment

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

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

Self Reflection

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

Connect

Listen and Discuss



Read the texts below and match each one with the correct heading. Write in the blank. Technology Unusual Buildings **Ecotourism** TV Around the World Working Days Going Green



The paper vs. eBook debate, which has been going on for several years, does not seem to serve any real purpose. Digital has become an integral part of life; so much so, that we fail to notice it. Hard copies, on the other hand, are still available, but for how long?



The Makkan Clock Royal Tower is among the top tallest buildings in the World. The clock face is large enough Morberseefidromt25 kilometers away. 2Have-ybu4seen it?



Ecotourism allows travelers to observe and experience life and culture in a natural and often undisturbed location that lends itself to activities like hiking, climbing, rafting etc. This type of tourism often provides funds for conservation and contributes to the development of the local economy. Would you be interested in this type of travel?



Cable television is gradually being replaced by the Internet. Recent research indicates that a substantial number of cable subscribers in their late twenties to mid-thirties are planning to discontinue their cable TV subscriptions. On-demand viewing appeals a lot more to people who want to watch a show of their choice at a time that suits them best. What is your view?

Unit Goals

Vocabulary

eBook **Ecotourism** Buildings Cable television Work routine Climate change and "green" policies

Functions

Express opinion, feeling and preference Agree and disagree Ask for and give information and instructions Warning and advice

Grammar

Had better Recycling/using familiar verb forms, prepositions, modifiers, inversion, conditionals

Listenina

Listening for fact, speaker attitude, relationship

Warm Up

With books closed, ask students: Do you watch television? What kind of shows do you watch?

What do you know about ecotourism? Do you prefer to read paper books or eBooks? Name some of the tallest buildings in your country. Do you follow a set routine every day? What do you know about climate change?

• Encourage students to say whatever they know or think. You don't need to spend too long on each question. You are simply using the questions to activate prior knowledge.

Listen and Discuss

- Have students look at the pictures on pages 2 and 3 and quickly and make guesses about the topics. Make a note of their answers on the board
- Have students read the directions.
- Play the audio for the texts on pages 2 and 3. Have students listen with their books closed.
- Play the audio again. Ask students to read along in their books.

Pub Put Her in I small groups or pairs and give them a few Ministrypinutes to write the headings in the blanks.

Answers

page 2 Technology **Ecotourism**

Unusual Buildings

TV Around the World

page 3 Working Days Goina Green

- Ask students to read through each text and highlight any new information that they find. Then have groups report and comment. Some students are likely to know more about some of the topics. Encourage them to comment and exchange information at this stage. Elicit or explain the meaning of any words or expressions students don't understand.
- Write these words and phrases on the board. Have students find them in each text and try to work out their meaning from context.

debate: a discussion between people in which they express different opinions on an issue or subject integral part of: very important and essential lends itself to: that is good/ suitable for

funds: available money

conservation: the protection of animals, plants, and

natural resources

cable television: a system in which television signals are sent through cables rather than through the air

discontinue: end, stop

subscription: an agreement with a company or organization to get a publication or service regularly and that you usually pay for in advance

on-demand viewing: available when needed or wanted

retirement: the act of ending your working or professional career, the period after ending your career

timely: happening at the correct or most useful time prevent the implementation: stop the use/practice, stop putting into action

Have students find and highlight at least one sentence in each text that expresses an opinion/point of view. Tell them that they will have the opportunity to express their own view later in the lesson.

2 Pair Work

- Go over the directions.
- Have students find and read the last question in each text, to make sure they are all clear about what they are expected to do.

Direct the students' attention to the expressions in the *Expressing Opinion/Feeling/Preference – Agreeing/ Disagreeing* box and go through the expressions. Give some examples, ask:

What do you think of Ecotourism?

Call on volunteers to answer the question using expressions from the box, for example:

I admire people who do it but I can't see myself doing it. What's your view on eBooks? I'm not sure I can see why people are still debating the point. Everything seems to be digital these days.

Explain: **We're on the same page here** to express strong/total agreement.

I see your point but (don't you think it's worth considering a different option?) Explain that we use this expression to express tentative agreement/ disagreement.

I think I'd opt for (cable television) to express preference, i.e. I would choose cable television.

 Put the students in groups 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.





It is not unusual for working people to complain about having to follow the same routine day in and day out. Come retirement time, however, a great number of them feel lost and suffer physically and psychologically through the absence of the same routine. Why do you think this happens?



Climate change has been a critical issue in recent years due to its destructive consequences caused by natural disasters. such as storms, hurricanes, flooding and landslides. Deciding to "go green" has presented a dilemma for countries which have to choose between immediate economic growth and greener policies. This has delayed timely action and prevented the implementation of "green" measures that can contribute to the reduction of carbon emissions. What is your view?

2 Pair Work 💹



Answer the question at the end of each text and discuss. Express your opinion and agree or disagree. Use phrases from the box.

Expressing Opinion/ Feeling/ Preference - Agreeing/ Disagreeing

What do you think of ...? I think it's interesting / an amazing achievement.

What's your view on ...? I'm not sure. I can see why ... but I can't see eye to eye with ...

Don't you think it's an interesting / original ...? No, not really.

We're on the same page here.

I see your point but ... / I have no doubt that your view is valid, but I personally feel that...

I admire people who ... but I can't see myself doing it.

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Conversation 🔟



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

Librarian: Can I help you?

Hashim: Could you please tell me where I can find biology

books and research documents?

Librarian: What exactly are you looking for?

Hashim: It's about a science project and I need to gather

information, in order to create a timeline for biological research over the last 60 years or so.

Librarian: I see. That must be interesting. It can't be easy

to collect all the information and choose the key items you need but I'm sure you'll manage. Go to aisle 5 and look up the biology section. I'm sure

you'll find what you need.

Hashim: I hope so. Thanks for your help.

Librarian: One more thing! The research documents are in the reference section. You have to sign and get

a key. You can look up what you need and read documents in the reference section, but you

mustn't take anything out.

Hashim: Can I photocopy any pages?

Librarian: You'll have to check with me first. You are not allowed to photocopy old manuscripts.

Hashim: I understand. Thanks again.

(an hour later)

Ali: I've noticed you have to use a whole pile of books. Are you doing research?

Hashim: Yes, I'm trying to. But I'm not sure I can do it within the deadline. I'll need to spend days in the

library, reading and making notes.

Ali: Don't you worry! Of course you'll make it. It seems impossible at first but you get used to it. Would

searching online or using eBooks help?

Hashim: That would be awesome but all the computers are taken.

Ali: No, not really. How about using this one? I'm just about to leave.

Hashim: Are you sure?

Ali: Absolutely. I'll let the librarian know on my way out. You'd better

move over right away before someone else takes it. Here, I'll help

you move your things.

Hashim: Thanks a lot. I owe you big time!

Ali: Not, at all. I'm sure you'd do the same!

Your Turn

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

from the box below.

Asking for and Giving Information / Instructions

Could you please tell me where I can ... / where the ... Can I photocopy ...? / Am I allowed to ...? / Is it all

is? Go to (aisle 5) and ... / walk down (aisle 3) and turn-right ...

What exactly are you looking for?

Information / data ... / It's a project that I need ...

Asking permission
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You mustn't take anything out/touch anything ...

right if I ...?

You are not allowed to...

Obligation / Ability / Prohibition

You have to/need to sign ...

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3 Conversation

- Look at the photo and elicit ideas about the place.
- Ask students to think about libraries in groups/pairs and say what people can do there. Ask them if there is a library in their school and if it is a lending library. (Explain that people can borrow books at a lending library and return them after a set period of time. Tell them that there can be a reference section or a reference library where readers can use the books, documents, etc. but are not allowed to take them out.) Ask them if there is any other equipment in modern libraries that they know of, for example, computers, photocopiers, printers, etc.
- Write these questions on the board: What kind of books and documents is Hashim looking for? (biology books and research documents) Which section of the library are the documents in? (the reference section) Play the first part of the conversation and have students listen with their books closed. Call on volunteers to answer. Add one more question: Why do you think Ali knows more about how things are done? (He's an older, more experienced student.)
- Play the audio again. Have students listen and follow in their books.
- Put students in groups of three (one for each role). 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 and act out.
- Have them switch roles and repeat.

- Invite groups to stand up and act out the conversation.
- Go over the expressions in the Asking for and Giving Information/Instructions box.
- Ask students to try and think of their own examples, in
- Point out the expressions for Asking permission and Obligation/Ability/Prohibition.
- Have students find examples in the conversation and replace them with alternative expressions. For example, "You have to sign ..." can be replaced by "You need to sign ..."; "...you mustn't take anything out," can be replaced by "...you are not allowed to ...", etc.

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Your Turn

- Have students read the directions. Tell them that they can use the same context, i.e. student, librarian, at the library with the student asking for information and an older student, or a different context, e.g. a large store, a bank, a museum with different roles.
- Put students in groups of three and give them time to decide on the situation and their roles before they practice.
- Give them time to rehearse. Encourage them to make notes. Remind them not to write down every single word as this is a speaking activity.
- Advise students to listen to each other and respond as naturally as possible while role-playing. Tell them not to worry about mistakes during the role-play. Encourage them to focus on meaning and communication.
- Invite volunteers to stand up and act it out.

4 Listening

- Have students look at the photo and talk about the people, where they are, and what they are doing.
- Go over the directions with students. Ask them to focus on questions 1 and 2, about the relationship between the speakers.
- Have students close their books and listen to the conversation between the speakers. Elicit ideas about the speakers' relationship. Make sure students justify their answers.

Answers

Possible answers:

friends - older to younger friend: Omar, the first speaker must be older because he advises Imad about what he should or shouldn't do and warns him about the consequences.

Instructor-student: possibly at university or technical college. Accept any answer that can be justified through content, attitude, and/or register/style of language used.

- Have students listen to the conversation and follow in their books. If necessary, play the CD again and pause after each speaker to allow students to repeat quietly in pairs.
- Put students in pairs and ask them to act out the dialog.
 Tell them to switch roles and practice again.
- Invite volunteers to act out in class.
- Go over the expressions in the Warning/Advice box.
 Have students find and highlight the expressions in
 the conversation. Then ask them to provide their own
 examples. Give them situations they can relate to in
 order to help them. For example, a teacher warning a
 student, a boss warning or advising an employee, etc.

5 About You

- Have students read and answer question 1 in class, or circulate a paper where each student writes the number of hours they study. Write on the board: 1. from (minimum number of hrs) to (maximum number of hrs). Continue with question 2. Put students in groups and let them talk and compare answers. Call on groups to report.
- Ask student to discuss question 3 in their groups.
 Remind them that they have to justify their answers. If

the members of each group do not reach a unanimous decision, i.e. if some choose statement A and some statement B, ask them to regroup with students who have the same opinion. Eventually, you should have a group A and B. Tell students to exchange ideas and prepare a brief presentation of their view and their reasons. Tell them to choose up to 5 speakers per group. Call on the first speaker of each group to present their view in about 2 minutes. The audience can comment or ask questions. The speakers of each group should defend their team's standpoint as they respond Tell students that the team which manages to persuade more people to join them, wins.

- Have students read question 4 and discuss it in pairs.
 Call on students to report. Alternatively, you might choose to ask student to write a Dos and Don'ts list.
- Put students in pairs and ask them to role-play a
 conversation like the one they listened to. Remind them
 to use language from the box. Tell them that they can
 change the context of the conversation, i.e. decide on
 a different setting/location, and people with a different
 relationship, time, activity, etc. Invite volunteers to act
 out in class.

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4 Listening 🔊



Listen to the conversation and answer the questions.

- 1. What is the relationship between the speakers? Are they friends, brothers, other?
- 2. How do you know?
- **3.** Listen and practice the conversation in pairs.

You'd better have your eyes checked if Omar:

you don't want to get into serious trouble.

Imad: Yes. I know they feel all dry and puffy.

Omar: Have you been sleeping well?

Imad: As well as possible! I've been staying up trying to finish my project, and spending a

lot of time in front of the computer.

Omar: Do you take breaks? You need to take a

break every hour.

Imad: I'd never get to the end of it that way. Well, you won't have the eyesight you Omar:

need to get to the end of it if you don't have breaks! Another reason for taking breaks is to prevent damage to your back from endless hours of sitting at your desk.

Imad: But I'm young. Older people tend to have

back problems.

Omar: You're wrong there. People can cause

> themselves damage at any age. What has saved you so far is the fact that you work out

and do sports.

Yes, my parents have said the same thing! Imad:

5 About You 📓



- 1. How many hours a day do you spend studying during exams?
- 2. How do you feel at the end of an examination period?
- **3.** Which of the statements below do you agree with? Give reasons.
 - **A.** You'll do a better job if you stay up and work through the night.
 - B. You'll do a better job if you get some sleep and work in the morning.
- 4. What would you advise your friend to do/not to do when
 - preparing for exams?
 - 5. Role-play a conversation like the one above with a partner.

حتا قالة phrases from the box.

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Warning / Advice

You'd better ... if you don't want to get into serious trouble.

You'll do a better job/ have a better ... if you ...

You won't ... if you don't / You need to ... or else ...

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Listen and Discuss 🕢



Read the Internet profiles of the three young people. Find two important details about each.



I believe in living life to the fullest. My friends call me "adventure boy" because I'm very spontaneous and I love to do new things. There's almost nothing I won't try once. For example, I've gone bungee jumping and parachuting! I've eaten shark fin soup and chocolate covered crickets! I like to set challenges for myself, and I've found that I can do anything I set my mind to. I'm also a very straightforward person. I say what I mean and I mean what I say. If you

ask my advice, you're going to get it!

Send a Message Add as Friend Forward to Friend Send a Smile

Send a Message Add as Frienci

Forward to Frier.d Send a Smile

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Name: Luke Mitchell Gender: Male

Age: 17 Home: London, England

OK. So the first thing you should know about me is that I'm obsessed with technology and media. I have to be "plugged in" all the time. I spend hours each day on the Web and playing computer games. I'm a lot like my dad. He's a software engineer and he loves technology and spending time on the computer, too. It drives my mom crazy.

But just because I love technology doesn't mean I'm a loner. I'm always hanging out with my friends. Sometimes I spend hours talking with friends online. I'm a pretty funny guy and I like cracking people up. My approach to life is laid back. I like helping others lighten up and not take life so seriously.

Unit Goals

Vocabulary

Personality characteristics Technology and the Internet

Functions

Ask for clarification and confirm Discuss using technology for communication Talk about personality characteristics

- Grammar **Auxiliary Verbs**
- Listening Listen for specific details

Pronunciation

Syllable stress on numbers

Reading

Amazing Internet Connections

Writing

Write about ways to socialize

Form, Meaning and **Function**

> The Comparative and Superlative Needs to be Done and Causative Have Past Participles

Put students into small groups and assign each group one of the profiles. Have each group find two important details about each and list three or four words or phrases from the profile that describe the person's personality. As an example, point out the word spontaneous in Faisal's profile. Elicit that spontaneous means that a person is ready to do something at a moment's notice, without a lot of planning. These are a few of the words and phrases students might choose:

Faisal Alharbi: spontaneous, likes to set challenges for himself, straightforward, constantly late

Luke Mitchell: obsessed with technology, not a loner, funny, laid back

Ahmed Al Ali: down to earth, loves being outdoors, a good listener

- Have groups report on the important details and the words or expressions they selected for each person. Elicit or explain the meaning of any words or expressions students don't understand.
- Write these phrases on the board. Have students find them in the profiles and guess their meaning.

(be) plugged in = be connected to some kind of technology

crack people up = make people laugh lighten up = not be too serious

down to earth = realistic and practical; a person who likes simple things in life, such as friends and family

Warm Up

With books closed, ask students: How do you communicate with your friends when you're not in school? Make some notes about their answers on the board.

Listen and Discuss

- Have students look at the notes on the board about the Warm Up discussion. Which of these means of communication involve technology?
- Have students open their books and look at the pictures and profiles from the social networking site. If you haven't discussed this already, ask students what a social networking site is and which ones they and their friends use most.
- Play the audio for the profiles on pages 6 and 7. Have students listen with their books closed.
- Play the audic again. Ask students to read along in their books.

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1

Quick Check



- Do the first item with the whole class as an example.
 Ask a volunteer to read aloud the sentence. Ask: Who's the best person for this, Faisal, Luke, or Ahmed? Elicit that Luke is probably the best answer because he likes technology and spends a lot of time online.
- Have students work individually to choose the right person for the other situations. Then have them compare answers with a partner. If their answers are different, have them discuss the answers.
- Check answers with the class by calling on students to read aloud a sentence and name the person they chose. Ask if everyone agrees. If some don't agree, have them explain why. Accept any logical answers.

Answers

Answers may vary. Sample answers:

- **1.** Luke
- 2. Ahmed
- 3. Faisal
- 4. Ahmed
- 5. Faisal
- 6. Luke
- 7. Luke

Language Builder

Explain that a *proverb* is a common saying that usually states a general truth or gives advice.



- Have students read the proverbs silently. Answer any questions about vocabulary, but don't get into a discussion of the meaning of the proverb at this time.
- Put students in pairs to discuss the meaning of each proverb and choose which person it describes best.
- If students have trouble understanding the proverb The apple doesn't fall far from the tree, allow them to look it up or provide an explanation. This proverb means that children are similar to their parents.
- Call on pairs to explain the meaning of each proverb and name the person they think it describes. Ask if everyone agrees. If not, have them explain why not. Accept any logical answers.

P! Askidtue his fittee have any similar proverbs in their Ministrown Hanguages

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Answers

Answers may vary. Sample answers:

- 1. Faisal
- 2. Faisal
- 3. Ahmed
- 4. Luke
- 5. Luke
- 6. Faisal

2 Pair Work

- Put students in pairs to discuss the questions in the first item.
- Have students work individually to write their own profiles. They can use the profiles on these pages as models. As students are working, go around and help as needed with vocabulary. Write some of the more useful words students ask for on the board for everyone to learn.
- Have students exchange profiles with their partners and discuss them. Do they think the profile describes their partner well? What would they add to the profile?

Workbook

Assign page 219 for practice with the vocabulary of the unit.



Teaching Tip

If students don't already have vocabulary notebooks, have them start one now. They should write new words that come up in class in their notebooks. As students become more advanced in the language, they will need more words that describe their own individual interests and activities.



Additional Activity

Have students role-play explaining a proverb from their own language to an English speaker. Put students in pairs. Each student thinks of a proverb in the student's own language and tries to explain what the proverb means to his or her partner using only English.



The first real social networking site was a site called Six Degrees. It was created in 1997. It allowed users to create profiles and list their friends. The site was not successful and closed in 2000. Some think it was just ahead of its time.



Send a Message
Add as Friend
Forward to Friend
Send a Smile

Name: Ahmed Al Ali Gender: Male

Age: 22

• 0 0

Home: Dammam, Saudi Arabia

If I had to describe myself with one phrase it would be "down to earth." I also love being outdoors. Being in nature makes me feel peaceful and happy. I especially love the quiet of morning. One of my favorite things to do is wake up really early and go for a long hike.

I'm not always quiet, though. I have a few very close friends, and we spend hours talking and laughing. My family and friends mean everything to me, and they know that they can depend on me for anything. I'm a good listener. I'm not the type of person who tells people what they should do when they have a problem. Instead, I give lots of support and encouragement.

Quick Check

- **A. Vocabulary.** Who do you think would most likely do the following actions—Faisal, Luke, or Ahmed?
 - 1. Chat with friends over the computer.
 - 2. Go camping with friends.
 - 3. Go bungee jumping.
 - **4.** Help a friend with a problem.
 - **5.** Share his honest opinion about a friend's problem.
 - 6. Make a friend laugh about his problem.
 - **7.** Spend evenings watching TV with his friends.
- **B.** Comprehension. Discuss the meaning of these expressions with a partner. Decide which person each proverb describes best—Faisal, Luke, or Ahmed.
 - **1.** Better late than never.
 - **2.** Nothing ventured, nothing gained.
 - **3.** Silence is golden.

- **4.** The apple doesn't fall far from the tree.
- **5.** Laughter is the best medicine.
- **6.** Honesty is the best policy.



 ${\tt Ministry} \ \text{\it Which person is most like you? Why? Which person is most unlike you? Why?} \\$

2023 - **2**,4%/rite your own profile. Exchange and discuss your profile with your partner.

Connected by Technology

3 Grammar 🚂

Auxiliary Verbs

Auxiliary verbs work together with main verbs. The most common auxiliary verbs are do, have, and be.

Use do with negative statements and questions and with affirmative and negative short answers.

She doesn't like social networking websites.

Do you send lots of text messages? Yes. I do. / No. I don't. **Did** Thomas answer your email? Yes, he did. / No, he didn't.

Use have with present perfect and past perfect affirmative and negative statements, questions, and short answers.

She has (not) created her own website.

Has she posted any photos yet? Yes, she has. / No, she hasn't. Have you charged your cell phone? Yes, I have. / No, I haven't.

I had gotten his email an hour before he called me.

Use be with progressive affirmative and negative statements, questions, and short answers.

She is (not) answering her cell phone.

Is your cell phone working? Yes, it is. / No, it isn't.

He was using his brother's cell phone yesterday.

Were you surfing the Internet last night? Yes, I was. / No, I wasn't.

Also use be with passive affirmative and negative statements, questions, and short answers.

The Internet **is** (not) used by millions of people.

Were you given a password? Yes, I was. / No, I wasn't.

- **A.** Circle the auxiliary verb in each sentence.
 - 1. We are downloading an antivirus right now.
 - 2. I do not check my email when I'm on vacation.
 - 3. Online newspapers have become more popular than print newspapers.
 - **4.** Did you send her a message?
 - **5.** The Internet is used by millions of people each day.
 - **6.** My grandmother had never used the Internet before last week.
 - 7. We have been online for a long time.
- **B.** Write **yes/no** questions.
- ightharpoons I'm shutting the computer down now. Are you shutting the computer down now?
 - 1. He found lots of good resources for his essay online.
 - •2. She usually turns her cell phone off before class.
 - 3. She's had that bicycle for a long time.
- He's not answering his phone.

 5. She has posted photos on her website.

Ministry of Education downloaded the program we were looking for.

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3 Grammar

Auxiliary Verbs

- Focus students' attention on the chart and give them a few minutes to read the explanations and examples.
- Remind students of some of the basic features of the use of auxiliary verbs.

The short answer echoes the auxiliary used in the question.

Yes, I do. Do you...? Did he ...? Yes. he did.

Questions usually follow the same pattern: auxiliary verb + subject + main verb.

Have vou charged your phone? Did thev call you?

After do, does, and did we use the base form of the main verb.

He didn't answer the phone.

Write a few questions and answers on the board and have students come up and write the correct auxiliary in the blank. For example:

yo	u gone online today? (Have)
Yes, I	(have)
he	join the networking site yesterday? (Did)
No, he	(didn't)
yo	u chatting online last night? (Were)
Yes, I	(was)
sh	e like being outdoors? (Does)
No, she_	(doesn't)

Language Builder

Point out that the verbs do, have, and be can also be the main verb in a sentence. For example, in the sentence Tom did his homework, did is the main verb. But in the question Did he arrive late? did is an auxiliary and arrive is the main verb.

A

- Ask a volunteer to read the directions and the first sentence aloud. Elicit that the auxiliary verb in this sentence is are.
- Have students work individually to circle the auxiliary verbs in the other sentences.
- Check answers by calling on students to read aloud a sentence and say which word they circled. Point out that in number 2, the verb am (in ...when I'm on vacation) is not an auxiliary verb. It's the main verb in that part of the sentence.

Answers

- **1.** are
- **2.** do
- 3. have
- **4.** Did
- **5.** is
- 6. had
- 7. have



- Read the directions and the example with the class.
- Have students work individually to write the guestions.
- Check answers by having students write their questions on the board. If there are errors in the sentences on the board, get the class to point them out and correct them rather than pointing them out yourself.

Answers

- 1. Did he find lots of good resources for his essay online?
- 2. Does she usually turn her cell phone off before class?
- 3. Has she had that bicycle for a long time?
- 4. Is he not answering his phone?
- 5. Has she posted photos on her website?
- 6. Have you downloaded the program you were looking for?



Connected by Technology

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 Give students a minute or two to read the conversation silently. Ask a few questions for general comprehension.
 For example:

What does Ana make? (jewelry)
Is it a hobby or a business? (a business)
Where does she sell her jewelry? (online)
What is she making now? (a bracelet)

- Put students in pairs to complete the conversation. As students are working, go around the room and check answers. If some pairs finish early, have them help check the answers of another pair.
- When you're sure all the pairs have completed the conversation correctly, have students practice the conversation with their partner.
- Ask one pair to act out the conversation for the class.

Answers

- **1.** Do
- 2. have
- **3.** Are
- **4.** am
- 5. have
- **6.** is
- **7.** am
- **8.** Did
- **9.** did
- **10.** Do
- **11.** does
- 12. do13. do
- O
- Focus students' attention on the photo. Ask a volunteer to read the directions and the example questions.
- Elicit one or two more questions that students might ask about the picture.
- Have students work individually to write their stories.
 After they finish writing, they should circle or underline all the auxiliary verbs in the story. As students are working, go around and check their use of the auxiliary verbs.
- Ask a few volunteers to read their stories to the class.
 How are the stories the same or different?

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9 Teacher's Guide

Workbook

Assign pages 220–222 for practice with the grammar of the unit.



Teaching Tip

When students are writing, tell them not to worry about things like spelling and grammar at first. They should just focus on putting their ideas down on paper. Then they can go back and make corrections as necessary. Also, tell students that there are no right or wrong answers. Some students might write about business people having a business meeting and other students might write about a university professor discussing research topics with postgraduate students.



Additional Activity

Have students work in groups to create a questionnaire about social networking sites for their classmates. They might include questions, such as *Do you belong to a social networking site?*How often do you use it? Do you like it? Have you made any new friends? Then have groups exchange questionnaires and answer them. Discuss the questionnaires with the whole class.

C. Complete the sentences with the correct forms of **do**, **have**, and **be**.

Leila: (1) _____ you still make your own jewelry?

Ana: Yes, I do. In fact, I (2) _____ turned my hobby into a business.

Leila: Really? (3) _____ you selling your jewelry now?

Ana: Yes, I (4) ______. I (5) _____ sold more than 50 pieces of jewelry online this year. My jewelry (6) _____ bought by people all over the world. Right now, I (7) _____ making a bracelet for a woman in Shanghail.

in Shanghai!

Leila: (8) _____ you make that necklace you're wearing?

Ana: Yes, I (9) _____.

Leila: It's lovely. (10) _____ you have time to make one for me?

Ana: Of course.

Leila: How much (11) _____ a necklace like that cost?

Ana: I (12) _____ not accept money from friends! I'll make you a necklace,

but (13) _____ not even think about paying me for it!

- **D.** Look at the picture. Make up a story about it. Use sentences with auxiliary verbs. Answer questions like these:
 - Who are these people?
 - How long have they known each other?
- How long have they been here?
- What are they doing?



Connected by Technology

4 Conversation <a>



Grandma: What are you doing, Cara?

Cara: I'm texting Maria. I haven't seen her all

week, so I'm just saying "hi."

What's that beep? **Grandma:**

Cara: It's Maria. She just sent a text message back

to me.

Grandma: I don't understand. How on earth do you type

what you want to say so quickly?

Cara: You don't actually type the words out. You use

> abbreviations and acronyms. Hold on. I'll show you. Right now I'm asking if she wants to come

over and hang out.

Grandma: That's a lot to type.

Right. So instead I type "DYWT come ovr." Cara:

Does that make sense?

Grandma: DYWT? What does that mean?

DYWT means "Do you want to." It's the first Cara:

letter of each word.

Oh. OK. Now what? **Grandma:**

She'll respond in a second. (beep) There. Cara:

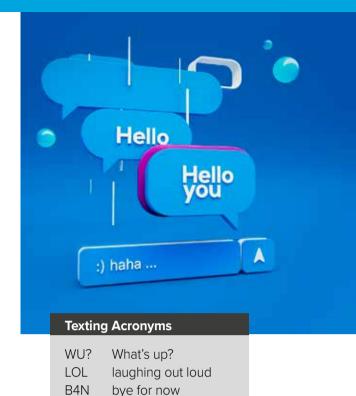
Grandma: What did she say?

Cara: (spelling it out) Gr8. B ovr n 10 mins.

Grandma: I think I get it. She's saying, "Great. Be over

in ten minutes."

Cara: Now you've got the hang of it, Grandma!



Real Talk

How on earth? = How is it possible

Hold on. = Wait a moment.

hang out = spend time together informally

get it = understand

got the hang of it = started to understand something

About the Conversation

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

- **1.** What doesn't the grandmother understand?
- 2. What acronym does the grandmother learn? What texting accomms do you use?
- 3. Tell your partner about a time you explained something or learned something new from

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Your Turn

Role-play with a partner. Explain to your partner how to do something. Use phrases to ask for clarification and confirm from the box.

Asking For Clarification and Confirming

I don't understand. Can you explain it? How do you...? What does that mean?

Does that make sense? I get it.

4 Conversation

- With books closed, ask students what they know about texting. For example, ask: Is texting a common means of communication? How do people text in your language? Do you use abbreviations?
- Tell students they are going to listen to a conversation between a grandmother and granddaughter about texting.
- Play the audio. Tell students to listen with their books closed
- Ask a couple of simple questions to see what students have understood. For example:

What's Cara doing? (texting her friend Maria) **Does Cara's grandmother know how to text?** (no)

- Play the audio again. Have students listen and read along in their books.
- Have students practice the conversation with a partner. Then they switch roles and practice again.

Language Builder

Explain the words abbreviation and acronym. An abbreviation is a short form of a word. For example, ovr is an abbreviation of *over*. An acronym uses the first letters of several words to write a phrase. For example, DYWT means Do you want to.

Real Talk

- Model the phrases for students to repeat.
- Ask students who says each phrase and why. For example, ask: Who says How on earth? (Cara's grandmother says it because she doesn't understand how Cara can type so quickly.)

Who says Hold on? (Cara says it because she's going to show her grandmother how texting works.)

Who says hang out? (This is what Cara wants to do with Maria.)

Who says get it? (Cara's grandmother says this when she understands the text message.)

Who says got the hang of it? (Cara says this when she knows that her granding ther understands texting.)

• Write the following sentences on the board. Have students practice by completing these sentences with their bwinideas and telling or asking a partner.

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How on earth can you?
My friends and I often hang out at
Hold on a minute. I have to
I don't get it. Why do you?
I finally got the hang of

About the Conversation

- Have students work in pairs and take turns asking and answering the questions.
- Check answers to questions 1 and 2 by calling on pairs to read a question and an answer.
- Discuss guestion 3 with the whole class. Ask several students to tell about a time they explained something to someone or learned something new.

Answers

- 1. The grandmother doesn't understand how Cara types a text message so quickly.
- 2. The grandmother learns the acronym, "DYWT," or "do you want to"
- 3. Answers will vary.

Your Turn

- Call on a student to read the directions aloud.
- Direct students' attention to the box of phrases for Asking For Clarification and Confirming. Ask students about the items in the box. For example:

Which things would you say when you don't understand something or want an explanation? (I don't understand. Can you explain it? How do you...? What does that mean?)

What do you say when you understand something?

What do you say when you want to know if your explanation is clear? (Does that make sense?)

- Brainstorm with students a few ideas that they might use for the conversation. Remind them of their answers to guestion 3 in About the Conversation.
- Put students in pairs to create their conversations. Remind them to use the phrases from the box and also the phrases from Real Talk. Students should switch roles so each student gets a chance to explain something.
- Ask two or three pairs to present their conversations to the class. As they do this, have the class check off the phrases that they use to ask for clarification and confirm.

Listening

- Focus students' attention on the photo. Tell students that the father and son are talking about using the cell phone. Ask: What do you think the father is saying? What do you think his son is saying?
- Give students a minute to read the questions.
- Play the audio. Tell students to listen but not to write their answers at this time.
- Play the audio again for students to write their answers. Then play the audio a third time, pausing as necessary for students to check answers.
- Ask students if they ever have similar discussions with their parents or families about cell phone use.

Answers

1. 300 **3.** \$79 **2.** 950 **4.** \$0.40 **5.** \$20

6. one-third

Audioscript

Father: Michael, I want to talk with you.

Son: About what, Dad?

Father: How many minutes do you think you've used on your cell

phone so far this month? I don't know. Maybe 300?

Father: Try 950! I checked our account. We pay \$79 for 900 minutes.

You've used up the whole family's minutes and we're only half-way through the month.

No! Really? Son:

Father: Yes, really! And did you know that we pay 40 cents a minute for every minute over our plan? That adds up fast. The extra

50 minutes you have used so far will cost \$20.

Son: Wow. Sorry dad. I'll cut back on my calls.

Father: "Sorry" isn't enough. You're 17 years old. You need to start contributing some money towards the cell phone bill.

Son: Aw dad. How much?

Father: Since there are three people in the family, I think you should pay a third of the bill. And if you use more minutes than we

have in our plan, you'll have to pay the extra charges.

Son: OK. I guess that's fair. Father: What are you doing?

Calling my friend, Tom. I have to tell him about this. Son:

Pronunciation

Play the audio for the explanation while students read along in their books.

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- Model pronunciation of numbers, showing how the first syllable is stressed when counting but the last syllable is stressed when saying the time.
- Play the rest of the audio and have students circle the word they hear.

Answers

1. SEVENteen

3. fifTEEN

5. THIRty

2. FORty

4. THIRteen

Vocabulary Building



• Have students work individually to complete the chart.



- Have students compare charts with a partner.
- Check answers with the whole class. Find out which words students already knew or were able to guess. and which words they had to look up in a dictionary.

Answers

Related to Computers: networking, virtual, cyber, posted

Synonym for "Special": unique, extraordinary Related to Health: asthma, paramedics

Workbook

Assign page 223 for additional reading practice.



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.



Additional Activity

Have students work in small groups and research cell phone plans available in their area. How much does the plan cost each month? How many minutes does it include? How much do extra minutes cost? Have them choose one plan and report on it to the class. Compare the plans the groups present. Which is best?



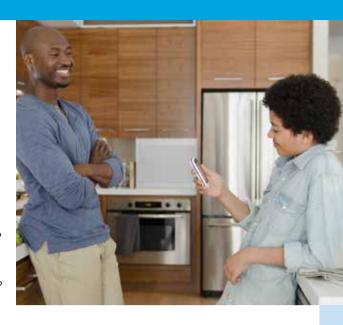
According to a recent study, teens love their cell phones. Forty-six percent said a cell phone is necessary for their social lives. Teens prefer texting to talking. The main reasons teens like texting are that it's fast and they don't have to talk to the

5 Listening 🔊



Listen to a father talk to his son about using his cell phone. Write the numbers.

- 1. How many cell phone minutes does Michael think he has used this month?
- 2. How many minutes has he actually used?
- 3. How much does it cost for 900 minutes?
- 4. How much does each additional minute over the plan cost?
- 5. How much does Michael's bill add up to this month?
- **6.** How much of the bill does Michael's father suggest he pay?



6 Pronunciation



When counting "teen" numbers, such as thirteen and fourteen, stress the first syllable. In most other cases, we tend to stress the last syllable in "teen" numbers. When using these words to talk about quantity, time, or money, stress the second syllable.

In "ten" numbers, such as twenty and thirty, always stress the first syllable.

Listen and repeat the sentences. Circle the correctly stressed numbers.

1. SEVENteen sevenTEEN

2. FORtv forTY 3. FIFteen fifTFFN 4. THIRteen thirTEEN

5. THIRty thirTY

Vocabulary Building



A. You will see these words in the reading on pages 12 and 13. Put each word into a category in the chart.

asthma extraordinary paramedics unique cyber networking posted virtual

Related to Computers	Synonym for "Special"	Related to Health

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Ministry **B.** 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.

8 Reading 💹



Before Reading

Has the Internet ever helped you meet or reconnect with a friend? Explain.

AMAZING INTERNET **CONNECTIONS**

We all use the Internet to connect with people. Using email, social networking sites, and instant messaging are ordinary ways that people connect. But at times, the Internet has been used to connect ordinary people in extraordinary ways.



12-year-old Sean Redden from Denton, Texas, was in on the Internet, playing a cyber fantasy world game. Suddenly someone came online, asking for help. The person said she was a Finnish business student who was locked in her college's computer lab. She said she was having an asthma attack and couldn't breathe.

Redden wasn't sure if this was part of the game as sometimes a few people lie on the Net. However, as he later told the Dallas Morning News, he decided it was, "too real to be a joke." So Redden called the police. With the additional nelp of international phone operators, Finnish paramedics found 20-year-old Tara Laintinen and gave her <u>theក្នាដុជ្ជទ</u>al attention she needed. Without Ministry of Education boy half a world away, she might not have survived.

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FINDING YOUR DOUBLE



It was just an ordinary night on a crowded subway car for Patrick Swales, a 21-year old web designer in New York City. The car had just stopped at a station and the doors opened. Suddenly, he saw himself waiting at the platform. But the clothes were not really his style. What was he doing waiting there? He should be in the car. But he was in the car! By the time he realized that he had just run into his double, the doors had shut and they were moving. At that instant, their eyes met. Disbelief, amusement, wonder were all conveyed in that one look! They both raised a hand in an attempt to catch each other but it was too late.

Shaken by the encounter and determined to find his double, Patrick came up with a unique idea. He created a website called subwaymydouble.com. He posted his own photo and a description of the man he had seen in the subway, in the hope that someone would see it and make contact. He got the call two days later.

Now Patrick and his double are best friends. His name is Manuel and he is in New York studving web design! Patrick and Manuel have decided to take themselves out of the public eye, so they have stopped updating the site. Patrick posted this message on the website: "In our best interest, there will be no more updates to this website. Unlike popular TV series, you will have to continue the story yourselves. Best wishes to all and may you find your double someday."

8 Reading

• If possible, tell students about a time when the Internet has helped you find an old friend or meet a new one. Then, with books closed, ask students the **Before** Reading question: Has the Internet ever helped you meet or reconnect with a friend? Elicit answers from several students. Encourage others to ask questions.

READING STRATEGY

Using pictures and titles to predict

- Focus students' attention on the pictures on pages 12 and 13. Ask: What can you tell about the people in the pictures? How old are they? Where are they? What are they doing?
- Have students read the titles on pages 12 and 13. Then have them tell you what they think each article will be about. Make notes of their answers on the board.
- Play the audio for the first story. Have students read along as they listen. Then refer to the notes on the board. Were their predictions correct?
- Have students read the story again. Ask a few questions to check comprehension. For example:

Saving A Life

What was Sean Redden doing? (He was playing a cyber fantasy world game.)

What problem was the Finnish woman having? (She was having an asthma attack.)

Why couldn't she get help? (She was locked in the computer lab.)

Was this part of the game or was it real? (It was real.) What did Sean do? (He called the police.)

- Play the audio for the next two stories and check the predictions on the board as before.
- After students listen to each story, have them read the story again. Ask questions to check comprehension. For example:

Finding your double

Who is Patrick Swales? (a 21-year old web designer) Who did he see on the subway? (He saw his double.) Why didn't he speak to him? (The train doors shut and the train started to move.)

How Gid be find him? (He created a website and posted a description of the man he had seen.)

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What are Patrick and Manuel doing now?

(They are best friends.)

Reunited 60 Years Later

What was the relationship between Asma and Sabah in the past? (They were best friends.)

Why did they lose contact?

(Sabah's family moved away.)

Who helped Asma find Sabah? How? (Her grandson Ali showed her how to surf the Web, and they found Angela's phone number.)

What is the relationship between Sabah and Asma **now?** (They are inseparable.)

- Remind students that it usually isn't necessary to understand every word in order to get the main ideas of a story. But of course there are some words that are quite important. Tell students that they should each choose one word from one of the stories that they don't know and that they think is important.
- Ask students to write the words they have chosen on the board. Discuss the words with the class. If a student knows the meaning of a word, have the student explain it. Encourage students to use context to make educated guesses. Then explain the meanings of any remaining words or have students look them up in a dictionary.

After Reading

- Arrange students in groups of four. Assign one question to each member of the group. Give students a few minutes to make notes about the answer to their question.
- Have students ask and answer the questions in their groups. Each student answers the question he or she has been assigned, and the group comments on the answer. As students are working, go around and check that all the students are participating in the discussion.
- Go over the questions with the whole class. Have each group report on their answer to one of the questions.

Answers

Answers will vary.

Speaking

- Brainstorm a few ideas about the advantages and disadvantages of the Internet. Draw a chart on the board like the one in the book and make notes in the appropriate sections.
- Note: Keep the brainstorming session short and limit it to only one or two ideas for each section. You want students to go on and discuss their own ideas, not just copy what's on the board.
- Have students work in pairs or groups to share ideas.
- When students have finished, have them exchange their ideas with the whole class. How are their ideas similar or different?

Workbook

Assign pages 224–225 for additional writing practice at word and sentence level.



Teaching Tip

Modify activities to meet the needs of your students. For example, in some classes, students may need to concentrate more on accuracy and grammar practice than on fluency skills that they develop through discussions. It's important to gauge the needs of a class, and how those needs may change over time.



Additional Activity

Play a story-telling game. Bring a ball of string to the class. Write this sentence on the board (or use another idea): I met an interesting person on the Internet. Tell the class that this is the first sentence in a story and that they are going to make up the rest of the story. Give the ball of string to a student (S1) and have that student make up the next sentence in the story. S1 then holds on to one end of the string and throws the ball to another student (S2) who adds another sentence. S2 then holds on to his or her part of the string and throws the ball to a third student and so on. As students tell the story, they are creating a web of string around the room. (This also makes it easy to see who has and has not contributed a sentence. They're not on the web!)



Project: Social Networking Sites

Have students do research on social networking sites that their classmates and friends use. What are the features of the different sites? What are some of the possible problems in using these sites? What protections do the sites offer? Have students present their findings to the class.



A theory known as "Six Degrees of Separation" says that you can connect any two people on the planet in an average of six steps by connecting people they know. Some social networking sites are experimenting to see if this is true. One facts experiment came up with 5.73 as the average number of steps it took to connect one user to another through people that one or the other knew



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Asma, a 75-year-old grandmother of eight, enjoyed telling her grandchildren stories about her youth. These stories usually featured Sabah, Asma's best childhood friend. Asma and Sabah had been as close as sisters. Then, when the girls were 15, Sabah's family moved away and the girls lost contact. But Asma never forgot her childhood friend.

One day, Asma was telling her 13-year-old grandchild, Ali, a story about Sabah, when Ali asked, "Why don't you try to find her?" Ali got out his laptop and showed Asma how to surf the Web. A mere 30 minutes later, they had found Sabah! Asma's hands trembled as she dialed her old friend's phone number. When Sabah answered and Asma identified herself, Sabah burst into tears. By coincidence, Sabah was now living nearby.

Sixty years later, the women are inseparable once again. "My life has improved dramatically since Asma found me," says Sabah. "I never feel lonely anymore."

Adds Asma, "It's as if we had never been apart. Sixty years have made no difference to our friendship!"

These are just a few of the incredible ways people have been brought together by the Internet. Every day there are more. Who knows what amazing Internet stories are unfolding at this very moment.

After Reading

- 1. In your own words, explain how Sean Redden saved Tara Laintinen.
- 2. What do you think of the way Patrick Swales found his double? Would you ever do something like this? Why? Why not?
- 3. Think about the story of Asma and Sabah. Is there someone you would like to be reunited with? Who and why?
- **4.** What do all of the stories have in common?

Speaking 🞑



Work in pairs or groups. Think about the advantages and disadvantages of the Internet and make notes in the organizer. Discuss your ideas in class.

		Advantages	Disadvantages
	1		
	2		
	St.		
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10 Writing



- A. Look at the photos and define face-to-face and online learning.
 - 1. Do you know anyone who is studying online? Would you prefer to learn online? Why? Why not?
 - 2. Do you prefer to communicate with your teacher and classmates face-to-face? Why? Why not?
 - 3. What are the differences?
 - 4. Read the text and answer the questions:
 - What is the trend for university courses?
 - · What kinds of students opt for online courses?
 - Why do some students enroll in face-to-face courses?
 - · Which type of course is more successful?
 - 5. Read the text again and find out which paragraph:
 - · presents information about face-to-face courses
 - · sets the scene and introduces the topic
 - · presents information about online courses
 - · rounds up issues





Learning Face-to-Face and Online

There have been significant changes in education due to technology. The Internet has played a determining role in transforming the face of education as we used to know it. More and more universities and colleges offer face-to-face and Online course modes or blended versions that combine classroom face-to-face and email, social networking, or synchronous e-learning.

Research has shown that students choose different options, depending on individual preferences, learning styles, and practical considerations. For example, working adult students prefer online courses as they offer the flexibility that they need to combine learning with work. In other words, individuals, whose time and/or mobility are restricted, are happier with online courses.

On the other hand, a large number of students Ministrenroll in face-to-face courses as they feel that 2023 - 1445

face-to-face instruction and communication with peers will help them understand concepts better and learn more effectively. They are not opposed to using email or social networks to communicate with peers but not with their instructor. On the contrary, online students find it easier to communicate with instructors by email as it frees them of inhibitions they might have about asking questions or raising issues face-to-face.

Both groups defend their respective choice wholeheartedly. This is further demonstrated by success rates and learning outcomes. So, given a positive attitude to technology and the necessary skills, students will benefit from online courses as much as their counterparts in face-to-face contexts. What remains to be seen is if such courses will also benefit interpersonal skills and help people perform as members of a team.

10 Writing

- Direct students to the photos and elicit what they see. Ask them to compare the two photos and discuss differences and similarities. Write face-to-face learning and online learning on the board. Have students brainstorm ideas about each mode of learning. Call on individual students to report their answers.
- Organize students in groups. Read the directions for tasks 1 to 3. Give the groups some time, 5 to 10 minutes to discuss the questions. Circulate and monitor participation.
- Call on groups to report their ideas for the class. Ask students to find out how many students in class prefer Face-to-face and how many online learning. Encourage them to move round and ask students in different aroups.
- Read task 4 with the class. Play the audio and ask students to listen and follow in the text. Have them highlight as many answers as they can in the text.
- Ask students to read the text silently and confirm or find answers to all the questions in task 4. Have them compare answers with the rest of group.
- Discuss the answers to the questions in class.
- Have students read directions for task 5 and work individually to find the answers.
- Tell them to highlight words or phrases that they have used as clues and use them to justify their answers. For example: synchronous e-learning (paragraph 1 clues: "face-to-face and Online course modes or blended versions)

Answers

- Presents information about F2F courses: paragraph 3 (see example above)
- Sets the scene and introduces the topic: paragraph 1: significant changes in education due to technology, Internet/determining role/ transforming face of education/ universities and colleges/ F2F/ Online course mode/ blended/ synchronous e-learning
- · Presents information about online courses: paragraph 2 and end of paragraph 3: choose different options, individual preference, practical considerations/ flexibility/ combine learning and work
- Rounds up issues: paragraph 4: both groups/defend choice/ success rates/ learning outcomes/benefit from online courses / face-to-face contexts.

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- Call on volunteers to present their answers to the class.
- Have students work in small groups to identify the main characteristics of face-to-face, online and blended courses. Remind them to assign responsibilities to different members of the group and make sure one student in each group is responsible fo taking notes that the group can use to present their answers. Circulate and monitor participation. Help when necessary.

Additional Activity

Share the the following text with students and have them fill in the missing transition words.

On the contrary For example On the other hand

The main advantage of synchronous e-learning is that participants can interact with each other and their tutor as well as work in smaller groups when necessary. (1) ___ should a participant wish to address a question or make a comment, all they need to do is signal their intention and speak, closely following standard norms of interaction.

- __, if participants do not have access to a reliable connection, they can miss sessions for reasons beyond their control.
- _, face-to-face courses can operate under minimal conditions if necessary without disruption in the event of power failure or inability to access the internet. This is further demonstrated by the fact that schools in a number of developing countries consist of as little as a straw enclosure and boulders as seats.

Answers

- 1. For example
- 2. On the other hand
- 3. On the contrary

1 Connected by Technology

3

- Tell students that they are going to write an essay comparing and contrasting the two ways of socializing and say which they prefer and why.
- Read directions 1 and 2 with the class.
- Draw the diagram on the board.
- Organize students in pairs and direct them to B and the diagram. Have them brainstorm and make notes on the features of each type of socializing. Point out that the features they have in common can be placed in the centre where circles overlap. Indicate an overlapping area on the board.
- Call on pairs to present their ideas for the class. Have the rest of the class listen and add to their notes or comment
- Have two volunteers write the notes in the right section of the diagram on the board.
- Have pairs discuss differences and similarities and make notes on the chart. Call on pairs to report their ideas in class. Ask the rest of the class to listen and comment, modify or add to their notes.
- Direct students to the Writing Corner. Read the first point with the class and ask them to find and highlight examples in the text.
- Call on volunteers and check the examples in class. Examples: On the other hand, On the contrary
- 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 and work in groups to think of a different alternative as an opening section of 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.
- Give students a few minutes to check their notes and complete them or ask their classmates for help.
- Have them read 4 and 5 and explain that they are going to write a first draft using their notes which will be commented on and edited before re-drafting. Point out 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.

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 Give them some time to rewrite their essays. Call on some student 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

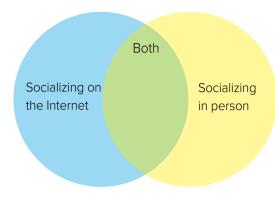
Additional Activity

Hold a class debate. Divide the class into two teams: one in favor of face-to-face learning and one in favor of online learning. Give the groups time to prepare their arguments before you begin.

Workbook

Assign page 226 for additional writing practice above word and sentence level.

B. Study the charts below. What is the topic for discussion shown in both?



- **1.** Write an essay comparing and contrasting the two ways of socializing and say which you prefer and why.
- **2.** Think about the features of socializing with friends in person or face-to-face and socializing on the Internet. Make notes in the chart below. Are there things that you can do in both cases?
- 3. Use your notes to write the essay.
- **4**. Exchange and read each other's draft essays. Suggest improvements.
- **5.** Revise, improve, and re-write your essay.

Socializing in person/ features	Socializing online/features	Same	Different

Socializing Online and In Person
In some ways socializing on the Internet
is similar to socializing in person. For example,
whether you are actually with your friends or on
the Internet you can ...

Writing Corner

In an essay, you often have to discuss the similarities or differences between two different situations, opinions or ideas:

- use phrases to say what is similar; Likewise ..., In the same way ..., Similarly ..., as well as, ...both ...
- use phrases to say what is different; In contrast, ..., However, ..., On the other hand, ...,
- provide examples to illustrate what you mean with phrases like:
 For example, as in ..., such as ..., in other words...

Underline examples of phrases used in the text on page 14 for comparison and contrast and explain why

Paragraph 4, line 1: Both groups defend... is used to compare.

בון בין און בין און phrases to state your preference and give reasons why: Personally, I prefer ..., I'd rather ...than ..., because ..., The reason for this is ...

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11 Form, Meaning and Function

Comparative and Superlative Forms of Adjectives

The Comparative

Use adjective + -er or more / less + adjective to make the comparative.

Email is a **fast** way to communicate. Instant messaging is **faster** than email.

Print newspapers are **popular**. Online newspapers have become **more popular** than print newspapers.

Smartphones are **expensive**. Cell phones are less expensive.

Note: The comparative is often used with *than*.

The Superlative

Use the + adjective + -est or the most / least + adjective to make the superlative.

Face-to-face courses are **the fastest** way to learn. Our online courses are the most popular.

F2F courses are expensive. Blended learning is less expensive. Our short online course is the least expensive

way to study.

Some adjectives have irregular comparative and superlative forms.

good-better-the best bad-worse-the worst

A.	Complete the sentences with the comparative or superlative forms of the adjectives in parentheses.	Use the
	before superlatives.	

1. The clock tower of the Abraj Al-Bait Towers in Makkah is one of (tall) buildings in the world.

2. Social networking is _____ (good) way to stay connected with friends.

3. The Taj Mahal in India is one of ______ (beautiful) buildings in the world.

4. (popular) online video game on the market is 'Big Ideas 2'.

B. Look at the statements and choose the best option. Work with a partner. Give your opinion with some

reasons. Use comparatives and superlatives.

In my opinion, smartphones are a waste of money. Cell phones are cheaper and less addictive...

- 1. Smartphones / Cell phones are a waste of money.
- 2. The best way to make new friends is by using social media / joining a school club.
- **3.** Car/Plane travel is more dangerous than car/plane travel.
- **4.** Nowadays, people prefer to shop online / shop at the mall.
- 5. The best way for young children to learn is by using technology such as computers, raptops and tablets / reading books.

6. It is better to take a train or a bus / drive to college.

7. On weekends, I prefer to see family / friends.

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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?
- Point out the three ways we form the comparative. Ask: Why do we add **-er** to fast but add **more** (or **less**) before popular and expensive?
- 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)

The Superlative

- Choose volunteers to read aloud the sentences in the next part of the chart. Have students identify the adjectives in the sentences. Ask: How many different ways to learn have most likely been identified by the speaker? (three or more)
- Elicit why -est and most have been added to the adjectives fast and popular respectively. (The speaker is comparing three or more things in terms of speed and popularity.)
- Ask: Why do we add -est to fast but add most (or least) before popular and expensive? Elicit that we add -est to most one syllable adjectives when we make them superlative, and use most with most three-syllable adjectives.
- Ask: What word do we usually use before superlative adjectives? (the)
- To make sure students understand the difference between the comparative and superlative, ask: Why do we use **faster** in the sentence about email and instant messaging, but we use the fastest in the sentence about F2F learning? Elicit that with the comparative we compare two people, two places, or two things; with the superlative we compare three or more items in a group or in the entire world.
- Finally, try to elicit as much as possible about the spellingrule and irregular comparative and superlative Ministradjectives before directing students' attention to the 2023 _last part of the presentation.

Language Builder

We can use both -er or more and -est or most with many two-syllable adjectives; for example, politer and more polite are both correct.

We usually use -er and -est with adjectives ending in -y, -ow. -le, and -er; for example: prettier, heavier, narrower, simpler, and cleverer.

We use *more* or *most* with two-syllable adjectives ending in -ed, -ing, -ful, and -less; for example: more tired, more boring, more stressful, and more careless.

- Ask a student to read aloud the first item and elicit the superlative form of the given adjective. Then have students do the rest of the exercise alone or in pairs.
- Have students that finish first use three adjectives in the exercise to make sentences about their country.
- Check their answers by having individual students read the sentences aloud.

Answers

- 1. the tallest
- 3. the most beautiful
- 2. the best
- 4. the most popular



- Read through the directions to the exercise with the class and tell students to firstly read through the sentences alone and circle the choice which is true for them.
- Then put students into pairs. Students should take it in turns giving their opinion supported by reasons. Remind students to start appropriately. For example, In my opinion..., I think..., I believe ..., and so on.
- Students should report on their partner's opinions to the class.

Answers

Students' own answers



Teaching Tip

A good lesson has a beginning, a middle, and an end. The beginning might be just a short introduction reminding students of what they are going to study that day, but it is important to give students a sense of structure. In the same way, you should take a few minutes at the end of each class to summarize what students did and perhaps tell about what they are going to do in the next class.

Need to Be (Done)

- Have students read the two example sentences in the presentation and ask: Will the speaker fix the TV him or herself? (No) Does the speaker intend to clean the car seats him or herself? (No)
- Ask students to identify the object in each of the example sentences. (TV, car seats)
- Read the explanation and explain that we use this structure when we want someone else to perform a service for us.
- Elicit more examples from students and write the examples on the board, identifying the object and highlighting the structure: needs to be + past participle verb. For example,

My smartphone needs to be upgraded.

My coat needs to be dry-cleaned.

My car needs to be serviced.

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. (ie When we want someone else to perform a service for us.)
- Call on volunteers to identify the object in each example sentence. (room, air conditioner, house)
- Call on volunteers to identify the time and the tense being used in each example sentence. For example, We're having the rooms decorated. (at the moment/ present progressive)

We're going to have the air conditioner repaired. (future intention/going to do)

We had the house painted. (past time, finished action/ simple past tense)

• Ask students to identify the past participles and write the base form, simple past and past participle for each one on the board:

decorate decorated decorated repair repaired repaired paint painted painted

Elicit that these are regular verbs and direct students to the back of the Student Book page 212 for a list of irregular verbs. Ask them to find the past participle for the verb: break (broken).

Past Participles as Adjectives

Turn back to page 17 in the Student Book and call on volunteers to read out the example sentences which use past-participles as adjectives.

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- **G**
- Have students read through the conversation alone and answer the questions: What are the problems? Who will fix the car?
- Students should work to complete the exercise alone and then compare their answers with a partner.
- Go round the class and students have the right answers.
- Call on two volunteers to role-play the conversation for

Answers

- 1. have had
- 2. isn't starting/doesn't start
- 3. might be
- **4.** to be recharged
- 5. had (a new battery) put in
- 6. to be repaired
- 7. is falling off/fell of
- 8. to be fixed
- 9. have (everything) fixed
- **10**. said

• Students work in pairs to complete the exercise and then report on their partner's answers to the class.

Answers

Answers will vary. Sample answers.

- I need to have a website created.
- 2. I have to have my printer fixed.
- 3. I have my laptop computer serviced.
- 4. I need to have my digital photos printed.
- 5. I will get the screen on my tablet replaced soon.

Workbook

Assign pages 227–228 for more practice with the form, meaning and function of the structures in the unit.



Teaching Tip

When preparing for the lesson, think about how you're going to use the board. For example, what can you put on the board before class starts so that you won't have to use valuable class time to write on the board? Since students are often not doing anything when teachers write on the board, the pace of the class can be impacted.

Need to Be (Done)

The TV **needs to be fixed**. (= Someone needs to fix the TV.)

The car seats **need to be cleaned**. (= Someone needs to clean the car seats.)

Have/Get Something (Done)

Use *have* or *get*, with the past participle, when someone else performs the service for you.

The rooms need to be decorated. We're **having/getting** the rooms **decorated**.

The air conditioner needs to be repaired. We're going to **have/get** the air conditioner **repaired**.

The house needed to be painted. We had/got the house painted.

Past Participles as Adjectives

break**–broken** The cell phone was **broken**. I threw away the **broken** cell phone. crack**–cracked** The tablet's screen was **cracked**. I got the **cracked** screen replaced.

damage—damaged The laptop was damaged. The computer technician fixed the damaged laptop.

C. Complete the conversation. Use the correct form of the verbs in parentheses. Then practice the conversation with a partner.				
Khaled	: I (1. have) this car	for six months, and it gives n	me all kinds of problems.	
Joe:	What is it this time?			
Khaled	: It (2. not start) in t	he mornings.		
Joe:	Maybe it's because of the cold, o low. It probably needs		_ (3. might/be)	
Khaled	t isn't that. I just(! , and it still won't s (6. repair).			
Joe:	Is there anything else wrong with	the car?		
Khaled	Yes, the exhaust pipeleaking. They both need		ator is	
Joe:	Is your car under warranty?			
Khaled	: Yes, it is.			
Joe:	Then you shouldn't worry. We'll _	everything	(9. have/fix) for you.	
Khaled	: That's what you(1	0. say) the last time.	\(\frac{1}{2}\)	

D. Talk about what you get (have) done regularly or need to get (have) done, or will get (have) tone soon. Use the ideas in the box.

create a website • fix my printer

مرازع service my laptop computer • print my digital photos

replace the screen on my tablet

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1 Connected by Technology

12 Project

Prepare a presentation for your class on **Things to Do on the Internet**.



1. Work in groups. Discuss things that you do on the Internet. Use the list below to help you and add your own ideas.

Interactive games	Blogs	Add your own ideas:
Competitions	Videos	
Problem solving	News	
Role-play games	Information	
E-shopping	Education	
Social networks	Download programs	

2. How do you use the following? What are some of the advantages and disadvantages? Add your own ideas to the list.

	Use	Advantages	Disadvantages
Social networks			
Blogs			
Threads/discussions			
Electronic articles			
Videos			
Information			
Websites			

- **3.** How do you feel about the Internet as a medium? How reliable is it? Would you recommend it as a reliable and valid source of information? Why? Why not?
- 4. How does the Internet contribute to learning? Is it effective?
- 5. Use your notes to prepare a PowerPoint presentation or a poster. Work in groups or pairs.



When you prepare a PowerPoint presentation, remember to:

ministry of Educations on your audience: think about what they would like to hear or find out about Ministry of Educations on your content: be selective, use visuals and/or examples 2023 - 1445 focus on your slides: plan what you are going to include on each slide (up to 5 points)

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 go through the list and suggest more details. For example, which interactive games does each student like? Are there new interactive games that someone would recommend? Why would he/she recommend them?
- Organize students in groups and give them time to discuss the things they do on the Internet. Tell them to add their own ideas and provide information that they think the rest of the class will find interesting. Remind students to make notes as they discuss.
- Call on students from different groups to report their group ideas, comments, and suggestions.
- Have students brainstorm on social networks. Ask auestions like these: What are they? Are there different types of networks? Are they popular? Why? Why not? Do you use social networks? Why? Why not?
- Have students work in groups discussing the rest of the items on the list. Ask them to make notes in the chart focusing on advantages and disadvantages.
- Have students use examples of social networks, blogs, electronic articles, videos, information, and websites from the Internet.
- Direct students to questions 3 and 4 and have them discuss in their groups. Remind them to assign roles/ responsibilities to individuals in the group depending on their skills and abilities, including note-taking. Circulate and monitor participation.
- Call on a student from each group to report the group's ideas. If the group is split, i.e. if they disagree, call on someone else in the group to present the opposite view.
- Explain that when discussing 4, students will have to think of the Internet as a learning resource and not only as the medium that defines the type of learning, e.g. online learning. In other words, have students think about the different uses of the Internet in their class. Tell them to consider research and collecting data, obtaining information about issues and or places that seem obscure and difficult, reading the news, etc.

- Have students read 5 and 6 and outline the stages that they will have to go through to prepare a PowerPoint presentation or a poster.
- Allow students to decide what type of presentation they would like to prepare: PowerPoint or poster? When they have decided reorganize groups into poster and PowerPoint groups.
- Give them some time to plan and assign tasks to members of the group.
- Point out the guidelines at the bottom of the page. Explain that the first two points apply to poster presentations as well.
- 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 design and start a blog with a discussion on the advantages and disadvantages of the Internet in learning and research.

Organize students in groups. Have each group design a website and present it to the class. The class chooses the best design and sets up a website.

13 Self Reflection

Divide students into groups and have them brainstorm the unit title Connected by Technology in relation to learning, life and work. Tell them not to open their books. Remind them that this is not a test and they should not feel that they have to remember everything. Write some questions on the board to help them, for example:

What was the main focus of the unit? Which aspect of technology did it provide more information and activities on? Which activity do you remember more clearly?

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 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:
 - Would you choose to communicate with any of the people whose profiles are presented? Which? Why? Why not?

Which qualities would you include about yourself?

- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 8 and 9, ask them some questions. For example:

Have you created your own website?

How many different cell phones have you used so far?

Is your cell phone working? How do you know? Have you joined a social network recently? Were you asked to use a new password? Do you use the same or different passwords for different sites?

- 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 items.
- Direct students to pages 10 and 11. Call on volunteers to say what the Conversation was about and if they feel 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:

Do you use your cell phone or landline when you are at home? Why? Why not?

Do you use your cell phone to speak to someone who is in the same building? Why? Why not? What's the difference between 70 and 17? Is 'asthma' a condition or a computer virus?

- Write Amazing Internet Connections on the board and brainstorm 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:
 What would you do if someone asked you for help through the Internet?
 Would you ever try to find your double? Do you think there is another person who is identical to you in the world? Why? Why not?
- 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.
- 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.

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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:	
	I can do this	I can do this	I need to study/	
Unit 1 Checklist	very well.	quite well.	practice more.	
ask for clarification and confirm				
discuss using technology for communication				
talk about personality characteristics				
use the auxiliary verbs do, have, and be				
use the comparative and superlative				
talk about what needs to be done				
use have/get something done				
use past participles as adjectives				
	'			
My five favorite new words from Unit 1:	If you're s from Unit	till not sure abou 1:	ut something	
	• read thro	ugh the unit agaiı	1	
	 listen to the audio material 			
	from the	grammar and fur unit again teacher for help	nctions	

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2 Crime Doesn't Pay

Listen and Discuss 🕢



- 1. Discuss one or two famous crimes. Who was involved? What happened? Where and when did it happen?
- **2.** Read the newspaper headlines. Then read the newspaper articles about foolish crimes. Which headline matches which article?
- 3. Discuss the articles. Which criminal do you think is the most foolish? Why?

British Burglar Says "Sorry" With Flowers

- 6 Killer Sentenced to Die for Second Time
- Credit Card Thief Signs Own Name
- The Impatient Inmate
 - Paper Boy Steals Truck to Speed Up Deliveries
- Criminals with Big Plans, Small Car

GRAYSON, California, USA — An inmate who was just a day away from being released from jail fled the county prison on Thursday, according to the Grayson sheriff's department. When Bob Newton, 32, saw a gate that had been opened for a truck, he couldn't resist the opportunity to escape. Deputy Royjindar Singh saw Newton run through the gate and disappear into a cornfield. Newton is being pursued by a K-9 unit, a helicopter, police deputies, and the California Highway Patrol. Newton had been serving a five-day sentence for a misdemeanor reckless driving charge. When caught, Newton could now face up to a year in state prison.



KUALA LUMPUR,

Malaysia — Malaysian police reported on Tuesday that two armed robbers stole a car, then hijacked a security van with \$1.3 million inside. However. the robbers encountered a problem when they tried to

transfer the money to their getaway car. The car the robbers had stolen was a compact car. It was so small that it could not carry all of the cash, and the robbers were forced to abandon more than half of it!

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O Unit Goals

O Vocabulary
Crime

Punishment

Functions
 Discuss crime
 and punishment
 Read and discuss
 newspaper articles
 Explain steps

in a process

GrammarThe Passive
Past Perfect and Past
Perfect Progressive

Listening
Listen for specific details

O Pronunciation

Linking adjacent consonant sounds

Reading Crime Puzzles

Writing
Write a story for a
newspaper

Form, Meaning and Function
Simple Past

Simple Past
Used to and Would

Warm Up

With books closed, ask students about what kinds of crimes are common in their community and about recent crimes they've seen in the news. As students talk, make some notes on the board about crime words that come up in the discussion, such as **steal**, **hijack**, **robber**, **burglar**, **thief**, **theft**. Also include words related to law enforcement, such as **police**, **prison**, **jail**, and **sentence**.

1 Listen and Discuss

- Discuss the first introductory question with the whole class. Elicit two or three famous crimes students have heard of. As students talk, continue to add words to the vocabulary list on the board. **Note:** As the topic of crime can bring up sensitive issues, direct the discussion as much as possible to less violent crimes.
- Focus students' attention on the headlines. Point out that there are six headlines, but only three newspaper stories on pages 20 and 21. Have students read the headlines and skim the stories quickly to match the stories with the correct headlines.

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Answers

Story 1: The Impatient Inmate

Story 2: Criminals with Big Plans, Small Car

Story 3: Credit Card Thief Signs Own Name

Play the audio for the three stories on pages 20 and 21. Have students read along in their books.

Have students read the stories again one by one.
 After they read each story, ask a few questions to check comprehension. For example:

The Impatient Inmate

Where does the story take place? (California)

How did Newton escape?

(He went through an open gate.)

What was Newton's crime? (reckless driving)

How long was his sentence? (5 days)

How long might Newton be in prison now when they catch him? (1 year)

Criminals with Big Plans, Small Car

What did the robbers do? (They stole a security van with \$1.3 million in it.)

What kind of car did they steal for the getaway car? (a small, compact car)

What problem did they have? (There wasn't enough room in the small car for all the money they had stolen.)

Credit Card Thief Signs Own Name

What did the criminal steal? (a credit card)

What mistake did he make when he used the credit card? (He signed his own name, not the name on the card.)

Did he buy expensive things with the card? (No, he bought coffee, milk and cereal.)

- When you're sure students understand the main points in each story, put students in groups to discuss the third introductory question: Which criminal do you think is the most foolish? Why? Tell students that each group must choose one criminal they think is the most foolish.
- Have one person from each group report the group's decision and explain why.

Draw a two-column chart on the board. Label the columns **Crime** and **Punishment.** Have students work with a partner and write as many words as they can from the stories under each header. Possible answers include:

Crime: drunk driving, armed robber, hijack,

getaway car, stolen (steal), escape

Punishment: inmate, release, iail, prison, sheriff.

deputy, serve a sentence, misdemeanor,

accused, charged

 Invite two students to come to the board and write their words in the appropriate columns. Discuss the words with the class.

Quick Check



- Have students work individually to match the words with their meanings.
- Check answers by calling on students to read aloud the word and the meaning. Then have students find each word in the stories and read the sentences that contain the words aloud.

Answers

2. a **3.** b **6.** e

Language Builder

If students ask, explain that in the U.S. a misdemeanor is a crime that is not considered very serious. Someone who commits a misdemeanor usually pays a fine or spends a few days in jail. More serious crimes are called felonies. For a felony, a person can spend months or years in prison.



- Have students work individually to write true or false for each sentence. Then have students compare answers with a partner.
- Check answers by calling on students to read a sentence and say if it's true or false. For the false sentences have students say the correct story.

Answers

- 1. false That's The Impatient Innate.)
- 2. true
- 3. true

وزارة التعظيم ... 5. false (That's Criminals with Big Plans, Small Car.) Ministry of Education

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2 Pair Work

- Brainstorm a few crime stories that have been in the news recently. Remind students of some of the stories they mentioned earlier. Students might also think of crimes they have seen on police shows on TV. Again, direct students toward less violent crimes.
- Have each student choose a story. Give them four or five minutes to make some notes about the story. Go around and help with vocabulary as needed.
- Have students tell their story to a partner. They should include as many details as possible.
- Ask two or three volunteers to tell their stories to the whole class

Workbook

Assign page 229 for practice with the vocabulary of the unit.



Teaching Tip

When dealing with sensitive topics like crime in the classroom, be aware that some students may find the topic upsetting. Keep the mood in the classroom light and the focus on the less serious, more amusing aspects of crime.



Additional Activity

Practice the verb collocations with crime vocabulary. Write these sentences on the board and have students fill in the verbs. If necessary, write a list of the verbs in a different order for them to choose from.

The police _____ the man of stealing a credit card. (accused) He a two-month sentence for robbing the grocery store. (served) **They're going to _____ him from jail next week.** (release) The police _____ the robbers with a helicopter. (pursued) **Two prisoners _____ from the jail last night.** (escaped)



There are strange crimes and also strange laws. In Michigan, U.S.A., it's illegal to chain an alligator to a fire hydrant. In Oklahoma, a state in the U.S. that has no sea coast, it's illegal to hunt whales. In Cyprus, eating and drinking (even water) facts while driving is illegal.



3



ROSARIO, Argentina —
Argentine police didn't have
much of a challenge finding a
man accused of using a stolen
credit card. The man used the
credit card, then signed his own
name on the receipts! The credit
card was reported stolen from an
unlocked apartment last month.
According to the police, Alfredo
Ramirez, 21, had used the credit
card to buy a cappuccino at a

coffee house and to buy milk and cereal at a grocery store. The next time he tried to use the stolen card, it was declined and seized. Ramirez has been charged with three counts of unauthorized use of a credit card.

Quick Check ✓

A. Vocabulary. Match the words with their meanings.

- **1.** _____ decline
- 2. ____ unauthorized
- 3. _____ to abandon
- **4.** _____ inmate
- **5.** _____ misdemeanor
- **6.** _____ hijack

- a. without permission
- **b.** to leave or give up something
- c. to refuse
- d. a minor crime
- **e.** to take control of a moving vehicle by force
- f. a prisoner

- B. Comprehension. Answer true or false.
 - 1. _____ Credit Card Thief Signs Own Name talks about a prisoner breaking out of prison.
 - **2.** _____ Credit Card Thief Signs Own Name reports the story of a credit card theft.
 - **3.** _____ Criminals with Big Plans, Small Car is about a hijacking and a robbery.
 - 4. _____ Criminals with Big Plans, Small Car tells the story of robbers who did not prepare well for their crime.
 - **5.** _____ *The Impatient Inmate* reports on a robbery.



Think of a crime story that you heard or read about in the news. Tell your partner about it, Ministry of Education details. 2023 - 1445

3 Grammar 💹



The Passive

Use the passive to put the focus on an action, rather than who did the action. The passive is formed with be (any tense) + past participle.

The crime was committed early in the morning.

The murder weapon has been found.

The murderer will be brought to justice.

To include who did the action, use the preposition by.

The burglar was arrested by the police.

Note: Newspapers often use the passive to report crime stories.

Past Perfect and Past Perfect Progressive

We use the past perfect to talk about an activity or event that was completed before another activity or event in the past.

Reiko had forgotten to lock the door before she left the house.

The criminal **had** already **escaped** by the time the police arrived.

We use the past perfect progressive when the activity was in progress at the time another activity or event happened in the past.

Juan had been getting cash from the ATM when he was mugged.

The driver had been swerving between lanes when the police officer stopped him.

- **A.** Rewrite the active sentences as passive sentences.
- Police found the suspect wearing a cow costume. The suspect was found wearing a cow costume.
 - **1.** A 92-year-old grandmother chased and caught the criminal.
 - **2.** The police discovered 54 money boxes in the suspect's home.
 - 3. Police found the suspect hiding in a trash can.
 - **4.** The jury found the suspect guilty of stealing \$40,000 worth of bananas.
 - **5.** The police will fine him for littering the sidewalk.
- **B.** Write the newspaper headlines as full, passive sentences.
- Killer Sentenced to Die for Second Time A killer has been sentenced to die for the second time.
 - 1 Man Accused of Driving Stolen Car to Court
 - 2. Man Jailed for Driving Too Fast
 - 3. Break-In Suspect Found Asleep in House
 - 4. Man Found Guilty of Stealing Candy from Child

Ministry of SiluMair Arrested for Not Paying Library Fines

2023 - 1446. Businessman Fined \$35 for Illegal Parking



3 Grammar

The Passive

- Write these sentences on the board:
 - The police accused the men of stealing a car. The men were accused of stealing the car (by the police).
- Explain that in the first sentence the action (accused) is performed by the subject (the police). The verb accuse is an active verb in this sentence. In the second sentence the men receive the action. Here the verb accuse is passive. Draw arrows to show how the men moves from the object to the subject position.
- Have students read the explanation and the examples in the chart. Ask: What's more important in passive sentences, the action or the person or people who do the action? (the action)
- Direct students' attention to the three stories on pages 20 and 21, and have them find more examples of sentences in the passive. Ask about the tense of the verbs. For example:

Newton saw a gate that had been opened... (past perfect)

Newton is being pursued... (present progressive) The robbers were forced... (simple past) The credit card was reported... (simple past) Ramirez has been charged... (present perfect)

Past Perfect and Past Perfect Progressive

- Write this sentence on the board: When Alicia got home, the robbers had already left. Then write these sentences on the board and label them as 1 and 2 to show which action happened first:
 - (2) Alicia got home. (1) The robbers left.

Explain that the verb phrase had already left is in the past perfect. We often use the word already with the past perfect.

- Have students read the explanation and the examples.
- Have students find more examples of the past perfect in the stories on pages 20 and 21. For example:

... the gate had been opened... Newton had been serving...

The car the robbers had stolen...

Ramirez had used...

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Language Builder

Point out that in many cases we can use either the past perfect or the simple past or past progressive. However, the past perfect helps make the order of events clearer.

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- Read the directions and the example with the class. Point out that the example sentence does not include the phrase by the police because it is not the most important part of the sentence.
- Do the first sentence with the whole class. Point out that in this sentence students should include the phrase with by. The detail about the grandmother is an important part of the sentence.
- Have students work individually to write the sentences. Check answers as a class.

Answers

- 1. The criminal was chased and caught by a 92-year-old grandmother.
- 2. Fifty-four moneyboxes were discovered in the suspect's home.
- 3. The suspect was found hiding in a trash can.
- **4.** The suspect was found guilty of stealing \$40,000 worth
- 5. He will be fined for littering the sidewalk.

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- Ask a volunteer to read aloud the directions and the example. Ask students what changes were made.
- Do the first sentence with the whole class. Elicit the sentence: A man has been accused of driving a stolen SUV to court. Point out that the present perfect is better for this situation since the time is not known or not important. Make sure that students add the necessary articles.
- Have students work individually to write the sentences. Check answers by having students write their sentences on the board.

Answers

Answers will vary. Sample answers:

- 1. A man has been accused of driving a stolen car to court.
- 2. A man was jailed for driving too fast.
- 3. A break-in suspect was found asleep in the house.
- 4. A man has been found guilty of stealing candy from a child.
- 5. A man has been arrested for not paying library fines.
- 6. Some businessmen have been fined \$35 for parking illegally.

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- Read aloud the directions and go over the example.
 Point out that the labels 1st and 2nd give the order of the events.
- Have students work with a partner to combine the sentences. Point out that they may need to change the order of the sentences.
- Check answers by having pairs write their sentences on the board.

Answers

- Tania had been talking on the phone when she heard an intruder in the house
- Before he was arrested for stealing state funds, he had been a trusted politician.
- 3. Luckily, I had installed an alarm before the robbery took place.
- 4. Before he got into his car, he had been jogging.
- 5. I didn't have any money because my wallet had been stolen.

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 Have students read the newspaper article through first, without writing, to get the main idea of the story. Ask a few questions about the main events in the story. For example:

What kind of crime did John Wilkinson plan? (to rob a drugstore)

Where did he leave his car? (in front of the drugstore)
Why couldn't he get into his car after the robbery?
(He left his keys in the car.)

- Do the first item with the whole class as an example.
 Explain that this is a simple statement about one event in the past.
- Have students work individually to complete the paragraph. Then have students compare answers with a partner. When their answers are different, they should discuss whether or not both answers are possible.
- Check answers by calling on students to read the completed story aloud.

Language Builder

Point out the idiom in the story ...went off without a hitch. To go off without a hitch means to do something without having any problems of interruptions.

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Answers

- 1. attempted
- 2. had spent
- 3. had bought/bought
- 4. had taken/took
- 5. felt
- 6. had planned
- 7. went
- 8. tried
- **9.** ran
- 10. had left
- **11.** tried
- 12. discovered
- 13. had made
- 14. had thought/had been thinking/thought
- 15. had locked/locked



- Have students look at the picture and read the directions and the questions.
- Put students in small groups to answer the questions and make up a story.

Workbook

Assign pages 230–232 for practice with the grammar of the unit.



Teaching Tip

Tell 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.



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.

	arco had been walking down a poorly lit street when he was mugged.
1.	(1st) Tania was talking on the phone. (2nd) She heard an intruder in the house when
2.	(1st) He was a trusted politician. (2nd) He was arrested for stealing state funds. Before
3.	(1st) Luckily, I installed an alarm. (2nd) The robbery took place.
4.	before (1st) He was jogging. (2nd) He got into his car.
5.	Before (1st) My wallet was stolen. (2nd) I didn't have any money because
	omplete the newspaper article with the correct form of the verbs. For some answers, both the mple past and the past perfect forms are possible.
	ould-Be Robber Forgets Important Detail ANTON, Texas—John Wilkinson, 24,
Wi a s pla rok it p	(1. attempt) to roo the Stanton Drug Store yesterday. (2. spend) weeks planning every detail of the robbery. He
Wi a s s pla rob	kinson

4 Conversation <a>



Albert: When traveling in cities, I used to worry

about being pickpocketed. Then I learned how pickpockets do it. That taught me how to prevent it from happening to me.

Ali: So how do they do it?

Albert: Well, to begin with, they look for someone

on the street who has stopped to look at buildings or people. That's one of the reasons tourists are an easy mark.

Ali: Then what happens?

Albert: The pickpocket will often pretend to bump

into the victim by accident. He might act as if he's dizzy. He may ask where you're from, act really friendly, and try to shake your hand.

Ali: Then what?

At this point, he might pretend to lose his

balance and fall against you. Like this (falling

over).

Then what? Ali:

Albert: That's it. You've let your guard down, and

consequently, he's nabbed your wallet.

Ali: Are you kidding? Come on. My wallet

couldn't possibly be stolen that easily.

Albert: Are you sure?

Ali: I'm positive.

Albert: Then what's this in my hand?

Ali: My wallet!



Real Talk

easy mark = likely victim(s)

by accident = not on purpose

let your guard down = not be careful enough

nabbed = stolen

Are you kidding? = Are you joking?

Come on. = Please be serious.

I'm positive. = I'm certain.

About the Conversation

- **1.** What crime are the people talking about?
- **2.** How does the crime happen? Explain the steps.
- 3. Have you or anyone you know ever been pickpocketed or robbed? What happened?

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Your Turn

Role-play with a partner. Think about a process for doing something. Explain the steps in the process to your partner. Use the phrases for ordering from the box.

Ordering

To begin with... Once...

At this point... Consequently...

4 Conversation

- Focus students' attention on the photos. Ask: What's happening to the person with the wallet? Introduce the word *pickpocket* as a noun and a verb. To pickpocket means "to steals things from another person's pockets" (or other thing they carry with them, such as a purse or backpack). A pickpocket is someone who steals from others.
- Play the audio twice. The first time, students listen with their books closed. The second time, they read along in their books.
- Ask questions to check comprehension. For example: How do pickpockets choose their victims? (They look for people who are looking at buildings and other things. They often choose tourists.)

What do they do before they commit the crime? (They bump into their victim, or act very friendly and shake the victim's hand.)

What do you think Albert does when he says, Like this? (He acts out what the pickpocket does.)

Why is Ali surprised at the end of the conversation? (Albert has stolen his wallet from his pocket.)

• Have students practice the conversation with a partner. Then they switch roles and practice again.

Real Talk

- Model the phrases for the students to repeat.
- Ask students who says each phrase and why. Possible answers include:

easy mark (Albert says this to describe the type of person it's easy to steal from.)

by accident (Albert says this to explain that the pickpocket bumps into people and makes it look like it was not intentional.)

let your guard down (Albert says this to describe a moment when the victim stops paying attention and isn't careful.)

nabbed (Albert uses this slang expression to mean stolen.)

Are you kidding? (Ali says this because he doesn't believe that Albert's telling the truth. He thinks it's a

Corne on! (Ali wants Albert to stop kidding or joking.) I'm positive. (Ali says this to emphasize that he is very sure no one could steal his wallet that easily.)

• Have students practice these phrases by using them in sentences or situations with a partner.

About the Conversation

- Have students work in pairs and take turns asking and answering the questions.
- Check answers to questions 1 and 2 by calling on pairs to read a question and an answer.
- Discuss guestion 3 with the whole class. Ask several students to tell stories about times when they or people they know have been pickpocketed.

Answers

- 1. They are talking about pickpocketing.
- 2. Look for someone who isn't walking; pretend to bump into the victim by accident; shake victim's hand, act really friendly; take wallet and walk away.
- 3. Answers will vary.

Your Turn

- Call on a student to read the directions aloud.
- Direct students' attention to the box. Tell them that these are some expressions people use when describing a process in order to put the steps in the right order. Ask: Which expressions does Albert use in the conversation? (to begin with, consequently)
- Brainstorm with students a few ideas that they might use for the conversation. Remind them that it doesn't have to be about crime. Some starter ideas might be things like these: how to study for a test, how to learn new words, how to get your parents to say "yes."
- Put students in pairs to create their conversations. Remind them to use the phrases from the box. Students should switch roles so each student gets a chance to explain something.
- Ask two or three pairs to present their conversations to the class. As they do this, have the class check off the phrases that they use to put the steps for their process in order.

5 Listening

- Focus students' attention on the photo. Ask: What do you think the man is doing? Elicit from students some things they do to stay safe from crime. Make notes of their answers on the board.
- Play the audio once for students to just listen. Play it again for them to write their answers.
- Play the audio a third time. Pause after each section to ask students to summarize what they heard, using the notes they wrote in the chart.
- Review the notes on the board. Which things were also mentioned in the lecture on safety?

Answers

- Things you can do to stay safe: Keep valuables out of sight. Travel with another person. Stay alert. Avoid unfamiliar locations. Take a self-defense class.
- 2. You can recognize dangerous people or situations.
- 3. Answers will vary.

Audioscript

Thanks for coming to our "Safety Tips" seminar today. This short class will give you important tips and tools for maintaining your personal safety.

One of the easiest and most important things you can do to prevent yourself from being mugged is to keep valuables out of sight. Expensive watches, rings, and necklaces make you an easy mark. They are like an invitation to a mugger. I recommend leaving these things at home to prevent them from being nabbed. However, if you must wear them, make sure that they are covered by your clothing until you arrive at your destination. I had been wearing an expensive watch earlier in the day. I took it off before leaving home.

Whenever possible, travel with at least one other person. When a person is walking down a street on their own, they are more likely to become a target.

Another extremely important and basic way of staying safe is to stay alert! Always remain aware of your surroundings and don't let your guard down. While I walked here today, I was taking constant, quick glances around. This gives you the chance to recognize people or situations around you that are potentially unsafe. If you feel unsafe, quickly walk to a well-populated area and, if necessary, get help.

Whenever you can, avoid unfamiliar locations. If you must travel through an area you aren't familiar with, become familiar with it. Before I came here today, I had never been to this part of town. So before I left my house, I mapped out the route to get here. I also made sure to find out the location of the local police station.

You might also consider taking a self-defense class. I took a self-defense class last year, and as a result, I feel more confident about my ability to protect myself. In factowhile I was taking the class, someone actually tried to mug me. I say "tried" because, thanks to the class, he didn't succeed!

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6 Pronunciation

- Play the audio for the explanation while students read along in their books.
- Model the first sentence for the class, showing how the s from *tips* becomes the first sound of *seminar*.
- Play the rest of the audio for students to listen and repeat the sentences.

7 Vocabulary Building

A

 Read the directions with the class. Have students read the list of words and the sentences. Then have students work individually to complete the sentences.



• Have students compare answers with a partner.

Answers

- 1. insured
- 4. coincidence
- 7. assume

- suspectgrim
- installed
 pavement
- 8. display

Workbook

Assign page 233 for additional reading practice.



Teaching Tip

Tell students that they shouldn't try to write a lot while listening. They should write only one or two words about important points. When the recording stops, they should complete their notes before they forget.



Additional Activity

Give a dictation. Play the audio of the last paragraph of the Listening. Pause the recording after each sentence and have students write as much as they can. Then put students in small groups to compare what they've written and add to or change their sentences. Play the audio again for students to check.

Listening 🔊



Listen to the lecture on safety. Take notes and then answer the questions.

1. Complete the chart.

Things you can do to stay safe	Tick ☑ the things you do

- 2. Why is it important to stay alert?
- 3. Which of these safety precautions do you already take? Will you start taking others?

6 Pronunciation 🔯



When a word ends with the same consonant sound that the next word begins with, the two sounds are linked. Listen and repeat the sentences. Practice linking the consonants.

- **1.** Thanks for coming to our safety tip**s s**eminar.
- 2. This class will give you important tips.
- 3. To prevent yourself from being mugged, keep valuables out of sight.
- **4.** Don't let your guard down.
- 5. I must travel to an unfamiliar area.

Vocabulary Building 🔟



A. You will see these words in the reading on pages 26 and 27. Complete each sentence with one of these words.

assume grim pavement coincidence installed suspect display insured

	ı		
1.	That watch is valuable. You should have it	in case it's ever stolen.	
2.	The police are looking for the	He has dark hair and was wearing a g	reen shirt.
3.	The news about the plane crash was	There were no survivors.	
		I into him on the street. What a	!
•5	Alex had a new house alarm	to keep his home safe.	
6.	My brother fell on the a	t the skateboard park and broke his wrist.	
7.	I that I'm meeting her at	the usual time. But maybe I'd better check.	
ميلحتاً ٩	department store has a beautiful vac	ation in their window.	
Ministry of Edg B. Chec 2023 - 1445 look	ucation ck your answers with a partner. If you do no it up in a dictionary.	ot understand the meaning of a word,	

8 Reading 📃



Before Reading

What mystery or crime stories have you read? Talk about the characters and the story.

Crime Puzzles

The Case of the Stolen Jewels

Detective Colmes was at the coffee shop around the corner when he learned that Jones's Jewelry had been broken into. He arrived at the scene of the burglary in moments.

Mr. Jones, the owner of the store, explained what had happened. "I arrived this morning to open up the store. As I walked up to my shop, I noticed a lot of broken glass on the pavement. I looked up and realized that the display window had been broken." Colmes looked out the broken window at the sidewalk, littered with glass. Mr. Jones continued, "Then I saw that all of the jewelry from the display window was gone. The doors were still locked, so this must be where the burglar broke in!"



"Why didn't the alarm go off?" asked Colmes. "It's a strange coincidence," said Mr. Jones. "I removed our old alarm system yesterday and made an appointment to have a new one installed today."

Colmes looked around at the empty jewelry cases. "I assume your jewelry was insured?"

"Of course!" said Mr. Jones. "Thank goodness for that!"

Colmes nodded and said, "Mr. Jones, I believe there was a crime indeed. And it was committed by you."

What crime does Colmes suspect Mr. Jones of committing? Why?

The Case of the Bowling Alley Murder

The Center Street Bowling Alley, the oldest bowling alley in the city, closed at midnight. At 4:00 A.M., the janitor found a terrible sight: a man with a knife in his back lying in one of the lanes. Detective Colmes quickly arrived at the scene with a swarm of police officers.

"Anybody know the victim?" asked Colmes. "I do," said one of the officers. "That's Bob Reynolds. He's running for councilman. He and Mike Jenner have been having a bitter campaign battle."

"Perhaps we should pay Mr. Jenner a visit," said Colmes. Before leaving the bowling alley, Colmes took his cell phone out of his bocket and left it behind.

On arriving at Mike Jenner's house, Colmes told Jenner, "I have some grim news. Bob Reynolds has

y of Education No! I can't believe it!" cried Jenner.

"We'd like to speak with you about the murder. But first, I need to get back to the police station to file the report. Can you meet me at the station?"

"Of course. I'll help in any way I can."

"I'll give you a call." Colmes patted his pocket. "Uh oh, I must've left my cell phone at the bowling alley. Would you mind picking it up and bringing it with you to the station?"

Jenner looked confused, but said, "Sure. I'll do anything to help with the investigation."

Later that day, Jenner brought Colmes's cell phone

and charged with murder. Why?



8 Reading

 With books closed, discuss the Before Reading questions. Ask students about mystery or crime stories they have read or that they watch on TV. Who are their favorite detective characters?

READING STRATEGY Jigsaw reading

- Tell students that they are going to read a crime story. Put students in pairs and assign each pair one of the two crime stories on page 26. Tell them that they are going to read the story and then tell another pair about their story. (They should not read the other
- In pairs, students read the story and then practice retelling the story in their own words.
- As students are working, go around the room and help as needed. Answer questions about the stories and give them some ideas about how they can retell this story.
- Have students work with a pair that read the other story. Each pair then tells their story to the other pair. (They should not tell them the explanation of the crime.) Students should ask questions about anything they don't understand. Remind them of the language for asking for clarification and confirming that they studied in Unit 1.
- When students finish telling the story, they ask the other pair to guess how the detective knew who had committed the crime.
- When students have finished telling the stories, play the audio for the two stories. Have students read along as they listen.
- Invite one pair to tell each of the stories for the class. Have students ask questions about any details in the stories they still don't understand.

• As an extension, work with the vocabulary of the reading. Write these definitions on the board and have students find the words in the stories.

The Case of the Stolen Jewels left lying in a mess all over a certain area (paragraph 2: littered) moved the head up and down to agree

(paragraph 5: nodded)

The Case of the Bowling Alley Murder a large number of something (paragraph 1: a swarm) full of angry, unhappy feelings (paragraph 2: bitter) touch quickly with the flat part of the hand (paragraph 8: pat)



After Reading

- Have students work individually to write true or false for each sentence. Have them rewrite the false sentences to be true. Then have them compare answers with a partner.
- Check answers by calling on students to read a sentence and say if it's true or false. Then have them refer to the part of the story that proves this.

Answers

- 1. false (He was at the coffee shop.)
- 2. false (The glass was outside on the sidewalk.)
- 3. false (The story says it was the "oldest" bowling alley. This implies there are others.)
- 4. false (They were having a bitter campaign battle.)
- 5. true

Speaking

- Put students in small groups to discuss the guestions. Give one student the role of reporter and say that this student will have to report what the group says about the characteristics of a good detective.
- Ask students to draw a similar organizer in their notebook. As students are working, go around and check that everyone is participating in the discussion, and writing their ideas in the organizer.
- Have the reporter from each group tell the class the characteristics the group thinks make a good detective. Do the members of the group think they would be good detectives? Why or why not?

Workbook

Assign pages 234–235 for additional writing practice at word and sentence level.



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.



Additional Activity

Play the Alibi game. Write the word **Alibi** on the board and explain it. Tell students that a crime has been committed. Make it something silly, such as someone stole all the potato chips from the cafeteria. Give the time. Say that four students are suspects. Divide the class into five groups. Put all the suspects in one group. They have to agree on an alibi to explain why they couldn't have committed the crime at that time. The other groups are the police. They make up questions to ask the suspects. Then each one of the four suspects goes to a different group to be interviewed. The police groups compare answers. If the suspects' answers agree, they are innocent. If they give different answers, they're quilty.



One of the best-known crime writers in the world was Agatha Christie. She wrote 66 mystery novels. Her books have sold more than 2 billion copies around the world and have been tacts translated into 45 languages.



Answer

The Case of the Stolen Jewels:

Detective Colmes suspects that Mr. Jones took the jewelry himself and pretended that there had been a burglary so he could collect insurance money. The broken window is Colmes's clue. If someone had broken into the shop, the broken glass should have been on the inside of the shop. Since it was outside the store, the window must have been broken from inside.

Answer

The Case of the Bowling Alley Murder:

Detective Colmes never told Mr. Jenner in which bowling alley the murder took place. Yet Mr. Jenner knew which bowling alley to go to for Colmes's phone. Mr. Jenner must have known where the murder took place because he was there!

After Reading

Answer true or false.

- **1.** Detective Colmes was at the police station when he heard about the robbery.
- **2.** The broken glass was inside the store.
- **3.** _____ The Center Street Bowling Alley is the only bowling alley in the city.
- **4.** _____ Mike Jenner was Bob Reynolds's friend.
- **5.** _____ Colmes left his cell phone at the bowling alley on purpose.

Speaking <a>

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- 1. Talk about the characteristics of a good detective. Work in pairs or groups.
- 2. Write your ideas in the organizer below. Use the organizer to discuss in groups or in class.

Crimes that a detective investigates	Characteristics needed to solve crimes	Do I have these characteristics?
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10 Writing 🚻



A. Read the title of the article below and decide who it is addressed to. Give reasons for your answer.

CHARGING YOUR CELL PHONE, CAN GET YOU IN TROUBLE!

- 1. Read the article and answer the questions.
 - Why did the burglar leave the house in a hurry?
 - What did the police find?
 - How did they discover the identity of the burglar?
- 2. Read the article again and answer the guestions.
 - How does it begin?
 - Are all the events presented in the order they happened (chronologically)? Why? Why not?
- **3.** Find out which paragraph/s focus on:
 - · the police investigation
 - the burglary
 - · the arrest
- 4. How many past forms can you find?
- **5.** Are there any passive forms? Why? Why not?



A burglar was arrested after leaving his cell phone at the house that he broke into. The man was going through the rooms, looking for valuables, when he heard someone unlock the door and enter the house. So, he jumped out of a window and fled to avoid getting caught.

The police searched the house later, looking for prints and other clues to help them identify the man. All of a sudden, one of the owners pointed to a cell phone plugged into one of the sockets, charging, and said that he had never seen it before

and did not know who it belonged to. The police checked with the rest of the family and confirmed that it did not belong to any of them.

One of the police officers had an idea. He called a contact listed in the phone memory, and told the person that the owner of the phone had been in an accident, so the police were trying to get in touch with friends and family. The man was identified. He was later arrested and charged with a total of 12 burglaries!



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10 Writing

- Organize students into pairs. Direct their attention to the picture. Give them a few minutes to discuss what they see. Give students some questions to help them. For example: Who do you think the person is? What is he doing in the picture? Where do you think he is? Why?
- Have volunteers report answers/ideas for the class.

- Write the title CHARGING YOUR CELL PHONE, CAN GET YOU IN TROUBLE on the board and allow students to reflect and make suggestions on what the title is referring to. Elicit and discuss suggestions in class.
- Read the directions for 1 with the class and have students to try and predict what the article is about. For example:

Was the burglar arrested? How do you know? What makes you think that?

- Play the audio and have students listen and follow in the text. Were their predictions confirmed?
- Have students read the text individually to make notes then form groups to compare their notes. Circulate and monitor participation. Help when required.
- Call on students to report to the class. Ask them to give reasons for their answers.

Answers

- Because he heard someone enter the house and he didn't want to get arrested.
- They found a cell phone that did not belong to anyone in the family, plugged into a socket.
- One of the police officers called a contact listed in the phone memory and the man was identified.
- Direct students to question 2 and have them work alone on their answer. Then ask them to compare with a partner.

Answers

- A burglar ...broke into. It begins with the final event and the reason that led to it to raise reader interest and expectations.
- Have students work on 3 in pairs. Ask them to highlight words of phrases that they used as clues in the text.

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Answers

Clues will vary.

- paragraph 2: police, searched, prints, clues, identify the man
- paragraph 1: arrested, broke into, looking for valuables
- paragraph 3: police officers, idea, get in touch, identified, arrested and charged with 12 burglaries
- Have students read directions 4 and 5 and highlight relevant items.

Answers

- was arrested, broke into, was going through, heard, jumped, fled, searched, pointed, had never seen...etc., i.e. all the past forms in the text
- There are a few passive forms. For example: A burglar was arrested (paragraph 1) and the man was identified, was arrested/ charged.
 - The passive forms are used to focus on the burglar and the burglary and not the person or people who acted, in this case the police, because it is understood that the police investigated the case and caught the burglar.

3

- Tell students that they are going to write a newspaper or web article about a foolish crime. Ask them to work in pairs to write a definition of a foolish crime. Call on pairs to tell the class what they wrote. Compare with other pairs.
- Read directions for 1 and 2 and organize students in pairs or small groups. Ask them to brainstorm on stories and talk about the components that are important, for example, the character/s, the location, the events, the reasons, etc.
- Have students look at the pentagon and work on Who. Ask them to make notes using the lines over the pentagon. Circulate and monitor.
- Call on a student from each pair/group to report using their notes.
- Have students use the rest of the diagram to make notes on the location, events, reasons and time of events in the story. Circulate and monitor participation.
- After groups/pairs have made their notes around the pentagon read directions for 3 and 4.
- Direct students to the Writing Corner. Have students read the first point and discuss what kind of stories or openings to stories/articles make them want to read on.
- Call on volunteers to report their thoughts in class.
- Ask the class to reflect on the order used in the burglary story they read. Use questions like these:

Were events reported in the order they happened? Are there a lot of details between events as they are reported?

- Read the next point in the Writing Corner about density.
 Explain that such articles are dense because a lot of information is packed within very limited space. Point out that having notes which outline the events and other information will help students write an article of this type.
- Encourage students to word process their articles 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 article 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 and post it to each other or mail it to each other if possible.
- Call on volunteers to share their articles in class.



Additional Activity

Regroup students and ask them to integrate their notes on the story and create a new story or series of silly crime stories.



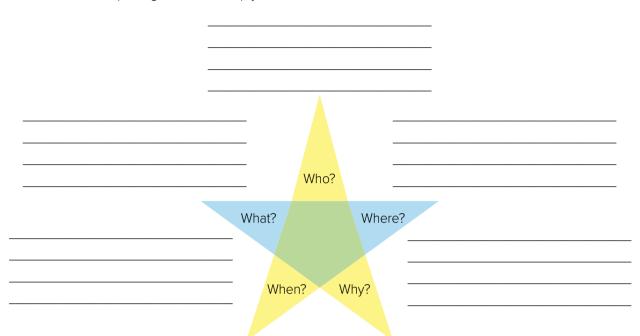
Teaching Tip

Encourage learners to focus on the content of their story/article. Explain to them that it is important to decide on what they are going to write and then on how they are going to write it. If they only focus on language, their story is going to be weak even if it is all grammatically correct and not very attractive to the reader.

Workbook

Assign page 236 for additional writing practice above word and sentence level.

- **B. 1.** Write a story for a newspaper or web article describing a crime. Choose a real or imagined crime. The crime should be a foolish, non-violent one.
 - **2.** Before you write, answer the five "Ws" about this crime: **Who**, **What**, **Where**, **When**, and **Why**. Use the pentagon chart to help you think and make notes around it.



- 3. Decide on a headline for your article.
- **4.** Use your notes to write the first draft of the article.
- **5.** Exchange and edit your drafts.
- **6.** Re-write, check, and submit or post.

Title: _____was the

The _____target of an attempted robbery yesterday. However,
the robber...

Writing Corner

When you write an article, a story for a newspaper or magazine:

- open with an account of an event that has happened recently; if a reader is attracted by the first few lines, they are more likely to read the whole story.
- notice that articles which provide the account of an event do not usually present things in natural order (chronologically); Use a variety of verb tenses to jump back and forth in past time: What happened? What had happened?; What was going to happen (but probably edidn't)? What has happened?
- • use time markers to help your reader follow the order of events in the narrative: Before...; Later that day ...; Soon after ...; When ...; While ...; and so on.

Differ in mind that such articles are usually quite 'dense', i.e. they contain a lot of information Ministry of Education Flittle space 2023 - 1445

11 Form, Meaning and Function



Simple Past Tense: Be

How were the burglars caught? **Was** the pickpocket sorry for his crime? There were security cameras everywhere. Yes, he was. He apologized to the victim.

Simple Past Tense: Regular and Irregular Verbs

What **did** the police **do**?

They **arrested** the criminal. They didn't arrest the man.

Where **did** they **go** after they were arrested? They **went** to the police station. They **didn't go** to the police station.

Time Expressions for the Past

The armed robber stole a car **yesterday**. The burglar went to jail in 2006.

Nathalie forgot to lock the door last night.

I went to Oman three years ago.

The Past with Used to and Would

We use used to + be to talk about past states that are no longer true:

Q: What did you use to be afraid of when you were younger?

A: I **used to be afraid** of elevators. I always took the stairs instead.

We use used to + verb and would + verb to talk about past habits that are no longer true:

Q: Did you use to travel a lot in your job?

A: Yes, I used to (would) travel to a new place every year. I didn't use to like it much and now I prefer to stay in one place.

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

Fahd: What _____ (1.happen) to you yesterday?

Imad: I _____ (2. go) to the Falcon's football game and

a pickpocket _____ (3. steal) my wallet.

Fahd: Oh no! _____ (4.do) you call the police?

Imad: Yes, and they _____ (5.catch) the thief!

Fahd: That's great! How _____ (6.do) they catch him?

Imad: There _____ (7.be) security cameras everywhere.



B. Work with a partner. Ask and answer about how Omar's life has changed. Use used to and didn't use to.

? A: How often **did** Omar **use to** watch crime dramas on TV?

B: He used to watch crime dramas every day. He didn't use to do anything else!

1. Omar watched TV every day. Now he goes to the gym.

- 2. Ornar ate a lot of junk food. Now he eats fruit instead.
- 3. Omar was overweight. Now he isn't.

14. Oiidar in a land ways tired. Now he has more energy.

Mini Scy Omar didn'd rsleep well at night. Now he sleeps more soundly. 2023 - 1445



Form, Meaning and **Function**

Simple Past Tense: Be

• Direct students' attention to the first part of the grammar chart. Choose students to read aloud the guestions and answers. Point out that we use the simple past of be to talk about a past situation rather than an action or an event.

Simple Past Tense: Regular and Irregular **Verbs**

- Direct students' attention to the examples in the presentation. Call on students to read aloud the Whquestions and answers. Review the function of the simple past tense to describe things that happened and finished in the past, that is, completed actions.
- Point out that in questions the auxiliary did is used for all persons, singular or plural. Also point out that the inverted form of the question (the subject before the verb) follows the same pattern as questions with the auxiliary do in the simple present.
- As 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.
- 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.)

Time Expressions for the Past

- Use the irregular verbs in sentences about what students do every day. Have students respond with sentences about **yesterday**. For example: You: Ali rides his bike to school every day. Student: He rode his bike to school **vesterday**.
- Tell students to write sentences about themselves using the simple past tense and time expressions. Then they should work with a partner to ask and answer and complete the sentences about their partners.
- Callon volunteers to read out their sentences for the

The Past with Used to and Would

Write the following question on the board and ask Ministrytadents46 answer it truthfully: 2023 - When you were younger, what were you afraid of?

- Share with the class a fear of your own and write it on the board. For example,
 - When I was younger, I was afraid of the dark.
- Call on volunteers to share their fears with the class and write them on the board under your own.
- Elicit or say that used to be describes a past state (or situation) which is no longer true. The auxiliary didn't (followed by use) is used in negative sentences. Point out that in questions the auxiliary did is used for all persons, singular or plural. The auxiliary *did* is also used in short answers to yes/no questions.
- Point out that we can substitute *used to* for would when we talk about past habits but not when we talk about past states.

A

- Have students work on this exercise alone and then compare their answers with a partner.
- Ask students to role-play the conversation in pairs.

Answers

- 1. happened 3. stole 5. caught 7. were
- 2. went **4.** did **6.** did

B

- Students should work in pairs and take it in turns to ask and answer about Omar's life.
- Call on a volunteer pair to demonstrate for the class.

Answers

Answers will vary. Sample answers.

- 1. A: What did Omar use to do every day?
 - B: He used to (would) watch TV every day. He didn't use to go the avm.
- 2. A: What did Omar use to eat?
 - B. He used to (would) eat a lot of junk food. He didn't use to eat
- 3. A: What did Omar use to look like?
 - B: Omar used to be overweight. He didn't use to be slim.
- 4. A: How did Omar use to feel?
 - B: Omar used to always feel tired. He didn't use to have much energy.
- 5. A: How did Omar use to sleep?
 - B: Omar didn't use to sleep well. He used to be awake most of the night/have insomnia

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.
- 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.
- Ask a student to read out the next example and write it on the board: Put a circle around the word when and underline the past simple.
 - I was reading a crime novel when the power went out.
- Explain that we use when + simple past tense after the
 past progressive when we want to show that a short
 action happens in the middle of a longer action and may
 or may not interrupt it. Draw a time line on the board to
 show this function.
- Explain that the clause with when can come first or last in the sentence. For example, both of the following sentences are correct: For example,
 I was getting off the bus when the accident happened.
 When the accident happened, I was getting off the bus.
- Call on a volunteer to read out the last example sentence in the presentation and write it on the board.
 Elicit that we use the past progressive with while to show two longer actions happening at the same time.
 Again, draw a timeline on the board to show this clearly.
- Point out that verbs to do with thinking and feeling are not normally used in the progressive form. For example: like, agree, know, want, believe, and understand.

G

 Ask students to read through the dialogue quickly and answer the question: What crime does the policeman think John has committed? (The policeman thinks that John robbed the Stanton Drug Store.)

- Tell students to work alone to complete the gaps and then compare their answers with a partner.
- Call on volunteers to role-play the conversation.

Answers

- 1. were/doing
- **2.** was
- 3. was buying
- 4. were (you) shopping
- 5. wasn't shopping
- 6. were parking
- **7.** was parking
- 8. didn't go

- 9. went
- **10.** did (you) buy
- 11. was buying
- 12. did (you) take
- 13. did (you) say
- **14.** weren't buying
- **15.** Did (you) rob

 Have students work in pairs or groups of three to discuss John Wilkinson's possible guilt or innocence. Encourage them to refer back to the conversation when reporting their group opinion. For example, We think that John Wilkinson is guilty as he says he didn't know why he was taking the license plate off his car. This seems very strange to us!

Answers

Students' own answers.

Workbook

Assign pages 237–238 for more practice with the form, meaning and function of the structures in the unit.



Teaching Tip

When teaching grammar, always stress the functional aspect of a particular structure and not just its mechanical form.



Additional Activity

Have students work in small groups and tell about a real school event. They should tell what was happening when they arrived and what they did when they were there. The other students should try to guess the school event.



Past Progressive

We 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.

We 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.

Q: What were you doing in Dubai? A: I was working at a hotel.

We use the past progressive with *always* to describe a repeated or annoying action.

My neighbor's son was always getting into trouble when he was younger.

We use the past progressive to describe a long action that is interrupted by a short action.

I was working on my computer when suddenly the power went out.

We use the past progressive to describe two actions that were happening at the same time.

While I was studying, my brother was watching TV.

Policeman:	What	were	_ you _	doing	(1. do) at 3	P.M. yeste	erday, Mr. Wi	lkinson?
John:	Ι		(2.	oe) in the 'S	Supermarket.	'l		(3. buy) milk.
Policeman:	Who			you		(4. shop	o) with at tha	t time?
John:	I		(5. s	shop) with a	anyone. I was	s alone.		
Policeman:	At 3 P.M.,	a securi	, ,	,	utside the 'S . Is that true,			u
John:		he 'Ski a	nd Snov		ouy a ski mas			(9. go) to
Policeman:	What Mr. Wilkins			you		(10. buy	y) at the 'Sup	oermarket'
John:	I		(11. k	ouy) some	cheese.			
Policeman:	(12. take) t	he licens ed next	se plate		r when you			
John:	Ermmmm.	I doı	n't know	•				
Policeman:	(13. say) th	at you _ < at the 'S		you	(14. buy)		J	V

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2023 - P44With a partner, discuss if you think John Wilkson is guilty or innocent. Give some reasons why based on the interview in exercise C.

12 Project



1. Choose and research one of the following topics:

Famous Crimes Famous Frauds Famous Blunders Intellectual Property Crimes

- 2. Work in pairs or groups. Collect information from different sources and make notes in your organizer.
- 3. Use your notes to prepare a PowerPoint presentation or a poster.
 - Select photos/pictures or design/draw your own.
 - Plan what you are going to present and in what order.
 - Prepare your texts, e.g. bullet points, slogans, descriptions and/or accounts.
 - Share the work.
 - Collate your material and prepare.
- 4. Rehearse and then present in class.



When you prepare a PowerPoint presentation, remember to:

Focus on your audience: • what the audience knows or expects

· ways to keep them interested and engaged

• ways to entertain them, e.g. a joke, or a comment

Focus on your content: · decide what you are going to talk about

• select and use keywords/information

• illustrate with visuals or examples

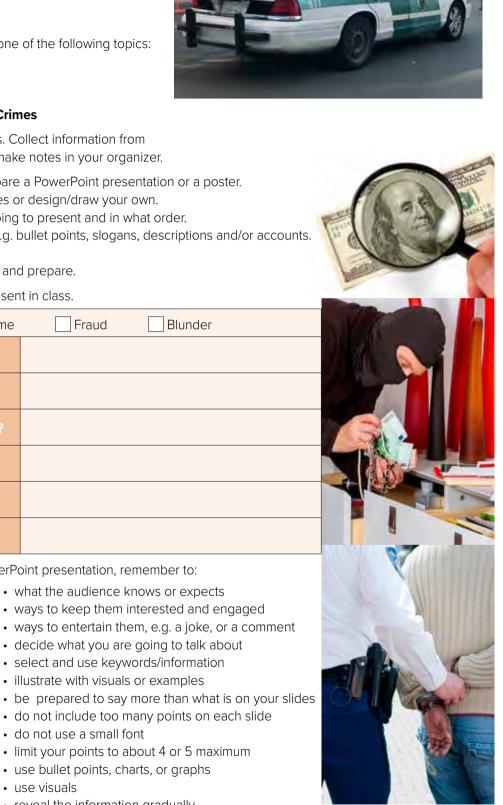
• be prepared to say more than what is on your slides

Focus on your slides: · do not use a small font

- limit your points to about 4 or 5 maximum
- · use bullet points, charts, or graphs
- use visuals
- reveal the information gradually
- include notes in the margin if you need a reminder of what you want to say
- do a trial run—practice using your material and software







12 Project

• Direct students to task 1. Ask them to explain the meaning of frauds and blunders.

Answers

Fraud: an act of deceiving someone for personal gain or to

damage to another individual

Blunder: a bad mistake that is caused by carelessness

- Have students work in pairs or groups and choose the topic that they are going to research in 1. Call on a student from each group to report the topic that the group is going to focus on.
- Read 2 with the class and 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 area and making notes.
- Ask students to read directions for task 3 and explain what they are required to do.
- 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 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.
- Before students start preparing their presentation material direct them to the points to remember. Write on the board: Focus on your audience, Focus on your content, Focus on slides.
- Have students listen to the points as you read and assign them to the appropriate heading/category. Read one or two points at a time and ask students to categorize. Call on volunteers to report their ideas and decide in class. Encourage them to talk about each point and provide examples.
- Give groups time to organize themselves and share the taske that need to be completed among members of the group. Let students work on their presentations.
- Circulate and monitor and/or help when necessary.

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- 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 guidelines, for example limiting the points on each slide to a minimum of 5, using visuals as well as doing a trial run.
- 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.



Teaching Tip

Remind students to bear their audience in mind when they are in the process of preparing a presentation and while doing it. Explain, that there is always the temptation to include too much but what students need to keep remembering is how they feel when someone tries to give them a huge amount of information at once.



Additional Activity

Have students use a real event in the news or in history. 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.

13 Self Reflection

- Brainstorm Crime Doesn't Pay. 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:

Which headlines on page 20 did you find more intriguing? Why?
Which silly crimes do you remember? Which one was the silliest? Why?

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

Choose a news item about an event? Who was involved and/or affected? Were the police contacted? What has been found so far?

- 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 and 25. Call on volunteers to say what they remember from the Conversation.
 Elicit expressions from volunteers.
- Have students reflect on safety in pairs. Call on pairs to say which safety tip they remember from the Listening.
- Have students make notes in the chart.
- Write Crime Puzzles 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:

Was the case of the stolen jewels a fraud or a burglary? How do you know?

Did the second case involve a murder or an accident? How do you know?

- Have students reflect on the Speaking activity. Which are the characteristics that make one a good detective? Can you name students who could be "good detectives"? 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 articles on crimes.
 Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 28 and 29 and make notes as before.
- Direct students to the 12 Project page and hold a
 discussion about what they found more or less useful
 and more or less interesting. Hold a class discussion
 about project work. Elicit ideas from the students
 and explain some of the benefits of this kind of work.
 List some aspect of project work on the board. For
 example:

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

- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that 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 Reflection



Things that I liked about Unit 2:	Things that I didn't like very much:
Things that I found easy in Unit 2:	Things that I found difficult in Unit 2:
	Timigo triat i Touria arritati ili Oriit 2.

Unit 2 Checklist	I can do this very well.	l can do this quite well.	I need to study/ practice more.
discuss crime and punishment			
read and discuss newspaper articles			
explain steps in a process			
use the passive			
use the past perfect and past perfect progressive			
use the simple past tense: be			
use regular and irregular verbs in the past			
use used to and would			
use the past simple versus past progressive			

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

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3 Far and Away

"Certainly, travel is more than the seeing of sights; it is a change that goes on, deep and permanent, in the ideas of living."

-Miriam Beard Vagts

Listen and Discuss 🕢



In pairs, tell each other five things you expect a hotel to have. Then read about these four unusual hotels. Share with each other how each hotel is different from what you expected.

Jules' Undersea Lodge Florida, USA

Undoubtedly, most people have never been to a hotel like Jules' Undersea Lodge before. This extremely unusual hotel, located in Key Largo, Florida, is on the ocean floor! Guests scuba dive to the hotel's one unit, which is over 19 feet (six meters) below the surface. The unit includes two bedrooms, a television, and 50-inch (127-centimeter) circular windows that offer views of passing sea life.



Capsule hotels **Throughout Japan**

In recent years, capsule hotels have gained widespread popularity in Japan. Capsule hotels are hotels in which guests stay in a small sleeping space that is just big enough for a bed. There is so little room that some people can scarcely sit up in these capsules. However, in expensive cities, capsule hotels offer a relatively inexpensive alternative to more traditional hotels.



Ariau Amazon Towers Hotel in Manaus, Brazil, is the world's largest commercial tree house. Amazingly, Ariau's towers are built at the level of the rain forest treetops, about 72 feet (22 meters) in the air. The towers are linked together by four miles (six kilometers) of wooden catwalks. This very unusual setting and animal life of the rain forest canopy while leaving the rain

gives guests the unique opportunity to experience the plant forest's ecosystem undisturbed.



Unit Goals

Vocabulary

Vacations Travel **Ecotourism**

Functions

Talk about travel experiences and travel dreams Discuss hotels and services Make and decline special requests

Grammar

Adverbs of Degree Sentence Adverbs

Listening

Listen for specific details

Pronunciation

Stress on compound nouns

Reading

Ecotourism: See the World While Saving It

Writing

Write a letter about places to visit in Saudi Arabia

Form, Meaning and **Function**

The Future Adjectives

Warm Up

Use the questions on page 34 as the Warm Up. With books closed, tell students about an interesting hotel you have been to. Then ask students to tell you about the most interesting hotels they have been to.

Ask students the question: What are the five things you expect a hotel to have? Have students tell a partner. Then discuss answers with the whole class.

Listen and Discuss

• Have students look at the pictures and skim the four articles. Ask a comprehension question and have students raise their hands as soon as they find the answer. When three or four students have raised their hands, call on one student to answer the question. This activity should move very quickly. Possible questions include:

Which hotel is a tree house?

(Ariau Amazon Towers Hotel)

Which hotels have very small rooms?

(capsule hotels)

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Which hotel has rooms made of snow?

(The Kakslauttanen Hotel)

Which hotel do you have to scuba dive to get to? (Jules' Undersea Lodge)

Which hotels are not very expensive? (capsule hotels)

- Play the audio for the four articles. Have students listen and read along in their books.
- Then have students work with a partner and take turns reading the paragraphs aloud.
- Have students tell their partner which hotel they would like to stay at and why. Ask a few students to report their partner's answer to the class. For example:

You: Where would (name) like to stay?

Student: (Name) would like to stay at...

For additional vocabulary practice, write the following definitions on the board and have students find the words in the articles. You could also do this activity orally. For example, say: Find a word in the article about Jules' Undersea Lodge that means round. Have students raise their hands when they find the word. After three or four students have raised their hands, call on one student to answer.

Jules' Undersea Lodge

round (circular)

Capsule Hotels another choice or option (alternative)

Ariau Amazon Towers Hotel

connect (link)

the tops of the trees in a forest (canopy)

Kakslauttanen Hotel comfortable and warm (COZV)

extremely beautiful (stunning)

Quick Check



 Have students read the whole paragraph. Tell them not to fill in the missing words at this time. Ask two or three comprehension questions. For example:

Where does the writer live?

(in a beautiful area of Panama)

What kind of hotel does the writer want to open? (a small, friendly hotel)

How much would the writer charge for admission to the wildlife park? (The writer wouldn't charge any admission.)

- Have students work individually to complete the paragraph with words from the box. Tell them not to worry if they don't know some of the words. They should just make their best guess.
- Have students compare answers with a partner. If their answers are different or if they don't know a word, they should look it up in a dictionary.
- Check answers by calling on students to read the completed sentences aloud. Ask students to explain in their own words what each word means.

Answers

- 1. widespread
- 2. relatively
- 3. undisturbed
- 4. surface
- 5. commercial
- 6. ecosystem



- Have students work individually or with a partner to write true or false for each sentence. Have them rewrite the false sentences to be true. For each sentence. they should find the part of the article that supports their answer.
- Check answers by calling on students to read a sentence and say true or false. Then have them point out the part of the article that proves their answer.

Answers

- **1.** true
- 2. false Cuests scuba dive to sues' Undersea Lodge.)
- 3. false (It has large, circular windows.)
- 4. false (The Ariau Amazon Towers Hotel gives guests the

opportunity to explore the rainforest canopy.)

.**5.** true istry of Education

false (Guests leave the rainforest's ecosystem undisturbed.)

2 Pair Work

Have students work with a partner to design their own hotel. Write a few questions on the board to quide them. For example:

Where is the hotel? How large is it? What attractions does it have? What makes it unique?

• Have each pair present their hotel to the class.

Workbook

Assign page 239 for practice with the vocabulary of the unit.



Teaching Tip

Try to recycle vocabulary from previous units as much as possible. Here's one idea. At the start of a class, write a word on the board from an earlier unit and then give a "prize" to the first student who manages to use the word in a natural way during the class.



Additional Activity

Give each student a postcard (or index card) with the name of a classmate on it. Have students imagine that they are staying at one of the places on these pages or in the hotel they designed in the Pair Work activity. Have them write a short note on the card to the classmate about their experience. When they have finished, have them "mail" the postcard by taking it to their classmate. Students then read the postcards they receive.



For people who find a capsule hotel room a little bit too small, a man named Simon Woodroffe has come up with the idea of a Yotel. Each room is a small compartment or cabin similar to those on a train. Each cabin is about 10 square meters and has its own bathroom, a place to put luggage, and small fold-down desk. Of course, each room also has a TV. You can find Yotels at airports in London.

The Kakslauttanen Hotel

Lapland, Finland

In the heart of Finnish Lapland, 155 miles (250 kilometers) north of the Arctic Circle, lies a truly magical place. The Kakslauttanen Hotel offers guests the opportunity to stay overnight in either a snow or glass igloo. Those who choose the glass igloos can enjoy the night skies and the stunning Northern Lights from the comfort of their own bed. Luckily, the hotel provides cozy, extra-warm sleeping bags for the guests who choose to sleep in snow igloos!



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A. Vocabulary. Complete the paragraph with words from the box.

commercial	relatively	undisturbed
ecosystem	surface	widespread

I live in a beautiful area of Panama that is very popular with tourists. In the last few years, there has been (1) ______ development of large, impersonal hotels. Lately, I've been thinking about opening a small, friendly hotel. It would be (2) _____ close to the center of town, but far enough away that the guests would be (3) _____ by the noise and traffic. I'd like my hotel to have a view of the water. There's nothing I like better than to watch the sun reflect off the (4) _____ of a lake. I'd also like to run a wildlife park close to the hotel. I wouldn't charge admission to the park because I don't think enjoying nature should be a (5) _____ activity. However, I'd limit the number of people who could enter the park each day, as too many visitors would disrupt the (6) _____.

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

- **1.** _____ Capsule hotels are popular in Japan.
- 2. _____ Guests take a boat to Jules' Undersea Lodge.
- 3. _____ Jules' Undersea Lodge has small, square windows.
- **4.** _____ The Kakslauttanen Hotel gives guests the opportunity to explore the rain forest canopy.
- **5.** _____ Capsule hotels provide an inexpensive alternative to traditional hotels.
- **6.** _____ Guests at the Ariau Amazon Towers Hotel have a negative effect on the rain forest's ecosystem.





Ministry of Education

2023You are going to design your own unusual hotel. List three to five things you would like your hotel to have. Then in pairs tell each other about your hotel.

3 Grammar 💹



Adverbs of Degree

Adverbs of degree tell us about the intensity of a verb, adjective, or other adverbs. Some common adverbs of degree are:

absolutely	completely	hardly	quite	SO
almost	enough	just	rather	too
barely	extremely	nearly	scarcely	very

Adverbs of degree usually go before the main verb they modify.

I've almost finished packing. I **nearly** missed my flight.

Adverbs of degree usually go before the adjective or adverb they modify.

The travel agent was **extremely** helpful. He read the map **very** carefully.

When enough is used as an adverb of degree, it is placed after adjectives and adverbs.

Is your coffee hot enough? You are not speaking loudly enough.

Sentence Adverbs

Sentence adverbs modify an entire sentence, or a whole clause within a sentence. They indicate the attitude of the speaker. Some common sentence adverbs are:

actually	certainly	frankly*	obviously	probably
admittedly*	clearly	honestly*	officially*	undoubtedly
apparently	evidently	naturally*	presumably	(un)fortunately*

(*) Some sentence adverbs usually go at the beginning of a sentence.

Frankly, I'm disappointed in the quality of this hotel.

Other sentence adverbs can go after the verb be, before simple tenses of other verbs, or after the auxiliary in a compound verb.

You are **obviously** having a good time.

He **certainly** spent a lot of money on this trip.

The flight has **undoubtedly** left by now.

- **A.** Rewrite each sentence to include the adverb of degree.
- 📍 We have recovered from our trip. (almost) We have almost recovered from our trip.
 - **1.** We ate anything on the airplane. (hardly)
 - 2 The food was bland for me. (too)
 - 3 The flight attendant dropped my meal on me. (nearly)
 - **4.** Sleeping on the train was uncomfortable. (rather)
- ... 5. We were exhausted by the end of our trip. (absolutely)
- 2023 1446. The airplane seat wasn't big for me. (enough)

3 Grammar

Adverbs of Degree

- Read the explanation about adverbs of degree with the class. Have students look at the articles on pages 34 and 35 to find examples of adverbs of degree. (Some examples include: Jules' Undersea Lodge—extremely unusual hotel; Capsule Hotels—just big enough for a bed, people can scarcely sit up, offer a relatively inexpensive alternative)
- Write the following words on the board and have students find other words in the hotel descriptions with a similar meaning.

absolutely (completely)

very (extremely)

almost (nearly)

barely (hardly, scarcely)

Language Builder

Explain the difference between too and very. Very simply means extremely; too means more than is necessary or desirable. For example:

This hotel is very expensive, but we're going to stay there. The hotel is too expensive. We can't stay there.

Sentence Adverbs

• Have students read the explanation and examples of sentence adverbs. Have students find examples in the articles on pages 34 and 35. (Some examples include: Jules' Undersea Lodge—Undoubtedly, most people have...; Ariau Amazon Towers—Amazingly, Ariau's towers are built...; The Kakslauttanen Hotel—Luckily, the hotel provides...)



- Have students close their books to focus attention on the board. Write the example sentence on the board: We have recovered from our trip. Tell students you want to add the word *almost* to the sentence. Elicit that it goes before the verb recovered. Point out that the adverb usually goes between the auxiliary verb and the main verb.
- Have students open their books and work individually to write the sentences. Then have them compare sentences with a partner. Ministry of Education

• Check answers by calling on students to write their sentences on the board. Have the class check that the adverb is in the correct position.

Answers

- 1. We hardly ate anything on the airplane.
- 2. The food was too bland for me.
- 3. The flight attendant **nearly** dropped my meal on me.
- 4. Sleeping on the train was rather uncomfortable.
- 5. We were absolutely exhausted by the end of our trip.
- 6. The airplane seat wasn't big enough for me.

Language Builder

Explain that the words scarcely, barely, and hardly are negative words and can't be used with another negative. This is a common error, especially with can/could + hardly. For example:

It's very dark. I can hardly see. (NOT: I can't hardly see.)

• For additional practice, have students rewrite these sentences with can + adverb:

I can't hear you. (barely) (I can barely hear you.)

He couldn't eat anything. (scarcely) (He could scarcely eat anything.)

We couldn't sleep. (hardly) (We could hardly sleep.)

My feet are so cold, I can't feel my toes! (hardly) (My feet are so cold, I can hardly feel my toes!)

Call on volunteers to write their sentences on the board.

B

 Have students look at the picture and read the paragraph. Tell them not to fill in any of the blanks at this point. Ask a few questions to check comprehension. For example:

What kind of hotel is this? (a complex of seven skyscrapers)

How tall is its tallest tower? (601 meters) **Where is the hotel situated?** (very close to the Great Mosque in Makkah)

- Have students work with a partner to complete the paragraph. If they don't agree on an answer, have them write both choices. Tell them that they should use each word at least once.
- Check answers by reading the paragraph aloud and calling on students to give their choices. When students give more than one answer, discuss whether both answers are possible.

Answers

Answers will vary. Sample answers:

- 1. Actually
- 2. Surprisingly
- 3. interestingly
- 4. indeed
- 5. obviously
- 6. however
- 7. probably
- 8. presumably



- Have students look at the pictures and read the information about the Ice Hotel in Sweden. Ask: Why do you think people would want to stay in this hotel? Would you like to stay there? What happens to the hotel every spring? (It melts into the river.)
- Have students work individually to write paragraphs using the information given. Tell them to try to use at least two adverbs of degree and two sentence adverbs in their paragraph.
- Have students read their paragraphs aloud to a partner.
 The partner should listen for the adverbs and note which ones the student used.



Workbook

Assign pages 240–242 for practice with the grammar of the unit.



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.

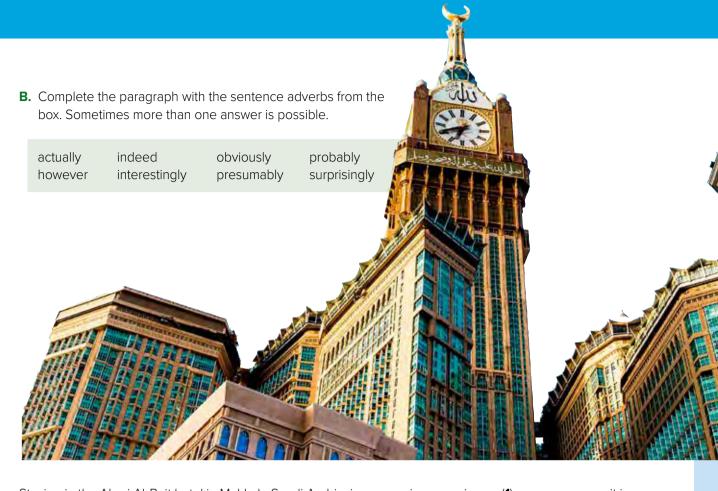


Additional Activity

Have students write two or three sentences about a travel experience. One of the sentences should begin with a sentence adverb. For example: *My family and I went to a beach resort last year. Unfortunately, it rained every day while we were there.* Have students read their sentences to the class. Have the class listen to the sentences and make a list of all of the sentence adverbs that they they hear.



Even if you can't scuba dive, you may be able to stay in an underwater hotel. The Hydropolis is a hotel being built off the coast of Dubai. Guests will travel to the hotel by train through an underwater tunnel. There will be 220 bubble-shaped guest rooms with walls of clear glass. Of course, it will be a little expensive—\$5,500 a night!



- **C.** Read the following facts about another unusual hotel in another country. Then write a paragraph about it, using adverbs of degree and sentence adverbs.
 - The hotel is located on the Torne River, 124 miles (200 kilometers) north of the Arctic Circle.
 - The hotel is the biggest igloo in the world.
 - It melts into the river every spring and is recreated every winter.
 - The temperature inside the hotel is 23° Fahrenheit (-5° Celsius).





ICEHOTEL, Sweden

4 Conversation <a>M



Attendant: Flight C458 is ready for takeoff. Please

> ensure your seatbelts are fastened and your seats are in the upright position.

Passenger: Excuse me?

Attendant: Yes? Can I get something for you?

Passenger: No, but I wonder if I can ask you a guestion?

Attendant: Certainly.

Passenger: I see that there's an empty row near the front

of the plane. I was wondering if it would be possible to change seats. I usually try to get some sleep during red-eye flights, and it would

be much easier if I could spread out.

Attendant: Unfortunately, that won't be possible. It's against

our policy for passengers to leave their assigned seats on this airline.

Passenger: Well, that's a crummy policy. I don't get it. Other airlines allow it. Why should passengers be crammed

together when there are open seats on the flight?

Attendant: Please try to understand. The problem is that if we gave you the seat, it wouldn't be fair to other

passengers who might also want the open seat.

Passenger: That's a drag. Especially since I requested a window seat at the front of the plane, and they put

me on the aisle near the back!

Attendant: Could I see your ticket, please?

Passenger: Sure, why?

Attendant: Sir, the empty window seat at the front of the

plane is your seat! Your seat is number 3, not 33.

Passenger: Oh! Awesome!

Real Talk

red-eye = overnight

crummy = bad

don't get it = don't understand

a drag = a disappointment

Awesome! = Terrific!

About the Conversation

1. What request does the passenger make?

2. How does the flight attendant respond? What reasons does he give?

3. How does the passenger end up getting what he wants?

Your Turn . • • •

Role-play with a partner. Imagine you are at a shopping mall, making a special request of the sales clerk or assistant. Use Ministry of Fastes for making and declining special 2023 - ใย่สุบิests.

Making and Declining Special Requests

I wonder if it would be possible... Do you think it would be possible...? Unfortunately, that's not possible... I wish it were possible, but...

That won't be possible... I'm afraid (we) can't... We can't do it because... The problem is...

4 Conversation

- With students' books closed, ask the class about their experiences with airplane travel. For example, ask: What do you do when you board a plane? Do you have to sit in your assigned seat? Where do you like to sit—by a window or on the aisle?
- Play the audio twice. The first time students listen with their books closed. The second time, they read along in their books.
- Have students practice the conversation with a partner. Then they switch roles and practice again.
- Ask students questions to elicit their opinions about the situation. For example:

What is your opinion of the man's request? Was it OK to ask for the seat change? What do you think of the airline policy?

Elicit student's ideas. You might also ask if students have seen other examples of airline passengers having problems with seating.

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 and answer them.

Answers

- 1. He would like to change seats.
- 2. He says that changing seats won't be possible because it wouldn't be fair to other passengers. It's also against the policy of
- 3. The passenger was in the wrong seat to begin with. He moves to his assigned seat, which is the one that he wanted.

Real Talk

- Model the phrases for the students to repeat.
- Ask questions about the phrases. For example:

Why do you think that overnight flights are called red-eye flights? (because overnight travelers are usually very tired and have red eyes)

Are the expressions crummy and a drag formal or informal expressions? They are informal. Crummy especially is not very polite and should be used with care.)

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What doesn't the passenger get? (He doesn't know why he can't sit in the open seat.)

Why does the passenger say Awesome! at the end of the conversation? (He's happy that he will get the seat he wanted.)

Your Turn

- Call on a volunteer to read the directions aloud.
- Direct students' attention to the box with the expressions for Making and Declining Special Reguests. Point out that using phrases like these makes the request sound more polite.
- Have students find examples of the phrases in the Conversation. (Some examples include: Passenger: I wonder if I can ask...; I was wondering if it would be possible...; Attendant: Unfortunately, that won't be possible...; The problem is...)
- Brainstorm a few ideas with the class for special requests you might make at a shopping mall, for example: asking for a specific item, or brand, or asking for extended guarantee.
- Put students in pairs to create and role-play the conversation. Remind them to use the phrases for making and declining requests. As students are working, go around the room and offer help as necessary.
- Have one or two pairs act out their conversations for the class.

Listening

- Ask students if they've ever gone on a backpacking trip. Then have students look at the list of items. If several students in the class have gone on backpacking trips, ask: Which of these things did you take on your trip? If not, ask: What would you take on a backpacking trip?
- Play the audio. Tell students to listen but not to write their answers at this time.
- Play the audio again for students to check the items the speaker recommends bringing.
- Play the audio a third time for students to check their answers

Answers

The following items should be checked: rain jacket, toiletries, trash bags, water bottle, 2-3 bandages, tweezers, sunglasses, and quide book.

Audioscript

The most important rule of thumb when packing a backpack is to pack light! You may think it's a good idea now to pack that pair of expensive boots and your smartphone. But later you will undoubtedly find yourself wishing you hadn't brought these things. One common backpacking tip is to pack everything you think you need...and then take out half of what you've packed!

In addition to items you obviously must bring like toiletries and a few changes of clothing, don't forget to pack essential items such as a light rain jacket, a fast-drying towel, and some first aid equipment. It's important to pack some bandages. However, just pack two or three bandages—not a whole box! Tweezers also come in handy for everything from removing ticks to taking out splinters. It's also a very good idea to throw a couple of trash bags in your backpack for dirty laundry, wet items, or garbage.

Aside from what you should pack, it's also quite important to consider where you should pack each item. Nothing is guite so frustrating as having to dig through your backpack to retrieve an item that is buried at the very bottom. Keep items which you will need to access often, such as your sunglasses, your water bottle, and your guide book in an easily accessible front compartment.

And one final thought: You know that expensive watch your parents bought you for graduation? Leave it home. The same thing goes for all expensive jewelry and equipment. Unfortunately, things have a way of getting lost, stolen, or broken when you're backpacking. So only take items you won't be horrified or heartbroken to lose.



Play the audio of the explanation as students read along in their books. Ministry of Education

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- Have students work with a partner and practice saying the sentences.
- Play the audio of the sentences for students to check their pronunciation. Then play it again and have students repeat or speak along with the recording.

B

 Have students work individually to find compound nouns. After several minutes put students in groups to practice reading them aloud.

Vocabulary Building



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



• Have students compare answers with a partner. When their answers are different or they don't know a word, they should look it up in a dictionary.

Answers

- 7. **2**. f **5.** a **8.** g
- **3.** e **6.** b **9.** d

Workbook

Assign page 243 for additional reading practice.



Teaching Tip

There will be times when even the most carefully planned lesson doesn't work for one reason or another. It's a good idea to have some ideas for what you will do if a plan doesn't work out.



Additional Activity

Choose one of the longer words from this unit, such as deforestation or characteristics, and write it on the board. Have students work with a partner to write as many words of three or more letters as they can, using the letters of this word. Give them a time limit of three minutes. When time is up, choose a pair to read their list. If other students have the same words, they cross them out. Then ask other pairs to say more words. The pair with most unique words wins.



One maker of hiking equipment recommends that a packed backpack should not weigh more than one quarter of the person's body weight. It's also a good idea to put lighter tacts items at the bottom of the pack and heavier ones on top.

5 Listening 🔊



Listen to the experienced traveler talk about what to pack for a backpacking trip through Europe.

rain jacket	smartphone	
expensive boots	sunglasses	
toiletries	box of bandages	
trash bags	tweezers	
water bottle	expensive jewelry	
2–3 bandages	guide book	



6 Pronunciation 🜌



- A. Words like backpack and water bottle are called compound nouns because they are made up of two separate nouns. The stress goes on the first part of the compound noun. Say each sentence. Then listen to see if you stressed the compound nouns correctly.
 - 1. Throw a couple of trash bags in your backpack for dirty laundry.
 - 2. Keep your sunglasses and water bottle in an easily accessible front compartment.
 - **3.** Some people like to bring a **notebook** or journal to write about their travels.
 - **4.** You packed everything except your **toothpaste** and **toothbrush**.
 - 5. I'll look for a postcard in my mailbox every day!
- B. Find compound nouns in the passages about hotels and in the conversation you read. Underline and practice reading them aloud. Remember to stress the first part.

Vocabulary Building



- A. You will see these words in the reading on pages 40 and 41. Match the words with their meanings.
 - **1.** _____ pristine 2. ____ preserve **3.** _____ conservation 4. _____ incentive

5. _____ deforestation

6. _____ characteristics

8. reduction
9. lush

- a. the action of cutting down trees to clear forests
- **b.** distinguishing traits or qualities
- c. something that causes a person to act
- d. abundantly green, fertile
- e. careful protection of something
- **f.** to keep safe from injury, harm, or destruction
- g. lessening, diminishing
- h. geographically isolated
- i. not spoiled

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Minis Ry Sheck your answers with a partner. If you do not understand the meaning of a word, 2023 - 1/20/5 it up in a dictionary.

8 Reading **U**



Before Reading

- 1. Eco- means "related to the earth or environment." What do you think ecotourism means?
- 2. Read the passage and underline all the words and phrases that can help you understand what ecotourism means.

Ecotourism: See the World While Saving It



Imagine vacationing in a place of stunning, natural beauty. Picture yourself relaxing on a pristine beach in Belize, exploring the desert on a camel in Riyadh, or following lions and zebras in Kenya. Now imagine that while enjoying these experiences, you are also helping to preserve the environment, protect wildlife, and support local communities. Sound too good to be true? It isn't! Such vacations are part of the fastest-growing trend in the travel industry. The trend is called ecotourism.

While ecotourism was almost unheard of before the 1990s, it has quickly become a multi-billion dollar industry. But what exactly is ecotourism? These are some of its characteristics:

- It involves travel to natural, often remote, destinations. These are often protected areas where development is limited.
- Ecotourism destinations focus on recycling, water conservation, and using renewable energy sources.
- It builds environmental awareness. As visitors explore an area, they also learn about it.
- It provides an economic incentive to preserve the environment and raises money to help protect it.
- It creates financial opportunities and jobs for the local population.

Costa Rica was one of the first ecotourism success stories. At one time, Costa Rica had the highest rate of deforestation in all of Latin America. However, since ecotourism, there has been a dramatic reduction in deforestation. Now, more than a quarter of Costa Rica's land is protected from development. Costa Rica is now the world's top ecotourism destination. Amazingly, this small country of five million people has about three million visitors per year.

Stacy Davison is one of the three million tourists who chose to visit Costa Rica this year. "We wanted to explore a country that was largely unspoiled by development. And, boy, did we get what we were looking for. We saw beautiful beaches, lush rainforest, and exotic wildlife." Stacy is especially enthusiastic about a wildlife refuge she and her husband visited during their trip. "Getting there took four hours by bus along an unpaved road. But it was so beautiful that it was worth it. We hiked the trails and took a tour through the rain forest canopy. Our guide showed us how to poke a stick into a termite nest to get a snack (They have a nutty flavor!), and how to use live leaf-cutter ants to create stitches for a cut. It was quite an amazing experience!"

8 Reading

- Ask a volunteer to read aloud the Before Reading question. Write the word *Ecotourism* on the board and underline Eco. Ask: What does Eco- mean? (related to the earth or the environment) Then elicit students' ideas about the meaning of ecotourism.
- Focus students' attention on the pictures and the title. Ask: What do you think the main idea of the article is going to be? Elicit students' responses and make notes on the board, but don't indicate if any answers are right or wrong at this point.
- Play the audio. Have students listen and read along in their books.
- Review the notes on the board. Which of the students' ideas best describes the main idea?

READING STRATEGY Summarizing

- Read aloud the first paragraph again as the class listens. Then ask students to close their books and tell you in their own words what the paragraph is about. (Responses should include the idea that it's about taking vacations in beautiful places and helping the environment at the same time. This is called ecotourism.)
- Put students in pairs and tell them to take turns reading the paragraphs in the article and summarizing them. One student reads a paragraph while the other listens. Then that student closes the book and summarizes what he or she has just read. Then the other student reads the next paragraph and summarizes, and so on. Point out that students don't need to repeat everything they read, just the main ideas.
- When students have finished, ask if they have any questions about the article. Discuss these with the whole class.
- As an extension, you may want to do additional work with the new vocabulary in the article. Have students look at the words in Vocabulary Building on page 40. Have them find and underline the words in the article.
- Discuss with students what each word means in the context of the article. For example, ask: What is a pristine beach? (It's a beach in its natural state. There areinta of hotels of lestaurants. It's clean and without a lot of garbage)

responses for other words. (The symbol ~ represents the word.) **preserve** (~ the environment = protect the plants.

animals, water and land)

conservation (water ~ = saving water; keeping it clean)

The following are some phrases and possible

incentive (economic ~ = possibility of earning money while doing something)

deforestation (highest rate of ~ = Costa Rica was cutting down more trees than any other country)

characteristics (some of its ~ = some of ecotourism's features; things that are special about it)

remote (~ destinations = places that are far away and difficult to get to)

reduction (a dramatic ~ in deforestation = cutting down many fewer trees than in the past)

lush (~ rainforest = forest full of green trees and many other plants)

After Reading

- Have students work individually to complete the sentences. Tell them to look back at the article as necessary to find the words.
- Check answers by calling on students to read their sentences.

Answers

- 1. ecotourism
- 2. Costa Rica
- 3. deforestation
- 4. a quarter
- 5. wind, solar power

9 Speaking

- Have students work in pairs or groups based on the questions. Have students ask the questions and call on classmates to answer. They should elicit answers from as many classmates as possible.
- Have students work in groups to list names of places in their country that are good for ecotourism and the activities that are offered there. After several minutes have students present their list to the class.

Workbook

Assign pages 244–245 for additional writing practice at word and sentence level.



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.



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 characteristics of each place?



Another kind of vacation travel that is becoming more popular is "voluntourism." This means that a person takes vacation time to travel and work as a volunteer for a local project. The travel company Condé Nast did a survey and found that 55 percent of the people it asked would be interested in this kind of vacation.

Stacy also enjoyed knowing that the money she was spending on her vacation was being used in environmentally responsible ways. She stayed in locally-owned, environmentally-friendly hotels that grow their own fruits and vegetables, and use renewable sources of energy such as wind and solar power.

Undoubtedly, ecotourism plays a critical role in preserving the land in Costa Rica as well as in other ecotourism



destinations around the globe. At the same time, ecotourism provides visitors with a unique, unforgettable, and educational vacation. Basically, ecotourism is a win-win situation for both the tourists and the countries they visit.

After Reading

Comi	plete	the	sentences.

1.	is the fastest growing trend in the travel industry.
2.	is the world's top ecotourism destination.
3.	At one time, Costa Rica had the highest rate of in Latin America.
4.	More than of Costa Rica's land is protected from development.
5.	Two examples of renewable energy sources are and

Speaking 🞑



- 1. Work in pairs or groups. Think about the characteristics and benefits of ecotourism and make notes in the chart. Then list the names of places in your country that are good for ecotourism and the activities that are offered there.
- 2. Use your notes to discuss your ideas in class.

		Characteristics/benefits of ecotourism	Places in my country for ecotourism
	1		
	2		
	3		
	0.0		
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10 Writing 🚺



- A. 1. Think about the most important places in Saudi Arabia. Why are these places or sites significant? Why should a tourist visit them?
 - What does Saudi Arabia have to offer visitors that is unique or special?
 - · How does the country welcome and look after its visitors?
 - 2. Read the following extract from the Vision 2030 Program and find out the following:
 - a. What are the unique and special things that Saudi Arabia has to offer visitors? Compare these to your ideas in part 1.
 - **b.** What plans does the government of the country have to further improve and develop tourism and travel to Saudi Arabia?

Saudi Arabia's Vision 2030

Saudi Arabia is blessed with many rich assets. Our geographic, cultural, social, demographic and economic advantages have enabled us to take a leading position in the world.

To build the best future for our country, we have based our vision for Saudi Arabia on three pillars that represent our unique competitive advantages. Our status will enable us to build on our leading role as the heart of Arab and Islamic worlds.

At the same time, we will use our investment power to create a more diverse and sustainable economy. Finally, we will use our strategic location to build our role as an integral driver of international trade and to connect three continents: Africa, Asia and Europe.

Using our unique location, our vibrant economy and our status as the heart of the Arab and Islamic worlds, we will increase travel to our country and welcome guests. We recognize that Allah the Almighty has given to our country, a gift more precious than oil. Saudi Arabia is the Land of the Two Holy Mosques, the most sacred sites on earth and the direction of the Kaaba (Qibla) to which more than a billion Muslims turn at prayer. We will expand and further develop our country to ensure that Muslims from around the world can visit the Holy Sites.

The Hajj and Umrah Vision Realization Program will allow the highest possible number of Muslims to perform Hajj and Umrah to the fullest. We will develop facilities and transport around the Two Holy Mosques - providing pilgrims with the best possible services before, during and after their visits to Makkah and reflecting the bright

and civilized image of the country in the service of the Two Holy Mosques. This unique status of our country is clearly manifested in our responsibility in providing generous services and care for visitors to these two holy sites.

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KINGDOM OF SAUDI ARABIA

Furthermore, we will provide wider tourism, as well as cultural and historical programs, for those who come to perform Umrah. To achieve this, we will continue working on the development of our infrastructure and support the private sector to provide high quality Umrah services.

The program will support the revival, preservation, promotion and classification of Islamic, Arab and National heritage through supporting museums and historical sites by facilitating access and funding preservation and funding events that showcase local traditions.

Cultural tourism destinations including the world's largest 'open air museum' (at Al-Ula) are planned along with the re-establishment of art and crafts centers.

Through our vibrant economy, we will develop the tourism infrastructure to create new holiday resorts and extend the road infrastructure, so visitors can experience the natural beauty of the country. Environmental parks will be rehabilitated and developed for ecological tourism. We will also further develop the digital systems to attract conference tourism to our country.

Adapted from the text of the Vision Programs at https:// vision2030.gov.sa/en and from the text that was drafted by the Micistric of Economic and Development Affairs as instructed by 20th2 Eulstodian of the Two Holy Mosques, King Salman.



10 Writing

- Read through question 1 together and ask students to think individually about the issues.
- Elicit ideas about what kinds of charts or systems for making notes and organizing information would suit this task.
- Have students make notes about the issues in whatever type of chart or organizer suits them.
- Share thoughts in groups or as a class. Discuss the issues and the types of charts they used.

(A) 2

- Read through the text as a class.
- Pause at regular points and ask questions to check comprehension, vocabulary, the use of metaphor and some of the more complex concepts. For example:

What is the main theme of the text? (the plans for the future development of Saudi Arabia)

In paragraph 2, what do you understand by the word 'pillars'? (sources of strength)

In paragraph 2, explain the use of the word 'heart'? (center)

In paragraph 3, look at the words 'diverse' and 'sustainable'. Can you make sentences relating to your every day life using these words? (answers will vary)

In paragraph 4, what is 'the gift more precious than oil' that Saudi Arabia has been blessed with? (the Two Holy Mosques)

Why is it important to preserve and promote cultural heritage and historical sites? (answers will vary)

Can you think of a synonym for 'facilitating? (paragraph 7) (promoting, making easy)

In your own words, explain the word 'infrastructure'. (paragraph 9) (fundamental facilities)

Why are cultural tourism and ecological tourism important? (answers will vary)

- Now read through questions a. and b. together and ask students to work on both questions individually.
- Share answers as a class,
- In poirs, have students compare their answers to a. with their ideas in part 1.

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Answers

- unique location
- unique status as heart of the Arab and Islamic worlds
- unique status of having the Two Holy Mosques in the country and the site of the Haji
- cultural heritage
- rich history
- museums and historical sites
- good economy
- natural environment
- good digital infrastructure

- expand and further develop facilities and transport in and around the Two Holy Mosques
- provide wider cultural tourism and historical programs for pilgrims
- develop tourism infrastructure to support pilgrims
- support the revival, preservation, promotion and classification of Islamic, Arab and national heritage
- facilitate access to historical sites and museums
- develop infrastructure to attract tourists to holiday resorts
- rehabilitate and develop environmental parks
- upgrade digital infrastructure to support conference tourism
- Have students read through the text again individually and comment on the structure of the text.
- Guide them to think about how and where the main idea is introduced, how the themes are organized and how much detail is given on each subject.
- Have them consider any different ways they could present the same information for a different audience or to emphasize different aspects.

3 1

- Direct students to B 1 on page 43. Ask students to think individually about a place in Saudi Arabia of cultural, historical, ecological (or other) significance that they think people outside of the country should know about.
- Organize students in small groups or pairs depending on the places they have chosen. Ask students to imagine that they are planning to visit this place and that they will write a letter to a friend about it.
 Have the students research and collect information about the places they have selected.

3 2

- Read through exercise 2 together and go over the chart.
- Have students work individually to fill in their charts with the information they have found and then compare these with the others in their groups or pairs.
- Although the research is collaborative, each student may have noted different issues. Have them think about which pieces of information each person regarded as significant and why.
- Share as a class.
- Tell them that they are going to write a letter to a friend telling them about the place they plan to visit. Tell them they will describe the place and their feelings about going there.
- Read through the model letter together. Ask students what they like about the letter and whether they would like to visit the place described.
- Ask students about the tone of the letter, how it is organized and whether there is enough information, enough explanation or whether they would like more description or opinion.
- Direct students to the Writing Corner. Ask them to think about letters from friends and family they have received and what they liked about them. For example, a friendly, personal tone. Have students think about the content of letters and how they are organized. Stress the importance of planning what they want to tell their friend about the place they plan to visit.
- Read the guidelines in the Writing Corner with the class.
 Pause and discuss each point.

Research: Research is often necessary not only to

information. Ask learners to assign research tasks to members of their group.

Reasons for liking a place: There are usually special reasons that attract us to a place or make us like one place over another. We don't normally reflect on this carefully enough to be able to express all the reasons that might have to do with facts, feelings or ideas.

Feelings: Certain facts, experiences, images evoke/ cause specific feelings for each one of us. However, if we don't have to speak about them we don't really bother to put them into words. In this case it is important to think about them and express them for other people to hear and/or read.

Plan: Plan the information you are going to include in each paragraph.

- Have students think about the content and plan their letters. Refer students to the texts and exercises on pages 34 and 35 as examples of how to organize travel writing and describe places to visit.
- Give them time to write their letters.
- 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 letters aloud in class.

Workbook

Assign page 246 for additional writing practice above word and sentence level.



Additional Activity

Group project and presentation

Working in pairs or groups, have students use their research and their organizers from exercise B to create a presentation about their chosen place for the class in whatever format they wish.

They could create a tourist brochure, an article for a newspaper, a poster, a role-play or a talk.

Encourage them to use the issues, details and examples from their research but also to include their opinions.

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- B. Write a letter to your friend from Britain (who has never been to Saudi Arabia), about a place in your country that you plan to visit.
 - 1. Research and collect information about an important place in Saudi Arabia that you feel a visitor should see, or that a person who has never been to your country should learn about.
 - Think about the history of the place and why it is significant to the country's history and culture.
 - 2. Use the organizer to make notes on:
 - What you know about the place
 - New information you have found
 - What you can do there
 - Your reasons for choosing the place and why it is important
 - Examples and details

When you write the letter, give reasons why this place is important and also how it is special or unique.

Name of the place and what it is (an historical site, a place of natural beauty etc):		
Reasons why it is important	Things to do there	Examples and details (from your research)

How are you? I hope that you and your family are well. I have some exciting news that I wanted to write to you about. Dear Hamed, I'm going on a trip to climb the highest mountain in Britain. It In addition to the fact that it is an area of outstanding natural is in Scotland and it is called Ben Nevis. beauty, it also has a historical significance. It was the site of Britain's first weather observatory and it was built in 1883. This helped scientists all over the world learn how to study the weather and understand the climate. It is going to be tough to climb, but it will be great to be outside in nature and enjoy the clean environment. This mountain region is unique as it has many plants and geological features that can only be found here in Scotland.

Writing Corner

When you write an informal letter:

- Open in a friendly way with an appropriate greeting and tell your friend why you are writing.
 - When you are giving news such as an up-and-coming trip you will take, give as many details as you can. Use lots of words to describe the place or the experience.
- Note down your feelings, expectations, assumptions, questions, and doubts.

الت Plan what information you are going to include in each paragraph.

Close in an appropriate way and sign off with: Speak soon; Give my best wishes to your Ministry of Education family; Write to me soon; and so on. 2023 - 1445

11 Form, Meaning and Function



Future with Be Going To

Use be going to for the future, to talk about plans.

Affirmative (+)

Negative (-)

I'm going to travel to Jordan.

I'm not going to visit Petra.

Yes-No Questions (?)

Short Answer (+)

Short Answer (-)

Are you **going to** travel to Jordan?

Yes. I am.

No. I'm not.

Information Questions

What are you going to do on your vacation?

When is he going to leave?

Which countries is he going to visit?

How are we going to go? Where am I going to stay?

Who is going to travel with them?

How long are they going to stay?

I'm going to travel to Africa.

He's going to leave next week.

He's going to visit Tunisia and Morocco.

We're going to go by plane.

You're going to stay in a four-star hotel.

They're going to travel with friends.

They're going to stay for a month.

Position of Adjectives

Antarctica is an **exotic** place. (before nouns)

Antarctica is **exotic**. (after the verb **be**)

A. Complete the article. Use the adjectives in the box.

coastal dense fertile humid local tropical

Jazan

Jazan, in southwestern Saudi Arabia, is a (1) <u>coastal</u> city on the Red Sea. It is the capital city of Jazan Province near the Yemeni border. Although it is a small province, it has a (2) _____ population of 1.6 million inhabitants. The terrain of the region is varied, consisting of mountains, (3) coasts, and islands. Jazan is famous for its (4) _____ products, especially its (5) _____ fruits like mango, figs, and papaya. The climate in the city of Jazan is very hot and (6) in the summer, while temperatures in the mountains to the northeast are much cooler.

- **B.** Add the guestion words. Match the guestions and the answers.
 - **1.** Which suitcase are you going to take? <u>e</u>
 - are they going to travel? ____
 b. To their parents.
 They're going to take a bus.
 - are they going to write to? ____ are we going to stay? ____

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- a. In a beautiful hotel.

- **d.** They're going to arrive in the morning.
- e. The red one. It's new.
- **f.** He's going to rest.

11 Form, Meaning and Function

Future with Be Going To

- Ask a student to read aloud the affirmative and negative statements in the first part of the presentation.
 Have students focus on the form.
- Explain that the function of **be going to** is to express actions, intentions, and plans that have already been decided on (i.e. They are planned actions.).
- Have two students read the question and answers.
 Review the rules for word-order change in questions.

Information Questions

- Have students brainstorm the question words they know before looking at the questions listed in the presentation.
- Call on students to read aloud the questions and answers in the next part of the chart.
- Ask students to read aloud the questions and answers.

Language Builder

Point out that when we ask questions with a *Wh*-question word, we can make a contraction with *is*, but not with are. For example, *When's he going to leave? Who's going to travel with them?*

Position of Adjectives

- Write the following example sentences on the board.
 Elicit and underline the adjective:
 Saudi Arabia is an interesting place.
 Saudi Arabia and Jordan are interesting places.
- Ask: Does the adjective go before or after the noun? (before) Does the adjective change for singular and plural nouns? (no) How do we say the sentences on the board without the word place? (Saudi Arabia is interesting. Saudi Arabia and Abu Dhabi are interesting.) Point out that adjectives go before a noun but after the verb be.
- Have students make statements about places they know about, using an adjective. For example: Riyadh is crowded. Have another student make a corroborating statement, such as: Yes, Riyadh is a crowded city.

Read height nation of adjective placement and Ministrexample sentences aloud. Ask students: Is this the 2023 _sames or different in your language?

Language Builder

Point out the use of the articles *a/an* in most phrases with singular nouns. For example: *Saudi Arabia is* **an** interesting place. Riyadh is **a** wonderful city.



- Have students look at the title of the text and ask: What do you know about this place? Elicit as much information as possible about the location, the architecture, the history, etc.
- Point out the adjectives in the box. Have a student read the words aloud and go over the meaning of any that are new.
- Have students complete the article alone and then check their answers with a partner

Answers

- 1. coastal
- 3. fertile
- 5. tropical

- 2. dense
- 4. local
- 6. humid

(3)

 Have students work alone to write the correct question word. Then have them ask and answer the questions in pairs.

Answers

- 1. Which, e
- 3. What f
- 5. Where, a

- **2.** How, c
- **4.** Who, b
- 6. When, d

Language Builder

When be going to is used with go to indicate an event that will take place in the future, the second go is often omitted. For example, I'm going to Africa for vacation; I'm going to go to Africa for vacation mean the same.



Additional Activity

Ask students to either make notes about a vacation they have already planned OR to plan one now. Students should then take it in turns to ask questions to find out as much information as they can about their partner's vacation plans.

Present Progressive

- Go over the material in the chart. Elicit or explain that we use the present progressive to talk about actions that are taking place now.
- Explain that the present progressive is formed with
 the present form of be + the -ing form of a verb. Write
 the base form of several verbs on the board, and have
 students say and then spell the -ing form of the verb.
 Use any verbs from the presentation or others that you
 think might be appropriate.
- Point out the inversion in the word order in the questions. Put the following words in scrambled order on the board: now/is/What/your (family member)/doing? your friends/What/doing/are/now?
- Ask students to unscramble the words to form questions and then work in pairs to ask and answer the questions.
 Tell students that if they do not know the answer for sure, they can imagine an answer with I think. For example, I think my mother is preparing dinner now.
- Call on students to tell the class what their partner's family member or friend is doing now.
- Point out the examples of the present progressive for the future: My friends are arriving tomorrow. What are you doing tonight? Elicit and underline the future time words (tomorrow, tonight) to talk about future actions.

Future with Going to and Will

- Write the following phrases on the board:
 I'll definitely..., I'll probably..., Maybe I'll..., I don't think
 I'll..., I definitely won't...
- Ask: What do you think you'll do in the coming year? Have students respond using the phrases on the board.
- Focus students' attention on the information in the presentation.

Time Expressions for the Future

- Go over the future time expressions in the example sentences in the presentation.
- Have students form a sentence of their own for each time expression. For example, I'm going to study for our English test tomorrow night.



- Have students complete the schedule truthfully for themselves before they work in pairs to do the exercise.
- As students work together, go around and monitor their conversations. Make a note of any mistakes you hear with use of future forms and/or time expressions and write them on the board.
- Have students peer correct each other's mistakes.

Answers

Students' own answers.



- Go over the time expressions in the box. Call on one student and demonstrate the exchange by asking and answering truthfully.
- Students work in pairs to complete the exercise.
 encourage them to use all the time expressions in the box.

Answers

Students' own answers.

Workbook

Assign pages 247–248 for more practice with the form, meaning and function of the structures in the unit.



Teaching Tip

When possible, have students do activities with their books closed. It helps to focus their attention if they are looking at you and what you are doing on the board rather than looking down at their books.

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Present Progressive

Use the present progressive for actions happening now or for definite arrangements in the future.

My friends **are waiting** for me at the airport.

My friends are arriving tomorrow. What are you doing tonight?

What are you doing now?

Future with Going to and Will

Use (be +) going to to talk about plans. Use will + maybe/probably for uncertain or indefinite plans.

What are you **going to** do on your vacation?

I'm **going to** travel to Europe.

I'm not **going to** travel this year.

Where will you stay?

Maybe I'll stay with friends.

I probably won't stay in a hotel.

Time Expressions for the Future

I am leaving tomorrow night.

This year we will go on vacation to Al Ula, Saudi Arabia.

They are flying to Oman on Thursday.

Hurry! They will be here soon! I am meeting her in an hour.

We will sit examinations next month.

- C. Complete your schedule for next Saturday. Then ask and answer questions with a partner. Try to arrange a time to meet and do homework together.
- A: What are you doing at two o'clock next Saturday?
 - **B:** I'm getting a haircut. How about you?

My Schedule	Activities and Times	My Partner's Schedule	Activities and Times
Morning		Morning	
Afternoon		Afternoon	
Evening		Evening	

- **D.** Look at the expressions in the box. Work with a partner. Ask and answer about their future plans. Use going to and will.
- **A:** Where **are** you **going to go** on vacation this year?
 - **B:** I'll probably go to Dubai. How about you?
 - A: I'm going to visit my grandparents.

tomorrow • this week / month / year • tonight

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12 Project 🝱



- **1.** Make a poster promoting ecotourism in your country. Work in pairs or groups.
- 2. Choose a place that would be good for ecotourism.
- 3. Research and complete the chart with information and details about the place.
- **4.** Collect visuals and find samples of posters on the Internet to help you.
- **5.** Design your poster. Think of a slogan and/or an attractive title. Look at the photo in your book and find more examples on the Internet to help you.

An area for ecotourism in Saudi Arabia:		
Questions we would like to find answers to	Details and information we found out about the place	Pictures and images we can use in our poster
What kind of place is it? Is it an inland area? Is it a coastal area?		
How can visitors travel and explore the area?		
What can they see, observe, or experience?		
What outdoor activities can visitors do? (e.g. off-road driving, rock climbing, desert trekking, etc.)		
How is money raised in order to maintain the area?		
How are local communities and people involved? Jobs? (e.g. caretakers, guides, rangers, etc.)		
What are some of the environmental benefits?		a place to rem

ember

When you prepare a poster, remember it should:

- be quite large, so it can be noticed
- or read when pested on the wall
- be colorful in a tasteful way and have photos and/or drawings

include memorable slogans convey a strong message Ministry of Education

be appealing to the viewer 2023 - 1445



12 Project

 Organize students in groups and have them brainstorm on ecotourism in their country. Suggest that they think about:

People

Places

Transport

Activities

Animals

Plants

Climate

Accommodation

- Encourage them to think about different things if they wish. Remind them to choose one or two people in their group to make notes as they discuss their ideas.
- Call on a student from each group to present some of their ideas for the class.
- Tell students that they will have to design a poster about the place with a slogan to attract visitors. Encourage them to use their imagination and visualize travel and new activities in the area. Elicit ideas, think about traditional options for transport and accommodation.
- Have students read directions 1 to 4 and tell them to use the chart and make notes about the questions raised. Set a time limit for groups to decide or distribute issues to members of the group to think about and then discuss and finalize.
- Circulate and monitor participation. Encourage guieter students to participate. Help when necessary.
- Give them time to discuss and decide on the options that they will use.
- Read directions for 5 with the class. Explain to students that they will need a large sheet of paper (e.g. the size used for flip charts) or a large sheet of cardboard. Tell them that they can use any color they want and choose pictures or draw their own. Remind them that they will need a catchy slogan.
- Direct students to the guidelines at the bottom of the page. Call on a volunteer to read the guidelines. Elicit ideas and comments from the class.
- 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 busterling the next lesson.

- Call on each group to present their poster.
- Display the posters on the wall if you can. Have students choose the poster they like best.



Additional Activity

Have students work in groups to plan and create an ecotourism leaflet. Tell them to use their ideas and notes in the chart and plan a 2-page promotional leaflet promoting an ecotourist package trip in the area that they have chosen.



Teaching Tip

All classes are diverse to a lesser or greater degree. Due to this, there will be students who will know more about certain things each time. Try not to let them tell you what they know but address their classmates and report the information they have to them as effectively as possible. This way, everyone will be involved and you will increase learner interaction.

13 Self Reflection

- Write Far and Away 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 guestions to help them remember. For example:

What is special about Capsule hotels and Jules' Undersea Lodge?

Where is the world's largest commercial tree house? Which of these places would you choose to stay in? Why?

Which would you never choose to stay in? Why?

- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 36 and 37, ask them to rephrase some sentences. Tell them to try and convey the same meaning. For example:

I've almost finished writing my essay.

I have a couple of lines to go./I'll finish very soon.

You're not working hard enough.

You should work harder.

Frankly, I don't think I'd like to come back here.

I really dislike this place./I don't like it here at all.

He actually jumped into the river with his clothes on to find his cell phone.

We didn't think he would do it but he jumped into the river to find his cell phone.

- 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 and 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 section and make notes in the chart.
- Write *Ecotourism* 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.

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- Organize students in pairs and ask them to answer questions like these:
 - What is your opinion about Ecotourism? Would you have chosen ecotourism 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 Galapagos. Give them some time to work in pairs and then call on volunteers to answer.
- Have students comment on essay writing and how they felt about writing an essay instead of a different type of text, e.g. story, article. Call on volunteers to present their views.
- 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 the poster presentation?

Would they change anything if they had the chance to do it again? What?

Did they enjoy designing the poster? Did everyone contribute?

Was there room for originality and creativity? Why? Why not?

- Allow time for students to make notes on the project section individually. Then have them check with a
- 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 very well.	I can do this quite well.	I need to study/ practice more.
talk about travel experiences and travel dreams			
discuss hotels and services			
make and decline special requests			
use adverbs of degree			
use sentence adverbs			
talk about the future with be going to and will			
ask information questions			
know about the position of adjectives			
use the present progressive to make future arrangements			

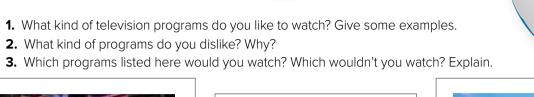
My five favorite new words from Unit 3:	If you're still not sure about something from Unit 3:
حتا قرارة الت	 read through the unit again listen to the audio material study the grammar and functions from the unit again ask your teacher for help

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4 TV Around the World

Listen and Discuss 🕡







Jeopardy! Tuesday, 9:30 P.M.

Jeopardy! is a unique American quiz show that features trivia in history, literature, the arts, culture, science, sports, geography, wordplay, and more. The show is famous for its unusual answer-and-question format, which requires contestants to phrase their responses in question form, having been presented with clues. The first episode of the show was aired on March 30, 1964, and went through different stages, as a daytime series and a nighttime show. On September 10, 1984, Jeopardy! returned as a daily series with Alex Trebek as host.



Hoy Monday, 9:00 A.M.

This morning show, recorded live in front of an audience, is broadcast in the United States. Central and South America, and parts of Europe. A team of hosts offers family-oriented entertainment. On today's program, the guest chef cooks up some Peruvian shrimp, and a prosperous businessman gives advice to members of the audience.



National Geographic Channel

Thursday, 8:00 P.M. The National Geographic Channel is a television channel that features documentaries about science and technology, animals and nature, exploration and culture, produced by the National Geographic Society. It provides authentic and inspiring content for different age groups of viewers. The channel is dedicated to sharing factual knowledge and promoting genuine interest in our world, in an innovative and entertaining manner. National Geographic Channel was originally launched in the Middle East in 1998, followed by National Geographic Adventure in 2007. National Geographic Wild in 2008 and National Geographic Abu Dhabi in 2009. Today, it is available in 25 languages, in over 143 countries.



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CSI: Crime Scene Investigation Thursday, 9:00 P.M.

CSI is an American crime drama about a team of forensic scientists who investigate mysterious and unusual deaths. In tonight's episode, Grissom, Stokes, and Brown take on the puzzling case of a jogger killed in a park. At first the team suspects it is a strange accident. But they eventually discover • that someone has been plotting a series of disturbing crimes.



O Unit Goals

- VocabularyTV genresReality shows
- Functions
 Discuss types
 of TV programs
 Express and explain
 preferences
 Express certainty
- O Grammar
 Direct Objects
 Indirect Objects
 To and For Before
 Indirect Objects

- ListeningListen for specificinformation
- Pronunciation Reduction of going to and want to
- Reading
 A Brief Overview of the
 History of Television
- Writing
 Write a book review
- Function
 Articles
 Adjective Clauses and
 Relative Pronouns

Form, Meaning and

Play the audio. Have students listen and read along in their books. Pause the recording after each program description to check general comprehension.

- Have students work in small groups to discuss the third introductory question, saying which programs they would watch, which they wouldn't watch, and why. Assign one student in each group the role of reporter.
- Have the reporter from each group summarize the group's discussion for the class, saying which programs were most popular with the students in the group.
- Ask students if they have seen the programs on this page or similar ones. For example, they may not have seen CSI but they might have seen other crime dramas.
- For additional vocabulary practice, write the following definitions on the board and have students find the words in the program descriptions:

Jeopardy!

facts about past events in history, culture, sports, etc. (trivia)

Hov

suitable for families (family-oriented)

National Geographic Channel

to start or set in motion (launch)

CSI: Crime Scene Investigation

to think something is probable (suspect)

Top Gear

very unkind comment, intended to to wound the feelings of others (cutting comment)

Sasuke

to try to do something (attempt)

Warm Up

Tell students briefly about one TV program you like and one that you don't like. Then, with books closed, ask students the first two introductory questions. Have students discuss their answers with a partner.

Invite a few pairs to tell the class which programs they like and dislike.

1 Listen and Discuss

 Have students skim the descriptions of the TV programs to answer the questions below. Ask a question and have students raise their hands as soon as they find the answer. When three or four students have raised their hands, call on one student to answer the question.

Which program is about cars? (Top Gear)
Which program is a documentary? (National Geographic videos and shows)

Which program is a quiz show? (Jeopardy)
Which program is good for family viewing? (Hoy)

Which is a sports program? (Sasuke)

Which program is from the U.S.? (CSI)

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Language Builder

Point out that English speakers often use the term soap opera to refer to programs similar to telenovelas. One difference between soap operas and the Latin American genre of the telenovela is that soap operas never end. The stories just evolve over the years.

Quick Check



- Have students work individually to complete the sentences. Tell them not to worry if they don't know some of the words. They should just make their best guess, using the context given.
- Have students compare answers with a partner. If their answers are different or if they don't know a word, have them look it up in a dictionary.
- Check answers by calling on students to read aloud the sentences. Have students find the words in the program descriptions and explain how each one is used in context.

Answers

- 1. air, broadcast
- 2. plot
- 3. prosperous
- 4. inspiring
- 5. contestants
- 6. puzzlina
- 7. version



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

Answers

- 1. Top Gear
- **2.** Hoy
- 3. Sasuke
- 4. National Geographic shows and documentaries
- 5. Jeopardy!
- **6.** CSI

2 Pair Work

 Briefly brainstorm two or three ideas with the class for types of TV programs they might create. (This should be just enough to help them understand the task and then go one think of their own ideas.) Write a few questions on the board to help them. For example:

What kind of program is it? (comedy, crime show,

BOTTS SHOW; etc.)

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If it's fictional (not a real-life story), what will the stories be about?

Who are the main characters?

What time should it air?

Who will the audience be? (children, teenagers, adults, families, etc.)

- Have students work in pairs to create their program. Tell them that they are going to have to sell their idea to the owners of the television station.
- Select a group of students to play the role of the owners of a television station. Then select a few pairs to present their ideas. The owners vote on the idea they like best.

Workbook

Assign page 249 for practice with the vocabulary of the unit.



Teaching Tip

From time to time, have students write you a letter about their language-learning experience. They could tell you about things that are hard for them and why, or perhaps talk about how they will use English in the future. You should keep the contents of these letters confidential. You may not be able to answer all of the letters but answer a few of them each time, making sure that you always reply to different students.



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?



- The longest running soap opera in the U.S. was a program called Guiding Light. It began as radio program in 1937 and then became a TV program in 1952. The last episode was broadcast in September 2009.
- In Great Britain, a radio soap called *The Archers* has been running six episodes a week since 1951 for a total of over 15,000 episodes. One actor, Norman Painting, has played the role of Phil Archer since the program began.



Top Gear Wednesday, 9:30 P.M.

Top Gear is an award-winning British television series about cars. It was originally launched as a conventional motoring magazine show. Since its relaunch in 2002, the new version has developed its own humorous style. The program is estimated to have about 350

million viewers worldwide. The show has received acclaim for its style and presentation as well as criticism for its content and some of the cutting comments made by presenters. It remains, however, one of the most popular motoring series worldwide.



Sasuke Wednesday, 8:00 P.M.

This popular Japanese sports entertainment program airs twice a year. Each three-hour special covers an entire competition in which 100 fighters and athletes compete in one of the most challenging physical contests imaginable. The contestants attempt to complete four levels of increasingly difficult obstacle courses to win the title of *Ninja Warrior*.

Quick Check ✓

A. Vocabulary. Complete the sentences with these words.

air contestants plot puzzling broadcast inspiring prosperous version

- **1.** Two words that mean "to transmit to an audience by radio or television station" are to ______ and to _____
- **2.** To plan something secretly is to ______.
- **3.** Someone who has had financial success is ______.
- **4.** Something that causes a feeling of excitement and strong desire to do something important is ______.
- **5.** People who take part in a contest are called ______.
- **6.** Something that is difficult to understand or solve is _____
- 7. A variation of an earlier or original thing is a ______
- **B.** Comprehension. Name the show or shows.
 - **1.** Which show has attracted both positive and negative comments from reviewers?
 - 2. Which show is broadcast in the morning?
 - 3. Which show airs twice a year?
 - **4.** Which shows are available in more than 20 languages?
 - **5.** Which show has aired for more than forty years?
 - 6. Which show might be enjoyed by a person who likes murder mysteries?



Ministry of reate your own idea for a TV program. Decide on the kind of program and the title. Then 2023 - 1 write a brief description of the program.

3 Grammar 💹

Direct and Indirect Objects

A direct object is a noun or pronoun that receives the action of a verb.

A direct object answers the question what or who.

John wrote **the poem**. John likes **his new teacher**.

An indirect object tells us to or for whom the action is done.

There must be a direct object for there to be an indirect object.

John wrote **the poem** for *his mother*. John read **the poem** to *the audience*.

If there is a preposition, the indirect object goes after the direct object.

She gave the remote control to **me**.

If there is no preposition, the indirect object goes before the direct object.

She gave **me** the remote control.

When the direct object is a pronoun, the pronoun goes before the indirect object.

She gave it to me.

To and For Before Indirect Objects

Use to if the indirect object is receiving something. Use to with these verbs: bring, confess, give, hand, lend, offer, pass, pay, promise, read, sell, send, show, take, tell, and write.

Will you pass a pillow to me?

Note: The preposition *to* is not used when the indirect object comes before the direct object.

Will you pass **me** a pillow?

Use *for* if the indirect object is benefiting from some kind of help. Use *for* with these verbs: *book*, *build*, *buy*, *cook*, *find*, *get*, *keep*, *leave*, *make*, *order*, and *reserve*.

My parents bought a new TV for me.

Note: The preposition *for* is not used when the indirect object comes before the direct object. His parents are buying **him** *a new TV* for his graduation.

With some verbs, the indirect object always follows the direct object, and the preposition *for* cannot be omitted: *answer*, *cash*, *change*, *close*, *fix*, *open*, *prepare*, *pronounce*, and *translate*.

Can you please translate the program for me?

A. Comple	te the conversation with for or to .
Alex:	What happened in last night's episode of Fast and Safe?
Omar:	I recorded it (1) you. It was great.
Alex:	Tell me about it.
Omar:	Well, Alan wrote an email (2) Ahmed. In it, he confessed (3) him that he had tampered
•••	with the engine of the car he was driving. Ahmed kept reading the email (4) himself. He
	couldn't believe that Alan would do such a thing. Then Alan tried to make up for it. He got a
	with the engine of the car he was driving. Ahmed kept reading the email (4) himself. He couldn't believe that Alan would do such a thing. Then Alan tried to make up for it. He got a fantastic car (5) Ahmed to drive in this show. He bought a new helmet (6) him. He
وزارة التعطيم	even sent a limo (7) Ahmed's house, to drive him to the studio.
	What did Ahmed do?
2023 - 144 ©mar:	Well, he was angry at first. Then he demanded that Alan make a public statement on the air and
	promise that he would never do anything like that (8) him again.

3 Grammar

Direct and Indirect Objects

Write this sentence on the board:

Jack sold the car.

Ask: What did Jack sell? (his car) Explain that in this sentence the car is the direct object of the verb sell.

• Then write these sentences on the board:

Jack sold the car to John.

Jack sold John the car.

Ask: Who did Jack sell the car to? (John) Explain that John is the indirect object. Point out the different positions of the indirect object, before or after the direct object, and the use of the preposition.

- Read the explanations and examples in the chart with the class.
- Working with the whole class, help students find more examples of sentences with indirect objects in the program descriptions on pages 48 and 49. Have them underline the direct objects once and the indirect objects twice.

To and For Before Indirect Objects

• Read the explanations and examples in the chart with the class. Write the following sentences on the board to show the difference between to and for.

Ali wrote a letter to Adel and told him about

Adel didn't have time to write, so Ali wrote the letter for him.

Ask: In which sentence does Adel get a letter? (the first sentence) In the second sentence, Ali writes the letter for Adel as a favor.

Language Builder

Point out that when an indirect object is very short, just a name or a pronoun, it's more common to put it before the direct object. For example:

He told him the story.

However, when the indirect object is a long phrase, the indirect object is more likely to come after the direct object. For example:

He told the story to all of the people in the room.

- Have students read the conversation. Explain any unfamiliar words.
- Have students work individually to complete the sentences with to or for. Then have them compare answers with a partner.
- Check answers by having two students read the conversation, playing the roles of Alex and Omar. Have the other students listen and raise their hands if they disagree with any of the choices.

Answers

- **1.** for
- **2**. to
- **3.** to
- **4.** to
- **5.** for **6.** for
- **7.** to
- **8.** to



B

- Ask a volunteer to read aloud the directions and the examples. Then do the first sentence with the class as an example. Elicit the responses:
 - The comedian told the audience a joke.
 - The comedian told a joke to the audience.
- Have students work individually to write the sentences.
 Point out that they first need to decide which phrase begins the sentence. That phrase is not always given first.
- Check answers by having students write their sentences on the board.

Answers

- **1.** The comedian told the audience a joke./The comedian told a joke to the audience.
- 2. The talk show host poured the celebrity a glass of water./The talk show host poured a glass of water for the celebrity.
- 3. The sitcom dad gave his wife his wallet./The sitcom dad gave his wallet to his wife.
- **4.** The cartoon mouse offered the cat his cheese./The cartoon mouse offered his cheese to the cat.
- **5.** The host passed an audience member the microphone./The host passed the microphone to an audience member.
- **6.** The judges offered the contestants advice./The judges offered advice to the contestants.
- The host offered the contestant another chance./The host offered another chance to the contestant.
- **8.** The chef made the studio audience a dessert./The chef made a dessert for the studio audience.

0

- Focus students' attention on the photos. Ask a volunteer to read aloud the directions and the first sentence of each story.
- Have students work in pairs. To begin, one student
 works on the poster story while the other works on the
 graduation story. Then they read both stories and work
 together to finish them. They should write at least five
 or six sentences for each story. Tell them that it isn't
 necessary to use direct and indirect objects in every
 sentence, but they should use them once or twice in
 each story.
- Ask a few pairs to read their stories to the class. Have their point out the sentences that have direct and indirect objects.

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Workbook

Assign pages 250–252 for more practice with the grammar of the unit.



Teaching Tip

Find out about your students' hobbies and interests and use these topics in the classroom whenever possible. Encourage students to share information and details about these activities with the class.



Additional Activity

Arrange students in pairs. Give each pair eight to ten index cards or slips of paper. Have them write a sentence that uses a direct and indirect object (with or without a preposition). They copy the sentence onto the cards—one word on each card. Then have them mix up the cards and pass them to another pair. That pair tries to unscramble the cards and writes the complete sentence on a piece of paper. They then remix the cards and pass them to another pair and so on. After about five or six minutes, have students read the sentences they have written. Are they the same as those the original authors wrote?



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 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 12 hours online.

- **B.** Rearrange the words to create two sentences: one with the indirect object placed after the direct object, and another with the indirect object placed before the direct object.
- I sent / the TV schedule / John

 I sent John the TV schedule.

 I sent the TV schedule to John.
 - 1. the comedian told / the audience / a joke
 - 2. a glass of water / the talk show host poured / the celebrity
 - 3. the sitcom dad gave / his wife / his wallet
 - 4. his cheese / the cat / the cartoon mouse offered
 - **5.** the host passed / the microphone / an audience member
 - 6. the judges offered / the contestants / advice
 - 7. another chance / host offered / the contestant
 - 8. the chef made / the studio audience / a dessert
- **C.** Look at the pictures. Use your own ideas to complete the stories. Use direct and indirect objects.
- I Jamal had spent weeks planning a poster for ecotourism in his country...
- Ahmed's parents were proud of his achievement and wanted to do something special for him...





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4 Conversation <a>M



Asma: What are you watching?

Noura: That game show with the teams of cooks.

> You know, the one where contestants need to prepare a 4-course meal as a team, plate

it, and serve it to the judges.

Asma: Why would anyone want to compete in this

> kind of show? What do they get out of it? I don't know how you can watch this stuff. It's

boring!

Noura: I get a kick out of it. Look! He's going to

decorate that dish with flowers.

Asma: I can't believe he's going to put flowers on

a meat dish. That's crazy. Why don't we turn off the TV and do something else?

No way! Don't touch that remote! Noura:

It bugs me to watch this. They pretend to be top chefs. But I'm positive they won't be Asma:

allowed to do more than fry a couple of eggs after the end of this show. And they also

pretend to be all friendly with each other.

I don't know. Some of them seem to know what they're doing. Noura:

Asma: I'm telling you, that contestant, there, is waiting for a chance to show off. He doesn't care

about his teammates. He's in it to win for himself.

Relax. It's just a TV show. Noura:

Asma: C'mon. We're wasting our time watching this stuff. Don't be such a couch potato.

What do you say we go shopping?

Nah. There's another game show on right after this. Noura:

Real Talk

get a kick out of = enjoy

remote = remote control

bugs = annoys

all = very, completely

C'mon. = Come on.

couch potato = someone who watches

too much TV

Nah. = No.



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About the Conversation

- 1. Describe the TV show Noura is watching.
- **2.** How does Asma feel about this program? Give examples from the conversation.
- **3.** Would you watch this program? Why or why not?

Your Turn

Role-play with a partner. Discuss a current TV or game show. Talk about what will happen next on the show and who will win. Use phrases for expressing certainty from the box.

Expressing Certainty

I'm sure/certain/positive that... There's no question that... It's obvious that... I'm telling you that...

4 Conversation

- Briefly introduce the topic of reality shows. Do students watch them? If so, which ones do they watch? If not, why not? (Students will discuss this topic in more depth later, so keep this discussion short.)
- Play the audio. Have students listen to the conversation with their books closed.
- Play the audio again and have students listen and follow along in their books.

Real Talk

• Model the words and phrases for the students to repeat. Discuss some of the more idiomatic words and expressions. Point out that these are all informal expressions and that students shouldn't use them in formal situations. Ask who says each word or expression and why.

get a kick out of (Noura says this, meaning she has fun watching reality shows.)

bugs (Asma says this, meaning that the shows annoy her.) The expression probably comes from the feeling you get when an insect is flying around you.

Show off (Asma says this, meaning that the contestant tries to show how clever or skilled he is so that other people will admire him.)

couch potato (Asma says this, meaning that Noura spends too much time watching TV.) The expression compares the person to a vegetable, sitting on a couch and doing nothing.

• Have students practice the expressions with a partner. Write the following questions on the board and have students discuss them.

What do you get a kick out of? What bugs you? Have you met anyone who likes showing off? Are you a couch potato?



About the Conversation

• Discuss guestion 1 with the whole class. Elicit information from several different students. Each student should add more detailed information, building on the answers of other students. If necessary, ask more detailed questions. For example:

Who are the contestants on the program? (a team of cooks)

What do the contestants do? (They need to prepare a 4-course meal as a team and serve it to the judges.)

What is one of the contestants waiting for? (He is waiting for a chance to show off.)

• Have students work with a partner to answer the rest of the questions. Call on volunteers to say their answers for the class.

Answers

Answers will vary. Sample answers:

- 1. It is a game show on which a team of cooks need to prepare a meal and serve it to the judges.
- 2. She doesn't like it. (What do they get out of it, It bugs me to watch this, etc.)
- 3. Answers will vary.

Your Turn

- Ask a volunteer to read the directions aloud.
- Have students read the expressions in the box. Explain that they can use these phrases when they are very sure about something. Ask: Which expression does Asma use in the conversation? (I'm telling you...)
- Remind students of some of the game shows they mentioned before listening to the Conversation. Use a show of hands to find out who watches which programs. Try to pair up students who watch the same program. If some students don't watch game shows, have them talk about any other program with a continuing story, such as a crime drama or sitcom.
- Have students work in pairs to create their own conversation. Tell them to use at least one of the phrases for expressing certainty from the box, as well as a Real Talk expression.
- Have one or two pairs act out their conversation for the class.

Listening

- Ask students if they have ever seen any TV guiz shows. Tell them that they are going to listen to a conversation between the guiz show host and the contestant. Have them look at the chart so they know what they will listen for.
- Play the audio. Tell students to listen but not to write at this time.
- Play the audio again. Have students write their answers in the chart.
- Play the audio again to check answers.

Answers

Positive impact	Negative impact			
fantastic trainer	a broken toe			
in the best physical and mental shape	father in the hospital			
wonderful, supportive family	a cold			

Audioscript

Host: Good evening, and welcome to Brainworks. We'd like to begin tonight's program by chatting with Imad, who amazed us with his perfect answers last week. Imad, I want to congratulate you on making it to the semi-finals. How do you feel?

Imad: I feel absolutely fantastic. It's so exciting to have made it to the semi-finals.

Host: I hear you have a few extra challenges to deal with this week.

Imad: Yes, that's true. For one thing, my father fell and broke his arm. He's in the hospital now, so he's really on my mind. The other thing is that a few days ago I was building a bookshelf for my friend. He was passing me a hammer and unfortunately, he let go before I took the hammer. And now I have a broken toe. On top of it all, I woke up with a cold this morning! But I'm not going to let any of that stop me.

Host: Well, we're all very sorry you've had such a difficult week, but there's no question in my mind that you're going to overcome all your problems once you take your seat on the platform. You've had one spectacular win after another. How do you do it?

Imad: Well, I owe my success to a number of things. Above all, I have a fantastic trainer. Ismail is the best trainer anyone could have. For another thing, I'm in the best physical and mental shape of my life. That's so important when dealing with challenging tasks. But I've also had other advantages. I have a wonderful family that has been so supportive of me throughout this competition. I couldn't do it without them. Their thoughts give me energy and keep me going. I want to take a minute to say thank you to my family, and to wish my father a quick recovery.

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Host: Wonderful! Well, tonight you are going to be answering the Top Master's questions. Do you think you'll be able to win again this week?

Imad: I'm sure I will. We've put in a lot of research and hard work, on top of years of study and preparation. We want to prove that hard work pays off. We hope it's going to be a good show for everyone!

6 Pronunciation



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



• Have students work individually. After several minutes put students in groups to practice reading the sentences aloud.

Vocabulary Building



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



Have students compare answers with a partner.

Answers

3. c **5.** e **7.** a **6**. d

Workbook

Assign page 253 for additional reading practice.



Teaching Tip

Tell students that they should write only very brief notes while they are listening. The reason is that it's difficult to write and listen at the same time even in one's first language.



Select a short paragraph from the Listening task and use it as a dictation activity.



Truth or Consequences was the first game show to air television. Its first episode aired in 1941 as an experimental broadcast.

Listening



Listen to the conversation between the guiz show host

d the contestant. Then complete the chart.	
Things that have a positive impact on Imad's performance	
	1
Things that have a negative impact on Imad's performance	~

6 Pronunciation



- A. In casual speech, **going to** is often reduced to /gonna/, and **want to** is often reduced to /wanna/. Listen and practice.
 - 1. I'm not going to let any of that stop me.
 - 2. There's no question in my mind that you're going to overcome all your problems.
 - **3.** You're **going to** be answering questions.
 - **4.** I want to congratulate you.
 - **5.** I want to take a minute to say thank you.
 - **6.** We want to prove that hard work pays off.
 - **B.** Find **going to** and **want to** in the conversation you read on page 52. Underline them and practice reading the sentences aloud. Remember to shorten them to gonna and wanna.

Vocabulary Building 💹



- A. You will see these words in the reading on pages 54 and 55. Match the words with their meanings.
 - 1. _____ evolution
 - **2.** _____ distinct
 - 3. ____ prototype
 - 4. _____ transmit
 - **5.** _____ patent
 - 6.____milestone
 7.___affluence
- **a.** having plenty of money and possessions
- **b.** the gradual change and development of an idea
- c. a model used to test a new machine, car, etc.
- **d.** a very important event in the development of something
- e. obtain the right to make or sell a new invention or product
- f. send out
- g. clearly different

BC indexing burganswers with a partner. If you do not understand the meaning of a word, Ministry Lockitapiana dictionary.

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8 Reading



Before Reading

Television is popular around the world. Why do you think it is so popular? How much do you know about television?

A Brief Overview of the

History of Television

Television was not invented overnight by a single person. The work of many people over a number of decades contributed to its evolution.

In the early days, two distinct schools of thought in technology influenced different researchers and the course of their investigation. The first one was based on the technology of Paul Nipkow's rotating disks that supported a mechanical television system, and the second one on an electronic television system that used a cathode-ray tube developed independently by two inventors, Campbell-Swinton and Rosing.

Paul Nipkow (1860-1940), who invented the Nipkow disk in 1884, was the first person to discover the scanning principle that allowed small portions of an image to be analyzed and transmitted. However, it is unclear whether Nipkow actually built a working prototype of his television system.

Electronic television is based on the development of the cathode-ray tube, which can still be found in modern television sets. Philo Farnsworth (1906-1971) was the first inventor to transmit a television image, a dollar sign, using the dissector tube which is the basis of all current electronic televisions. The American engineer started experimenting with electricity when he was 12, when he built an electric motor and produced an electric washing machine. He was still in high school when he conceived of his ideas for television.

A lot of people wrongly believe that color television is a recent idea. In actual fact, the earliest proposal for color terevision was patented in 1904, while in 1925 Zworykin filed his proposal for an all-electronic color television system. Commercial broadcasting, however, started in the early 50s, a quarter of a century later.

Ministry of Education

2023 - 1 John Baird (1888–1946) is a researcher who is best remembered for inventing a mechanical television



system, based on Nipkow's scanning disk idea. Actually, his work included a number of technological milestones in the history of television. He created the first televised pictures of objects in motion (1924), the first televised human face (1925), color television (1928), stereoscopic television, and television by infra-red light that were presented and demonstrated before the 1930s.

Vladimir Zworykin (1889-1982), the inventor of the iconoscope, a transmission device, as well as the kinescope, i.e. the cathode-ray tube, in 1929, was one of the first to demonstrate a television system with all the features of modern television, otherwise called "the tube." Most people in Britain that use the word tube to refer to television, fail to make the connection between the television set and the cathode-ray tube. Nor do people stop and think about the meaning of the word television, which refers to the transmission of images over a distance. In 1929 Zworykin became the director of electronic research at Radio Corporation of America (RCA), and was later promoted to vice-president in 1947. Zworykin invented many devices including the scintillation counter, a device for measuring radioactivity. He held more than eighty patents and received numerous awards for his work.

Louis W. Parker patented the "intercarrier sound system" in 1948, which is now used in all television receivers in the world. Without it, televisions would probably have been too costly for most people.

The plasma display monitor was invented in July 1964 by professors Bitzer and Slottow and their graduate student Robert Wilson. However, successful plasma television only became feasible later, after the development of digital and other technologies. A factor that delayed the commercial development of plasma display was connected with LCD or liquid crystal

8 Reading

- Discuss the Before Reading guestions with the whole class. Elicit several reasons for the popularity of television, what they know about television, and make notes on the board.
- Play the audio. Ask students to listen and read along in their books
- Refer students back to the notes on the board. Were any of their ideas mentioned in the article?

READING STRATEGY Main ideas and examples

- Explain that one common way of organizing an article is to present several main ideas, each in its own paragraph. A paragraph often (but not always) begins by stating the main idea and then supports the idea with examples.
- Have students read paragraphs 4, 5, 6, and 7 of the article again. (Paragraph 4 starts with *Electronic* television is based on the development of the cathoderay tube) Have them underline the sentence in each paragraph that expresses the main idea. Then have them compare their underlined sentences with a partner.
- Discuss the sentences students underlined with the whole class. Ask students to say what examples the article gives to support each one. Explain that marking a text like this is a good study strategy. It makes it easy to review the main ideas at a glance when studying for a test.

Main idea sentences

paragraph 4

Philo Farnsworth (1906-1971) was the first inventor to transmit a television image, a dollar sign, using the dissector tube which is the basis of all current electronic televisions.

paragraph 5

In actual fact, the earliest proposal for color television was patented in 1904 (The second sentence explains the first one.)

paragraph 6

John Baird (1888–1946) is a researcher who is best remembered for inventing a mechanical television system, based on Nipkows scanning disk idea.

paragraph 7

Vladimir Zworykin, the inventor of the kinescope, ...

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- If there is time, use the article for additional vocabulary practice. Explain that it is often possible to guess the meaning of a word by looking at the context, or the sentences around the word.
- Have students work with a partner. They find the words in the article and, without using a dictionary, they use context to write definitions for the words. If they find writing a definition difficult, you might also ask them to write sentences using the word or give examples of the words.

After Reading

- Have students work in groups of three to ask and answer the questions. Assign each student in the group two questions to ask. The student asks the questions and then elicits answers from each of the other students.
- As students are working, go around and check answers to the questions.
- Discuss question 6 with the whole class. What do students think about the future of reality TV?

Answers

Answers will vary. Sample answers:

- The two main schools of thought were: Paul Nipkow's rotating disks and a cathode-ray tube developed independently by, Campbell-Swinton and Rosing.
- 2. He transmitted a dollar sign. He used a dissector tube.
- 3. The earliest proposal for color television was patented in 1904.
- Because people fail to make the connection between the television set and the cathode-ray tube.
- 5. He made televisions cost-effective.
- 6. Answers will vary.

Speaking

- Have students in groups. Tell them they are going to talk about their favorite TV shows. Focus their attention on the chart. Have them compare their notes and decide which are the popular TV shows.
- After several minutes, when students have finished, as a class, have them find out about the other groups and compare their findings.

Workbook

Assign pages 254–255 for additional writing practice at word and sentence level.



When students are working with new vocabulary, encourage them to define the words and think of examples in English rather than just translating the word into their first language.

Additional Activity

Do a cloze activity. Write on the board or make copies of one paragraph from the reading with every fourth or fifth word deleted. Then with books closed, have students work with a partner to fill in the missing words. Doing this gives students practice dealing with an interesting mix of content and function words.

Project: TV Guides

Have students work in groups of four to create a "Recommended Program Guide" for their classmates. The group chooses four programs that will be on TV in the following week. They write a brief description of each program, including the day, time, and channel on which it will appear. They mount all the descriptions on a piece of poster board and illustrate it with drawings or pictures cut out of magazines. Put the posters up around the classroom so that groups can read each other's recommendations. Follow up during the week to see how many students actually watched the programs.



Reality-based entertainment has been around for a while. One of the first examples is a 1947 radio show called Candid Microphone. The program became the TV show Candid Camera in 1948. Both shows were based on the idea of playing practical jokes on unsuspecting people and recording or filming it with a hidden camera or recorder. At the end, when the joke was revealed, they would say, "Smile! You're on Candid Camera." The show continued to run, off and on, until 2004.



displays which made flat screen television possible. This minimized one of the advantages of plasma television in terms of a flat screen with an improved image. So it has taken a lot longer for plasma display to become more widely acceptable and accessible. Until recently, a plasma television screen was regarded, to some extent, as a symbol of affluence or status along with other possessions.

Now a new development is affecting communication and media further, namely that of web or Internet television. When Internet access is available along

with adequate hardware, more and more viewers appear to be switching over to their laptops or desktops to watch films and other programs. Television sets are connected, allowing access to digital channels. The key word seems to be access. It is quick access and options that determine the popularity and, consequently, the commercial success of a medium. Television has so far been fairly well-established; it remains to be seen how digital technology will affect its evolution in the future.

After Reading

Answer the questions.

- 1. Explain what the two main schools of thought were in the early days.
- 2. How did Philo Farnsworth transmit an image? What did he use?
- **3.** How old is the concept of color TV?
- **4.** Why is television called "the tube" by some people?
- **5.** How did Parker's system affect developments?
- 6. Read the text again. Find each inventor's name, the name of his invention, and the approximate year. Write the information in the chart along with the effect that each invention had on the evolution of television.

Year	Inventor	Invention	Effects

Speaking 🞑



- **1.** Make a list of your favorite TV shows and why you like them.
- 2. Talk about TV shows in groups and use the chart to make notes. Compare your lists and decide which shows are popular within your group.
- 3. Use the chart to find out about the rest of the groups in class and make notes. Organize and edit your notes in your groups. Compare findings in class.

	Questions	Group answers	Class answers
	Which TV shows are the most popular among your friends?		
	Why are these shows popular with your friends?		
	What do you like about الرق الت these shows?		
y of - 14	What do you dislike about 45 these shows?		

10 Writing **1**



- **A.** Consider the questions below and discuss with a partner:
 - 1. What genre of TV films do you like to watch? Do you prefer action films, science fiction, fantasy, comedy or drama?
 - 2. Do you ever need to summarize the plot of a TV film for a friend? Why?
 - 3. What information do you include in your summary? What information do you leave out? Why?
 - **4.** Read the review of a TV film below and find out the following:
 - What is the name of the TV film?
 - What genre does it belong to?
 - Which actors star in the TV film?
 - What information can you find about the characters, the setting and the plot?
 - How does this TV film compare to other TV films of a similar genre? How does it compare with the book?
 - Does the writer of the review recommend this TV film? Why? Why not?

RICHARD BASEHART - LEO GENN

ORBON WELLES

- **5.** Which tenses/verb forms are used more? Could they be different?
- **6.** Are there any passive forms? Why? Why not?
- 7. Are there any paragraphs? Why? Why not?

A terrifying adventure on water

Moby Dick (1956), directed by John Huston and starring Gregory Peck, Richard Badehart and Leo Genn, is a TV fantasy film adapted from the bestselling novel by Herman Melville.

The story takes place in 19th century England on a whaling ship. The captain of the ship is Captain Ahab. Ahab has a fantastic story to tell about a "great white whale" which mutilated his body and almost killed him on a previous voyage. Now the captain leads his men back into the sea to take revenge. However, Ahab

with vengeance that he makes some very

The TV film takes us on a grand adventure over the waves as Captain Ahab and his

crew seeks out the great sea mammal. As Ahab becomes more and more consumed by hatred, his doomed men are flung into dangerous situations. Does Captain Ahab eventually find the big whale? To find out

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MOBY DICK

you will have to watch the film!

If you choose to watch one film version of the novel Moby Dick, you should choose this 1956 version. The acting is good, it is well-directed and the use of color and imagery is superb. I think it is far superior to more recently

released TV film versions.

Everyone who read the book and those who enjoy adventure and tales of great battles between man and beast should see this TV film. I definitely recommend it as one of the best of our times. It is staggeringly good.



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10 Writing

- Direct students' attention to the picture. Discuss what they see. Elicit the answer: A poster advertising the TV film Moby Dick.
- Have students read the questions for 1. Elicit the genre of TV film they watch. Ask them to work in pairs and discuss their preferences.
- Read the directions for 2 and 3 with the class. Have students work in pairs discussing the guestions. Call on volunteers to present their answers for the class.
- Have students read directions for 4. Allow time for them to read the review and answer the questions in pairs. Call on students to report their answers in class.

Answers

- Moby Dick
- Adventure
- Gregory Peck, Richard Badehart and Leo Genn
- Characters: Captain Ahab and the ship's crew; a whale Setting: 19th century England; on a whaling ship; a sea voyage Plot: Captain Ahab sets out a sea voyage to find a great whale and take revenge
- The 1956 version is better than other versions; It compares favorably with the book.
- The writer recommends the TV film to people who enjoy adventure stories set at sea.
- Play the audio and have students listen and check their answers.
- Call on pairs to report for the class. Hold a class discussion on examples of other reviews they have read before. Ask whether book or TV film reviews they have read follow a similar format to the one on page 56.
- Call on a volunteer to read the directions for 5, 6 and 7 aloud for the class. Have students work individually to answer the questions. Tell them to highlight items and then identify forms. Have them compare with a partner.

Answers

- · Present tenses. Not really because they are used to describe/ present the story.
- Passive forms are used to describe who directed and starred in the TV film
- Yes, there are paragraphs. Each paragraph has a particular focus. Paragraph 1 describes who directed and starred in the TV film. Paragraph 2 describes the characters, setting and plot. Paragraph 3 states the writer's opinion of the TV film. Paragraph 4 states whether the writer recommends the TV film or not.
- Call on students to report their answers and have a class discussion on other books or TV films that students have read or watched.





- Organize students in groups and have them read the directions for 1. Have them study the chart, discuss a book they have all recently read and complete the chart with information about the book
- Have students use their notes to present three key events in the plot.
- In groups, students should exchange their outlines, read and comment before returning them for editing.
- Circulate and monitor; help when necessary.
- Direct students to the Writing Corner. Elicit what they know about review writing. Tell them that the guidelines provide information about how to organize their information about a book or TV film in order to write a review.
- Go through the guidelines with the students.
- Have students write the first draft of their review. Ask them to help each other edit their texts.
- Post the reviews on the board or the wall for the class to read later and make comments on post-its.
- Ask students to comment on whether they would like to read the books reviewed. Ask why/why not?

Workbook

Assign page 256 for additional writing practice above word and sentence level.

Additional Activity

Organize students into groups and hand out jumbled reviews of books or TV films. Ask students to work together to put the reviews back in order according to the order of information given in each paragraph.

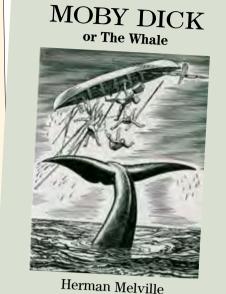
Teaching Tip

Reviews are easy to write as reviews often follow a similar organization in terms of the order of information. A key feature is that the ending to a book or TV film is never given away in a review. Point out that we use descriptive language in reviews when describing characters and the setting in the same way as we do for stories.



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B. 1. Think of a book you have recently read. Make some notes in the chart below.



- **2.** Use the organizer to outline the major 3 key events in the plot (but do not give away the ending).
- 3. Write your book review.

Information

First Event

Second Event

Third Event

A Fishy Tale

Moby Dick, written by Herman Melville and first published in 1851, is a literary classic.

It tells the story of Captain Ahab's quest to avenge the whale...

Writing Corner

When you write a book review:

- think about who will read it (audience) and why they will read it (purpose).
- begin with the title, genre and author.
- summarize the main characters and the plot. Give three or four key events.
- never give away the ending of the story.
 - say what was enjoyable or not enjoyable about the book. Use adjectives: interesting,
- ات التالية الت

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11 Form, Meaning and Function



Articles

We use the indefinite article a/an before singular nouns.

We use a before words that begin with a consonant sound: a TV show, a chef, a festival We use an before words that begin with a vowel sound: an English class, an aunt, an uncle We use the definite article the before singular and plural nouns:

the student the students the mango the mangoes

Use the for objects that are one of a kind:

the Earth the sun the moon **the** stars the sea the sky

Use the with the names of oceans, seas, rivers, mountain ranges, deserts, groups of states:

the Red Sea **the** Amazon **the** Eiffel Tower **the** Arabian Desert the United States the Alps

Use no article before the names of days, months, people, streets, cities, countries, continents, mountains and islands:

Fahd is my brother. I live on Main Street. He's in Dubai on vacation. She went to Europe with her parents. Mount Olympus is in Greece. The festival starts in May.

A. Read the two extracts from the TV show Festivals in and around Saudi Arabia. Complete the paragraphs with a, an, the, or no article (-).

TV show host: When did you	first hear about the Jazan Mango festival?
	t (1) Jazan Mango Festival
	business colleague in (3)
Dubai. He told me that every year	ar in (4) May, Jazan holds
	ival to coincide with the harvest of the mango.
So, I decided to come and see f	or myself, and I wasn't disappointed! (6)
festival is very popular and many	people attend, including investors in agricultural
products and families. There is le	ots of entertainment
TV show host: Every year in (7	") Saudi Arabia, (8)
	d culture festival opens with much excitement and
	from all over the country and from abroad attend.
The Janadriyah festival takes pla	ace in (9) village near
(10) Riyadh, and	d it is normally held between (11)
	March when the heat is less extreme. It lasts for
two weeks. The festival celebrat	es symbols of Saudi identity. There are
(13) camel and	horse races, displays of regional costumes, cuisines,
and crafts such as carpet-weaving	ng, and pottery. There are donkey rides for
(14) children	





B. Choose one of the festivals in exercise A and complete the extract with your own ideas. Share your ideas

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Form, Meaning and **Function**

Articles

- Write the words on the board and say them out loud: a TV and an English class. Show students how it's easier to say 'an English class' with the /n/ sound in an.
- Go over the explanation and other examples of a and an in the presentation.
- Explain that he definite article the comes before singular and plural nouns: the student and the students.
- Tell students we use the for specific objects or people that have already been introduced or that are already known. For example,
 - He is an English teacher. The English teacher is very knowledgeable about other cultures.
- Explain that we do not use the with plural nouns when talking in general. For example, Teachers work at schools. Use the for objects that are one of a kind. For example, the Earth, the sun, the moon, and so on.
- Use the with the names of oceans, seas, rivers, mountain ranges, deserts, groups of states, and monuments. For example, the Red Sea, the Amazon, the Eiffel Tower, the Arabian Desert, the Alps, the United Arab Emirates.
- Do not use the with proper names, possessive adjectives, months, days of the week, meals, games, sports, or with the words home, school, work, business, and vacation when used for their purpose. For example, Fahd is my brother. He is in Dubai on business.

- Tell students they are going to read about two festivals in Saudi Arabia. Ask them to look at the pictures and guess the festivals. Elicit or give the names of the two festivals (the Jazan Mango festival and the Janadriyah national heritage and culture festival).
- Before students read the texts in the Student Book, elicit as much information as you can from students about the festival write it on the board.
- Ask students to read the two paragraphs and ignore the gaps. They should see if any of their ideas listed on the board are mentioned in the texts.
- Ask students to feed back their answers and ask for any new information they found out from reading the

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- Tell students to complete the exercise alone and then compare their answers in pairs.
- Call on volunteers to read out the completed texts.

Answers

- **1.** the
- **5.** the
- 13. **14.** the

- **2.** a
- 6. The
- 10. 11. –
- 7.
 - 8. –
- 12. –

4. – B

- Using the ideas already written on the board in exercise A, ask students to choose one of the festivals and give some more information.
- Ask students to do this exercise alone before comparing their answers in groups.

Answers

Students' own answers

Additional Activity

Ask students to work in pairs or groups of three. Each student should write the name of another festival on a piece of paper and then fold the paper so that their partner or group members do not see what they have written. Students then try to guess each other's festivals by taking it in turns to ask yes/no questions about each other's festivals.



Jazan Province includes the Farasan Islands in the Red Sea: a group of 84 islands. The main island of Farasan is about 50 km off the coast of Jazan. Ferry service to the island is free twice a day. The islands are a protected nature reserve and home to the endangered Arabian gazelle and many species of migratory birds. Farasan Island is also known for its beautiful beaches and several archaeological sites of Islamic heritage.

Adjective Clauses and Relative Pronouns

- Read through the information in the presentation and ask students to identify the <u>noun</u> given in the example sentence: The language that he/she speaks at home is Arabic. (The noun is 'the language.') Ask: Which language? (Arabic)
- Elicit that who is used with people (The woman who
 is crossing the street...); which is used with things (The
 language which she speaks...); and that can be used
 with people or things.
- Explain that the relative pronoun that can only substitute which or who in a defining relative clause or adjective clause (ie with no commas). It is used to answer the questions: Which one? or Who?

Relative Pronouns as Subjects of Adjective Clauses

- Read through the information given in the presentation and ask students to identify the <u>subject</u> in the example sentence: I am someone who loves watching quiz shows on TV. (The subject is 'I.')
- Write on the board the following question stem and ask students to complete orally: I am someone who ...
- Tell students to listen carefully to each other and call on volunteers to recall as many of their classmates' answers as possible. For example,
 Aisha is someone who ...; Maryam is someone who... and so on.

Relative Pronouns as Objects of Adjective Clauses

- Read through the information given in the presentation and ask students to identify the <u>object</u> in the example sentence: English is a language (that) many people find easy to learn. (The object is 'English.')
- Explain that when the object is placed at the beginning of the sentence and is defined, we can omit the relative pronoun. For example, Arabic is a language (that/which) many people speak.

My mother is the person (that/who[m]) I admire most. Hard work is the reason (that/which) many people attribute to success.

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Write on the board the following ask students to copy
them into their notebooks and complete in their own
WaV.

is the animal _	
is the person _	
is the reason	

G

- Ask students to complete the statements 1 to 10 in three minutes. Have students close their books and ask students at random: What's a quiz show host? What's a crime drama?
- Point out that the name of the TV quiz is Define It! For this reason students must give a definition and use a relative pronoun. There are no commas.

Answers

Answers will vary. Possible answers.

- 1. A quiz show host is a person who/that asks questions.
- 2. A crime drama is a show which/that tells a story about crime.
- A microphone is something which/that amplifies the sound of people's voices.
- **4.** A daytime series is a program which/that appears every day on TV during the day.
- A TV documentary is a program which/that investigates and gives facts about the natural world or science.
- A forensic scientist is a person who/that gathers evidence from a crime scene.
- 7. A poem is something which/that is written in a creative way.
- 8. A remote control is something which/that is used to change the TV station.
- 9. The Mango Festival in Jazan is an event which/that is popular with many people around the world.
- 10. August is the month which/that follows July.

Workbook

Assign pages 257–258 for more practice with the form, meaning and function of the structures in the unit.



Teaching Tip

If possible, arrange the seats in your classroom so that students are not sitting in straight rows facing the front of the room. The purpose of learning a language is communication. It is easier for students to communicate with you and each other if they are facing each other.

Adjective Clauses and Relative Pronouns

An adjective clause is a dependent clause that describes or gives information about the noun that comes before it.

The *language* that he/she speaks at home is Arabic.

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.

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 watching guiz shows on TV.

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.

English is a language (that) many people find easy to learn.

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 TV personality (who[m]) I like best hosts Jeopardy! every Saturday night.

C.	Complete the quiz answers asked in the TV show Define it!						
	TV quiz show host: You have 3 minutes to define all the items on						
	your card. Contestants, are you ready? Then						
	let's begin						

	let's begin
1.	A quiz show host is a person
2.	A crime drama is a show
3.	A microphone is something
4.	A daytime series is a program
5.	A TV documentary is a program
6.	A forensic scientist is a person
	A poem is something
_	

8	Aren	ote	eonir	l is so	methin	g			
9.	The N	4ang	o Fes	stival in	methin Jazan	is an e	event		



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12 Project



- 1. Prepare a five-minute episode for a TV show you would like to produce. Work in groups.
- 2. Decide on:
 - the type of program
 - the roles/jobs of the people involved
 - the episode and what happens in it, i.e. events.
- 3. Prepare the script, i.e. what people will be saying. Prepare cards for each person that needs to speak in your film/video.
- 4. Complete the chart with information and details about 5 minutes of your episode.
- **5.** Research and find ideas and samples to help you.
- 6. Find or make the props you will need, e.g. an umbrella, sunglasses, a scarf, etc.
- **7.** Assign these roles/tasks to members of your group:
 - cameraman
 - director
 - actors, contestants, host, interviewer, etc.
- 8. Do a trial run. Make changes if necessary.
- 9. Film 5 minutes of your episode.



	Timing	Who is in front of the camera/in the frame?	Where is the person/are the people?	What is the person/are the people saying?	What is the person/are the people doing?	Materials/ props needed
	1 st minute					
	2 nd minute					
	3 rd minute					
•	6 th minute					
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12 Project

- Organize students in groups. Tell them that they are going to write and produce a TV episode.
- Read directions 1 and 2 with the class. Ask groups to discuss and decide on the type of program that they would like to produce, the roles of the people involved and the events that transpire in about 5 minutes of the episode.
- Allow time for groups to discuss and make notes. Call on individual students from each group to report in class.
- Have students read 3, 4, 5. Allow them to 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.
- Direct students to the chart and ask them to use it in order to make very brief abbreviated notes or copy it on a sheet of paper with more writing space.
- Ask students to read 6 and plan props. You can, if you
 wish, bring in some objects and/or materials that can
 be used to make props. For example, sunglasses, bags,
 scarves, an umbrella, a camera etc.
- Read directions for 7, 8 and 9. 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? What will they be looking at?

Who else is going to be in the scene? Is he/she going to enter the frame/scene halfway through or from the beginning?

How are the actors supposed to deliver their lines? What kind 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 get ready to rehearse. Encourage the actors to rehearse their lines.
 When they are ready allow each group to take turns rehearsing in class. The rest of the groups watch and make suggestions for improvement.
- Have more trial runs if necessary and then have students act out the episode and film it.
- Watch the filmed episodes and evaluate them. Use the following criteria.

Plot (interesting, boring, suspenseful, amazing, etc.)

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Script (clever, too long, too short, natural, artificial, too predicatble, funny, etc.)

Characters (realistic, interesting, strong, funny, 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)

Filming (good frames, unstable, fuzzy, very focused, brilliant)



Additional Activity

Have students choose the episodes they like best and modify them in order to make them part of the same series. Act out and film again. Set up an ongoing project with the class. Have one group of students on a weekly or biweekly basis, write and present a new episode that follows on from the previous one. Have the rest of the class view and evaluate. Collect all the materials and films and create an electronic portfolio for the class.



Teaching Tip

When assigning roles and tasks before filming, 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. Put creative but quieter students behind the camera and outgoing students in front of it.

13 Self Reflection

- Brainstorm TV Around the World. 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 programs advertised? Which? Why? Why not?

What is your dream program that you think would be an instant success? Describe it briefly. Why would it be an instant success?

- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 50 and 51, ask them some questions. For example:

What would you say to your partner if you needed a

What would you say to a member of the family if you couldn't reach the salad during dinner? What did your friend say when you said: "What are you doing in Aisha's jacket?"

Answers

- Can you lend me a pen?/Can I have your pen for a minute? Can you give me your pen?
- Can you pass me the salad please?
- She gave it to me.
- Have volunteers answer the questions. Elicit more questions and answers from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 52 and 53. 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

| brainំដុំo្រក្នុក្ស | apguage and information that students ministry of Education 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:
 - Which were the two distinct schools of thought in the early days of television?

What is electronic television based on? How recent an invention is colored television? What do you know about the plasma display monitor?

- Ask students what they remember from the discussion on popular TV shows.
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy
- Before directing students to 10 Writing ask them to say what they know/remember about cooking shows on television. Ask them if they have ever watched a game show that involved cooking.
- Have students scan pages 56 and 57 and make notes as before.
- Direct students to 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Discuss what they did. Elicit answers from the students and ask them if they think it was beneficial. List some 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. 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 4:	Things	that I didn't like	very much:
Things that I found easy in Unit 4:	Things	that I found diffi	cult in Unit 4:
Unit 4 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
discuss types of TV programs			
express and explain preferences			
express certainty			
use direct and indirect objects			
use to and for before indirect objects			
talk about festivals and use articles			
use relative pronouns as subjects			
use relative pronouns as objects			
My five favorite new words from Unit 4:	If you're s from Unit	still not sure abou 4:	ut something
	listen to tstudy the	ugh the unit agai he audio material grammar and fur unit again	
	• ask your	teacher for help	

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EXPANSION Units 1–4

Language Review 🗾



A.	Complete of	each sentence	e with the	correct form	of do	. have.	or be .

1.	Sam never had a credit card.
2.	Jen need help moving this weekend?
3.	It a coincidence that we got here at the same time.
4.	Don was disappointed when he not get the job.
5.	Omar has living in the same house his entire life.
6	The euro introduced in Europe in 2002

- 7. Since I _____ already eaten dinner, I declined the invitation to the restaurant.
- **8.** How often ______ you eat lunch in the cafeteria?



- B. Change the active sentences to passive sentences.
 - **1.** People grow coffee in eighty different countries.
 - 2. The jury will give the verdict tomorrow morning.
 - **3.** Painters are painting my house at this very moment.
 - 4. Saudi Arabia is holding a cabinet meeting tomorrow.
 - **5.** They have held the football match at Gardner Stadium for the last eight years.
 - 6. The school has cancelled classes for today.

7. Someone wrote this book in the 18th century.

8. The police arrested the suspect near the scene of the crime.

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- **Language Review**
- Reading
 - Computer Viruses: A Headache for Humans The Psychology of Color
- Language Plus
- Writing

Write about a problem or difficult situation you have experienced

Language Review



- This exercise reviews the use of do. have, and be as auxiliary verbs, which was presented in Unit 1. Refer students to the Grammar chart on page 8 to review as necessary.
- As a guick review, before students complete the sentences, write the following sentences on the board and elicit the auxiliary verbs that go in the blanks.

Jen	finished her homework. (has)
<i>W</i> e	invited to Tom's graduation party
(were/are	e)
Не	_ talking on his cell phone now. (is)
y	ou watch the film last night? (Did)

When you called, I _____ already left. (had)

 Have students work individually to complete the sentences.

Answers

- **1.** has 3. is/was 5. been **7.** had **4.** did 2. Does **8.** do **6.** was
- B
- This exercise reviews the passive, which was presented in Unit 2. Refer students to the chart on page 22 to review as necessary.
- Write this sentence on the board: An electrician installed the alarm. Ask a volunteer to change it to the passive. (The alarm was installed by an electrician.) Remind students that the passive is formed with be + the past participle of the verb. Working with the same sentence, call on students to change the sentence to different tenses; for example, the future with will. Ministr(The Ealarm Wilhbe installed by an electrician.) Continue

2023 -asking for the simple present (is installed),

- present and past progressive (is/was being installed), and the present and past perfect (has/had been installed).
- Have students work with a partner to write the passive sentences. One student writes sentences 1 to 4 and the other writes sentences 5 to 8. Then they exchange and check each other's work.
- Review the sentences with the class. Remind students that passive sentences often do not mention the person who performs the action. Ask: Which is the one sentence in this exercise that should include a phrase with by? (Number 2)

Answers

- 1. Coffee is grown in eighty different countries.
- 2. The verdict will be given tomorrow morning by the jury.
- 3. My house is being painted at this very moment.
- 4. A cabinet meeting will be held tomorrow.
- 5. The football match has been held at Gardner Stadium for the last eight years.
- 6. Classes have been cancelled for today.
- 7. This book was written in the 18th century.
- 8. The suspect was arrested near the scene of the crime.



- This exercise reviews the past perfect forms presented in Unit 2 on page 22.
- Write the following sentence on the board:

They _____ (work) on the essay for two hours when Tom called and said that the teacher ____ (change) the topic.

Ask students: Which verb should be in the past perfect progressive? (work) Why? (It's an activity that was continuing for a time before they got the phone call.) Have a student come to the board and write the correct verb forms in the blanks. (had been working, had changed)

 Have students work individually to complete the sentences. Check answers as a class.

Answers

- 1. had, left
- 2. had been eating
- 3. had been
- 4. had followed/had been following
- 5. had, found
- 6. had, lived
- 7. had, called
- 8. had been trying



- This exercise reviews adverbs of degree, which were presented in Unit 3. Refer students to the chart on page 36.
- Ask a volunteer to read aloud the directions and the example. Point out that it is usually necessary to make other changes to the sentence in addition to adding the adverb. Students need to rewrite the sentence to express the same idea. In the example, the words at all are deleted when absolutely is added.
- Write sentences 1 and 2 on the board and elicit the responses from the class.
 - **1.** I barely slept last night. (The words very little are deleted.)
 - **2.** We're almost there. (The tense changes from future to present and *soon* is omitted.)
- Have students work with a partner to rewrite sentences 3 to 8. As students are working, go around the room and help as needed. For sentence 7, suggest that they change the best from write to rewrite.

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 Check answers by having students write their new sentences on the board.

Answers

Answers will vary. Sample answers:

- 1. I barely slept last night.
- 2. We're almost there.
- 3. You look so different that I hardly recognized you.
- 4. I'm nearly done with this book.
- 5. That is an extremely funny photo.
- 6. The altitude was so high that I could barely breathe.
- The essay was in such bad shape that it had to be completely rewritten.
- 8. The hairstylist cut my hair too short.
- For additional practice with adverbs of degree, write phrases like the following on the board: barely knew, hardly ate, nearly finished, extremely tired, completely unnecessary, too excited, almost, certain. Have students work with a partner to write original sentences with the phrases. Have students read one or two of their sentences aloud to the class.

C.	. Complete each sentence with the past pe	erfect or past perfect progressive form of the	verb in parentheses.
	1. The train already	by the time we got to the stat	ion. (leave)
	2. The cat the tuna from	n the table when he yelled at it. (eat)	
	3. By 11:00 yesterday morning, we	to three shopping malls. (be)	
	4. She called the police because someon	ne her. (follow)	
	5. Julie didn't apply for the job because s	she already	a different job. (find)
	·	on his own before he got tha	
		already a taxi. (cal	l)
	8. I to call her when suc	ddenly she knocked on my door! (try)	
D.	Rewrite each sentence using the adverb	of degree in parentheses.	
•	I have no money at all on me. (absolutely) <i>I have absolutely no money on me.</i>		
	1. I slept very little last night. (barely)		
	1. Talept very little last Hight. (barely)		
	2. We'll be there soon. (almost)		
	3. You look so different that I almost didn	't recognize you. (hardly)	
	4. I'll be done with this book soon. (nearly	y)	
	5. That is such a funny photo. (extremely)		
	6. The altitude was so high that I had a lo	ot of trouble breathing. (barely)	
	7. The essay was in such bad shape, it has	ad to be written all over again. (completely)	
	8. The hairstylist cut my hair shorter than	I like. (too)	



EXPANSION Units 1–4

- **E.** Circle the best adverb for each sentence.
 - 1. I'll (probably / fortunately) apply to at least three colleges.
 - **2.** (Unfortunately / Presumably), we won't be able to join you for dinner. We have other plans.
 - 3. I am (certainly / unluckily) not going to tell him something that will upset him.
 - **4.** He goes out every night. (Presumably / Honestly), he has a lot of friends.
 - **5.** You have a big smile on your face. (Obviously / Actually) you did well on the exam.
 - **6.** I would (certainly / presumably) recommend staying home today if you feel sick.
 - 7. (Honestly / Apparently), I didn't know that the project was due today.
 - 8. I'm having a dinner party on the 3rd, although (officially / naturally) I don't graduate until the 11th.
 - 9. That is an extraordinary bracelet! (Presumably / Admittedly), you keep it in a safe place.



- 1. He bought a gift (for / to) each contestant.
- 2. Then he gave a gift (for / to) each contestant at the end of the episode.
- **3.** Could you lower the thermostat (for / to) me?
- **4.** Could you also hand the phone (for / to) me?
- **5.** Our teacher pronounced the word (for / to) us.
- **6.** Then she gave the worksheet (for / to) us.
- **G.** Change the position of the indirect object in each sentence. Add *for* or *to*.
- Please pass me the salt.

 Please pass the salt to me.
 - 1. My friend told me a great joke.
 - 2. The boy wrote his mother a poem.
 - **3.** My grandfather's neighbor buys him groceries whenever he is sick.
 - **4.** The prosperous old woman gave the charity a fortune.
 - **5.** My parents threw mea dinner banquet when I graduated.









A

- This exercise reviews sentence adverbs presented in Unit 3. Refer students to the chart on page 36 for review as necessary.
- Have students work individually to circle the correct words. Check answers by calling on students to read the sentences aloud.

Answers

- 1. probably
- 2. Unfortunately
- 3. certainly
- 4. Presumably
- 5. Obviously
- 6. certainly
- 7. Honestly
- 8. officially
- 9. Presumably



- This exercise reviews the use of for and to with indirect objects, which was presented in Unit 4. Refer students to the Grammar chart on page 50 for review.
- Write these sentences on the board and elicit the words that go in the blanks.

Carol made a cake ____ her. (for) She handed a piece of the cake ____ her. (to)

 Have students work individually to circle the correct word for each sentence.

Answers

- **1.** for
- **3.** for
- **5.** for
- **2.** to
- **4.** to
- **6.** to



- This exercise reviews direct and indirect objects, which were presented in Unit 4. Refer students to the Grammar chart on page 50 for review as necessary.
- Refer back to the sentences on the board from exercise F. Elicit another way to write each one:

Carol made her a cake.

She handed her a piece of the cake.

For each sentence, ask: What's the direct object? (cake/e piece of cake) What's the indirect object? (her) Ask a volunteer to read aloud the directions and the example.

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• Have students work individually to rewrite the sentences. Check answers by having students write the sentences on the board.

Answers

- 1. My friend told a great joke to me.
- 2. The boy wrote a poem for his mother.
- 3. My grandfather's neighbor buys groceries for him whenever he is sick.
- 4. The prosperous old woman gave a fortune to the charity.
- 5. My parents threw a dinner for me when I graduated.

(1)

- This exercise reviews both sentence adverbs and adverbs of degree, which were presented in Unit 3.
 Refer students to the chart on page 36 for review as necessary.
- Have students look at the first sentence stem and elicit possible answers from several different students. Then have students work individually to complete the rest of the sentences
- Check answers by having two or three students read their completed sentences for each item.

Answers

Answers will vary.



- This exercise reviews information questions that were presented in Unit 3.
- Explain that students will work in pairs and use their partner's answers from H to create short conversations by asking and answering questions.
- Call on two students to read aloud the example. Elicit other questions that students might ask based on the example. For example: When are you going on vacation? Who are you going with? What are you going to do there?
- Allow students time to prepare and write their conversations. Then call on pairs to share their conversations with the class.

Answers

Answers will vary.



- Go over the directions and have volunteers read the example sentences. Point out the use of *both* in the first example to express a similarity. Elicit other expressions and write them on the board: *both of us; my partner and l; one thing we have in common is...* Point out the use of *while* in the second example to express a difference. Elicit alternative expressions and write them on the board: *whereas; however; but; on the other hand.*
- Give students a couple minutes to think about their answers. Then call on different students to share with the class

Answers

Answers will vary.

 As an extension, choose three of the items in H and hold a class survey. For example, ask: What is one thing you're very frightened of? When do you feel completely happy? What's something you absolutely can't stand? Write students' answers on the board to find out how many things students have in common.

Workbook

Assign pages 259–261 for review of vocabulary and grammar presented in Units 1–4.



H.	Complete each sentence about yourself.
	1. One thing I absolutely can't stand is
	2. I am completely happy when I
	3. One time I almost
	4. I'm very excited about
	5. Unfortunately, I
	6. Luckily, I
	7. Admittedly, I am not good at
	8. Sometimes I can be extremely
	9. I have been told that I am quite
	10. One thing I am very frightened of is
I.	Share your answers from H with a partner. Choose three of your partner's answers and ask questions to out more information. Use what, when, where, why, who, or how . Write your three conversations below
•	Student A: I am really excited about going on vacation this summer.
	Student B: Really? Where are you going on your vacation?
	Student A: My family and I are going to visit the Maldives.
	Student B: Wow! How long are you going to stay there?
	Student A: We're going to spend ten days there.
	1
	2.
	3.
J.	What do you and your partner have or not have in common? Share with the class.
_	
1	We both feel completely happy when we get high grades on our report cards. Tam very frightened of thunder and lightning, while my partner is frightened of snakes.

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2 Reading



Before Reading

Read the passage and underline details that tell you how a computer virus and a biological virus are similar.

Computer Viruses: A Headache for Humans

A computer virus is a computer program that has the ability to infect a computer without the user's permission, or even knowledge. There are more than a few similarities between computer viruses and human viruses.

Biological viruses enter the body through some kind of direct contact with the body and attach themselves to a host cell. The virus spreads, and the resulting damage can include pain, suffering, or even death. Similarly, computer viruses enter a host file in your computer when you open an infected email attachment. This virus then spreads, resulting in damage that can include deletion of files, emailing of all the addresses in the computer's email address book, a slowing down of the system, or even fatal damage to the hard drive.

If these viruses are so damaging, why do people allow them to infiltrate their computers? Because people are tricked into it. Viruses are sent attached to email messages. These emails use a variety of tricks to fool the reader into opening up the attachment. For example, some of these emails are designed to appeal to people's emotions. The "YOU HAVE WON" virus included an attachment titled "A-Gift-For-_You textybe Users, thinking they had been sent a Ministry gift letter gpened the file, instantly releasing a virus and infecting their computer. Another common virus



disquised as a personal message is "Koob." "Koob" is spread through messages sent through social networking sites. The emails have subject lines like, "You look funny on our new video." When users try to download the "video," what they really get is a virus.

Another common way email users are manipulated into opening attachments that contain viruses is with messages that appear to come from businesses that people frequently use. These typically include auction sites, delivery services, and financial institutions. One such virus is the "UPS/FedEx Delivery Failure." This email comes with a message informing the user that a package he or she had supposedly sent could not be delivered. Users are told to click on the attachment for a refund. In reality, of course, the attachment unleashes a virus.

Ironically, one virus-spreading email was disguised to look like an email about protecting the user's computer from viruses! The "Microsoft Patch" virus was spread through an email that urged the user to download a software patch to prevent viruses. This email even included the Microsoft™ icon, which fooled many into believing the email was legitimate. In reality, the "patch" was a virus. This virus was forwarded by millions of people, resulting in the infection of computers around the world.

2 Reading

• With books closed, ask students what they know about both human and computer viruses. Make notes of some of their ideas on the board.

READING STRATEGY Ask questions before reading

- Tell students that good readers often think of guestions. things they want to know about a topic, before they start to read. Put students in pairs and have each pair write two questions about computer viruses.
- Ask three or four pairs to share their questions with the class. Write these on the board. Then ask if anyone has any different questions. The following are some questions students might suggest. (Not all of these are answered in the reading.)

What is a computer virus? How do computers get viruses? Who creates virus programs? What do computer viruses do to a computer? How can you protect your computer from getting viruses?

What should you do if your computer gets a virus?

- Play the audio of the reading. Have students listen and follow along.
- Review the list of questions on the board. Which questions did the article answer? Which didn't it answer?
- Ask a few additional questions about key points in the article not covered in the **After Reading** questions. For example:

How serious is the damage viruses can cause in computers? (It's very serious. It can completely destroy all the information on a hard drive.)

How do viruses take advantage of social networking sites? (They use the email services on the sites to email people who are members.)

Why did people believe that the "Microsoft Patch" was real? (It had the company logo on it.)

Why do people who send viruses use the names of well-known businesses like UPS and Microsoft?

(Because many people use these sites and trust the companies.)



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• For additional vocabulary practice, write the following definitions and paragraph numbers on the board. Have students find the word that fits the definition in the paragraph.

paragraph 2

having a disease or virus of some kind (infected)

paragraph 3

having a different appearance; hiding the true identity of a person or thing (disguised)

paragraph 4

let something loose, often before an attack (unleash) paragraph 5

happening in the opposite way from what is expected (ironically)

genuine, following the laws or rules (legitimate)

paragraph 6

prevent; stop yourself from doing something (avoid)

Culture Notes

UPS (United Parcel Service) and FedEx (Federal Express) are both companies that offer package delivery services worldwide. Among the services they offer customers is the ability to track packages online to find out exactly when a package reaches its destination.

Microsoft™ Corporation is a multinational computer corporation based in the U.S. It makes products for computers such as the Windows® operating system used by almost all PC computers and the set of programs known as Microsoft Office, which includes word processing, spreadsheet, email, and presentation programs. Bill Gates, the founder and major owner of Microsoft, recently retired from his job as CEO in order to devote more time to the Bill and Melinda Gates Foundation, a charitable organization that works in the fields of health and education around the world.

After Reading



 Have students look at the list of words and find each word in the article. Discuss each word and elicit the meaning appropriate for the context.

paragraph 2

fatal damage to the hard drive = describing damage or an error that can't be fixed, deadly

paragraph 3

allow them to infiltrate their computers = to get into or gain access to a place secretly

paragraph 4

users are manipulated = controlled or influenced by someone

paragraph 5

an email that urged the user = tried strongly to persuade someone to do something

paragraph 6

Think of the precautions you take = things you do to prevent something bad from happening

- Have students work individually to complete the sentences.
- Check answers by calling on students to read their completed sentences aloud.

Answers

- 1. infiltrate
- 2. fatal
- 3. urge
- 4. manipulated
- 5. precaution



- Put students in groups of three to ask and answer the auestions.
- Check answers by having groups report their answers to the class. Have students support their answers by referring back to parts of the article with the correct information.



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Answers

Answers will vary. Sample answers:

- 1. A computer virus is a program that can get into a computer's system and damage it without the user knowing about it.
- 2. Biological viruses get into the body through one of the body's cells, called a "host cell." Computer viruses enter a computer through a "host file" that the user downloads to the hard drive. Both viruses are like an infection that spreads and causes damage.
- 3. It's a virus that comes as an email attachment to a message about a problem with the delivery of a package. It tells the user to click on the attachment. The attachment contains a virus that then gets into the computer.
- 4. It is spread through an email that urges the user to download a software patch to prevent viruses.
- 5. You should install anti-virus software and avoid opening emails with potentially infected files.

Discussion

- Arrange students into small groups. Assign each group one of the discussion questions. Give students five or six minutes to discuss the question.
- Have one person in each group report the results of their discussion to the class and ask the class if they agree or not. This should end up in a general class discussion of all of the questions.



Additional Activity

In groups, have students make posters about how people can protect themselves against computer viruses. The poster should list suggestions and include illustrations. Students may need time out of class to do additional research for this. Have students present and explain their posters to the class.

Do all you can to avoid exposing your computer to a virus. Think of the precautions you take against catching biological infections. You wash your hands and avoid contact with sick people. Extend the same care to your computer. Consider investing in antivirus software. And whatever you do, avoid opening emails with potentially infected files. You may just save your computer from contracting a nasty illness, and yourself from suffering a terrible headache.



After Reading

A. Complete each sentence with one of these words:

	fatal	infiltrate	manipulated	precaution	urge	
1.	How did the	e spy	the governme	ent building? Werei	n't there secu	urity guards on duty?
2.	2. Due to several crashed.		design flaws in	the operating sys	stem, all the c	omputers in the office
3.	You must st	op smoking. I	you [.]	to consider the imp	oact it has on	your body.
4.	The busines	ssman	the client to	the client to make him do what he wanted.		
5.	Elena thoug	ght it might rai	n. So she took the	of br	inging an um	brella.

- **B.** Answer the questions.
 - 1. What is a computer virus?
 - 2. Describe the similarities between human and computer viruses.
 - 3. What is the "UPS/FedEx Delivery Failure" virus?
 - **4.** What is ironic about the "Microsoft Patch" virus?
 - 5. What are some steps you can take to prevent your computer from being infected by a virus?

Discussion

- 1. Has your compute or a friend's ever been infected by a virus?
- 2. How did it happen?
- 3. What did you do? What did your friend do?
- Time by by ou think there are so many computer viruses?

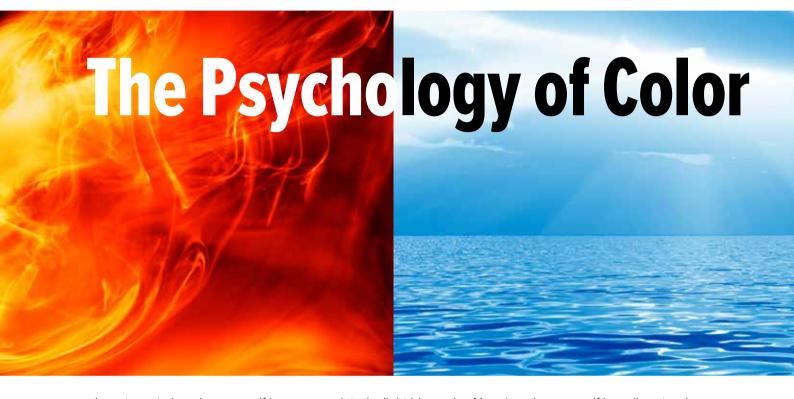
Ministry **5**f. Ewhat wind of punishment is appropriate for people who create and spread viruses? 2023 - 1445

3 Reading 🗾



Before Reading

- 1. What color is the room you are in now? How does the color make you feel?
- 2. Have you ever painted a room? If so, what color did you choose and why?



I want you to imagine yourself in a room painted a light blue color. Now, imagine yourself in a vibrant red room. Do you think you would feel differently in each of these rooms? If you are like most people, you would feel calmer in the blue room and more energized in the red room. Why is this? Psychological studies have found that different colors can have different effects on mood and behavior.

People have a tendency to associate colors with where these colors appear in nature. So, for example, without realizing it we associate soft shades of blue with the sky and sea. These associations make blue a calming color for most people. Asuka Obata runs a spa in Kyoto, Japan. All the walls of the salon are blue. Obata says, "It is essential that we create a sense of peace and tranquility. The color blue helps us achieve this."

Red, however, is associated with fire and blood. So red is also associated with danger and vitality. The color red has even been shown to raise blood pressure! Adrian Vilas of Cordoba, Argentina, painted his office red. He says, "I like being surrounded by a color that gives me energy and inspiration." On the other hand, have you ever wondered why traffic lights and stop signs utilize the color red? To warn of danger, of course.

While we all share natural associations with certain colors, the same color may have a very different meaning to people of two different cultures.

The colors black and white provide a good example of how people can have different cultural responses to colors. In many cultures, black symbolizes death and mourning, and so black is the traditional color worn <u>ு to if lnër plish</u> lowever, in Asia it is not black that represents mourning, but white. So in Asia, white is the color Ministry people પક્ષાનીly wear when they attend funerals.

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3 Reading

- With books closed, have a class discussion about colors. Ask a few students: What is your favorite color? Why? Discuss the Before Reading questions:
 - 1. What color is the room you are in now? How does the color make vou feel?
 - 2. Have you ever painted a room? If so, what color did you choose and why?

READING STRATEGY

Understanding the organization of an article

- **Note:** For this activity, it is important that students not read the article before the start of the class.
- Make enough copies of the article to have one copy for every five students. Cut the article up into separate paragraphs. (Keep paragraphs 4 and 5 together, as paragraph 4 has only one sentence.) Label the first paragraph as the Introduction, but don't number or label the other paragraphs.
- Put students in groups of five and give each student one of the paragraphs in the article. Appoint one student as the group leader and give this student a copy of the introductory paragraph as well. (If it doesn't work out to divide the class into groups of five, you can have a group of four and give one student two paragraphs, or a group of six and have two students share a paragraph.)
- Explain that their task is to put the paragraphs in the correct order. The leader will start by reading aloud the introductory paragraph. Then each member of the group will read his or her paragraph to the group. They discuss and decide which paragraph should be next. They continue in this way until they have all the paragraphs in a logical order. When they disagree, students should read the relevant paragraphs again.
- As students are working, go around the room and answer questions about vocabulary. Try to make sure that all students in each group are participating and rereading their paragraphs as necessary.
- When all of the groups have put the paragraphs in order, play the audio of the article. Have students listen and check their order.

- Discuss the activity with the class. Ask: How did you decide on the correct order? As students answer, elicit these points:
 - The article discusses the natural effects of colors. related to their appearance in nature and the special effects of colors related to culture.
 - The first sentence of paragraph 2 is a topic sentence that leads to a discussion of the color blue.
 - Paragraph 3 begins with the phrase Red, however and goes on to discuss the color red. This indicates that it comes after the paragraph about the color
 - Paragraph 4, the single sentence, introduces the topic, color and culture. The topic sentence of paragraph 5 introduces black and white as examples.
 - · Paragraph 6 discusses the cultural meanings of the colors white and red
 - Paragraph 7 is the conclusion.
- For additional vocabulary practice, work with noun and verb forms from the article.
- Explain to students that words, like people, often occur in families. Words are related to each other because they come from a common root. Write this chart on the board and have students copy it in their notebooks. Then have them find the related noun or verb forms in the article and write them in the chart

Nouns	Verbs
energy	
	associate
creation	
	inspire
symbol	
	mourn
	celebrate
response	

(Answers: energize, association, create, inspiration, symbolize, mourning, celebration, respond)



After Reading



 Have students look at the list of words and find each word in the article. Discuss each word and elicit the meaning appropriate for the context.

paragraph 1

vibrant = bright, full of energy; Red is a bright, vibrant color.

paragraph 2

tendency = an inclination or leaning toward something; Associating colors with nature is something people have a tendency to do.

associate = relate one thing to another; Here people associate colors in nature to certain feelings.

tranquility = calmness, peacefulness; Tranquility is a feeling that is associated with blue.

paragraph 5

mourning = feeling of sadness when someone has died; Black represents mourning in some cultures.

represents = is a symbol of or stands for something; Here black represents death.

- Have students work individually to complete the sentences.
- Check answers by calling on students to read the sentences aloud

Answers

- 1. represents
- 2. mourning
- 3. tendency
- 4. vibrant
- 5. tranquility
- 6. associate

B

- Put students in groups of three to ask and answer the questions.
- Check answers by having groups report their answers to the class. Have students support their answers by referring back to the parts of the article with the correct information.



Answers

Answers will vary. Sample answers:

- 1. The color blue appears in the sky and the sea. The color red appears in fire and blood.
- 2. Blue is a calming color. Red is an energizing color.
- 3. In most cultures, white represents purity, innocence, and goodness.
- 4. In China, white is the color of mourning.
- 5. In Chinese culture, red represents happiness and good luck. People wear red to celebrate the Chinese New Year.

Discussion

- Put students into small groups to discuss the guestions and complete the chart.
- When students have finished their charts, have them pass the charts from group to group around the room. Students look at the other groups' charts and compare them with their own. Discuss the charts with the class.

Culture Note

Green is believed to be an easy color to see and restful for the eyes. At one point in the U.S., classroom blackboards were changed to "greenboards." People thought it was easier to see the white chalk on the greenboard. Street and highway signs in the U.S. often have a green background with white letters. There have also been interesting experiments with children who have difficulty reading. Researchers have found that putting a transparent green overlay on top of what the child is reading often improves comprehension. They believe the reason for this is that for some children the white background is too reflective and this makes it difficult for them to see the black letters.

Workbook

Assign pages 262–263 for additional writing practice at word and sentence level.

In most other cultures, far from being associated with funerals, white represents purity, innocence, and goodness. For this reason, white is traditionally worn by brides in these cultures. However, in China, since white is the color of mourning, it is important that a bride *not* wear white. Instead, the traditional color worn by a bride in China is red. In Chinese culture, red represents happiness and good luck, and so Chinese celebrations are full of red. During the Chinese New Year, people prefer wearing red to any other color and older family members give money in red envelopes to younger members of the family.

Clearly, the way we respond to color is a complicated business. You may think you are choosing a red shirt just because you like the color. But the truth is, you are probably responding to it based on what your brain, the environment, and your culture tell you about the color!

After Reading

A. Complete the sentences with one of these words:

	vibrant	tendency	associate	tranquility	mourning	represents
1.	The dove		peace to n	nany people.		
2.	2. She was in after her friend died.					
3.	3. She has a to talk too loudly when she's on her cell pho					I phone.
4.	4. The colors in this painting are so that it hurts my eyes.					yes.
5.	5. I love the of the park in the early morning.					
6.	After a wh	ile, the studer	nts learned to _		Wednesday	with exams.

- B. Answer the questions.
 - **1.** Where do the colors blue and red appear in nature?
 - **2.** How do most people respond to the colors red and blue?
 - 3. What does the color white represent in most cultures?
 - 4. Why must a bride not wear white in China?
 - **5.** What does the color red represent to the Chinese? When do the Chinese wear red?

Discussion

Write the information in the chart below. Use the chart to discuss colors and their effect on people in groups of 3 - 4.

	Discussing colors			
Color	Where you can find it in nature	How you feel about the color	What this color represents in your country	
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EXPANSION Units 1-4

4 Language Plus Ma





- **1.** A ______ of supplies has arrived to help the victims of the earthquake.
- 2. You need to ______ those crates carefully. They're full of computer equipment.
- **3.** Grab an _____ of dirty clothes and bring it to the laundry room.
- **4.** We can our presentation onto the classroom Internet site.
- **5.** You shouldn't _____ that electrical outlet with so many appliances.
- **6.** I'm going to ______ a game from a new online game store.

5 Writing 🚺



Tools for Writing: Capitalization

Do not capitalize names of seasons.

Use a capital letter for:

- the first letter of the first word of a sentence
- the pronoun
- proper nouns (specific people, places, organizations)
- days of the week, months of the year, and holidays
- · countries, nationalities, and languages
- · the first word of a quoted sentence

Rewrite each sentence with correct capitalization.

- 1. my mother and i traveled to london together last year.
- 2...will james attend harvard university in the fall?
 3. when rasked to see doctor atar, the receptionist said, "the doctor just left."
- Ministry 4. People from haiti speak french and creole.
- 2023 1544 his year, earth day falls on a tuesday.

4 Language Plus

• Focus students' attention on the pictures and their captions. Ask: What do all of the words have in common? (They end with -load.) Tell students that a load is an amount of something that a person or vehicle can carry. Use questions like the following to elicit the meanings of the words shown.

What does the woman have in her hand? (a To Do list)

What's her problem? (She has too much to do. She has an overload of work.)

Is there a lot of fruit on the truck or a little? (There's a lot. The truck is full. It's a truckload of fruit.)

What is someone doing with the computer and the memory stick? (They're downloading computer games from the computer to the memory stick.)

What is someone doing with the camera and the **computer?** (They're uploading pictures from the camera to the computer.)

How many books is the man carrying? (He's carrying an armload of books.)

What is the man doing with the boxes? (He's taking them off the boat. He's offloading them.)

• Have students work individually to complete the sentences. Check by calling on students to read the sentences.

Answers

- 1. truckload
- 3. armload
- 5. overload

- 2. offload
- 4. upload
- 6. download

Language Builder

Overload can be a noun or a verb. For example: We had an overload of work this weekend. (noun) Don't overload the boat. (verb)

The expression truckload is sometimes used to mean a lot of something, not literally things on a truck. For example: We earned a truckload of money last summer.

An armload is as much as a person can carry in his arms. This word is almost always used to describe what someone is carrying.

We download files from the internet to a computer or a memory stick. We upload pictures from a camera to a computer. We also upload files from a computer to

Writing

Tools for Writing: Capitalization

• Read the capitalization rules with the class. Write the following examples for each rule on the board.

He's a student.

I'm here.

Tom. New York. Microsoft Monday, January, Thanksgiving Mexico, Venezuelan, Spanish He said, "That's a great car!"

- Have students work individually to rewrite the sentences with the correct capitalization. Then have them compare sentences with a partner.
- Check answers by having students write the sentences on the board.

Answers

- 1. My mother and I traveled to London together last year.
- 2. Will James attend Harvard University in the fall?
- 3. When I asked to see Doctor Atar, the receptionist said, "The doctor just left."
- 4. People from Haiti speak French and Creole.
- 5. This year, Earth Day falls on a Tuesday.

Additional Activity

Make, or have students make, sets of cards with one rule for capitalization on each card. In order to have more cards, you can separate some of the rules into separate items. For example, make one card for days, another for months, and another for holidays.

Then make, or have students make, cards with an example for each rule. Students use the cards to play a Concentration game. They mix up the cards and lay them out face down. Playing in teams or as individuals, students take turns turning over two cards, trying to match the rules with the examples.

Writing Prompt

- Read the Writing Prompt with the class.
- Brainstorm briefly a few more ideas that students might use for their own stories. Point out that they need to choose one short event as a topic, not something like "My First Year in High School."

Developing Your Writing: The Introduction

 Before students begin to write their essays, focus their attention on the box *Developing Your Writing: The Introduction.* Then have them look at the sample essay, *The Day My Computer Died.* Ask questions, such as the following:

Which sentence tells what the essay is about? (Something unexpected happened...)

How does the introduction make you want to know more about the story? (It says that something unexpected happened, but it doesn't say what it was.)

How did the writer prepare to write the final paper? (He or she did research in the library, took notes, and organized the ideas.)

When did the writer start writing the paper? (the week before it was due)

What was the writer going to do on the last night before the paper was due? (run a spell check)

What happened then? (The computer froze.)

How do you think the writer will continue the story in the next paragraph? (probably by saying how he or she felt and how the problem was solved)

Write Your Personal Narrative

- Have students discuss a few ideas for their own narratives with a partner and then choose the one that they would like to describe.
- Have students work individually to complete the chart. They make notes about the problem(s) and the solution(s) in their story.
- Before students write their narrative, you might have them tell their story to a partner and listen to their partner's story. This will help them organize their ideas and tell the story more clearly.
- Have students work individually to think of a title and write their narratives. Tell them that they can wait until after they write to choose a title if they want to.

<u> صلحتاا قرازم</u> Ministry of Education them to check to make sure that they used grammar points from Units 1–4. Write the target grammar points on the board for their reference:

• Have students reread their essays and revise them. Tell

auxiliary verbs

the passive

the past perfect and past perfect progressive adverbs of degree

sentence adverbs

- If students have not used any of these grammar points, ask them to 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.
- Post the students' essays on the walls of the classroom and invite students to walk around the room and read each other's essays. You might give prizes for different things, such as The Funniest Story, The Worst Problem, The Most Creative Solution, etc.



Teaching Tip

Explain that revising is a very important part of writing. Professional writers may spend as much or even more time revising and editing their work as they do on the original writing. Real revision does more than just fix mistakes. It makes the writing clearer and more interesting for the reader.

Workbook

Assign page 264 for additional writing practice above word and sentence level.

Writing Prompt

Write a personal narrative about a problem or difficult situation you have experienced. Explain how you solved the problem or dealt with the situation. For example, you might write about a time your computer crashed the night before a report was due, or a time you were stuck at an airport overnight. Include grammar points from Units 1–4.

A personal narrative is a story about something that happened to you.

Write Your Personal Narrative

- **1.** Choose a problem or difficult situation you have experienced.
- **2.** Think about the situation. How did it come about? How did you deal with it? Use the chart to organize your ideas.

Problem(s)	Solution(s)

- 3. Think of a title for your narrative.
- 4. Write your narrative.

Developing Your Writing: The Introduction

The first paragraph of your writing is the introduction. The introduction should grab the reader's attention by expressing something interesting that makes the reader want to read more. The introduction should also include a topic sentence that states clearly what the essay is about. All the other sentences in the introduction should support the topic sentence.

As you write your introduction, ask yourself:

- Is this paragraph interesting and engaging? Will it make the reader want to know more?
- Does it include a topic sentence that clearly tells the reader what the essay is about?
- Do the other sentences support the topic sentence?

	TID MC ICII
	The Day My Computer Crashed
	I'll never forget the last day of my freshman year at Abbington High School.
	The year had gone very well. I had made new friends, enjoyed my classes,
	and was expecting good grades in all of my courses. But something unexpected
	happened on the last day of the year.
	I had done well in Mr. Martinez's history class all year. So I was not
	concerned when we were asked to write a final paper. In fact, I was even
• •	looking forward to it. I spent weeks in the library, researching my subject,
•••	taking notes, and organizing my ideas. I had started writing the essay a week
	taking notes, and organizing my ideas. I had started writing the essay a week before it was due. By the night before it was due, I had finished writing the
التصا	ارت] jessay and just needed to run a spell-check. But as soon as I began the spell
stry of Edu	catisheck, the screen froze
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0 . 1 10	

5 Working 9 to 5

Each person is going to tell us a little bit about what their jobs entail. Can you guess what their jobs are?

Listen and Discuss 🕡

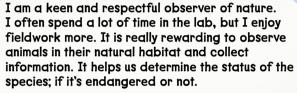


- **1.** Name a few jobs that you think would be very rewarding. Explain.
- 2. Name a few jobs that you think would not be satisfying at all. Explain.
- **3.** Read the job descriptions and match them with the photos.

I often need to spend quite a lot of time researching the natural resources and materials of an area before I can design and start construction. I specialize in environmentally friendly buildings which utilize alternative sources of energy such as solar energy. Ahmed Badri - Profession: _

I'll be the first to admit that I drive dangerously. Yet I've never gotten a ticket. No police officer has ever even told me. "I want you to slow down." Even though I spend a lot of time driving, I never really arrive at a destination.

Aston Sena - Profession:



Khaled Hussain - Profession:









I have recently been promoted and have a better income. I am now responsible for the surgical ward and I need to be on the job 24 hours a day, six to seven davs a week. I need to make sure records are kept on treatment and progress, and advise doctors about patients' conditions. I also have to check and monitor supplies, equipment, materials, and medicine.

> Fahd Khamis - Profession:





I spend a lot of time cutting and sewing, but I don't work with fabric. The people I work for never see me do my work. In fact, they are often asleep when I'm at work. But I have no doubt that <u>nthey appireciate</u> what I do. I certainly get a great deal of satisfaction from my job.

Walter Lee - Profession: _

When I am on night shift, I feel that I need to be more alert and keep an eye on the screen and my instruments at all times. I handle pressure well and I can cooperate with pilots effectively during emergencies. I have always been interested in aviation and electronics.

Ahmed Al Otgibi - Profession:



Unit Goals

Vocabulary

Jobs Job requirements and responsibilities

Functions

Talk about jobs Discuss job requirements and responsibilities Ask for favors

Grammar

The Subjunctive I'd Like You + Infinitive I Want You + Infinitive

Listening

Listen for specific information about a survey on job satisfaction

Pronunciation

Syllable stress on words ending with -tion, -cian, -sion

Reading

You Do What For a Living?

Writing

Write about an unusual job

Form, Meaning and **Function**

> Tag Questions Ask for Information and Make Requests Express Obligation and Necessity

- Pause after each person describes his or her job and have students talk with their partner and write down any guesses they have about the person's job.
- Have students open their books. Give them about five minutes to read the job descriptions. Tell them not to look at page 73. Then they review their guesses with their partner.
- Ask a few pairs to share their guesses with the class. Then ask if anyone has any different ideas. Write students' ideas on the board.
- Have students look at the photos on page 73 and match them with the job descriptions. Review students' original guesses. Were any of them correct?

Answers

Aston Sena: race car driver Ahmed Badri: engineer Khaled Hussain: zoologist Walter Lee: surgeon

Ahmed Al Otaibi: air traffic controller

Fahd Khamis: nurse

As an extension and to provide additional vocabulary practice, do the following activity. Arrange students in pairs. Give each pair one of the following groups of words to work with. Try to have the same number of pairs work with Group A and Group B.

Group A: destination, habitat, observer Group B: demand, fabric, sewing

- With their partner, students practice explaining the meaning of each word using only English and giving examples.
- Combine pairs into groups of four, so that each group has one pair that worked with Group A and one that worked with Group B. Students then explain the words to each other.
- Review the words with the class. Possible explanations include:

destination = the place where a person is going habitat = the natural environment where an animal or plant lives or grows

observer = a person who sees or notices someone or somethina

monitor = to carefully watch or check a situation or something that changes

fabric = cloth; material that most clothes are made of sewing = action of putting pieces of fabric together or fixing clothes with a needle and thread

Warm Up

With books closed, ask students the first two introductory questions on this page. Have them name jobs and say why they think they are rewarding or not satisfying. Draw a two-column chart with the headings *Rewarding* and **Unsatisfying** on the board. As students mention jobs, write them in the appropriate column. If students disagree as to whether a job is rewarding or unsatisfying, write it in both columns.

Listen and Discuss

- With books closed, tell students that that they are going to hear people describing their jobs. The students will listen and try to guess the jobs.
- Play the audio. Have students listen with their books closed .
- 🕩 Arrange students in pairs. Play the audio again. Have students listen again with their books closed.

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Quick Check



- Have students look at the list of words and find each word in the job descriptions on page 72.
- Have students work individually to match the words and the definitions
- Check answers by having students read aloud the words and the definitions.
- To give students additional practice with the words, ask questions, such as the following:

Why does Walter Lee get satisfaction from his job? (He helps sick people feel better.)

What is a person's marital status? (whether they are single, married, or divorced)

What's another way of asking what a job entails? (What does your job involve? or, What do you do in your job?)

Why do people appreciate Walter Lee's work? (He helps them get well.)

Do you agree that asking about a person's income is a personal question?

Do you feel that the students in your class cooperate well with each other? Why should students be respectful of each other's ideas?

Answers

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

B

- Have students work with a partner to ask and answer the questions.
- Check answers by having pairs read a question and the answer. Ask students which, if any, of these jobs they would like to have and why.

Answers

- air traffic controller
 surgeon
- 3. zoologist

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2 Pair Work

- Have students work with a partner to write descriptions for two or three jobs. Tell them they should try to think of some unusual jobs, but they should be sure that the jobs really exist.
- Go around the class as students are working and help as needed. Have students ask you for any vocabulary they may need, or quietly suggest jobs they can describe if they're finding it hard to come up with ideas.
- Have pairs present their job descriptions to the class or to a group for their classmates to guess the jobs.

Workbook

Assign page 265 for practice with the vocabulary of the unit.



Teaching Tip

Turning an activity into a game from time to time is a good idea. Learning is more memorable when it's associated with something that is enjoyable.



Additional Activity

Play What's My Job? Start off by telling students that you have an unusual job (an imaginary one). Students have to guess what it is by asking yes/no questions. For example: Do you work indoors? Do you work in an office? Do you work with animals? Set a limit of 10 to 15 questions. If students can't guess in that time, tell them the answer. After students guess your job (or you say the answer), continue the game by having a student think of an imaginary job for classmates to guess.

Term 2













Quick Check ✓

- **A. Vocabulary.** Match the words with their meanings.
 - 1. _____ satisfaction
 - **2.** _____ status
 - **3.** _____ entail
 - **4.** _____ appreciate
 - **5.** _____ income
 - **6.** _____ cooperate
 - **7.** _____ respectful

- a. to work together well
- **b.** money received or earned
- c. polite, showing consideration
- **d.** feeling of contentment
- e. state or condition
- f. to involve or require
- g. to be grateful for
- **B.** Comprehension. Name the job or jobs.
 - 1. Which job requires that the person be willing to accept responsibility?
 - 2. Which jobs require a medical degree?
 - **3.** Which job requires a person who likes nature?
 - **4.** Which job requires the person have kindness and consideration?
 - 5. Which job requires the person not to be scared of taking risks?



Minis With a partner create your own clues for two or three jobs. Read the clues to your class. See 2023if-your classmates can guess the jobs.

3 Grammar 💹



The Subjunctive

We use the subjunctive to stress the importance or urgency of an action. The subjunctive uses the base form of a verb.

The manager insisted that he work late.

It is important that you **be** at the meeting.

The subjunctive is used with certain verbs and expressions, like the following:

ask request it is essential demand it is imperative require insist it is important suggest recommend urge it is necessary

The subjunctive follows the sentence pattern:

verb or expression + that + subject + (not) base verb

It is essential that you dress appropriately.

She **asked** that we **not be** late.

I'd Like You + Infinitive / I Want You + Infinitive

Two common phrases used to express a desire that someone do something are I'd like you + infinitive and I want you + infinitive.

I'd like you to help with this project.

I want you to finish the report this afternoon.

- **A.** Rearrange the words and phrases to form sentences.
- asks / I work on the weekend / my manager often / that My manager often asks that I work on the weekend.
 - 1. he / that / bring his résumé to the interview / he recommended
 - 2. I / to tell me / want / you / about any problems you have
 - 3. that / it is imperative / wash his hands before entering the operating room / the doctor
 - 4. not / demanded / the boss / he / be late again / that
 - 5. that / you go home early / I / if you're not feeling well / insist
 - 6. you / applying for the job / like / to consider / I'd
 - 7. I look for a job in sales / suggested / that / my job counselor
 - **8.** not / that you / quit your job before you find a new one / it is essential
 - 9. the waiting room / the nurse / that / be kept quiet / requests
 - 10. that / race car drivers / it is important / the necessary safety precautions / take



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3 Grammar

Language Builder

Explain that some languages, such as Spanish, have a fully developed subjunctive mood that is used frequently. English does not. The use presented here is one of the few uses of the subjunctive in English.

Another one is the use of were with all persons in past unreal conditions. For example: If I were you, I wouldn't do that. If he were here, I'd say hello. These forms are not used frequently and sound quite formal.

The Subjunctive

- Read the explanation of the subjunctive with the class. Emphasize that it is used to stress the urgency or importance of an action. Point out that the subjunctive uses the base form of the verb, often in cases where you would expect another form.
- Write these sentences on the board and highlight the use of he finish in the second sentence instead of the expected he finishes.

He usually finishes his work on time. It is imperative that he finish this job on time.

• Write these sentences on the board:

Ahmed isn't usually late for work. It's important that Ahmed not be late tomorrow. You don't drive your father's car.

It is imperative that you not drive his car without permission.

Point out that the subjunctive forms the negative by putting not in front of the verb. It doesn't use auxiliary verbs or contracted forms.

I'd Like You + Infinitive / I Want You + Infinitive

- Tell students a few things that you'd like them to do and a few things that you want them to do. Speak more gently and politely when saying I'd like and more firmly when saying I want.
- Explain that I'd like you to do something) and I want you to (do something) mean almost the same thing. However, saying I'd like you to (do something) is a little more politing and less like an order. I want you to (do

something) can sound like an order. Ministry of Education

Language Builder

Emphasize that in English it is incorrect to say I want that you (do something) or I'd like that you (do something). Write the following sentences on the board and compare them.

He asked that we arrive early tomorrow.

He wants us to arrive early tomorrow.

The sentence with ask uses a that-clause. The sentence with want does not. Note also that the sentence with ask sounds more formal

A

- Ask a volunteer to read aloud the directions and the example. Then write the parts of the first sentence on the board. Elicit the correct sentence from the class and write it on the board.
- Have students work individually or with a partner to rearrange the other sentences.
- Check answers by having students read the sentences aloud.

Answers

- 1. He recommended that he bring his résumé to the interview.
- 2. I want you to tell me about any problems you have.
- 3. It is imperative that the doctor wash his hands before entering the operating room.
- 4. The boss demanded that he not be late again.
- 5. If you're not feeling well, I insist that you go home early./I insist that you go home early if you're not feeling well.
- 6. I'd like you to consider applying for the job.
- 7. My job counselor suggested that I look for a job in sales.
- 8. It is essential that you not quit your job before you find a new one.
- 9. The nurse requests that the waiting room be kept quiet.
- 10. It is important that race car drivers take the necessary safety precautions.

B

- Ask a volunteer to read aloud the directions and the example. Then look at the first picture with the class.
 Elicit several ideas for what either woman could be saying. For example, the stylist might be saying,
 I suggest that we cut it shorter this time. The client might be saying, I don't want you to cut it too short. Emphasize that there is no one right or wrong answer.
- Have students work with a partner to write sentences for the other pictures. Tell them that they can write more than one sentence if they want to.
- As students are working, go around and check that students are using both forms, the subjunctive and want/would like + infinitive. Encourage students to be creative in their answers.
- Check answers by eliciting several sentences for each picture from different pairs.

Answers

Answers will vary. Sample answers:

- 1. I recommend you cut your hair short.
- 2. I suggest that you try this on.
- 3. It's important that we catch this train.
- 4. It's essential that you brush well twice a day.
- 5. I want you to stop smoking.
- 6. I want you to study the new proposals very carefully.
- 7. I'd like you to take two pills every morning.

G

- Read the directions and the information about the two situations with the class.
- Assign each student in the class one of the two situations. Have students work individually to write four or five sentences about the situation. They should make sure that they use both the subjunctive and want/would like + infinitive in their sentences.
- Put students in pairs of one student who wrote about situation 1 and one student who wrote about situation
 Students read their sentences to each other and comment on them. Then they work together to write at least one more sentence about each situation.
- Check answers by asking a few volunteers to read one or two of their sentences. Then ask if anyone has any sentences that are different.





Workbook

Assign pages 266–268 for practice with the grammar of the unit.



Teaching Tip

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.



Additional Activity

Write some sentence starters like the following on the board and have students complete them with their own ideas.

It's imperative that we _____.

It's important that our class _____.

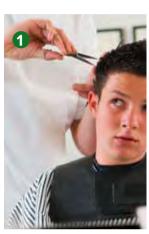
It is necessary that students _____.



According to a survey by Careerbuilder.com, twenty percent of workers in the U.S. say they are late for work at least once a week. Twelve percent say they are late twice a week. The two main excuses were traffic and lack of sleep.

- **B.** Look at the pictures. What do you think is being said? Write a sentence for each using the subjunctive or *I'd like you | I want you* + infinitive.
- It is essential that we not be late for the meeting.

















- **C.** Write sentences for these situations. Use the subjunctive and I'd like you | I want you + infinitive.
 - 1. Imagine you are a doctor speaking with a patient who has a very unhealthy lifestyle. The patient smokes, eats lots of fast food, doesn't get any exercise, and doesn't get enough sleep.
 - What would you say to this patient?
- student is not studying for tests, is talking in class, is not doing homework, and does not take notes in class. What would you say to this student? 2. Imagine you are a teacher speaking with a student who is doing badly in your class. The

4 Conversation <a>M



Adnan: Hey, Rob. I'm in a bind. Can you

help me out?

Rob: What's the problem?

Adnan: I'm supposed to work tomorrow.

> but there's something I've got to do. Could you cover for me?

Rob: You just asked me to cover

> for you on Monday. What's so important that I have to keep

doing your job?

Adnan: OK, I'll tell you, but I'd

appreciate it if you would keep it to yourself. I'm interviewing for another job, and I'm really close

to aettina it.

Rob: You were just hired here a few weeks ago. I can't believe you're thinking about

leaving already.

Adnan: Yeah, I know. But the job I'm interviewing for is a dream job. I'd be a tester at a

video game development company.

Rob: No kidding? Wow. Well, I still don't think it's right for you to jump ship like that, but

all right. I'll cover for you.

Adnan: Thanks a lot. I'm going to take off now.

Rob: Hey, Adnan?

Adnan: Yeah?

Rob: If you get the job, do you think you could

ask them if they need anyone else?

Adnan: Will do.

About the Conversation

1. Why does Adnan ask Rob to cover for him?

2. How does Rob initially react to the request?

3. What favor does Rob ask of Adnan?

Your Turn

Role play with a partner. Ask your partner for a favor. Your partner is unwilling to grant the favor until understanding why it is necessary. Use the phrases to Pasking for favors.

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Real Talk

in a bind = in a difficult situation

help me out = do me a favor

cover = take someone's place, often in a work situation

keep it to yourself = not tell anyone

No kidding? = Really?

jump ship = leave a job suddenly, usually to go to a new job

take off = leave

Will do. = short for "I will do it."

Asking for Favors

Do you think you could...? Do me a favor and...

I'd really appreciate it if you would...

Would it be possible/too much trouble...?

What are the chances you could...?

I hate to ask, but...

4 Conversation

- Introduce the expression cover for (someone) by giving some examples. If a teacher has to leave the classroom, they may ask another teacher to cover for them until they get back. Someone who works as a receptionist and shouldn't leave their desk may ask another person to cover for them if they have to go out for a few minutes. Ask students if they are ever in a situation in which they have to ask someone to cover for them.
- Explain that they're going to listen to a conversation in which someone is asking another person to cover for them.
- Play the audio. Have students listen with their books
- 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. Review the notes on the board. Were students' ideas after the first listening correct?

Real Talk

- Model the phrases for the students to repeat.
- Ask guestions about their use in the conversation. For example, ask:

Why does Adnan say that he's in a bind? (He can't go to work the next day.)

How is Rob going to help Adnan out? (He's going to cover for him.)

Why does Adnan want Rob to keep this to himself? (He doesn't want anyone to know he's missing work to interview for another job.)

Why does Adnan say it isn't right for Rob to jump ship? (He thinks Mike shouldn't change jobs suddenly like that.)

What does Adnan mean when he says he's going to take off now? (He's going to leave the office.)

What does Adnan mean when he says Will do? (He means that if he gets the job, he'll ask if the other company needs anyone else.)



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About the Conversation

- Work with the whole class to ask and answer the questions. Elicit answers from a few different students for each question. Don't confirm or deny answers yourself. Rather, ask other students: Do you agree?
- After each question, ask more questions to elicit students' opinions about the situation. For example: Question 1

Adnan asks Rob to cover for him because he's going to interview for another job. Is this OK or is it wrong? What will their employer do if he finds out? Could Rob get in trouble?

Question 2

What would you do if you were Rob? Would you cover for a friend in this situation?

Question 3

What do you think about changing jobs in this way? Is it a good idea or not?

Answers

- 1. Adnan asks Rob to cover for him while he has an interview for another job.
- 2. At first, Rob doesn't want to cover for Adnan since he worked for him another time recently.
- 3. Rob asks Adnan to find out if the video game development company might need someone else. He is interested in applying for the job.

Your Turn

- Call on a student to read the directions aloud.
- Focus students' attention on the phrases in the box. Explain that these are phrases that people often use when asking for favors. They make the request sound more polite. Ask: Which phrase does Adnan use in the conversation? (I'd appreciate it if you would...)
- Brainstorm briefly with the class a few situations in which they might ask someone else for a favor. Some possible ideas include: asking a teacher to postpone a test or for permission to hand in an assignment late; or asking parents for permission to do something unusual, like stay out late or take a trip with friends.
- Have students work in pairs to role-play their conversation. They should use phrases for asking for favors.
- Have one or two pairs act out their conversations for the class.

5 Listening

- Tell students they will listen to people talking about how satisfied they are with their jobs.
- Play the audio. Have students listen and circle yes or no for each job.
- Play the audio again. Have students write the reasons.
- Play the audio again for students to check their answers.

Answers

- 1. yes—satisfaction from helping others
- 2. yes— exciting, and protecting others is satisfying
- 3. yes—creativity and flexibility
- 4. no-high stress and great responsibility
- 5. yes—helping children and watching them grow up
- 6. no—repetitive and efforts aren't appreciated
- 7. no—repetitive and efforts aren't appreciated

Audioscript

The results of a recent survey reveal some interesting information about the jobs people feel provide the most—and the least— job satisfaction. According to the survey, the workers who enjoy the greatest job satisfaction include social workers, firefighters, and authors.

Social workers top the list with a striking 87 percent job satisfaction rating. When questioned about the cause of their job satisfaction, social workers often cited the immense satisfaction gained from helping others. Firefighters are in the second position with an impressive 80 percent satisfaction rating. Many of the firefighters interviewed indicated the satisfaction they get from protecting people as well as the excitement of their job as reasons for their job satisfaction. The third most satisfying job, according to the survey, belongs to authors, with a 77 percent satisfaction rating. Many authors cited both the creativity and flexibility of their job as reasons for their satisfaction.

Interestingly, not all prestigious professions did as well as expected in the survey. Both physicians and lawyers scored only 48 percent each. The report suggests that these lower than average scores may be explained by the high stress and great responsibility involved in these jobs. However, pediatricians, that is children's doctors, proved to be an interesting exception. With a 75 percent satisfaction rating, pediatricians have a 27 percent higher satisfaction rate than general practice physicians. Helping children and being able to watch them grow up contributes to this general satisfaction.

Among the least satisfying jobs were cashiers at 25 percent, telemarketers at 32 percent, and fast food preparation workers at 34 percent. People with these jobs cited the repetitive nature of

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their job and the fact that they don't feel others appreciate their efforts as reasons for their job dissatisfaction.

This job survey is of particular interest to young people who are just now considering their possible future career paths. It is a reminder that, because job satisfaction affects both our physical and mental well-being, job selection is one of the most important decisions we make in our lives.

6 Pronunciation

Play the audio for students to listen and repeat, or speak along with the recording.

7 Vocabulary Building

A

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



• Have students compare answers with a partner.

Answers

g

5.

7. d

2. c

3. f4. h

6. e

8. a

Workbook

Assign page 269 for additional reading practice.



Teaching Tip

Asking students to mention just one thing they understood after listening to something once is a non-threatening way to approach a listening task. It builds confidence and increases everyone's ability to understand more the next time they listen.



Additional Activity

Have students do a job survey among friends and family about job satisfaction. They should write each job and have the person rate the job from 1 (not satisfying) to 5 (very satisfying). Have students report their findings to the class.



In a recent study, two jobs rated worst for job satisfaction were lumberjack and taxi driver. The reasons were the dangerous working conditions and poor pay.

5 Listening



Listen to the results of a survey on job satisfaction. Complete the chart.

Job	Majority Satisfied?	Reason	Mac Option 1
1. social workers	Yes / No		
2. firefighters	Yes / No		
3. authors	Yes / No		
4. lawyers	Yes / No		
5. pediatricians	Yes / No		
6. cashiers	Yes / No		
7. telemarketers	Yes / No		

6 Pronunciation



In words ending with -tion, -cian, and -sion, the next-to-last syllable is stressed. Listen and practice.

- 1. Firefighters are in second **position** with an impressive 80 percent **satisfaction** rating.
- **2.** Not all prestigious **professions** did as well as expected.
- 3. Both **physicians** and lawyers scored only 48 percent each.
- **4. Pediatricians** proved to be an interesting **exception**.
- **5.** Fast food **preparation** workers have a 34 percent **satisfaction** rating.
- **6.** Job **selection** is one of the most important **decisions** we make.

Vocabulary Building



- A. You will see these words in the reading on pages 78 and 79. Match the words with their meanings.
 - 1. ____ analyze
 - **2.** _____ determine
 - **3.** _____ identifying
 - 4. _____ allergens
 - **5.** _____ identical

 - flair
 7. captive
 8. infection

a. disease or sickness received from someone or something

HOW DO YOU RATE YOUR JOB?

Job was challenging Skills were effectively used Job priemution was effective

- **b.** exactly the same
- c. to decide or discover
- d. confined, kept under restraint or control
- e. a natural talent or ability
- **f.** determining what something is
- g. to study closely
- **h.** substances that cause sensitivity or reactions in some people

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Minis Bu Check your answers with a partner. If you do not understand the meaning of a word, 2023 - 1100k it up in a dictionary.

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78

8 Reading



Before Reading

Read the passages and make a list of the unusual jobs.

You Do What for a Living?

When you were a kid, what did you want to be when you grew up? Perhaps a doctor, a teacher, or a firefighter? You probably didn't consider becoming a greeting card writer or a snow researcher (a person who collects ice crystals in snow to analyze the effect of pollution on an area of snowfall). Yet thousands of people around the world earn a living performing unusual jobs that most people have never even heard of.

Take Lily Martinez, for example, she has a job that girls around the world would dream about doing—if they only knew about it! Martinez is a doll fashion designer. She remembers, "As a girl, I would design one-of-a-kind outfits for my dolls." Her work is very similar to the work of regular fashion designers. She analyzes fashion trends, chooses fabrics, draws design sketches, and keeps a close eve on the styles of Paris and New York. Only she does all this to create clothing for 11 ½-inch (29-centimeter) dolls!

Do you have an artistic flair and an interest in science? Do you have a strong sense of taste, smell, and imagination? Then you might make an ideal flavorist. A flavorist is a person who creates natural and artificial flavorings that go into foods. Their work entails first identifying the individual chemicals found in nature. Then they recreate the flavors using different chemical combinations. Such manufactured flavors often last longer, have a stronger flavor, and smell better than flavors found in nature. These flavors can also avoid the allergens sometimes contained in natural flavors. According to Carol Militescu, a senior flavorist, there is not one single way to create a flavor. "Different chemical combinations can make the same flavor. You might think the flavors are identical, but how you put the chemicals together makes them very different." Militescu says that to be a successful flavorist, it is essential that you "think outside the box." Ministry of E

8 Reading

 With books closed, discuss the Before Reading question as a class: What are the most unusual jobs you've ever heard of?

READING STRATEGY Jigsaw reading

- Read the title of the article with stress on the word what and question intonation. Explain that people sometimes ask a question in this way when they are surprised by something they've heard. For example, a person may say things like You did what? They went where?
- Give students a minute to read the introductory paragraph. Point out that What are you going to be when you grow up? is a question adults commonly ask children in English. Ask: What jobs does the paragraph mention? What do people with each of these jobs do? (A doll fashion designer designs clothes for dolls. A flavorist creates natural and artificial flavorings that go into foods. Elephant pedicurists scrapes the bottom of the elephants' feet to get rid of dirt that can cause infection.)
- Tell students that they are each going to read about only one of the people in the article. Ask them not to read about the other people. (You could, if possible, make copies of the article, cut it up, and give each student only the first paragraph and the section about the person they have been assigned.)
- Have students count off around the classroom with the numbers 1, 2, and 3. Number 1s read about the first person, Lily Martinez. Number 2s read about Carol Militescu, and Number 3s read about Mike Hayward. Give them four or five minutes to read the paragraph.
- Write the following questions on the board. As they read, students should prepare to answer these questions:

What does the person do? What does their job entail? What does the person say about their job?

- Then put students in groups of three, so that each group is made up of students with the numbers 1, 2, and 3. Have each student tell the others in the group about the paragraph he or she read.
- Play the audio for the whole article. Have students lister and read along in their books.

• For additional vocabulary practice, have students work with a partner to complete the following tasks, using the article You Do What for a Living? Either write the following on the board, or make a copy for each pair.

Lily Martinez

- 1. Find at least four different nouns that relate to the work a fashion designer does.
- 2. Find a four-word expression that means unique.

Carol Militescu

- **3.** Find three adjectives that you can use to describe flavors.
- **4.** Find an expression that means to come up with unusual ideas.

Mike Hayward

- **5.** Find a two-word verb that means to become less or smaller because of constant use.
- 6. Find four verbs that are used to describe what a pedicurist does to an elephant's feet and nails.

Conclusion

- 7. Find an expression that means to think about something carefully and for a long time.
- Possible answers include:
 - 1. outfits, (fashion) trends, fabrics, (design) sketches, runways
 - 2. one-of-a-kind
 - 3. natural, artificial, manufactured, strong(er)
 - 4. think outside the box
 - 5. wear down
 - 6. scrape, get rid of (calluses), trim, file, shape
 - 7. mull over

After Reading

- Have students work individually to write answers to these questions. Encourage them to use their own words as much as possible. One way to do this is for students to read the sentences that answer the guestion and then close the book to write the answer. Then they check back in the book to see if their answer captures the main ideas.
- Check answers by calling on students to read their answers aloud.

Answers

- 1. She is a fashion designer for doll clothing.
- 2. She studies fashion trends, chooses fabrics, draws pictures of her designs, and watches fashion shows.
- 3. A flavorist makes natural and artificial flavorings to put into food.
- 4. Manufactured flavors last longer, have stronger flavor, smell better, and have fewer allergens.
- **5.** An elephant pedicure entails scraping the bottom of the elephant's feet to get rid of calluses, dirt, and rocks, and trimming, filing, and shaping the nails.
- 6. Captive elephants cannot wear down their nails naturally, and rocks and dirt in their feet can cause infections.

Speaking

- Put students in small groups to discuss the guestions. For question 1, each student should say which job he or she might like and why. If a student doesn't like any of the jobs, he or she should also explain why not.
- For question 2, have students copy the chart to their notebook and have one person in each group make notes of their classmates'
- Discuss the questions briefly with the class. After students have given their guesses for the unusual jobs, tell them the correct information for any they didn't quess.

odor judger = someone who tests odors coming from people's armpits, mouths, or feet and things like cat litter or baby diapers (The purpose is to test the effectiveness of products designed to get rid of bad odors.)

golf ball diver = someone who dives into ponds and lakes on golf courses looking for golf balls

cheese sprayer = someone who sprays popcorn or similar foods with melted cheese

gum buster = someone who removes chewing gum from sidewalks, streets, and other areas

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Workbook

Assign pages 270–271 for additional writing practice at word and sentence level.



Teaching Tip

It's very challenging for students to answer questions about a reading text in their own words. Use every opportunity to practice this skill.



If possible, invite an English speaker from the community to the class to talk about their job. Students should prepare questions in advance.

Project: Job Ads

Have students write a Help Wanted ad for an unusual job. They can check the Internet for language for job advertisements. Then have students work in groups to make a poster using all of their ads.



- An odor judger has to train for a year for the job and then be retested every year to make sure their sense of smell is still good enough.
- tacts · A golf ball diver can find between 2,500 and 5,000 golf balls a day. They are paid 8 or 9 cents per ball.

But perhaps you would prefer a job working with animals? If so, you might consider a career as an elephant pedicurist. It may sound silly, but keeping elephants' nails clean and trim is critical to their health. Like human nails, elephant nails grow continuously. Elephants in the wild wear down their nails naturally, but captive elephants have fewer opportunities to roam. Elephant pedicurists scrape the bottom of the elephants' feet to get rid of calluses, dirt, and embedded rocks that can cause infection. They also trim, file, and shape the elephants' nails.



Mike Hayward, the elephant pedicurist for the Ringling Bros. and Barnum & Bailey Circus®, loves his job. He gives pedicures to his twelve elephants every five weeks. The elephants generally cooperate with Hayward, waiting patiently through the two-hour process. Says Hayward, "It's almost like not going to work because the elephants are like my family."

So the next time you mull over your future career path, you might want to consider some non-traditional career options. After all, there just may be a new flavor waiting to be discovered, or an elephant whose feet will benefit from your expert care.

After Reading

Answer the questions.

- **1.** What is Lily Martinez's job?
- 2. What are some of her responsibilities?
- **3.** Describe what a flavorist does.
- **4.** What are some of the benefits of manufactured flavors?
- **5.** What does giving an elephant a pedicure entail?
- **6.** Why is it important to give pedicures to captive elephants?

Speaking



- 1. What do you think of the jobs described in the reading? Do you find any of them interesting? Why? Why not?
- 2. Think about the list of unusual jobs in the chart. Have you ever heard of them? Find out what they are and complete the chart with the information.

The unusual job		What is it?	What does it entail?	Do I like it or not?
1	odor judger			
2	golf ball diver			
3	cheese sprayer			
4	gum buster			

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10 Writing **1**



A.	Read about son in class.	ne more unusual	jobs and complete the job title. Work in pairs. Compare your ideas
		consultants:	The people who advise construction companies and manufacturers on vibration and noise problems and suggest solutions.
		authenticators:	The people who differentiate between true/authentic and fake paintings.
		consultants:	The people who advise riders on how they can have the most comfortable horseback ride with the most suitable riding accessory.

- **1.** Read the essay and find out the following:
 - What does an arborist do?
 - What kind of qualifications does he need to have?
 - Which personal characteristics should he have?
 - What are his employment prospects?
- 2. What is your view as a reader?
 - Are ideas and information presented clearly?
 - Does the writer provide explanations, examples, or reasons when necessary?
 - Does the essay answer your questions about what an arborist is/does?
- **3.** Look at the essay again and write which person is used in each paragraph: *I, you, he* or *she* and so on.

• Paragraph 1:	Paragraph 3:
Paragraph 2:	Paragraph 4:

- **4.** Notice which paragraphs provide:
 - the writer's view and/or opinion
 - objective information and/or view
- **5.** Are there any passive forms? What are they used for?
- **6.** How are ideas and facts connected? Provide examples from the text.
 - conjunctions/linking words
 - combined clauses/sentences
 - use of pronouns

The Job of an Arborist

Although my parents would like me to become a doctor or a lawyer, I am interested in a very different kind of job. I would like to be an arborist, a sort of doctor for trees.

To become an arborist, it is essential that you have a related bachelor's degree, for example in forestry,

as the more you know about trees the better you will be able to do what is expected of you. Arborists are hired by individuals or organizations to keep trees healthy and attractive. They fertilize,

prune, plant, and cure trees. In other words, they are a kind of official "tree carer." They are considered experts in their field. For this reason, they need to attend workshops and seminars throughout their

Lithink it's perfect for me. I am interested in working in nature and taking care of things. I like trees. I am Ministry of Education methodical and hard working Finally given current trends towards greener alternatives. I think ducation, methodical, and hard working. Finally, given current trends towards greener alternatives, I think patient, methodical, and flard working. I many, given earliest defined by a problem.

2023 - 1445 there will be plenty of work for arborists in the future, so unemployment will not be a problem.

10 Writing

- Brainstorm on more unusual jobs. Elicit ideas from the class. Ask students if they know about any traditional jobs in their country that are beginning to become very rare. Hold a brief discussion in class.
- Direct students to A Read directions with the class Explain that new words are often made up to label unusual jobs by combining existing words.
- Organize students into pairs. Have them read the descriptions/definitions of the jobs and complete the job title.
- Call on pairs to job suggest titles.

Answers

- noise consultants
- art/painting authenticators
- riding consultants
- Direct students to the picture and the title of the text. Ask them to try and work out what an arborist does. Call on volunteers to answer for the class.
- Read directions for 1. Elicit possible answers from students. Remind them that predicting will help them read more efficiently and understand the text.
- Play the audio and have students listen and follow. Give them a few minutes to compare answers with a partner and check the answers in class.

Answers

- An arborist is a kind of official "tree carer" or tree doctor. He fertilizes, prunes, plants, and cures trees.
- An arborist needs to have a related bachelor's degree, for example in forestry and attend seminars and workshops throughout his career.
- He should be patient, methodical, and hard working. He should also be interested in working in nature and taking care of things.
- His employment prospects are quite promising due to current trends and greener alternatives.
- Have students read directions for 2 and answer the questions individually. Call on volunteers to report their answers for the class.

- Yes, Reas and information are presented clearly.
- Yes, he does. For example, ... a related bachelor's degree, for example \inf forestry , as the more you know about trees the better you will be able to do what is expected of you.

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- Ask students to justify their answers by providing reasons or clues from the text.
- Explain to students that choice of person in writing affects the style and creates or minimizes proximity between reader and writer. Have them read the directions for 3 and 4.
- Organize students in groups and have them read the text and answer the questions.
- Call on a student from each group to report the group's answers for the class

Answers

- Paragraph 1: |
- Paragraph 2: you (to mean one, someone)
- Paragraph 3: Arborists/they
- Paragraph 4: |
- Discuss the effect that change of person creates. Ask students when they think the writer would use third person and not first.
- Have volunteers answer 4, 5, and 6.

Answers

- The writer's view and opinion are presented in paragraphs 1
- Objective information is presented in paragraphs 2 and 3.
- Passive forms are used to present objective/impersonal information.
- Ideas are connected with: Conjunctions: for example although, and, in other words Combined clauses/sentences: to become an arborist, it is essential that ... given current trends towards greener alternatives, I think ...

Additional Activity

Have students research more unusual jobs on the Internet or in older books and encyclopedias, make notes and collect photos. Call on students to present what they found for the class.

B

- Tell students that they will write an essay about an unusual job that they would like to have.
- Read directions for tasks 1 and 2 and have students decide on an unusual job individually. Ask guestions like these to help them decide:

What do you like doing? What kind of places do you like?

Do you like spending more time inside or outside? Which room/place do you spend more time in at

What are you good at? What would you like to develop/learn?

- Suggest to students that they create an unusual job for themselves taking into consideration their answers to the questions or search for more unusual jobs on the Internet
- Read the directions for task 3 with the class and have students brainstorm and make notes.
- Direct students to the Writing Corner. Explain that they are going to write an opinion essay defending their decision. Tell students that the best way to defend an opinion is to have adequate information.
- Read through all the points in the Writing Corner and discuss them in class. Point out that the main thing is for their opinion to be heard.
- Have students make notes under these headings as well.

Personal views:

Feelings:

Opinions:

Information:

- Have students write a job description.
- Tell them to list job responsibilities as they see them in combination with information they found in other sources. Ask them to include qualifications and experience under Important background and personal qualities under Helpful characteristics
- Direct them to the model text but allow them to use a different opening statement if they wish.
- Have them write their first draft.
- Exchange drafts and comment, suggest corrections on each other's texts. Have them edit and rewrite.
- Callon students to reachtheir descriptions for the class.
- Create a gallery of job descriptions on the board. Have students draw or bring photos to add.

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Additional Activity

Write job announcements and organize interviews for some of the unusual jobs. Assign roles of interviewers and applicants to different groups for them to act out.

Workbook

Assign page 272 for additional writing practice above word and sentence level.

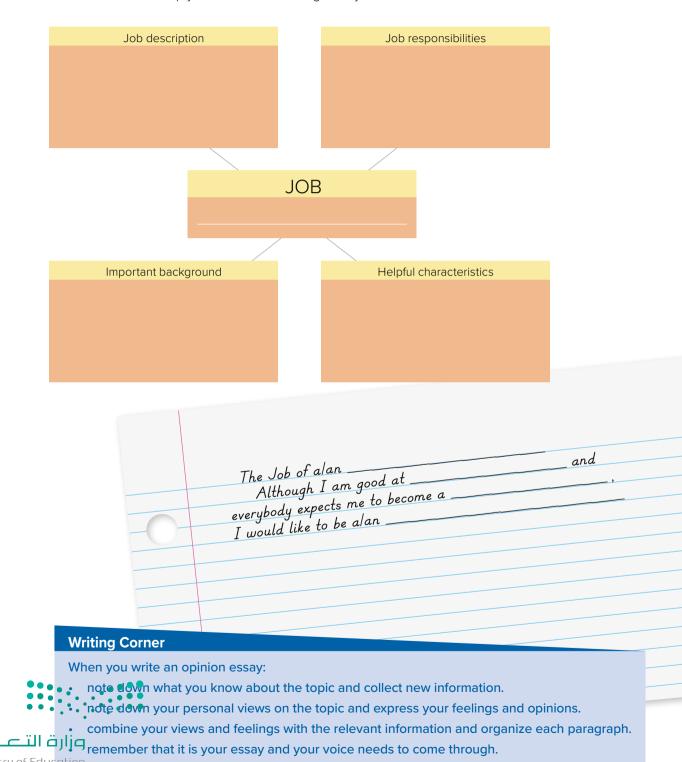
Assign Writing Skills 1 on page 363 to review rules for capitalization.

- B. 1. Write an essay about an unusual job you might like to have.
 - 2. Before you write, think about and/or find on the Internet:
 - a description of the job

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- the background you should have for this job
- personal characteristics that would help you perform the job effectively
- **3.** Use the chart to help you brainstorm and organize your information.



Form, Meaning and Function 🔘



Tag Questions

We use tag questions to check information. We use an auxiliary verb and a subject personal pronoun. With an affirmative sentence, use a negative tag. With a negative sentence, use an affirmative tag.

You will go to the bank, won't you?

You won't work this Saturday, will you?

There's a cash machine on Main Street, **isn't there**?

They are not going to go look for another job, are they? You are working today, aren't you?

They invested in the property market, **didn't they**?

He didn't get the job, **did he**?

It was the night shift you wanted, wasn't it?

Polite Ways to Ask for Information with Can, Could and Would

Excuse me, can (could) you tell me where the bank is? Would you be able to tell me where the bank is? Can (Could) you tell me where the bank is?

Would you mind telling me where the bank is?

Polite Ways to Make Requests with Can, Could and Would

Q: Can you give me your credit card details, please?

A: Certainly.

Q: Could you help me?

A: Of course.

Q: Would you open the window, please?

A: Sure.

A.	Read the conversation between the bank teller and a customer. Use could, would and question to	ags to
	complete the conversation.	

A: Excuse me, I'd like to withdraw 500 euro from my account in 50 euro notes.

B: Of course, Madam. (1) _____ I have a form of identity, please?

A: Sure. Here you are.

B: Thank you. So you want the total amount in 50 euro notes, (2) you?

A: Yes, that's right.

B: Is there anything else I can do for you today, Madam?

A: Yes, please. I'd also like to change some American dollars into SAR? You charge commission,

you?

B: Yes, Madam, we do. Our rates are displayed on the board.

A: I see, thanks. (4) you mind telling me how many SAR I will get for 1,000 dollars?

B: Of course. At today's exchange rate you will get ...

B. Work with a partner. Imagine you work as a bank teller. Continue the conversation in exercise A using some of the words and ideas in the box. Include some responses from the customer. Role-play the conversation and take it in turns to be the bank teller and the customer.

pay a utility bill . make a deposit . make an international payment order a new debit card • open a savings account • transfer some money apply for a credit card • buy health insurance • apply for a mortgage

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Aside from using tag questions to check information, we also use tag questions to ask for agreement. We use rising intonation—the voice goes up—when we check information (You're going to come to the museum, aren't vou?), but falling intonation—the voice goes down—when we know the answer and are just asking for agreement (It's really hot, isn't it?).

Tag Questions

• Have volunteers read aloud the guestions in the presentation. Point out the rules about forming tag questions: If the first part of the sentence is affirmative, the tag is negative. We make the first part affirmative if we think the answer is ves. If the first part is negative, the tag is affirmative. We make the first part negative if we think the answer is no.

Polite Ways to Ask for Information with Can, Could and Would

Language Builder

Explain to students that each modal verb (can, could, will, would, etc.) can have several different meanings. For example, the meaning of will in Will you do well on the test next week? is a question about the future. The meaning of will in Will you open that door for me? is a request for someone to do something. In the latter case, we can substitute will for can, could and would with no change in actual meaning.

- Read through the example sentences and elicit the function of using modals can, could and would for requests. (To ask politely.) Point out that could and would are a little more polite than can and will.
- Elicit some examples of situations in which it would be appropriate to use this kind of language: For example, in a working environment, when requesting something from a person in a more senior position or older in age and so on.
- Ask students to compare the function of making a request with can, could and would with their own language and culture is there something similar?

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Polite Ways to Make Requests with Can. Could and Would

• Read the requests and have individual students read the agreements and the refusals.

A

- Have students look at the picture and describe the situation (A bank teller and customer.)
- Ask students to imagine what requests are being made and write any ideas on the board.
- Tell students to read the conversation in exercise A and see if any of their ideas appear.
- Students should work alone to complete the conversation and then compare their answer with a partner.

Answers

- 1. Can/Could 2. don't 3. don't 4. Would
- B
- Go over the words and phrases in the box. Elicit or give the meaning of any unknown or unfamiliar language.
- Put students into pairs and tell them to take it in turns to role-play a conversation similar to the one in exercise A. Encourage students to use as much of the vocabulary as possible which appears in the language box.
- Call on volunteers to role-play their conversations in front of the class.

Answers

Students' own answers.



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.

Language Builder

Must expresses obligation, or something that is necessary and very important to do. There is no choice. For example: I must study very hard. It is the only way I will get into medical school.

In American English, have to is used more often than must to express obligation or necessity. Must not (or mustn't) means that something is prohibited. There is no choice. For example: You must not speak in an exam. You'll be disqualified.

Doesn't/Don't have to means that something is not necessary. For example: I don't have to drive to work. I can take a bus.

Should is used to give advice or make a suggestion that might be important, but it gives the listener the choice to take the advice or not. For example: You shouldn't cheat in exams. It's not fair and you will get caught.

Express Obligation: Must, Mustn't, Have to

- Explain that the form of the modal verb must is the same for all subjects. It is followed by the base form of the main verb without to.
- Tell students we use mustn't to express that something is forbidden or not allowed. For example, You mustn't jump red lights. You mustn't speed. It's illegal and you will get fined heavily.
- The form of have to changes to agree with the subject. We also use have to to express obligation and necessity. You have to slow down. You are driving too fast and you will cause and accident and hurt someone.
- Read through the example sentences in the presentation and point out that the past of have to is had to to express past obligation and necessity. There is no past tense of must or mustn't to express past obligation or necessity.

Express Necessity and Lack of Necessity: Have to, Need to, Needn't, Don't have to, Don't Need to

- Explain that we use don't have to to say there is NO obligation: it isn't necessary. The past form is didn't have to.
- Explain that we can substitute (don't) have to with (don't)
 need to with no change in meaning.
 You don't have to get there before 9.

You don't have to get there before 9.

Ministry of Figure 1 o go to reception when you arrive.

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 Call on volunteers to read aloud the example sentences in the chart.

9

- Put students into pairs to complete the exercise.
- Call on volunteers to share their ideas with the class.
- Correct any errors with modality on the board as a class.

Answers

- 1. You mustn't/must not park here.
- 2. You mustn't/must not overtake on this road.
- You must not drive faster than 70./You have to adhere to the speed limit of 70.
- 4. You must not drive down this road.

D

- Ask students to turn back to page 72 and to choose only one of the professions described.
- They should imagine themselves in that job and write down a list of duties, obligations or responsibilities they think are involved.
- Students should then use their ideas to make a note of things they had to or didn't have to do last week.
- Students share their ideas with a partner.
- Call on volunteers to read out their sentences to the class. The class should listen and try to guess which job that person chose.
- Encourage students to ask each other questions about other things they had to or didn't have to do.

Answers

Students' own answers.

Workbook

Assign pages 273–274 for more practice with the form, meaning and function of the structures in the unit.

Express Obligation: Must, Mustn't, Have to

We use must, mustn't and have to to express obligation in the present and the future.

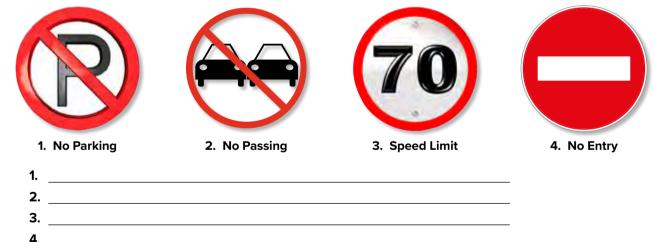
You **must** stop at the 'STOP' sign. You **mustn't (must not)** arrive late to work. You **have to** slow down at this junction. You **have to** be at the office at 9 a.m.

Note: *Mustn't* means you are not allowed to do something. There is no past tense of mustn't. The past tense of *must* and *have to* is **had to**.

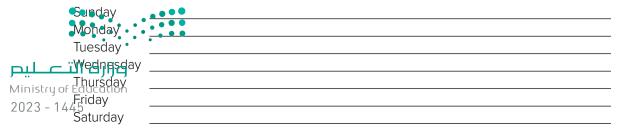
Express Necessity and Lack of Necessity: Have to, Need to, Needn't, Don't have to, Don't Need to

We use *have to* and *need to* to express necessity in the present, past and future. Use the negative form to express lack of necessity.

- **Q:** What do you have (need) to do today?
- A: I have (need) to finish a report for work but I don't need to (needn't) hand it in until tomorrow morning.
- Q: What duties did you have (need) to perform in your last job?
- A: I needed (had) to answer the phone and deal with customer complaints.
- Q: What will we need to do before we leave for the conference in Abu Dhabi?
- **A:** We will have (need) to book an airport taxi. We won't have (need) to find a hotel. I've done that already.
- **C.** With a partner, discuss what you have to and must do in the situations shown on the international traffic signs.

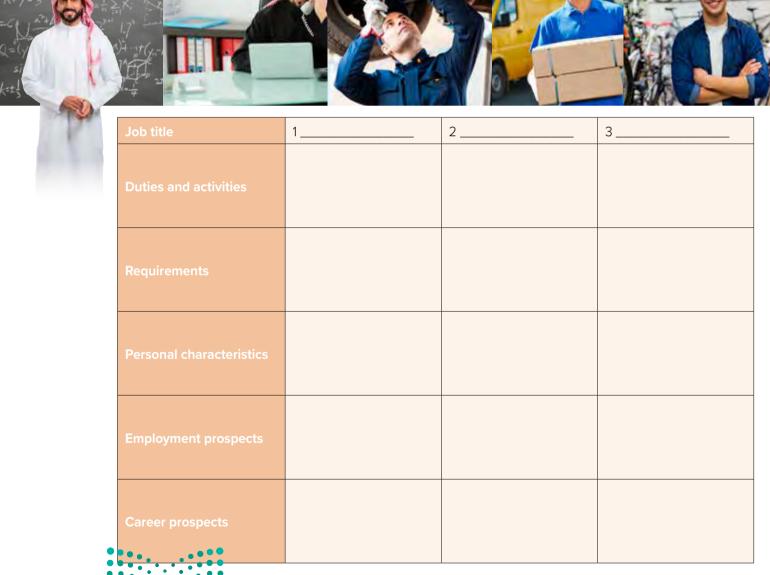


D. Read page 72 again. Choose one of the professions and imagine you are working in that job. What duties and responsibilities did you perform as part of your job last week? Write them next to each day. Tell your partner what you had to do. Use *had to, didn't have to, needed to,* and *didn't need to.*



12 Project 🔯

- 1. Research and prepare a presentation for your class on **Great Jobs and Careers**.
- **2.** Work in pairs or groups. Decide on three great jobs, then search and collect information about each.
- **3.** Use the organizer to make notes. Then use your notes to prepare a PowerPoint presentation or a poster.
- 4. Present in class.



When you prepare a PowerPoint presentation, remember to:

ந்ந்தி your audience and what they might want to know

Ministry of Eduselect key points and words

2023 - $1445\,$ use appealing visuals and a few points on each slide

· rehearse in your group and make changes

- Organize students in groups and have them brainstorm Great Jobs and Careers.
- Call on a student from each group to present the group's ideas and discuss in class.
- Read directions for tasks 1 and 2. Discuss where students can find information.
- Remind them to use the Internet, look up business magazines and talk to adults that can give them information. Have them make notes and if possible record interviews.
- Have a class discussion about which jobs are considered prestigious and successful. Use questions like these to help students and have them answer them in their groups.

Which jobs are considered prestigious in your country?

Is success always associated with money?
What does a Great Career entail? Which are some of the conditions that are required for it to be considered great?

- Give groups some time (about 10 minutes) to discuss.
 Remind them to assign tasks to different group members and to make sure there is at least one person making notes.
- Call on a student from each group to report the group's ideas for the class. Encourage the class to comment, respond or challenge what is said. Remind them to give reasons that support their ideas.
- Direct students to the pictures at the top of the Project page. Elicit ideas about who the people are and what they are doing in the photos. Ask them if they would choose any of the jobs that are illustrated.
- Have them read the headings in the chart and choose three jobs to research and collect information about.
- Read the directions for 3 with the class. Have them study the chart and identify the areas indicated.
- 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 prepare their presentation or postal Encourage them to add their own ideas. Remind groups to assign tasks and responsibilities to group Ministry of Education.

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 the campaign 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 posters, collect and organize available information.

Out-of-class tasks: Research the Internet for information on Great Jobs and Careers.

 Explain to students that after they have collected all the information and designed their presentations and posters, they will spend some time in class coordinating before they present it in the next or the following lesson.

Additional Activity

Have students use a real event in the news or in history. 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.

13 Self Reflection

- Write Working 9 to 5 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 kind of jobs they associate the unit title with. Elicit answers from volunteers.
- Have students scan pages 72 and 73. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:

Which job or jobs require research of natural resources and materials?

Which job or jobs require observation and recording data?

Which job or jobs require long hours of work and handling pressure well?

- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 74 and 75, ask them some questions. For example:

Complete these sentences:

At work it is essential that people ...

The manager demanded that all the employees ... They asked her ...

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 76 and 77. 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 What Do You Do for a Living? on the board and brainstorm language and information that students remember from the Reading. Call on volunteers to list as many words as they can on the board. Encourage the rest of the class to make suggestions.
- Have a class discussion about unusual jobs.
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy

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- Before directing students to 10 Writing ask them to say what they remember about unusual jobs that they read about on the Internet. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 80 and 81 and make notes as before.
- Direct students to the 12 Project page and hold a
 discussion about what they found more or less useful
 and more or less interesting. Hold a class discussion
 about project work and research. Elicit ideas from the
 students and have them present their experiences for
 the class.

Did they have difficulty making decisions in their group? Why? Why not?

Did they feel that they had the chance to present their ideas?

Was it difficult or easy to access different sources and collect information? Why? Why not? Where did they find information? Where did they find photos?

Did they enjoy preparing the campaign?
Would they change anything if they had the chance to do it again? What?

Was there room for originality and creativity? Why? Why not?

- Allow time for students to make notes on the project section individually. 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 5:	Things	that I didn't like	very much:
Things that I found easy in Unit 5:	Things	that I found diffi	cult in Unit 5:
Unit 5 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about jobs			
discuss job requirements and responsibilities			
ask for favors			
use the subjunctive			
use the expressions <i>I'd like you</i> + infinitive and <i>I want you</i> + infinitive			
make requests and ask for information			
express obligation, necessity and lack of necessity			
use tag questions			
My five favorite new words from Unit 5:	If you're s from Unit	till not sure abou 5:	ut something
	listen to tstudy the	ugh the unit agai he audio material grammar and fur unit again	
		teacher for help	

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6 Going Green

Listen and Discuss 🕡



Read the questionnaire and then:

- 1. Write a definition for Go Green.
- 2. Write some ways a person can Go Green.

Green Are You?

1. What do you do when you finish using your computer for the day?

- a. I leave the computer on so that I don't have to wait for it to boot up the next morning.
- **b.** I put the computer in "sleep" mode.
- c. I turn the computer off, so it doesn't waste any energy at all.

2. When you go shopping, what kind of bag do you use for your groceries?

- **a.** I put all my groceries into double plastic bags.
- **b.** I put them into brown paper bags.
- c. I wouldn't consider using anything but the reusable canvas bags that I bring with me.

3. What kind of fruits and vegetables do you prefer eating?

- a. I prefer eating fruits and vegetables that look perfect. I don't mind if pesticides were used to grow them.
- **b.** I prefer to eat organic fruits and vegetables when possible.
- c. I prefer to eat organic fruits and vegetables that I've grown myself.

4. What is the source of your drinking water throughout the day?

a. They individual pottles of water and drink • them throughout the day.

b. I buy one bottle of water and refill the bottle

رية النيم **النول** out the day.

Ministry ocedufilla glass with water from a large reusable 2023 - 1445bottle throughout the day.



5. Do you recycle your garbage?

- a. Recycling takes too much effort. I just throw all of my garbage in the trash can.
- **b.** Sometimes I forget to recycle items, but I intend to get better about it.
- c. I put all of my plastic, paper, glass, and metal garbage in recycling bins.

6. What would be your most important consideration when buying a car?

- a. I'd be most concerned with having a big, cool-looking car.
- **b.** I'd be most concerned with fuel efficiency.
- c. Cars are bad for the environment. I just use public transportation, or my feet!

7. How do you set your air conditioner on a hot day?

- a. I hate being hot! I turn the air conditioner up until the house almost feels cold.
- **b.** I set the air conditioner at a comfortable temperature during the day and turn it down at night.
- c. I set the air conditioner fairly low and dress in light clothing to keep cool.

8. Do you try to conserve water?

- a. I never think about water. I love taking long, hot showers.
- **b.** I try to be aware of my water consumption. I take guick showers and turn off the tap while I'm brushing my teeth.
- c. I try hard to conserve water. I collect rainwater in a tank and use it for watering my garden.



- Vocabulary Environment Public utilities
- **Functions** Evaluate how "green" vou are Make suggestions
- Orammar Gerunds After Verbs Infinitives After Verbs
- Listenina Listen for specific information

- **Pronunciation** Thought groups
- Reading Living Off The Grid
- Writing Write a letter to a newspaper

I'd Rather

Function Simple Present Versus **Present Progressive** Conditional Sentences for Present and Future

Form, Meaning and

• Have students look at the scoring chart on page 87 and add up their points.

- With a show of hands, find out how many students scored in each category: 8 points, 9-16 points, or 17-24 points. Ask students if they agree with the scoring of the quiz. Are they as "green" as the quiz says?
- Have a class discussion. Ask students about their community and how "green" it is. For example, ask:
 - 1. Are there any recycling laws in our community?
 - 2. Where does our electricity come from? How is it produced?
 - 3. What kind of bags do most people use in the grocery stores here?
 - 4. Can you buy organic fruits and vegetables around here?
 - 5. Do many people in the city have their own gardens?
 - 6. How do people heat and/or cool their homes?
 - 7. Is pollution from cars and other vehicles a problem?
 - 8. What does our school do to be "green"?
- You may choose to do this activity for additional vocabulary practice: Write definitions on the board and have students find words or expressions in the questionnaire to match them. You could also do this activity orally. Read a definition, saying *Find a word* that means..., and have students raise their hands as soon as they think they have found the word. When a few students have their hands raised, call on one person for the answer. Possible definitions include:

start up a computer (boot up)

food you buy at a supermarket or similar store (groceries)

you can use it again (reusable) water that comes out of a pipe in the home (tap water)

place for throwing away garbage (trash can) to turn something up higher (crank up) a place to store water (tank)

Warm Up

Briefly describe one change, real or imaginary, that you have made to live a "greener" lifestyle. For example, say: I bring my own bag when I go to the supermarket. Or, I put glass bottles in the recycling bin. Ask students to guess why you do these things. (to protect the environment) Then with books closed, ask students the introductory questions on page 86: What does it mean to go green? What are some ways that people can go green? Discuss possible answers as a class.

Listen and Discuss

- Focus students' attention on the picture at the top of the page. Ask: What do you think this is? (It's a wind farm, a non-polluting way of generating electricity.) Ask: Are there any wind farms near where we live?
- Have students look at the questionnaire, How Green Are You? Play the audio. Have students listen and read along in their books. Tell students not to mark their answers at this time.
- Have students read the questionnaire again and circle their answer to each question: a, b, or c. Then have them compare answers with a partner. When their answers are different, they explain to their partner why They theight answer.

Quick Check



- Have students look at the words in the box and find them in the questionnaire.
- Have them work individually to complete the sentences. Then they compare answers with a partner.
- Check answers by calling on students to read the sentences. Have them try to explain the meaning of each word in their own words (in English). Possible answers include:

conserve = to save or use less of something **consumption =** the act of using something

organic = referring to food produced naturally without chemicals or pesticides

pesticides = materials used to kill insects and other things that harm plants

source = the origin of something; where it comes from air conditioner = something in a home or other building that is used to control the temperature

Answers

- 1. air conditioner
- 2. consumption
- 3. pesticides
- 4. Organic
- 5. source
- 6. conserve

(3)

- Have students work with a partner to ask and answer the auestions.
- Check answers by calling on different pairs to report their answers. Ask the class if they agree with the answer or not.

Answers

Answers will vary. Sample answers:

- 1. collect rain water for use; not leave the water running; take quick showers
- 2. fuel efficiency
- 3. plastic, paper, glass, and metal
- 4. They can use pesticides.



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2 Pair Work

- Have students work with a partner to create three more questions and answers to add to the guiz. They should include a, b, and c answer choices as in the questionnaire on page 86.
- As students are working, go around and help as needed with vocabulary or ideas.
- Have students pass their questions around the room and have several other pairs answer them.
- Discuss the responses to the questions with the class. How green are the students in the class?

Workbook

Assign page 275 for practice with the vocabulary of 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.



Additional Activity

Have students each create their own green dictionary. This is an alphabetical list of words useful when discussing environmental issues.



According to one source, these are five of the greenest cities in the world:

- Reykjavik, Iceland: It uses hydrogen buses and gets all of its electricity from geothermal and hydropower.
- Portland, Oregon (U.S.): It has a good system of public transportation and encourages the use of bicycles. It also has 92,000 acres of green space.
- Curitiba, Brazil: This city is famous for its bus system, which is used by three-quarters of its people. It also has many city parks. They even use sheep to cut the grass!
- Malmö, Sweden: Although this is Sweden's third-largest city, it is known for its many parks and lots of green space.
- · Vancouver, Canada: This large city draws 90 percent of its power from renewable energy sources. It is a leader in hydroelectric power and is developing systems to use wind, solar, wave, and tidal energy to reduce fossil-fuel use.



Quick Check ✓

A.	. Vocabulary. Complet	te the sentences v	with these words:	
	conserve	organic		
	consumption	pesticiaes	air conditioner	
	1. It's freezing in her	e. Why is the	set so high?	
	2. Half of the averag	e family's energy _	is used for heating and cooling their home.	
	3. Farmers use	to sto	op bugs and weeds from killing their crops.	
	4	food is produced e	entirely without chemicals.	
	5. Pollution is the	of r	many environmental problems.	
	6. When the cost of	electricity increase	es, people are more likely to energy.	
В.	. Comprehension. Ans	swer the questions	S.	
	1. Name two ways yo	ou can conserve v	vater.	
			er when buying a car?	
	3. What materials can	n be recycled?		
	4. How can farmers	make fruits and ve	egetables that look perfect?	
	5. What's the worst v	vay to bring home	your groceries?	

difference! Congratulations, and keep up the good work.

2 Pair Work 🖼

with endinger, create three more questions and answers to add to the quiz. Ask your class-Ministry mates the equestions and analyze their responses. How green is your class? 2023 - 1445

3 Grammar 💹



Gerunds After Verbs

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

I recommend turning off the lights when you leave the room.

Our class enjoys **learning** about ways to help the environment.

We use gerunds after certain verbs, such as:

advise	enjoy	intend	quit
begin	finish	keep	recommend
can't stand	go	like	start
consider	hate	love	stop
continue	imagine	prefer	suggest

Infinitives After Verbs

An infinitive is to + the base form of a verb. Like gerunds, infinitives act like nouns and answer the question what.

Don't forget to reuse that plastic container.

Do they intend to buy a hybrid car?

We use infinitives after certain verbs, such as:

agree	continue	intend	offer	start
ask*	decide	learn	plan	try
attempt	expect*	like	prefer	want*
begin	forget	love	promise	
can't stand	hate	need*	remember	

^{*}These verbs can be followed by an object before the infinitive.

They want to plant a garden. / They want us to plant a garden.

- **A.** Circle the correct verb forms. Sometimes both the gerund and the infinitive are possible.
 - Do you want (1. having / to have) a positive impact on the environment? I suggest (2. giving / to give) these steps a try:
 - Do you hate (3. throwing / to throw) away old clothes in the garbage? Consider (4. giving / to give) clothes that no longer fit you to other people who can wear them.
 - Quit (5. using / to use) disposable batteries. Begin (6. using / to use) rechargeable batteries.
 - Learn (7. buying / to buy) products with less packaging. Attempt (8. buying / to buy) large containers of water, juice, and soda instead of individual serving-size containers.
 - •• Learn (9. avoiding / to avoid) creating trash whenever possible. For example, when ordering food, avoid (10. taking / to take) any unnecessary utensils and napkins.

Start: (11. making / to make) a shopping list before you go shopping. This will help you stop ... Ministry of Education of to buy) things you don't need on impulse.

2023 - 1445 Keep (13. reusing / to reuse) your supermarket bags.

3 Grammar

Gerunds After Verbs

- Students are familiar with the -ing form of verbs used with progressive verbs. Explain that the -ing form can also be used as a noun. When an -ing form is used as a noun, it is called a gerund.
- Write these sentences on the board:

We're eating more organic fruits now. I prefer eating organic foods.

Elicit that in the first sentence eating is part of the present progressive verb are eating. In the second sentence, eating is used as a noun. It answers the question What? after the verb prefer.

• Have students read the explanation and the examples in the chart. Practice briefly by writing the following sentence starters on the board and calling on several students to complete them with gerunds.

I	enjoy	
I	can't stand	

Infinitives After Verbs

- Explain that infinitives can also be used as nouns. Have students read the explanation and examples in the
- Write the following sentences starters on the board and call on students to complete them.

Yesterday I forgot to		
Last vear I decided to		

- Have students look at the questionnaire on page 86 to find more examples of infinitives and gerunds. Possible answers include:
 - 1: ...finish using your computer
 - 2: I wouldn't consider using...
 - 3: ...fruits and vegetables do you prefer eating? I prefer eating.../I prefer to eat...
 - 7: I hate being cold!
 - 8: Do you try to conserve water? I try to be aware.../ I try hard to conserve water.
- Point out that some verbs can be followed by either an infinitive or a gerund. The meaning of sentences with these verbs is almost the came with either the gerund or the infinitive. We can say, for example, either I love studying or I love to study. (One slight difference is matither is more likely to use the gerund at the

Ministryonent of doing the activity.)

 Have students review the lists of verbs and find those that are on both lists: (can't stand, hate, intend, like, love, prefer, start)

A

- Ask a volunteer to read the directions aloud. Then do the first sentence with the class as an example. Elicit the correct verb forms.
- Have students work individually to complete the sentences. Then they compare answers with a partner.
- Note: Students may find it overwhelming to think that they have to memorize these lists of verbs. Explain that as they hear and practice sentences with gerunds or infinitives, they will naturally begin to get accustomed to them and develop a sense of which form to use.

Answers

- 1. to have
- 2. giving
- 3. throwing/to throw
- 4. giving
- 5. using
- 6. using/to use
- 7. to buy
- 8. to buy
- 9. to avoid
- 10. taking
- 11. making/to make
- 12. buying
- 13. reusing

B

- Read the directions and do the first question with the class as an example. Elicit the response: Yes, I think (or No, I don't think) cars will stop running on gas. Write it
- Have students work individually to write their answers to the auestions.
- Have students work in pairs or small groups. They should take turns asking and answering the questions. They should explain their answers by saying why and giving details and examples to support their ideas.

Answers

Answers will vary. Sample answers:

- 1. Yes, I think that in the near future cars will stop running on gas.
- 2. Yes, I think that people will begin to change their habits of consumption.
- 3. Every day I try to remember to recycle trash, like bottles and paper bags.
- 4. I would like to quit driving long distances in my car.
- **5.** I forget to bring a bag when I go to the grocery store.
- 6. Yes, I would consider growing my own vegetable garden.
- 7. I could stop buying water in bottles.
- 8. In the next decade, I hope to see energy consumption, waste, and pollution reduced.

(

- Ask a volunteer to read aloud the directions and the example. Then elicit the first sentence from the class and write it on the board as an additional example: We plan to set the air conditioner on a timer at night. Point out that in this sentence the verb phrase plan to set takes the place of going to set in the original sentence.
- Have students work with a partner to rewrite the rest of the sentences. Have them read the finished sentences to each other to check them.
- Check answers by having students write the new sentences on the board. Elicit any corrections from the class.

Language Builder

Point out that with the verb *prefer*, we often use the structure prefer X to Y. For example: I prefer reading to watching TV. I prefer chocolate ice cream to vanilla.

Explain that in sentences 4 and 6, keep + verb-ing means to continue doing something. For example: I'm going to Keep tryind **Unti**l I succeed.

Answers

- 1. We plan to set the air conditioner on a timer at night.
- 2. I prefer reading the news online to reading newspapers.
- 3. Arya recommends printing on both sides of the paper.
- 4. I can't believe I keep leaving the lights on.
- 5. I enjoy gardening.
- 6. We should keep finding ways to use less energy.



 Focus students' attention on the picture. With the class, brainstorm one or two things Faisal can do to be more green; for example, recycle cans and bottles. Have students work individually to write a paragraph. Tell them to check the lists of words in the grammar charts for words they can use to express their ideas. For example: Faisal needs to..., Faisal should quit..., He should try to...

Workbook

Assign pages 276–278 for practice with the grammar of the unit.



Teaching Tip

Most people agree that rote memorization is not usually the best learning strategy. The best learning happens as a result of practice—seeing and hearing words again and again in meaningful context.



Additional Activity

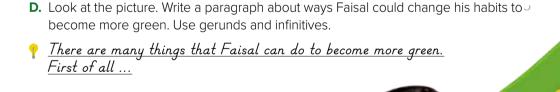
Have students choose five words from each list, verbs followed by gerunds and verbs followed by infinitives, and write an original sentence with each one. Call on volunteers to read their sentences aloud or write them on the board.



Americans buy more than 28 million single-serving water bottles each year. Of these, fewer than 20 percent are recycled. What makes this worse is the fact that in the U.S. bottled water is not necessarily healthier than tap water. In fact, some brands of bottled water are, in fact, just tap water in a bottle. The energy used to make and transport all these bottles of water is more than 50 million barrels of oil per year. That oil could run 3 million cars for a year.

- **B.** Answer the questions with complete sentences. Then discuss your answers.
 - **1.** Do you think cars will stop running on gas in the near future?
 - 2. Do you think people will begin to change their habits of consumption?
 - 3. What is something you try to do every day to help the environment?
 - **4.** What is something harmful to the environment that you want to quit doing?
 - **5.** What is something that you often forget to do?
 - 6. Would you ever consider growing your own vegetable garden?
 - **7.** What is something you could stop buying?
 - **8.** What changes do you hope to see in the environment in the next decade?
- **C.** Rewrite each sentence using the verb in brackets and a gerund or infinitive. Make any other necessary changes.
- From now on Jack is going to use only fluorescent light bulbs. (start)

 Jack is going to start using only fluorescent light bulbs.
 - 1. We're going to set the air conditioner on a timer at night. (plan)
 - 2. I don't really read newspapers. I like reading the news online better. (prefer)
 - **3.** Arya thinks it's a good idea to print on both sides of the paper. (recommend)
 - **4.** I can't believe I left the lights on again. (keep)
 - **5.** Gardening is one of my favorite activities. (enjoy)
 - **6.** We should continue to find ways to use less energy. (keep)



Jasim:

4 Conversation <a>M



Jasim: That was a great garden barbecue! But

> there are soda cans everywhere. I'll help you clean up. Where do you keep your

recycling bins?

Ibrahim: Nowhere. We don't recycle.

You don't recycle! Why not? **Ibrahim:** I don't know. It's just always seemed

like it would be a hassle.

Jasim: Don't you think it would be a good idea

to make the effort?

Ibrahim: I guess. I do feel kind of guilty about it.

But then again, does it really make that

much of a difference?

Jasim: Are you kidding? Recycling reduces

> energy consumption, lessens air and water pollution, and saves landfill space.

It's a no-brainer.

Ibrahim: I just don't have the patience. It seems

like a lot of extra work. It's so much easier to just chuck everything in the garbage than to sort it by material for recycling.

Jasim: That's a lame excuse. Recycling is a piece

of cake. It becomes automatic before you

know it.

Ibrahim: I suppose you're right. OK, OK. I'll start to

recycle.

Jasim: Great! Hey, why are you throwing that can

in the garbage?

Ibrahim: Whoops! Old habits are hard to break!



Real Talk

a hassle = something that is inconvenient to do I guess. = an unenthusiastic way of agreeing with someone

a no-brainer = a question or problem that has an obvious

answer or solution

chuck = throw out

lame = bad, inadequate

a piece of cake = very easy

About the Conversation

- **1.** How does the subject of recycling come up?
- 2. What are some reasons Jasim gives for recycling?
- **3.** Why does Ibrahim say "Whoops" at the end of the conversation?

Role play with a partner. What is something you do that is good for the environment? Suggest to your partner that he/she do Ministrythistooa Give reasons and use phrases for 2023 - Making suggestions.

Making Suggestions

You might want to consider + gerund...

How about + gerund...?

Don't you think it would be a good idea + infinitive...?

If you..., I think you'll find...

If you don't mind, I'd like to suggest+ gerund...

4 Conversation

- Draw students' attention to the picture. Ask: What is the person doing? (The person is recycling a plastic bottle.)
- Tell students they're going to listen to a conversation between two friends, Ibrahim and Jasim, cleaning up after a garden barbecue.
- Play the audio. Have students listen with their books closed
- Ask students: Does Ibrahim recycle? Why or why not? Make a few notes of students' answers on the board. but don't confirm or deny answers at this time.
- Play the audio again. Have students listen and read along in their books. Review the notes on the board and confirm the correct responses to the questions.

Real Talk

• Model the Real Talk expressions and discuss them with the class. Ask questions like the following:

What is it that Ibrahim thinks is a hassle? (recycling) Do you agree?

How does Ibrahim's voice sound when he says I quess?

(He sounds a little bored, not enthusiastic.)

What's a no-brainer according to Jasim? (recycling)

Do you think that chuck is more or less formal than throw out? (It's less formal.)

What does Jasim mean when he says that Ibrahim is giving a lame excuse? (He means it is a bad or weak excuse.)

Do you ever give lame excuses for things you do? What does Ibrahim mean when he says recycling is a piece of cake? (It's very easy.)

About the Conversation

 Discuss the questions with the class. Have students ask classmates the questions and elicit answers. For question 2, they should elicit answers from several students.



• Sit at one of the students' desks during the discussion. Ask some additional questions. For example:

How do people that you know feel about recycling? Are they more like Ibrahim or like Jasim? What do you do when you see someone throwing something away in the street, for example, chucking a plastic bottle onto the sidewalk? Have you ever participated in something like a community or park clean-up day?

Answers

- 1. Jasim and Ibrahim are cleaning up after a party and there are soda cans everywhere.
- 2. Jasim says that recycling reduces energy consumption, lessens air and water pollution, and saves landfill space.
- 3. Because Ibrahim accidentally threw a can into the garbage rather than recycling it.

Your Turn

- Ask a student to read the directions aloud.
- Focus students' attention on the phrases in the box. Explain that these phrases are often used as an introduction to making a suggestion. They assure the person you're speaking to that you're giving them a suggestion, not an order.
- Ask: Which expression does Jasim use in the conversation? (Don't you think it would be a good idea + infinitive...?)
- Brainstorm with the class a couple of ideas for topics they can use for their conversations.
- 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 phrases for making suggestions. Check also that students are not writing the conversations. Explain that this is intended as speaking practice, not writing.
- Invite 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.

Listening

- Tell students that they are going to listen to a talk on glass recycling. Ask students to read the sentences.
- 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.

Answers

- 1. false (It takes 1 million years.)
- 2. true
- 3. false
- **4.** false (It is separated by color.)
- 5. true
- 6. false (It is melted at 1,500 degrees Celsius.)
- **7.** true
- 8. false (It reduces related air pollution by 20 percent and water pollution by 50 percent.)

Audioscript

Did you know that it takes one million years for a glass bottle to decompose? This is not surprising when you consider that glass is made mostly from silica, which is basically sand. Think of how long the average beach lasts! Yet tons of glass bottles and jars are simply thrown away each year. This is completely unnecessary as glass is 100 percent recyclable.

The process of recycling glass is quite simple. After recycle bins of glass are collected, they are taken to a recycling facility where the glass is separated by color. The glass is then cleaned and crushed. The crushed glass is called cullet. The cullet is shipped to a manufacturer who melts it at temperatures of about 2,700°F, or 1,500°C, to form liquid glass. This liquid is then poured into molds in the shape of glass containers.

This simple process conserves both energy and natural resources, and produces far less pollutants than manufacturing glass from all new materials. Consider these statistics:

- Manufacturing glass from recycled materials saves 68 percent of the energy and half of the water normally required in the manufacturing process.
- · Glass produced from recycled materials reduces related air pollution by 20 percent and water pollution by 50 percent.
- Recycling one glass bottle saves enough energy to light a 100watt burbook four hours.

So the next time you consider throwing a bottle of soda in the trashthink again! The glass containing your soda today could be the glass containing your salad dressing next month. If we want to live on a healthier planet, we need to recycle the materials we consume.

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6 Pronunciation

- Play the audio for the explanation and the sentences. Students listen and read along.
- Play the audio for the sentences again. Have students listen and repeat, or speak along with the recording.

Vocabulary Building



 Have students work individually to match the words with the definitions. Tell them not worry if they don't know a word. They should first match the words they are pretty sure of and then guess the other words.



• Have students compare answers with a partner. When their answers are different or they don't know a word, they should look it up in a dictionary.

Answers

2. d

3. f

4. c

5. g

6. h

7. b **8.** a

Workbook

Assign page 279 for additional reading practice.



Teaching Tip

Register that the appropriateness of language for different situations, is an important part of learning vocabulary. Students should know, for example, that to call an idea a "no-brainer" in an informal conversation among friends is fine, but would not be appropriate in an essay or a formal speech.



Additional Activity

Put students in pairs. Have them find a paragraph from a reading in an earlier unit. They work together to mark pauses and then take turns reading the paragraph to each other with pauses.



Many people like to collect sea glass. This is glass from broken bottles and other glass items that have been in water for a long time. It has become smooth and frosty-looking and can be very beautiful.

5 Listening 🔊

Listen to the information about glass recycling. Answer true or false.

- **1.** _____ It takes 500 years for a glass bottle to decompose.
- **2.** Glass is made mostly from sand.
- **3.** Glass is not 100 percent recyclable.
- **4.** _____ At recycling facilities, glass is separated by size.
- **5.** Crushed glass is called cullet.
- **6.** The manufacturer melts the glass at 500° Celsius.
- **7.** _____ The liquid glass is poured into molds.
- **8.** _____ Glass produced from recycled materials reduces related air pollution by 50 percent.



6 Pronunciation 👺



Thought groups are meaningful phrases within sentences. They are usually made up of grammatical phrases such as relative clauses and noun, verb, and prepositional phrases. There is often a slight pause between thought groups. Listen and practice.

- 1. It takes / one million years / for a glass bottle / to decompose.
- 2. The process / of recycling glass / is quite simple.
- **3.** This simple process / conserves both energy / and natural resources.
- 4. Recycling one glass bottle / saves enough energy / to light a 100-watt bulb / for four hours.

Vocabulary Building



A. You will see these words in the reading on pages 92 and 93. Match the words with their meanings.

- **1.** _____ relying
- **2.** _____ utility
- **3.** _____ bold
- **4.** _____ committed
- **5.** _____ perspective
- **6.** _____ harsh
- **7.** _____ enormous
- **8.** _____ sacrifice

- a. loss of something for a specific purpose
- **b.** extremely large
- c. dedicated
- **d.** basic service supplied by a business or facility such as electricity or running water
- e. depending on
- f. strong and courageous
- g. a way of seeing something
- h. severe, difficult

B. Check your answers with a partner. If you do not understand the meaning of a word, 一らいい in a dictionary.

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8 Reading



Before Reading

Read the passage and underline ways that your country can replace utilities such as electricity, natural gas, and water from the local supply systems.



Imagine heating your home without relying on the local power plant. Wouldn't it feel good to meet your need for electricity without harming the environment? For a growing number of people, these ideas have become reality. Out of concern for the environment and a desire for self-reliance, these people have made the bold decision to live off the grid.



What exactly is "the grid"? The grid, short for "the power grid," is the linked system that supplies electricity to most homes and buildings in developed nations. Homes that are off the grid are not hooked up to the local power supply. Instead, they produce all of the energy they consume. As a result, people living off the grid avoid the environmental and financial costs that come with on-grid living.

The key to getting off the grid is replacing electricity supplied by a power plant with a renewable energy

source, like wind or solar power. Buildings that use solar power have solar panels on the roof or near the building. When the sun's light hits the panels, the panels collect the energy. Wind power is collected by turbines, also known as windmills. When the wind blows, the blades move, producing energy which is turned into electricity by a generator.

Some people go even further off the grid. In addition to setting up a renewable energy source, they also have an independent source of water. They dig wells to access ground water or use a cistern, a type of tank, to collect rainwater. Those most committed to living off the grid may even lack garbage service. These people generally live a life that creates very little waste, growing their own organic fruits and vegetables, and raising chickens and goats for eggs and milk. By avoiding the consumption of packaged foods, they greatly reduce paper and plastic waste.

As challenging as it may be to live off the grid, most off-gridders feel that the benefits far outweigh the difficulties. Jorge and Ella Alvarez, off-gridders in northern Arizona say, "We love being off-grid. It's definitely hard work, but it puts everything in life into perspective. It's surprising to find just how much you can do without. Many people think we have a harsh and depressing lifestyle. Nothing could be further from the truth. We see living off the grid as a gift that has allowed us to be more in touch with nature and each other."

This view is shared by Wendy Johnston, a mother of three, living off the grid with her family in Ontario, Canada. Wendy recalls, "In the house I grew up in, we would leave lights on all day, the thermostat up at night, and water running without a second thought. I wanted my children to be raised with more respect to the environment and an awareness of the impact that they have on it. My children don't take Ministry energy to granted. I love the fact that they are learning how to take care of the earth while, at the same 2023 - time learning to be self-sufficient."

8 Reading

- With books closed, ask if students have ever had the experience of living without things like electricity and running water for even a short period of time. What did they do? How did they adapt? Their parents or grandparents may also have told them about their experiences.
- Have students look at the title and the photos. Remind them that they saw a photo of a wind farm at the start of the unit as well. Ask: What is this? What does it do? (It's a wind farm. It generates electricity.) Ask: What do you think the grid is? What does it mean to live "off the grid"? Elicit ideas and make notes on the board, but don't confirm or deny responses at this time. This will be explained in the article.
- Have students scan the text to answer the **Before Reading** questions. Call on volunteers for answers.
- Play the audio. Have students listen and read along in their books.
- Review the questions What is the grid? and What does it mean to live off the grid? Have students find and read the paragraph that explains this. (paragraph 2)
- Note: Explain to students that it's not important whether they knew the answers to the questions before they started to read or not. Just asking the question and thinking about it helped prepare them for reading.

READING STRATEGY Understanding long sentences

• Explain to students that long sentences can sometimes be challenging to a reader. Have students find these sentences in the article and answer questions about them. Whenever possible, have them restate ideas in their own words, rather than just repeating what's in the sentence.

Paragraph 1

Out of concern for the environment and a desire for self-reliance, these people have made the bold decision to live off the grid.

- 1. Who are "these people"? (the growing number of people who aren't relying on the local power plant)
- 2. What are two reasons they have decided to live off the grid? (They care about the environment and want to be more independent and self-reliant.)

Paragraph 2

When the wind blows, the blades move, producing energy which is turned into electricity by a generator.

- 1. What are the blades? (the part of the windmill that moves)
- 2. How does a windmill produce electricity? (The blades turn when the wind blows. This produces energy. Then a generator makes the electricity.)

Paragraph 5

I wanted my children to be raised with more respect for the environment and an awareness of the impact they have on it.

- 1. Who does the pronoun they refer to? (Wendy Johnston's children)
- 2. What are two things Wendy wants for her children? (She wants them to care for the environment and to know that things they do have an effect on it.)

Paragraph 7

But for the thousands of people who have made this bold choice, life off the grid is filled with rewards that can't be matched by the conveniences and luxuries of life on the grid.

- 1. What is the "bold choice" referred to? (the decision to live off the grid)
- 2. What does the expression "can't be matched" mean? (It means that one thing is much better than another. In this case, the rewards of life off the grid are much better than the good things about life on the grid.)
- For additional vocabulary practice, discuss these words with the prefix self-. Have students find these expressions in the article and explain what they mean. self-reliance (doing things without help from other people)
 - self-sufficient (producing or making everything you need without help from others)
- Point out that self means a person's own nature or characteristics. It is also used in the reflexive pronouns myself, yourself, etc. Ask students: What other words do you know that start with self? Elicit answers or if students can't think of any words mention these: selfdefense, self-esteem, self-control, self-taught.

After Reading

- Give students a few minutes to read the article once more without interruption.
- Have students work with a partner and take turns asking and answering the questions.
- Check answers by calling on students to read a question and answer it.

Answers

- 1. electricity, natural gas, and water
- the linked system that supplies electricity to most homes and buildings in developed nations
- **3.** When the wind blows, windmills turn, producing energy which is turned into electricity by a generator.
- 4. concern for the environment and a desire for self-reliance
- 5. a private well or a cistern to collect rain water
- **6.** by growing their own fruits and vegetables, and raising and tending animals for food

9 Speaking

- Ask students to copy the chart in the notebook.
- Put students in groups of three to ask and answer the questions. Each student should be responsible for asking one of the questions and eliciting answers.
- Give one student the role of reporter. That student will summarize the group's ideas for the class.
- Have reporters from each group report the group's ideas to the class.

Workbook

Assign pages 280–281 for additional writing practice at word and sentence level.



Teaching Tip

Dictionaries are a useful tool for language learning, but students can overuse them. For example, when students try to look up too many words in a reading, it slows them down and makes the reading more difficult. Before students look up a word, they should ask themselves: Do I really need to know the meaning of this word? Can I guess the meaning from context?

Additional Activity

Play the Categories game. Draw a five-column chart on the board with the headings *Technology, Crime, Travel, TV*, and *Jobs*. (These are topics from Units 1 to 5 of this book.) Put students in groups of three and have each group make a copy of the chart. Start the game by saying a letter. Students then have to try to think of words in English that start with that letter related to each topic in the chart and write the words under the appropriate headings. Repeat this with different letters until students have filled in, or tried to fill in, four words for each category. The winner is the group with most appropriate words in the chart.

Project: Living Off the Grid

Have students work in groups to design a home that will be "off the grid." They decide how the home will get electricity and water. They can decide how self-sufficient the people in the home will be. For example, will they produce their own food? Have students present their plans to the class.



In 2006, it was estimated that there were 180,000 people in the U.S. living "off the grid." At that time, the number was growing by 33 percent a year. Worldwide, there are about 1.7 billion people who live off the grid. Of course, many of them were never on the grid in the first place!



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Wendy admits that living off the grid has its difficulties. For example, the Johnstons' power usually goes down a few times a year. However, Wendy reflects, "The funny thing is that these often turn out to be some of our best times as a family. The power outages have an unexpected way of bringing us closer together. We read books and play games by candlelight, or we get together and tell stories."

Living off the grid entails sacrifices, and is certainly not for everyone. But for the thousands of people who have made this bold choice, life off the grid is filled with rewards that can't be matched by the conveniences and luxuries of life on the grid.

After Reading

Answer the questions.

- 1. What are some public utilities that most of us rely upon?
- 2. Define "the grid."
- **3.** How does wind energy work?
- **4.** What are some reasons people choose to live off the grid?
- **5.** What are two alternatives to using a public water utility?
- **6.** How could someone reduce his or her waste?



9 Speaking <a>S



- 1. Work in groups. Discuss how a family can live off the grid in your country and use the chart to make notes.
- 2. Compare and discuss your ideas in class.

	Public utility		Which is the easiest/hardest to do without?	What is an alternative to it in your home?	What is the most challenging aspect of not having it?	Does this appeal to you or not? Why? Why not?
	1	local electricity supply				
PLL Ministry	2	cooking and heating gas local water				

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- 10 Writing 🚺
 - A. How important is packaging for you as a consumer? Are you attracted to things that are packaged nicely? Why? Why not?
 - **1.** Read the essay and find out the following:
 - What did the writer's family use to do that was not "green"?
 - What did they do to change that practice?
 - What were the benefits?
 - · Were there any disadvantages?
 - 2. What is your view as a reader?
 - Are ideas and information presented clearly?
 - Does the writer provide explanations, examples, or reasons directly?
 - Does the essay fulfill your expectations in relation to the title?
 - 3. Look at the essay again and write which person is used in each paragraph: I, you, he or she and so on. What is the effect?

Paragraph 1:
Paragraph 2:
Paragraph 3:

- **4.** Notice which paragraph/s do the following:
 - provide the writer's view and/or opinion
 - · provide objective information and/or view
 - set the scene
- **5.** Are there any passive forms? What are they used for?
- 6. How are ideas and facts connected? Provide examples from the text.
 - conjunctions/linking words
 - combined clauses/sentences
 - use of pronouns

Going Green

I realized how sensible "going green" was when I started noticing the amount of waste accumulated from all the packaging. We're a family of three and we manage to accumulate a bagful of recyclable waste every day. We are careful to use a special disposal unit for recyclable materials, but we are not sure it is always effective. Is it actually recycled?

We decided to search for options. We found out that there were

- many stores near the central
- market that sold goods by weight out of large canisters or burlap bags. Rice, beans, flour, sugar, oil, circle, cheese, and a lot more are

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packaging. When we compared prices, we decided to never look back.

A lot of time, money, and resources are invested in packaging as a way of making the product more attractive for consumers. Glossy wrappers, beautifully designed boxes, vacuum wrapped coffee, plastic containers, colorful lids, and a lot more, have a magnetic effect on buyers. We, on the other hand, have to label and fill our own containers, before we can put away our shopping. But, we make better use of cupboard space, spend a lot less, and protect the environment. You should try it!



10 Writing

- Direct students' attention to the pictures along the page. Elicit ideas from them about the types of packaging illustrated in the pictures. Have a class discussion on how 'green' such packaging is.
- Have students think about this question: Can we be greener by changing some of our practices as consumers even if we don't fully live off the grid?
- Read directions for A with the class and elicit answers. from volunteers.
- Tell students that they are going to read an essay about environmentally friendly consumer practices. Have them read the title and speculate/predict the kind of information they expect to find.
- Have them read the directions for task 1. Play the audio and have students listen and read.
- Have students answer the questions individually and then check with a partner.
- Read directions for 2 with the class and have students read the essay and answer the questions individually. Then ask them to check with a partner.

Answers

- Yes
- Yes
- Answers will vary.
- Organize students in pairs and have them read directions for 3 and 4. Explain that such questions are aimed at helping them notice features of different texts, how they are organized, how ideas are presented, etc. Call on pairs to report answers/ideas for the class.

Answers

- Paragraph 1: I, we Sets the scene/ writer's view
- Paragraph 2: Objective information
- Paragraph 3: we Objective information /writer's view
- Read directions for 5 and 6 with the class. Have students work in pairs to answer the questions and find examples in the text.
- Callon pairs to report their answers to the class.





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Answers

- 5. Passive forms are used to present information/facts in an objective, detached manner.
- 6. examples conjunctions/linking words: But, on the other hand combined clauses/sentences: ...are invested in packaging as a way of making the product more attractive, we are not sure it is always effective use of pronouns: We, I, it

Additional Activity

Have students think about the products they buy on a daily basis. Ask them to think about the packaging. Have them describe it and comment on it. Use these questions to help them.

Are they all necessary? Do they protect the product? Are they made of natural materials? Are they plastic? Can they be recycled?

Call on students to report their answers in class. Ask the rest of the class to listen and check their answers. Have them add different answers, modify the ones presented or challenge answers or views.

3

- Tell students that they are going to write a letter to the editor of a local newspaper. Tell them that the purpose of the letter is to complain about the neighborhood and suggest how it could go greener.
- Go through directions for tasks 1, 2 and 3. Organize students in small groups and ask them to think about and discuss things that they do which are not green.
 Remind them to make sure there is at least one person making notes in the group as they discuss. Ask them to make notes in the appropriate column in the chart.
- Call on one student from each group to present the negative practices of the group.
- Have groups study their list of negative practices and decide on changes they can make to become greener.
 Ask them to make notes in the appropriate column in the chart.
- Explain to students that some practices might simply require them to stop doing something, for example, throwing away paper but other practices might involve a number of steps that can lead to the desirable outcome. For example: cycling instead of driving. Have groups make notes on necessary steps that need to be taken to make the change. Give groups time to discuss and finalize ideas.
- Call on a volunteer from each group to report the group's decisions and ideas in class. Have the other groups listen and modify or add to their notes.
- Finally, ask students to discuss what their local council can do to help everyone to go greener. Students should make notes in the third column of the chart and report their ideas to the class.
- Direct students to the Writing Corner. Have them read each point and discuss.
- 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 as mentioned in the guidelines.
- Direct students to the outline of a model letter on page 95 and have them draft their letters. Circulate and monitor; help when necessary.
- Give students time to read their letters 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 letters in class. Have the rest of the students listen and make a note of the changes that are planned, the similarities and differences between letters.

Workbook

Assign page 282 for additional writing practice above word and sentence level.

Assign Writing Skills 2 on page 364 for practice in error correction of unnecessary words.

- **B. 1.** Write a letter to the editor of your local newspaper. Complain about your neighborhood and suggest how it could 'go greener.' With a partner, discuss the items below:
 - **2.** Think about things you do that are environmentally harmful. What do other people in your neighborhood do? What can your local council do to help you 'go greener'?
 - **3.** Use the chart to make notes and then use it to write your letter.
 - 4. Exchange drafts/essays and edit.
 - 5. Improve, change, and rewrite.

Environmentally harmful practices	'Go greener' practices	Steps our local council can take to help

	_
	Dear Editor,
	Dear Editor, I am writing to complain about the environmentally harmful I am writing to complain about the negligence of the council in the afternal residents and the negligence of greener.
	live to complain about the ligance of the council the
	I am writing to sold and the negligence.
_(I am writing to complain about the environmentally number of I am writing to complain about the negligence of the council in practices of local residents and the negligence of the council in failing to take measures to make our neighborhoods greener.
	practice I take measures to make our
	failing to take
	failing to take measures to. The garbage is seldom collected, and there is overflowing trash on a daily basis. When it is windy, there are plastic containers on a daily basis. When it is windy, there are plastic containers
	I say is seldom collected, and I have are plastic contained
	The garbage which it is windy, there will
	an a daily basis. When the aground everywhere
	though boxes blowing a round
	on a daily basis. When it is windy, there are on a daily basis. When it is windy, there are an and cardboard boxes blowing around everywhere
	and cardboard boxes because of a priority to provide recycling I suggest the council makes it a priority to provide recycling
	the council makes it as f
	I suggest the st
	bins
	Dusco

Writing Corner

When you write a formal letter of complaint:

- open in an appropriate way: Dear Editor, Dear Mr. Smith.
- state the reason why you are writing and give a brief overview of the situation.
- • use phrases o introduce and list additional points: First of all...; Moreover...; Furthermore, ...;
- use phrases to offer suggestions and solutions to problems: I suggest that ...; It would be a good idea if ..., One solution is ... and so on.

Dill ciliging off in an appropriate way: With best wishes; Yours sincerely; Sincerely yours; Yours Ministry of Educafaithfully.

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11 Form, Meaning and Function



Simple Present Tense

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

The Saudi Riyal (SAR) is the official currency of the Kingdom of Saudi Arabia.

It takes one million years for a glass bottle to decompose.

My parents **don't read** printed newspapers anymore.

Does Oman **belong** to the United Arab Emirates?

Simple Present versus Present Progressive

Use the simple present to talk about habits or routines.

Use the present progressive for actions occurring now or for a temporary situation.

The temperatures **change** with the seasons of the year. *(habit or routine)*

The temperatures in the poles **are changing** drastically. (happening now)

PERMANENT

TEMPORARY

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

Note: Some verbs are not often used in the progressive form:

believe, forget, hear, know, like, love, need, prefer, remember, see, understand, want, realize.

Time Expressions for the Present

We are **currently** studying for examinations. Most people recycle these days.

At present there are measures in place to tackle climate change. Air travel is more affordable **now** than it was in the past.

A.	Complete the sentences with	the words in parentheses.	. Use the simple pres	ent or the present progres	ssive of
the verbs.					
	1. Water	at 100 °C (212 °F), (boil)			

2.	The water	Pl	ease turn it off. (b	oil).		
3.	The scientists _		the cause of the	problem. (not/ur	nderstand)	
4.		in your count	ry in winter? (it/sn	ow)		
5.	The moon	ard	ound Earth. (go)			
6.	What	of my ic	dea? (you/think)			
7.	Currently, the n	umber of immigrar	nts in our country		(increase)	
8.	Most people		how important it	is to conserve er	ergy these days. (reali	ze)
9.	Dubai is part of	the UAE, but it		as many oil rese	erves as Abu Dhabi. (n	ot/have
10.	Ahmed has a p	art-time job on Sat	urdays, but he		_ today. (not/work)	

B. Look at the words in the box describing geographical features and green issues. Write sentences about some of the environmental problems the world is facing. Use the present simple and present progressive tense.

Flying is becoming a popular way to travel these days. This increases a person's carbon footprint on quite a massive scale.

polar ice caps • oceans and fishing • carbon footprint • air travel Ministry of deforestation • deserts • erosion • flooding • lakes • pollution • rivers 2023 - 1445

9. doesn't have

10. isn't working

Form, Meaning and **Function**

Simple Present Tense

• Go over the material in the presentation. Explain that we use the simple present to talk about things that are true in general, or happen all the time.

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 + v: 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.
- Remind students about the verbs not usually used in the progressive form.

Time Expressions for the Present

- Call on students to read the example sentences and write the time expression on the board: currently, these days, at present, now.
- Ask students to form four sentences of their own using each time expression.
- Students compare with a partner.

- Tell students to complete the exercise alone and compare their answers with a partner.
- Call on volunteer to eat out their sentences to the
- Ask the class to raise their hand if they hear an error. Encourage peer correction.

Answers

- 1. boils 5. goes
- 2. is boiling 6. do you think
- **3.** don't understand **7.** is increasing
- 4. Does it snow 8. realize

ß

- Go through the words and phrases in the box and elicit or explain the meaning of any unknown vocabulary items.
- Draw students' attention to the example given. As a class, elicit some more examples on the board.

Answers

Students' own answers.

Language Builder

We use the simple present to talk about permanent actions like habits or routines. We often use frequency expressions such as: always, usually, often, rarely, never, every day, once a month, on weekends.

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.

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

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.

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. Elicit the verb forms in the if-clause and the main clause. (simple present + simple present).
- When we use if to talk about the future, if means something may or may not happen. Elicit the verb forms in the if-clause and the main clause. (simple present + will/be going to + verb). Emphasize that we use the simple present in the if-clause even though we are talking about the future.
- Elicit the difference in meaning between an if-clause + may/might (the second event is not certain to happen if the event in the if-clause happens) and an if-clause + will (the second event is certain to happen if the event in the if-clause happens).
- Write one of the example sentences from the presentation on the board and elicit the question form. Point out that the Wh-question can come before or after the if clause. For example:
 - (If Noura doesn't do her homework, she may fail the class).
 - What will happen if Noura doesn't do her homework? OR
 - If Noura doesn't do her homework, what will happen?
- Ask students to choose other examples and practice forming conditional questions. For example: What happens if (when) you cook an egg in the microwave?

I'd Rather

Have volunteers read aloud the conversation. Elicit the meaning of would rather (= prefer). Explain that we use the base form of the verb after would rather but the infinitive after prefer. Point out that the negative of would rather is would rather not. For example: I would rather not drive there

(C)

 Before students write anything, have them look at the sentences one at a time. Elicit whether each one refers to a present fact or a future fact. Have students underline the if-clause in each sentence and circle the main clause. Check that students remember which verb forms to use in the different types of sentences.

- Have students do the task individually and compare answers in pairs.
- Walk around and monitor that students are writing the correct verb forms.

Answers

- 1. heat, boils
- 2. climb, will need
- 3. don't cross, will not bite
- 4. get, will see
- 5. mix, end up
- 6. doesn't obey, will get

n

- Have students skim the parts of sentences and answer any questions about vocabulary.
- Have students work in pairs to talk about what will possibly or probably happen in each situation.
- As an extension, give students a few minutes to complete the sentences in writing. Then have students switch partners and ask each other yes/no questions about the sentences. For example: If we don't reduce carbon emissions, will pollution increase to fatal levels?

Answers

Answers will vary. Sample answers:

- 1. global warming will get worse 4. the fish will die
- 2. they will know better how to protect the environment in the future
- 3. we will reduce our carbon emissions
- 5. we will save money on petrol
- 6. Students' own answers.
- 7. Students' own answers.
- 8. Students' own answers.

Workbook

Assign pages 283–284 for more practice with the form, meaning and function of the structures in the unit.



Teaching Tip

When dividing students into groups, four or five students per group should normally be the maximum number. If groups are any bigger, it can be difficult for all of the members to participate effectively in the activity.

Conditional Sentences with Present and Future Forms

You can use conditional sentences with if to talk about causes and results.

Present Facts

Use the *simple present tense* in both clauses.

If you cook an egg in the microwave, it explodes.

If you put water in the freezer, it becomes ice.

Future Facts

Use the *simple present* in the *if*-clause and the *future* with *be going to* or *will* in the result clause.

If we don't take measures now, the oceans will soon be completely depleted of fish.

If Imad doesn't go to college, he's going to be very sorry.

May/Might

Use may/might in the result clause to suggest something is possible, but not certain.

If Noura doesn't do the homework, she may fail the class.

If Imad doesn't go to college, he might not get a good job.

I'd Rather

Use I'd rather (= I would rather) to talk about preferences.

A: Would you rather go to the mall now or later?

B: I'd rather go now.

C.	Complete the sen	tences about facts. Use the simple present or <i>will</i> in th	ne second clause.			
	1. If you	(heat) water to 100 degrees Celsius, it	(boil).			
	2. If they	(climb) up to 4,000 meters, they	(need) oxygen.			
	3. If you	(not cross) its path, the snake	(not bite) you.			
	4. If we	(get) this HD television, we	(see) the game better.			
	5. If you	(mix) flour and water, you	(end up) with batter.			
	6. If he	(not obey) the speed limit, he	(get) a ticket.			
	 If we don't reduce carbon (CO₂) emissions, If we teach young children in school about green issues, 					
	3. If we find alternative sources of energy, 4. If we dump chemicals into the river, 5. If we take the bus to school,					
صلی Ministru of	6. If we have time III allia. 7. Your idea:	e,				

12 Project



- **1.** One of the goals of the G20 2020 Summit is to protect the planet. Design and make posters promoting **Going Green** in your school.
- **2.** Work in pairs or groups. Research conditions, practices, and places in your school that are not environmentally friendly, e.g. rooms where the lights or air conditioners remain switched on when not in use, leaking taps that waste water, lack of litter bins in certain areas, etc.
- **3.** Research and complete the chart with information and details about the place.
- **4.** Use the organizer to make notes. Then use your notes to prepare your poster. When you make a poster, remember to:
 - research and find suitable photos and pictures, or draw your own; consider other options such as making a collage with a series of pictures/photos
 - write short texts and/or slogans using your notes/ideas
 - use font that is large enough for people to read when the poster is on the wall
 - be selective; do not try to fit too much in because people who see it will miss the point you
 are trying to make
 - print out or write texts on separate sheets of paper so you can compose your poster in a more imaginative manner
 - include some realia, if appropriate, by gluing or attaching things to your poster, e.g. used up wrappers, used up markers, used up batteries, etc.



	Let's go green!							
	A condition, place, or practice in school that is harmful to the environment	The reasons it is harmful	What students can do to make it greener	Pictures/images we can use in our poster				
•								
<u> کیا حتا</u>	وزارة ا							
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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.
- Organize students in groups and have them brainstorm on practices that can change to contribute to a greener behaviour at their school or in their neighborhood.
- 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 greener practices. Tell them to include source material in Arabic if they need to use more information. Explain, however, that the information will need to be transferred to English. Point out that projects on greener schools have been launched recently with impressive results.
- Organize students in groups and have them make a checklist that they can use to research their school. Tell them to use the examples listed in 2 and add their own ideas.
- Go through directions for tasks 3 and 4. Elicit ideas and guidelines about poster presentations from volunteers. Go through the checklist of points to remember when making a poster. Have them reflect on things that did not go as well as they might have wanted and avoid repeating mistakes.
- Call on a student from each group to present the group's ideas for the class.
- Have groups make decisions and assign tasks to members of the group. Encourage them to communicate after school in order to talk to each other about what they found and coordinate the next stage in their preparation.
- Remind students that they will need a large sheet of paper (e.g. the size used for flip charts) or a large sheet of cardboard. Remind them that they will need short texts and captions for their poster.

- Allow time for research. This means that if students. don't have access to the internet or would like to take photos of certain places 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 poster for the next lesson.
- Call on each group to present their poster. Suggest that they take turns presenting each item that they have researched and collected information about.
- Display the posters on the wall if you can. Have students choose the poster they like best.



Additional Activity

Research and find out how people lived in the past, about a century ago. Find out where they bought food? Whether they grew their own vegetables and fruit, if products were packaged and how, what kind of materials were used for packaging, what kind of energy was used for heating, production, cooking etc. Compare life in the past with life off the grid. Identify similarities and differences and present them in class. Have a class discussion commenting on the similarities and differences.

2020 G20 Summit

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



13 Self Reflection

- Write Going Green 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 86 and 87. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:

How do you choose vegetables and fruit? Do you use plastic bags for shopping? What do you do after you use them?

What do you do with old batteries? Do you throw them in the bin?

Do you leave the tap on when you brush your teeth?

- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 88 and 89, ask them to complete some sentences. For example:

The leaflet recommends the computer when it is not in use. It is worth attempting water by turning the tap off when you are finished. They don't intend _ expensive car.

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 90 and 91. Call on volunteers to say what the Conversation is about in this lesson, for example: future career plans, future study plans, future homes and appliances
- Have students say what they remember from this section and make notes in the chart.
- Write Living Off The Grid 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 parts and ask them to answer questions like these.

What is your opinion about living off the grid? Do you think you could live off the grid? Why? Why

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Could you give up electricity and packaged goods? 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 alternative sources of energy if one decides to live off the grid. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 94 and 95 and make notes as before.
- Direct students to the 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Hold a class discussion about project work. Elicit ideas from the students and have them present their experiences for the class.

Did they have difficulty making decisions in their group? Why? Why not?

Did they feel that they had the chance to present their ideas?

Was it difficult or easy to collect information? Why? Why not?

Where did they find information? Where did they find photos?

Did they enjoy the poster presentation?

Would they change anything if they had the chance to do it again? What?

Did they enjoy designing the poster? Did everyone contribute?

Was there room for originality and creativity? Why? Why not?

- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions.

13 Self Reflection



Things that I liked about Unit 6:	Things that I didn't like very much:				
Things that I found easy in Unit 6:	Things	Things that I found difficult in Unit 6:			
Unit 6 Checklist	l can do this very well.	I can do this quite well.	I need to study/ practice more.		
evaluate how "green" I am					
discuss ways to be environmentally responsible					
make suggestions					
use gerunds after verbs					
use infinitives after verbs					
express preferences with I'd rather					
use simple present tense and the present progressive					
use conditional sentences with present and future forms					
	,				
My five favorite new words from Unit 6:	If you're still not sure about something from Unit 6:				
	read through the unit againlisten to the audio material				
	 study the grammar and functions from the unit again 				
	ask your teacher for help				

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7 There's No Place Like Home

1 Listen and Discuss 🕢



- 1. What do you think is the difference between a house and a home?
- 2. What are the most important things in your home?
- 3. Describe both the interior and exterior of your dream home.
 - What is home? A roof to keep out the rain? Four walls to keep out the wind? Floors to keep out the cold? Yes, but home is more than that. It is the laugh of a baby, the verse of a mother, the strength of a father, warmth of loving hearts, lights from happy eyes, kindness, loyalty, comradeship. Home is the first school . . . for young ones, where they learn what is right, what is good, and what is kind, where they go for comfort when they are hurt or sick; where joy is shared and sorrow eased; where fathers and mothers are respected and loved, where children are wanted; where the simplest food is good enough for kings because it is earned; where money is not as important as loving-kindness; where even the tea kettle whistles from happiness. That is home!
 - Ernestine Schumann-Heink
 - 2 No one realizes how beautiful it is to travel until he comes home and rests his head on his old, familiar pillow.
 - Lin Yutang

3 Bricks and mortar make a house, but the laughter of children makes a home. Irish Proverb

- 4 The best way to keep children home is to make the home atmosphere pleasant—and let the air out of the tires.
 - Dorothy Parker

- 5 A small house can lodge a hundred friends.
 - Egyptian proverb

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Unit Goals

Vocabulary Houses and apartments

Describing words **Functions**

> Talk about your dream home Describe things you are looking for

Grammar Adjective Order Too and Enough

Listening Listen for specific details

Pronunciation Stress on two-syllable nouns and verbs

Reading Saudi Vision 2030

Writing

Write a description of a home

Form, Meaning and **Function**

> Words Connected with Asking for, Understanding and Giving Directions Asking Someone to Repeat Something Expressing Requests, Offers, Promises, Warnings and Decisions The Future with Dependent Time Clauses

Quote 4

...let the air out of the tires.

Ask: What are the tires referred to in the quote? (the tires on a car) How will this keep the children home? (Letting the air out means the tires will be flat, and they won't be able to drive away.) This quote assumes the children are older teens or adults. Point out that the writer is being humorous or sarcastic.

Quote 7

There isn't enough furniture in the world...

Ask: What does furniture mean? The movable objects that are used to make a room or building suitable for living or working in, such as tables, chairs, or desks.

Quote 9

...one worn, comfy chair...

Ask: What does comfy mean? (a short, informal form of comfortable) Why is a worn chair more comfortable than a new chair? (Because it's probably soft and you don't need to be careful when you sit in it. You can relax.)

Have students work with a partner and take turns reading the quotes aloud. Then have each student tell his or her partner which quote he or she likes best and why.

Warm Up

With books closed, discuss the first two introductory questions with the class: What do you think is the difference between a house and a home? What are the most important things in your home? Then have students discuss the third question with a partner. Call on a few volunteers to describe their dream home for the class.

Listen and Discuss

- Play the audio. Have students listen and read along in their books.
- Draw students' attention to these phrases in the quotes and discuss their meanings.

Quote 1

...even the tea kettle whistles from happiness. AskaWhat is a tea kettle? (something used to boil water for tea) How can a rea kettle whistle? (When the water boils, many kettles make a whistling sound.)

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Culture Notes

Ernestine Schumann-Heink (1861–1936) was from a city near Prague, in what is now the Czech Republic. She had a long and varied career around the world.

Dorothy Parker (1893–1967) was an American writer of short stories and poems. She was famous for her sharp

Lin Yutang (1895–1976) was a well-known author. Born in China, he came to the U.S. in 1923 to study and lived there most of his life. He was known for his translations of Chinese literature into English.

May Sarton (1912-1995) was an American poet and novelist.

Phillip Moffitt is an author, a former CEO of Esquire magazine, and the founder of the Life Balance Institute, in California, U.S.A.

Quick Check



- Have students look at the words in the box and find them in the quotes.
- Have them work individually to complete the sentences.
 Then they compare answers with a partner.
- Check answers by calling on students to read the sentences aloud. Have them try to explain the meaning of each word in their own words.

atmosphere = the mood or feeling in a place, such as a home

comfort = help or kindness to someone who is hurt or feeling bad for some reason

lodge = to provide (someone) with accommodation

loyalty = showing constant support for someone, such as a family member or friend

furniture = The movable objects that are used to make a room or building suitable for living or working in, such as tables, chairs, or desks

shelter = to protect from something; a home protects people from the cold, wind, rain, etc.

mortar = a mixture of lime with cement, sand, and water, used in building to bond bricks or stones

(**Note:** Point out that *soulless* in the quote by May Sarton means without a soul. In this case, it is the house that is referred to, not a person.)

worn = damaged or in poor condition because of heavy use

Answers

- 1. loyalty
- 2. comfort
- 3. atmosphere
- 4. mortar
- 5. furniture
- 6. worn
- 7. shelter
- 8. lodge



Have students work individually or in pairs to answer
the questions with the name of the writer or *Unknown* if
the writer isn't known. Explain that a *burden* is a
duty or responsibility that is difficult and causes a lot
of work.

Check by salling on students to read their answers aloud.

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Answers

- 1. Make the home atmosphere pleasant
- 2. Answers may vary.
- 3. Answers may vary.
- 4. Dorothy Parker
- 5. Lin Yutang and Ernestine Schumann-Heink

2 Pair Work

- Have students work with a partner to write a quote about home. Note that except for the first quote, the quotes are all short. Give students a limit of 20 or 25 words for their quote.
- Have students share their quotes with the class. You
 might make a display of the quotes similar to the one
 in the book, writing quotes on and around artwork of a
 house.

Workbook

Assign page 285 for practice with the vocabulary of the unit.



Teaching Tip

Try to establish the classroom as an "English-only" zone, even for informal exchanges not directly related to the lesson. For example, students should ask in English for things like the loan of a pencil and use English to ask questions, like *What are you doing after class?*



Additional Activity

Have students do an online search of quotation sites for more quotations about *home*. They can choose a couple they like and bring them to class. Have several students share their quotes with the class, explaining what the quote means.



The saying, *There's no place like home* first became famous in a chant called "Home, Sweet Home," written in 1823 by American writer and actor John Payne.



There isn't enough furniture in the world to make a house without love feel like a home. — Unknown

A house is a home when it shelters the body and comforts the soul.

Phillip Moffitt

9

A house that does not have one worn, comfy chair in it is soulless. — May Sarton

10

A small, old house filled with love is better than a large. new house with none.

Unknown

Quick Check ✓

A. Vocabulary. Complete the sentences with one of these words:

atmosphere loyalty mortar furniture comfort worn lodge shelter

- **1.** The people showed to the king by putting his face on the new coin.
- 2. When children have nightmares, mothers give _____ with loving words.
- 3. The museum has a quiet and peaceful
- 4. Some houses are built from bricks and
- 5. They had no money to buy _ so they used boxes as chairs.
- 6. We've had this couch too long. It's starting to look
- **7.** We used the tree for ___ during the storm.
- 8. A hotel with many rooms can _____ many people.
- **B.** Comprehension. Answer the questions.
 - **1.** What's the best way to keep children at home?
 - 2. What do you think is the difference between a house and a home?
 - 3. What do you think is the real meaning of proverb 5?
 - **4.** Who wants to keep his or her kids at home?
 - **5.** Who sees home as a perfect place?

2 Pair Work 🔛



With a partner, write your own quote about home. Share it with the class.

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3 Grammar 💹



Adjective Order

When you use more than one adjective before a noun, the adjectives go in a certain order. The order is determined by category. Adjectives usually follow this order:

Opinion	Size/Shape	<u>Age</u>	<u>Color</u>	Nationality	<u>Material</u>
expensive	large	young	red	Saudi Arabian	glass
difficult	round	ancient	turquoise	British	wooden

The **beautiful**, **old**, **stone** house has been put up for sale.

I have two large, brown sofas in my living room.

Note: Usually, only one to three adjectives are used to modify a noun at a time.

Too and Enough

Too can be placed before adjectives and adverbs.

She can't reach the shelf. She's **too** short.

You're talking too loudly. I can't hear the news.

Enough can be placed after adjectives and adverbs.

She can reach the shelf. She's tall enough.

You're talking *loudly* **enough**. Everyone can hear you.

Enough can be placed before nouns.

They should buy their own home. They have **enough** money.

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

You're **too** sick to leave the house today.

You're not well **enough** to go to work today.

I have **enough** days off to go on a trip.

- A. Rewrite each sentence, putting the adjectives in the correct order. Add commas where necessary.
- There is a (round / small) table in the kitchen.

There is a small, round table in the kitchen.

- 1. Our new apartment is in a (brick / small) building.
- 2. The apartment has a (old/Egyptian/wonderful) rug.
- 3. There are (new / enormous) windows.
- **4.** Unfortunately, there are (ugly / velvet / brown) curtains in the living room.
- **5.** But there are (lovely / silk / yellow) curtains in the bedroom.
- 6. The apartment has a (formal / large) dining room.
- •7. It has (wood / beautiful / old) floors.
 - 8. The (old-fashioned / orange / small) bathroom needs to be remodeled.

Ministry of 101 uAc(tiAmerican / nice / large) family lives next door.

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3 Grammar

Adjective Order

- Remind students that in English adjectives usually go before a noun. Read the explanation in the chart with the class. Emphasize that we would almost never use more than three adjectives at one time, and two would be more common.
- Practice briefly by having students describe some classroom objects, using two or three adjectives. For example: a thick, red, English book; a long, yellow pencil; an expensive, new computer.

Too and Enough

- Remind students that too means more than is necessary or wanted. Enough means sufficient, the amount of something that is needed. Give students a couple of minutes to read the explanations and the examples.
- Review the placement of too and enough by writing the following sentences on the board and asking students to come up and add the word too or enough. (Don't include blanks in the sentences. Students should decide where to put the words.)

Shh! You're noisy. (too)

(You're too noisy.)

We don't have time to do that exercise. (enough)

(We don't have enough time to do that exercise.)

The house is clean. (enough)

(The house is clean enough.)

That house is small for a family of eight people. (too)

(The house is too small for a family of eight people.)

Is that old chair comfortable? (enough)

(Is that old chair comfortable enough?)

 Have students look for examples of too and enough in the quotes on pages 100 and 101.

Language Builder

Adjectives come after nouns that refer to measurements. For example:

He's six feet **tall**.

They were two hours late for the meeting.

They also come after indefinite pronouns, such as someone, nothing, and everywhere. For example:

Did you ever meet anyone famous?

He said something very important.



- Ask a volunteer to read aloud the directions and the example. Then do the first sentence with the class as an additional example. Write the sentence on the board and have a student come up and write the adjectives in the correct order.
- Have students work individually to rewrite the rest of the sentences.
- Then have them check answers with a partner. If they disagree about the order, have them refer back to the Grammar chart.
- Check answers by having students write the adjective phrases on the board.

Answers

- 1. small, brick building
- 2. wonderful, old, Egyptian rug
- 3. enormous, new windows
- 4. ugly, brown, velvet curtains
- 5. lovely, yellow, silk curtains
- large, formal dining roombeautiful, old, wood floors
- 8. old-fashioned, small, orange bathroom
- 9. comforting, light blue color
- 10. a nice, large, American family



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- Ask a volunteer to read aloud the directions and the example. Then do the first item as an additional example with the class.
- Have students work with a partner to write the rest of the sentences. You could have one student write the even-numbered sentences and the other student write the odd-numbered sentences. Then they check each other's work.
- Check answers by calling on students to read the sentences aloud.

Answers

- 1. The lobby is too dirty. It isn't clean enough.
- 2. The walls are too thin. They aren't thick enough.
- **3.** The neighbors are too inconsiderate. They aren't considerate enough.
- 4. The neighbors talk too loudly. They don't talk softly enough.
- 5. The painter painted too carelessly. He wasn't careful enough.
- 6. The bed is too soft. It isn't firm enough.
- 7. The atmosphere is too unfriendly. It isn't friendly enough.
- 8. The bus stop is too far. It isn't close enough.
- 9. The furniture is outdated. It isn't modern enough.
- 10. The mortar is dry. It isn't wet enough.

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- Ask a volunteer to read aloud the directions and the example. Elicit a few other possible completions for the sentence stem *I'm not tall enough* ______.
 (For example: I'm not tall enough to see over your head, to touch the ceiling, to reach the cabinets, etc.)
- Have students work individually to complete the sentences. Then have them take turns reading their sentences to a partner.
- Have several students read their answers for the class.

Answers

Answers will vary. Sample answers:

- 1. I'm tall enough to reach the top shelf.
- 2. I'm not tall enough to see over the fence.
- **3.** I'm too young to vote in the election.
- 4. I'm old enough to make my own decisions.
- 5. I don't have enough money to buy a car.
- 6. I speakenough English to order food in a restaurant.



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- Arrange students in pairs to discuss their opinion of the house using multiple adjectives and too and enough.
- Then have students work individually to write down sentences describing the house. Call on volunteers to describe the house for the class.

Workbook

Assign pages 286–288 for practice with the grammar of the unit.



Teaching Tip

The order of adjectives is another point that is best learned through extensive practice rather than just rote memorization of the rule. Consider that a native English speaker orders adjectives in this way automatically.



Additional Activity

graduation last year.

Play a sentence dictation game. Prepare several long sentences using two or three adjectives or phases with too and enough and write them on slips of paper. (Sentences should all be about the same length.) Divide the class into small groups. Call one student from each group to the front of the class and give each a slip of paper with a sentence on it. Give them 30 seconds to read and memorize their sentence. Then they have to go back to their group (without the slip of paper) and dictate the sentence for the other students to write. When they think they have written the sentence correctly, one student writes the sentence on the board. The first group to write their sentence correctly on the board wins a point. The following are some possible sentences: My parents bought me an expensive, German racing bike for my

The house has a large, formal dining room, but there aren't enough bedrooms in it for our family.

The living room is a quiet, peaceful place full of big, comfortable chairs and lots of bookshelves.

- **B.** Use the words to write one complaint using **too** and one complaint using **enough**.
- ho the elevator moves / slowly / quickly <u>The elevator moves too slowly</u>. It doesn't move quickly enough.
 - 1. the lobby / dirty / clean
 - 2. walls / thin / thick
 - **3.** the neighbors / inconsiderate / considerate
 - 4. the neighbors talk / loudly / softly
 - **5.** the painter painted / carelessly / carefully
 - **6.** the bed / soft / firm
 - **7.** the atmosphere / unfriendly / friendly
 - 8. the bus stop / far / close
 - **9.** the furniture / outdated / modern
 - **10.** the mortar / wet / dry
- **C.** Complete each sentence with an infinitive.
- im not tall enough to be a basketball player.
 - 4 13 1 11

 - 3. I'm too young
 - 4. I'm old enough
 - 5. I don't have enough money
 - 6. I speak enough English
- $\ensuremath{\textbf{D}}\xspace.$ Look at the picture. Describe the houses using multiple adjectives.

Then give your opinion of the houses using **too** and **enough**.



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4 Conversation <a>



Ahmed: Where are you going to live when you

start college in the fall?

Hameed: I don't want to live on campus. There's too

much noise when you're trying to study, and there aren't enough places to go when you want to socialize. So, I'm going to get an

apartment off campus.

Ahmed: Cool! What kind of apartment do you

have in mind?

Hameed: Well, I'm hoping to find a large, modern place

with an extra bedroom for visitors. It has to have parking. And, of course, it has to have a

washer and dryer.

Ahmed: Hold on! Do you have enough money for

an apartment like that?

Hameed: Why? Do you think it would be very expensive?

Ahmed: You are clearly out of touch with rental

prices! You need a reality check. An

apartment like that will cost an arm and a leg.

Hameed: Like how much?

Ahmed: We're talking megabucks—maybe fifteen

grand a month.

Hameed: Fifteen thousand rivals? I had no idea.

I thought it would be a lot less than that.

Ahmed: Only if you want to live in a tiny

apartment way outside of the city.

Hameed: Well, maybe I shouldn't be in such a rush

to move out. I could live at home with my parents just for the first year...



Real Talk

Cool! = Great!

Hold on! = Stop for a moment!

out of touch = don't have a realistic idea

reality check = an assessment of how realistic

something is

an arm and a leg = a large amount of money

megabucks = a large amount of money

grand = thousand

About the Conversation

- **1.** What kind of apartment is Hameed looking for?
- 2. Why does Ahmed tell Hameed that he needs a reality check?
- 3. What decision does Hameed make at the end of the conversation?

Your Turn. . . .

Role-play with a partner. Tell your partner about something you are looking for, such as a university or a new computer. Use phrases from the box. Ministry % If parties will ask questions to find out more 2023 - 1/16/2 mation.

Describing What You Are Looking For

I'm looking for... What I have in mind is... I have my heart set on... I'd love to find... I'm hoping to find... It's essential that I find...

4 Conversation

- Have a brief discussion with the class about going away to college. Explain that in the U.S. it is common for students to go away from home for college or university studies. Many students live on campus in dormitories or other housing facilities for students.
 Some schools allow students to live off campus in their own apartments if they can afford it.
- Ask students: Do college and university students in this community usually live with their families? Why or why not? Where do they live if they come from another town or city?
- With books closed, tell students that they are going to listen to a student talking about where he's going to live when he starts college.
- Play the audio. Have students listen with their books closed.
- Have several different students tell you one thing that they understood from the conversation. Make notes of their answers on the board.
- Play the audio again. Have students listen and read along in their books.
- Review the notes on the board and correct them as necessary.

Real Talk

 Model the expressions in the Real Talk box for students to repeat. Discuss the expressions with the class.
 Point out that Ahmed is the one who uses all of these expressions. Ask why he says each of the following:

Cool! (At first Ahmed thinks that Hameed's idea about the apartment is great.)

Hold on! (When Ahmed hears more about his plans he tells him to stop talking for a minute.)

out of touch/reality check (Ahmed uses both of these expressions to tell Hameed that his plans aren't realistic.)

an arm and a leg/megabucks (Ahmed is telling Hameed that the kind of apartment he wants will be very expensive.)

grand (This is an informal expression for one thousand riyals.)

Ask a few questions about the students' own experiences to elicit use of the expressions. For example:

P. What doyol Think is cool?

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Do you ever feel that you are out of touch with something?

When would you tell someone that they need a reality check?

What would you describe as costing an arm and a leg or megabucks?

 Put students in pairs to practice the conversation. 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 the questions and answer them.
- Discuss the conversation with the class. Ask questions such as the following:

What do you think of Hameed's plan?
Is it better for university students to live on campus or off campus?

How much would an apartment like the one Hameed wants cost in your city?

Answers

- He wants a large modern apartment off campus with an extra bedroom, parking, and a washer and dryer.
- 2. He will not be able to afford an apartment like that.
- 3. He decides to keep living at home for another year.

Your Turn

- Call on a student to read the directions aloud.
- Focus students' attention on the box of phrases used to describe what you are looking for. Explain that these phrases are often used as an introduction to a description.
- Ask: Which expression does Hameed use in the conversation? (I'm hoping to find...)
- Brainstorm with the class a couple of ideas for topics they can use for their conversations.
- 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 describing what they're looking for. Check also that students are not writing the conversations. Explain that this is intended as speaking practice, not writing.
- Invite one or two pairs to act out their conversations for the class. Or have each pair act out their conversation for another pair.

5 Listening

- With books closed ask students about things that they would hope to find in a rental apartment. Make notes of their answers on the board.
- Have students open their books and look at the list of factors in the exercise. Compare them with the notes on the board.
- Play the audio twice. The first time, students just listen. The second time, they check the items they hear.
- Play the audio again, pausing after each item to check answers with the class.

Answers

The following should be checked: 1, 2, 3, 6, 9, 10

Audioscript

Finding the right apartment to rent can have a big impact on your life. Still, finding the right rental doesn't have to be an overwhelming project if you know what to look for. Here are some of the most important factors to keep in mind.

The location of the apartment is extremely important. You might find a beautiful, big apartment, but if you don't like the neighborhood, you're probably not going to be happy in your home. Ask yourself, "Do I like the feel of this neighborhood? Is it convenient for shops and transportation? Is it safe enough?"

Is having a lot of light important to you? Then be sure to check the number and size of windows in the apartment and whether they are facing south. If an apartment doesn't have enough light, you may find it to be a depressing place to live.

Check the size of the rooms to make sure your furniture will fit. After all, the last thing you want to discover on moving day is that your queen-sized bed won't fit into the bedroom! Also check that there is enough closet space to fit all of your clothes.

Do you have a pet? If so, find out whether pets are allowed in the building. If you don't like or are allergic to pets, you might want to look for an apartment in a building that does not allow them.

Do you have a car? If so, you should check to see if a parking spot is included in the rent. You should also check the convenience and safety of the parking.

And lastly, be sure to read every word of the rental contract. If there is anything you don't understand, get clarification before you sign the contract

The apartment you choose will be the place you wake up in and go home to each day. So it's worth taking the time to carefully consider these factors fryou do you are bound to find a rental that is just right for you.

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6 Pronunciation

- Write on the board these sentences with the word contract: Read the rental contract carefully. Wash your hands often so you don't contract my cold.
 Read the sentences modeling the two pronunciations of contract. (noun: CONtract, verb: conTRACT)
- Play the audio for the explanation and sentences. Have students listen and read along.
- Play the audio for the sentences 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. They should first match the words they are sure of and then guess the other words.



• Have students compare answers with a partner.

Answers

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

Workbook

Assign page 289 for additional reading practice.



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.



Additional Activity

Make a list of some of the longer words in the unit. Model the pronunciation for students to repeat and have them underline the stressed syllables. Possible words include: **com**fortable, **at**mosphere, **loy**alty, considerate, and amenities.



Statistics show that students who live on campus during their college years are happier with their college experience than those who live off campus. They also have a higher grade point average.

5 Listening 🐚



Listen to the real estate agent talk about important factors to consider when looking for an apartment to rent. Tick the factors mentioned.

- **1.** \square the neighborhood
- **2.** \square the number of windows
- **3.** \square the number of closets
- **4.** □ the number of lights
- **5.** \square the number of neighbors
- **6.** \square the size of the rooms
- **7.** \square the size of the building
- **8.** Whether outdoor barbecues are allowed
- **9.** \square whether pets are allowed
- **10.** \square whether a parking spot is included



6 Pronunciation



In English, there are many two-syllable words whose part of speech and meaning change if you change the stress. Stress the first syllable of most two-syllable nouns. Stress the last syllable of most two-syllable verbs. Listen and practice.

- 1. Finding the right apartment can have a big **impact** on your life.
- 2. Paying rent that is too expensive for you can **impact** your lifestyle.
- 3. Finding the right apartment doesn't have to be an overwhelming project.
- **4.** When you go to a job interview, you should **project** a sense of confidence.
- 5. Be sure to read every word of the rental contract.
- **6.** Some people **contract** dangerous viruses while they are traveling abroad.

Vocabulary Building



- A. You will see these words in the reading on pages 106 and 107. Match the words with their meanings.
- **1.** _____ asset
- **2.** _____ hub
- **3.** _____ nurture
- 4. ____ cultivate
- 5. potential •
- a. to care for, help, or encourage the development and growth
- **b.** the center of a region
- c. a useful or valuable thing, person, or quality
- d. capacity for growth and development; possibility
- e. to improve or develop by study or training
- B. Check your answers with a partner. If you do not understand the meaning of a word,
- **ுப்**ரிப்பிரை in a dictionary.

Ministry of Education

8 Reading



Before Reading

Work in pairs. Which do you think are the main strengths of the people and the economy of Saudi Arabia? Read the passage and underline all the positive features about people and the economy.



The Kingdom of Saudi Arabia is blessed with a significant wealth of natural resources, an Islamic, family oriented society and extraordinary opportunities for economic growth. The nation's Islamic faith, national identity, culture and heritage make it special and provide limitless potential for development.

The nation is honored to welcome and serve an increasing number of pilgrims and visitors, from across the globe, every year. The expansion of the Two Holy Mosques and the upgrading of services and facilities had helped to cater for 15 million visitors from its development until 2020. These improvements will continue to ensure that all pilgrims are well looked after when they visit.

The People

Saudi Arabia's 2030 vision is largely based on the ambition, determination and talents of its people and their Islamic values. It is important, therefore, for the members of the Saudi society to be supported by social, health care and educational systems in order to cultivate and nurture its children in the best way possible to prepare them for a promising future.

Cultural and entertainment projects will include the establishment of libraries, galleries, museums and the organization of different types of events and activities. Housing and community development projects will provide a pleasant, secure and sustainable environment for the citizens of the Kingdom.

An updated educational system will provide high quality learning and develop available talent and potential. Graduates will have the knowledge and skills required by the job market and access to many opportunities for professional development.

The Economy

The Kingdom's economy has great growth potential. A diversified and renewed business environment will offer employment opportunities to all citizens and attract new investors. Improved and updated services and facilities will attract small and large companies, interested in participating actively in a dynamic economy. Telecommunications and information technology will be updated and made available in urban and rural areas.

The Kingdom's strategic position that connects the waterways of three continents, Europe, Africa and Asia, will make it a leading trading and transportation port for cargo from different countries across the globe. Streamlined government services will facilitate the introduction of new business sectors and partners and support growth. Investment opportunities will be increased through privatization of state owned assets and agencies.

The Kingdom of Saudi Arabia will be a leading business hub with limitless opportunities for the development of new talent and creative enterprises.

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Minist Adapted dram the text of the Vision Programs at https://vision2030.gov.sa/en and from the text that was drafted by the 2023 Council of Economic and Development Affairs as instructed by the Custodian of the Two Holy Mosques, King Salman.

8 Reading

 Have students work in pairs and do the first part of the Before Reading Task. Ask them to make notes about the main strengths of the people and the economy of Saudi Arabia.

Then have students read the text and do the second part of the **Before Reading** Task. Encourage them to help each other. Check answers as a class.

Play the audio and have students listen and read along in their books.

READING STRATEGY

Scanning for specific information

- Explain to students that it is sometimes necessary to look for specific facts in a text without rereading the whole thing. To do this you run your eyes quickly over the page, looking for specific words or phrases that will probably lead to the information you need.
- Have students scan the text for the answers to the following questions. They should focus on looking for the underlined words and expressions in the questions.

Which factors make the Kingdom of Saudi Arabia special?

(the nation's Islamic faith, national identity, culture and heritage)

How many <u>visitors</u> were expected through the year **2020?** (15 million)

What is Saudi Arabia's 2030 vision based on?

(the people's Islamic values, their ambition, determination, and talents)

What will <u>cultural and entertainment projects</u> include?

(libraries, galleries, museums, and different types of events and activities)

What kind of <u>environment</u> will Saudi citizens live in? (pleasant, secure, and sustainable)

How will the <u>renewed business environment</u> benefit the economy?

(it will offer employment opportunities and attract investors)

How will <u>streamlined government services</u> benefit business?

(support growth, new business sectors, and partners)

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- For vocabulary practice, have students find and underline the words in the text. .
- Discuss what each word means in the context of the article.

significant (paragraph 1)

Ask: **What is significant in the text?** (wealth of natural resources)

What does it mean? (very important) potential (paragraph 1)

Ask: **What kind of potential?** (limitless potential for development)

What does it mean in this context? (non-ending ability to grow, to develop)

Can you give some examples? Which areas might develop? (business, education, production, science, scientific research, environmental projects, etc.)

accommodate (paragraph 2)

Ask: What does accommodate people refer to here?

(provide a place to stay, cater for the needs of the visitors)

cultivate (paragraph 3)

Ask: What does cultivate its children mean?

(devote time, thought and attention to developing the right attitudes and values)

sustainable (paragraph 4)

Ask: What does sustainable mean here?

(an environment with good/ environmentally correct conditions that can be maintained for a long period of time)

Can you suggest some factors that would make an environment sustainable? (trees, plants, water, parks, community services, playgrounds, etc.)

assets (paragraph 7)

Ask: What is the meaning of assets in this context?

Advantages or property?

(property of certain value)

hub (paragraph 8)

Ask: What do you think a *leading business hub* involves? What happens there?

(one of the top centers of (international) business, that many enterprises use to conduct operations)

After Reading

- Have students work individually to answer the questions. Then have them compare answers with a partner. If their answers are different, they should discuss and decide which is correct.
- Check and discuss the answers with the class.

Answers

Answers will vary. Sample answers.

- The Kingdom's wealth of natural resources, its Islamic, family oriented society, its strategic position and opportunities for economic growth.
- The Saudi society needs to be supported by social, health care and educational systems that will help it raise its children in the best way possible to prepare them for the future.
- Cultural and entertainment events, libraries, galleries, museums, community projects.
- 4. The educational system will be updated to provide high quality learning and develop available talent and potential. It will provide the knowledge and skills required by the job market.
- The Kingdom's position connects the waterways of three continents, Europe, Africa and Asia. This give it a unique advantage as a trading and transport hub.
- **6.** Factors include a) streamlined government services that encourage the setting up of new businesses and the creation of new business sectors, b) the privatization of state owned assets and agencies.

Speaking

- Put students in pairs to think about and discuss an imaginary family in their city/town in 2030. Have them work individually if they prefer to think about their own family in 2030.
- Remind them to make notes in the chart, so they can present and discuss their ideas later in class.
- Form larger groups by putting two or more pairs together. The pairs then present and discuss their ideas.
 Optional: Ask groups to combine their ideas and create a new imaginary family to present in class.

Workbook

Assign pages 290–291 for additional writing practice at word and sentence level



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Teaching Tip

When leading class discussions, don't volunteer your own ideas or opinions unless absolutely necessary. Focus instead on getting students to react to each other's ideas. A successful class discussion is one with very little teacher talk and a lot of student talk



Project: Design A 2030 House

Have students work with a group to design their own 2030 house. They can find more information about future house designs by searching the Internet for the homes in this unit and others. They present their designs to the class, including drawings of floor plans and pictures.



According to one survey, 75 percent of homes in Canada have 5 or more rooms. This is the most in the world. Over 70 percent of homes in New Zealand, the U.K. and the U.S. also have over 5 rooms. Sweden (23 percent), Austria (19 percent), and Finland (14 percent) are among the countries where fewer houses have more than 5 rooms.



After Reading

- 1. What are the main strengths of the Kingdom of Saudi Arabia?
- 2. What kind of support is necessary for the Kingdom's society to prepare for 2030?
- 3. What types of events and activities will be available for citizens?
- **4.** How will the educational system differ compared to the past?
- 5. In what way will the Kingdom's geographical position affect its role in international trade?
- **6.** Which factors will affect investment opportunities?

Speaking 🞑



- 1. Work in pairs. Think about your family or an imaginary family in your city/town in 2030.
- 2. Make notes in the chart about:
 - members of the family (age, jobs, plans)
 - the area and the house they live in
 - technology and telecommunications
 - · travel and entertainment activities
 - culture and education
- **3.** Use your notes to compare ideas in groups or in class.

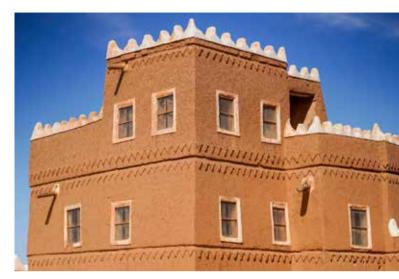
	Family members	Area & Housing	Technology & Telecommunications	Travel & Entertainment	Culture & Education	Other
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10 Writing



- **A.** Look at the photos. Where do you think these houses are? What are they made of?
 - 1. Read the text and find out.
 - · What is adobe?
 - What is special about the house?
 - Are the back and front of the house similar? How do you know?
 - What is part of the floor made of? Why?
 - 2. Read the text again, find out, and highlight.
 - Which rooms does the writer mention?
 - What can the writer see, smell, and feel in the house?
 - **3.** Would you want to live in a house with a glass floor? Why? Why not?



Thome over the canyon



When people talk about unusual homes, I think of our friends' dream home in New Mexico, on which they spent all their savings building it.

On the outside, the house looks like most adobe homes in the area. Adobe is made from sand, clay, water,

and organic material that are shaped into bricks and left to dry in the sun. Our friends' house is a beautifully-designed, large adobe home with a drive and a large cactus tree near the entrance. It has soft lines, and is less angular than conventional urban homes.

When you go through the door, you find yourself in a beautiful, spacious room with large windows and sunlight streaming in. Large windows are unusual for dobe fromes. But this is no ordinary home. Part of the house juts out of the adobe shell that can be seen from the street and stretches to the end of a cliff. You

walk past a kitchen fitted with a cast-iron stove and hand-made wooden cabinets that give off the most enticing smells of cumin and chilies and herbs. It is so real; you can almost taste the food.

The spacious room that you step into when you enter the house stretches in all directions. You walk towards the sitting area. When you get closer, you need to brace yourself as the most spectacular view imaginable unfolds before your eyes. All of a sudden, you are no longer stepping on wood, the floor is hard, and your footsteps make a strange resounding sound. You look down and wonder whether you have been transported in space and time; you are looking into the gaping canyon. You think you are falling into it; you can almost feel the air whooshing past.

Part of the floor is made of thick custom-designed glass. You might like it or hate it, but however you feel you have to admit it is unique. This is the way I feel about this house and the day I spent there. It was a unique, unforgettable experience even if I wouldn't choose to live with a glass floor over a canyon for the rest of my life.

Would you?



10 Writing

A

- Direct students to the photos and ask them if they have seen houses like the ones in the photos anywhere.
 Ask them to read and discuss the questions for A. Elicit answers from volunteers.
- Direct students to the title A home over the canyon.
 Elicit or explain what a canyon is: a deep valley with very steep, sharp, rocky sides. Usually, a canyon had a river running through it. A lot of canyons nowadays are dry.
- Ask students to imagine where the house might be in relation with the canyon. Call on a couple of students to draw on the board.
- Have students read the directions for tasks 1. Give them time to read the text individually and answer the questions. Have them compare with a partner. If they disagree on the answers refer them back to the text.

Answers

- Adobe is building material that is made from sand, clay, water and organic material that is shaped into bricks and left to dry in the sun.
- It's a beautifully designed, large adobe home with soft lines./Part
 of the house juts out of the adobe shell and stretches to the end
 of a cliff.
- No, they aren't. The front of the house that can be seen from the street is that of a large adobe home with a drive and a cactus tree at the entrance. The back of the house has large windows and stretches to the end of the cliff. (first 5 lines of paragraph 2)
- Part of the floor is made of thick custom-designed glass to allow a unique view of the canyon below.
- Read the directions for 2. Play the audio and have students listen and follow in their books. Ask them to highlight the answers in the text.

Answers

- A spacious room that stretches in all directions and the kitchen.
- He can see: the door, large windows, sunlight streaming
 in, the street, the cliff, the kitchen, the wooden cabinets,
 the sitting area, a spectacular view, the gaping canyon
 He can smell: the most enticing smells of cumin and chilies and
 herbs.

He can feel: the hard floor, the air whooshing past (he imagines this)



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- Ask them to check with a partner and discuss answers in class if necessary.
- Have students read the directions for 3. Ask them to think of arguments/ reasons for their answers. Discuss answers in class.

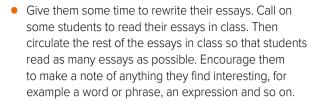


Additional Activity

Organize students in small groups and have them think about unusual locations for homes. For example, 'a home over the lake', or 'a home over the river'. Ask students to discuss the kind of house they have in mind in their groups and list the reasons for its location.



- Tell students that they are going to write a descriptive essay about a home.
- Read directions 1 and 2 with the class.
- Organize students in pairs and have them talk to each other about the homes they have in mind.
- Call on a volunteer to read the directions for 3 and have students study the chart.
- Direct students to the Writing Corner. Have a student read each point aloud and discuss it in class. Explain to them that:
 - When they brainstorm, they should just concentrate and try to remember or imagine as much as they can without worrying about whether it is useful or not. Tell them to make a note of whatever they remember or think about as it comes to them. They can think about organizing later.
 - 2. An initial outline will help them organize their thoughts and/or information, even if they decide to change it later.
 - 3. They should include factual information to help the reader understand and visualize as well.
 - 4. They should try to close their eyes and visualize the place so they can describe the image they have in their minds for the reader.
 - 5. They should not feel self-conscious about using different senses. We perceive of things through more than one sense
 - The sense of smell is sometimes underrated. It is definitely worth remembering and making use of it as it is the best retained memory for most of us.
 - 7. Focusing on the time they enter the house and the time they leave will help them introduce and round up their impressions and essay more effectively.
- Have them complete the chart individually. Tell students to concentrate and visualize the house.
- Allow time for the students to make their notes and compare/check with their partner. Remind them to make notes, not write full sentences.
- Have students use their notes in the chart to write
 a descriptive essay about the house, 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.



- Post the essays on the board or on the wall and have them 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 the reader's attention most 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 the opening and closing lines of their essays aloud for the class. Have the rest of the class guess what kind of house is being described. For example, a traditional house in the city/town, a modern house in the country, an old country house, a modern apartment building, a farmhouse, etc.

Workbook

Assign page 292 for additional writing practice above word and sentence level.

Assign Writing Skills 3 on page 365 to review rules for punctuation.

- B. 1. Choose a home to write about. It can be yours or another home you know well.
 - 2. Remember/think about what you see, hear, feel, and smell in various rooms of the house.
 - 3. Make notes in the chart and use them to write a descriptive essay about the house.

Rooms and other places	l can see	I can hear	I can feel and/ or touch	l can smell
Exterior				
Garden				
Living room				
Dining room				
Kitchen				
Study/den				

My Grandparents' House The home that means the most to me is my grandparents' house. Each time I go there, I feel a sense of comfort and warmth. Now that I'm in college, I don't get to spend much time there. But whenever I miss it, I just imagine it. When you first walk into my grandparents' house...

Writing Corner

When you write a descriptive essay:

- brainstorm about the topic and write down as many notes as you can about your memories and impressions of the house/place.
- make an outline of your essay and decide what each paragraph/section is going to focus on.
- include factual information, e.g. size, number of rooms, etc. as well as feelings/impressions.
 - visualize the place you want to write about so you can help your reader visualize it too.
- التارية different senses, i.e. sight, feelings, smell, sound, and taste to make it more vivid.
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- 2023 1445 think of the first and last thing(s) you see, hear, feel, or smell (or almost taste) when you are there.

11 Form, Meaning and Function

Words Connected with Asking for, Understanding and Giving Directions

Some words and phrases we commonly use when asking for and giving directions are:

Excuse me, I'm looking for Could you tell me whereis? Can you tell me how to get there? Am I headed in the right direction for? Turn left/right. Take a left/right. Take the first/second left Go straight for a few miles. Keep going until you see When you get to you'll see	Asking For Directions	Giving Directions	
If you see you've gone too far.	Could you tell me whereis? Can you tell me how to get there?	Take a left/right. Take the first/second left Go straight for a few miles. Keep going until you see	

Understanding Directions and Asking Someone to Repeat Something

Asking Someone to Repeat Something
Can/Could you repeat that, please?
Could/Would you say that again?
What did you say about?
Excuse me, but I didn't catch the last part/the part about
I'm sorry. I didn't catch that.
Would you mind repeating that?

۹.	fand and Faisal from the charts	are driving to a friend's home. Read the conversation. Complete the gaps with a word or phrase above.
	Fahd:	I don't know why Google Maps can't find Al Nadwa Street. I think we'd better stop and ask for directions. 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. (1.) <u>We're looking for</u> Al Nadwa Street.
	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 Al Safarat Road?
	Faisal:	Oh, yeah! That must be it. I just got the street name wrong.
	Fahd:	(2.)?
	Attendant:	It's not far. You need to (3.) out of here. Then (4.) for a couple of miles. (5.) Keep going an ice cream shop. If you see the Town Hall, (6.) (7.)
		after the ice cream shop and you'll be on Al Safarat Road.
	Faisal & Fahd:	Thanks.

B. Role-play with a partner. Imagine you are standing outside your school and it puls yery prowyled and noisy. Ask your partner how to get to his or her home (or Minisone other destination) from school. Your partner will give you directions. Ask 2023 your partner to repeat something. Use phrases from the charts above.



Form, Meaning and **Function**

Words Connected with Asking for, **Understanding and Giving Directions**

- Focus students' attention on the phrases in the box. Provide a model of the phrases as necessary. For example, tell students how to ask for a nearby location using the phrases in Asking For Directions: Excuse me, I'm looking for the school canteen. Could you tell me where it is?
- Ask students to give you directions to your location. For example: Sure. Turn left and go straight down the corridor. Keep going until you see ...

Understanding Directions and Asking Someone to Repeat Something

- Focus students' attention on the phrases in the box. Read them aloud with appropriate intonation for students to repeat.
- Explain or elicit the function of the words and phrases in the context of asking for and giving directions. (To ask someone to repeat something.)

Culture Notes

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



- Call on a student to read out the directions to the exercise. Check students understand what they have to do. Ask: What are you going to read? (a conversation) Who is speaking? (Fahd and Faisal) Where are Fahd and Faisal going? (a friend's house) Where will you find the words and phrases to complete their conversation? (in the presentation).
- Have students complete the conversation alone and then compare their answers with a partner. Check the answers as a class.

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• Point to the phrase: You can say that again. Ask: How does Fahd feel? (He is a bit annoyed.) Explain that people often say this when someone has just pointed out something very obvious. Model the appropriate stress and intonation for students. (You can say THAT again.)

- 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.
- Call on volunteers to role-play the conversation using appropriate intonation.

Answers

- 1. We're looking for
- 2. Can you tell us how to get there
- 3. turn left/right
- 4. go straight
- 5. Keep going until you see
- 6. you've gone too far
- 7. Take the first/second left/right



- 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. Their partner may either be on foot or driving to their 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.

Answers

Students' own answers.



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.

Expressing Requests, Offers, Promises, Warnings, and Spontaneous Decisions

- Read out the information in the presentation. Practice appropriate intonation and stress by saying the example questions and answers with the class.
- Go around the class and ask students to turn to the person next to them and make a request. Encourage students to respond politely. For example:
 - A: Can I borrow your pencil sharpener?
 - B: Sure. Here you go.
 - B: Will you lend me your book, please?
 - C: Sorry, I can't. I need it.
 - C: Can you give me a ride to the library?
 - D: Sure. I'll collect you at five...

The Future with Dependent Time Clauses: When, Before, After, While, Until

- 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 a future form.
- Direct students to exercise C on page 111 to practice using the future with dependent time clauses.

G

- Have a student read aloud the directions and the example. Tell students they must first read the events.
 Then they must decide whether to use a present or future tense in the blanks 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. Encourage peer correction.

Answers

- 1. will manufacture, receive
- 2. will travel, gets
- 3. will run, starts
- 4. drive will see
- 5. Will (500 continue) to argue, change

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- Read out the directions to the class. Elicit why they
 must use will in their endings. (Sultan must make an
 on-the-spot decision.)
- Have two students read the conversation aloud for the class. Students should work in pairs to complete the conversation with their own ideas.
- Call on volunteers to share their endings with the class.
 Have a class vote on the best one.

Answers

Students' own answers.

Workbook

Assign pages 293–294 for more practice with the form, meaning and function of the structures in the unit.



Teaching Tip

Be sure to listen to students until they have finished speaking, even if what they are saying is incorrect. Interrupting them while they are speaking may make them hesitant about participating in class in the future. If you need to correct a student, wait until he or she is finished speaking before you do so.

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.

Expressing Requests, Offers, Promises, Warnings, and Spontaneous Decisions

Use can and will for requests. Use will for offers and promises.

Can you tell me where you live? Sure. I'll draw you a map.

Will you drive me home? Sorry, I can't. I have an appointment.

Use will for spontaneous decisions.

Now the children have left for college, this house is too big for us. I know! We'll downsize into an apartment.



The Future with Dependent Time Clauses: When, Before, After, While, Until

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

Don't worry. I'll take care of the children until you get back.

When he finishes work, he'll go straight home.

I'll help him with his homework while you wash the dishes.

As soon as it stops raining, we'll leave.

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Dad will call mom at home before we set off on our return journey.

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_		parentheses in either the		or the present tens	se.
Y I_	'll call	$_{\scriptscriptstyle \perp}$ (call) you as soon as I $_{\scriptscriptstyle \perp}$	<i>get</i> (get) home.		
1. Th	ne company	/ (manufa	acture) the parts wh	en they	(receive) the order.
2. He	e	(travel) the world b	pefore he	(get) marrie	d and settles down.
3. _		(run) to the store bef	ore it	_ (start) raining.	
4. W	hen you	(drive) dow	n the road, you	(see)	a large, red building.
5		you continue	(argue) witl	n me until l	(change) my mind?
D. Read	the conver	sation and write an appro	opriate ending using	n will Compare w	vith a partner
				g IIII. Gompare vi	tura partiron
Omar		will you do me a favor?		Г	
Sulta	n: Sure. V	What do you want me to	do?		
Omar		calls, tell him I'm not hor help him with the homew	,		
Sulta	n: Ok. No	problem.			
				<u> </u>	-
Fahd	: Hello.	This is Fahd. Can I speak	to Omar?	9	
Sulta	n: Hi Fab	.My brother's not here.	Did you try his cell	phone?	
Faha	Yes. Lo	hid But there is no answe	er.		
Sulta	n: Can I t	ake a message?			
<u> کیا د تا اش</u>	1.5	ease tell him I have free	tickets for the footb	all game tonight.	
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12 Project

- 1. Research different types of houses in the world (Arab countries, Africa, Europe, China, etc.).
- 2. Find and list their features. Then note down their advantages and disadvantages in relation to the country/area where they are built.
- 3. Make notes in the chart and use them to make a PowerPoint or poster presentation for your class
- 4. Select and use pictures.
- 5. Invite your classmates to comment and/or ask questions after the presentation.

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Jouin tent	Inuit igloo	等 工	









				AND DESCRIPTION OF THE PARTY OF
Type of home	African hut	Bedouin tent	Inuit igloo	
Construction materials				
Size and shape				
Method/ease of construction				
Cost				
Number of inhabitants				
Rooms				
Cooking facilities				
Sleeping arrangements				
Heating/cooling				
Lighting				
Special features				
Advantages				
ارت ا Disadvantages Education				

12 Project

 Direct students to the photos on the page and ask them to discuss what they see in pairs. Tell them to try and remember whatever they know about the buildings in the photos. Write questions like these on the board to help them:

Where do you think the building/buildings are? What are they/is it made of? What kinds of facilities do they/does it have?

- Call on volunteers to report their ideas for the class.
- Read the directions with the class.
- Organize students in groups and give them time to decide on the area they want to research. Allow overlap between groups but encourage groups to vary enough so that all or most continents are dealt with.
- Call on groups to report their decision for the class. List group decisions on the board.
- Elicit the type of features that would be worth investigating, for example, building materials, design, shape, etc. Have students study the chart and read the features listed in the first column. Tell them to add their own ideas and provide information that they think the rest of the class will find interesting. Remind students to make notes as they discuss.
- Direct students to the photo of houses built over the water, on stilts. Ask them to think about the advantages and disadvantages of such homes in their original location. If, for example, the houses are in Thailand, one of the advantages is access to unlimited reserves of water, ideal for fishing, access to a natural cooling system. One of the main disadvantages of these homes is their vulnerability to storms and the danger of being swept away by turbulent water.
- Have groups brainstorm on the homes listed in the chart; African hut, Bedouin tent, and Inuit igloo. Tell them to make notes in the chart.
- Remind them to think about advantages and disadvantages. Give groups some time to discuss and make their notes.
- Call on students from different groups to report their group ideas, comments and suggestions.
- Have students organize their research for the homes listed and homes in the areas they had chosen earlier Remind them to assign roles/responsibilities to individuals in the group depending on their skills and abilities, including note-taking. Circulate and monitor

- 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
- Have students outline the stages that they will have to go through to prepare a PowerPoint presentation or a poster.
- Allow students to decide what type of presentation they would like to prepare; PowerPoint or poster?
 When they have decided reorganize groups into poster and PowerPoint groups.
- Give them some time to plan and assign tasks to members of the group.
- 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 a student describe what he/she sees around a room in a house. The rest of the class guess what kind of home they are describing.

13 Self Reflection

 Divide students into groups and have them brainstorm on There's No Place Like Home. Tell them not to open their books. Remind them that this is not a test. Ask some questions, for example:

What was the main focus of the unit? Which aspect of home was mostly dealt with?

Which activity do you remember most clearly? Which words and phrases do you remember? Which part of the unit did you like/dislike? Why? What do you feel you can do better now?

- Call upon a student from each group to report what the group decisions were.
- Have groups compare their findings and make notes.
- Have students scan pages 100 and 101. Ask them to think about things they liked/disliked. Use questions to help them remember. For example:

Which quote or quotes can you relate to more closely? Why?

Which qualities of home are unique in your view?

- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 102 and 103, ask them some questions. For example:

What can you say about someone who cannot reach a shelf that is high up on the wall? Why did the traffic police stop Adel and Saeed on their way to Riyadh?

- 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 about their likes, dislikes/easy or difficult items.
- Tell them to complete the Unit 7 checklist as they work through the unit.
- Direct students to pages 104 and 105. Call on volunteers to say what the Conversation was and if they feel 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

Do most university students live on campus? Why? Why not?

Mhai are reintal prices like in your country? Please
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What does "an arm and a leg" mean?

- Write Tiny Houses: A Big Idea 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:

What would you do if someone offered you a tiny house to live in?

Why are homes getting smaller?

- 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 are adobe houses made of?
How are they different from conventional town houses?

- 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. Discuss the project task. Ask students to use the criteria.

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

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

13 Self Reflection



ings that I didn't like very much:
ings that I found difficult in Unit 7:

Unit 7 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about my dream home and feelings			
describe things I am looking for			
use adjectives in the correct order			
use too and enough			
give directions for places			
express requests, offers, promises, warnings; make decisions			
use dependent time clauses for the future: when, before, after, while, until			

My five favorite new words from Unit 7:	If you're still not sure about something from Unit 7:
ارة التعليم Minist ry of Education	 read through the unit again listen to the audio material study the grammar and functions from the unit again ask your teacher for help

8 The Sporting Life

Listen and Discuss 🕢



Make a list of what you already know about the Olympic Games. Then read the passage and underline the facts about the Games that are new to you.



Fascinating Olympic Facts

The ancient Olympic Games began in Greece in 776 B.C.E. and were held every four years until 393 C.E. It wasn't until about 1,500 years later, in the mid-1800s, that the games were revived in Greece. But the Olympics didn't become the event we know today until 1896, when a French historian named Pierre de Coubertin had the idea of making the games international, and founded the International Olympic Committee.

Medals weren't always a part of the Olympics. Giving medals to winners is a practice that began in 1896, and between 1896 and 1904, the top prize was a silver medal.

The youngest person that has ever competed in the Olympics was Dimitrios Loundras, a ten-year-old gymnast on the 1896 Greek gymnastics team.

Lighting the Olympic torch does not involve a match. It is lit using only the light of the sun and a special mirror.

At various times, the Olympics have included such unusual events as a swimming obstacle race, a tug of war, and live pigeon shooting.

The gold medal is not made of gold! It's actually 92.5 percent silver with a covering of six grams of gold.





O Unit Goals

- Vocabulary
 Sports and
 sporting events
 Ceremonies
- Functions
 Encourage and express confidence in someone
 Explain steps in a process or game
- Grammar Gerunds as Subjects Superlative + Present Perfect
- ListeningListen for specific details

- Pronunciation Voiced and voiceless th
- ReadingA country born on skis
 - Writing
 Write an email giving
 complex instructions
 on how to do a sport
 or activity
 - Function
 Present Perfect
 Progressive
 Adverbs of Manner
 Comparative Forms
 of Adjectives and
 Adverbs

Form, Meaning and

Warm Up

Ask students what they know about the Olympic Games. For example, ask: How often do they occur? What sports are included? Where are the games held? Have you ever seen the Olympic Games, either in person or on television? Has your country participated in the Olympics? Have you ever met an Olympic athlete? What is your favorite sport to watch during the Olympics?

1 Listen and Discuss

- Have students read the text and underline the facts that are new to them. Have students report to the class.
- Play the audio for pages 114–115. Have students listen and read along in their books.



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Language Builder

Explain that the abbreviations B.C.E. and C.E. stand for *Before the Common Era* and the *Common Era*. Many people consider B.C.E. and C.E. more appropriate in today's more diverse world where people of many religions live side by side.

Practice the skill of scanning for names and dates.
 Have students scan the text to find the answers to the following questions. When they have found the answer, they raise their hand. When four or five students have raised their hands, call on one student to answer the question.

When did the ancient Olympic Games begin? (776 B.C.E.)

When did the Olympics become an international event? (1894)

What was the top prize in the Olympics in 1896? (a silver medal)

Who founded the Olympic Committee? (Pierre de Coubertin)

How much gold is there in a gold medal? (6 grams) Which team goes first in the opening procession? (the Greek team)

 For additional vocabulary practice, write the following definitions on the board. Have students find words on pages 114–115 that match these definitions.

something used to start a fire (match)
a game in which two teams pull on a rope (tug of war)
a member of the military (soldier)
excluded or removed from a group (dropped)

Culture Note

Prehistoric Games: The indigenous people of pre-Colombian North and South America enjoyed various kinds of games. A game similar to the modern game of lacrosse was played by several North American tribes. In Mesoamerica people were making rubber balls as early as 1600 B.C.E. The balls were used in ritual ballgames in the temples. Anthropologists think some games played with the rubber balls were similar to handball. In several countries in South America, there are the remains of various kinds of courts and playing fields used for ball games.

Quick Check



- Have students look at the words in the box and find them in the text on pages 114 and 115.
- Then have them work individually to complete the sentences, and then compare answers with a partner.
- Check answers by calling on students to read the sentences aloud. Have them try to explain in their own words (in English) the meaning of each word. Possible answers include:

commemorate = to do something, such as hold a ceremony, in memory of someone or something
 marathon = a foot race of a little over 26 miles or 42 kilometers in length

originated = started or began

practice = something that is usually done; a custom
procession = a parade or line of people moving
together in a ceremony

revived = to bring something back or make people interested in it again

Answers

- 1. procession
- 3. commemorate
- 5. revived

- 2. originated
- 4. marathon
- 6. practice

Language Builder

Point out that *practice* is used as a noun in this presentation. Students know *practice* as a verb, as in practicing a language. In English it is common for the same word to be used as different parts of speech. Unlike the two-syllable words in Unit 7 Pronunciation, the pronunciation of *practice* does not change when it is used as a noun.

B

 Have students work individually to answer true or false for the statements. Students compare answers with a partner. If their answers are different, have them refer back to the Olympic facts to verify the answer.



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Culture Note

The current Olympic flag with the five rings was designed by Pierre de Coubertin. The five rings represent the five continents that athletes travel from—Africa, the Americas, Asia, Europe, and Oceania. The rings are interlocked to symbolize that nations come together to compete in unity. The colors of the Olympic rings—blue, yellow, black, green, and red on a white background—were chosen because at least one of these colors appears on the flag of every country in the world.

2 Pair Work

- Discuss the design of the current flag and what it represents.
- Then put students in pairs to design a new flag.
 Students should draw and color their flag and post it on
 the wall in the classroom. Have a flag exhibit at which
 students look at other flags, and answer questions
 about their flag.

Workbook

Assign page 295 for practice with the vocabulary of the unit.



Teaching Tip

Always try to end lessons on a positive note. Plan lessons to fit the time allotted, so that you don't need to rush through the last part of the class.



Additional Activity

Have students look up these words in a dictionary and find out their meanings as a noun and as a verb: *play, prize*, and *time*. Then have them write two sentences with each word, one as a noun and another as a verb. Have several students share two of their sentences with the class.



The official length of a marathon is now 26 miles, 385 yards. The extra 385 yards were added when the race was held in London in 1908. They extended the course so that the finish line was in front of the box belonging to the royal family, giving them a better view of the end of the race. After that time, it was never changed back to an exact 26 miles.

The marathon is an event named after the run of a Greek soldier, Pheidippides. In 490 B.C.E., Pheidippides ran from Marathon to Athens (about 26 miles, or 42 kilometers) to deliver news about the Greeks' success in a battle. Running through the mountains and rocky land was extremely difficult. After Pheidippides arrived in Athens and delivered his news, he fell down and died. The first modern Olympics in 1896 included a race of 26 miles (42 kilometers), called a *marathon*, to commemorate Pheidippides' run.

Because the Greeks originated the Olympics, the Greek team always leads the procession of athletes during the opening ceremony of the Olympic Games. They are followed by the other teams in alphabetical order. The hosting country goes last.

Dropping sports from the Olympics is not uncommon. In fact, many popular sports have been dropped through the years, including rugby, golf, baseball, and softball. Adding a new event can only happen if another one is dropped.



Quick Check ✓

A. Vocabulary. Complete the sentences with one of these words:

commemorate	marathon	originated	practice	procession	revived
1. The parade will	begin with a _		_ of students	marching dow	n the avenue
2. The board game	e chess	in I	ndia in the 6 ^t	th century.	
3. The Eiffel Tower	was built to _		_ the 100th a	nniversary of th	ne French Re
4. Thousands of ru	unners particip	ate in the		every year.	
5. The new museu	ım has	tour	ism in our cit	y.	
6. The	of excha	anging rings du	uring a wedd	ing ceremony c	lates back
to ancient times	•		_		
Comprehension.			•	. 770 -	
1. The Olyn	•		, ,		C.E.
2. The host					
3. A swimm	ing obstacle r	ace was once	an Olympic s	port.	
4. Before 18	396, athletes v	vho came in fir	st place won	a silver medal.	
5. The mark	athon commer	morates an and	cient Greek s	porting event.	
6. Pheidipp	ides fell down	and died soor	n after compl	eting his run.	
				_	



Ministry Work with your partner to design a new Olympic flag. What will each color or symbol represent? Draw 2023 - 1/2045 flag and explain it to your classmates.

3 Grammar 💹



Gerunds as Subjects

A gerund or a gerund phrase can be the subject of a sentence.

Swimming uses more muscles of the body than almost any other form of exercise.

Watching sports isn't nearly as fun as playing them.

Make a gerund or gerund phrase negative by putting not before it.

Not exercising is a sure way to gain weight.

Not warming up before you exercise can lead to injuries.

Note that a gerund subject takes a singular verb.

Getting in shape takes time and effort.

Superlative + Present Perfect

The present perfect can be used after a superlative.

This is **the most exciting** sporting event I've been to in a long time.

Who is **the best** football player you've ever seen?

	Riding a motorcycle without a helmet is foolish.	
	1. It is easier to lose weight when you're physically active.	
	•	_ is easier when you're physically active.
	2. The thing that stops many people from being physically a	
	3. It gives a runner a sense of satisfaction to complete a ma	
		_ gives a runner a sense of satisfaction.
	4. It is difficult, but thrilling, to learn how to ski.	
		_ is difficult, but thrilling.
	5. The most important part of playing a sport isn't winning.	
		of playing a sport.
	6. It is dangerous to scuba dive without proper training.	
		_ is dangerous.
	7. It is not a good idea to swim after eating.	is not a good idea
	• It is gratifying to soo your hady become trimmer and stre	
	8. It is gratifying to see your body become trimmer and stro	
•	9. It is exciting to attend a live sporting event.	
	Ji ërlje	is exciting.

_ is disappointing.

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3 Grammar

Gerunds as Subjects

- Remind students that a gerund is the -ing form of a verb used as a noun. They studied gerunds used as objects, answering the question What? after certain verbs. In this unit they will study gerunds used as subjects.
- Explain that a gerund phrase is a gerund used with other words. Two examples are watching sports and getting in shape.
- Have students read the explanation and the examples in the chart. Point out that sports, such as swimming, often use the -ing form as a noun. Ask: What other sports use the -ing form? Elicit or provide examples, such as diving, cycling, skating, wrestling, running, and jogging.
- Have students find examples of gerunds as subjects on pages 114 and 115. (page 114: Giving medals to winners, Lighting the torch; page 115: Running through the mountains, Dropping sports, Adding a new event)

Language Builder

Explain that another common use of gerunds in English is after prepositions. For example:

I learned to skate **by watching** my brothers and sisters.

After practicing football, we went home for dinner.

This is different from some languages where an infinitive form is used after a preposition.

Superlative + Present Perfect

- Point out that using the superlative with the present perfect is very common in English. Ask a volunteer to read aloud the explanation and the examples.
- Write the following sentences on the board and have students complete them with their own ideas.

The most exciting game I've ever seen is _____.

The most interesting film I've ever seen is _____

The best book I've ever read is _____.

The funniest TV show I've ever watched is ______.





A

- Ask a volunteer to read aloud the directions and the example. Then do the first sentence with the class as an additional example. Explain that students need to focus on expressing the same idea using the gerund form. Elicit the correct response and have a student write it on the board: Losing weight is easier when you're physically active.
- Have students work in pairs to rewrite the rest of the sentences. Then put two pairs together to compare answers.
- Check answers by having students write the sentences on the board. Have the class correct the sentences as necessary.

<u>Answers</u>

- 1. Losing weight is easier when you're physically active.
- 2. Not having enough time stops many people from being physically active
- **3.** Completing a marathon gives a runner a sense of satisfaction.
- 4. Learning to ski is difficult, but thrilling.
- **5.** Winning is not the most important part of playing a sport.
- 6. Scuba diving without proper training is dangerous.
- 7. Swimming after eating is not a good idea.
- 8. Seeing your body become trimmer and stronger is gratifying.
- 9. Attending a live sporting event is exciting.
- 10. Not getting a chance to play for your team is disappointing.

ß

- Ask a volunteer to read aloud the directions and the example. Elicit other possible responses from the class.
- Have students work individually to complete the sentences with gerunds or gerund phrases.
- Put students in small groups and have them read their sentences to each other and discuss their ideas. Do they agree with what their classmates have written?
- Have one student from each group report a few of the most interesting sentences to the class.

Answers

Answers will vary. Sample answers:

- 1. Getting eight hours of sleep at night is a good idea.
- 2. Exercising gives me energy.
- 3. Reading a book takes a long time.
- 4. Joining a club is one way to make friends.
- 5. Doing well in school makes me feel good about myself.
- 6. Making new friends is easy for some people, but difficult for others.
- 7. Buying things I don't need is something I try to avoid doing.
- 8. Watching TV is a bit boring
- 9. Sky diving is thrilling, but dangerous.
- 10. Mountain climbing is something I want to try someday.

(G)

- Have students take turns asking and answering the questions with a partner. Encourage them to take time to talk about the answers rather than just moving automatically from one question to the next.
- Call on students to report one of their partner's answers to the class. For example: (Name) said that diving from the high board is the bravest thing he's ever done.

Answers

Answers will vary.

(D)

- Have students identify the sports equipment.
- Students work individually to write sentences about each sport, using gerunds as subjects or the superlative + present perfect.
- Ask volunteers to read some of their sentences to the eless.

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Answers

Answers will vary. Sample answers:

- 1. (weight lifting) What is the heaviest weight you have ever lifted?
- 2. (swimming) The coldest water I have ever swum in is the Pacific Ocean.
- 3. (running) Running every day is good for your heart.
- 4. (bicycling) Riding a bicycle is the best way to get around town.
- 5. (skateboarding) Skateboarding is the most difficult sport I've ever
- 6. (football) Playing football with friends is a fun thing to do.

Workbook

Assign pages 296-298 for practice with the grammar of the unit.



Teaching Tip

One way to approach error correction is to decide in each class which error(s) to focus on. For example, in a class on gerunds you might correct a student who says, Swim is fun instead of Swimming is fun. To correct the error, use a look or a gesture to let the student know he or she has made a mistake. Then give the student time to correct it.



Additional Activity

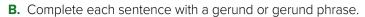
A common use of gerunds as subjects is to say what is or is not permitted or allowed. For example: Parking in front of a driveway is not permitted. Smoking is allowed only in designated areas.

Have students complete the following sentences, saying if the activities are allowed or not.

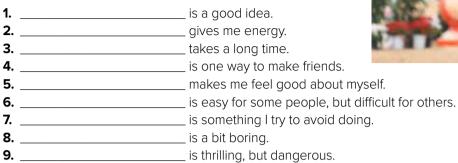
Taking photos
Using a cell phone
Eating
Speaking (language)
Talking
Using a dictionary
Running
Playing football



Skateboarding is a popular sport in the U.S. Of the 18 million people who own skateboards in the U.S., 85 percent are under 18. Skateboarding is fun, but it can be dangerous, facts too. In the U.S., 800,000 people visit the doctor each year because of skateboarding injuries.



Watching a training video helps me to exercise.



10. _____ is something I want to try someday.

- C. Answer the questions with a partner. Use superlatives + the present perfect.
 - **1.** What is the funniest joke you've ever heard?
 - **2.** What is the bravest thing you've ever done?
 - 3. Who is the most admirable person you have ever known?
 - **4.** What is the most beautiful place you've ever visited?
 - **5.** What is the best film you've ever seen on TV?
 - 6. What is the most embarrassing thing that's ever happened to you?
 - 7. What is the greatest thing that's ever happened to you?
- **D.** Identify the sport each piece of equipment comes from. Then write a sentence about each sport using either a gerund (phrase) as subject, or the superlative + present perfect.





4 Conversation <a>M



Coach: After two years of training, we're finally at

the regional skating competition! How

does it feel, Barry?

Barry: Actually, not so good. I'm not sure I'm up for this.

Coach: What are you talking about?

Barry: What if I mess up?

Coach: You're not going to mess up. You've been

practicing day and night. You have your routine down pat. Skating in front of those judges is going to be a piece of cake.

Now, I want you to take a deep breath and exhale. Trust me. You're going to knock their socks off.

Barry: Do you really think so?

Coach: You bet! I have total confidence in you. You

have the guts and the talent to win this competition. There's no doubt in my mind

that you can do it.

Barry: OK. I feel better. I'm psyched.

Coach: You'll be on in a few minutes. You should get

your skates on. Where are your skates?

Barry: My skates? Oh no! I left them in the car!

Real Talk

up for = ready for

mess up = make a mistake

down pat = at the point of perfection

You bet! = Of course!

guts = courage

psyched = excited and psychologically prepared

About the Conversation

- 1. Where are Barry and his coach?
- 2. How does Barry feel at first?
- **3.** How does his coach help him?
- **4.** What's the problem at the end?

Your Turn

Role-play with a partner. Pretend you are about to do something you are nervous about, such as take an important exam, or give a presentation in front of the class. Your partner will offer encouragement and express confidence in you.

Encouraging and Expressing Confidence in Someone

(I know) You can do it.

I have confidence/faith in you.

there's ho question in my mind...

You'll do great. You're going to knock 'em dead/knock their socks off.

Ministry of the got what it takes.

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- Ask who in the class has competed in an important sporting event, a big school game, or an individual competition of some kind. Ask: How did you feel before the game or event? Were you nervous? How did you feel while you were playing or doing the sport? What advice did other people give you?
- Have students look at the photo of the skates. Ask:
 What sport are these for? (Figure skating—The design and the tips of the blades show that these are figure skates, not speed skates or hockey skates.)
- Tell students that they're going hear someone who is about to skate in an important competition talking to her coach. Before they listen, have them cover the bottom part of the page, including the Real Talk box.
- Play the audio. Have students listen and read along in their books.
- Have students read the conversation again and focus on the words highlighted in blue, not looking at the Real Talk box.
- Ask students to guess the meaning of the expressions.
 For each one, ask something like, What does Barry mean when he says, "I'm not sure I'm up for this."
 Elicit ideas and guesses and make notes on the board.
 Don't confirm or deny answers at this time.

Real Talk

- When students have made their guesses about the expressions, direct their attention to the Real Talk box. Have them read the definitions and compare with their guesses. It's likely that many of the students were able to guess quite closely the meaning of several of the expressions.
- Explain that these are informal expressions that might not be appropriate in all situations.
- Have students work with a partner and ask and answer questions about sports or other topics, using the expressions. They can ask, for example:
 - Are you up for a game of basketball after school? Did you ever mess up during an important game? Have you ever done anything that took guts? I have the vocabulary down pat. How about you?
- Have students practice the conversation with a partner.

 Then invite one pair to act out the conversation for the class.

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About the Conversation

 Work with the whole class to ask and answer the questions. When one student answers a question, ask the rest of the class if they agree or if they can add anything to the answer.

Answers

- 1. They are at an ice-skating competition.
- 2. He is nervous.
- 3. His coach encourages him and gives him more confidence.
- 4. Barry forgot his skates in the car.

Your Turn

- Ask a volunteer to read the directions aloud.
- Focus students' attention on the box of phrases for Encouraging and Expressing Confidence in Someone. Model the expressions for students to repeat. Explain that There's no question/doubt in my mind... is usually followed by a clause beginning with that. For example: There's no question in my mind that he'll do well in the game.
- Point out the expressions You're going to knock 'em dead/knock their socks off. Explain that these are informal expressions and both mean that the person is going to do very well and make a strong impression on other people. Note that 'em is them. Explain that this is a common pronunciation in informal speech.
- Ask: Which expressions does the coach use to encourage Barry? (You're going to knock their socks off./I have (total) confidence in you./There's no doubt in my mind...)
- Have students work with a partner to create and role-play the conversation. Remind them that this is a speaking activity and that they shouldn't write the conversation.
- Invite one or two pairs to act out their conversation for the class.

5 Listening

- Ask students: Is it possible to enjoy or even play
 a sport if you aren't very good at it? Tell them that
 they are going to hear two stories about athletes who
 weren't the best in their sports, but kept competing.
- Have students look at the chart and tell them to listen for this information.
- 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 the chart.
- Play the audio again to discuss and check students' answers

Answers

Eddie Edwards: The Eagle; Ski jumping; Great Britain; 1988, Calgary; heavier than competitors, near-sighted, only practiced for two seasons; finished last in event

Eric Moussambani: The Eel; Swimming; Equatorial Guinea; 2000, Sydney; only been swimming for eight months, never seen an Olympic-sized pool; finished a full minute behind any competitive time

Audioscript

The Olympic Games are usually a celebration of the finest in athletic ability. But every so often an Olympic athlete becomes famous *not* for being athletically gifted but for not being athletically gifted!

Take Eddie "The Eagle" Edwards, for example. Edwards was the first person to represent Great Britain in the Olympic ski jumping event. Edwards, who had only practiced the sport for two seasons, qualified for the 1988 Winter Olympics in Calgary simply because he was the only one who applied. Edwards was 20 pounds heavier than the next heaviest competitor and was extremely near-sighted. His glasses fogged up so badly when he skied that he couldn't see. It was no surprise that Edwards finished last in his event. However, being a spectacular failure made Edwards more famous than many Olympic winners. After the Olympics, Edwards became a media sensation, appearing on talk shows around the world.

Another Olympic athlete who gained fame for his lack of skill is Eric "The Eel" Moussambani. Moussambani was a swimmer from Equatorial Guinea who participated in the 2000 Summer Olympics in Sydney, Australia.

Moussambani had only started swimming eight months prior to the Olympics. Before he arrived at the games he had never even seen an Olympic-sized pool. Moussambani was to compete against two other swimmes discredibly, both were disqualified for jumping into the pool before the start of the race. Eric struggled so badly to complete the 100-meter swim that some people worried he might even be drowning.

When Eric finally finished the race, the audience cheered wildly. It wasn't his time that impressed the spectators. After all, he finished a full minute behind any competitive time. It was his perseverance and determination that were so impressive.

6 Pronunciation

Play the audio twice. The first time students listen. The second time they 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. c **3.** a **5.** g **7.** e **9.** b **2.** i **4.** j **6.** f **8.** h **10.** d

Workbook

Assign page 299 for additional reading practice.

Teaching Tip

When teaching voiced and unvoiced sounds, such as the two th sounds, tell students to press their fingers against their ears as they say the words. This will help them hear the vibration on the voiced sound.



Additional Activity

Write these sayings on the board. In groups, students discuss them. What do they mean? Do they agree?

Winning isn't everything.

If winning isn't everything, why do they keep score? A quitter never wins. A winner never quits.



Everyone was surprised when Jamaica, a country with no snow, entered a team in the bobsled competition in the 1988 Winter Olympics. That year the Jamaicans didn't finish any of their races. They crashed before the end of each race. But in 1992, they came in 14th, ahead of the U.S.

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5 Listening 🐚



Listen to the profiles of unusual Olympic athletes and complete the chart.

	Nickname	Sport	Country	Olympics (year/city)	Challenges	Results
Eddie Edwards						
Eric Moussambani						

6 Pronunciation



In English, the letters th can have different pronunciations. In the word thank, the th sound does not have a vibration. In the word **them**, the **th** sound does have a vibration. Listen and identify the *th* sounds.

- 1. Every so often an Olympic athlete becomes famous not for being athletically gifted, but for not being athletically gifted.
- 2. Take Eddie "The Eagle" Edwards, for example.
- 3. Edwards was 20 pounds (9 kg) heavier than the next heaviest competitor.
- **4.** He wore his glasses even **th**ough **th**ey fogged up badly.
- 5. Eddie is easily the worst ski jumper that has ever competed in the Olympics.
- **6.** Another example of an Olympic athlete who gained fame for his lack of skill is Eric "The Eel" Moussambani.

Vocabulary Building



- A. You will see these words in the reading on pages 120 and 121. Match the words with their meanings.
 - 1. ____ milestone
 - 2. ____ cross-country skiing
 - **3.** _____ ski-jumping
 - **4.** _____ merit
 - **5.** _____ terrain

 - **7.** _____ Alpine skiing

 - freestyle skiing
 astounding
 spectator (sport)

- a. a skiing event that involves jumping off a long steep sloping platform through the air as far as possible
- **b.** astonishing, amazing
- c. a very important event in the development of another event or course of events
- **d.** a sport that people go to watch
- e. skiing downhill on skis with fixed heel binding
- **6.** ______ be interspersed with **f.** be combined with / interrupted by something at regular intervals
 - g. a particular type of land
 - h. an acrobatic form of technical and aerial skiing
 - i. skiing across fields not down slopes
 - i. an advantage or positive feature

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8 Reading



Before Reading

Which winter sports have you watched, heard/read about, or participated in? Where are winter sports more popular? Why?

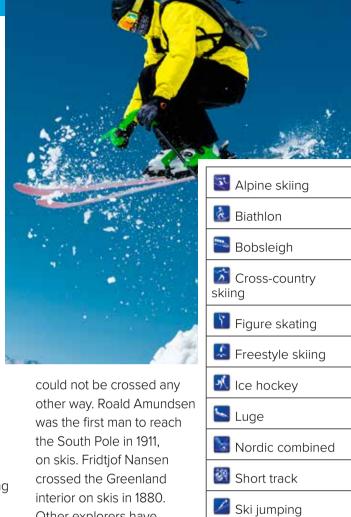
A country born SKIS

Norway, a small country of 5.5 million inhabitants. has won more Winter Games medals than any other nation. It became the first country to win 100 Olympic gold medals, and reached the 300-medal milestone in the Winter Games of 2010.

Norwegians go cross-country skiing 37, ski-jumping , or downhill skiing on weekends, on holidays, and after work. When the snow starts melting in spring, they move it up to the mountains. And if there is no access to snow, they skate on ice. 2,500 lit tracks all over the country make it possible for people to ski in winter, although it gets dark early. Norwegians have enjoyed skiing for thousands of years. A rock carving in Nordland County in the north provides evidence that the use of skis dates back to the Stone Age. Until about a century ago, skis were the only means of transport in winter and essential for hunting.

Skiing did not become a mass sport until the mid-1880s when the first competitions were arranged. Sondre Norheim, who is considered the father of modern skiing, was the originator of the Telemark skis, which are narrower in the middle than at the front and back and lave stiff heel bindings. The shape made turning easier, and the heel binding allowed skiers to jump from rooftops or over rocks with bailing their skis.

Ministry Polar explorers made skis known internationally and demonstrated their unique merits on terrain that



interior on skis in 1880. Other explorers have followed the routes used by these two famous explorers and skied to both the North and South Poles.

Annual cross-country events are organized throughout Norway, attracting a great number of participants. Such events are not restricted to athletes, but include "keep fit" categories that allow more people to participate. Enjoying the exercise and nature is as important as achieving the fastest time and winning prizes in these events.

Speed skating

Biathlon kas was first included in the Winter Olympic program in 1960. It is a cross-country skiing race interspersed with shooting contests. Norwegians are very strong cross-country skiers and have won most of the cross-country skiing medals in the Winter Olympics over the years.

Alpine skiing Whas also gained a lot of followers, as has freestyle 💹, which is a relatively newer sport. Norwegians are among the world's best in freestyle.

8 Reading

- With books closed, discuss the Before Reading questions with the class. Have students describe the events, saying what happened and what they enjoyed or didn't enjoy about each one.
- Have students look at the pictures. What are the
 people doing in each one? Point out the title of the
 article. Ask students what they think A country born on
 skis means.

READING STRATEGY Timed reading

- Tell students that you are going to give them exactly two 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. They should just keep reading.
- When the two minutes are up, have students close their books. Read the questions below aloud and have students write short answers.

When do Norwegians go cross-country skiing? (on weekends, on holidays, after work)

What do they do if there is no access to snow? (they skate on ice)

Is it possible for people to ski in winter in the dark? (yes)

How important were skis a century ago? (they were the only means of transport in winter)

Who is considered to be the father of modern skiing? (Sondre Norheim)

What was important about the Telemark skis? (allowed skiers to jump without losing their skis)

Who was the first man to reach the South Pole? (Roald Amundsen)

Is Biathlon an Olympic sport? (yes)

Which country has won most of the Olympic medals in cross-country skiing? (Norway)

- Play the audio. Have students listen and read along.
- Repeat the questions above and have students check their answers. How many did they get right after the timed reading?



<u>Pul حتاا</u> قرازح Ministry of Education 2023 - 1445 As additional vocabulary practice, have students look at the words in Vocabulary Building on page 119. Have them find and underline the words in the reading.
 Discuss as a class how each word is used.

Winter Olympic Games

The Winter Olympic Games are an event held every four years. The first Winter Olympics was held in Chamonix, France, in 1924. Some of the sports were alpine and cross-country skiing, ice hockey, and speed skating. Since then, other events have been added, such as freestyle skiing.

The Games were interrupted by World War II. The Olympics resumed in 1948 and were celebrated every four years, in the same year as the Olympic Games. In 1992 the International Olympic Committee (IOC), decided to place the Summer and Winter Games on separate four-year cycles in alternating even-numbered years.

After Reading

- Have students work individually to answer true or false.
- Check answers by calling on students to read the sentences and their answers. If the sentence is false, have them correct it and point to the place in the text that supports the answer.

Answers

- 1. true
- 2. false (The use of skis goes back to the Stone Age.)
- false (They are narrower in the middle but they have stiff heel bindings.)
- 4. true
- 5. false (They are not restricted.)
- 6. true
- 7. false (They are among the best in speed skating.)
- 8. true

Speaking

- Have students work in small groups to discuss the first two questions. Have them make notes about the Olympic medalists and popular sports in Saudi Arabia. Have students copy the chart in their notebook. After several minutes have volunteers report to the class.
- As a class have students answer the third question and express their opinion.

Workbook

Assign pages 300–301 for additional writing practice at word and sentence level.



Additional Activity

Play a word game. Have students draw a grid of squares on a piece of paper, five across and five down. To start the game have one student say a letter of the alphabet. All students must then write that letter in a square on their grid. (They can choose any square.) To continue the game the next student says a letter, students write that in the grid, and so on around the room. (It's OK to repeat letters.) The object of the game is for students to make words either horizontally or vertically in the grid. When students have a turn to say a letter, they will, of course, say one that will help them make a word. But all students *must* write every letter given, even if it will interfere with their plans for a word. The student with the most complete words in their final grid wins.



What is a 'yard sale'?

A yard sale is a skiing term used when a skier falls and loses his skis and poles. The equipment ends up scattered across the mountainside.

Many people have long strips of brightly colored ribbon tied to the backs of their bindings to locate a lost ski that dives under the snow!



Speed skating 🚰 used to be a large spectator and participation sport on a par with cross-country skiing. Cross-country skiing, ski jumping, and Alpine skiing seem to have taken over and overshadowed speed skating, although Norwegian speed skaters are among the best in the world.

In winter in Norway, every sheet of ice is covered with children playing hockey Mor skating. Indoor rinks are also used for skating and ice hockey. While other Scandinavians huddle around fireplaces, Norwegians bundle up and go out skiing. This could explain the reason why they have won such an astounding number of medals in the Winter Olympics.



After Reading

Answer true or false.

- **1.** _____ Norwegians go cross-country skiing in their free time.
- **2.** _____ The use of skis dates back to about a century ago.
- **3.** _____ Telemark skis are narrower in the middle and have soft heel bindings.
- **4.** _____ Amundsen was the first man to reach the South Pole in 1911.
- **5.** _____ Annual cross-country events are restricted to "keep fit" categories.
- **6.** _____ Speed skating used to be very popular.
- **7.** _____ Norwegians are the best in Alpine skiing.
- 8. ____ Children skate and play hockey on sheets of ice.

Speaking 🞑

Ministru 2023 -



- 1. Work in pairs or groups. Name at least two Olympic medalists from Saudi Arabia. Which sports did they compete in? Are these sports popular in your country?
- 2. Research and collect information about popular sports in your country. Make notes in the chart. Then use your notes to talk about the sports you have chosen.
- **3.** What is your opinion? Do you enjoy watching or participating in some of these sports? Why? Why not?

Name of sport	Individual or team sport	How and where it is played	What the objective is	Why it is popular
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10 Writing 🚺



- A. Do you know how ice hockey is played? Look at the picture and guess. Compare ideas/information in class.
 - **1.** Read the first part of the text and label the different parts of the ice hockey rink (your team is on the left).
 - 2. Read and find out. Then discuss/compare answers in class.
 - How many players does each team have? What kind of players are they?
 - What is the objective of the game?
 - What kind of equipment do players use?
 - · What is allowed? What is not allowed?
 - What are "bodychecks"? Why are they used?

3.	• How long ar	ne puck move? re penalties? rpriate words or phrases a	as headings.	2. 3. 4.	defending zone						
	Penalties Players	Moving the puck Stopping the game	Equipment The Rink	5. 6.							
(1)	with painted li	played on a rink that is 20 nes to indicate various zo ending zone. The area bel	nes. The area behi	nd the blue li	ne of a team's side is						
	called its defending zone . The area behind the opponent's blue line is the attacking zone , and the area between the two blue lines is the neutral zone . There are two sets of goal posts at either end of the rink with a net attached behind them. The red line between the two posts is										

(2)Each team has three kinds of players: three forwards (the center and two wingers), two defensemen, and a goaltender.

the **goal line**. The area in front of the goal is called the **crease**.

(3)The objective of the game is to score goals by shooting the **puck**, a hard rubber disk, into the opponent's net. The players control the puck with a long **stick** curved at one end. They also wear a lot of padding and helmets to avoid getting hurt.

(4)Players are not allowed to use their hands in order to redirect the puck nor pass it to their teammates, unless they are in the defensive zone. They may redirect the puck with any other part of their bodies, but not kick it.

(5)The boards surrounding the ice keep the puck in the rink and are used to "bodycheck" opponents, i.e. push them against the boards in order to stop their progress. Play can also be stopped if a goal is knocked out of position. It is then restarted with a face-off, i.e. two players face each other on the ice and try to gain control of the puck that an official drops to the ice.

If an offensive player interferes with a goaltender's defense he is given a penalty and sent to pul ____i ithe penalty box for two to five minutes.

 ${\it Ministry of Edu} \textbf{A} {\it tie} \\ {\it Check you have understood the instructions on how to play the game. Close your book and tell a contraction of the contraction$ 2023 - 1445 your partner.

10 Writing

- Organize students into pairs. Focus their attention on the picture. Give them a few minutes to discuss what they see. Give students some questions to help them. For example: Who are the people in the picture?
- Have volunteers report answers/ideas for the class.
- Read directions for 1 and focus the students' attention on the ice rink. Have them label the different parts of ice rink in pairs.
- Call on a volunteer to draw the rink on the board. Then call on different students to suggest labels for the different parts.
- Have students read the first part of the text individually and check their labels. Make changes if necessary. Call on volunteers to come to the board and modify/make corrections.

Answers

- 1. goal post
- 2. defending zone
- 3. the neutral zone
- 4. the attacking zone
- 5. the goal line
- 6. the crease
- Read directions for 2 with the class. Ask students to try and predict the answers to the questions in pairs. Remind them that they don't have to know the exact number; simply try to think of possibilities and then read.
- Have students read the rest of the text and confirm or modify their answers. Ask them to compare with another pair.

Answers

- Each team has six players; three forwards, two defensemen and a goaltender.
- The objective of the game is to score goals by shooting the puck into the opponent's net.
- · Players use a stick, a helmet and padding to avoid getting
- Players are not allowed to use their hands in order to redirect the puck unless they are in the defensive zone.

They may redirect it with any other part of their body but

not kick it. Ministry of Education 2023 - 1445

- "bodychecks" are moves that involve pushing opponents against the boards that surround the rink.
- The puck is pushed with a stick by players towards the opponent's net, or redirected with the players' bodies but neither kicked nor pushed by hand.
- 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.
- Have a student read 3 aloud. Explain that students need to bear the headings in mind as they read, identify the topic and match paragraph and heading.
- Give students a few minutes to scan and match. Ask them to compare with a partner. Then call on them to report their answers in class

Answers

(1) The Rink, (2) Players, (3) Equipment, (4) Moving the puck, (5) Stopping the game, (6) Penalties

- Have students read 4 and close their books to tell their partner how to play ice-hockey.
- Call on volunteers to present to the class. Have the rest of the class listen, and add any instructions that are missed.

Additional Activity

Have groups prepare and mime a number of moves from different sports. Have the rest of the class watch and describe what is being mimed. Ask them to identify the sport that is being mimed.



- Tell students that they are going to write an email to a friend giving instructions on how to do a sport or activity.
- Read the directions for 1 and 2 and organize students in pairs or small groups. Ask them to brainstorm on sports and/or activities and decide on the one that they would like to write about.
- Have groups study the chart. Explain that the chart is there to help them organize their information not restrict it and encourage them to add more stages/steps if necessary.
- Focus students' attention on the Writing Corner and go through each point made about the features of an informal email
- Suggest that they think of a person that does not know anything about the sport that they are going to describe when they plan and write their text.
- Tell students to stage the instructions they will give in the email on how to carry out a sport or activity. Have students think back on the text they read about ice hockey. Ask them if the first part about the rink would have made any sense without the diagram. Explain that the diagram also supported the rest of the information about the game. Have them scan the text and find examples.
- Have students identify the stages used in the model text. Illustrate how the first three paragraphs introduce the main components of the game before going on to more details. For example, the objective of the gamethe puck, a hard rubber disk..., etc. Explain that this makes it possible for the writer to refer to the puck or to goals and have the reader understand the message.
- Read the last two points and remind them that this is standard practice when one writes. The first text is the first draft which is then read, commented on and edited. Then it is rewritten. Tell them not to expect to write a perfect text to begin with. Focus their attention on the process of writing rather than the product.
- Have groups complete their charts with notes. Circulate and monitor participation; help when necessary.

- After groups/pairs have made their notes have them
 work together writing their how-to email. 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.
- Have students exchange texts within their group, read and comment or make corrections.
- You may wish to have one or two more editing stages here before asking students to write their final draft.



Teaching Tip

Encourage learners to stage their instructions and the level of complexity in relation to the reader. Ask: *How much does this person already know about the sport or activity?* Tell them they should imagine that the reader does not know very much and so they should keep the instructions simple. Have them introduce and define the equipment, terms and actions before referring to them.

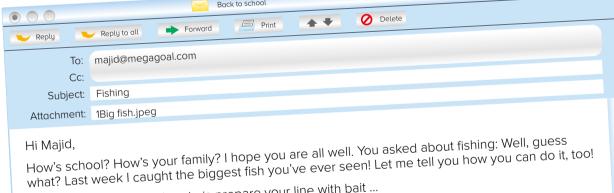
Workbook

Assign page 302 for additional writing practice above word and sentence level.

Assign Writing Skills 4 on page 366 to review the use of commas.

- **B. 1.** Choose a sport or a recreational activity that you like doing.
 - 2. Think about the sport or activity and make notes in the chart. Add more steps/stages if necessary.
 - 3. Use your notes to write an email to your friend giving information about your sport or recreational activity.

Name of sport or recreational activ	ity:
Where can you do this activity?	
When can you do this activity? e.g., summer, winter, etc.	
Do you need any special equipment to take part in this activity?	
What do you have to do to prepare for this activity? What is involved in doing this activity? e.g., stages, rules etc.	
Why do you like this activity?	
Would you recommend this sport or activity to your friend? Why?	
	o school Print



The first thing you need to do is prepare your line with bait ...

I'm attaching a photo of me fishing with my dad! We look good, huh? I'm really looking forward to seeing you again. Send me all your news soon.

Your friend,

Ali

Writing Corner

When you write an email to a friend giving news and instructions:

- greet and sign off the email in an informal manner, e.g., Hi/Hello/Dear ...
- write as if of are speaking to your friend directly.
- give your news e.g., school, a recent activity you have taken up.
 - if the reader doesn't know the sport or activity, give details about what's involved and the stages

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Ministry of Educahand over the first draft to someone else to read and comment on.

2023 - 1445 • edit and rewrite.

Form, Meaning and Function



Present Perfect Progressive versus Present Perfect Simple

Use the present perfect progressive tense to talk about an action that started in the past and has a connection with the present time. The action may or may not have finished.

Use the present perfect progressive to emphasize the results of the action.

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.

Present Perfect Progressive

Present Perfect Simple

How long have you been learning to ski? I have **been learning** how to ski for six months. I have attended five cross-country skiing events.

Time Expressions: How long ...?

Use the present perfect progressive tense with for to indicate the duration of the action: for two months, for a year, for a long time.

Use the present perfect progressive with since to indicate when the action began: since yesterday, since last June. since 2010.

Use the present perfect progressive with all... and so on to talk about the duration of the action, which may or may not have finished: all day, all week, all month, all year, all my life.

A. Read the words in the chart below and find the sport that connects them. Complete the chart below with the name of the sport.

1. <u>swimming</u>	2	3	4	5
goggles	board	snow	trainers	boots
swim hat	sea	slope	net	gloves
swimwear	swimwear	mountain	ball	shorts
flippers	sail	gloves	racket	ring
pool	wind	snow boots	shorts	mouth guard
		skis		

- B. Compare your answers in exercise A with a partner. Ask and answer about different sports. Use the chart above for ideas and use the present perfect progressive tense.
- **A:** Do you know how to ski?
 - **B:** Yes, I do. I have been skiing since I was ten years old. How about you?
 - A: I don't know how to ski, but I know how to play football.
 - B: How long have you been playing football?

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11 Form, Meaning and Function

Present Perfect Progressive versus Present Perfect Simple

- Write the following sentence on the board, and ask students to copy it in their notebooks and then complete it. Have one student come to the board and fill in the blanks.
 - He _____ learned how to ski, but he hasn't _____ how to snowboard
- Ask: What is the form of the present perfect? (has/have + the past participle)
- Ask: What is the past participle in the sentence on the board? (learned)
- Remind students that we use the present perfect simple tense in the following situations: to talk about something in the past; when we do not know when the event happened, or it is not important when it happened; to talk about ongoing time from the past up to now.
- Draw students' attention to the example sentences in the presentation and write them on the board. Ask: Which tense is used in each example sentence and why?
- Read out the explanation in the presentation and draw timelines to illustrate the use of each form. Ask students to match a function in the explanation with the example sentences for the present perfect progressive. Highlight the form. For example: How long <u>have</u> you <u>been</u> learning to ski?

I have been learning how to ski for six months.

(We are using the present perfect progressive to ask and say for how long something has been happening)

Time Expressions: How long ...?

- 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 as ubstitution for the underlined time expressions on the board using since.
- Refer students to the explanation in the presentation. Foint out that How long refers to the length of time Ministry of Edme Mas been doing or has done something. 2023 1445

- 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.
 Write the expressions under since.

A

 Have students do the task individually and check answers in pairs.

Answers

- 1. swimming
- 2. windsurfing
- 3. skiing
- 4. tennis
- 5. boxing



- In pairs, students should ask and answer about the different sports in exercise A. Monitor students' conversations and write any errors with form on the board.
- When students have finished the exercise refer them to the errors with form on the board. Encourage students to correct their mistakes as a class.
- Call on volunteers to role-play their conversations for the class.

Answers

Students' own answers

1

Teaching Tip

Show enthusiasm about the subject you are teaching. If you appear to be uninterested, students will pick up on this and they will become bored, too. On the other hand, if you are excited about what you are teaching, the students will be more interested, too. So, think of ways to make the class more interesting, challenging, and stimulating for yourself as well as the students!

Adverbs of Manner

- Have volunteers read aloud the information in the presentation.
- Say the following adverbs and have students call out the adjectives: quickly (quick); slowly (slow); correctly (correct); safely (safe); quietly (quiet).
- Then say the following adjectives and have students call out the adverbs: dangerous (dangerously); careful (carefully); bad (badly); nice (nicely); beautiful (beautifully); reckless (recklessly).
- Point out that fast and hard can be used as both adjectives and adverbs. For example: This is a fast car. / He is driving fast. This is a hard test. / He worked hard to get a good grade.
- Explain that the adverbs hard and hardly have different meanings and are unrelated. Hard means requiring a lot of physical or mental effort. Hardly means almost not, or to a very small degree. Also point out the irregular adverb form well.
- Remind students of some common spelling rules for turning adjectives into adverbs.

Language Builder

Explain that to form adverbs, we can often add -ly to adjectives. With adjectives that already end in -y, we change the y to i. For example, the adverb form of happy is happily. When the adjective ends in -e, we drop the e. For example, the adverb form of probable is probably. However, when -ly is added to adjectives that end in -l, we double the l. For example, the adverb form of cheerful is cheerfully.

Comparative Forms of Adjectives and Adverbs

- Choose volunteers to read aloud the example sentences in the presentation under the heading Adjective Comparative. Then elicit why -er and more have been added to the adjectives. (The speaker is comparing two people.)
- Ask: What word do we often use with comparative adjectives? (than)
- Have volunteers read a oud the sample sentences under the heading Adverb Comparative. Elicit the form, meaning and the function of the comparative adverbs in

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Language Builder

We can use both *-er* or *more* with many two-syllable adjectives; for example, *politer* and *more polite* are both correct.

We usually use -er with adjectives ending in -y, -ow, -le, and -er; for example: heavier, narrower, simpler, and cleverer.

We use *more* with two-syllable adjectives ending in *-ed, -ing, -ful,* and *-less*; for example: *more tired, more boring, more stressful,* and *more careless.*

Than and As ... As

- Explain that we use more or less in comparative structures to express that two things or people are unequal.
- Explain that as + adjective + as is used to compare two things. In the affirmative, as + adjective + as identifies two people or things as equal. For example: Mona is as tall as her mother. They are both 1.69m tall.
- Used with not as + adjective + as identifies two people or things as unequal. For example: Carson's Café isn't as good as The Eatery. The Eatery is better.

G

- Put students into groups and tell them to ask and answer: Have you ever been on a winter trip? What activities or sports did you do? What did you enjoy most?
- Tell students to read the advertisement and complete the gaps with the appropriate comparative form. They should then compare their answers with a partner.

Answers

- 1. as well as
- **2.** than
- 3. latest
- 4. most popular
- 5. easier

- 6. more fashionable
- 7. faster
- 8. good
- 9. best
- **10.** as

Workbook

Assign pages 303–304 for more practice with the form, meaning and function of the structures in the unit.

Adverbs of Manner

Adverbs of manner express how something is done. They are normally formed by adding -ly to an adjective.

How did he explain? He explained **carefully**.

Sometimes an adjective and adverb have the same form.

He's a **fast** runner. → He runs **fast**. He's a **hard** worker. → He works **hard**.

The adverb form of good is well.

Can Ali dive? Yes. He's a **good** diver. He dives really **well**.

Comparative Forms of Adjectives and Adverbs

The comparative form of most one syllable adjectives and adverbs is formed by adding *-er:* slow—slower; fast—faster; hard—harder.

Some comparative forms of adjectives are irregular: *good—better*; *bad—worse*

The comparative form of most two or more syllable adjectives and adverbs is formed by adding *more*: difficult—more difficult; carefully—more carefully.

Adjective Comparative

The **youngest** athlete was **faster** than all the others.

Football is more thrilling than basketball.

Adverb Comparative

The man climbed **higher** and **higher** up the mountain.

The earthquake got stronger and the walls shook more violently.

Than and As ... As

Use than to compare two people, animals, things, ideas or situations.

That athlete trains **harder than** all the other athletes.

Use as ... as to show two items are the same in some way.

Skiing is **as dangerous as** snowboarding.

Use not as ... as to show two items are not the same in some way.

The fold-up bicycle is **not as bulky as** a regular bicycle.

C. Read the advertisement for winter ski vacations. Complete the gaps with the appropriate word(s).

12 Project 🔯



A long list of different sports and events are included in the Summer Olympics, such as:

Archery	Boxing	Equestrian	Gymnastics	Rowing	Table tennis	Volleyball
Athletics	Canoeing	Fencing	Handball	Sailing	Taekwondo	Water polo
Badminton	Cycling	Field hockey	Judo	Shooting	Tennis	Weightlifting
Basketball	Diving	Football	Pentathlon	Swimming	Triathlon	Wrestling

- **1.** Circle the ones that you are familiar with. Find out if your classmates know more about the sports/events that you are not familiar with.
- **2.** Work in pairs or groups.
 - Research and find out which sports/ events are the most popular ones.
 - Choose two popular sports/events to research and collect information about.
 - Use the chart to make notes and select photos/pictures.
 - Design and make a poster to display on the wall of your classroom for your classmates to read.
 - Answer questions about your poster.



	Name of sport/event	1	2
	Date it was introduced in the Olympics		
	History (place of origin, development, popularity, key people)		
	Objective (of game/sport/event)		
	First and latest gold medalists and countries of origin		
	Current status in the Olympics and the World Championship		
Ministry of E	reparation of athletes (inclusion in the Olympics, 5semi-finals, or finals)		

12 Project

- Tell students that they are going to research and prepare a poster about Olympic events.
- Write Summer Olympics on the board and elicit sports and events from students. List them on the board.
- Have students open their books on page 126 and read through the list of sports and events at the top.
- Organize students in groups and have them read the directions for 1 and circle the events that they are familiar with.
- Have students move around the classroom to find out about sports/events that they are unfamiliar with from other students. Encourage them to ask questions and make notes of new information.
- Here is a list of sports that your students might need help defining:

Archery: the sport of shooting arrows from a bow **Athletics:** track and field sports [running, jumping] **Badminton:** a game, similar to tennis, but played with a shuttlecock (small feathered object).

Fencing: a sport of armed combat using bladed weapons

Field hockey: a sport in which a team of players attempts to score goals by hitting, pushing or flicking a ball into an opposing team's goal using sticks.

Gymnastics: a sport involving performance of exercises requiring physical strength, flexibility, agility, coordination, balance, grace

Handball: a sport in which two teams of seven players each pass a ball to throw it into the goal of the other team. The team with the most goals wins after two periods of 30 minutes

Pentathlon: a sport contest that includes five events: pistol shooting, fencing, freestyle swimming, show jumping and a 3 km cross-country run.

Triathlon: a multi-sport event involving the completion of swimming, cycling and running in an immediate succession over various distances

- Read the directions for 2. Have students work in pairs or groups to find out which sports/events are the most popular. Tell groups or pairs to move around and interview their classmates in order to find out.
- Have groups/pairs reform and collate their information.
 Call on a student from each group/pair to report the group results.

- Have students choose two sports/ events to research.
 Go through the chart in class and elicit examples from students. For example, History: the pentathlon was first introduced in Ancient Greece at the Ancient Olympic Games.
- Have students research, collect information and make notes. Check to make sure that they are focusing on their chosen events and making notes.
- Remind them 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, etc.
- 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.
- Give groups time to organize themselves and share the tasks that need to be completed among members of the group.
- If there is access to the internet in the classroom or in the library, encourage students to use it in order to access information, and download pictures.
- Ask groups to coordinate all their work and work on the actual poster presentation both in terms of staging and materials. Make sure that students are using visuals with captions and/or short texts.
- Have groups present for the class on the same or a different day.

Teaching Tip

Remind learners to face the audience when they speak and point to the appropriate picture and text/caption in the poster. Encourage them to "speak" to the audience rather than simply read aloud or recite the caption from memory. Point out that doing that does not ensure getting through to the audience and often ends up being a monologue.



Additional Activity

Have students find and present information about less popular sports. Discuss why they are less popular. Use facts as well as your own impressions and ideas.

13 Self Reflection

- Brainstorm The Sporting Life. Write the title on the board and elicit as many ideas and words as possible from the class. List the words on the board.
- Have students scan pages 114 and 45. 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 item of information about the Olympic Games did you find more intriguing? Why?
 Who leads the procession of athletes during the opening ceremony of the Olympic Games? Why?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 116 and 117, ask them some questions. For example:

Which is the most amazing place you've ever been to?

What is a sure way to have an accident? (speeding) Who is the best athlete you've ever known? Complete the following:

______is dangerous. ______is exciting.

- 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
- Have students focus on Unit 8 Checklist and complete as they go through the unit.
- Direct students to pages 118 and 119. Call on volunteers to say what they remember from the Conversation.
 Elicit expressions from volunteers.
- Have students reflect on unusual Olympic athletes and complete the chart in pairs. Call on pairs to say which unusual Olympic athletes they remember from Listening.
- Have students make notes in the chart.
- Write A Country Born on Skis on the board and brains form on language and information that students remember from the Reading. Call on volunteers to list as much as possible on the board.

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- Organize students in pairs and have them answer auestions like these:
 - How many medals has Norway won to date? Why is this remarkable?
 - How long have Norwegians used skis? What did they use them for?
- Have students reflect on the Speaking activity. Which are the most popular sports in Saudi Arabia? What do you think makes them popular?
- 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 describing a sport or activity in a how-to guide. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 122 and 123 and make notes as before.
- Direct students to the 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Hold a class discussion about project work. Elicit ideas from the students and explain some of the benefits of this kind of work. List some aspect of project work on the board. For example:

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

- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that student feel they need more work on and make suggestions.

13 Self Reflection



Things that I didn't like very much:
Things that I found difficult in Unit 8:

Unit 8 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about the Olympics, sports and athletes			
encourage and express confidence in someone			
explain steps in a process or game			
use gerunds as subjects			
use the superlative + present perfect			
use the present perfect progressive versus present perfect simple			
ask: How long?			
use adverbs of manner			
use comparative forms and structures with adjectives and adverbs			

My five favorite new words from Unit 8:	If you're still not sure about something from Unit 8:
حتا قرارة الت	 read through the unit again listen to the audio material study the grammar and functions from the unit again ask your teacher for help

Ministry of Education

EXPANSION Units 5–8

Language Review 🗾



- **A.** Write a response to each question. Include the word in parentheses and either **too** or **enough**.
- Why are you getting rid of this rug? (worn) It's too worn.
- 1. Why can't we make a cake before the guests arrive? (time)
- 2. Why are you turning on more lights? (dark)
- **3.** Why don't you like driving with him? (dangerously)
- **4.** Why don't you like this landscape? (trees)
- **5.** Why isn't he running in the marathon this weekend? (lazy)
- **6.** Why don't you like small rooms? (claustrophobic)
- **7.** Why do you find him difficult to understand? (quickly)
- **8.** Why aren't you going to the game tonight? (tired)
- **9.** Why don't you like this couch? (comfortable)
- B. Form sentences by combining items from Boxes A and B. Use a gerund as the subject of each sentence. You can use words from Box B more than once.
- Losing your keys is irritating.

Box A

fill out forms

litter

lose your keys

read about scientific discoveries

sit in a sauna

skydive

touch your ear with your tongue

witness a crime

Box B

boring exciting

fascinating

frightening

impossible

irresponsible

irritating

relaxing

1		





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Ministry **8**£ Education

O Unit Goals

- Language Review
- Reading Can You Believe They Believed It?
- O Language Plus

Writing

Write about cultural meanings of color, symbols, customs or gestures Write about a prank

B

- This exercise reviews gerunds as subjects, which were presented in Unit 6. Refer students to the chart on page 88 for review as necessary.
- Ask a volunteer to read aloud the directions and the example. Ask if there are other possible or logical answers. (Losing your keys is irresponsible.)
- Then have students work individually to write sentences using the words in Box A and Box B.
- Check answers by calling on students to read sentences. Ask if there are any different responses.

Language Review

A

- This exercise reviews the use of too and enough with adjectives and nouns, which was presented in Unit 5.
 Refer students to the Grammar chart on page 74 for review as necessary
- Write the following sentences on the board and elicit the words that go in the blanks:

It's ____ hot to work. Let's go to the beach. (too)
He can't drive. He isn't old _____. (enough)

- Remind students that enough can be used with adjectives and nouns. It goes after an adjective but before a noun; for example, enough paper but not old enough.
- Ask a volunteer to read aloud the directions and the example. Have students work individually to write answers and then ask and answer the questions with a partner.
- Check answers by calling on pairs to read aloud a question and an answer. Ask if others in the class have different answers. If so, help the class decide if these answers are also correct.

Answers

Answers may vary. Sample answers:

- 1. We don't have enough time./There isn't enough time.
- 2. It's too dark.
- 3. He drives too dangerously.
- 4. It doesn't have enough trees.
- 5. He's too lazy.6. They make me feel too claustrophobic.
- 7. He speaks top quickly.

 8. I'm too tired:

9. It isn't comfort 2023 - 1445

Language Builder

Point out that verbs ending in *-ing* have different uses. They can be part of a progressive verb, as in *l'm playing* baseball now. They can be verbal nouns or gerunds as in *Playing* baseball is fun. They can also be used as verbal adjectives or participles, as in *lt was an exciting* game.

Answers

Answers will vary. Sample answers:

- 1. Filling out forms is boring.
- 2. Littering is irresponsible.
- 3. Losing your keys is irritating.
- 4. Reading about scientific discoveries is fascinating.
- 5. Sitting in a sauna is relaxing.
- 6. Skydiving is exciting.
- 7. Touching your ear with your tongue is impossible.
- 8. Witnessing a crime is frightening.



- This exercise reviews the use of the superlative with the present perfect, which is presented in Unit 8. Refer students to the chart on page 116 as necessary.
- Ask a volunteer to read aloud the directions and the example. Ask a few other students to answer the same question with their own information.
- Have students work with a partner. They take turns asking and answering the questions.
- Check answers by going around the room as students are working. Check that they are using the sentence pattern (superlative + present perfect) correctly. Note any problems and discuss them with the class.

Answers

Answers will vary, but the questions should be as follows:

- 1. What is the most beautiful place you've ever visited?
- 2. What's the most exciting city you've ever visited?
- **3.** What's the tallest building you've ever seen?
- **4.** What's the best book you've ever read?
- 5. What's the spiciest food you've ever eaten?
- 6. What's the hardest thing you've ever done?
- **7.** Who's the most famous person you've ever met?
- **8.** What's the scariest film you've ever watched?
- 9. What's the farthest place you've ever traveled to?
- 10. What's the most thoughtful present you've ever received?



 Read the directions and focus students' attention on the picture. Brainstorm a few ideas about what's happening in the picture. Have them describe the people and talk about how they feel. For example, say:

Someone is driving an SUV vehicle (sport utility vehicle). Why? Where are they going?

Have students work individually to write their stories.
 Review the list of grammar points and have them include as many as possible in their stories and underline them.

Answers

Answers will vary.

Workbook

Assign pages 305–306 for review of vocabulary presented in Units 5–8.



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2020 G20 Summit

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

- **C.** Use the words to write superlative + present perfect questions. Then ask and answer the questions with a partner.
- interesting event / read about

D.

A: What is the most interesting event you've ever read about?

B: The G20 2020 Summit hosted in Riyadh is the most interesting event I've ever read about.



1.	beautiful place / visit	
2.	exciting city / visit	
3.	tall building / see	
4.	good book / read	
5.	spicy food / eat	
6.	hard thing / do	
7.	famous person / meet	
8.	scary film / watch	
9.	far place / travel	
0.	thoughtful present / receive	
Wr	ite a story about the picture. Use gramma	er points from Units 5–8.
	multiple adjectives	☐ adverbs of manner
	too and enough	☐ gerunds after verbs
	gerunds as subjects	☐ infinitive after verbs
	subjunctive	☐ superlative and present perfect



EXPANSION Units 5-8

E. Write sentences using two or three adjectives to describe the following things.

your school

It has expensive new computer labs.

1. your room

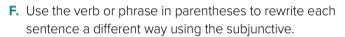


3. your favorite piece of clothing

4. a place to visit

5. your favorite food

6. the last car you rode in



You should put on sunscreen before lying out in the sun. (recommend)

I recommend that you put on sunscreen before lying out in the sun.

1. You must take this medication every day to get rid of the infection. (it is essential)



3. My mother tells people to take off their shoes before they enter our house. (insist)

4. When I have a dinner party, I tell each quest to bring an appetizer or a dessert. (ask)

5. If you want to conserve water, you should not leave the water running when you brush your teeth. (it is important)

6. The viewers wanted the TV station to broadcast the program again. (request)



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- This exercise reviews the order of adjectives presented in Unit 5. Refer students to the chart on page 74 for review as necessary.
- Write a sentence on the board about a classroom object that everyone can see, such as There's a _____ table in the corner. Elicit adjectives to describe the object, such as black, wooden, and big, and write them next to the sentence. Then have a volunteer write the words in the blank in the correct order. There's a big, black, wooden table in the corner.
- Ask a volunteer to read the directions and the example.
 Elicit one or two more possible ways of describing a school.
- Have students work with a partner to write sentences.
 Ask pairs to write their sentences on the board.



- This exercise reviews the subjunctive forms presented in Unit 5. Refer students to the chart on page 74 for review as necessary.
- Remind students of the important points about the subjunctive: 1) It is used to stress the urgency and importance of an action. 2) It uses the base form of the verb for all persons, including third person singular. (I asked that he tell me the truth.) 3) The negative is formed with not before the verb. (It's important that they not be in a hurry.)
- Ask a volunteer to read aloud the directions and the example. Point out that the modal should is not used with the subjunctive. The meaning of should is contained in the word recommend.
- Have students work with a partner to rewrite the sentences. Invite pairs to write their sentences on the board.

Answers

- It is essential that you take this medication every day to get rid of the infection.
- **2.** Supporters of organic farming suggest that farmers not use pesticides on their crops.
- **3.** My mother insists that people take off their shoes before they enter our house.
- **4.** When I have a dinner party, I ask that each guest bring an appetizer or a dessert.
- 5. If you want to conserve water, it is important that you not leave the water running when you brush your teeth.
- **6.** The viewers requested that the TV station broadcast the program



G

- This exercise reviews the structures I'd like you

 infinitive and I want you + infinitive which were
 presented in Unit 5. Refer students to the chart on page
 74 as necessary.
- Remind students that it is incorrect to use a *that*-clause in these sentences:
 - Incorrect: I want that you tell me the answer. Correct: I want you to tell me the answer.
- Ask a volunteer to read the directions and the example.
 Explain that a tailor is someone who makes or alters clothes for individual customers.
- Have students work with a partner to write sentences.
 If time allows, have them write two sentences for each item, one with want and the other with would like.
 Encourage them to use their imaginations.
- Check answers by having several students write sentences on the board.

Answers

Answers will vary. Sample answers:

- 1. I want you to floss every day.
- 2. I'd like you to keep a journal of your feelings.
- 3. I want you to tell me everything that happened.
- 4. I'd like you to talk to the customers more.
- **5.** I want you to do more chores around the house.
- 6. I'd like you to stand over here.



- This exercise reviews verbs followed by gerunds or infinitives. Refer students to the Grammar chart in Unit 6 on page 88 for review.
- Remind students that in these sentences the gerunds and infinitives act as nouns and answer the question What? Write the following examples on the board and have students identify the gerund and the infinitive.

Aisha can't stand waiting hours for a bus. Faisal promised to help carry these boxes.

- Ask: What is it that Aisha can't stand? (waiting hours for a bus) What did Faisal promise? (to help carry the boxes)
- Have students work individually to circle the correct verb forms. If both forms are possible, have them circle both if they are unsure of an answer, tell them to refer to the chart on page 84.

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Answers

- 1. watching
- 6. buying
- 2. to help
- 7. noticing/to notice
- 3. to get
- 8. using
- 4. using
- 9. to learn
- **5.** to stay
- 10. having



- Read the directions and focus students' attention on the pictures. What can they learn about Dave and Jasmin from the pictures? Brainstorm a few ideas and make some notes on the board. Stress that this is just to get them started. They will need to think of more ideas to write their paragraphs.
- The following are two options for completing this activity.
 Option 1: Assign this activity for homework and have each student write two paragraphs, one about Jasmin and one about Dave. Tell students they should use as many of the verbs as possible in their paragraphs, but not to worry if they don't use them all.

Option 2: Have half the students write about Dave and the other half write about Jasmin. Then put students in pairs, one who has written about Dave with one who has written about Jasmin, and have them read their paragraphs to each other. How did they use the verbs in the box?

Answers

Answers will vary.

- As an extension, remind students that the -ing form is also used in progressive verb forms. Read these sentences aloud. Have students raise one finger if the -ing form is a gerund, and two fingers if it's part of a progressive verb.
 - 1. Charlie's playing computer games. (progressive)
 - 2. I prefer watching television. (gerund)
 - **3.** We'll continue playing the game after dinner. (gerund)
 - **4.** Our team is playing another game on Saturday. (progressive)
 - **5.** The teacher is giving the exam tomorrow, not today. (progressive)
 - 6. She considered giving the exam next week. (gerund)

Workbook

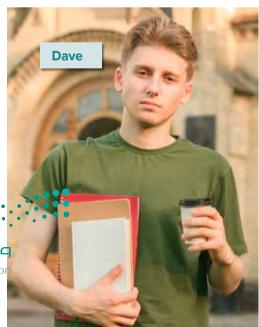
Assign pages 307–309 for review of grammar presented in Units 5–8.

- **G.** Write a sentence that each person might say to the other using *l'd like you* + infinitive or *l want you* + infinitive.
- a customer to a tailor

I'd like you to shorten these pants about an inch.

- 1. a dentist to a patient
- 2. a therapist to a client
- 3. a lawyer to a witness
- 4. a manager to a salesperson
- **5.** a father to a teenage son
- 6. a photographer to a person being photographed
- H. Circle the correct verb forms. Sometimes both the gerund and the infinitive forms are correct.
 - **1.** We enjoy (watching / to watch) silly game shows.
 - 2. Did you agree (helping / to help) her plan the dinner?
 - 3. After working for the company for 8 years, he's finally decided (getting / to get) a different job.
 - **4.** The gardener is going to quit (using / to use) pesticides on his vegetables.
 - 5. I'm only planning (staying / to stay) here for an hour or two.
 - 6. I avoid (buying / to buy) products that have a lot of packaging.
 - 7. When did you start (noticing / to notice) the symptoms?
 - **8.** My supermarket just stopped (using / to use) plastic bags.
 - 9. After winning the grand prize in racing, he needed (learning / to learn) to relax and take it easy.
 - 10. I keep (having / to have) a dream about taking an exam that I'm not prepared for!
- I. Look at the pictures. Write short paragraphs about Dave and Jasim. Use the verbs from the box + a gerund or infinitive.

avoid enjoy keep plan decide intend learn prefer





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2 Reading



Before Reading

- 1. Has anyone ever played a trick on you? If so, explain what happened.
- 2. Have you ever played a trick on someone else? If so, explain what you did.

Can You Believe **They Believed It?**

In many countries around the world, the first day of April is a day for playing tricks and pulling pranks. Many of the most amusing and memorable tricks that have been played on this day have been perpetrated by the media.



Perhaps one of the funniest pranks to have ever been pulled off happened on April 1, 1957. On this day, a well-respected British news show called *Panorama* aired a segment focusing on a supposed spaghetti harvest in southern Switzerland! The anchorman explained that the mild winter had resulted in a huge spaghetti crop. As the anchorman gave details about the "spaghetti crop," video footage was shown of Swiss people pulling fresh, long strands of spaghetti off of "spaghetti trees" and putting them in baskets.

Convincing viewers wasn't very difficult. Apparently, this segment was realistic enough to fool a huge number of people. Hundreds of fascinated viewers called into the

television station wanting to find out how they could grow their own spaghetti tree. They were told, "Place a sprig of spaghetti in a tin of tomato sauce and hope for the best." As one studio worker remembers, "The more people called, the harder we laughed."

Another nationally broadcast prank occurred in Sweden in 1962. At the time the country had only one television channel, and it broadcast in black and white. The station had their technical expert announce to the viewers that a new technology had been created. Astonished viewers listened as he explained that this technology would make it possible to see color images on their black and white television sets. Accomplishing this was easy, he assured the audience. He explained that all that viewers needed to do to convert their black and white televisions to color was to pull a nylon stocking over the screen. He also advised moving one's head very carefully back and forth to see the best picture. Many viewers got excited, and thousands tried it. Today many Swedes still recall family members running around the house trying to find nylon stockings to place over their

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2 Reading

Before Reading

- With books closed, ask the two **Before Reading** questions. Discuss what it means to "play a trick" on someone. Have students tell a partner about a trick they have played on someone or a trick someone played on them.
- Have students look at the title of the article. Ask: What do vou think the article is about? Elicit answers from several students. Make notes of answers on the board but don't confirm or deny answers at this time.
- Play the audio of the article. Have students listen and follow along.
- Review and verify the answers to the guestion. Elicit that the article is about tricks or pranks that people play on the first day of April.

READING STRATEGY Reading aloud

- Explain to students that they are going to practice the skill of reading aloud. Read the first two paragraphs of the article aloud to the class. Ask students to comment on your reading. Ask: Did I read quickly or slowly? What kind of expression did I use in my voice? Was it easy or difficult to understand? Why?
- Write the following tips for reading aloud on the board:
 - · Prepare to read. Make sure you understand before you read.
 - · Look up or ask about words you don't know. Practice the pronunciation.
 - · Don't read too quickly. Take your time.
 - · Pause in logical places.
 - · Look at the people you are reading to.
- Have students count off around the room. 1. 2. and 3. All of the 1s will read paragraphs 2 and 3 of the article. the spaghetti story. The 2s will read paragraph 4, the Swedish TV story, and the 3s will read paragraph 5 about the Australian clock.
- Give students about 5 or 6 minutes to read their story and practice reading it aloud to themselves or to a partner in a soft voice. As students are doing this, go around and help with pronunciation and other questions as needed. • •



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- Put students in groups of three, with one student for each story. Students read their stories aloud to the others in the group. While one student is reading, the others listen with their books closed. After each story, have students discuss what happened.
- When students have finished, discuss the experience of reading aloud. Ask: Do you like to read aloud? Why or why not? Do you read aloud in your first language? If so, when and why?
- For vocabulary practice, write the following definitions on the board. Have students find words in the reading to match the definitions.paragraphs 2 and 3

a quantity of a fruit or vegetable that is grown and picked in one year (harvest)

pieces of spaghetti (strands)

a small piece of a plant (sprig)

paragraph 4

doing something successfully (accomplishing) (moving) from side to side (back and forth)

paragraph 5

was fooled by something (fell for)

Culture Note

Many Western cultures have traditions of different kinds for playing tricks and pulling pranks. In many countries, the prankster shouts "April fools!" at the recipient. In the UK and Poland, the joking ends at noon on April 1st. In Spanishspeaking countries, December 28th is a day for jokes and pranks.

After Reading



- Have students look at the list of words in the first column and find each word in the reading.
- Have students work individually to match each word with a synonym in the second column. Then have them compare answers with a partner. If their answers are different, they should try to decide on the correct answer.
- Read the answers aloud for students to verify their responses.

Answers

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



- Put students in groups of three to ask and answer the questions.
- Check answers by having groups report their answers to the class. Have students support their answers by referring back to the parts of the reading with the correct information.

Answers

Answers will vary. Sample answers:

- 1. They were pulled by the media.
- 2. Video footage showed people "picking" spaghetti off trees.
- He instructed them to pull a nylon stocking over their TV screens and move their heads very carefully back and forth to see the best picture.
- **4.** They announced that Australia would be converting to "metric time."
- 5. They showed an interview with the deputy premier and a picture of the town clock with a new "metric time" face.

Discussion

- Put students into small 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.

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Workbook

Assign pages 310–311 for additional reading and writing practice at word and sentence level.



Another remarkable prank was pulled by an Australian news program in 1975. On the program that evening it was announced that Australia would be converting to "metric time." It was explained that under metric time, there would be 100 seconds in a minute, 100 minutes in an hour, and 20 hours in a day. It was also explained that seconds would become *millidays*, minutes would become *centidays*, and hours would become *decidays*. The report had many convincing details, including an interview with South Australia's deputy premier and a shot of Adelaide's town hall clock, with its "new" 10-hour metric clock face. Many people fell for the trick. Some even got angry about it. One viewer was particularly irritated because, as he explained.

he had just bought a new clock and thought that it was now useless.

Sometimes it seems the sillier the hoax, the more likely people are to fall for it! So the next time you hear something that sounds too silly to be true, look at your calendar and make sure that it isn't April first!

After Reading

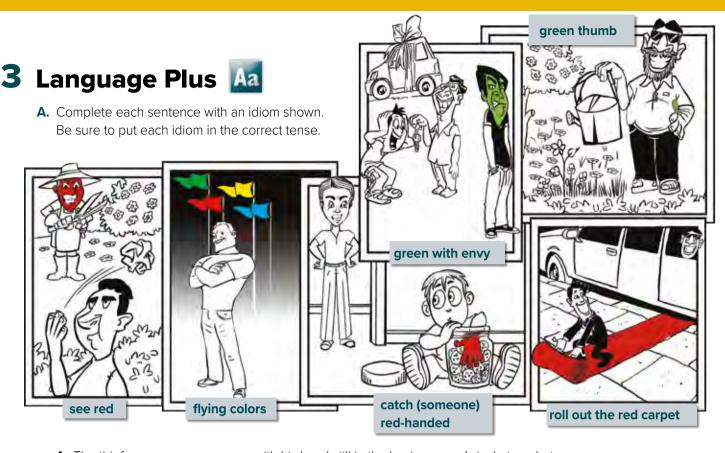
A. Match the words to their synonyms.

- _____prank
 supposed
 memorable
 convert
 perpetrate
 hoax
 footage
- a. trick
- **b.** practical joke
- **c.** be responsible for
- **d.** apparent
- e. change
- f. significant
- g. TV or film coverage
- **B.** Answer the questions.
 - 1. What do all of the tricks mentioned in the reading have in common?
 - 2. What footage was shown on *Panorama* to support the spaghetti harvest trick?
 - **3.** What did the "technical expert" of Sweden's television station instruct viewers to do on April 1, 1962?
 - **4.** What trick did an Australian news program play in 1975?
 - 5. What convincing details did the Australian news program use to support their claim?

Discussion

- **1.** Is it OK to play tricks on people? Explain.
- 2. What kind of tricks do you think are all right to play?
- 3. What kind of tricks do you think should not be played?





1.	The thief was	with	ı hıs	hand	still	ın :	the	busii	nessr	nan'	s jac	:ket	poc	ket.
											-			

- 2. Look at my garden. No matter how hard I try, nothing grows. I guess I don't have a _
- 3. When I found out that my sister had taken my cell phone without my permission and then lost it,
- 4. When our grandparents came to visit, we took them to all the best restaurants in town. We really
- **5.** I passed the test in every subject with _____
- 6. He has my dream job. I was _____ when he first told me about it.

4 Writing W



Tools for Writing: Common Errors with Prepositions

Verbs that are followed by a certain preposition in English may be followed by a different preposition or no preposition at all in your language. In order to make sure your writing is grammatically correct, it is important to learn which verbs are used with which prepositions in English. Study the following verbs + prepositions.

look for

Can you help me look for my keys? NOT: Can you help me look my keys?

ask for

- We need to ask for some help.
- NOT: We need to ask help.

_ ; depend on

We may not go. It **depends on** the weather. 2023 - 1445

smile at

My mother was so proud. She kept smiling at me. NOT: She kept smiling of me.

remind of

She **reminds** me **of** my grandmother. NOT: She reminds me my grandmother.

congratulate on

She **congratulated** him **on** the new job. Not: She congratulated him by his new job.

3 Language Plus

• Focus students' attention on the cartoons and the idioms. Ask questions about each picture to elicit the meaning of the idiom.

see red

What is the man doing? (He's throwing litter into the man's yard.) How does the man feel? (He feels angry. He's seeing red.)

flying colors

What do you think young man might be saying? (I'm so clever!) Did he do well in his exams? (Yes, he did very well. He passed them all with flying colors.)

green with envy

What are the parents giving their son? (a new car) Who is the person with the green face? (maybe his brother) How does he feel? (He's very jealous. He's green with envy.)

green thumb

Is the man a successful gardener? (yes)

Explain that when someone has a green thumb he is good at making plants grow.

catch someone red-handed

What is the little boy doing? (taking cookies from the cookie jar) Who's watching him? (his father) Is he supposed to be doing this? (No, he caught him in the act of doing it. He caught him red-handed.)

roll out the red carpet

Who is the man in the limousine? (a celebrity) What's the other man doing? (He's rolling out a red carpet. It's a sign of welcome for a famous or important person.)

- Have students work individually to complete the sentences. Check answers by calling on students to read the sentences.
- Ask students to use the idioms to talk about their own experiences or things they've seen. For example, ask:

Have you ever caught someone red-handed at something?

What white lies have you told?

Have you ever been green with envy?

What makes you see red?

Did anyone ever roll out the red carpet for you when you visited?

Do you know any families that have a black sheep?

PLL Aggyic re pliq

Ministry of Education and the caught red-handed 202**3.** -gleen thumb

- 5. flying colors
- 6. green with envy

4. rolled out the red carpet

Writing

Tools for Writing: Common Errors with Prepositions

- Explain to students that when learning a verb, it's a good idea to learn the prepositions that can go with it.
- Have students read the examples. Ask: Are these the same as or different from the prepositions used with similar verbs in your language?
- Write these sentences on the board. Have students complete them with the correct prepositions.

I like being surrounded ____ a color. (by) White is worn ____ brides. (by) Red is associated ____ danger. (with) We respond ____ color. (to) I feel passionately ____ poetry. (about)

Writing Prompt

 Read the Writing Prompt with the class. Explain that an expository essay explains or describes something.

Developing Your Writing

- Before students begin to write their essays, have them read the box Developing Your Writing: Body Paragraphs That Support the Topic Sentence. Then have them look at the sample essay, Customs and Gestures in Korean Culture. Point out that the first paragraph is the introduction. It states the topic of the essay.
- Ask a volunteer to read the topic sentence of the second paragraph. Ask: What examples and information does the writer give to support the topic sentence? (The writer explains the roles of bowing, smiling, and making eye contact in Korean introductions.)
- If time allows, have students find more examples of paragraphs that follow this model in the article The Psychology of Color.

Write Your Expository Essay

- Have students look at the chart or "web" on the page.
 Explain that this is a format often used for brainstorming ideas. The writer puts the topic in the center and then writes the subtopics in the circles around it. In the circle for each subtopic, there can be notes of possible examples and other supporting information.
- Have students decide on a topic and make their own web with subtopic ideas and notes about examples.
- Before students write their essay, have them show their web to a partner and explain how they are going to organize their essay. Then they listen to their partner's explanation. They should question each other about anything that isn't clear and make suggestions for examples and information their partners' essay might include
- 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 make sure that they used grammar points from Units 5–8. 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. Write the grammar points from Units 5–8 on the board as a reference:

Direct objects
Indirect objects
To and For before indirect objects
Subjunctive
I'd like you + infinitive
I want you + infinitive
Gerunds after verbs
Infinitives after verbs



Teaching Tip

Having students discuss their ideas with other students and read and comment on each other's essays makes the writing process less lonely and more interesting. Explain to students that talking about their essays helps them develop their ideas and find the words to use to explain them.

It isn't only students who find writing difficult. Professional writers often suffer from something they call "writer's block." This means that they just can't think of anything to write. Talking to others helps them break the writer's block.

Writing Prompt

Write an expository essay about what different colors, symbols, customs, or gestures mean in your culture. Say what you think this shows about your culture. Include grammar points from Units 5–8.

In an expository essay, the writer explains, describes, or gives information about a subject.

Write Your Expository Essay

- **1.** Decide whether you will write about colors, symbols, customs, or gestures in your culture. What do you think these show about your culture? This will be your topic sentence.
- **2.** Use a chart to organize your ideas. Write your topic sentence in the center circle. Then write ideas which support this topic sentence in the surrounding circles.
- 3. Write a draft of your expository essay.
- **4.** Have a partner read and comment on your draft. Use your partner's comments and suggestions to revise your essay.

Developing Your Writing: Body Paragraphs that Support the Topic Sentence

The paragraphs of an essay between the introduction and conclusion are called the body of the essay. Each body paragraph must have one main idea, as well as examples, definitions, facts, or statistics which support that main idea. The main idea of each body paragraph must relate to and support the topic sentence in the introduction.

As you write the body of your essay, ask yourself:

- Does each paragraph have one main idea?
- Is this main idea supported by examples, definitions, facts, and/or statistics?
- Does each paragraph support the topic sentence in the introduction?



Customs and Gestures in Korean Culture
To understand the perspective of Korean people,
it is important to understand their customs and
gestures. I believe that Korean customs and gestures
show that the Korean culture is quite traditional and
conservative.

One aspect of Korean culture that is traditional and conservative is greeting people. Korean people usually bow when they meet one another. When Koreans are introduced to someone for the first time, they generally do not smile. Smiling is reserved for informal occasions. Koreans also consider staring impolite. We prefer to make only brief eye contact. When meeting a Korean person, I suggest you avoid looking into his/her eyes for more than a moment or two...



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5 Language Plus 💹







Match these idioms about sports to the pictures. Then use each idiom in a sentence of your own.

- **1.** _____ We had to **race against time** to complete the project on time.
- **2.** _____ Someone needs to **get the ball rolling**; we can't keep on talking about things and not take action.
- **3.** _____ You'd better ask Andy about how to get some stationery, he knows the ropes.
- **4.** _____ You need to **keep your eye on the ball** if you want things to run smoothly.
- **5.** Having worked through the night we found out that the subject had changed so we had to **start from scratch** and make a new poster.
- **6.** _____ In her attempt to do the best she could, she went overboard and invited far too many guests to the wedding.





Tools for Writing: Avoiding Wordy Sentences

Wordy sentences can make it difficult for readers to understand your meaning. Try to write clear and direct sentences so that your ideas are easy to follow.

Avoid unnecessary repetition of words or ideas.

Wordy: All the clothes in her wardrobe are guirky and unusual.

Revised: Her wardrobe is quirky.

Delete unnecessary words and replace wordy phrases with more concise words.

Wordy: In spite of the fact that they don't have much in common, they still seem to get along. Revised: Although they do not have much in common, they still get along.

Wordy Phrase	Replace With	Wordy Phrase	Replace With
The reasonis that An example is	Because	At the present time	Now
An example is	For example	As a matter of fact	In fact
In order to	То	I think / I believe	(nothing)
րև ժունի eyelijt-that	lf	In my opinion	(nothing)
Ministry Belie Coltion	Although	In conclusion	(nothing)
2023 - P與異式o the fact that	Because	The reason why	(nothing)

5 Language Plus

 Focus students' attention on the cartoons and the idioms. Ask questions about each picture to elicit the meaning of the idiom.

To know the ropes (To know how to do something) **Start from scratch** (To begin something without using anything that was prepared before)

Race against time (Try to do something even though you have very little time)

Keep your eye on the ball (Be alert and pay close attention to what is happening)

Get the ball rolling (To start something so that it can start making progress)

Go overboard (To do something in an extreme way)

- Have students work individually to match the idioms with the cartoons.
- Ask students to use the idioms to talk about their own experiences. For example, ask:

Have you ever had to race against time? Have you ever gone overboard?

Answers

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

6 Writing

Tools for Writing: Avoiding Wordy Sentences

- Read the suggestions with the class. Explain that inexperienced writers often think that using a lot of words to say something is better. They may even try to pad their essays with extra words. In reality, the opposite is true. The writer's first goal is to be clear.
- Read the wordy phrases and the possible replacements with the class. Explain that it is sometimes appropriate to use these expressions; however, the problem is that writers use them too much.





Laughter can be the best medicine, but there are stories about people who have really died laughing.

- In 1975, a British bricklayer had a fit of laughter while watching his favorite sitcom, a program called *The Goodies*. He laughed for 25 minutes, and then died of heart failure.
 - In 1989, a Danish man is said to have died from a heart attack while laughing at comedian John Cleese in the movie A Fish Called Wanda.

Writing Prompt

 Tell students that they will be writing an essay about a prank or a hoax.

Write Your Essay

- Brainstorm a few ideas with the class about pranks or hoaxes they could write about.
- Focus students' attention on the Cause/Effect chart.
 Draw a sample chart on the board. Ask students to find examples of causes and effects in the stories in the reading on pages 132 and 133. Write these under the Cause and Effect columns. For example:

Cause	Effect
Panorama aired story about Spaghetti trees.	People called and asked how they could grow spaghetti trees.
Swedish TV told people how they could convert their TVs to color with nylon stockings.	People ran around looking for stockings to put over their TV sets.

- Have students look at the chart of *Transition Words*.
 Point out that these are useful when writing to establish relationships of time, cause and effect, comparisons, and contrasts. Tell students they should refer to the chart as they write for ideas on what words to use.
- Read the beginning of the sample essay with the class.
 Ask: What information did the writer include in the first paragraph? (what the prank was, and who the victim was)
- Have students decide on a prank or hoax and write a draft of their essay. Then they exchange essays with a partner and read and comment on each other's essays. Have them focus their comments on these two points:

Wordiness: Are there any sentences in the essay that are too wordy?

Clarity: Are there any parts of the essay that aren't clear? Why? How can the writer make them clearer?

- Have students revise their essays for homework.
 Tell them to consider their partner's comments when deciding how to revise.
- Invite a few students to read their final essays to the class.



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Language Builder

As students write, point out these features of some of the transition words.

These transition words can be used to connect clauses: before, as soon as, since, if, although.

For example:

You should practice **before** you read aloud.

Although Hull fooled the public, he never went to jail.

The other words on the lists cannot be used to connect sentences. Writers must use a period and start a new sentence. It is incorrect to use a comma.

For example:

CORRECT: They buried the treasure in **1868. Then** the men dug it up in 1869.

INCORRECT: They buried the treasure in **1868, then** the men dug it up in 1869.



Additional Activity

Give students copies of the following sentences, with blanks for the transition words. Have students complete them with transition words from the chart. There may be other possible answers.

Time Transition Words

We'll yell "Surprise!" and turn on the lights **as soon as** Jack comes into the room.

At first, the boys didn't understand why everyone was laughing. **Finally**, they realized it was all a prank.

First, you need to make the sauce. **Next** you cook the pasta in boiling water.

Cause and Effect Transition Words

They had to close the roads **because of** the storm.

The man believed the story about the clock. **Therefore** he called the office to complain.

Since he believed the story, they didn't have the heart to tell him it was a joke.

Comparison Transition Words

One way to trick someone is to put salt in the sugar bowl. **Another way** is to put a frog in their bed.

Contrast Transition Words

I'll come if I can. Otherwise, you'll just have to start without me.

Workbook

Assign pages 312 for additional writing practice above word and sentence level.

Writing Prompt

Write about a hoax. Explain the effect the hoax had. Include grammar points from Units 5–8.

Write Your Essay

- 1. Decide on the hoax you will write about.
- **2.** Use a cause-and-effect chart to organize your ideas. Remember that a *cause* is something that makes something else happen. An *effect* is something that results from an action.
- **3.** Write a draft of your essay.
- **4.** Have a partner read and comment on your draft. Use your partner's comments to revise your essay.

Developing You	ır Writing: Trar	nsition V	Vords	
Transition words help organize your writing. They help tie ideas and sentences together to create smoother transitions, so that readers can follow the events and ideas more easily.				
Time Transition	Words			
afterward as soon as	before during	finally next	У	suddenly then
Cause and Effe	ct Transition W	Vords		
because of as a result	due to if then	since		
Comparison Tra	ansition Words	•		
another way as	in the same likewise	way	one w similar	,
Contrast Transi	tion Words			
although however	nevertheless otherwise	5	still yet	

→ Effect

	The Man Who Thought He Had Inherited 12 Million Dollars
	Martin received an email claiming that he had inherited a huge
	sum of money from a bank in an African country. The letter said that
	a wealthy relative had died and had left him all the money. The letter
	asked him to send all his details and bank account number to the
	address enclosed and he would be told how he could get the money.
•	Martin's dream was to be rich and be able to buy a lot of expensive
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Update

Listen and Discuss [2]



A. What do you think? What is a slouch detector? Do animals laugh?

What are super foods? How old is cooking?

Which creatures are older than dinosaurs?

B. Read the texts and find out.



Have you noticed how often people, who spend a long time sitting at a desk, complain about back pain? When we've been sitting for a long time we are not conscious of our posture. Slouching affects the position of our neck and spine and causes back pains or even headaches. A small gadget that operates as a "slouch detector" comes to the rescue! The gadget monitors your neck and spinal position and buzzes, when the position is less than ideal! All you need to do is clip the gadget onto your shirt. However, you need to remember not to take any notice when the gadget buzzes for the wrong reason; for example when you lean over to answer the phone or get something from a drawer! Do you think the slouch detector is worth buying? Would you use it?

An Australian biogeneticist and his team began developing a vitamin-A-enriched banana to combat the destructive effects of vitamin A deficiency in sub-Saharan Africa. The banana was chosen as it made up a lot of the children's diet in the area, where about a third of the children under the age of 5 are at risk of going blind due to vitamin A deficiency. Provided that this type of "super banana" can actually be cultivated locally, and consumed by a substantial number of people, this type of food re-engineering might be extended to a wider range of products around the world. What do you think? Is intervening and reengineering crops a good idea?





Evidence has led scientists to suggest that early humans cooked their first hot meals more than 1.9 m years ago. The invention of cooking was a crucial factor in human evolution as it allowed our ancestors to expand their diet and to obtain more calories and nutrients from their food. Cooking softened food and made endless chewing redundant. This, according to scientists, resulted in the disappearance of large teeth which were replaced by smaller ones. It also reduced feeding times considerably and allowed early humans to develop different skills. According to Harvard evolutionary biologist, Richard Wrangham, controlling and using fire to cook was instrumental to the development of modern man. What do you think? *

Adapted from: Organ, C. (2013). Origins of cooking. AccessScience. Available at: https://www.accessscience.com/content/article/aYB130033.



Vocabulary

Gadgets Modified crops Cooking Prehistoric animals (fish) Laughter

Functions

Express personal view/
objective comment,
enthusiasm/regret/
wishes/ strong
agreement
Talk about advantages/
disadvantages,
possibility/necessity/
consequence/result,
relate past to present,
size/ characteristics,
make deductions about
past/present, report
statements/questions/

Grammar

Recycle familiar verb forms, simple present/ narrative, connectors and modifiers, passive forms, would—hypothesis, progressive forms, have something done, modals

Listening

Listen for specific information
Listen and identify language/ questions in discourse/ interview

Pronunciation

Recycle and use familiar stress, intonation patterns, identify falling/rising intonation patterns and effects, e.g. enthusiasm, regret

Warm Up

• With books closed, ask students:

thoughts, focus on action

- Have you seen any interesting gadgets recently? How do we know about prehistoric animals? Are you a good cook? What can you cook?
- Encourage students to say whatever they know or think. You don't need to spend too long on each question.
 You are simply using the questions to activate prior knowledge and find out what they know.

1 Listen and Discuss

 Have students look at the pictures on pages 138–139 and quickly and make guesses about the topics of the texts.



Have students read the directions. Give them a few minutes to branstorm in groups. Make a note of their Ministranswers contible board.

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- Play the audio for the texts on pages 138 and 139.

 Have students listen with their books closed and find out what they can about the questions in A.
- Play the audio again. Ask students to read along in their books and look for the answers to the questions in A. Encourage them to help each other in pairs or groups.
- Check answers in class.

Answers

A slouch detector is a small gadget that monitors your neck and spinal position and buzzes when your position is not correct.

Super foods are crops, e.g. food, vegetables, etc. that are enriched with certain substances such as vitamins and minerals.

Cooking is 19 million years old.

The Coelacanth, the most famous "living fossil," is older than dinosaurs.

According to research findings, some animals laugh.

- Ask students to read through each text and highlight any new information that they find. Tell them that they will discuss their ideas later in the lesson but it's important that they are clear about the information on each topic.
- Write these words and phrases on the board. Have students find them in each text and try to work out their meaning from context.

posture: the position of one's body when they are sitting or standing

come to the rescue: very important and necessary, essential

to combat: to fight, try to stop from getting worse or happening

deficiency: shortage of a substance, e.g. vitamin, necessary to health

reengineering crops: changing the genetic structure of plants/ agricultural produce

crucial: very important, essential

evolution: the process of continuous change from a more basic to a more complex, or better state

redundant: not needed, unnecessary

instrumental: very important in helping or causing something to happen

gill: an organ (of a fish) for obtaining oxygen from water **predatory fish:** living by killing and eating other fish **specimen:** something (such as an animal or plant) collected as an example of a particular category/kind of thing

primate: any member of the group of animals that includes apes, monkeys, etc.

2 Pair Work

- Go over the directions.
- Have students find and highlight or underline the questions and points raised in each text. Encourage them to raise or make their own points.
- Direct the students' attention to the expressions in the Expressing Opinion/Feeling/Preference – Agreeing/ Disagreeing box and go over the expressions. Give students time to provide some examples using information from the texts and/or provide examples to help them:

Reengineering crops sounds like a good idea, but there should be some restrictions on the type of substances that are used.

A lot of people will/would object to it, although it appears to solve or prevent health problems. I'd have to do some research, but I'm sure there are more gadgets that can help.
It's hard to believe, but one has to accept that

It's hard to believe, but one has to accept that it's possible. (There are animals which have been around for millions of years.)

 Put the students in groups and have them discuss the points 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.





Hagfish, according to fossil records, have existed for over 300 million years. They are often called slime eels because of the slimy substance they produce, with the purpose of damaging the gills of predatory fish. As a result, hagfish have no natural enemies. The Coelacanth is the most famous "living fossil". It was supposed to have become extinct in the Cretaceous period, along with the dinosaurs, until a live specimen was caught in South Africa in the late 1930s. Since then, more coelacanths have been seen and photographed. A second coelacanth species was found in Indonesia in 1999. Coelacanths can be up to 2 meters long and feed on smaller fish, in deep, dark waters. Did you know? Have you heard of other prehistoric animals that are still alive? *



Research findings support the belief that a number of animals laugh when tickled! Scientists believe that nonhuman primates not only laugh but also have a sense of humor. Koko was a famous gorilla in California who learned more than two thousand words and one thousand American Sign Language signs, and demonstrated the ability to use different meanings of the same word. When asked about things she thought were hard, she signed, "rock" and "work"! She also tied her trainer's shoelaces together before signing "chase" and turning to walk away! What do you think?

2 Pair Work 🔀



Discuss the points raised at the end of each text. Express your ideas and agree or disagree. Use language you know and phrases from the box.

Expressing personal views/Making objective comments

I'm not sure I'd feel comfortable using a gadget that makes so much noise in public... I don't think I would, but I am sure many people would.

- topunds like a good idea, but there should be some restrictions ...
 - A lot-of-people will object to it, although it appears to solve ...

Ministry of Education to believe but one has to accept that ...

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^{*} Adapted from: Schultze, H. (2019, December). Coelacanthiformes. AccessScience. Available at: https://www.accessscience.com/content/article/

3 Conversation 🚇







We're at the edge of the desert, waiting for the falcon hunters to arrive. And here they come... I

thought their car was white... This must be them. They must have been on the road longer than

expected ... Welcome back. It's great to see you again Mr. Ali.

Mr. Ali: Thank you. Good to see you too! I wasn't sure you'd be here.

Presenter: Of course I'm here. I can't wait to hear about your exploits. Have you had a successful hunt?

Mr. Ali: Have we, indeed! We have been more fortunate than we could have ever expected. This has

been the best trip ever! I wish we could have gone on for another two weeks!

Presenter: But you must be exhausted! And you must have been in the sun a lot...

Mr. Ali: You can tell, can't you? Oh, well, we must be looking the part. What can you expect after weeks

of camping in the desert, but that's the way we like it!

Presenter: And, now? What's next?

Mr. Ali: Now, we are going to see our clients. My falcons are spoken for, so I won't have to look around

> for buyers. This is also important in our business...having good clients and keeping them happy! And of course, we're going to have our truck cleaned and serviced before we do anything else!

Presenter: Do you think of the financial gain while you're hunting?

Mr. Ali: No, not really. I only think of the hunt. You can't catch falcons if all you think about is how you

> are going to sell them. Falcons deserve respect and admiration! I often feel we have the best of both worlds; making a decent living while doing something we genuinely enjoy. There can't be

too many people who can claim that!

Presenter: You're quite right! I wish you continuing success in your endeavor and hope to catch up with

you next year.

Mr. Ali: You're very welcome. It's really good to have the opportunity to talk about our trade and know

that more people will hear about it.

Match functions and expressions/excerpts from the conversation.

Functions	Expressions
Make deductions3	1. I thought their truck was white I wasn't sure you'd be here.
Actions that are done for one	2. And of course we're going to have our truck cleaned and serviced before we do anything else!
Report thought	3. This must be them. They must have been on the road longer than expected
Express enthusiasm	 But you must be exhausted! And you must have been in the sun a lot Oh, well, we must be looking the part. 4. Have we, indeed! We have been more fortunate than we could have ever expected. This has been the best trip ever! 5. I wish we could have gone on for another two weeks! 6. My falcons are spoken for, so I won't have to look around for buyers.
Express regret/wishes	
Strong agreement	
Focus on action (not doer)	7. You're quite right!



Role-play with a partner. Choose a Celebrity to welcome at the airport. Ministry of Education 2023 - 1445

4 Pronunciation S



Listen and find examples for rising → or falling → intonation in the conversation. Identify attitude and/or feeling if relevant e.g. enthusiasm, regret, question, etc.

3 Conversation

- Ask students to open their books to page 140, look at the photos and say what they think the conversation is about. Tell them to say a few things about the topic of their choice with books closed.
- Tell students that the conversation is between a TV presenter and correspondent, and Mr. Ali, a professional falconer. Make sure they keep their books closed.
- Write these questions on the board: Where does the conversation take place? (at the edge of the desert) Has the trip been successful? (according to Mr. Ali it was the best trip they hunters had ever had) What is important in the falconing business? (to have good clients and to keep them happy) Add one more question: Why does Mr. Ali think he has the best of both worlds? (He really likes what he does and he also makes a good living out of it)
- 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 and act it out.
- Have them switch roles and repeat.
- Invite groups to stand up and act out the conversation.
- Go over the directions and the example in the box with *Functions / Expressions*.
- Ask students to read each expression in the box and find it in the text. Then read through the list of functions and choose the function that they think the particular expression or excerpt serves in the conversation.
 Encourage them to help each other.
- Have students compare answers with their partner.
 Then call on volunteers to report in class. Ask them to give reasons for their answer.

Answers



Your Turn

- Have students read the directions. Tell them to use the conversation in their book as a model but change the setting to an airport lounge, preferably a VIP lounge.
 Keep a presenter/correspondent with a microphone.
 Replace the hunter with a celebrity.
- Put students in pairs and give them time to decide on the new context and plan their conversation. Ask them to make notes. Tell them not to write the conversation because this is going to be a speaking practice.

4 Pronunciation

 Go over the directions with students. Give them one or more examples of rising or falling intonation.

Have we indeed! (rising)
And now? What's next?

And you must have been in the sun a lot... (falling)

- Play the audio. Have students listen and follow in their books marking intonation where they can. Tell them to try and find at least two example for rising and two for falling intonation.
- Play the audio again. Have students listen and check or confirm their marked items.
- Check in class.
- Play the audio again to settle any disagreements.

 Please remember and remind your students that intonation may differ depending on the speaker, his or her attitude, background and the variety of English they speak.

5 Listening



 Go over the directions with students. Ask them to combine information and ideas in pairs.



Go over the directions with students.

Have students listen to the audio and answer the *True/False* questions.

Answers

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

Audioscript

Interviewer: We are here to speak with Mr. Ali, who took up falconry as a profession about 12 years ago. Good afternoon, Mr. Ali. Thank you for agreeing to talk to us about this exciting profession. How did you decide to become a falconer?

Mr. Ali: Well, having run my own business for a few years, I realized that I wasn't your ideal store owner material. I am not a particularly ambitious person and being aware of my strengths and weaknesses, I knew that I would gradually become a somewhat unhappy, disgruntled store proprietor and possibly regret not having tried something else in life. I have always been interested in falconry and even had an early start through my father. He loved falcons and used to take me hunting quite often. So I eventually sold my store, bought this powerful, fully equipped SUV, and teamed up with two of my friends who had already joined the profession.

Interviewer: Why did you need this type of car?

Mr. Ali: Because there's a lot of traveling involved. We set out in September and we often need to travel for days in search of migratory falcons.

Interviewer: Do you catch other prey while you're hunting?

Mr. Ali: No. We're not interested in other prey. In fact, we are careful to only hunt in areas where falcon hunting is permitted and avoid areas that might be marked as wildlife sanctuaries for different species.

Interviewer: Did you have to go through any training?

Mr. Ali: Absolutely! Falcon hunting is a demanding art. You need to learn and acquire the necessary skills before you become creative and develop your own style. I had a head start because of my father, who was a highly skilled falconer, but I accompanied one of the top hunters in the country, as an apprentice, for a couple of seasons. I will always be grateful to him and my father for all they taught me.

Interviewer: Where do you stay during a hunt?

Mr. Ali: In the desert of course. We pitch our tents in the desert, bring out our supplies and stay as long as we need at each spot.

Interviewer: Life in the desert must be very harsh; scorching heat by day
" and bitter cold by night. How do you manage?
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Mr. Ali: The way Arabs have always managed in the desert. As for the cold, it is often welcome after a very hot day, at least for a while. At any rate, we always have a campfire to warm us as we exchange stories about falconry and falcon hunting. It's difficult to explain but that is when I really feel alive. I often think that my father must have known I would follow in his footsteps some day. He didn't impose it on me but he never thought I would carry on as a store owner for the rest of my life.

Interviewer: Falcon hunting must be very competitive. I mean, you mentioned sitting around the campfire, I presume, with other hunters.

Mr. Ali: Yes, that's right. There is mutual respect, so we are careful not to cross lines or offend each other. You have to bear in mind however, that catching a falcon is more often than not a team effort. So, come to think of it, we do not compete against each other in an aggressive manner and we enjoy spending time together during a hunt.

Interviewer: Are these hunting trips profitable enough to tide you over for the remainder of the year, till the next season?

Mr. Ali: If you're good at it, these trips can be quite lucrative. A falcon can fetch hundreds of thousands of riyals depending on its breed, size and beauty. The rarer the falcon the higher the price, but most of us also work as trainers or do other work the rest of the time.

Interviewer: And do you also fly your own falcon?

Mr. Ali: Of course. I have a beautiful falcon that is also quite rare. He is my pride and joy!

Interviewer: Thank you very much for your time and all the interesting information.

Mr. Ali: Thank you.



Go over the instructions and have students make notes.

Have students listen and make notes.

• Put students in pairs to compare notes.

Answers

Answers will vary. Sample answers:

Transport	SUV, a powerful car
Accommodation	tents, desert
Hunting areas	where falcon hunting allowed
Prey	no
Competition	competitive, hunters respect each other, team effort
Profit	yes for good hunters
Training	yes, learn skills, apprentice

6 About You

 Put students in pairs. Give them time to discuss 1 and 2 and then write their own questions. Ask them to role-play an interview like the one they listened to.

5 Listening 📓



- A. Talk about professional falcon hunters.
 - · equipment
 - hunting season
 - popular areas
- B. You are going to listen to an interview with a professional falcon hunter. Answer True or False.

	true	false
1. Mr. Ali used to be a successful store owner	<i>-</i> .	
2. He didn't need to buy any equipment for falcon hunting.		
3. Falconry is a natural skill that cannot be acquired through training.		
4. Falconers camp in the desert or stay in hotels.		
5. Falcon hunting is a profitable profession.		



C. Listen again and make notes about falcon hunting trips.

Transport	
Accommodation	
Hunting areas	
Prey	
Competition	
Profit	
Training	

6 About You 📓



- 1. How much do you know about falcon hunting?
- 2. What is your opinion about it as a profession?
- **3.** What other questions would you have asked the falconer? Write them down.
- **4.**.. Use your own questions and role-play an interview like the one above with a partner.

an choose a different profession to talk about.

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9 Laugh Out Loud

Listen and Discuss 🕡



- 1. What TV show or comedian makes you laugh the most? Why?
- 2. What is the funniest joke you know?
- **3.** What do you think makes a joke funny?



A family of mice were being chased by a cat. The scared mice were cornered when the father mouse turned around and barked "Ruff! Ruff! The surprised cat ran away. When one of the young mice said, "Nice going, Dad," the father mouse replied, "You see son, it pays to be bilingual!"

A student with a parrot on his shoulder leaves a lecture theater. Another student follows him. He stops him and says, "I'm sorry to bother you, but I have to say, I was astonished by your parrot's remarkable reaction to the lecture on ancient history. He seemed frightened at the frightening parts, sad at the depressing parts, fascinated at the interesting parts, and amused at the funny parts. I could have sworn, I even heard it laugh. I have to say, I was amazed. Don't you find it surprising?" "Yes," he replies, "I was very surprised. He hated the class!"





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A truck driver is driving a truckload of penguins to the zoo in the next town, when his truck breaks down. While he's working on the truck, another truck driver stops and asks if he needs help. The first truck driver says, "If I gave you \$100, would you take these penguins to the zoo?" The second trucker agrees to do it. Hours later, the truck driver is still trying to fix his truck when the second truck driver drives past with all of the penguins still in his truck. The puzzled first truck driver says, "Didn't you take them to the zoo?" The second truck driver says, "Yes, we went to the zoo, and there was money left over. So now we're going to a restaurant."



Unit Goals

- Vocabulary
 Humor and Jokes
- Functions
 Talk about humor
 Tell and respond
 to jokes
- O Grammar

 Past and Present

 Participial Adjectives

 Get + Adjective

 Get + Past Participle

 The ...The

 Comparatives
- ListeningListen for specificinformation
- Pronunciation
 The b and v sounds

Reading

 Laughter Really Is
 The Best Medicine

Writing Write a voicemail message and a humorous scene from a TV show

Form, Meaning and

Function
Expressing Wishes,
Regret and Criticism
Such ...That/So ... That
Modals for Making
Suppositions and
Speculations
Drawing Conclusions

Warm Up

If possible, start the class off by telling a joke of your own. Or tell the following joke:

A man was walking in the park and he saw an old man standing next to a parrot. He went up and asked him, "Excuse me, is your parrot friendly?"

"Yes, he is," he answered. "He's very friendly. He never hites"

So the man reached down to pet the parrot, but the parrot bit his hand.

"Hey!" said the man. "I thought you said your parrot was friendly."

"He is," said the old man, "but that's not my parrot."
Ask students if they thought the joke was funny and why.
Ask: **What do you think makes a joke funny?** (This is question 3 from the introductory questions on page 142.)



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1 Listen and Discuss

- Put students in pairs to ask and answer the first two introductory questions. Then ask students if their partners told any funny jokes. Invite one or two students to tell one of the jokes they heard and thought was funny.
- Have students look at the cartoons. Ask: What animals are the jokes about? (a cat and a mouse; a parrot; penguins; and a snail, a grasshopper, and a centipede)
 Write any new animal words on the board.
- Play the audio. Have students listen with their books closed. Pause briefly after each joke to get students' reactions. Did they understand the joke? Did it make them laugh?
- Play the audio again. Have students listen and read along in their books.
- Discuss some or all of these questions with the class.
 Which jokes did you understand?
 Which didn't you understand? Why?
 Which jokes did you think were funny? Why?
 Which jokes weren't funny? Why not?
 Had you heard any of these jokes before?
 If someone has to explain a joke to you, is it still funny? Why or why not?
 Do you like to tell jokes? Why or why not?
- Have students choose one of the jokes from pages 142–143 and read it again several times. Then have them close their books and tell the joke to a partner. Emphasize that they don't have to memorize the exact words of the joke. They just retell it in their own words

Culture Note

Humor often relates to the history and culture of a particular country or region. Therefore, people from different cultures will find different situations funny. What most people of one country consider funny, people of another country may not. Jokes also often depend on playing with the words of a language. This is why translating a joke effectively from one language to another can be impossible in some cases.

Quick Check



- Have students look at the words in the box and find them in the jokes.
- Have them work individually to complete the sentences and then compare answers with a partner.
- Check answers by calling on students to read the sentences aloud. Have them try to explain in their own words (in English) the meaning of each word in the context of the jokes. Possible answers include:

astonished (The woman was amazed or very surprised because the parrot understood the lecture.)

bilingual (The mouse barked. In other words, it scared the cat by speaking a dog's language.)

fascinated (The parrot was very interested in the lecture.)

irritated (The grasshopper and the snail were annoyed because the centipede was taking a long time to get the pizza.)

puzzled (The truck driver is confused because the man returned with the penguins.)

remarkable (The parrot is unusual and noticeable because he's able to understand the lecture.)

Answers

- 1. bilingual
- 4. puzzled
- 2. astonished
- 5. irritated
- 3. remarkable
- 6. fascinated



- 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 whether they agree with the answers or not.

Answers

Answers will vary. Sample answers:

- 1. It implies that "cat" and "mouse" are two different languages.
- 2. The parrot showed human reactions to the lecture, as if he understood everything.
- 3. The owner was surprised that the parrot liked the lecture so much since he didn't like the class. It's funny because we don't expects parrot to attend classes.
- 4. He took the penguins to the zoo for a visit, rather than leave them there to be an exhibit.

5. Because it takes a long time for the centipede to put shoes MinistropohisEmanyaleign/feet.

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Language Builder

Point out that the word centipede comes from two Latin words, centum (hundred) and pes (foot). Literally, it means a hundred feet.

2 Pair Work

- Brainstorm with students a few ideas about what kinds of jokes they can use for this activity. Discuss the difficulties of translating jokes that depend heavily on culture or language to be funny.
- Have students look at the joke about the parrot in the lecture theater. Discuss how they could create a role play from this joke.
- Have students work with a partner to write another joke as a role play and act it out for the class.

Workbook

Assign page 313 for practice with the vocabulary of the unit.



Teaching Tip

A common problem for students is that they want to say in English everything they can say in their first language. Help them understand how to use the English they know to express their ideas in a simpler way.



Additional Activity

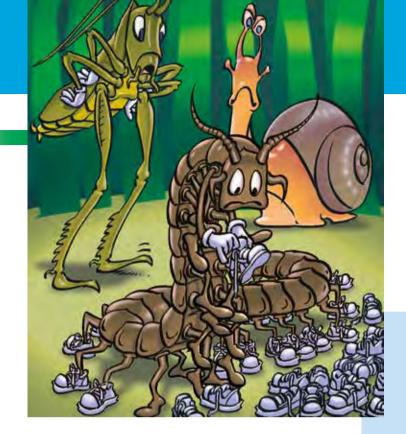
These jokes play on different meanings and sounds of English words. Have students try to explain them.

- **Q:** What's smarter than a talking cat?
- A: A spelling bee. (a bee is an insect and a competition for spellers)
- **Q:** What do mice do when they're at home?
- A: Mousework! (a play on housework)
- Q: What do mice do when they get into the refrigerator?
- **A:** They make **mice cubes**. (a play on ice cubes)



In many parts of the world, there used to be a tradition of "court jesters," official comedians who made jokes about people in the court, including the monarch. In societies where most people were not free to express their opinions, the jester had the freedom to say things others could not.

A grasshopper, a snail, and a centipede are relaxing in the grasshopper's house, when they realize that they are getting hungry. They decide that one of them should go out for a pizza. The snail says, "I'd go, but I'm kind of slow." The grasshopper says, "I don't mind going, but my hopping will shake the pizza and mess it up." So they decide to send the centipede. The snail and grasshopper wait and wait. The longer they wait, the hungrier they get. Finally, when an hour passes and the centipede still hasn't returned, the irritated snail and grasshopper decide to go look for him. They get as far as the front door where they find the centipede sitting there putting on his shoes.



Quick Check ✓

A. Vocabulary. Complete the sentences with one of these words:

astonished	fascinated	puzzled
bilingual	irritated	remarkable
I. Someone who can speak both Arabic and English is		
2. Someone who is amazed at something is		
3. Something that is incredible can also be called		
4. Someone who is confused by something is		
	Someone who ca Someone who is Something that is	Someone who can speak both Ara Someone who is amazed at somet Something that is incredible can also

B. Comprehension. Answer the questions.

5. Someone who is annoyed at something is

6. Someone who is very interested in something is

- 1. How is the word "bilingual" used in a humorous way in the joke about the mice?
- 2. Why was the student at the lecture theater amazed by the parrot?
- **3.** Why was the parrot owner surprised? Why is this funny?
- **4.** How did the second truck driver misinterpret the first truck driver's request?
- 5. Why shouldn't the snail and grasshopper have sent the centipede out for the pizza?



Ministry Think of a joke you know that involves two people. With your partner, write the joke as a role-play and 2023 - perform it for the class.

3 Grammar 💹

Past and Present Participial Adjectives

The past participle and the present participle forms of a verb can 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.

The mice were **frightened** of the cat.

Present participles always end in -ing and describe what causes the feeling.

The cat was frightening.

Participial adjectives can appear after be or in front of nouns.

My grandfather's stories about his childhood are amusing.

My grandfather tells **amusing** stories about his childhood.

Get + Adjective; Get + Past Participle

Get before an adjective or past participle suggests that something is changing or starting to happen.

Get can be followed by an adjective.

The grasshopper and the snail **got impatient** waiting for the centipede.

It's almost time for me to give my presentation. I am getting nervous.

Get can also be followed by a past participle which functions as an adjective.

You should put on sunscreen. You're getting sunburned.

My mother **gets worried** if I'm not home by 10:00.

The...the Comparatives

The...the is used with two comparatives to say that the first thing has an effect on the second.

The longer the telephone call, the bigger the telephone bill.

The funnier the joke, the harder the audience laughs.

The more I get to know my classmates, **the better** I like them.

A. Co	omplete the sentences with the present or past participle of the verb in parentheses.
1.	When Jack found out that he wasn't accepted to his first choice of university, he was The news was (disappoint)
2.	Calling someone by the wrong name is I did it last week with a new friend and I was terribly (embarrass)
• •	People who talk about themselves all the time are I used to have a friend like that, who me all of the time. (irritate)
4.	by noises in the dark. It surprises me that other people think they are (frighten)
Ainistru of 🗗	Many people find winter to be a season. Months of rain and snow can make people feel (depress)

3 Grammar

Past and Present Participial Adjectives

- Write the following sentences on the board:
 - Mark's excited 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 chart.
- 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, frightened, irritated, amused, depressed)			

Get + Adjective; Get + Past Participle

- Have students read the explanations and the examples in the chart
- Practice by having students complete this sentence with different adjectives and participles and their own ideas.

I get	when	·	
(impatient,	angry, worried,	embarrassed,	hungry, scared

Language Builder

Explain that not all adjectives can be used after *get*, and there's no easy way to know whether an adjective or participle can be used in this way or not. For example, a person can *get impatient*, but not *get patient*. You can *get depressed* but not *get disappointed*.

 If students are interested, provide them with a list of more common get + adjective and get + past participle expressions. For example:

get angry, get big, get busy, get close, get cold, get dark, get dirty, get dizzy, get fat, get full, get hot,

صلحتا قرازم Ministry of Education 2023 - 1445 get hungry, get late, get nervous, get old, get quiet, get rich, get sick, get sleepy, get thirsty, get well

get + past participle

get acquainted, get arrested, get bored, get confused, get crowded, get dressed, get engaged, get excited, get frightened, get hurt, get interested, get invited, get involved, get killed, get married, get scared, get stressed, get sunburned, get tired, get worried

The...The Comparatives

- Ask a volunteer to read aloud the explanation and the examples in the chart.
- Point out that many English sayings use this structure.
 For example:

The more, the merrier.

The bigger they are, the harder they fall.

The bigger, the better.

 Have students find examples of get + adjective and the...the comparatives in the joke on page 143. (...they are getting hungry; The longer they wait, the hungrier they get.)



- 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.

Answers

- 1. disappointed, disappointing
- 2. embarrassing, embarrassed
- 3. irritating, irritated
- 4. frightened, frightening
- 5. depressing, depressed

Language Builder

Point out that the word *get* is probably one of the most frequently used words in English and has many different meanings. The following are a few of the most common: to receive something: *I was happy to get the letter.*

to arrive in a place: We got home early.

to understand something: Oh, I get it!

Have students look at a dictionary to see the long entry for the word *get*.

B

- Ask a volunteer to read the directions aloud. Elicit the response to the first sentence as an example.
- Have students work individually to complete the sentences. Then have them compare answers with a partner.
- Check answers by calling on students to read the complete sentences.

Answers

- 1. getting worried
- 2. gets crowded
- 3. got confused
- 4. getting dark
- 5. get dizzy
- 6. got engaged
- 7. getting excited
- 8. get dirty
- 9. get rich
- 10. gets frightened



- Ask a volunteer to read aloud the directions and the example. Then look at the first item with the class. Elicit responses from several students. (The more it rains, the greener it gets. The more it rains, the more likely it is that there will be floods.)
- Have students work with a partner to complete the sentences. They can write more than one answer.
 Encourage students to be creative.

Answers

Answers will vary. Sample answers:

- 1. The more it rains, the higher the water level gets in the river.
- The better my English gets, the easier it is to understand English TV shows.
- 3. The more TV I watch, the less I like it.
- 4. The earlier the class, the more tired I am.
- 5. The farther we run, the longer it will take us to get back.
- 6. The richer you are, the more stuff you can buy.
- 7. The older I get, the less I care what others think.
- 8. The more sleep I get, the better I feel.
- 9. The warmer the weather gets, the nicer it is for swimming.
- **10.** The quecker we work, the more we'll finish today.

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 Have students look at the picture and write a story about what's happening.

Workbook

Assign pages 314–316 for practice with the grammar of the unit.



Teaching Tip

Whenever possible, 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.

Language Builder

The following are some more expressions with get:

get someone's drift = understand the main point another person is making

OK. I get your drift. You'd rather be alone.

get a kick out of (something) = enjoy something a lot *The little boy got a kick out of seeing the clowns at the circus.*

Get a life! = Don't waste time worrying about little things. Stop complaining about every little thing. Get a life! **get a load of (something)!** = look at something that is amazing in some way

Get a load of that man over there! He's wearing five hats.

get in on the act = participate, be part of something Here
comes Bill. He always wants to get in on the act. Let's
pretend we don't see him.

get your act together = be more organized

My boss said I need to get my act together or I'll get fired!



One of the most popular comedians of all time was the Mexican actor Mario Moreno Reyes, known as Cantinflas (1911–1993). He made more than 50 films including two in English, *Around the World in 80 Days* and *Pepe*. Cantinflas made millions of dollars during his career but gave much of what he made to the poor in Mexico.

B. Complete each sentence with the correct form of **get** + an adjective or past participle from the box.

	confused	dark	dizzy	excited	rich	
	crowded	dirty	engaged	frightened	worried	
1.	Gisele was s	upposed to	be home an hour	ago. I'm		<u>_</u> .
2.	I prefer to us	e the gym e	arly in the morning	j. It	in t	he afternoon.
3.	. I		and acciden	itally showed up for	the appointmen	t on the wrong day.
4.	You know wi	nter is comir	ng when it starts _		earlier.	
5.	I think I may I	have the flu.	I'm tired and I'm s	tarting to		.
6.	Kevin		when h	e was twenty-four	and was married	six months later.
7.	We're going	on vacation	next week. We're		about	it.
8.	l'd recomme	nd not buyir	ig white shoes. Th	ey	SO	quickly.
9.	"Setting up y	our own bus	siness is a good w	ay to	,	" said the business man.
10	. Dale		when he	e rides the roller co	asters at the park	<.

- C. Finish each sentence with a the...the comparative.
- \uparrow The more money I make, the more computer games I buy.
 - **1.** The more it rains,...

- **6.** The richer you are,...

- The better my English gets,...
 The more TV I watch,...
 The earlier the class,...
 The farther we run,...
 The older I get,...
 The more sleep I get,...
 The warmer the weather gets,...
 The quicker we work,...
- **D.** Write a story about the picture. Use past and present participial adjectives, get + adjective, get + past participle, and the...the comparatives.



4 Conversation <a><a>



Charlie: Hi Hashim. How are you doing?

Hashim: Oh. I don't know. To tell you the truth, I'm feeling a bit

down. I think the weather is getting to me. I'm tired of

all this rain.

Charlie: You know what you need to cheer you up? A few good

laughs. I've got a couple of killer jokes for you.

Hashim: I don't know, Charlie. I'm not a big fan of jokes.

Charlie: Just listen. Here's a good one. A cowboy rides into

town on Sunday, stays for three days, and leaves on

Sunday. How is this possible?

Hashim: I don't know How?

Charlie: Because his horse's name is "Sunday"! Well, what's the

matter? Don't you get it?

Hashim: Yeah. I get it. Though it didn't exactly blow me away.

Charlie: How about this one. Why is six afraid of seven?

Because seven ate nine. Get it? "Ate" like the

number "eight"?

Hashim: Yeah, I get it. I just don't think it's funny. But, I

do feel better.

Charlie: If you didn't think they were funny, why do you

feel better?

Hashim: Because you're trying to cheer me up. You're

a good friend, Charlie—even if you do tell terrible

iokes.

Charlie: No, I don't! Hey, did you hear the one about...



Real Talk

To tell you the truth = To tell you exactly how I feel

getting to = annoying or bothering cheer you up = make you feel happier

killer = great, amazing

blow me away = really impress me

About the Conversation

- **1.** Why is Charlie telling Hashim jokes?
- 2. What is Hashim's reaction to the jokes?

Your Turn

Role-play with a partner. Tell your partner a joke. Use some of the phrases for telling and responding to jokes.



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Telling and Responding to a Joke

I have a good one. Did you hear the one about...?

Do you get it? I don't get it.

*This guy walks into a...

*NOTE: The present simple tense is often used in joke telling to make the situation feel more immediate.

4 Conversation

- With books closed, ask students: How do you really feel about jokes and people who tell a lot of jokes?
 Do you like them or not?
- Tell students that they are going to listen to two friends talking. One is trying to cheer the other up. Write the expression *cheer someone up* on the board and elicit that it means to make someone feel happier.
- Play the audio. Have students listen with their books closed.
- Ask if students understood either of the two jokes Charlie tells Hashim. If they did, have them retell as much they can of them.
- Play the audio again. Have students listen and read along in their books.
- Discuss the jokes with the class. Ask: What is supposed to be funny in each one? Point out that both involve a play on words.

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.
 - **to tell you the truth** (Hashim says this because he's going to tell Charlie the truth about how he feels. In the U.S., people often just say they're feeling "fine" even if they aren't.)
 - **getting to** (Hashim says that the rain is *getting to* him, meaning that it's bothering him.) Ask students: *What kinds of things get to you?*
 - **cheer you up** (Charlie thinks he can cheer Hashim up by telling jokes.) Ask students: **What cheers you up when you're feeling down?**
 - **killer** (Charlie uses this word to describe his jokes. He thinks they're very funny.)
 - **blow me away** (Hashim says Charlie's jokes didn't blow him away, meaning that he didn't think they were very good.) Ask: **What kinds of things blow** you away?
- Have students practice reading the conversation with a partner. Invite one pair to act out the conversation for the class.



About the Conversation

Discuss the two questions with the class. Ask students:
 What did you think of Charlie's jokes? Were they funny or not? Do you know anyone who is always telling bad jokes?

Your Turn

- Ask a volunteer to read the directions aloud.
- Draw students' attention to the phrases in the box for Telling and Responding to a Joke. Explain that the first three expressions are used to introduce a joke. Do you get it? asks if the person understood. If you don't understand the joke, you say I don't get it.
- Ask students if they have any other advice about telling jokes. For example, should you laugh a lot while you're telling the joke?
- Have students work in pairs to tell each other jokes.
 Go around as students are telling their jokes and check that they're using phrases from the box.

Language Builder

Here are a few more tips for telling jokes:

- **1.** Know the joke well. If you make a mistake in the middle, the joke will be ruined.
- **2.** Don't tell people that the joke is funny. The joke needs to speak for itself.
- **3.** Don't talk too fast. Give yourself time.
- **4.** Give a strong punch line and say it clearly. (The punch line is the last line in the joke—the one that makes the joke.)
- 5. Above all, don't laugh at your own jokes!

5 Listening

- Have students look at the picture of the ape. What can they say about the ape? Is the animal smiling?
- Tell students they are going to listen to someone talking about animals' ability to laugh. Have them look at the chart to see what information they should listen for.
 Write these words on the board and elicit or explain the sounds: pant, grunt, and chirp.
- Play the audio. Give students time to write anything they can remember in the chart.
- Play the audio again. Have students complete their charts.
- Play the audio again to check answers.

Answers

Animals that laugh	What makes them laugh?	What does the laugh sound like?
chimpanzees	chasing and playing playing with each other	a panting sound like "ha ha ha"
parrots and mynah birds	seeing people they like or playing a trick on a unsuspecting visitor	chuckling
rats	playing with each other and being tickled	chirping

Audioscript

Until recently, it was believed that laughter was unique to humans. However, recent research has found that some animals make laughter-like sounds in certain situations. For example, researchers have found that when chimpanzees chase after and play with each other, they get excited and make a special kind of panting sound. This panting sound is not unlike the "ha-ha-ha" made by humans when they laugh, but the chimpanzee version sounds more like grunting.

Researchers have also found that laughter reduces stress levels in chimpanzees. It is interesting to note that laughter has a similar effect on other chimpanzees as human laughter has on other people. Just as the sound of human laughter relieves stress in people, one researcher found that when chimpanzees hear recordings of other chimpanzees making the laughter sound, it makes them a lot happier and more playful. The truth is that most mammals appear to make a special sound when they are amused or happy.

Certain kinds of parrots and mynah birds imitate human laughter with amazing precision. It was initially thought that this type of laughter was plain mimicry and did not indicate that the birds were amused or excited about something. Mowever, incidents with mynah birds question this assumption. A particular mynah bird that was observed used human laughter to respond to different stimuli. When people that he liked entered the room he would greet them and laugh softly.

On other bloosings he would laugh out loud. Finally, and this was key,

" he would chuckle when he played a trick on an unsuspecting visitor Ministry of Education

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or passerby. For example, he would cry out: "Pick up your keys" to a passerby. The person would usually walk on without reacting, so he would whistle and shout "Hey, pick up your keys, your keys." The person would stop and start looking around for his keys at which point the mynah bird would start chuckling.

Perhaps the most surprising discovery about animal laughter involves rats. Researchers discovered that when rats play with each other, or are tickled by humans, the rats make chirping sounds that are above the range of human hearing. It was also discovered that the area of a rat's brain that lights up when it chirps is the same area of the human brain that lights up when a human is amused. So the rat's chirping sound is clearly associated with positive emotional feelings. Interestingly, the more the rats were tickled by researchers, the more they become bonded to humans, and the more they would seek to be tickled.

Some researchers speculate that laughter may be a trait shared by all mammals. However, more research is needed before such a conclusion can be reached.

6 Pronunciation

Play the audio twice. The first time students listen. The second time, they listen and repeat, or speak along with the recording.

7 Vocabulary Building

A

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



• Have students compare answers with a partner.

Answers

1. i **3.** c **5.** d **7.** f **9.** a **2.** e **4.** q **6.** b **8.** h

Workbook

Assign page 317 for additional reading practice.



Teaching Tip

To check students' understanding, simply asking the question *Do you understand?* is usually not effective. Ask specific questions that will show whether students understand or not.



The average preschool child laughs 400 times a day. By the time people are 35 this number drops to 15 times a day.

5 Listening 🔊

Listen to the report about animals' ability to laugh. Complete the chart.

Animals that laugh	What makes them laugh?	What does the laugh sound like?



6 Pronunciation



Listen to the *b* and *v* sounds in each sentence. Then practice saying the sentences.

- 1. Until recently, it was believed that laughter was unique to humans.
- **2.** The sound of human laughter has **b**een found to relie**v**e stress.
- **3.** A particular **b**ird that was o**b**ser**v**ed used human laughter.
- **4.** It was discovered that this area of a rat's **b**rain lights up when it is tickled.
- **5.** However, more research is needed **b**efore such a conclusion can **b**e reached.

7 Vocabulary Building 🔟



- A. You will see these words in the reading on pages 148 and 149. Match the words with their meanings.
 - **1.** ____ cardiovascular
 - 2. _____ equivalent
 - **3.** _____ hearty
 - 4. ____ antibodies
 - **5.** _____ pediatric
 - **6.** _____ stimulate
 - **7.** _____ enhance
 - **8.** _____ prompt
 - **9.** _____ genuine

- a. real, not false
- **b.** to increase energy or activity
- c. strong and with feeling
- d. related to the medical care of children
- e. eaual
- f. to improve
- g. substance produced by the body to fight germs and infection
- **h.** to cause someone to do something
 - i. involving the heart and blood vessels

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

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8 Reading



Before Reading

- **1.** What do you think each Hadith means? Discuss your thoughts in class.
- 2. Read the passage and underline important details about laughter.

Islam encourages smiling and moderate laughter.

For example, the following two Hadith indicate the virtue of smiling in Islam:

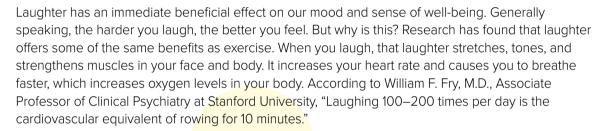
"Your smiling in the face of your brother is a charitable act." (Aladab Almufrad, 891)

"Don't consider anything insignificant out of good things even if it is that uou meet uour brother with a cheerful face." (Sahih Muslim, 2626)

Laughter Really Is The Best Medicine



Are you feeling run-down? Stressed? Do you get sick easily? The solution to your problems may be surprisingly simple: Try laughing. Countless research studies have shown the amazing number of ways that laughter positively impacts both our mind and body.



One study even found that laughter can help people lose weight. Researchers discovered that laughing out loud for 10–15 minutes a day can burn up to 50 calories. However, this certainly doesn't mean you should give up a visit to the gym for a hearty laugh. At the rate of 200 calories per hour, it would take over 17 hours of non-stop laughter to lose a single pound (450 grams)!

People who laugh often have other physical advantages as well. They tend to have lower blood pressure and lower stress levels. They tend to get sick less often because laughter has been shown to increase infection-fighting antibodies. Laughter has also been found to help fight disease and to help people recover from illness. This has led many hospitals to create programs designed to make patients laugh. For example, it is quite common to see a red-nosed clown joking with young patients in

the pediatric ward. Hundreds of hospitals also provide patients with "humor carts," loaded with humorous cartoons, DVDs, comic books, and funny props.



8 Reading

- With books closed, discuss the following question with the class: Think of a time you had a good long laugh. How did the laughter make you feel, mentally and physically?
- Organize students in pairs and ask them to discuss what each Hadith means. Call on volunteers to present their views.

READING STRATEGY Predicting

- Explain that good readers often ask questions mentally as they read and try to predict what the writer will say next.
- Have students cover the article Laughter Really is the Best Medicine with a piece of paper. Then have them slide the paper down so that only the title is visible.
 Ask: What do yo think the main idea of this article will be? Elicit several responses from students, but here and for all the questions in this exercise, don't confirm or deny answers. (Try not to react in a way that will let students know what you think.)
- Have students slide the paper down to reveal only the first paragraph. Have students read the paragraph. Ask if this confirms their answers to the question about the main idea. Ask: Which sentence summarizes the main points the article will make? (The last sentence in the paragraph, beginning Countless research studies...)
 Ask a volunteer to read the sentence aloud.
- Ask: What do you think the article might say about how laughter impacts the body? Elicit ideas without confirming or denying. Then have students move the paper down to reveal the next three paragraphs.
- Have students read these paragraphs and underline important details about laughing. Ask: What information surprised you?
- Ask: What do you think the article will say about the impact of laughter on the mind? Elicit ideas as before.
 Then have students read to the bottom of page 148.
- Finally ask: Have you ever heard of a laughter club?
 What do you think that people do there? Elicit ideas and have students read the rest of the article on page 149.
- When students have finished the article, ask for feedback on the activity. Ask: Is this something you do automatically when you read in your first language? How did it impact your ability to read and anderstand this article? Elicit students' ideas.

Ministy Blaythe audio. Have students listen and read along in 2023 - theirbooks.

 For additional vocabulary practice, you may choose to do the following activity. Have students work with a partner to complete these tasks with vocabulary from the reading. You can write these activities on the board, make a copy for each pair, or read them aloud.

Find a word in paragraph 2 that means to make the muscles longer. (stretch)

Find a word in paragraph 4 that means to get better after an illness. (recover)

Find a word in paragraph 5 that describes how a person sleeps when they sleep well. (soundly)

Look up soundly in a dictionary. What does it mean? What other examples does it give you?

Find a word on page 149 that means the opposite of genuine. (fake)

Find a word that is a synonym for genuine. (real)
Find a word that means that something can
be easily passed to another person, such as a
disease. (infectious)

After Reading

- Have students work individually to answer true or false, referring back to the reading as necessary.
- Then have them compare answers with a partner. If they disagree, they refer back to the reading to decide on the correct answer.
- Read aloud the answers quickly for a final check.

Answers

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

9 Speaking

- Put students in small groups to talk about the first speaking point.
- Have students copy and complete the chart in the notebook with their ideas.
- Have one person from each group report to the class.

Workbook

Assign pages 318–319 for additional writing practice at word and sentence level.



Teaching Tip

From time to time, ask students for feedback on an activity. Was the activity helpful? Fun? How could it be improved? Students will usually appreciate the opportunity to give input on class activities.



Additional Activity

Riddles are closely related to jokes. Give the class a few riddles and see if they can figure them out. For example:

What's black and white and "read" all over? (a newspaper)

What has one eye, but can't see? (a needle)

What is as big as you are, but doesn't weigh anything? (your shadow)

What is always the end of everything? (the letter g)
What can you hold without using your hands or your arms?
(your breath)



Becoming a real clown isn't easy. Students at the Clown Conservatory in San Francisco study for one year to get a basic degree in clowning. Courses can include acrobatics, dance, mime, circus skills, and hospital clowning. The program admits only 15–20 students each year. Graduates usually go into performance clowning, as in circuses and theaters, or social clowning, as in private parties or hospital work.

For example, he would tell them to greet one another with a laugh, or to laugh like a lion. Although Kataria discovered that fake laughter produces the same health benefits as genuine laughter, he was gratified to find that it usually didn't take long for fake laughter to turn into real laughter.

This idea of laughter clubs has been extremely successful. There are now more than 8,000 laughter clubs in 60 different countries. It seems laughter is indeed

infectious! Now that you know the health benefits of laughter, think about ways you could bring more laughter into your life. Whether you go to comedy clubs, joke with a friend, or watch more comedies, your mind and body will soon be enjoying the many benefits of a good laugh.



HA! HA!

After Reading

Answer true or false.

- **1.** _____ Laughter increases oxygen levels in your body.
- **2.** People with lower stress levels tend to get sick more often.
- **3.** _____ Clowns are a common sight in hospital emergency rooms.
- **4.** _____ The first laughter club was started by an Indian doctor.
- **5.** _____ Fake laughter does not produce the same health benefits as genuine laughter.
- **6.** _____ There are about 800 laughter clubs in the world today.

᠑ Speaking 🞑



- 1. Work in pairs or groups. Brainstorm ways of bringing more laughter into your life.
- 2. Complete the chart with your notes and use it to help you talk about your ideas in class.

	People and things that make me laugh	
	Things, jokes, stories, and events that I find funny	
	Things that make my friends laugh	
	Things that prevent me from laughing	
	The way I feel when I laugh	
DIL C	What scientists say about laughter	
Ministry 2023 - 1	What I think about laughter 445	

10 Writing 🚺



- **A.** What is a sitcom?
 - 1. Read the text and find out about sitcoms.
 - 2. Think of sitcoms you have watched. Do you enjoy watching them? Why? Why not?
 - 3. Who are your favorite characters? Why?

A sitcom is a situation comedy without an ending. It consists of episodes, but the situation goes on. The television sitcom was born in the 1940s and 1950s. It had originally existed as a radio show that listeners would tune into every week to spend some time with familiar characters they grew to know and liked.

When television arrived in the late 1940s, shows were filmed in front of a live studio audience. with three cameras recording everything for later editing. In the 60s sitcoms combined fantasy with comedy and used a laugh track instead of a live studio audience. In the 70s social issues were included, but in the 80s there was a return to the original family concept, the most important success factor behind sitcoms.

Nowadays, shows are filmed with a single camera, on location or on studio sets, with no laugh track or live audience.



- 4. Read the excerpt of the sample script below and find out:
 - Who the main characters are.
 - What has happened.

ACT ONE Scene One, Int. Living Room — Morning (Day 1) (Bill, Kevin)

KEVIN RUNS INTO THE LIVING ROOM WEARING HIS TRACKSUIT AND NOTICES A LETTER ON THE TABLE NEAR THE DOOR, AS HE TRIES TO OPEN IT, BILL WALKS IN WITH A FUNNY LOOK ON HIS FACE, POINTING TO THE LETTER.

KEVIN (excited)

Look! I got it! I'm a university student!

BILL (at a loss attempting to stop him)

But, but...

KEVIN RUSHES OUT THE DOOR, HOLDING THE ENVELOPE AS BITS OF CONFETTI START FALLING OUT MARKING HIS TRAIL; BILL STANDS AT THE DOOR SHAKING HIS HEAD. HE IS HOLDING ANOTHER LETTER IN HIS HAND.

BILL

Ahhhh Kevin, you never stop. That letter... It was an advertisement...

Scene Two, Ext. School Yard — Twenty Minutes Later (Kevin)

KEYIN IS RUNNING AROUND THE SCHOOL TRAILING CONFETTI...

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10 Writing

A

- Focus students' attention on the picture. Give them a
 few minutes to discuss what they see in pairs. Ask them
 to think about where the people are, what they are
 doing and why they are laughing.
- Write *sitcom* on the board and elicit information about what it is from students.
- Read question 1 and have students read the text about sitcoms.
- Call on students to say what they are and give examples of sitcoms they are familiar with.
- Draw a timeline on the board like the one shown here:
 1940s 1950s 1960s 1970s 1980s now
- Have students read and highlight key features/words for each period/date.

Answers

1940s filmed in front of live studio audience, three

cameras, later editing

1940s-1950s sitcom was born, weekly radio show, familiar

characters

1960s fantasy and comedy, laugh track

1970s social issues

1980s return to family concept, success factor
Now single camera on location or studio set, no

laugh track, no live audience

- Play the audio and have students listen and check their answers. Discuss answers in class.
- Read the directions for 2 and 3. Have students answer the questions individually. Then ask them to move around and try to find someone who has watched the same sitcoms (or at least most of them) and has the same favorite characters.
- Regroup students according to their answers. Ask them
 if they know what a script is and how it is written and
 used.
- Read the directions for 4 with the class. Have students read the script individually and answer the questions.



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Answers

Characters: Bill and Kevin

Plot: Kevin seizes a letter, reads it and gets excited before dashing out. Bill is trying to explain something but Kevin rushes out of the door and doesn't notice Bill..



Additional Activity

Create a class sitcom with weekly episodes. Have students create and draw the characters. Tell them to use incidents from real life.

B

- Organize students in small groups or pairs and ask them to read through the messages. Give them some time to discuss how Kevin is likely to feel and encourage them to give some reasons why.
- Call on volunteers to report on their group discussion.
 Ask the class to speculate on possible reasons for the misunderstanding.

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- Tell them that they are going to read a message from Bill which explains the reason for the misunderstanding.
 Tell them to read the message independently and see if any of their earlier speculations were correct.
- Put students into pairs and have them discuss the questions outlined in the directions. Tell students to work together to write the voicemail message from Kevin to Mr. Jackson explaining the situation.
- Call on volunteers to read out their voicemail messages.

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- Focus students' attention on the Writing Corner. Tell students that they are going to write a short description of the final scene to the sitcom.
- Have them read the first and second points. Allow time for them to brainstorm in their groups, talk about funny scenes and what makes them funny.
- Read the point about researching scripts and encourage students to research and find scripts of sitcoms they know on the Internet.
- Go though the rest of the points. Explain that characters are very important in sitcoms. There are sitcoms that are totally reliant on one or more characters. For that reason, it is imperative that they create the characters and not concentrate only on events.
- Tell them that anything they put down initially can be changed, edited, and replaced. Like other writing tasks, they can only tell if what they wrote is effective if they get someone else to read it.
- Have students use the charts to make notes as they make decisions in their groups.
- Give students some time to write their sitcom scene and script.
- 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 scripts and exchange with another group.

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- Ask each group to rehearse and act out the new script that they have been given.
- Evaluate each scene. Use these questions to help you.
 Was the scene easy to follow?
 Were the characters interesting, funny, mysterious?
 Were the lines memorable?
 What made you laugh?

Workbook

Assign page 320 for additional writing practice above word and sentence level.

- B. Scene Two: Kevin receives the following messages on his voicemail. Read the messages and say who has left the message and why. Discuss how Kevin will feel when he reads them.
 - 1. Hi Kevin. This is Dad. Your brother has told us the wonderful news! Congratulations, son. We are very proud of you.
 - 2. Hi Kevin. This is your bro, Bob. Well done. Do you want my help with moving your things? Call me.
 - 3. Hello Kevin. This is Mr. Jackson from university admissions. Unfortunately, we don't have any record of an offer of a university place for you. Please could you call us at: 234-7684 ext. 43. Thank you.
- C. Scene Three: Bill has left a message for Kevin at home. Read the message and explain why Bill has left the message. How does Bill feel? In pairs, write the voicemail message Kevin leaves for Mr. Jackson explaining the situation.

Hi Kevin.

You ran out of the door so quickly that I didn't have a chance to explain. That letter was not from the university offering you a place. It was an advertisement! I'm really sorry I know how much you want to go to that college. Anyway, Mr. Jackson called and said they don't know who you are so you had better call and explain the situation. I'll be back at 6 p.m.

See you later.

Bill

D. How will the episode end? Work with a partner and make notes. Write a short description of the final scene.

Notes about the final scene:	
	a ACT ONE Final scene
	Episode 8, ACT ONE, Final scene (Day) () (names of characters)
	Episode 8, 716. (Day) () () (
	IS STANDING.
	WEARING HIS
Writing Corner	

When writing a sitcom:

- brainstorm ideas about funny scenes that you have experienced, heard about, or seen.
- identify what makes them funny.
- research and read scripts from sitcoms you know to get ideas.
- picture each scene and write a draft description.
 - focus on the characters and list their characteristics (if possible draw them).

outline the events in the episode.

go back and edit, replace, or add to your material.

Ministry of Education it to someone else to read before you finalize it.

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Form, Meaning and Function



Expressing Wishes, Regret and Criticism

Verb: Wish

Use wish for things that happened in the past that you now regret.

I didn't see the TV comedian. I wish I had seen the TV comedian. Everyone thought he was so funny!

I couldn't get the joke. I wish I had been able to get the joke. I need to improve my English. I switched off before I wish I hadn't switched off before the end of the TV show. The ending

the end of the TV show. was supposed to be very good.

Use wish and if only for things you want to happen now or in the future but which you know probably won't happen.

in the present I am not a big fan of his jokes. I wish I found his jokes funny.

> I wish I didn't feel down today. I wish I could cheer up. I feel down today. The comedian wishes he could make people laugh. The comedian can't make people laugh.

in the future He won't lend me his car. I wish he would lend me his car.

> My brother will leave for college soon. If only he would stay.

Expressing Criticism

Use wish or if only with would to express irritation or annoyance with a situation or the particular action of someone else.

I wish he wouldn't use his cell phone in class. I wish the children would stop interrupting.

Note: Use if only ... in the place of wish to express a wish, regret or criticism more emphatically: If only it would stop raining, I wouldn't feel so depressed!

Δ	Use the verb wish to complete the sentences. In some cases, more than one answer is possible.
•	Your best friend is a wonderful person, but he/she talks too much. I wish that my best friend didn't talk so much/wouldn't talk so much.
	1. I feel down. I think the weather is getting to me. It is so cold and wet. I wish
	2. He is stressed and run-down. He gets sick easily. He wishes
	3. Your parents won't let you go out tomorrow night. I wish my parents
	4. You borrowed your brother's cell phone without asking for permission. Now he's angry. I wish
	5. They won't stop laughing. It's annoying me. I wish
	6. You want to buy someone a present, but you don't have enough money. If only 1
	7. Everyone watched the TV sitcom last night. They are all talking about it today.

You didn't watch it.

Mini 8.14 The clowhis was not funny. The children didn't laugh at his jokes.

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11 Form, Meaning and Function

Expressing Wishes, Regret and Criticism

- Go over the material in the presentation. Call on one student to read from the left column, and another from the right. For example:
 - A: I didn't see the TV comedian. B: I wish I had seen the TV comedian. Everyone thought he was so funny.
- Go through the examples for past, present and future time in the same way. Point out the use of would to express criticism.
- 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 couldn't go to the football game last weekend. (I wish I could have gone to the football game last 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.

A

Have students work alone to write their sentences.
 Then call on several students to read aloud how they completed each sentence.

Answers

Answers will vary. Possible answers:

- 1. I wish it wasn't so cold and wet. OR I wish I wasn't so down.
- **2.** He wishes he wasn't so run-down and stressed. OR He wishes he wouldn't get sick so easily.
- 3. I wish my parents would let me go out tomorrow night
- 4. I hadn't taken my brother's cell phone without asking permission
- I wish they would stop laughing. OR I wish I didn't feel annoyed by them.
- 6. If only had enough money to buy that present.
- 7. I wish I had watched the TV sitcom. OR I wish I could talk about the TV sitcom. OR I wish I had watched the TV sitcom.
- 8. If only the children would laugh at the clown's jokes. OR If only the cown was funnier, the children would laugh.

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Language Builder

As a verb followed by would, it usually indicates a criticism. For example: I wish you would be quieter. Followed by an infinitive, wish is used to express what the speaker wants to do. For example: I wish to speak to him. Explain that this is more formal than: I would like to speak to him.



Teaching Tip

Try to vary your teaching methods as much as possible. Using a variety of activities, such as role-plays, debates, group work, discussion, brainstorming, and videos can expose students to a wider variety of language and keep them interested in what you are teaching.

Students sometimes ask to have a class discussion. This can be a good idea, but all discussions should be focused. With students' participation, formulate what questions to ask on a topic. For example: What is your opinion about _____? Do you agree or disagree with _____?

Such...That/So...That

- Write the following sentences on the board and ask students to complete the gaps:
 - It is very hot today. It is _____ hot ____ we can't go outside. It is _____ a hot day _____ we must have the air conditioning unit switched on in the classroom. (so, that, such, that)
- Explain or elicit that so and such make the meaning of an adjective or adverb stronger: So...that and such...that are used to show cause and effect.
- Write the following examples on the board and highlight the form:

He is so fast that he won the race. He ran so fast that he won the race

(so + adjective/adverb + that)

He has so many books that he can hardly carry them. I have so much homework that I can't go out tonight. (so + many/much + noun + that)

It was such a difficult test that none of the students did well. (such + adjective + noun + that)

Can't, Could, Couldn't, Must, May, or Might

- Read through the two examples and explain or elicit that
 we use can't or couldn't to say that we think something
 is impossible and must to say we are sure of something.
 For example,
- It can't be rain. There isn't a cloud in the sky. It must be the neighbor. She's watering the plants on her balcony.
- Explain or elicit that we use may or might for speculation and possibilities.

B

- Have students work alone to match the sentences and then compare their answers in pairs.
- Call on volunteers to connect the sentences using so...that or such...that. Students should then write the sentences in their notebooks.

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 it burned my mouth for half an hour after eating it.
- 3. f. Emma is such a popular name that there are four girls in the class with that name.
- **4.** c. The school is so selective that they only accept one student for every 100 applications.



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- **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.
- e. You have made such a big meal that we will never be able to finish it.

G

- Ask students to look at the pictures and speculate what must, might, could, or may have happened. Ask them to say what is an impossibility using can't, couldn't.
- Students work in pairs to write sentences. Call on volunteers to share their answers with the class.

Answers

Answers will vary. Sample answers.

- The fans look happy. Their team must have won the game. They
 can't have lost.
- Nawal looks angry. She may never stop shouting. / Her daughter must have done something terrible.
- 3. His parents are sad. He must be going to college.
- **4.** The officer is surprised. The boy might have crashed into him.

Workbook

Assign pages 321–322 for more practice with the form, meaning and function of the structures in the unit.



Teaching Tip

Managing a multi-level class can be challenging. You want to move quickly enough to keep the interest of the faster learners, but you don't want to move too quickly for the slower learners. Look for clues to help you assess the most beneficial way to organize students for group activities. In some cases, mixing proficiency levels may work best, while at other times students might benefit more from working with classmates at a similar proficiency level.

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

The new TV sitcom is **such** a funny show **that** everyone in my class watches it.

so + adjective or adverb + that

The comedian was **so** amusing **that** he had everyone in stitches.

We laughed so much that we had tears in our eyes.

Can't, Could, Couldn't, Must, May, or Might

Use *can't*, *must*, *may*, or *might* to make suppositions, to speculate about something, and to draw conclusions. Use *must* to say we are sure of something. Use *can't* or *couldn't* to say that we think something is impossible. Use *may*, *might*, or *could* to say that something is possible.

The story about the green aliens can't be true. It might be a prank. It must be April 1st! (present)

The story about the green aliens **can't have been** true. It **might have been** a prank. It **must have been** April 1st! (past)

- B. Match the sentences. Then use these ideas to write one sentence with so...that or such...that.
- \uparrow I'm having <u>such</u> a good time <u>that</u> I don't want to go home.
 - **1.** ____ 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 have 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.** Write sentences to speculate about the situations. Use *can't*, *could*, *couldn't*, *must*, *may* or *might* in your sentences.
- The boys look worried. They **must** have smashed the window.











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1. fans / happy

2. Nawal / angry

3. parents / sad

4. officer / surprised

12 Project



- 1. Research films or sitcoms on TV and find scenes that you find really funny. Choose two films/sitcoms and watch the scenes again, if possible.
- 2. Make notes in the chart. Include as many details as you can.
- **3.** Use your information/notes to prepare a PowerPoint presentation for your class.







Film/sitcom title	1	2
Scene/description		
Character(s) (name, role, actor)		
Script/what characters say		
Action(s) in the scene		
Funny element (behavior, words, appearance, act)		

4. Act out funny scenes in class for your classmates to guess the roles, actors, or film. Try to remember the ந்திரை the script.

Ministry of Education your presentation.

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12 Project

- Organize students in groups and have them brainstorm on films and sitcoms that they find really funny.
- Have a class discussion about scenes and lines that the students remember. Encourage them to help each other by adding details and making suggestions.
- Tell students that they will be preparing a PowerPoint presentation for the class with funny scenes from sitcoms or films.
- Read the directions with the class. Explain to the students that they will need to research older films and sitcoms on the Internet and watch some of the scenes again if possible.
- Have students study the chart and make notes about the scenes. Remind students that they will be using their notes and pictures to prepare and make a PowerPoint presentation for the class.
- Point out that the funny element in each scene does not have to be connected with the words/lines that are spoken but might be associated with a character's appearance and/or personality.
- Elicit the type of language students are planning to use to describe the scene. Ask them to look at the model text on page 150 and highlight the verb forms/tenses that are more commonly used. For example:
 - KEVIN RUSHES OUT THE DOOR, HOLDING THE ENVELOPE AS BITS OF CONFETTI START FALLING OUT MARKING HIS TRAIL; BILL STANDS AT THE DOOR SHAKING HIS HEAD.HE IS HOLDING ANOTHER LETTER IN HIS HAND.
- Elicit or explain that present simple is being used as a narrative form to convey a sense of urgency and/or fast development. Ask students to compare with the last sentence, "He is holding ..." which signals a different pace and directs attention to the letter.
- 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.
- Elicit quidelines for PowerPoint presentations, for example: not including too many points on each slide.
 Using slides to support what they are saying and help the audience focus and remember.
- Using slides to support what they are the audience focus and remember.

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- 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 PowerPoint presentation in the next lesson.
- Read the directions for 4 and 5. Call on each group to act out their scenes and have the rest of the class quess which film it came from.
- Have groups present. Let the class choose the best presentation, the one that makes them laugh the most.

Additional Activity

Have students work in groups to plan and create a different version of one of the scenes that they presented.

Workbook

For additional tips on preparing PowerPoint presentations, refer students to Speaking Skills 4 on page 370.

13 Self Reflection

- Write Laugh Out Loud 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 142 and 143. 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 joke did you like?
Which joke did you find boring?
What's the moral of the grasshopper, the snail and the centipede joke?
Which is the silliest joke? Why?

- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 144 and 145, ask them to complete some sentences, for example:

I ______ early when I miss breakfast.

(get hungry)

Our mother _____ when my brother is late. (gets worried)

I _____ before the final exams. (get nervous)

It was a frightening/frightened experience.

The children were very excited/exciting about the trip to the sea.

- 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 146 and 147. 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 Laughter Really Is The Best Medicine on the board and brainstorm language and information that students remember from the Reading. Call on volunteers to list as much as possible on the board.
- Organize students in pairs and ask them to answer questions like these:

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What are laughter clubs?

- 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 sitcoms. Give them some time to work in pairs and then call on volunteers to answer
- Have students comment on script writing and how they felt writing a script instead of an essay, story, or article.
 Call on volunteers to present their views.
- Have students scan pages 150 and 151 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 to collect information? Why? Why not?

Where did they find information? Where did they find photos?

Did they enjoy the PowerPoint presentation? Would they change anything if they had the chance to do it again? What?

Did they enjoy preparing the PowerPoint presentation? Did everyone contribute? Was there room for originality and creativity? Why? Why not?

- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words
- Discuss areas that students feel they need more work on and make suggestions.

13 Self Reflection



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 very well.	I can do this quite well.	I need to study/ practice more.
talk about humor and tell jokes			
explain consequences with comparatives			
use past and present participial adjectives			
use <i>get</i> + adjective and <i>get</i> + past participle			
use thethe comparatives			
express wishes, regret and criticism			
use suchthat/sothat; can't, could, couldn't, must, may, or might			
My five favorite new words from Unit 9:	If you're still not sure about something from Unit 9:		
	 read through the unit again listen to the audio material study the grammar and functions from the unit again ask your teacher for help 		

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10 You Are What You Eat

1 Listen and Discuss 🕡



- **1.** What is the most unusual thing you have ever eaten?
- 2. Are you careful about the kinds of foods you eat? Why or why not?
- 3. What do you think the expression you are what you eat means? Do you agree?



Circle **True** or **False**. Then read and check your answers.

1 Many Japanese restaurants serve a kind of fish that can kill diners within hours if it is not prepared properly.

2 Eating chocolate has been linked to an increase in heart disease.

3 Fresh vegetables are healthier than frozen vegetables.

4 Apples, potatoes, and onions all taste the same when eaten while holding your nose.

5 Red dye produced from grinding up insects is used in many food items.

False True

True False

True **False**

False True

True **False**





156



Unit Goals

- O Vocabulary
 Food
 Eating habits
- Functions
 Offer, accept, and decline food
 and drink
- Grammar Separable and Nonseparable Phrasal Verbs Three-Word Phrasal Verbs
- ListeningListen for sequencein a process

- Pronunciation Stress on twoand three-word phrasal verbs
- Reading
 Accidental
 Food Discoveries
- Writing
 Write an essay about a memorable event
 - Function
 Count/Noncount Nouns
 Expressions of Quantity:
 Some, any, a few, a lot of,
 much, many, enough
 Words Connected with
 Recipes

Form, Meaning and

Warm Up

Begin the class by telling students something about an unusual food you have eaten. Say what it was, what it tasted like, and how you felt about eating it. Then invite students to talk about unusual foods they have eaten. (This is the first introductory question on page 156.)

1 Listen and Discuss

- Have students discuss the second and third introductory questions with a partner. Ask a few pairs to report some of their ideas to the class.
- Ask students to cover page 157 in their books and draw
 their attention to the quiz on Food Myths on page 156.
 Have them work individually to circle True or False
 for each sentence. Make it clear that you don't expect
 them to know the answers at this time. They should
 make their best guesses. Discourage students from
 looking shead to the reading texts.
- Ask a few volunteers about their answers to the quiz, having them explain their answers.

நான் பின் பின்ற Lipang. Tell students to listen and read along in Ministry beir மூல் இவர்கள்

- Have students read the texts again and then work with a partner to check their answers to the quiz. If their answers are different, have them decide on the right answer by rereading the relevant article.
- Have students confirm their answers by checking the answer key on page 157.
- For additional vocabulary practice, ask students to do the following tasks:
 - 1. Find food words.

Students make a chart and list all of the food words they can find in the presentation on pages 156–157. (Some foods may be categorized in different ways.) Ask a volunteer to draw their chart on the board and elicit classmates' help in filling it in. The finished chart might look something like this.

Fruits	Vegetables	Sweets	Fish
blueberries	carrots	gelatin	blowfish
apple	broccoli	chocolate	
	cauliflower	candies	
	onion		
	potato		

2. Find flavor words.

Have students find four words used to describe flavors. Then name two foods that have each of those flavors. Flavors and possible examples include the following:

bitter: coffee, some kinds of lettuce

sour: lemons, green apples salty: potato chips, olives sweet: candy, cookies

Quick Check



- Have students work with a partner to match the
 definitions with words in the quiz. The definitions should
 give them clues as to where to find the word. For
 example, the definition fragrant smell would lead to the
 article about the relationship between taste
 and smell.
- When pairs have found the words, have them compare answers with another pair. If their answers are different, have them work together to decide on the correct answer
- Read aloud the answers for the students to do a final check.

Answers

- 1. delicacy
- 5. peak
- 2. toxins
- 6. aroma
- 3. licensed
- 7. distinguish
- 4. maintain



- Have students work individually to answer true or false.
 Then have them compare answers with a partner.
 If their answers are different, they refer back to the presentation to find supporting information. For false answers, have them find the correct information in the article.
- Discuss the sentences with the class. As you do this, ask additional questions, such as the following:

Would you eat blowfish if someone offered you an opportunity to try it?

Why do you think people want to eat such a dangerous food?

Do you like chocolate? Have you tried dark chocolate? Do you like it?

What frozen vegetables are available where you live? Do you often use them in cooking? Do you prefer fresh vegetables? Where do you buy fresh vegetables?

Did you know how important smell was for tasting? Are there any foods that you dislike because of their smell?

Had you heard of cochineal before? Check some food labels to see if cochineal or carmine are listed. Does this bother you?

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Answers

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

2 Pair Work

- Have students work with a partner to write three more true/false statements about food.
- Put students in small groups to read their statements and have classmates say if they are true or false. (Or if the class is small, do this with the whole class.)

Workbook

Assign page 323 for practice with the vocabulary of the unit.



Teaching Tip

As students become more advanced, they should take increasing responsibility for their own learning. They can take a more active role in correcting exercises, finding out why answers are wrong, and so on. The teacher then serves more as just a final confirmation.



Additional Activity

Have students work in groups to find out some information about unusual foods in their country. What is the history of the food? Is it good for you? How do people eat it? If they don't know the names of the foods in English, help them find out.

Students report their information to the class.



The tradition of eating blowfish, called *fugu* in Japan, is a very old one, dating back more than 2,000 years. Most deaths from eating it are due to improper preparation by people who are not qualified to prepare it. However, there are still between 20 and 40 fugu poisonings each year. There is no antidote, but not everyone who is poisoned dies. Doctors treat it by trying to keep the victim alive until the poison wears off. Scientists have now developed a non-toxic version of the blowfish that is safe to eat. However, for many this doesn't have the thrill and excitement of the traditional fugu.

- Blowfish, which are considered a delicacy in Japan, contain deadly toxins. If not properly prepared, eating blowfish can lead to death by poisoning. Victims usually die within 4 to 24 hours of consuming the fish. Blowfish diners count on specially licensed chefs to prepare the fish safely.
- 3 Frozen vegetables are at least as nutritious as fresh vegetables, and may sometimes actually be healthier. Fresh vegetables are at their nutritional peak at the moment they are picked. However, they often spend days or weeks in transit, in the produce aisle, and in your refrigerator. Over time, vegetables lose vitamins and minerals. However, frozen vegetables are picked and frozen at their peak. Freezing locks the vitamins and minerals in. When you do buy fresh vegetables, try to pick out ones that seem fresh and have been grown locally.

Answers:
1. True 2. False 3. False 4. True 5. True

- A number of studies have shown that chocolate consumption may reduce the risk of developing heart disease and cancer. Scientists believe that antioxidants reduce the chances of developing these diseases. Antioxidants are also thought to enhance blood flow and help maintain healthy cholesterol levels. Dark chocolate and cocoa powder are particularly rich sources of antioxidants. In fact, ounce for ounce, dark chocolate and cocoa have more antioxidants than antioxidant-rich foods like blueberries and green tea. Of course, it's not good to eat *too* much chocolate, but it's not a good idea to cut chocolate out altogether, either.
- 4 Up to eighty percent of taste comes not from our taste buds, but from our sense of smell. Taste buds allow us to identify bitter, salty, sweet, and sour flavors. But we depend on the *smell* of foods to give us most of our sense of flavor. So without smelling the aroma of a food, it is difficult to distinguish one flavor from another. (Incidentally, this is why food loses its flavor when you have a stuffed-up nose!)
- Many food items with a deep red color, including fruit juices, candies, and gelatin, include a dye called cochineal or carmine. This dye comes from the shells of the female cochineal insect, which is found in South and Central America. The dye has been used for centuries and dates back to the Aztecs.

Quick Check &

- **A. Vocabulary.** Find words in the guiz that mean:
 - 1. an expensive and/or hard to find food
 - 2. poisons
 - **3.** having legal permission to do something
 - 4. to keep something in good shape
- **5.** the highest point
- **6.** fragrant smell
- **7.** to be able to identify one from another
- B. Comprehension. Answer *true* or *false*.
 - **1.** _____ Victims of blowfish poisoning suffer months of illness before they die.
 - 2. _____ Antioxidants can help prevent the development of heart disease.
 - **3.** _____ Blueberries are the food richest in antioxidants.
 - **4.** _____ Fresh vegetables are at their nutritional peak when they are cooked.
 - **5.** _____ Our taste buds are responsible for only 20 percent of what we think of as taste.
 - **6.** _____ Cochineal has only been used as a dye for the last few decades.



Ministry With a partner, write three more true/false statements about food.

2023 - Read them to your classmates and ask if they are true or false.

3 Grammar 📓



Phrasal Verbs

A phrasal verb is made up of a verb + a particle. A particle is a word that is used as an adverb or a preposition. The particle gives the verb a different meaning. One verb can be combined with different particles to create different meanings.

Didn't you like the dinner? You only picked at it. (pick at = eat without enthusiasm)

My sister **picks on** me for being a vegetarian. (pick on = tease)

We need to **pick out** a restaurant for the celebration. (pick out = choose)

Will you **pick up** a gallon of milk on your way home? (pick up = get, buy)

Separable and Nonseparable Phrasal Verbs

Some phrasal verbs are *nonseparable*. The noun or pronoun always follows the particle.

(NOT: I ran Reema into at the supermarket.) I ran into Reema at the supermarket.

I ran into her. (NOT: I ran her into.)

call for come from look into tire of come across go on run into turn out

Many phrasal verbs are separable. A noun object can come after the particle.

The chef **cut up** the steak into small pieces.

A noun object can come in between the verb and the particle.

The chef **cut** the steak **up** into small pieces.

If a pronoun object is used, it must come between the verb and the particle.

The chef **cut it up** into small pieces. (NOT: The chef cut up it into small pieces.)

burn off point out talk over turn down tell apart turn into cut up put on send back figure out think over wake up fit in take off throw away whip up

give up take out throw out

Three-Word Phrasal Verbs

Three-word phrasal verbs consist of a verb + a particle + a preposition. Three-word phrasal verbs are nonseparable. The noun or pronoun always comes after the phrasal verb.

The doctor says you must **cut down on** sugar. (NOT: You must cut sugar down on.)



drop out of feel up to get away with get down to

get along with get rid of load up on look down on

look forward to make do with run out of take care of

3 Grammar

Note: Because this chart is lengthy, you might want to break it up rather than presenting all of the information at one time. Present the first two sections of the chart and then do exercises **A** and **B** on page 159. Then present the last section and do exercise **C**.

Phrasal Verbs

- Read the explanation and the examples with the class.
 Explain that certain prepositions and adverbs are called particles when they are used with phrasal verbs. For example, in the sentence *The book's on the desk*, the word *on* is a preposition. However, in the phrasal verb *pick on*, it's called a *particle*. The two words together, *pick + on*, mean to tease someone.
- Practice briefly by asking questions with phrasal verbs with pick. For example, ask:

Should we pick out a new color for the classroom? Do the other students ever pick on you? Do you have to pick up anything on your way home today?

Separable and Nonseparable Phrasal Verbs

- Ask a volunteer to read aloud the explanation of nonseparable phrasal verbs and the examples.
- Have students look at the list of nonseparable verbs and elicit or provide two or three more example sentences. For example:

Armando comes from Canada.

I came across a new word in the paper today.

- Note: Tell students that you won't spend time defining all of the expressions on the lists in the chart right now. There are too many for them to remember at one time. They will come across many of the verbs in the exercises and other activities in the unit and will learn the meanings as they work with them.
- Write the following sentences on the board:

Let's throw out these old bottles. Let's throw these old bottles out. Let's throw them out.



<u>صلحتاا</u> قرازم Ministry of Education 2023 - 1445 Explain that *throw out* is an example of a separable phrasal verb. It means to put something in the trash. With separable verbs, the object—in this case *these old bottles*—can go after the particle or between the verb and the particle. Show students that when the object is a pronoun it must go between the verb and the particle.

 Have students read the explanation and the examples in the chart.

Three-Word Phrasal Verbs

- Ask a volunteer to read the explanation and the examples. Elicit or explain that cut down on means to reduce the amount of something that you use. In this case the person is going to eat fewer sweets.
- Have students read the list of three-word phrasal verbs and ask if there are any that they recognize.
 For example, students may have seen look forward to (anticipate with pleasure) and take care of (to care for or attend to the needs of someone). Elicit additional example sentences with any expressions that they know. For example:

I look forward to the dinner tomorrow.
I'm taking care of my little sister this afternoon.
Again, reassure them that there will be more opportunities to learn the meaning of all the phrasal verbs throughout the unit.

 Have students look for examples of phrasal verbs on pages 156–157. (2. cut chocolate out; 3. pick out ones that seem fresh; 4. comes not from our taste buds; 5. comes from the shells)

Language Builder

Explain that phrasal verbs are a very important part of English. Using a phrasal verb is often the only way to say something, as, for example, with *turn off* or *turn on* the TV. Other times English speakers are more likely to use a phrasal verb than a more formal single verb. For example, it is more common to say *I need to pick out some shoes to go with my pants* than it is to say *I need to select some shoes to go with my pants*.



- Have students work individually to complete the sentences with particles. They should refer to the chart on page 158 as necessary.
- Have students compare answers with a partner. If answers are different, have them discuss which they think is right.
- Ask different students to read the completed sentences in the paragraph. For each one, talk about the meaning of the phrasal verb. (See the meaning notes in the answers below.)

Answers

- 1. on (go on: to begin and then continue)
- 2. for (call for: require)
- 3. off (take [weight] off: remove; also take off [clothing])
- on (put [weight] on: to add something to the body, such as clothing or weight)
- 5. out (pointed [this] out: indicated)
- 6. over (talked over: discussed)
- 7. out (figure out: find an answer or solution to a problem)
- 8. over (thought [it] over: considered)
- 9. up (give up: stop doing something; also abandon hope)
- 10. into (look into: investigate)
- 11. off (burn off: to cause to go away because of heat or activity)



- Read the directions and the example with the class.
 Remind students of the rule about pronouns. If the verb is separable, the pronoun comes between the verb and the particle.
- Have students work individually to rewrite the sentences with pronouns and circle *S* or *NS*.
- Check answers by having students write their sentences on the board. Have the class check the position of the pronouns.
- Discuss the meaning of each phrasal verb.

send back = return

tell (something) apart = know the difference between two things

throw (something) away = dispose of, get rid of **tired of** = bored with

wake (someone) up = to make someone stop sleeping turn (something/someone) down = to refuse, say no to; also to lower, as in *Please*, turn down the radio

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Answers

1.	I'm going to send it back.	S
2.	Most people can't tell them apart.	S
3.	You need to throw it out.	S
4.	I never tire of it.	NS
5.	Wake her up for breakfast.	S
6.	I never turn it down.	S



 Ask a volunteer to read aloud the directions and the example. Then have students work individually to complete the sentences. Check answers and discuss the verbs.

Answers

- 1. ran out of (came to an end of; used up)
- 2. rid of (throw away something that is unwanted)
- 3. cut down on (reduced the amount used)
- 4. came down with (became ill with something)
- 5. load up on (get a lot of something)
- 6. looking forward to (anticipating with pleasure)

Workbook

Assign pages 324–326 for practice with the grammar of the unit.



Teaching Tip

Don't overload students with long lists of things to memorize, even if they ask you to. They'll end up being frustrated and the learning will not be effective.



Additional Activity

Have students look up the meanings and find examples of any of the phrasal verbs from the Grammar chart that were not included in the exercises on this page.



Some English speakers believe that it is incorrect to end a sentence with a preposition, as, for example, Let's see what they come up with. English Prime Minister Winston Churchill didn't like this rule. He is famous for saying, "This is a rule up with which I will not put!" (This was instead of the more natural, This is a rule I won't put up with.) His "bad" sentence proves that it is sometimes best to end a sentence with a preposition. This happens most often when there is a phrasal verb.

A. Complete the sentences with a particle from the box. Some of the particles can be used more than once.

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C.	Comple	te the thre	e-word p	hrasal ve	erbs.				
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						ner to <u>cut</u>		1	fatty foods
	4. They	came		fo	od poiso	ning after th	ney ate th	e spoile	d meat.
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144	45								

4 Conversation <a>M



Nawal: Thank you so much for this wonderful

meal! It must've taken all day to make such

a phenomenal spread.

Fadwa: My pleasure. It was no hassle at all.

I whipped it up in no time.

Nawal: You are guite the cook. I don't think I've

ever had such a gourmet meal.

Fadwa: I'm so glad you're enjoying it. Can I give

you some more of the chicken?

Nawal: Oh, no thanks. I'm absolutely stuffed.

Fadwa: Would you like to try the grilled asparagus?

Nawal: No, really, I couldn't possibly eat more.

Fadwa: Are you sure?

Nawal: Absolutely. Honestly, I couldn't eat

another bite.

Fadwa: Oh, that's a shame. I made two different

desserts. One is a chocolate raspberry laver cake and the other is almond crème

brûlée.

Did you say chocolate raspberry cake? Nawal:

> Come to think of it, it's rude to turn down food, right? I'm sure I could fit in a bit of that. And maybe I'll have a bite of crème brûlée as well. I have a sweet tooth, you

know.



Real Talk

spread = an abundant meal laid out on a table whipped it up = made it quickly and easily

in no time = very quickly

quite the (something) = a very good (something)

Come to think of it = Something has just occurred to me

have a sweet tooth = love desserts and candy

About the Conversation

- 1. Does Nawal assume Fadwa went to a lot of trouble to cook the meal? What does Nawal say?
- 2. What foods did Fadwa prepare?
- 3. What change of attitude does Nawal have? What causes this change?

Your Turn

Role-play with a partner. Pretend you are hosting dinner for a family member. Act out the meal, using the phrases from the box for offering, accepting, and declining food and drink.

Offering, Accepting, and Declining Food and Drink

Blease help yourself to ... Would you like to ffy the ...? Can I give you some more ...? Thanks,: I'd love a little/some more...

No thank you... Thank you, but...

...I couldn't eat another bite.

...I'm stuffed.

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4 Conversation

- Write the expression Gourmet Cook on the board. Elicit
 or explain that a gourmet is someone who knows a lot
 about and appreciates fine food. Ask if anyone in the
 class is a gourmet cook or knows someone who is. Do
 they like gourmet food?
- Tell students that they are going to listen to a dinner table conversation about a wonderful meal.
- Play the audio. Have students listen with their books closed
- Ask several students to name one food that was served at the dinner. Write their responses on the board.
- Play the audio again. Have students listen and read along in their books.
- Review the list of foods on the board. Are there any
 there that were not served at the meal? What other
 foods were mentioned? Point out that the words crème
 brûlée are actually French. Ask: Why do people often
 use French words to discuss cooking? (In the western
 world, France is famous for its cooking and great chefs.)
- Ask: What does Nawal mean when she says the meal is phenomenal? (She means that it's uncommonly excellent.)

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:
 - **spread** (Nawal says this, indicating that Fadwa has prepared a lot of food.)
 - whipped it up in no time (Fadwa says this, meaning that it didn't take her long to prepare the meal.)
 - **quite the (cook)** (Nawal says this, meaning that Fadwa is a good cook.)
 - **Come to think of it** (Nawal says this to indicate that she's just realized that it would be rude not to have dessert. She is joking, because she has just said she was too full to have anything else.)
 - **have a sweet tooth** (Nawal says this, meaning that she likes sweet foods and can't resist the dessert.)
- Ask students some questions to elicit use of the expressions. For example:
 - Carryou think of something that you whipped up in no time?
 - Say something about a friend who is very good at something, using quite the_____.

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Has anything just occurred to you? Tell us about it with the expression Come to think of it _____.

Do you have a sweet tooth?

 Put students in pairs to practice the conversation. Then have one pair act out the conversation for the class

About the Conversation

- Arrange students in pairs to ask and answer the questions.
- Check answers as a class.

Answers

- 1. Yes. She says it must have taken all day to make such a phenomenal meal.
- 2. Fadwa prepared chicken, grilled asparagus, chocolate raspberry layer cake, and almond crème brûlée.
- **3.** First she says she can't "eat another bite." But then she decides that she can eat more when she hears about the desserts.

Language Builder

Point out that the word *bite* as a noun can mean a small amount of food. It's often used when talking about eating, as in the following examples:

I don't want much; just give me a bite.

We'll have a bite to eat before the show.

I can't eat another bite.

Your Turn

- Call on a student to read the directions aloud.
- Focus students' attention on the box of phrases for Offering, Accepting, and Declining Food and Drink.
 Explain that these expressions are useful when dining with others in a home setting either as a guest or a host. Model the expressions for students to repeat.
- Ask: Which expressions does Fadwa use in the conversation? (Can I give you some more of the chicken? Would you like to try the grilled asparagus?)
- Have students work with a partner or with a small group. One student plays the role of host and the others are the guests. They role-play a conversation at the dinner table using expressions from the box.
- To make the activity more real, have students first decide what foods are being served.
- Invite one pair or group to act out their conversation for the class.

5 Listening

- Read the directions with the class. Then focus students'
 attention on the picture and the words in the box. Ask
 students if they can relate any of the words to the
 picture. Ask if anyone knows the name of the plant that
 chocolate comes from. (cacao tree)
- Play the audio twice. The first time, students just listen. The second time, they write the words in the order they hear them.
- Play the audio a third time to verify students' answers.

Answers

Step 1: podStep 5: crumbStep 2: beanStep 6: paste

Step 3: nib **Step 7:** chocolate bar

Step 4: cocoa mass

Audioscript

Chocolate comes from the cacao tree, a tree that grows in the tropical rainforests of a number of countries, including Brazil, Indonesia, the lvory Coast, and Ghana. The first step in turning cacao into chocolate candy is the harvesting of cacao pods. Unlike many modern crops, cacao pods must be harvested by hand, instead of machine. After workers pluck each pod by hand, they open the pods with a long knife called a *machete*. Then the workers take out the cacao beans and throw away the husks.

Workers place the beans in large piles, and cover them with banana leaves. The beans are left there for about a week. During this time, the beans turn a deep, rich color and the cocoa flavor and aroma develop. This process is called fermentation. After fermentation, the beans are scooped into sacks and shipped to chocolate manufacturers.

Once the manufacturers receive a shipment of beans, they get down to the business of processing the cocoa into chocolate. The manufacturing process involves many steps including roasting the beans at extremely high temperatures, separating the shell from the inside of the bean, and getting rid of the shells. The broken bean bits that remain are called nibs. The nibs are then crushed up into cocoa mass and melted.

Manufacturers blend the melted cocoa mass with milk and sugar. These ingredients are churned until they become a brown powder called crumb. Cocoa butter is added to the crumb. This mixture becomes a thick liquid called chocolate paste. The paste is put into a machine that smoothes it out. The liquid chocolate is then poured into molds. Finally, the chocolate cools down, is taken out of the mold, and become a chocolate bad a second coolste.

becomes achocolate bar!

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6 Pronunciation

Play the audio twice. The first time, students listen. The second time, they listen and repeat, or speak along with the recording.

7 Vocabulary Building

A

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



• Have students compare answers with a partner.

Answers

1. c **3.** f **5.** d **7.** a **2.** q **4.** e **6.** b

Workbook

Assign page 327 for additional reading practice.



Teaching Tip

It's a good idea to have students read aloud from time to time in class. It's good practice for speaking as it gets them saying the words of the language. It's also a useful skill. In real life, people do often read short passages aloud to each other.

Additional Activity

In groups, give students copies of this coded message. Each number represents a letter. For example, the letter *O* is 15. So wherever there is a 15, they write the letter *O*. Their job is to break the code and read the sentence from a famous film.

12-9-6-5 9-19 12-9-11-5 1 2-15-24 15-6 3-8-15-3-15-12-1-20-5-19. 25-15-21 14-5-22-5-18 11-14-15-23 23-8-1-20 25-15-21'18-5 7-15-9-14-7 20-15 7-5-20.

(Answer: Life is like a box of chocolates. You never know what you're going to get. –from the movie Forrest Gump. The code is a simple alphabet code, A = 1, B = 2, etc.)



- Don't give chocolate to pets. It contains a substance called *theobromine*, which is poisonous to them.
- Chocolate's melting point is just below body temperature. That's why it melts in your mouth.

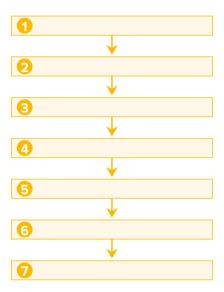
5 Listening 🔊



Listen to the process for creating a bar of chocolate. At each stage in the process, the chocolate has a different name. Write these names in the correct order in the chart.

bean crumb nib pod chocolate bar cocoa mass paste





6 Pronunciation



In two-word and three-word verbs, the stress is placed on the second word (the first particle). Listen and practice.

- **1.** Chocolate **comes from** the cacao tree.
- 2. Once they receive a shipment of beans, they get down to the business of processing the cocoa into chocolate.
- **3.** One of the steps in the manufacturing process involves **getting rid of** the shells.
- 4. Workers take out the cocoa beans and throw away the husks.
- 5. The chocolate cools down, is taken out of the mold, and becomes a chocolate bar.

7 Vocabulary Building 💹



- A. You will see these words in the reading on pages 162 and 163. Match the words with their meanings.
 - 1. ____ existence
 - **2.** _____ staple
 - **3.** _____ vendor

 - **4.** _____ quandary
 - substitute ___ indulgence 7. ____ délectable
- a. delicious
- **b.** something that is used in place of another thing
- c. the presence of something in reality
- **d.** something you let yourself have even though it may be bad for you
- e. a situation in which someone doesn't know what to do
- f. someone who sells something
- g. a common or important item

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Ministry B. Echeckyour answers with a partner. If you do not understand the meaning of a word, 2023 - 144 ook it up in a dictionary.

8 Reading

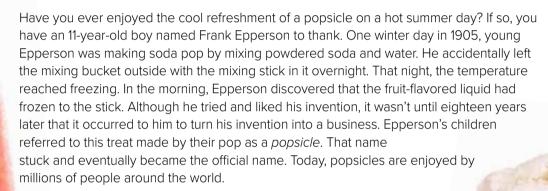


Before Reading

Read the article and underline the information that tells you how certain popular foods were discovered.

Iccidental Food Discoveries

Can you imagine a world without cool, creamy ice-cream cones? Isn't it depressing to imagine life without chewy, delicious, chocolate chip cookies? And who could get by without salty, addictive, crispy potato chips? Yet all these treats are fairly recent inventions that may never have come into existence if it weren't for lucky accidents.



But, perhaps your dessert of choice on a hot day is an ice-cream cone. If so, you should be glad for the unexpected event that brought two men together at the 1904 St. Louis World's Fair. An ice-cream vendor named Charles Menches was doing such booming business that he ran out of bowls to put the ice cream in. The vendor next to Menches was a young Syrian immigrant named Ernest Hamwi. Hamwi was selling a Syrian treat called zalabia, a crisp, wafer-like pastry. Hamwi came up with a solution to Menches' quandary. Hamwi rolled some of his warm pastry into a cone so that Menches could put ice cream inside. In that instant, a favorite international hot weather treat was born.

Of course, not everyone is a fan of frozen treats. Some prefer the indulgence of delicious freshly baked goods, like chocolate chip cookies. These people should be grateful for an accidental discovery made by an American housewife in 1930. One day Ruth Wakefield was making chocolate cookies when she realized that she had run out of baker's chocolate. Wakefield decided to substitute broken-up pieces of a chocolate bar she had on hand. She assumed that the small pieces of chocolate would melt and mix into the batter. However, after taking the cookies out of the oven, Wakefield discovered that the checolate hadn't melted. Instead, there were little chips of chocolate throughout the cookie. Much to Wakefield's delight, the chocolate chip cookie proved to be a great success with her family and quests. Wakefield sold the recipe

to the chocolate company Nestlé® in exchange for a lifetime supply of chocolate chips. It wasn't long before the chocolate chip cookie Ministry of Education became a world-famous treat.

8 Reading

 With books closed, have students speculate on how these food items may have been invented.

READING STRATEGY Jigsaw reading

- If possible, photocopy the reading and cut out the paragraphs about the four foods: popsicles, ice cream cones, chocolate chip cookies, and potato chips. (If this is not possible, ask students to number the paragraphs and tell them which paragraph they are to read. Tell them to ignore the other paragraphs for the time being.)
- Read the title and the first paragraph with the class.
 Ask: What do you think a lucky accident is?
- Have students count off 1, 2, 3, 4, around the room.
 Then make groups with all the 1s in one group, 2s in another, and so on. If the groups are too large, you could divide them.
- Write these questions on the board:

Who discovered the food? When?

How did they happen to discover it?
What happened after they discovered it?

- Assign each group a paragraph to read. Give a copy
 of the paragraph to each student. Students ask and
 answer the questions on the board and discuss the
 paragraph in their group until they feel everyone
 understands it.
- As students are working, go around and help as necessary. Make sure that all students are participating.
 Tell them that in the next step each student is going to have to explain the story to another group.
- Make new groups of four students each. Each group should have a 1, 2, 3, and 4, in other words, one student for each of the paragraphs. In the groups, each student then tells the others about the food he or she read about. (If there are extra students, put five students in some groups, with two students presenting the same food.)
- As students are working, walk around and check their understanding. Make notes of anything that they are finding difficult.



- Play the audio. Have students listen to the entire article and read along in their books.
- Review the notes you made during the jigsaw reading and ask students about any points that seemed unclear to them.
- Ask questions to elicit students' opinions of the article and the topic. For example:

Why do you think it took Epperson 18 years to turn his discovery into a business?

Can you think of other examples where two cultures have combined to create a new food?

Do you think that the payment Ruth Wakefield received for her cookie recipe was fair?

Do you like these foods? Are the foods good for you?

 For additional vocabulary practice, have students do the following tasks. Write the tasks on the board or read them aloud as students do them.

Find 7 adjectives that describe food in the first paragraph (cool, creamy, chewy, delicious, salty, addictive, crispy)

Find the word that refers to the thing you use to hold a popsicle. (stick)

Find a word in paragraph 3 that describes a successful business (booming)

Find a word in paragraph 3 that is similar to a word used to describe potato chips. (crisp)

Find a word in paragraph 4 that means a small hotel. (inn)

Find a word in paragraph 4 that refers to the mixture you use to make things like cookies and cakes.

(batter)

Find two words in paragraph 5 that describe people: one means bad-tempered (cranky) and the other means difficult to satisfy or please. (picky)
Find a word in paragraph 5 that means delicious. (delectable)

After Reading

- Have students work in pairs or small groups to ask and answer the questions. Emphasize that they should answer in their own words whenever possible. Suggest this procedure for answering questions:
 - 1. Re-read the relevant portion of the article.
 - 2. Close your book and look at your classmates.
 - **3.** Answer the question in your own words.
- Check answers by reading the questions and calling on students to answer with their books closed.

Answers

Answers will vary. Sample answers:

- A boy left a bucket of soda out one cold night with a mixing stick in it and it froze
- 2. It was invented at the 1904 St. Louis World's Fair.
- **3.** A Syrian immigrant named Ernest Hamwi rolled up his pastry to make a cone for the ice cream.
- **4.** She received a lifetime supply of chocolate chips.
- 5. Because a customer complained about his french fries being too soggy, Crum was going to "teach him a lesson" by giving him very crisp french fries!

9 Speaking

 Have students work in groups to make a list of popular desserts and snacks, and create a new dessert or snack. Have students copy the chart in their notebook to make notes. After several minutes have groups present their new dessert/snack and the class choose the best idea.

Workbook

Assign pages 328–329 for additional writing practice at word and sentence level.

For extra speaking practice with language for requests, offers, and refusals, have students work in pairs to discuss the situations in Speaking Skills 1 on page 367.



Teaching Tip

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.

Additional Activity

Review phrasal verbs. Put students in small groups. Give each group a list of four or five of the phrasal verbs on page 158. As a group, students write original sentences with each of the verbs. Then have each group read their sentences for the class.

Project: Snacks

Arrange students in groups. Each group chooses a typical snack food that is popular in their country. Have students work together to prepare a report about the food. The report should include the following information: a history and description of the food, information about how it is prepared and the ingredients, the best places to buy the food, and its nutritional value.



But, if crunchy, salty treats like potato chips are your preference, then you owe a debt of gratitude to a cranky chef and a picky diner who lived over 150 years ago. On August 24, 1853, George Crum was working as a chef in a restaurant when he became frustrated with a customer. The customer had repeatedly sent back his French fries, complaining that they were too thick and soggy. Fed up, Crum decided to teach him a lesson. Crum sliced the potatoes as thinly as possible and fried them in grease. To Crum's astonishment, the customer thought the chips were delectable. They became a regular item on the restaurant's menu and, in time, became a staple of the global fast food industry.



After Reading

Answer the questions.

- **1.** In your own words, explain how popsicles were invented.
- 2. Where was the ice-cream cone invented?
- **3.** How did Syrian culture contribute to the invention of the ice-cream cone?
- 4. What did Ruth Wakefield get from Nestlé® in exchange for her recipe?
- **5.** Why did George Crum originally create the potato chip?

🤋 Speaking 🞑

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- 1. Work in pairs or groups. Make a list of desserts and snacks that are popular and try to decide what makes them popular, i.e. texture, flavor, aroma, presentation, ingredients, etc.
- 2. Think about a new dessert or snack and make notes in the chart. Use your notes to present your dessert/snack in class.
- 3. Choose what you think is the best new dessert/snack and say why you think it's the best.

	My favorite desserts and snacks	My new dessert/snack
Name(s)		
Flavor/ingredients		
Bought or homemade		
How to make it		
y of Education		
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10 Writing **//**



- A. Why do you think a meal might be unforgettable? Could it be for good or bad reasons?
 - 1. Read the text and find out.
 - · Why was each meal memorable?
 - · Where was each meal served?
 - What were the writer's feelings in each case? Highlight parts in the text that convey feelings/attitude.
 - 2. Would you have felt differently? How would you have reacted in each case?

Too Much Seafood

A few years ago, we were at a famous seafood restaurant. A friend of ours went overboard and proceeded to order almost everything on the menu. Soon, immense amounts of seafood started arriving on large platters. We ended up with a feast that could have fed twenty starving people, not six. It was all delicious but there was too much of it. Three of the group were determined to clear everything, so they continued gobbling down fish, seafood, salad, French fries, anything that was still on the table.

Three hours later, we split an exorbitant check among us and walked back to our hotel, feeling unpleasantly full. As expected, we all got sick. Our extravagant friend, who had eaten most of what he had ordered, was taken to the hospital. The rest of us were given strict orders to only consume liquids and stay in bed for the rest of our stay.





Pepper Sauce and Truffle

I was flying back home from France. I had been given a first class seat because the plane was overbooked and my seat had been given to someone else. I did not, of course, mind the change one bit.

I had been traveling on a very tight student budget, and had been trying to cut down on expenses, so I tended to skip meals quite often. After the plane took off, I realized that I was famished. Appetizing smells wafting my way from the galley did nothing to reduce my hunger. Fortunately, we were served very soon. I tasted the food and was truly amazed. It consisted of the most succulent, tastiest bon filet in pepper sauce that I had ever had. It was served with truffles and baked baby potatoes with herbs. The pepper sauce was delicious as were the truffles. I decided that I rather liked flying first class!

3. Read through the texts and find the words or phrases. Can you think of other words or phrases that you could use instead? Look them up in your dictionary and compare in class.

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gobble down exorbitant

extravagant skip a meal

waft succulent famished appetizing

10 Writing

- Ask students to think of an unforgettable meal. Read the question for A. Call on volunteers to answer.
- Direct students' attention to the pictures. Discuss what they see. Elicit answers to questions. For example: Where can you see photos like these? Do you find the food appetizing? Why? Why not?
- Ask students to read the titles and brainstorm on what they expect to read about. Have them say which of the two might be associated with a negative experience and why.

Answers

The first article, due to the use of *Too* in the title.

- Have students read the directions for 1. Ask them to try and predict some of the answers based on the titles and the pictures.
- Call on students to report their ideas for the class.
- Have students read the texts 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 meal at the seafood restaurant was memorable because there was too much food and everyone got sick. The meal on the plane was memorable because it was the tastiest and best meal the person had ever had.
- The seafood meal was served at a famous restaurant in Bangkok, Thailand. The bon filet dish was served on the plane.
- The writer felt that the meal was over the top/too extravagant/too expensive. The writer of the second article was extremely satisfied with his meal.
- Too Much Seafood clues: went overboard, proceeded to order almost everything that was on the menu, feast/ could have fed twenty starving people, gobbling down, exorbitant check
- · Pepper Sauce and Truffle clues: appetizing smells,
- amazed succulent, tasties from fillet, delicious

 Read the directions for 2 with the class. Play the audio and let students listen and follow.

The structure of the questions. Ministry of Education 2023 - 1445

Call on a student from each group to report the group's answers in class.

Have students read directions for 3. Ask them to find the first word in the text and notice the collocation. "immense amounts of seafood". Ask guestions like these to guide them:

Do you think they are small or large amounts of seafood? Why?

• Direct them to the previous sentence about the friend ordering almost everything on the menu

Answers

Huge, very large, humongous, considerable, etc.

 Organize students in pairs and have them work on the list of words in 3. Remind them to find the words in the text first before they attempt to replace them with other words or look them up.

Answers

Immense: extremely large, enormous, huge

Feast: a large, elaborate meal

Gobble down: eat something quickly and clumsily with almost no chewing

Exorbitant: much larger amount of money than normal, astronomical

Extravagant: spending more than one can afford

Skip a meal: not have a meal Waft: move gently through the air

Succulent: juicy and good

Famished: extremely hungry, starving

Appetizing: food that looks and smells so good it makes you

want to eat it

Additional Activity

Have a class discussion on memorable events and meals. Have electronic or hard copy dictionaries available in class for students to use if they need words or phrases.

3

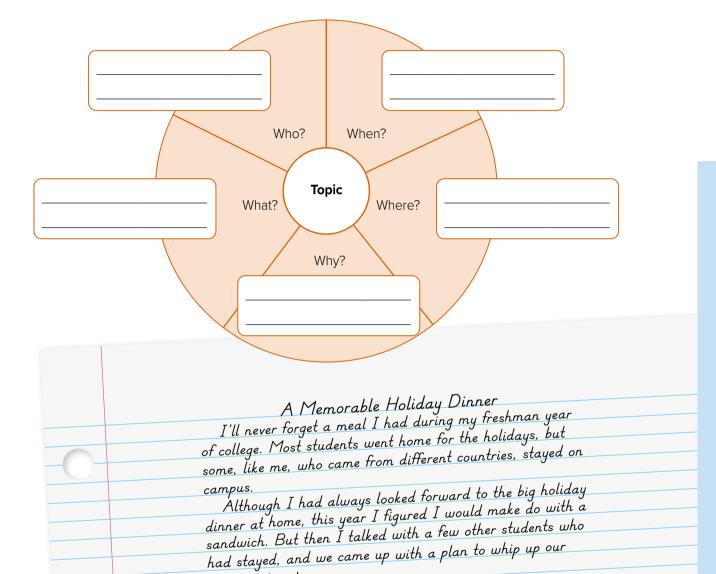
- Organize students in groups and have them read the directions for 1 and 2. Have them study the organizer and try to remember details about the meal.
- Stress the fact that the meal might have been memorable because of something that happened or someone that was there.
- Give students time to complete the organizer individually.
- Focus students' attention on the Writing Corner. Read the first two points. Have students visualize different scenes that they remember and make notes about them.
- Ask students to think of their audience when they select and organize their information. Remind them to take audience expectations and values into consideration when they decide on the content of their essay.
- Explain that regarding the last point, they will have to decide which component they need to emphasize depending on whether the meal is memorable due to the event, the food associated with the event, a person or people or a different aspect.
- Direct students to the model text. Have them read and decide how they are going to begin and develop their text.
- Have students write the first draft of their essay.
 Circulate and monitor; help when necessary.
- Give students time to exchange their essays, comment and suggest corrections.
- Have students edit and rewrite their essays.
- Call on volunteers to read their corrected essays in class.

Workbook

Assign page 330 for additional writing practice above word and sentence level



- **B. 1.** Write a description of a memorable meal you once had. It might have been a special occasion or just an ordinary meal when something special happened.
 - 2. Before you write, use a graphic organizer to help you remember the details of where you were, who you were with, what you ate, when it was, and why it was special.



Writing Corner

When writing an essay about a memorable event:

- brainstorm and picture different events/occasions/scenes.
- nake notes about the picture(s) in your mind.
- think about your reader/audience and select information accordingly.
- check to make sure you would not offend anyone through your account.

pil ்ரிழ் on the people, the setting, the events, and feelings as required to highlight the aspect Ministry of Educy outwant to focus on.

own holiday dinner...

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Form, Meaning and Function



Count/Noncount Nouns

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

Singular Count Nouns Plural Count Nouns

a burger two burgers an egg three eggs

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

Expressions of Quantity: Some/Any

Use some in affirmative statements.

Use any in negative statements and in questions.

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

Affirmative (+) Negative (-) Questions (?)

There is **some** juice. There isn't **any** juice. Is there any juice? There are **some** fries There aren't **any** fries. Are there **any** fries?

Sometimes some is used in questions for offers.

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

Would Like

Use would like for preferences.

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

A: I'd like a steak sandwich. A: Yes, please. / No, thank you.

	ete the conversation. Us practice with a partner.	e some, any, ord	der, and would like	. You can use the wo	rds more than once.
Omar:	Is this Gino's Italian rest	aurant?			
Tony:	Yes, it is. This is Tony sp	beaking. How car	n I help you?		
Omar:	I want to (1.)	some foo	d for delivery.		
Tony:	What (2.)	you	?		
Omar:	l'd like (3.) Do you have (4.)			gna bolognese.	
Tony:	Sorry, we don't have (5 (6.)		juice. Would you	ı like	0 0
Omar:	Yes, please. Two cups	of hot coffee.			
	Anything else? Yes: Don't forget to incl	ude (7.)	garlic bre	ad. It's so delicious! .	
Ministry of 1					OLIVE OF THE PROPERTY OF THE P

11 Form, Meaning and Function

Count/Noncount Nouns

- Go over the material on the page and ask students to look around the classroom and add more examples of singular nouns. Write them on the board and ask students to find the equivalent plural form.
- Point out the examples of noncount nouns in the presentation (rice and tea). Ask students to add to the list of noncount nouns with their own examples. Write them on the board: sugar, chicken, meat, money, news, information, advice, etc.

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 furniture in this classroom? Ask students to respond with an affirmative and negative response. For example: There are some chairs. There aren't any beds.

Would Like

 Have two students read the questions and answers in the presentation. Elicit that we use would like as a polite way to state a choice or preference.



- Have students look at the food items. Call out the names of different foods and have students say if they can see some of that food or not using *some* and *any*. (Yes, I can see some. or No, I can't see any.)
- Students complete the conversation alone and then compare their answers in pairs.

Answers

- 1. order
- 2. would, like
- 3. some
- **4.** any
- **5.** any **6.** some
- **7.** some



Additional Activity

Have students identify dishes they know that require a lot of ingredients. Have students list the dishes and the ingredients. Then have them tell the class the dish and the necessary ingredients with quantity words. For example: For stew you need a lot of beef or lamb, an onion, some carrots, and some potatoes. You also need a little oil, a little salt, and a little pepper. You also need to add tomato juice.



- Italy is well-known for its soups, pasta dishes and pizzas.
 Bolognese is the most famous pasta and 'Pizza Margherita,' the most popular pizza in the world today, was first created in 1889 to honor Queen Margherita of Italy. This is a pizza made with the colors of the Italian flag: tomatoes for the color red, mozzarella cheese for the color white, and basil for the color green.
- The biggest pizza ever made was baked in Norwood, South Africa in 1990. The massive pie was 37.4 meters across and weighed 12,194 kilograms. It contained 4,500 kilograms of flour; 1,800 kilograms of cheese; and 900 kilograms of sauce.
- People all over the world like different toppings on their pizza. In Japan, eel and squid are favorites; in Costa Rica, coconut is preferred; Brazilians like green peas; and in India, popular pizza toppings are pickled ginger and minced mutton.

Words Connected with Recipes

- Before students look at the vocabulary chart on page 167, ask: What is your favorite recipe? Ask students to work together asking and answering about what kind of dish it is, what they need to make it, how they go about making it and so on.
- Write the headers from the vocabulary chart on the board: Dish, Quantity etc. Call on volunteers to tell the class about their partner's recipe. As they speak write key words under the appropriate columns in the chart on the board.
- Tell students to look at the vocabulary chart on page 167 in their Student Book and read out the words in each column

Expressions of Quantity: A Few, A Little, A Lot of, Much, Many, Enough

- Before students open their books, write the following words from the presentation on the board in two columns. Write vegetables, carrots, bananas, eggs in the first column; and bread, seafood, milk, fruit in the second column. Ask: How are the words in each column similar? Elicit that the words in the first column are count nouns and the words in the second column are noncount nouns.
- 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 eat enough vegetables, but I don't eat enough fruit.

Language Builder

Explain the importance of using the article a with a few and a little. Without the article, the meaning changes. For example, Joe eats a few carrots every day means that Joe eats two or three carrots every day. Joe eats few carrots means that Joe doesn't usually eat carrots.



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Sequence Words: First, Then, After That, Finally

 Have volunteers read aloud the sentences. Elicit who is speaking. (someone who is baking)

Language Builder

Explain that in writing, we use a comma after the sequence words and expressions that begin a sentence. The sequence word then can be written with or without a comma after it. However, then is used with a comma when it precedes a summing up, or conclusion sentence: Then, you're saying you don't want to go.

3

- Ask if students have ever made a pizza. If anyone has, have him/her talk about the experience. If no one has, ask if students think pizzas are easy or difficult to make.
- Have students look at the pictures and identify the ingredients. Make sure they know that the ingredients are shown on the left. Then using the pictures, elicit the steps in making a pizza.
- Have students read the recipe before they write anything. Tell them to find out how long it takes to make a pizza. (over an hour).
- Elicit the missing word in the first sentence as a model.
 Remind students that they are going to use both before and then twice.
- Have students complete the task individually and then check answers in pairs.

Answers

- 1. Before
- 2. Then
- 3. First
- **4.** After
- 5. Before
- 6. Then
- 7. Finally

Workbook

Assign pages 331–332 for more practice with the form, meaning and function of the structures in the unit.

Words Connected with Recipes

Some words we commonly connect with recipes are:

Dish	Quantity	Ingredients	Actions	Utensils	Cooking Method
appetizer	half, a quarter, one, two, etc	oil	measure	knife	fry
main	cup	eggs	add	bowl	bake
dessert	teaspoon	salt and pepper	pour	whisk	roast
	tablespoon	butter	cut	pan	grill
	a handful	milk	chop		
	a clove (of garlic)	cheese	mix		
		garlic	spread		
		herbs	tear		

Pasta with	i Tomato Sauce
INCREDITATION	· omaco Sauce
INGREDIENTS:	DIRECTIONS:
	ic <u>Pasta</u> : Cook separatel according to package directions.

Expressions of Quantity: A Few, A Little, A Lot of, Much, Many, Enough

Count Noncount

You need **a few** tomatoes. You need **a little** cheese. I eat **many** vegetables. I don't eat **much** bread.

How many bananas do you eat? **How much** milk do you drink?

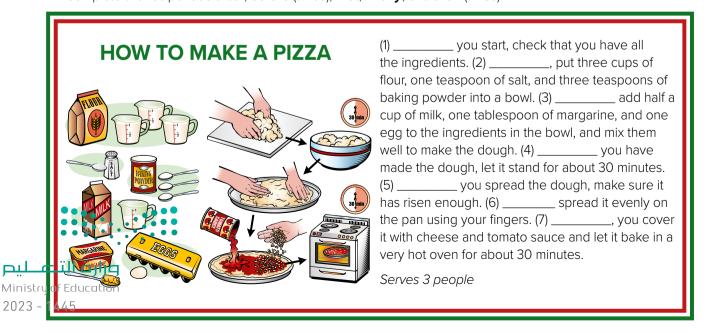
Use a lot of and enough for both count and noncount nouns.

I eat **a lot of** eggs, but I don't eat **a lot of** bread. I don't eat **enough** fruit. I don't drink **enough** water.

Sequence Words: First, Then, After That, Finally

First, you mix the flour and the eggs. **Then** you add a little butter. **After that**, you put in a teaspoon of baking powder. **Finally**, you let it rise.

B. Complete the recipe. Use after, before (twice), first, finally, and then (twice).



10 You Are What You Eat

12 Project



- 1. Work in pairs or groups. Make a list of snacks and desserts in your country and research snacks and desserts in other countries of the Arab world. Add two more countries.
- 2. Gather information and make notes in the chart about the:
 - name of the dessert/snack
 - origin
 - · ingredients used
 - preparation
 - way it is served/presented
 - · occasions it is served on
- 3. Select photos or drawings.
- **4.** Use your notes to make a poster or PowerPoint presentation for your class.



	Country & origin	Name of dessert/ snack	Ingredients	Preparation	Presentation	Occasions
	Saudi Arabia					
	Syria					
	Iraq					
	Lebanon					
	Jordan					
•	•••••					
PLL C. I	ducation	•				

2023 - 1445. Do a class survey and find out which are the most popular desserts and snacks

12 Project

- Organize students in groups. Tell them that they are going to make a PowerPoint or poster presentation about snacks and desserts in their country and two more countries of the Arab world.
- Read directions 1 and 2 with the class. Ask groups to brainstorm and exchange information about snacks and desserts in Saudi Arabia and/or other Arab countries.
- 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.
- Groups will probably overlap to some extent. Help them to make sure they also have one or two different items.
- Have students read 3 and 4. Allow them to 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 photos or drawings do we need? Are we going to include any authentic material, for example, menus or recipes?

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? OR What kind of background are we going to use for our poster?

Who is going to:

Prepare the bullet points for the slides?

Choose or design the PowerPoint presentation format?

Find and scan photos?

Design the poster?

Write captions?

Ministrychearse. Make additional changes if necessary. 2023 - 1445

- Call on groups to present. Ask them to involve as many group members as possible.
- Ask the class to listen and choose the snacks and desserts that have been presented in the most appetizing and tempting manner.

Additional Activity

Have students research and compare cooking implements in the past to cooking implements now. Find differences and similarities.

Teaching Tip

When assigning tasks for a poster or PowerPoint presentation, remind students to think about every single thing that needs to be done, for example writing captions, checking information, drawing pictures, making a collage. Have them plan in groups and draw up a list of tasks before they share them out among members of the group.

Workbook

For additional tips on preparing PowerPoint and poster presentations, refer students to Speaking Skills 4 on page 370.

13 Self Reflection

- Brainstorm the unit title You Are What You Eat. 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 156 and 157. 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:

What is the origin of cochineal or carmine? What is it used for?

Are fresh vegetables healthier than frozen vegetables? 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 158 and 159, ask them some questions. For example:

Say if they are separable or inseparable: I wasn't very hungry. I just picked at my food and waited for everyone to finish.

(inseparable)

You need to cut up the potato and throw it in the gravy.

(separable)

I have never come across anyone by that name. (inseparable)

We need to figure out a solution to this problem. (separable)

- 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 160 and 161. 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 language and information that students remember. Call on volunteers to list as much as possible on the board.

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 Organize students in pairs and have them answer questions like these:

How were popsicles invented? Was Wakefield's agreement with Nestle a profitable one? 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 desserts and snacks in the Arab world. Ask them if they have ever tried to prepare any of the dishes that have been presented.
- Have students scan pages 164 and 165 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 aspect that they think they fulfilled.
- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions. 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 10:	Things that I didn't like very much:			
Things that I found easy in Unit 10:	Things	that I found diffic	cult in Unit 10:	
Unit 10 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.	
talk about food myths				
discuss eating habits				
offer, accept, and decline food and drink				
use phrasal verbs				
use separable and nonseparable phrasal verbs				
use three-word phrasal verbs				
know about count/noncount nouns and expressions of quantity				
use would like				
talk about recipes				
use sequence words: first, then, after that, finally				
My five favorite new words from Unit 10:	If you're : from Unit	still not sure abou t 10:	ut something	
وزارة التع ry of Education - 1445	 read through the unit again listen to the audio material study the grammar and functions from the unit again ask your teacher for help 			

11 Amazing Animals

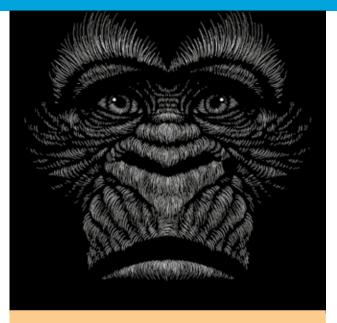
Listen and Discuss



- 1. In what ways are animals similar to humans? How are they different?
- 2. Do you think animals and humans can communicate with each other? If so, in what ways?



Punxsutawney Phil is easily the most famous groundhog in the world. Phil lives in the small U.S. town of Punxsutawney, Pennsylvania, and is cared for by the townspeople. However, every February 2nd, Phil is placed in the ground at Gobbler's Knob, where he carries on a tradition that is over 100 years old. Many people believe the length of the winter can be predicted on this day, called Groundhog Day. It is said that on this day when Phil emerges from his hole, if he sees his shadow, there will be six more weeks of winter weather. If Phil does not see his shadow, spring will arrive early. Can the duration of winter really be predicted by a groundhog? Probably not, but the town has a great time celebrating this tradition.



Koko was a famous gorilla who used human sign language. Koko was taught sign language by psychologist Penny Patterson when Koko was just a baby. Patterson was studying whether gorillas could be taught to communicate. Although the study was only supposed to last a couple of years, Patterson and Koko developed a lifelong bond and worked together ever since. Koko began by learning basic words like eat, drink, and more, and eventually learned abstract ideas such as love, jealous, and shame. It is believed that Koko could sign over 1,000 words, and that she understood about 2,000 spoken words. Koko was also famous for having pet kittens. She was always extremely gentle and affectionate with her kittens.



A mouser is a cat that is kept for the purpose of catching mice. In England, there has been a mouser at the Prime Minister's residence for centuries. The most popular of these cats was a stray named Humphrey who, in 1989, was the first cat to receive the official title "Chief Mouser to the Cabinet Office." His care cost 100 pounds and was paid from the department's budget. It was said to be far cheaper than the fees previously paid to exterminators. Humphrey, who was beloved in the UK, retired in 1997.



VocabularyAnimalsAnimal care

Animal care and behavior

Functions
Ask for adviceGive advice

Grammar
 Passive Modals
 The Passive with
 Reporting Verbs

Listening
Listen for specific information

PronunciationThe y and j sounds

Reading
Animal Heroes

Writing Write about a type of animal

Form, Meaning and Function

Adjectives
All/Both/Neither/None
Both ...and/Neither...nor/
Either ...or

Warm Up

Begin the class by telling a brief anecdote about a positive experience you have had with an animal; for example, a pet you have or had or an interesting animal you came into contact with. Then ask students about any interesting experiences they have had with pets or other animals they've seen in the wild or in a zoo.

1 Listen and Discuss

- Have students discuss the introductory questions with a partner. Call on a few pairs to report their ideas to the class. Then ask the other students to comment. Were their answers to the questions similar or different?
- Focus students' attention on the photos of animals on pages 170–171. Have students scan the first lines of the stories for answers to the following questions.

What kind of animal is pictured in the first photo on page 170 (a groundhog)

What's his name?

(Punxsutawney [punk-sa-taw-ney] Phil)

What's the name of the gorilla in the second photo? (Koko)

Where does the cat in the third article live?

he Prime Minister's residence)

Ministry of Education 2023 - 1445 What kind of animal is in the photo on page 171 (a lion)

When did John Rendall and Anthony Burke first adopt the lion? (1969)

- Play the audio. Have students listen and read along in their books.
- Ask: Which story do you think is the most interesting? Why?
- For additional vocabulary practice, have students find the following key words and expressions in the presentation and answer the questions about them.

shadow

What kind of day is it if Punxsatawney Phil can see his shadow—sunny or cloudy? How do you know?

(It's sunny because you can't see a shadow when it's cloudy.)

sign language

What did Koko use to speak sign language—pictures on cards or her hands? What was the original purpose of sign language?

(She used her hands. Sign language was developed to help deaf people communicate.)

stray

Where did Humphrey the cat live before he came to the Prime Minister's residence?

(No one knows exactly. He was a stray, which means he didn't have a home.)

release

(When prisoners are released from prison, means that they are allowed to leave. Here the lion is allowed to leave his owners and go back to a wild life in Africa. In both cases the person or animal is given freedom.)

Quick Check



- Have students find the words in the stories and underline them. Then they work individually to match the words with their meanings.
- Have students compare answers with a partner. If their answers are different, have them check the words in the story again and decide on one answer.
- Check answers as a class.

Answers

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



- Have students work in pairs or small groups to ask and answer the questions. If they are unsure, have them refer back to the articles to find the answer.
- With books closed, read the questions and call on students to answer in their own words.

Answers

Answers will vary. Sample answers:

- If he sees his shadow, there will be six more weeks of winter. If he
 does not see his shadow, then spring will arrive early.
- 2. Koko communicated using human sign language.
- 3. Koko used both basic and abstract words.
- **4.** It's a cat that lives in the Prime Minister's residence. The cat's job is to catch mice.
- **5.** They kept Kristyan in their basement in London. They took him everywhere and pampered him.
- **6.** Kristyan remembered them and was very happy to see them.

Language Builder

Point out that a word is described as *concrete* when it refers to a specific physical object that can been seen, heard, or touched, such as *book, chair, song,* or *star.*

Abstract words describe concepts and ideas, such as *love*, freedom, hope, and hate. These are things that cannot be seen, touched, or heard.



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2 Pair Work

- Have students work individually to write a paragraph about an animal they have known. Tell them not to say what kind of animal it is.
- Have students exchange paragraphs with a partner, read each other's paragraph, and try to guess what their partner's animal is.
- Ask two or three volunteers to read their paragraphs aloud for the class to guess the animal.

Workbook

Assign page 333 for practice with the vocabulary of the unit.



Teaching Tip

When you see that a word from a previous unit is being used in a later unit, take advantage of this to review the word and have students see it in multiple contexts. It is through this kind of repeated exposure to words that students acquire a better sense of their meaning and incorporate them into their active vocabulary.



Additional Activity

Put students in small groups and give each group eight to ten index cards or slips of paper. Assign each group one of the stories from pages 170–171 and have them copy the sentences from the story onto the cards, one sentence per card. Then have them mix up the cards and exchange cards with a group that has written a different story. With books closed, the group puts the sentences from the story in order. When they finish, they check the order with the book. Students can repeat this until they have done all the stories except the one they wrote themselves.



Groundhogs are furry brown rodents that weigh between 9 and 11 pounds (4 and 5 kilograms). They can climb trees and they're good swimmers. They live underground and hibernate during the winter. This means that they go into a very deep sleep, similar to a coma, for the winter months. They eat the leaves of grass and other plants, as well as seeds and roots.

One day in 1969, John Rendall and Anthony Burke saw a real live lion cub in a London department store window. Feeling that a lion should not be kept this way, they bought him and took him home to live in Rendall's basement. The lion, whom they named Kristyan, is said to have been an affectionate and extremely cooperative cat who even used a giant kitty litter box. Kristyan was pampered. He was brought on drives, strolls through the neighborhood, and even to restaurants. But when Kristvan grew to almost 200 pounds (90 kilograms), it was decided that he should be released into the wild. Kristyan was brought to Africa where he adapted to life in the wild and eventually became the leader of a group of lions. A year later, Rendall and Burke traveled to Africa to say goodbye. They were warned that Kristyan would not remember them. However, when Kristyan saw his old friends, he ran towards them, stood on his back legs, and joyfully gave each of them a long and loving embrace.



Quick Check &

- **A. Vocabulary.** Match the words with their meanings.
 - **1.** _____ residence
 - **2.** _____ bond
 - **3.** _____ duration
 - **4.** _____ abstract
 - 5. ____ pampered
 - 6. ____ adapted

- a. adjusted to something new
- **b.** length of time
- c. indulged
- d. place where someone lives
- e. connection between two living things
- f. relating to ideas or feelings
- **B.** Comprehension. Answer the questions.
 - 1. How is Punxsutawney Phil said to predict the weather on Groundhog Day?
 - 2. How did Koko communicate?
 - 3. What kinds of words did Koko use?
 - 4. What is the "Chief Mouser to the Cabinet Office"?
 - **5.** How did Rendall and Bourke take care of Kristyan?
 - 6. What happened when Rendall and Bourke traveled to Africa to see Kristyan?



pil cillyritg is paragraph about an animal you know. Describe the animal and its behavior, but do not Ministry of Say what kind of animal it is. Exchange paragraphs with a partner. Guess what kind of animal 2023 - 144 your partner's paragraph is about.

3 Grammar 👊



Passive Modals

Passive modals follow this structure: modal + be + past participle.

Active Modal	Passive Modal
--------------	---------------

They **will release** the tiger into the wild. The tiger **will be released** into the wild. The vet **may cancel** the cat's checkup. The cat's checkup may be canceled. You can train a parrot to talk. Parrots can be trained to talk. You **should clean** the bird's cage weekly. The bird's cage **should be cleaned** weekly. You have to provide fresh water every day. Fresh water has to be provided every day. You **must keep** your hamster in the cage. Your hamster must be kept in the cage.

The Passive with Reporting Verbs

We often use the passive with reporting verbs when we want to talk about what people say or believe, but the identity of the people isn't known or isn't important.

1) It + passive reporting verb + that + clause

It is said that she is the leading expert on gorilla communication.

(People say that she is the leading expert on gorilla communication.)

It is believed that dolphins are the most intelligent of animals.

(People believe that dolphins are the most intelligent of animals.)

2) Subject + passive reporting verb + to + infinitive (or perfect infinitive)

She is said to be the leading expert on gorilla communication. Dolphins are believed to be the most intelligent of animals.

With present tense sentences, the passive reporting verb is followed by a present infinitive.

The cat is thought to be lost.

With past tense sentences, the passive reporting verb is followed by the perfect infinitive.

The cat was thought **to have been lost** sometime last week.

Reporting verbs that can be used in the passive include:

believe claim estimate feel say calculate consider expect think hope

A. Circle **A** if the sentence is active. Circle **P** if it is passive.

1. Young animals are often difficult to control.	Α	Р
2. Crocodiles are believed to be related to the dinosaurs.	Α	Р
3. Birds of prey can be found on every continent except Antarctica.	Α	P
4. Because they cannot fly, penguins must live in areas where food is plentiful.	Α	Р
	Α	Р
Penguins can stay alive in colder weather longer than any other animal on Earth. 6. Cats are said to be more independent than other pets.	Α	Р
Ministry of Lephants in captivity should be given pedicures to keep their feet healthy.	Α	Р
2023 - 144 8. It is said that animals behave strangely before an earthquake.	Α	Р

3 Grammar

Passive Modals

- Briefly review the passive.
- Write this sentence on the board:

The owners have pampered the cat.

Ask students to change it to the passive. Elicit the sentence and write it on the board:

The cat has been pampered by its owners.

Point out that the verb is comprised of the auxiliary (has) + a form of be (been) + the past participle (pampered).

- Draw students' attention to the chart. They can see in the first line that the pattern is the same (modal + be + past participle). Have them read the active and passive example sentences.
- Say these sentences and have students change them to the passive.

They will find the lost cat.

(The lost cat will be found.)

The cat may catch the mice.

(The mice may be caught by the cat.)

You have to feed the birds every morning.

(The birds have to be fed every morning.)

The Passive with Reporting Verbs

- Explain that reporting verbs are used to say what other people say or believe about something. Say is the most common reporting verb. Point out the list of other reporting verbs at the bottom of the chart.
- Have students read the explanation and the examples.
 Ask: Who believes that dolphins are the most intelligent animals? (The sentence doesn't say. It uses the passive with a reporting verb. Therefore we don't know who believes this.)

• Say these sentences and have students change them to the passive with *It is said that...*

People say that cats are very curious animals.

(It is said that cats are very curious animals.)

They say that pets should never be given chocolate.

(It is said that pets should never be given chocolate.)

They say that groundhogs ate all the vegetables in the garden.

(It is said that groundhogs ate all the vegetables in the garden.)

Language Builder

Point out that students should think twice when they read sentences with phrases like It is said that or She is believed to be. They should ask themselves: Why doesn't the writer tell me who said these things? Sometimes statements like these are made when the speaker or writer does not have support for the statement.



- Read the directions with the class. Do the first two items with the class as examples. Elicit that the first sentence is active. The verb are is the main verb in the sentence. Then elicit that the second sentence is passive. The verb is are believed to be (passive + infinitive).
- Have students work individually to circle A or P for the rest of the sentences.

Answers

- **1.** A
- **2.** P
- **3.** P
- **4.** A
- **5.** A
- **6.** P
- **7.** P
- **8.** P





- Ask a volunteer to read aloud the directions and the example. Then do the first sentence with the whole class as an additional example.
- Have students work in pairs to rewrite the rest of the sentences.
- Check answers by having students write their sentences on the board.

Answers

- 1. If possible, cats should be adopted in pairs.
- 2. Cats must be vaccinated against diseases.
- 3. Cats should be fed daily.
- 4. Cats can be trained not to bite or scratch.
- 5. Cats should never be aloud indoors.
- **6.** A lot of good information about caring for cats can be found on the Internet.
- 7. New born kittens mustn't be separated from their mother.
- 8. Cats can be left alone all day if they have water and food.
- **9.** An appropriate diet for your cat will be suggested by your veterinarian.



- Ask a volunteer to read aloud the directions and the example. Point out that the new sentence uses the same reporting verb as the original sentence.
 Do the first sentence with the class as an additional example. Elicit the sentence: Elephants are believed to have good memories. Point out that the first verb, believe, changes to the passive. The verb in the that-clause, have, changes to the infinitive to have.
- Have students work individually or in pairs to complete the sentences. (You might give them the choice as to how they would prefer to work.)
- Check answers by having students write sentences on the board.



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Answers

Answers will vary. Sample answers:

- 1. Elephants are believed to have good memories.
- 2. It is believed that reptiles are descendants of dinosaurs.
- 3. The cow is believed to be a quiet, docile creature.
- 4. Napoleon is said to have feared cats.
- 5. The old lady on the corner is said to have 25 cats.
- **6.** In China, the panda is believed to be a gentle animal.
- It is calculated that pandas may become extinct in the wild over the next few decades.
- 8. It is said that giraffes can spot a person over a kilometer away.
- 9. The horse is claimed to have thrown off its rider.
- 10. It is believed that dolphins can communicate with humans.

Workbook

Assign pages 334–336 for practice with the grammar of the unit.



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.



Additional Activity

Have students work in pairs to write five original sentences about animals, some active and some passive. Then have pairs exchange sentences and mark each other's sentences A or P. Students then return the sentences to the "authors" to be corrected. As students are doing this, monitor closely to make sure they are writing good examples of active and passive sentences. Make notes of problems and go over these as a class when the activity is over.



Here are a few more amazing animal facts:

- The blue whale is the largest animal on earth. It weighs 170 tons. That's the equivalent of 22 elephants.
- tacts Giraffes and humans have the same number of bones in their necks: seven.
 - On average, sharks kill 10 people a year. But 100 people die every year because they are stepped on by cows!
 - Most domestic cats live to be 15 to 20 years old. But one cat in England lived to be 36. That's the oldest recorded age for a cat.

B. Change each sentence from active to passive. Do not include the subject.

People will place many unwanted animals in shelters this year.

Many unwanted animals will be placed in shelters this year.

1. If possible, people should adopt cats in pairs.

- 2. You must vaccinate cats against diseases.
- 3. You should feed cats daily.
- **4.** You can train your cat not to bite or scratch.
- **5.** People should never allow cats indoors.
- **6.** You can find a lot of good information about caring for cats on the Internet.
- 7. You mustn't separate newborn kittens from their mother.
- **8.** You can leave your cat alone all day if it has water and food.
- 9. Your veterinarian will suggest an appropriate diet for your cat.



C. Rewrite each sentence using the cue provided and the passive with a reporting verb.

People estimate that cheetahs can run up to 112 kilometers per hour.

It is estimated that cheetahs can run up to 112 kilometers per hour.

- **1.** People believe that elephants have good memories. Elephants are _____
- 2. Scientists believe that reptiles are descendants of dinosaurs.
- **3.** People believe that the cow is a quiet, docile creature.

 The cow is
- **4.** Historians say that Napoleon feared cats. Napoleon is
- **5.** Neighbors say that the old lady who lives on the corner has 25 cats. The old lady on the corner is _____
- **6.** In China, people believe that the giant panda is a gentle animal. In China, the panda is _____
- 7. Conservationists calculate that pandas may become extinct in the wild over the next few decades.
 It is

8. People say that giraffes can spot a person over a kilometer away. It is

9. Witnesses claim that the horse threw off its rider.
The horse is

Diologists believe that dolphins can communicate with humans.



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4 Conversation <a>M



Sami: I'm interested in speaking to someone about horse training. A friend of mine suggested I come here.

Omar: What kind of problems are you having with your horse?

Sami: He's a beautiful, strong, and affectionate horse, but he's driving me crazy. He won't follow instructions. He will gallop instead of cantering, he won't turn when I need him to, and if he spots a patch of grass, he'll head straight for it and ignore me completely.

Omar: I gather you have a young stallion. I will check the schedule and we can arrange training sessions for you and your horse. Hang in

Sami: OK, but in the meantime, I really need some advice. How should I handle him when he disobeys?

Omar: Well, I can try and give you a few tips now. You say he'll head straight for a patch of grass when he sees one. Do you let him do that when you are out riding?

Sami: Well, sometimes. But only if I want to stop for a minute or so.

Omar: You need to set rules and then stick with them 24/7. If you're not consistent, he's not going to learn.

Sami: OK. But when he is all friendly and nice, it's hard not to let him do what he wants.

Omar: Look, I'm going to get to the point. It sounds to me like your horse is calling the shots. You need to be firmer.

> If you train your horse not to do something then suddenly let him do it, you'll be back to the drawing board.

Real Talk

Hang in there! = Don't give up! 24/7 = all day and night, non-stop (24 hours a day/7 days a week) get to the point = be direct

calling the shots = in charge and making the decisions back to the drawing board = to have to start a process over again from the beginning

About the Conversation

- **1.** What problems is Sami having with his horse?
- 2. What advice does Omar give him?
- 3. How does Sami respond to Omar's advice?

Your Turn

Role-play with a partner. Tell your partner about a problem you are having in school or in your personal life. Describe the situation and ask for advice.

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Asking for Advice

What do (you suggest) I do about ...? Could you advise me on ...? I really need some advice on... How should I handle it when ...?

Giving Advice

I (strongly) advise you to... If I were you... It would be (a) good (idea) to... It's not (a) good (idea) to...

4 Conversation

- Focus students' attention on the photo. Ask: Who's the boss in a relationship between a man and a horse?
 Then ask: Have you ever tried to train an animal of any kind? For students who answer yes, ask: How did you do it? Was it difficult?
- Tell students that they are going to hear a conversation in which one person is describing problems he's having with his horse. The other person gives him some advice.
- Play the audio. Have students listen with their books closed.
- Ask: From what you heard, do you think that Sami's problem is that he's too strict with his horse or not strict enough?
- Play the audio again. Have students listen and read along in their books. Verify their answers to the previous question. (Sami isn't strict enough. He can't say no to the horse.)

Real Talk

 Model the expressions in the Real Talk box for students to repeat. Then ask who says each one and why. (Omar is the one who uses all of the expressions.) Possible answers include:

Hang in there! (Omar says this because he's encouraging Sami not to give up on the horse now. With classes, the horse will improve.)

24/7 (Omar means that Sami needs to make the horse follow the rules all the time. He can't make any exceptions.)

get to the point (Omar is going to say what he thinks right away, without delay.)

calling the shots (Omar means that in the relationship between Sami and the horse, the horse is in charge, not Sami.)

back to the drawing board (Omar means that every time Sami lets the horse break a rule, he'll have to start training all over again.)

 Have students work with a partner to practice the expressions. They can ask and answer questions, such as the following:

When would you tell someone to hang in there? What things in our town are open 24/7?

Do you like it when people get right to the point?

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If you have a pet, who calls the shots in the relationship—you or the pet?

Can you think of a time when you had to ao

Can you think of a time when you had to go back to the drawing board on a project?

• Put students in pairs to practice the conversation. Then invite one pair to act out the conversation for the class.

About the Conversation

- Have students work in pairs to ask and answer the questions.
- Check answers by reading the questions aloud and having students answer with their books closed.

Answers

- **1.** His horse doesn't follow instructions, will gallop instead of cantering, and won't turn when he needs him to.
- 2. He tells him that he needs to set rules and stick by them.
- 3. Sami says it is hard not to let his horse have his way.

Your Turn

- Ask a student to read aloud the directions.
- Focus students' attention on the phrases in the box for Asking for Advice and Giving Advice. Explain that phrases like these make our speech sound more polite. They also prepare the listener for what you are going to say.
- Model the expressions for students to repeat. Then ask: Which phrases are used in the conversation? (Sami says, "I really need some advice. How should I handle it when...?")
- Brainstorm with the class a few ideas that might be appropriate for creating their own conversations. Guide them toward topics that are not too personal for the classroom or too difficult to address with the language available.
- 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.

5 Listening

- Focus students' attention on the photo. Ask: What is the horse trainer doing?
- Draw students' attention to the chart. Ask the students to guess what 'Undesirable practices and beliefs' / 'Desirable practices and beliefs' might be.
- Play the audio twice. After the first listening, give students time to make notes in the chart. After the second listening, have students complete and change their notes as necessary.
- Play the audio again for students to listen and check their answers.

Answers

Undesirable practices and beliefs	Desirable practices and beliefs
Break the horse's spirit Rule by fear Use harsh treatment and extreme force.	Create a willing and accepting partner Owners need to be firm leaders Rule the horse with respect Communication is the secret to natural horsemanship. Get to know your horse's body language, natural tendencies. The horse needs time and patience.

Audioscript

Horses are gifted animals with their own code of behavior and communication. What is called 'horse breaking' does neither the horse, nor the rider credit. When preparing a horse for saddle our aim is not to break the horse's spirit, but to create a willing and accepting partner.

Although harsh treatment and extreme force are no longer condoned by many horsemen, there are still those that adopt violent and cruel training techniques. One such trainer, who resorted to beating horses that he considered "stubborn," got a taste of his own medicine when his horses, which were certainly strong and beautiful, did miserably in a show because they panicked at the sound of applause and could not be handled because they did not trust their rider.

It is true that horse owners need to be firm leaders to their horses, but ruling by fear rather than respect will not help get the best they can from their horses. Adopting a slow and methodical approach towards training allows one to get to know one's horses, and train them to deal with all sorts of things including potentially figurening distractions.

The secret to natural horsemanship is communication. Before you attempt to develop your riding techniques and other details, you should take the time to get to know your horses, leafn their body larguage, natural tendencies, and how they Miniteact to things, teach horse is different.

It seems to me that people go to great lengths to avoid what is the simplest and most rewarding option—namely, a few days of around the pen work that takes a bit of time and patience but pays off in the long run.

6 Pronunciation

Play the audio twice. The first time, students just listen. The second time, they repeat or speak along with the recording.

7 Vocabulary Building

A

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



• Have students compare answers with a partner.

Answers

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

Workbook

Assign page 337 for additional reading practice.

Teaching Tip

When students read or role-play conversations, it's often difficult to get them to speak with expression. Encourage students to use expression by modeling portions of the conversation for them and having them listen closely to and imitate how people speak in the recordings.



Additional Activity

Working in pairs, have students imagine they are working at an animal shelter. The following people have come to look for a horse. Recommend a horse that would be best for each: 1) a family with young children; 2) a young man who likes hunting and sports; 3) an older woman who lives alone.



According to the 2019 U.S. Pet Ownership & Demographics Sourcebook, cat ownership outnumbered dog ownership by approximately 4.5 million cats, however, more households own dogs.

5 Listening 🐚



Listen to the horse trainer talk about horse training. Make notes in the chart. Then talk about it in class.



Desirable practices and beliefs

6 Pronunciation



Some students of English confuse the y sound in yet and regular with the j sound in jet and magic. Listen and practice.

- 1. Jack owns a very energetic young stallion.
- 2. The horse has an intelligent, gentle nature.
- 3. Ponies have beautiful features and are popular with children.
- **4.** Many true stories demonstrate that horses are loyal human companions.
- **5.** These are **j**ust a f**ew** of the techniques **u**sed to train horses.

7 Vocabulary Building 💹



A. You will see these words in the reading on pages 176 and 177. Match the words with their meanings.

- **1.** _____ consciousness
- **2.** ____ alert
- **3.** _____ disturbed
- **4.** _____ deliberately
- **5.** _____ speculates
- **6.** _____ domesticated
- **7.** _____ aggressive
- compassion

- a. aware
- **b.** sympathy and concern
- c. guesses about
- d. the state of being awake
- e. unfriendly, hostile
- **f.** worried
- g. on purpose
- h. tamed

B... Check your answers with a partner. If you do not understand the meaning of a word,

bok it up in a dictionary. Ministry of Education

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11 Amazing Animals

8 Reading





In what ways do people benefit from animal companionship?



Animal Heroes

One night, Pilar was in a deep sleep when she was woken by her cat Inti. Inti was meowing wildly outside Pilar's bedroom and throwing himself against the closed bedroom door. When Pilar opened her eyes, she saw that her bedroom was filling with smoke. As she escaped her house with Inti in her arms, she saw that a fire was blazing in her kitchen. Pilar could easily have lost consciousness from breathing in the smoke, but Inti would not let that happen. Even though Inti could have escaped the house through a cat door, he wouldn't leave Pilar. A fireman at the scene said, "Without question, that cat is responsible for saving his owner's life. He should be honored as a hero."

As amazing as this story is, it is not as uncommon as you may think. There are countless stories of animals coming to the aid of humans in life-threatening situations. Animals are said to have a sixth sense for danger. Often they are alert to danger before humans are and have used this awareness to protect humans from harm.

Take the example of Charlotte Lee and her horse, Thunder. One warm, summer night, the whole family was asleep with the windows open. It was normally very quiet where they lived. There were only a few farm houses scattered about the area and hardly any traffic. All of a sudden, there was a loud crashing noise from the stable. Charlotte woke up with a start, and her heart pounding, as the noise continued. She was a frightened site froze; no matter how hard she tried she could not move. The noise stopped as suddenly as it had started, and she heard a horse maillipping powards the house. The next thing she saw Ministry was Thunder standing outside her window, neighing

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porch. She knew enough about horses to know that Thunder was disturbed for a reason, and wasted no time speculating. She quickly got everyone out of the house before the earthquake hit. Part of the roof caved in and crashed into her room. Thunder had deliberately saved her life.

Yet it is not only domesticated animals who have acted heroically. There are also stories of wild animals coming to the rescue of humans. One animal known to be a friend and protector of humans is the dolphin. Dolphins are considered to be among the most intelligent of animals. On dozens of occasions, they have used this intelligence to come to the aid of humans in dangerous situations. One such story involves a surfer named Todd Endris. Todd was surfing with his friends when he was attacked by a 13-foot (4-meter) shark. In the middle of the attack, a group of dolphins came to his rescue by forming a protective ring around Endris until he could get safely to shore. Without the help of the dolphins, there is little chance that Todd would have survived.

At times, even animals commonly considered aggressive and dangerous have come to the aid of humans. One famous case involves Binti Jua, an eight-year-old female gorilla who lives at the Brookfield Zoo in Illinois, U.S.A. Binti was celebrated as a hero when she protected a three-year-old boy who fell into the walled gorilla area. Binti picked up the unconscious boy, carefully cradled him in her arms, and brought him to the zookeeper's door so that he could be taken out. After four days in the hospital, the boy recovered completely.

8 Reading

- Discuss the **Before Reading** question with the class.
 Elicit examples and stories from students about ways in which animals are good for people.
- Have students do a quick overview of the article. Give
 them no more than one minute to look at the title and
 the pictures and then scan the first two or three lines of
 each paragraph. (The time limit is important to ensure
 that they don't try to read the whole article.)
- Then ask the following questions:

What does the title Animal Heroes refer to? (animals that help people)

Is it only domestic animals that help people or do wild animals sometimes help as well? (Both domestic and wild animals help people at times.)

What animals will you read about in the article? (a cat, a horse, a gorilla, and a dolphin)

- Play the audio. Ask students to listen and read along in their books.
- Note: The After Reading questions on page 177 address the main ideas of the article. Since it is logical to discuss main ideas before discussing details, you might want to do the After Reading questions here and then present the reading strategy, "Understanding details," after students have answered the questions. The Notes and Answers for After Reading are on the following page of this Teacher's Guide.

READING STRATEGY Understanding details

- Explain that the way we read is often determined by the information we need to know about a topic. Sometimes it is enough to understand the main ideas. Other times the reader needs to understand all the details as well. Also, details often provide the most interesting information in an article.
- Tell students that you're going to test how many details they remember from the story. Have them close their books. Then read the following questions aloud. Students write their answers.
 paragraph 1

In what room of the house was the fire located? (the kitchen)

Did the cat need Pilor to get her out of the house? (No, she could have gotten out through the cat door.)

Pيلحتا قرابع Ministry of Education 2023 - 1445 paragraph 3

Where was the horse? (in the stable)

What did the horse do? (It started making noise and galloped towards the house.)

How did Charlotte react? (She understood that Thunder was disturbed for a reason)

What did Charlotte do? (She got everyone out of the house before the earthquake hit.)

paragraph 4

What was Todd Endris doing when he was attacked? (surfing)

How big was the shark that attacked him? (4 meters long)

paragraph 5

Was the gorilla in the story male or female? (female) How old was the gorilla? (8 years old)

How many days was the boy in the hospital? (4 days)

 After you've read all the questions, have students open their books. Ask the questions again and call on students to give their answers. After each answer, have students find the correct answer in the reading. How many did they get right the first time?

After Reading

- Have students work in pairs or small groups to ask and answer the questions. Emphasize that they should answer in their own words whenever possible.
- Check answers by reading the questions and calling on students to answer with their books closed.

Answers

- 1. They are alert to danger before humans are.
- 2. Thunder galloped towards Charlotte's house and with the noise she made saved everyone in the house from the earthquake.
- Dolphins are thought to be friends and protectors of humans. The example of how they saved Todd Endris demonstrates this.
- Dolphins formed a protective circle around Endris to help him get to shore.
- **5.** The boy fell into the gorilla area. The gorilla picked him up and carried him to the zookeeper.

Speaking

- Have students in pairs or groups. Tell students that they are going to share a story they've heard or experienced where an animal helped a person.
- Ask students to use the chart to make notes.
- After several minutes have students of each group to chose the story they liked the most and share it with the class.

Workbook

Assign pages 338–339 for additional writing practice at word and sentence level.

For extra speaking practice with sounding natural, have students work in pairs to discuss the topics in Speaking Skills 3 on page 369.



Additional Activity

Do a pair dictation exercise. Put students in pairs. Each student selects two or three sentences from the article to dictate to their partner. The students who are dictating should read complete sentences at a slow but natural pace, not word by word. They pause after each sentence to give their partner time to write. Students take turns dictating their sentences to each other. If they don't understand or remember something, they ask their partner to repeat it. When both students have taken the dictation, they check what they've written with the book.



Project: Research an Animal

Working in groups, have students research a story about an animal helping a human in some way. Have students summarize and illustrate the story on a poster to present to the class.



Here are some more interesting facts about dolphins:

- Dolphins can swim up to 24.5 miles (39 kilometers) per hour.
- They live for 40 to 50 years.
- facts · Bottlenose dolphins can dive 1280 feet (390 meters).
 - They can jump 20 feet (6 meters) out of the water.
 - The largest dolphin is the orca or killer whale, which is really a dolphin and not a whale. Orcas can grow up to 30 feet (9 meters) in length.





No one is sure why animals have so often come to our aid. However, it is clear evidence of the deep and powerful bond between humans and animals. It is important that we respect this bond by treating animals with the care and compassion that they often show us.

After Reading

Answer the questions.

- 1. In what way do animals have a sixth sense?
- **2.** What did Thunder do to protect Charlotte?
- **3.** What reputation do dolphins have? What story demonstrates this?
- **4.** What did dolphins do to save Todd Endris's life?
- **5.** How was a young boy saved by a gorilla at the Brookfield Zoo?

9 Speaking 🞑



- 1. Work in pairs or groups. Think about a story you have heard or read about, or an incident you have experienced where an animal helped a person.
- 2. Make notes in the chart and use them to talk about your story in class.

Place	
People	
Animal	
Action by animal	
Event/action that followed	
Person's/people's reaction	
F /ont/action that followed	
Conclusion/comments	

10 Writing 🚺



- A. 1. Work in pairs/groups. What do you know about dolphins? What would you like to find out about them?
 - 2. Read the text and find out about:
 - the origin of dolphins
 - · types of dolphins and their eating habits
 - the bottlenose dolphin
 - special abilities dolphins have
 - their relationship with people
 - 3. Read the text again and:
 - · identify the topic of each paragraph
 - find out if you can re-order paragraphs
 - · decide if you like the way the text begins and ends

All About **Dolphins**



Dolphins are marine mammals that are claimed to have evolved from land mammals some 50 or 60 million years ago! Studies indicate that they are closely related to hippos, camels, and cows! There has been an unending debate on the exact origin of dolphins and whales that is likely to continue for years to come.

There are 32 types of dolphins that live in salt water. Dolphins eat about 20 to 25 kilos of fish per day. Their eating habits vary depending on the area and the time of year. If there is an abundance of fish, they will happily consume as much as they need. Interestingly, dolphins regulate their food intake according to the fat content of the fish available, and their hunger! In this sense, they can probably control their food intake more efficiently than humans! Did you also know that their brains weigh more than ours?

Dolphins can:

- recognize themselves in a mirror
- · scan objects in the water using sonar
- · sleep with one eye closed
- · whistle and recognize each other by their whistles
- go to a depth of about 260 meters

There is mutual interest between dolphins and people. They are as interested in observing us as we are in them.

Dolphins love having fun, communicating, and playing. They are also keen on helping and supporting their own kind and other species that are in danger.

The bottlenose dolphin is the most studied and familiar to people, with a life expectancy of about 40 to 50 years. Bottlenose dolphins show an extraordinary connection with humans and have rescued injured divers repeatedly

These wonderful creatures deserve our admiration and respect and need to be protected.

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Ministry of Education the text answer any of your questions? Which?

5. If you had the opportunity to edit or rewrite the text, what would you change?

10 Writing

A

- Ask students what they know about dolphins. Hold a brief discussion in class.
- Direct students to A 1. Read the directions with the class.
- Organize students into pairs or groups. Have them write questions they would like to have answered about dolphins.
- Call on a student from each pair/group to report their questions in class.
- Play the audio and have students listen and make a note of any answers to their questions.
- Read directions for 2. Ask students to compare the points raised with their questions and leave out any points that have already been answered.
- Have students read the text and find out/ confirm the information about dolphins.

Answers

- The origin of dolphins: marine mammals that are claimed to have evolved from land mammals some 50 or 60 million years ago.
- · Types of dolphins: 32 types that live in salt water
- Eating habits: 20 to 25 kilos of fish per day/ they regulate their food intake according to the fat content of the fish and their needs
- Bottlenose dolphins: more familiar to people/ life expectancy: 40 to 50 years/ connection with humans/ rescued divers
- Special abilities: recognize themselves in a mirror, scan using sonar, sleep with one eye closed, whistle and communicate through whistles, go to a depth of 260 meters
- Relationship with people: connection with people, interested in people, have rescued people repeatedly
- Have a student read 3 aloud. Demonstrate the first point using the first paragraph. Elicit answers about the topic of the paragraph from the class.

Answers

What are dolphins?/ Introduction to dolphins

Have students work in pairs or groups identifying the topic of each paragraph. Call on a student from each pair/group to report their answers for the class.

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Answers

Paragraph 2: Dolphins and their eating habits/The eating habits of Dolphins/What Dolphins eat

Paragraph 3/bullet points: What Dolphins can do/The incredible abilities of dolphins/Super dolphins

Paragraph 4/single line: Dolphins and people.

Paragraph 5: What dolphins like/The qualities of dolphins

Paragraph 6: Conclusion/The writer's view and feelings towards dolphins/The writer's opinion of dolphins

- Allow students to add to the information in the text if they know about dolphins.
- Read directions for 4 and identify all the points that have been answered including student-created questions.
- Have students think about the text in pairs and decide how they might like to change the text. Suggest that they might want to include more information about an area and less about another or change the order, etc.

1 Amazing Animals



- Tell students that they will write an essay about a type of animal.
- Read directions for tasks 1 and 2 and have students decide on a type of animal in small groups.
- Have groups decide on an animal and share what they know about it in their group. Tell them to write the information in the K column. Then write what they want to know about the animal in note-form or questions in the W column. Explain to students that they can make notes individually and then share them with the rest of their group.
- Have groups research and find out what they want about the animal in the library or on the Internet.
- Focus students' attention on the Writing Corner. Have
 a student read each point aloud and discuss it in class.
 Explain to them that it is very important that they select
 information from the sources that they use and make
 notes about it. Then set the original text aside and only
 use their notes to avoid copying the text as it is in the
 original.
- Explain that sharing opinion, enthusiasm and feelings
 with the reader makes the text more attractive and
 prompts the reader to take a position. An essay that is
 restricted to factual information will read like a dictionary
 or encyclopedia, which is informative in a neutral
 manner
- Regarding reference to the animal, have students go back to the text about dolphins and highlight the way the writer refers to dolphins.

Answers

Dolphins; they; Dolphins (repetition); they (repetition); the bottlenose dolphin; Bottlenose dolphins; wonderful creatures

- Point out that there is often a tendency to include too much information if one is not confident enough to select and leave things out. Tell students to think of what they do when they read something. Do they read parts that list true but generally uninteresting information with interest? Do they remember all the information? Encourage students to be selective.
- Direct students' attention to the model text. Have them notice the use of I in the first paragraph. Elicit the effect this creates from students. Does the use of I and the opening lines make them want to read the essay?

 Would they be more interested in an essay that started on the properties of the

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- Give the students time to plan and draft their essays.
 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 essays aloud in class. Then have all the students post their essays on the board or the wall for the rest of the class to read.
- Ask students to choose the essays they like best and say why they like them.

1

Additional Activity

Ask students to provide clues from different essays for the class to guess which animal is being described. Organize this as a group game in class. Allow students to add more animals if they wish.

Workbook

Assign page 340 for additional writing practice above word and sentence level.

- **B. 1.** Choose a type of animal to research and write about.
 - 2. Use the KWL chart to gather and organize your ideas.
 - **a.** Write what you already know about the animal in the **K** ("know") column.
 - **b.** Write what you want to know in the **W** ("want to know") column. This might include the origins, diet, appearance, and/or typical characteristics of the animal.
 - c. Research these questions in your library or on the Internet. Then write what you've learned in the **L** ("learned") column.
 - 3. Write your essay.

K	W	L
(I know)	(I want to know)	(I learned)

The Peregrine Falcon

I've always liked falcons. I think their speed, marksmanship, and strength are unmatched. I have particularly admired Peregrines for their speed and hunting skills, but was not sure about their origin and habitat. It wasn't until $ec{I}$ researched these incredible hunters that I discovered they could be found anywhere in the world. The Peregrine is the world's most widespread bird of prey. The name of

the species means "wandering falcon"...

Writing Corner

When you write a descriptive essay about a species:

- · try not to copy the information that you have found as it is; read it, make notes, and rephrase in your own words.
- make the description more attractive for your reader by adding personal feelings and opinions.
- notice that Men referring to the animal you may repeat its name, use a pronoun, or a
- distingulsកាំត្រៃ feature, e.g. these incredible hunters, or refer to it through its category, e.g. this bird, these creatures, etc.

பட்ட ப் பிர்ச்செct information that is genuinely interesting.

Ministry of Educa share your feelings, e.g. enthusiasm, fondness, interest, etc. with your reader.

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Form, Meaning and Function



Adjectives

Position of Adjectives

Use adjectives to describe nouns. Place adjectives either after the verb be or before a noun.

Dolphins are intelligent. Cats are very independent. Giant pandas **may become extinct** in the future.

Dolphins are intelligent animals. Tigers are very independent animals. Giant pandas are an endangered species.

Note: We use *become* to describe a changing situation.

Adjectives from Verbs and Nouns

A lot of adjectives are formed from verbs and nouns. Many adjectives are formed by adding the following suffixes: -y, -ful, -less, -ate, -al, -ive, -ous, -ic, -ed or -ing.

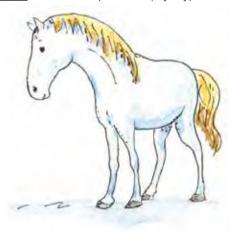
(noun)	Health is very important.	(noun)	Please take care when feeding the animals.
(adjective)	Keeping pets healthy is very important.	(adjective)	Please be careful .
(noun)	You won't get much use out of that bag.	(noun)	Young children have a lot of energy .
(adjective)	That bag is useless .	(adjective)	Young children are very energetic .
(noun)	The tall buildings in Dubai made a big	(adjective)	The tourists found the tall buildings in Duba
	impression on the tourists.		very impressive .
(adjective)	I felt impressed when I saw the very	(verb)	Photos of Dubai impress many people.
	tall hotel.		

- A. Read the sentences and write the correct form of the adjective from the word(s) given in parentheses.
- 📍 **1.** One day in 1969, John Rendall and Anthony Burke saw a real <u>live</u> lion cub in a London department store window. (life) **2.** The lion is said to have been an and extremely cat. (affection, cooperation) **3.** When Kristyan saw his old friends, he ran towards them, stood on his back legs, and gave each of them a long and _____ embrace. (joy, love) **4.** Punxsutawney Phil is easily the most _____ groundhog in the world. (fame) **5.** Elephants in captivity should be given pedicures to keep their feet . (health) **6.** He's a _____ and strong horse. (beauty) **7.** Ali owns a very young horse. (energy) 8. Many true stories demonstrate that horses are human companions. (loyalty)
- B. Choose an animal to research and talk about. Find out about its origins, diet, appearance and characteristics. Make comparisons between your animal and other animals or breeds. Tell your partner about your animal.



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11 Form, Meaning and Function

Position of Adjective

 Read through the examples in the presentation and elicit that an adjective follows the verb be. Point out the meaning of become and tell students that we can also use get in the same way. For example: Let's go inside, the baby is getting cold.

Adjectives from Verbs and Nouns

- Go through the rules on forming adjectives from verbs and nouns. Write the suffixes on the board in columns. Number the columns.
- Call on two volunteers to read out the example sentence: One student should read out the sentence with the noun and the other with the adjective. As students read out the sentences, have the class call out the number of the column on the board in which you should write the adjective.
- Call on volunteers to write more adjectives on the board in the correct column. Ask students to form an example sentence with each new adjective that is added.

A

 Have students work on the exercise alone and compare their answers with a partner.

Answers

- 1. live
- 2. affectionate, cooperative
- 3. joyfully, loving
- 4. famous
- 5. healthy
- 6. beautiful
- 7. energetic
- 8. loyal



 Set this as an extra activity to either follow up during the next lesson as a pair work activity or as a written activity Emphasize that students should use as many adjectives as they can in their description.

Answers Jijq

MiniStudentsEownconswers.

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Language Builder

A lot of adjectives are formed from verbs and nouns. Many adjectives are formed by adding the following suffixes: -y, -ful, -less, -ate, -al, -ive, -ous, -ic, -ed or -ing.

1

Additional Activity

What animal am I?

Students work in pairs. Have students write the name of an animal on a sticky label without their partner seeing what they have written. Students then stick the label on their partner's forehead. Students then ask and answer yes/no questions until they guess correctly the name of their animal. Encourage students to use as many adjectives as possible when asking questions. The activity stops when both students have managed to correctly guess which animal they are.

All / Both / Neither / None

- Read through the example sentences and elicit or point out that both and neither refer to two people or two things. All or none refer to three or more people or things. For example,
 - All of them are teachers. None of them are math teachers.
 - All of them teach science. None of them teach math.
- Neither means not one and goes with singular verbs and nouns. For example,
 - Both of them are teachers. Neither of them is a math teacher.
 - Both of them teach science. Neither of them teaches math
- Highlight the form. (All / Both / Neither / None + of + subject + auxiliary verb or main verb.)

Both... and... / Neither... nor... / Either... or...

- Read through the information in the presentation and call on volunteers to read the example sentences.
- Refer students to exercise C to practice the form.

G

- Students should work alone to write sentences and then compare with a partner.
- Call on volunteers to read out their sentences to the class
- Have the class correct any errors as a group.

Answers

Students' own answers.

Workbook

Assign pages 341–342 for more practice with the form, meaning and function of the structures in the unit.



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Teaching Tip

Before presenting new language 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.

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.

All / Both / Neither / None

Use all, both, neither and none to compare two or more things, places, animals or people.

All tigers, cheetahs, leopards, and lions are big cats.

Both cheetahs and leopards are fast animals.

Neither tigers nor lions can be domesticated.

None of the big cats can be domesticated. They are all wild animals.

Both... and... / Neither... nor... / Either... or...

Both...and, neither...nor, and either...or 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 animal is either an elephant or a camel.

Both camels and elephants are intelligent animals.

When connecting two subjects with both...and, be sure to use a plural verb.

Both my father and his boss were present at the meeting.

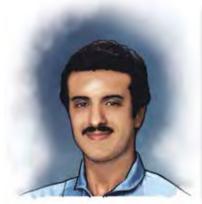
When connecting two subjects using *either...or*, or *neither...nor*, the choice to use a singular or plural verb depends on the subject that is closer to the verb.

Neither my uncle **nor** my brothers *want* to see that documentary.

Neither my brothers **nor** my uncle *wants* to see that documentary.

- **C.** Read the fact boxes about two well-known personalities. Write sentences about the two people using **both**, **neither** and **either**. Compare with a partner.
- **Both** Prince Sultan bin Salman **and** Majed Ahmed Abdullah spent their childhood in Riyadh.

 Neither I nor my brother have seen a better football striker than Majed Ahmed Abdullah.



Prince Sultan bin Salman

- He was born in 1956 in Riyadh.
- He completed university and flight training in the U.S.
- He was on the Saudi Media Committee during the 1984 Olympics.
- He was the youngest person to fly on the Space Shuttle *Discovery* at the age of 28.
- He helped with organizations for the disabled.
- He became Secretary General of the Saudi Commission for Tourism and Antiquities.
- He became involved in preserving Saudi architectural heritage.
- He was born in Jeddah.
- He moved to Riyadh with his family when he was very young.
- Majed Ahmed Abdullah one of the best football strikers in the history of Saudi Arabia.

🖵 🗓 Https:pared 4 goals against India during the 1984 Summer Olympics.

Ministry of Ed Maniphewspaper articles have been written about him.

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11 Amazing Animals

12 Project



You have been asked to select some animals for a zoo in Saudi Arabia.

- 1. Work in pairs/groups. Research and find out about animals that live in the Arabian Peninsula.
- 2. Make notes in the chart about the animals and select pictures. Find out about:
 - their natural habitat (where they normally live)
 - · their eating habits
 - their enemies and friends
 - · their origin
- **3.** Prepare a poster presentation for your class.
- **4.** Display the posters on the wall for your classmates to read after you have presented them.



	Animai 1	Animai 2	Animai 3
Scientific/common name			
Country of origin			
Eating habits			
Enemies/friends			
Space requirements			
Other characteristics			
Reasons for selection			
وزارة ال			
ducation			

2023 - 144 **5.** Have a meeting in class and make a final decision about the animals that you would like to include in the zoo. Use your information to support your choice.

12 Project

- Direct students' attention to the photos and have students name the animals shown.
- Organize students in groups and have them brainstorm on animals that live in the Arabian peninsula. Tell them to mention any type of information that they have about them
- Call on a student from each group to present the group's ideas and discuss in class.
- Read directions for tasks 1 and 2. Discuss where students can find information.
- Remind them to use the Internet, encyclopedias and other books and to talk to adults that can give them information. 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 include their reasons for selecting the particular animal.
- Tell the class to include environmental information and to indicate if some of the animals are classified as endangered.
- Have a class discussion about which animals to include. Give groups some time (about 10 minutes) to discuss. Remind them to assign tasks to different group members and to make sure there is at least one person making notes.
- Call on a student from each group to report the group's
 decisions in class and write the names and the area
 of the animals on the board. Encourage the class to
 comment, or challenge each choice. Remind them to
 give reasons for their objections or reservations. For
 example, camels might be challenged as a choice
 because most people know about them.
- 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.
- Have groups plan and prepare their poster 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

ministrehance 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 the poster 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 posters, collect and organize available information.

Out-of-class tasks: Research the Internet for information on specific animals.

 Explain to students that after they have collected all the information and designed their posters, they will spend some time in class coordinating before their presentation in the next or the following lesson.

Additional Activity

Competing for the same animal – If groups decide to deal with some of the same animals set up a competition. Tell the groups that they will have to research very carefully and find the most interesting information and details about the animal if they want to claim it as their choice. Have the contestants present their information in class and let the class decide which one is more interesting/ original/ funny/ exciting.

Workbook

For additional tips on preparing poster presentations, refer students to Speaking Skills 4 on page 370.

13 Self Reflection

- Write Amazing Animals 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 which animals they associate the unit title with. Elicit answers from volunteers.
- Have students scan pages 170 and 171. 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 animal were they most impressed by?
Which animal would they be interested in finding out more about?

Would they expect a lion or a tiger to get attached to people? 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 172 and 173, ask them some questions. For example:
 Change the active modal to a passive modal:

They will release all the details tomorrow morning.
The board may cancel the meeting.
They should update their information more regularly.

Answers

All the details will be released tomorrow morning.

The meeting may be cancelled.

Their information should be updated more regularly.

Ask them to complete these sentences:

It is said that he _____ Horses are believed to be

- 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 174 and 175. 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.

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- Write Animal Heroes on the board and brainstorm language and information that students remember from the Reading. Call on volunteers to list as many words as they can on the board. Encourage the rest of the class to make suggestions.
- Have a class discussion about unusual incidents with animals.
- 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 dolphins. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 178 and 179 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 poster?
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.

Self Reflection

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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	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about animals and their behavior			
ask for advice			
give advice			
use passive modals			
use the passive with reporting verbs			
use adjectives			
compare people using: all / both / neither / none; bothand / neithernor / eitheror			
My five favorite new words from Unit 11:	If you're : from Uni	still not sure abou t 11:	ut something
حتاا قاازم	 read through the unit again listen to the audio material study the grammar and functions from the unit again ask your teacher for help 		

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12 What Would You Do?

Listen and Discuss **2**



- 1. What do you think the words moral and ethical mean?
- 2. Have you ever been tempted to do something that wasn't right? Explain.
- 3. Do you think in every situation there is always a clear right and wrong thing to do?



Russ is at the airport to catch a flight. He is on his way to his brother's wedding. His flight is about to leave. As he runs through the terminal to his departure gate, an elderly man suddenly slips and falls in front of him. The man cries out in pain. Russ knows that if he stopped to help the man, he would miss his flight. If he missed his flight, he would miss his brother's wedding. Russ runs past the man as if he hadn't seen him.

Would you have done what Russ did?



Dilemma

Mike is taking an extremely important history test. The test will determine whether he passes the class. Mike has been studying for the test day and night. He feels well prepared, but when the test is in front of him, Mike's mind goes blank. He can't remember anything. It is as if he had never studied. Sam is the best student in the class and is sitting right next to Mike. Sam's paper is close enough for Mike to see the answers. The teacher is not paying attention. Mike knows that if he copied Sam's answers, the teacher wouldn't see.

What would you do if you were Mike?

⁹ Dilemma

A ship strikes an iceberg and ten passengers crowd into a lifeboat that is only intended to hold nine. The lifeboat slowly starts to sink because of the extra weight. If it does, all ten passengers will die in the freezing water. The captain considers his choices and decides to force the weakest individual out of the lifeboat. He reasons that if he did nothing, everyone would drown. This way only one person drowns, and this person would have drowned anyway. Others on the lifeboat feel that this choice is morally wrong. They say that if he did nothing, then even if none of them survived, at least no one would be responsible for anyone's death.

If you were the captain, what would you do?



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Unit Goals

- Vocabulary
 Moral dilemmas
- FunctionsDiscuss ethical dilemmasGive opinions
- Grammar Present Hypothetical Conditionals versus Past Hypothetical Conditionals Implied Conditionals As If/As Though for Unreal Situations
- Listening
 Listen for specific details

Pronunciation

Stress on content words and function words

- Reading Peeking Into Our Medical Future
 - Writing
 Write a personal narrative
 about an important
 decision that has
 impacted your life
- Form, Meaning and Function Future Progressive and Future Perfect

Used to Versus Be
Used To
Was/Were Going To
(Future in the Past)

Warm Up

Begin the class by presenting students with a small moral dilemma. For example, say:

One of your friends asks you to read a report he wrote for a science class. You read it and realize that he copied it directly from a website.

Ask: *What would you do?* Elicit some possible answers from students and discuss the positive and negative consequences of their ideas. For example, students might talk to the friend about the problem, but then the friend might be angry.

1 Listen and Discuss

Discuss the first introductory question with the class.
 Elicit that moral and ethical are words that relate to ideas of right and wrong behavior. Actions that are good or right are called moral or ethical. Bad actions might be called immoral or unethical.

Public Fut sudents in pairs to discuss the second and third Ministrintroductory questions.

- Ask a few volunteers to report their answers to questions 2 and 3 and explain them.
- Play the audio for the first situation. Ask students to listen and read along in their books.
- Briefly discuss the situation and elicit answers to the question. Have students explain why they would or would not do what Russ did
- Repeat this procedure with the other situations.

 Play the audio for each situation and then stop the recording to discuss it.
- Vary the way in which students respond to the question at the end of each situation. Discuss the situation with the class, have students discuss with a partner, or have them write a brief answer to the question.
- Note: At this point, don't teach or insist on their using the conditional forms correctly. They should express their ideas with language that they know and are comfortable using.
- For additional vocabulary practice, have students find words in the situations with the following meanings.
 Write the definitions on the board or read them aloud and have students search for the words.

Situation 1

the main building at an airport (terminal)

Situation 3

a large block of frozen water floating in the ocean (iceberg)

to go down underwater (to sink)

to die underwater, because of being unable to breathe (to drown)

Situation 4

to try hard to do something that is very difficult (to struggle)

Quick Check

A

- Have students find and underline the words from the box in the situations on pages 184–185. Then have them work individually to complete the sentences.
- Have students compare answers with a partner. If they don't agree on an answer, they should reread the situation containing the word and decide on the correct answer.
- Read the answers aloud for students to check. Discuss any words that are still not clear.

Answers

- 1. responsible
- 2. vanish
- 3. motivate
- 4. morally
- **5.** dread
- 6. tempted

B

- Have students work in pairs to ask and answer the questions.
- Check answers by reading the questions aloud and calling on students to answer with their books closed.

Answers

Answers will vary. Sample answers:

- 1. He's flying to his brother's wedding.
- 2. He does not help the man but hurries to catch his flight.
- **3.** He is considering cheating on his test because he can't remember the answers.
- 4. There is only enough space for nine passengers.
- **5.** Because then she will be able to buy a cell phone and her parents will be proud of her.

Proverbs

- Ask students to read and discuss the meaning of the proverbs in pairs.
- Have students discuss in class. Encourage them to express their thoughts.



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2 Pair Work

- Brainstorm two or three ideas with students about possible topics. Guide them away from any topics you feel are too serious or too difficult to discuss in class. There are many examples of moral dilemmas that confront students every day; for example: cheating or copying when preparing school work, telling on a fellow student when they know that person has done something wrong, telling a white lie to get out of trouble, etc.
- Have students work in pairs to create their situations and then present them to the class.

Workbook

Assign page 343 for practice with the vocabulary of the unit.



Teaching Tip

Discussing moral and ethical dilemmas can result in lively and interesting class discussions. However, if the issues are too controversial or some students have very strong opinions, they can also prove difficult to handle. It's important to establish an atmosphere of mutual respect for the discussions from the start. Ensure that everyone feels comfortable expressing their own opinion.



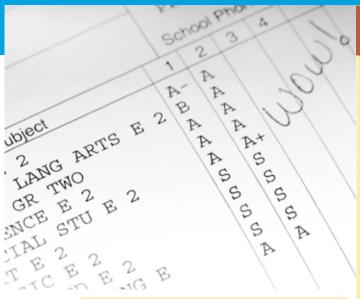
Additional Activity

Put students in pairs. Give each pair two of the vocabulary words highlighted on these pages. Have them write two original sentences with each word. Then say the words and call on students to read sentences for each one.



According to a major testing organization, cheating among high school students in the U.S. is rising.

- Eighty-six percent of high school students agree that most students do cheat at some point.
- Among middle school students, two thirds said that they sometimes cheated on tests and nine out of ten said that they had copied another student's homework.
- When asked why they cheated, students talked about the increased pressure to get good grades. They also pointed out that cheaters are not usually caught and if they are, the punishment is not very severe.



"All sunshine makes the desert."

—Arabic proverb

"Ask the experienced rather than the learned."

—Arabic proverb

Dilemma

Mariana has struggled in science class for years. This year, to help motivate her, Mariana's parents have told her that if she receives a B on her report card, they will help her buy a cell phone. But Mariana has done poorly in the class and knows that her final grade will be a D. The day her report card is due to arrive in the mail, Mariana arrives home from school and is greeted by her parents with hugs and smiles. She takes a look at the report card and sees that her grade in science is an A. Clearly this is a mistake, but Mariana can get away with it if she doesn't say anything. The cell phone is only part of the reason that she's tempted not to say anything. She also dreads the idea of seeing the pride on her parents' faces vanish.

What would you do if you were Mariana?

Quick Check ✓

A. Vocabulary. Complete each sentence with one of these words:

dread motivate tempted morally responsible vanish **1.** Who is ______ for cleaning up this mess? **2.** My mother's cookies always _____ moments after she takes them out of the oven. **3.** The beautiful weather helped _____ me to go outside and get some exercise. **4.** People should feel that it's _____ wrong to buy stolen goods. **5.** I _____ taking final exams next week. **6.** I was _____ to watch the film on TV, but I made myself study instead.

- **B.** Comprehension. Answer the questions.
 - 1. Why is Russ at the airport?
 - 2. What does Russ decide to do?
 - 3. What is Mike considering doing? Why?
 - **4.** What is the problem on the lifeboat?
 - 5. Why is Mariana tempted to not tell the truth about her science grade?



Ministry Work With a partner to create a morally challenging situation, or a dilemma. 2023 - 1746 out what your classmates would do in the situation.

3 Grammar 鷆



Present Hypothetical Conditionals versus Past Hypothetical Conditionals

We use present hypothetical conditionals to talk about imaginary situations. The simple past tense is used in the *if*-clause. Would, could, or might is used in the result clause.

If you **asked** me my opinion, I **would tell** you the truth.

If we **knew** where she lived, we **could send** her flowers.

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. Would have, could have, or might have is used in the result clause.

If I had tutored him, he might have passed the test.

(But I didn't tutor him, so he didn't pass the test.)

If Audra had been honest, she would not have gotten into trouble.

(But Audra didn't tell the truth, so she did get into trouble.)

Implied Conditionals

Sometimes the *if*-clause is implied rather than stated directly.

We would have helped you. (if you had asked us)

I would have called the police. (if I had been there)

What would I do without you? (if you weren't here)

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.

Note: Either was or were can be used with the subjects I, he, she, or it. However, were is considered more formal and generally used in writing.

- A. Rewrite each sentence as a conditional.
- My sister doesn't know what happened, so she's not mad at me. If my sister knew what happened, she would be mad at me.
 - 1. Ibrahim doesn't take good care of himself. That is why he gets sick so often.
 - 2. He had an accident because he wasn't driving carefully enough.
 - 3. I took the course because I didn't know how hard it would be.
 - 4. He isn't my son, so I can't tell him what to do.
 - **5.** I'd like to help the poor, but I have no extra money.
- To not be responsed to the lessons.
- Ministry of F. VASHA didn't tell her parents about the problem, so they couldn't help her.
- 2023 1445. We didn't have time, so we didn't visit him in the hospital.

3 Grammar

Present Hypothetical Conditionals versus Past Hypothetical Conditionals

- Write this sentence on the board: If I wanted to go downtown, I would take the bus. Ask: Do I want to go downtown? (no) Explain that this is a hypothetical or imaginary situation. You're saying that if something were true, this is what you would do.
- Change the word would in the sentence on the board to might and then to could. For each one, ask: How does this change the meaning? Elicit that would means that you are fairly certain that this is what you would do. Might indicates that it's a possibility but not certain. Could means that it's possible—there is a bus that goes downtown—but it's still not certain that you'll take it.
- Have students read the explanations and the examples in the chart. Explain that in these sentences the *if*clause 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 more time,
- Emphasize that although these sentences use the past forms of verbs, they actually refer to present situations.
- Have students read the explanations and examples for the past hypothetical conditionals. 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)
- Write sentence starters for students to complete with their own ideas. For example: If I had had more time yesterday, ______.

Implied Conditionals

- Ask a volunteer to read aloud the explanation and the examples. Ask: Do these sentences include a result clause? (yes)
- Elicit more examples. For example: You come home and find your mother has cleaned your room.
 (I would have cleaned it)



As If/As Though for Unreal Situations

- Read the explanation and the examples in the chart.
 Have students find more examples of as if/though and other conditionals on pages 186 and 187.
- As an additional example, tell students 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.

Language Builder

Point out that the clauses in a conditional sentence can go in either order.

If I knew the answer, I'd tell you.

I'd tell you if I knew the answer.

When the *if*-clause is first, it is followed by a comma. When the result clause is first, there is no comma.



- Ask a volunteer to read aloud the directions and the example. Point out that the conditional sentence gives an opposite situation to the real one. Do item 1 with the class as an additional example. Ask: What's the condition? (Thomas doesn't take good care of himself.) What's the result? (He gets sick.) If Thomas took good care of himself, he wouldn't get sick.
- Have students work in pairs to rewrite the rest of the sentences. Remind them to use could and might as well as would in the sentences.
- Ask students to write their sentences on the board.

Answers

Answers will vary. Sample answers:

- 1. If Ibrahim took good care of himself, he wouldn't get sick.
- If he had driven more carefully, he wouldn't have had an accident.
- If I had known how hard this course would be, I wouldn't have taken it.
- 4. If he were my son, I could tell him what to do.
- 5. If I had extra money, I could help the poor.
- **6.** If you paid attention in class, you would/might understand the lessons.
- If Aisha had told her parents about the problem, they could have helped her.
- 8. If we had had time, we could/would have visited him in the hospital.

B

- Ask a volunteer to read aloud the directions and the example. Elicit other possible answers. (For example: I would have written my roommate a note. I would have tried to recover the file. I wouldn't have told him the truth, either.)
- Have students work individually to write answers.
 Encourage them to express their real opinions. As students are working, go around and help as needed.
- Put students in pairs and have them ask and answer the questions. Remind students that there are many possible answers for each situation.
- Check answers by calling on volunteers to report their answers. Elicit a few responses for each situation.

Answers

Answers will vary. Sample answers:

- 1. I would have called them and told them about the mistake.
- 2. I would wait for the other driver to come out.
- 3. I would have told Fatima that I liked the dress, too.
- 4. I would not have read her journal.
- 5. I would tell her that I bought the dessert.

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- Ask a volunteer to read aloud the directions and the example. Point out that the example uses were after she in the second clause. This is a more formal, traditional usage; however, it has also become standard to use is in this situation.
- Have students work individually to write new sentences.
- Check answers by asking volunteers to write their sentences on the board.

Answers

Answers will vary. Sample answers:

- 1. I feel as though I were dreaming
- 2. We are spending money as though we were rich.
- 3. Asma acts as though she liked Sophie.
- 4. You look as if you had seen something scary.
- 5. Adel walks as though he were an old man.
- 6. You are behaving as if you owned the house.
- 7. He is behaving as if he took public speaking lessons.
- 8. Faris is talking as though he didn't need this job.
- 9. He is acting as if he knew the enswer.

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Workbook

Assign pages 344–346 for practice with the grammar of the unit.

Language Builder

Point out that it's common to use the negative contractions hadn't, wouldn't, and couldn't in conditional sentences. However, Americans don't usually use a contraction for might not. Explain that it isn't wrong to say mightn't have; it iust doesn't sound right to an American ear.



Teaching Tip

Accuracy is important when speaking a language. However, tell students not to worry too much about making mistakes, especially in informal conversations. It's more important to focus on communicating ideas. Most English speakers will understand if they are struggling a little with the language and be eager to help them out.



Additional Activity

Play a chain game with sentences with *if.* To start the game, write a sentence starter on the board, such as *If I had two weeks' vacation*, _____. Have one student complete the sentence, saying, for example, *If I had two weeks' vacation*, *I'd go to the beach*. Then the next student says *If I went to the beach*, *I'd go swimming every day*. This continues with the next student starting *If I went swimming every day*, _____, and so on. Each student builds on the previous sentence. When students run out of ideas with one chain, start a new one.



The Kindness of Strangers: A study was done in various cities around the world about how willing people were to help strangers. In one of the tests, an experimenter would drop a pen while walking down the street, and then record how many times someone would point it out or pick it up for them. The results below show the percentage of people who helped:

- New York: 28%
 - Houston, Texas: 70%
- San Francisco: 65%
- Rio de Janeiro: 100%
- Rio de Janeiro. 100
- Madrid: 75%
- Rome: 35%
- Shanghai: 75%
- Stockholm: 90%
- Mexico City: 55%

- **B.** Write what you **would do**, or **would have done** in each situation. Use an implied conditional.
- Ali uses his friend's computer and accidentally deletes an important file. He decides not to tell his friend.

What would you have done?

I would have told my friend the truth.

- **1.** When Aisha got home from the bookstore, she realized that she hadn't been charged for one of the books she bought. She went back to the bookstore to pay for it.

 What would you have done?
- 2. While pulling out of the supermarket parking lot, Hameed hits another car. There is a small dent on the other car. Hameed can't decide what he should do.

 What would you do?
- **3.** Fatima bought a new dress. She tries it on and asks what Maha thinks of it. Maha doesn't like it, but says she does.

What would you have done?

- **4.** Mona's teenage daughter has seemed unhappy lately, but won't talk to Mona. Mona is worried. Her daughter accidentally leaves her journal on the couch. Mona reads it. What would you have done?
- **5.** Sarah brings her grandmother a nice dessert. Her grandmother tells her how delicious it is and how impressed she is that Sarah made it. Sarah bought the dessert from a store. She decides not to tell her grandmother. What would you do?
- **C.** Use the cue words to write a new sentence with **as though** or **as if**.
- Palanca is not a queen.
 behaving / as if

 She is behaving as if she were a queen.
 - **1.** I am not dreaming. feel / as though / be
 - **2.** We are not rich. spending money / as though
 - **3.** Asma doesn't like Sophie. acts / as though
 - **4.** You did not see something scary. look / as if
 - **5.** Adel is not an old man. walks / as though
 - **6.** You don't own this house. behaving / as if
 - 7. He didn't take public speaking lessons. speaks / as if

நுட்டாது. சூர்வுர்க needs this job.

Ministry of Edutalking / as though

2023 - 144**9.** He does not know the answer. acting / as if





Khaled: Can I talk to you about a problem I'm

struggling with?

Majid: Sure. What's going on?

Khaled: Well, I've been working at a clothing store

in the mall for a month now. Last week, I saw a guy I work with stuffing a shirt into his bag. When I asked him about it, he acted all innocent. Then this week, I caught him taking a pair of pants. This time he promised he wouldn't steal anything again and begged

me not to tell the manager.

Majid: So what are you going to do?

Khaled: That's the problem, I don't know. If I told the

manager, he would get fired.

Majid: Yeah, but now that you know about it, if you don't tell the manager, you'll

be helping him get away with stealing. He's put you in a rotten position.

Khaled: I know. What do you think I should do?

The way I see it, if he's stolen twice before, he's likely to steal again. You

can't trust him. Do you think he might even steal from the cash register?

Khaled: I wouldn't put it past him.

It seems to me that you may get yourself in trouble if you don't blow the Majid:

whistle on him. Of course, it's your call, but if I were you, I would let the

manager know.

Khaled: Yeah. You're probably right.

About the Conversation

1. What problem is Khaled struggling with?

2. What is Majid's opinion?

3. What do you think Khaled will do?

Real Talk

rotten = bad

I wouldn't put it past him. = I believe he would do that.

blow the whistle on = to reveal and put a stop to wrongdoing

call = decision

Your Turn

Create your own conversation. Tell your partner about a situation you are struggling with. Your partner will give his or her opinion.

Giving An Opinion

In my opinion... I feel/I believe... The state of the concerned...

The way I see it... It seems to me that... I would think/say that...

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4 Conversation

- Ask: Do you ever talk to friends when you have a problem and can't decide what to do? Do your friends give you good advice? Do you follow it?
- Focus students' attention on the photo. Ask: What is the young man in the photo doing? (He is stealing clothing from a store.)
- Have students close their books. Tell them they are going to listen to a conversation between two friends that involves stealing. Khaled is asking his friend Majid for advice.
- Tell students to listen first for the answer to this question: What is the relationship between Khaled and the guy who is stealing the clothes? Are they friends or co-workers?
- Play the audio. Have students listen with their books closed for the answer to the question.
- Elicit students' answers to the question. (The boy is Khaled's co-worker.) Ask what they heard that helped them answer the question.
- Play the audio again. Have students listen and read along in their books. Verify the answer to the question about Khaled.

Real Talk

- Model the expressions in the Real Talk box for students to repeat. Ask who says each one and why.
 Possible answers include:
 - **rotten** (Majid says this. By asking Khaled not to tell the manager, the boy has put Khaled in a bad position. He has to choose between loyalty to a co-worker and to his manager and the store.)
 - I wouldn't put it past him. (Khaled says this because he thinks the boy will probably steal again. Point out that this expression always implies a negative or wrong action.)
 - **blow the whistle on** (Majid says this. He means that Khaled should tell his manager what's happening.)
 - **call** (Majid says this. He means that Khaled has to make the decision. Point out that this word is often used in sports. The referee or umpire in a game makes calls about plays, such as *foul*, *fair*, *safe*, or *out*.)
- Put students in pairs to practice the conversation. Then invite one pair to act out the conversation for the class.

Culture Note

A whistle-blower is a person in a company or organization who reveals unlawful or unethical behavior happening in the company in order to stop it. This is a difficult role to play, as the whistle-blower risks getting into trouble. In the U.S., there are now whistle-blower laws to protect the rights of the whistle-blower.

About the Conversation

- Have students work in pairs to ask and answer the questions.
- Have students close their books. Check answers by reading the questions and calling on students to answer.

Answers

- Someone he works with is shoplifting, and he doesn't know whether to tell the manager or not.
- 2. Majid thinks he should tell the manager.
- 3. Answers will vary.

Your Turn

- Ask a student to read aloud the directions.
- Focus students' attention on the phrases in the box for Giving an Opinion. Explain that these expressions indicate that what the person is going to say is their opinion, not a fact or what other people may think.
- Ask: What expressions does Majid use to introduce his opinions? (The way I see it... and It seems to me that...)
- Put students in pairs to create their own conversations.
 Students should take turns playing the roles of the person with a problem and the one giving their opinion or advice.
- Ask one or two pairs to act out their conversations for the class.



Stores lose billions of dollars each year to shoplifters. Twenty-five percent of shoplifters are teens between the ages of 13 and 17. When asked why they shoplift, teens give the following reasons: 1) because they are bored; 2) their friends pressure them to do it; or 3) they want to have the expensive things their friends have, such as electronic gadgets.

5 Listening

- Ask students if there are ever situations in their country where hikers or other types of adventurers need to be rescued. Ask: Who performs the rescues? Who pays for them?
- Tell students that they're going to hear about rescues on Mount Hood, a mountain in the state of Oregon in the United States. Have them read the sentences. Can they guess the answers to any without listening?
- Play the audio twice. After the first listening, give students time to write *true* or *false*. Then have them listen again to check and change their answers if necessary.
- Play the audio a third time to check answers.

Answers

- false
 false
 false
 false
 false
- Audioscript

Mount Hood is the highest mountain in Oregon, a state in the western United States. At 3,400 meters it is an irresistible draw to hikers looking for a challenge. Inevitably, some of these hikers run into trouble. Each year 25 to 50 people have accidents or get lost on Mount Hood and require rescue. Although most of these are understandable accidents, a few result from reckless risk-taking.

In one recent case, three experienced climbers went hiking in the middle of a snowstorm in December with minimal gear. Most hikers climb Mount Hood in May or June when the weather conditions are favorable. But in December, the mountain is covered in snow and ice. Winds up to 135 kilometers per hour whip the snow around making it difficult to see. Temperatures can drop below freezing. As one rescue worker put it, "What were they thinking? They were just asking for it."

There is growing frustration in the community towards such risk-takers and the danger they put the rescuers in. During a rescue a few years ago, a helicopter full of rescue workers crashed and the rescue workers narrowly escaped being killed. Linda Carle, who lives in the Mount Hood area, asks, "If someone made a poor decision, why should rescue teams have to risk their lives to save them? Why are people tempted to take unnecessary risks and do things that aren't right if they know that they can get into trouble?"

Most of the Mount Hood rescue workers are either volunteers or part of the local sheriff's department. There is no charge for these rescues. It is the taxpayers who pay the bill. Some have begun to suggest that people who take irresponsible risks and require rescue should be charged for the rescue. They feel it is only fair that costs for things like damaged helicopters and medical care for rescuers be paid for by the people who took the risks. What would you do if you were the local sheriff at Mount Hood?



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6 Pronunciation

- Write sentence 2 on the board. Circle the function words (the, are, for, in, and) and underline the content words. Explain the difference.
- Play the audio twice. The first time, students listen.
 The second time, they repeat the sentences, or speak along with the recording.

7 Vocabulary Building

- A
- Have students work individually to match the words with the definitions.
- B
- Have students compare answers with a partner.

Answers

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

Workbook

Assign page 347 for additional reading practice.



Teaching Tip

Have students work with their books closed as much as possible during the class. This keeps attention focused on speaking and communication, as opposed to just reading things out of the book.



Additional Activity

Put students in small groups and have them role-play a town meeting about the rescues on Mount Hood (or a similar situation in their country). People in the meeting have to vote *yes* or *no* on this proposition.

Hikers who take excessive risks and have to be rescued will pay a fine of up to \$5,000.

5 Listening 🔊



Listen to the radio segment about hikers requiring rescue on Mount Hood in Oregon in the U.S. Answer true or false.

- **1.** _____ Mount Hood is 1,300 meters high.
- 2. ____ Each year, 25 to 50 people require rescue on Mount Hood.
- **3.** December is one of the best times of year to hike on Mount Hood.
- **4.** _____ Weather conditions in December are mild.
- **5.** _____ During one rescue, rescue workers in a helicopter were killed when it crashed.
- **6.** _____ Currently, taxpayers pay for Mount Hood rescues.



6 Pronunciation



In a sentence, content words are words with clear meanings such as nouns, verbs, adjectives, and adverbs. They are usually stressed.

Function words, like articles, auxiliary verbs, pronouns, and prepositions join content words into sentences. They are usually not stressed. Listen and practice.

- 1. Three experienced climbers went hiking in the middle of a snowstorm.
- 2. The weather conditions are favorable for hikers in May and June.
- 3. In December, the mountain is covered in snow and ice.
- **4.** Temperatures can drop below freezing at this time of year.
- **5.** Most of the Mount Hood rescue workers are volunteers.
- **6.** There is no charge for these rescues.

7 Vocabulary Building 🔝



- A. You will see these words in the reading on pages 190 and 191. Match the words with their meanings.
 - **1.** _____ genetic
 - 2. ____ treatable
 - 3. ____ diagnosis
 - **4.** _____ undergo
 - **5.** inherited
 - **6.** _____ preventative
 - **7.** _____ controversial
 - **8.** _____ potential

- a. causing disagreement
- **b.** the possibility of being or doing something
- c. done in order to avoid
- d. received from a parent or ancestor
- e. related to the part of a cell that contains your parents' characteristics
- f. capable of being cured
- **q.** identification of the cause of a problem
- h. experience

B. Check your answers with a partner. If you do not understand the meaning of a word,

مرحتاً pok jt jup in a dictionary.

8 Reading



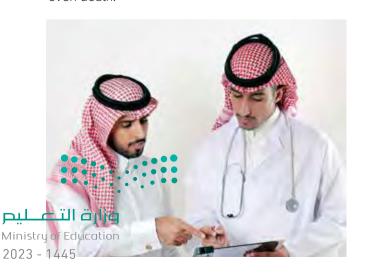
Before Reading

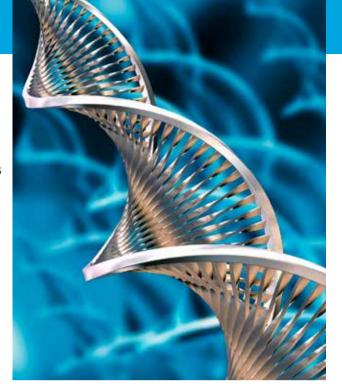
Read the article and underline all the potential diseases that can be identified using genetic testing.

Peeking into Dur Medical

Did you know that a drop of your blood can predict diseases you may develop in the future? This is possible through genetic testing—testing that analyzes the genetic information found in the cells of your body. Each cell contains a sample of DNA. The information in DNA can help determine a person's risk of developing certain diseases years from now.

The most common type of genetic testing is called "newborn screening." The goal of newborn screening is to identify treatable genetic disorders in newborn babies. In many countries, infants are screened in the hospital shortly after they are born. Although it is rare to find that a baby has a genetic disorder, those that do have a disorder start receiving treatment right away. This early diagnosis and treatment prevents physical and mental problems, and sometimes even death.





Another type of genetic testing is called "predictive gene testing." This is used to predict an adult's risk of developing certain diseases later in life. People who undergo this type of genetic testing are usually from a family in which many members have had a particular inherited disease, like certain cancers or Alzheimer's disease.

There are many obvious benefits to this kind of testing. A negative test (a test that says a person is not likely to develop a disorder) can bring a tremendous sense of relief. Jen Thomson, who recently underwent predictive gene testing for colon cancer, explains, "So many people in my family died of colon cancer, I worried constantly. When the test came back negative, I felt as if someone had lifted an enormous weight off my shoulders." A positive test has benefits as well. It warns of the need for preventative care, like frequent checkups, dietary changes, medicines, or even the option of surgically removing the part likely to develop the disease. For example, if Thomson's test had been positive, she might have chosen to have her colon removed.

There are also some controversial downsides to genetic testing. The value of genetic testing is particularly questionable when testing for a disease that is untreatable. For example, Alzheimer's disease runs in An Lee's family. An has decided to get genetic testing to see if she is likely to develop it. Her husband Bao is not happy about her choice. Bao explains, "If the result is positive, how will it help to know that she will probably develop the disease?

8 Reading

READING STRATEGY Reading for a purpose

 It's easy for students to forget that there is a real purpose for reading beyond that of doing exercises in a book! Present the following situation and task to the class.

Situation

A friend of yours has been offered an opportunity to undergo genetic testing. There is a history of a genetic eye condition among the older people in his family. He doesn't know much about genetic testing. He's uncertain about having the test. He's asked for your advice.

Task

You have seen this article and think it might help your friend make the decision. Read the article and summarize some of the most important points for your friend. Recommend that he read it for himself.

- Give students time to read the entire article, thoroughly and calmly without interruption. As students are reading, encourage them to keep going, even if they don't understand every word, and underline all the potential diseases that can be identified using genetic testing. Go around the class and help if anyone is having difficulty.
- Put students in pairs. Have students take turns playing the role of the friend in the situation. The other student summarizes some of the most important points in the article and recommends that the friend read the article.
- Discuss the experience with the class. What did students tell their partners about the article? What are the main ideas of the article? Make a list on the board. Possible answers for main ideas include:

Genetic testing can tell adults if they are at risk for getting a certain disease later in their lives.

If the test is negative, they will worry less.

If it's positive, they may be able to prevent the disease. If the disease is untreatable, people might become depressed.

It's possible that a person may test positive, but not develop the disease.

Some people prefer not to know.



- Ask: Do you think the article would help someone make a decision about having the test? Why or why not?
- Play the audio. Ask students to listen with their books closed.
- As additional vocabulary practice, ask students to analyze words to find their meaning. Write these words on the board: treatable/untreatable. Ask: What word do you see as the main part of each word? (treat) Elicit that when referring to disease, treat means to take care of a person with the disease and try to cure it.
- Then ask: What do treatable and untreatable mean?
 (Treatable means that a disease can be cured or treated. Untreatable means that it can't be.) Explain that the suffixes -able and -ible usually mean that something is possible. The prefix un- means not.
- Write the following words on the board and ask students to guess their meanings:

preventable = describes something that can be prevented

predictable = describes something that can be predicted

questionable = describes something that is doubtful; you can question it

excitable = describes someone who can easily become excited

irresistible = describes something that can't be resisted (This word is used in the Listening about Mount Hood.)

After Reading

- Have students work individually to answer true or false and then compare answers with a partner. If their answers are different, tell them to reread the relevant portions of the article and decide on the correct answer.
- Read the answers aloud for students to check. Have students point out the parts of the article that provided the answers.

Answers

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

9 Speaking

Put students in small groups to discuss the questions.
 Encourage students to use expressions for giving opinions such as:

As far as I'm concerned...
From my point of view...
I think/feel/believe that...
I've always thought/felt/believed that...
In my opinion...

• Have students make notes in the chart.

Workbook

Assign pages 348–349 for additional writing practice at word and sentence level.

For extra speaking practice with expressing opinions, agreeing, and disagreeing, have students work in pairs to discuss the topics in Speaking Skills 2 on page 368.



Teaching Tip

Encourage students to read for pleasure. Build a supply of easy reading materials in English that your students will be able to read and enjoy. Once you start to collect these, you can use them again and again with different classes.



Additional Activity

Present students with some *What would you do if...* questions that involve a moral dilemma to discuss. Students can discuss these with a partner or in small groups. For example:

What would you do if your best friend asked to copy your homework?

What would you do if your parents forbid you to play a certain video game, but you know your friend has it at his house?

What would you do if you got a perfect score on a math test and then saw that, in fact, some of your answers were wrong?

What would you do if a salesperson gave you back too much change?

What would you do if a friend told you they were going to do something dangerous and asked you not to tell anyone? What would you do if you overheard some students talking about cheating on a test?



Project: Reading For Pleasure

Have each student in the class read something in English that is somewhat longer than they are used to; for example, a short story or a magazine article. Stress that they should read simply for pleasure and general understanding. Don't ask them to write anything about it.

In class, have students tell a partner or a small group about what they read. Did they enjoy it? Why or why not?



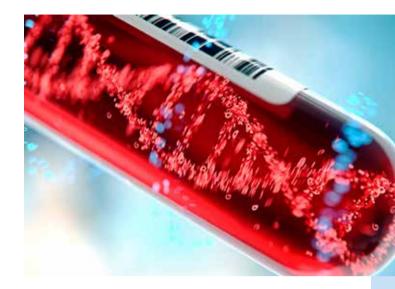
People have always found it hard to make decisions. Here are some quotes about the subject.

- We can avoid making choices by doing nothing, but even that is a decision.
- A wise man makes his own decisions; an ignorant man follows public opinion.
- Be willing to make decisions. That's the most important quality in a good leader.



If I had the Alzheimer's gene, I wouldn't want to know." Another issue is that even if someone tests positive for a disease, it doesn't mean that they will definitely develop the disease. So a person could spend years worrying about something that never ends up happening.

Genetic testing has the potential to impact millions of lives in the future. Many are excited about the future of genetics, while others have deep concerns about it. But for better or for worse, soon we may all have the ability to peek into our medical future.



After Reading

Answer true or false.

- 1. _____ To get a sample of DNA, doctors must draw a large quantity of blood.
- **2.** _____ Newborn screening is not a common type of genetic testing.
- **3.** Predictive gene testing can be done for treatable and untreatable disorders.
- **4.** _____ A positive test generally brings great relief to the test-taker.
- **5.** ______ If someone tests positive for a disease, they will definitely develop the disease.

᠑ Speaking 🞑



- 1. Work in pairs or groups. Think about what you have read and heard about genetic testing and discuss the question below:
 - If you were offered genetic testing, would you do it? Why? Why not?
- **2.** Make notes in the chart. Then use your notes to discuss your views in class.

	Type of genetic testing you read/heard about	Reasons for taking the test	Reasons against taking the test	Should it be made available to everyone? Why? Why not?
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10 Writing **1**



- A. How do you think people decide on a field of study or a job? Which factors affect their decision/choice?
 - 1. Read the text and find out.
 - What did the writer originally want to study?
 - Why did he give up his original plan?
 - Why do you think he took different training courses?
 - What had he done to qualify as a language teacher?
 - What other job opportunity did he have?
 - · What prompted him to make his final choice? Does he regret it?
 - **2.** What would you have done?
 - 3. Read the text again and find out.
 - Are all the events presented in chronological order? How do you know?
 - Which sentences/phrases/words provide information about the writer's thoughts, attitude, and feelings?
 - Which part reveals the writer's position on the matter?
 - Are there sections/phrases/sentences that address a longer period of time in real terms but very briefly?
 - Are there sections/phrases/sentences that address a shorter period of time in real terms but in greater detail?





After I finished school, I chose to try out a number of things before settling on one field of study or profession. I had originally wanted to go to art school but had changed my mind when I found out how hard it was for graduates to find employment. I was also reluctant to go ahead with it, because I knew that my father was likely to disapprove in a quiet but very noticeable manner. He wanted me to study medicine, but I didn't.

I took a number of courses in typing, shorthand, French, art, design, and literature and worked part-time as a public relations assistant, a shop assistant, etc. Eventually, I started studying psychology, philosophy, and linguistics. I had also managed to attend a teaching methodology course that qualified me as a language teacher, but I was not at all certain that I wanted a teaching career.

At some point, I was approached by a new airline company that invited me to do an interview, followed by a test before I could be offered a job. At the time, I used to help out with registration at a large language center where my uncle taught. So, I agreed to spend the next few days working for them from morning till evening, totally forgetting the airline company. Two days later, the man I knew from the airline company turned up and accused me of being irresponsible because I had not bothered to check with the airline company on the final results and a job offer. He said there was still time to do it, but I would have to drop what I was doing and run. For some reason, I did exactly the opposite; I stayed put, thanked him and went back to work.

Later that evening, I was offered my first teaching job by the director of studies. I have often wondered what my life would have been like if I had chosen the airline company instead, but not too enthusiastically. Regardless of difficulties and ups and downs, this is the choice that has become a life's choice and no amount of wondering is likely to ever make me regret it.

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10 Writing

 Direct students' attention to the pictures along the side of the page. Elicit ideas from them about the pictures. Ask them guestions like these to help them:

Who are the people in the pictures? Where are they?

- What are they doing? How do you know?
- Have students read and think about question A. Organize them in small groups and ask them to make a list of criteria. Call on a student from each group to report their criteria in class. Hold a class discussion on the issue.
- Tell students that they are going to read a personal essay about someone's choice of study and profession.
- Have them read the directions for task 1. Play the audio and have students listen and read.
- Have students answer the questions individually and then check with a partner.
- Allow time for students to comment on the writer's decision.
- Read directions for 2 with the class and have students answer the question individually. Then ask them to compare with a partner.
- Call on students to present their ideas for the class. Ask the rest of the class to listen, ask questions, agree or disagree with the speaker.
- Organize students in pairs and have them read directions for 3. Explain that such questions are aimed at helping them notice features of different texts, how they are organized, how ideas are presented, etc. Give them time to read the text, identify different features and answer the questions.

Answers

- · Not all events are presented in chronological order. For example, "I had originally wanted to go to Art School..." indicates that this was so before the writer finished school.
- ...but I had changed my mind when ... I was also reluctant/ my father was likely to disapprove in a quiet but very noticeable manner/but I didn't (want to study medicine)/ not all that certain that I wanted a teaching career/for some reason, I did exactly the opposite/I have often wondered what my life would have been like .../but not too enthusiastically/This is the choice that has become a life's shoice ... to ever make me regret it.

Ministr The last paragraph reveals the writer's position.

- After I finished school refers to a long time in actual terms, so do the following sentences: I chose to try out a number of things...I took a number of courses ...
- Call on pairs to report their answers to the class.

- Tell students that they are going to write a speculative and personal narrative about an important decision that they or a family member has made.
- Go through directions for tasks 1, 2 and 3. Organize students in small groups and ask them to think individually about decisions they or a family member has made and discuss it in their group. Encourage students to comment on each other's ideas and make suggestions. Remind them to make notes.
- Call on one student from each group to present their ideas to make sure that everyone is on the right track.
- Have students think about the consequences of the decision and how it has affected their lives. Tell them to think about how their life would be different if the decision had not been made and make notes in the chart.
- Focus students' attention on the Writing Corner. Explain that they will be writing a reflective and speculative narrative, so they need to think about all the points outlined. Explain that people often take such aspects for granted and do not spend enough time thinking about them. But because in this type of text the writer has to try and convey so much in terms of background, people, attitudes and feelings, opportunities and options, within restricted time and space it is imperative that he/she think about it make notes and plan how everything is going to be presented.
- Direct students' attention to the second part of the Writing Corner which focuses on speculation. Point out that in this section the writer is expected to refer to the way things are/the real context/the now of the story and wonder or speculate on how things might have been different. The reader does not necessarily expect the writer to deal with all the issues raised at this stage, so the writer can address questions directly to the reader involving him/her directly in the speculation. Finally, the closing lines can present the writer's feelings and opinion in retrospect, as he/she evaluates the decision that was made.
- Have students use their notes to draft a narrative 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 narrative essay and have them draft their essays. Circulate and monitor; help when necessary.

- Give students time to read their texts 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 narrative 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 texts.

Workbook

Assign page 350 for additional writing practice above word and sentence level.

- B. 1. Think of an important decision you or a family member has made.
 - 2. Compare what your life is like now to what it would have been like if you or a family member had made a different decision. Use the chart to organize your ideas.
 - 3. Write a personal narrative on this subject.

Life Now	How Life Would Have Been Different

A Life-Changing Decision
A Live-Changery I had the choice of going
A Life-Changing Decision After I graduated from high school, I had the choice of going After I graduated from high school, I had the choice of going
to a university in my nomecount, or going home Although I am
I chose to go to the university in I feel as if I live a million
I chose to go to the university far from received. I chose to go to the university far from received. happy with my choice, sometimes I feel as if I live a million miles from home. If I had chosen differently, it would have led
miles from home. Il I had crees.
to a very different life for me
· ·

Writing Corner

When you write a reflective and speculative personal narrative, think about the following:

- · what has already happened
- what opportunities were available and what results have taken place
- · what feelings and attitudes you have experienced
- which people were involved directly or indirectly
- how to present your ideas so you can set the context clearly for your reader

Then refer to the real context and:

- reflect and/or evaluate the decision/choice you made.
- ••• wonder/speculate how things might have been different.
 - address the question to your reader.
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Form, Meaning and Function



Future Progressive

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

Affirmative (+)

Genetic testing has the potential to impact millions of lives. Soon we will all be peeking into our medical futures.

Questions (?)

Short Answers (+)

Short Answers (-)

Will you **be working** on the weekend?

Yes, I will.

No, I won't.

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 this time tomorrow, we will have had the medical test results back.

Time Expressions for the Future

A week from today, I'll be working in my new job.

By the year 2030, we will all have undergone genetic testing at birth.

By the time I am elderly, smart robots will have become commonplace.



- **A.** Use the future progressive or the future perfect to complete each sentence. In some cases, both forms are possible.
 - Sheri started teaching biology in 2020. By 2030, she will have been teaching biology for ten years.
 - **1.** My parents got married in 2000. By 2032,
 - 2. My brother became a vegetarian three weeks ago. By next week,
 - **3.** Jasim starts his new job today. A week from now
 - **4.** Some hospitals have used robots in surgery. By 2035, all
 - **5.** I've already lost five kilograms on my diet. If I lose another two,
- B. Use the future perfect to combine the future events into one sentence, using by or by the time. Write the sentences in your notebook.
 - 1st Event: He will graduate from college. 2nd Event: 2033 will come. By 2033, he will have graduated from college.
 - 1. 1st Event: The football game will start. **2nd Event:** We will arrive at the stadium.
 - 2. 1st Event: I will fall asleep. 2nd Event: This TV show will be over.
- 3. 1st Event: I will pass my law exams. 2nd Event: 2029 will come. 4. 1st Event: My father will work as a medical doctor for 20 years. 2nd Event: He will retire.

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11 Form, Meaning and Function

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

Future Perfect

- Read the explanation with the class. Draw a timeline on the board to illustrate the concept of the future perfect.
 Plot the example sentences in the book on the timeline.
- Direct students to exercise A on this page to practice the future perfect.

Time Expressions for the Future

 Read through the examples. Ask students to form some example sentences of their own based on real events and facts.



- 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.

Answers

- 1. they will have been married for 32 years
- 2. he will have been a vegetarian for a month
- 3. he will have been working in his new job for a week OR for seven days
- 4. will be using robots in surgery.
- 5. I will have lost seven kilograms



 Have students work alone to write sentences. Students then read their sentences in pairs.

Answers

- By the time we arrive at the stadium, the football game will have started
- 2. By the time this TV show is over, I will have fallen asleep.
- 3. I will have passed my law exams by 2029.
- **4.** By the time he retires, my father will have worked as a medical doctor for 20 years.



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.



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 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 working late. I have a lot of marking to do!
- Make sure that students understand the difference in meaning. Elicit additional examples of each use from the class
- Direct students to exercise C for practice.

Was/Were Going To (Future in the Past)

- 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 we also use was/were going to with prediction in the past. For example: When he was younger, he thought he was going to be rich.



 Have students work on this exercise alone and then compare their answers with a partner.

Answers

Answers will vary. Sample paragraph:

A year ago, Fahd's life was very different. He used to spend many hours in front of the computer doing schoolwork or playing games. He didn't use to eat any fresh fruit or vegetables and he mostly ate junk food whenever he got hungry. He then started to feel tired all the time and the doctor warned him that he was going to get sick unless he changed his unhealthy lifestyle. Now, he is eating healthy foods and exercising often. In the past, he used to feel tired all the time, but now he is full of energy!



- Allow students some thinking time and tell them to make some notes. Then using their notes, students should work in pairs to talk about their lives.
- Emphasize that students should practice the structure used to do and be use to doing as much as possible in their conversation.



Ministry of Education 2023 - 1445 To check answers as a class, call on volunteers to write completed sentences on the board. Check the sentences for the correct forms of used to and be used to.

Answers

Students' own answers.

Workbook

Assign pages 351–352 for more practice with the form, meaning and function of the structures in 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 (but didn't).

Used To versus Be Used To

Used to + the base form of a verb is used to talk about an action that was repeated habitually in the past but no longer happens now; and to describe a past situation which is no longer true.

Tom **didn't use to** cheat on school tests. He **used to be** an honest person. He **used to study** hard. He **used to be** a good student.

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).

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.

When he saw the old man fall, Russ **wasn't going to** stop. He **was going to** keep running to catch his flight. Russ realized this was wrong, so he stopped and helped the old man.

- **C.** Look at the pictures. Complete the paragraph about how Fahd's life has changed since he adopted a healthy lifestyle. Use *used to*, *be used to* and *was going to*.
 - 📍 A year ago, Fahd's life was very different ...





One year ago

Now

- D. Think of an important decision you or your family made in the past that has changed your life. Talk about what you used to do before the change and what you are used to doing now. Tell your partner.
- Refore we moved to the city, I used to ...

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12 Project



- 1. Have you heard or read about new, ground-breaking methods of treatment of various conditions/diseases? Try to find out by talking to each other.
- 2. Work in pairs/groups. Research and find out about ground-breaking methods of treatment applied in your country. These treatments/cures might be medicinal or involve surgical procedures.
 - · interview members of your family
 - talk to your teachers
 - search the Internet
- 3. Gather information about new ground-breaking methods of treatment and procedures used in Saudi Arabia and make notes. The treatments or procedures might be used for preventive reasons. Find out:
 - · which diseases/conditions they are used for
 - if they are successful
 - if there are side effects
 - how they can affect people's lives
 - · how accessible they are
 - if they are at an initial stage
 - if additional resources/equipment is needed
 - about plans to extend their application
- **4.** Choose one or two of the treatment methods/procedures. Organize your notes under the categories/headings in the chart. Use them to prepare a PowerPoint presentation for your class.

	_
Ground-breaking treatment/procedure	
Target condition	
Target patient group	
Description/type	
Origin	
Equipment	
Stage of application/ development	
Hospital/institution/ authority	
Physicians	
5 Patients' comments	
	treatment/procedure Target condition Target patient group Description/type Origin Equipment Stage of application/ development Hospital/institution/ authority Physicians Rate of success ducation



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 the directions for 1.
- Organize students in groups and have them brainstorm on medical practices and ground breaking methods of treatment that they have heard of or know about.
- Read the directions for 2. Have students talk about and make decisions about the sources they are going to use to get information. Suggest that they interview family members who are medical doctors if possible. Remind them to 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. Remind them that they need to focus on groundbreaking methods of treatment and procedures used in Saudi Arabia.
- Direct students' attention to the chart. Ask them to read through the headings/categories and elicit examples from students like these:

Target condition: congenital blood disorders

Description/type: medicinal

Origin: KSA

Stage of application/development: protocol/applied in

acute condition Rate of success: 70%

Patients' comments: minor side effects, an effective life-changing treatment that has allowed us to function fully as individuals.

- Have students read the directions for 4. 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 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.

Additional Activity

Research and find out which diseases were not incurable 50 years ago and what the mortality rate was in each case. Present information about the cure or preventive method that saved lives and reduced mortality rate considerably.

Workbook

For additional tips on preparing PowerPoint presentations, refer students to Speaking Skills 4 on page 370.

13 Self Reflection

- Write What Would You Do? 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 184 and 185. 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 was the captain's dilemma on the lifeboat? Do you think he made the right decision? Why? Why not?

What was Marianna's dilemma? Which dilemma did you think was the most difficult to deal with? Why?

- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 186 and 187, ask them complete some sentences. For example:

- 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 188 and 189. 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 Peeking into Our Medical Future on the board and brainstorm language and information that students remember from the Reading. Call on volunteers to list as much as possible on the board.
- Organize students in pairs and ask them to answer questions like these:

What is "newborn screening"? What purpose does it serve? What is "predictive gene testing?"
Which are some of the benefits of genetic testing?

Have straights complete their Self Reflection charts as Ministripe for about likes, dislikes and things they found easy 2023 - 1445

- or difficult.
- Before directing students to 10 Writing ask them to say what they remember about life-changing decisions.
 Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 192 and 193 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 presentation? Did everyone contribute? Was there room for originality and creativity? Why? Why not?

- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions.

13 Self Reflection



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 diffi	cult in Unit 12	
Unit 12 Checklist	I can do this very well.	I can do this quite well.	I need to stu	
talk about ethics and morals ethics and moral dilemmas		40000 0000	, , , , , , , , , , , , , , , , , , ,	
give opinions				
present hypothetical conditionals versus past hypothetical conditionals				
use implied conditionals				
use as if/as though for unreal situations				
use the future progressive and future perfect				
use time expressions for the future: by the year, this time tomorrow				
use used to versus be used to				
use was/were going to				
My five favorite new words from Unit 12:	If you're s	still not sure abou : 12:	ut something	
حتا قالق ry of Education	 read through the unit again listen to the audio material study the grammar and functions from the unit again ask your teacher for help 			

EXPANSION Units 9–12

Language Review 🗾



- A. Find the phrasal verbs in the sentences. Decide if they are used correctly. If not, rewrite the sentence.
 - 1. It is a shame to see people throw money away buying silly things.
 - 2. This cake is delectable. Thanks for whipping up it.
 - 3. Just the aroma of breakfast is enough to wake up me.
 - **4.** Fried food is an unhealthy indulgence. You should give it up.
 - **5.** I'm looking forward to seeing my grandparents.
 - 6. The vendor ran nachos out of halfway through the baseball game.
 - 7. I substitute honey for sugar in my tea. I can't tell apart them.
 - 8. Being diagnosed with heart disease has turned my father into a healthy eater.
 - 9. We ran our professor into at the library.
 - **10.** Don't you get tired of staying at home all of the time?
- B. Rewrite each sentence using the passive with a reporting verb.
- Scientists say that Alzheimer's disease is an inherited disease. Alzheimer's disease is said to be an inherited condition.
 - 1. Many historians believe the Chinese made the first fireworks over 2,000 years ago.
 - 2. People think that the Egyptians were the first people to domesticate the cat.
 - **3.** People thought space travel was impossible 100 years ago. Space travel was ____
 - **4.** They think Reema is responsible for spreading the rumor.
 - **5.** People say the shortest distance between two points is a straight line.
 - **6.** People once considered that the earth was flat. The earth was
 - **7.** The government expects that unemployment will decline by 2 percent this year. Unemployment is ____
- **8.** Doctors consider that many cancers are treatable if they are caught early. Many cancers are ______





- Language Review
- Control Language Plus
- Reading
 Mind Over Matter
- Writing
 Write about a
 new technology

1 Language Review



- This exercise reviews two- and three-word phrasal verbs, which were presented in Unit 10. Refer students to the grammar chart on page 158 for review as necessary.
- Write the following sentence on the board and elicit three different versions of the sentence using shoes, a pronoun, and the separable verb send back.

I'm going to _____ because they don't fit me. (send back shoes)

(I'm going to send back the shoes. I'm going to send the shoes back. I'm going to send them back.)

- Remind students that when the object is a pronoun it can't go after the particle. It must go between the two parts of the verb. (I'm going to send back them is incorrect.)
- Ask a volunteer to read the directions aloud. Do the
 first two sentences with the class as examples. Elicit
 that the first sentence is correct. The second sentence
 is incorrect because it places the pronoun it after the
 particle up. Have students rewrite the sentence with
 the correct phrase whipping it up.
- Have students work individually to complete the exercise, writing correct or rewriting the sentence if it has an error. Then have students compare answers with a partner. If their answers are different, have them check the Grammar chart on page 158 to see if the verb is separable or inseparable.
- Check answers by having students write their rewritten sentences on the board.



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Answers

- 1. correct
- 2. This cake is delectable. Thanks for whipping it up.
- 3. Just the aroma of breakfast is enough to wake me up.
- 4. correct
- 5. correct
- **6.** The vendor ran out of nachos halfway through the baseball game.
- 7. I substitute honey for sugar in my tea. I can't tell them apart.
- 8. correct
- 9. We ran into our professor at the library.
- 10. correct



- This exercise reviews the use of the passive with reporting verbs, which was presented in Unit 11, on page 172.
- Write the following sentence and starters on the board. Have students complete the sentences using the passive with the reporting verb.

They think that texting is responsible for many accidents.

(It is thought that texting is responsible for many accidents./Texting is thought to be responsible...)

- Point out that in the second sentence, the verb *is* changes to the infinitive form *to be*.
- Ask a volunteer to read aloud the directions and the example. Have students work individually to rewrite the sentences. Then have them compare answers with a partner. If there are differences in their answers, have them review the chart on page 172 and decide on the correct answer.
- Check answers by having students write their sentences on the board. Elicit corrections from the class.

Answers

- 1. It is believed that the Chinese made the first fireworks over 2,000 years ago./It is believed that fireworks were first made by the Chinese over 2,000 years ago.
- It is thought that the Egyptians were the first people to domesticate the cat.
- **3.** Space travel was thought to be impossible 100 years ago.
- **4.** Janet is thought to be responsible for spreading the rumor.
- **5.** It is said that the shortest distance between two points is a straight line.
- 6. The earth was once considered to be flat.
- 7. Unemployment is expected to decline by 2 percent this year.
- 8. Many cancers are thought to be treatable if they are caught early.

- This exercise reviews the passive forms of modal verbs presented in Unit 11 on page 172.
- Write this sentence on the board: You can finish the job in an hour. Ask a volunteer to rewrite it in the passive. (The job can be finished in an hour.)
- Point out that the passive form of a modal verb always follows this pattern: modal + be + past participle.
- Read the directions and do the first sentence with the class as an example.
- Have students rewrite the rest of the sentences. Call on students to read their sentences.

Answers

- 1. Many illnesses can be prevented with a healthy diet.
- 2. The school's budget may be cut next year (by the school board).
- 3. Hiccups can be cured by drinking a glass of water quickly.
- **4.** Older people should be treated with respect by young people.
- **5.** Application forms must be submitted by March 13th.
- 6. Children should be read to every day.
- The potential side effects of the medication should be explained by a pharmacist.
- 8. A disease must be diagnosed before it can be treated.
- 9. I think a cure for cancer will be found in the near future.
- 10. New items may be added to the menu next week.

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- This exercise reviews *the...the* comparatives, which were presented in Unit 9 on page 144.
- Remind students that in these sentences, there are two comparative forms.
- Do the first item with the class as an additional example.
- Have students work individually to rewrite the rest of the sentences. Check answers as a class.

Answers

Answers will vary. Sample answers:

- 1. The more she studies anthropology, the more fascinated she becomes with it.
- 2. The closer we get to summer, the more excited I get.
- 3. The funnier the joke, the harder people laugh.
- 4. The longer I sit on this couch, the more tired I get.
- 5. The cheaper the shoes, the more quickly they fall apart.
- 6. The smaller the room, the more claustrophobic I feel.



Ministry biohowers presented in Unit 12 on page 186.

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- Go over the directions. Write the example on the board and review the verb forms used in the *if*-clause (past perfect or past perfect progressive) and the result clause (would have, might have, could have + past participle).
- Focus students' attention on the cartoon story. Discuss what's happening in each frame. a) Marco spills the milk. b) His roommate steps in the milk. c) His roommate slips and falls. d) He breaks his leg. e) He goes to the hospital. f) He asks his roommate to forgive him.
- Refer students to the example sentence. Point out that
 most sentences will begin with the second part of the
 previous sentence. Write on the board: If Marco hadn't
 spilled the milk, ______. Elicit the second part. (his
 roommate wouldn't have stepped in it.)
- Have students work with a partner to write the rest of the sentences.

Answers

Answers will vary. Sample answers:

- b. If Marco hadn't spilled the milk, his roommate wouldn't have stepped in it.
- c. If his roommate hadn't stepped in the milk, he wouldn't have slipped.
- d. If his roommate hadn't slipped, he wouldn't have broken his leg.
- If his roommate hadn't broken his leg, he wouldn't have gone to the hospital.
- f. If Marco hadn't said sorry, they would have argued.
- g. If Marco had cleaned the kitchen, his roommate wouldn't have had the accident.



- This exercise reviews present hypothetical conditionals, presented in Unit 12, on page 186.
- Write the example sentence on the board. Review the verb forms used in the *if*-clause (simple past) and the result clause (would, could, might + verb).
- Elicit possible follow-up sentences. Point out that each sentence should be based on the one before it.
- Have students work individually or with a partner to write another series of sentences.

Answers

Answers will vary.

Workbook

Assign pages 353–356 for review of vocabulary and grammar presented in Units 9–12.

- C. Rewrite each active sentence as a passive sentence.
 - 1. You can prevent many illnesses with a healthy diet.
 - 2. The school board may cut the school's budget next year.
 - 3. People can cure hiccups by drinking a glass of water quickly.
 - **4.** Young people should treat older people with respect.
 - **5.** Students must submit their application forms by March 13th.
 - 6. Parents should read to their children every day.
 - **7.** A pharmacist should explain the potential side effects of the medication.
 - 8. A doctor has to diagnose a disease before he can treat it.
 - 9. I think scientists will find a cure for cancer in the near future.
 - **10.** The chef may add new items to the menu next week.
- **D.** Rewrite each sentence as a **the...the** comparative.
- He's been getting more exercise. He's been feeling better.

 The more exercise he gets, the better he feels.
 - 1. She's been studying anthropology. She's becoming fascinated with it.
 - 2. We're getting closer to summer. I'm getting excited.
 - 3. When a joke is really funny, people laugh really hard.
 - **4.** I keep sitting on this couch. I'm getting more and more tired.
 - 5. Usually when a pair of shoes is cheap, they fall apart quickly.
 - **6.** Small rooms make me feel claustrophobic.



F. Imagine a series of events that could happen in your own future. Use the present hypothetical pultowrite is specifical, would, and might.

MpisIAI Protagois, I could save some money.

2 Reading



Before Reading

- 1. Do you think it is possible to move objects with your mind? Explain.
- 2. How do you think technology could help make this possible?



Imagine yourself sitting on the couch, exhausted after a long day, wishing you had the TV remote control. Wouldn't it be great if, instead of getting up to pick it up from the coffee table, you could use your mind to turn the TV on and flip through the channels? This idea

may sound like science fiction, but it may not be as far-fetched as it sounds.

The ability to move objects with the mind is known as telekinesis. It has long been speculated that people use only a small portion of their brains. It is said that if we used the full potential of our brain, we would discover that it has amazing abilities, including the ability to move objects without touching them.



One person famous for her alleged ability to use her brain this way was Nina Kulagina. Kulagina, a Russian housewife born in 1927, caused a sensation in the 1960s and 70s with her alleged mental powers. Kulagina demonstrated her ability in a number of experiments, many of which were filmed. In one experiment, she separated the yolk and the white of an egg dropped into a tank of water. In her most incredible experiment, Kulagina used her mind to slow a frog's heartbeat until it stopped completely.

Many in the scientific community are skeptical about whether Kulagina's powers were real or just a trick. However, many of these same people believe it is entirely possible for the brain to move an object—with the help of technology. For decades, scientists have been working on finding

a way to make it possible for disabled people who do not have use of their hands to control devices with the brain. Recently, great progress has been made in this effort.

In 2004, a paralyzed 35-year-old man named Matthew Nagle became the first person to benefit from such technology. Nagle had a chip that could read his mind implanted in his brain. Wires connected to both the chip and a computer fed the information from the chip into the computer. The computer analyzed this information, and converted it into computer commands. The computer then sent these commands to various devices in

" Nagle's home. Ministry of Education

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2 Reading

- With books closed, discuss the two Before Reading questions with the class. Elicit ideas from as many students as possible. Have students ask each other the questions and state whether they agree or disagree with what others have said. (Don't state your own opinions, as this can discourage some students from expressing ideas that might disagree with yours.)
- Have students look at the title of the article and the pictures. Ask: What do you think the expression mind over matter means? (It refers to the belief that people can control the physical world with their minds.) What do you think the article will be about?

Language Builder

After students have listened to the article, explain that the expression *mind over matter* is usually used to express a person's intention to ignore or overcome a physical pain or illness and continue with their lives and occupations. It's used a little differently here, in that it refers to the possibility that the mind can actually move physical objects.

- Play the audio. Have students listen and read along.
- Review and verify the answers to the question: What do you think the article will be about?

READING STRATEGY

Understanding complex sentences

- Note: You might want to have students do the After Reading exercises before presenting this strategy.
- Explain to students that sentences with complex grammatical structures can be challenging for a reader.
 This is something they are likely to encounter as they read more academic materials.

- Have students find the following sentences in the article. Then read or, if possible, make copies of the true/false items after each one to give to students.
 Have them mark each item as true or false based on the sentence from the article.
 - **1.** It is said that if we used the full potential of our brain, we would discover that it has amazing abilities, including the ability to move objects without touching them.
 - **a.** The writer believes that we can move objects without touching them. (true)
 - **b.** Some people believe that we do not use the full power of our brains. (true)
 - **2.** Kulagina demonstrated her ability in a number of experiments, many of which were filmed.
 - **a.** Some of Kulagina's experiments were recorded on film. (true)
 - **b.** All of Kulagina's experiments were recorded on film. (false)
 - **3.** For decades, scientists have been working on finding a way to make it possible for disabled people who do not have use of their hands to control devices with the brain.
 - **a.** Scientists want to be able to control objects around them with their brains. (false)
 - **b.** Scientists hope that disabled people will be able to use their minds to control objects around them. (true)
 - **4.** While this technology has the possibility of dramatically improving the lives of disabled people, there are also many less dramatic, commercial uses for it.
 - **a.** The technology might be used to make products to sell to people who aren't disabled. (true)
 - **b.** The technology has already made the lives of disabled people much better. (false)



After Reading



- Have students look at the list of words in the box and find each word in the article.
- Have students work individually to complete the sentences. Then have them compare answers with a partner. If their answers are different, they should try to decide on the correct answer.
- Call on volunteers to read the complete sentences aloud.

Answers

- 1. paralyzed
- 2. sensation
- 3. alleged
- 4. far-fetched
- 5. skeptical
- 6. converted
- 7. potential



- Arrange students in pairs to ask and answer the questions.
- Check answers by having pairs report their answers to the class. Have students support their answers by referring back to the parts of the article with the correct information.

Answers

Answers will vary. Sample answers:

- 1. Telekinesis is the ability to move objects with your mind.
- 2. She was a Russian woman who was alleged to have telekinetic powers.
- **3.** A computer chip implanted in the brain could read brain waves and send a message to a computer.
- Nagle had a chip implanted in his brain that could read brain waves.
- **5.** As a result, Nagle could perform simple tasks in his home just by thinking about them.

Discussion

- Have students discuss the questions in small groups.
- Have one person from each group report some of the group's ideas to the class. Discuss any differing opinions with the whole class.



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1

Additional Activity

Perform an informal mind reading experiment. Before you set up this activity, explain that this is just for fun and not a true scientific experiment in any way.

Arrange students in at least two groups and make one person in each group the leader. Give this person a set of 20 cards with the number 1, 2, 3, or 4 written on each card. (There should be 5 of each number.) Shuffle the cards so they are in random order.

The leader turns over the cards one by one but does NOT show them to the other people in the group or say the numbers. Instead, as each card is turned over, the leader concentrates on the number, thinking, for example, *four, four,* as if trying to send the number mentally to the others in the group. The other students try to read the leader's mind and they write down a number, 1, 2, 3, or 4. (They don't say their guesses; they just write them without telling their classmates.)

When the cards are finished, the leader reads out the correct numbers, and the others check their answers to find out how many times they guessed the number correctly.

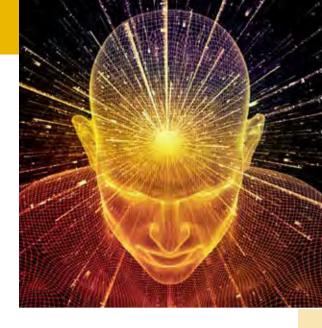
Since there are four numbers, the chance that anyone will get one right by guessing is about 25 percent. Check to see if any students had significantly more than 25 percent correct. Did they feel that they were able to read the leader's mind? Did one leader's group do better than the other(s)?

Workbook

Assign pages 357–360 for additional reading and writing practice.

As a result, Nagle was able to do things like turn the lights in his home on and off, and open email, just by thinking about doing these things. The hope is that one day this technology will make it possible for people like Nagle to regain the use of their arms and legs.

Recent research has focused on making this technology simpler by replacing the computer chip with a cap. Brain waves can be picked up by the cap and sent to a computer, which then carries out the commands. The advantage of this approach is that the cap is wireless and does not require surgery. However, further research is needed to make this wireless technology as effective as the brain chip.



While this technology has the possibility of dramatically improving the lives of disabled people, there are also many less dramatic, commercial uses for it. For example, one company is developing a remote control that can be controlled with thoughts. So the next time you are feeling too lazy to get off the couch to get the remote control, take heart—soon you may indeed be able to stay on the couch and turn on your TV without lifting a finger!

After Reading

A. Complete the sentences with these words:

Discussion کے لیص

Ministry 1 Polyouthink the technology described in the reading will ever become common? Why or why not? 2023 - 244 Think of and describe other ways this technology could be used.

3 Language Plus 💹



A. Complete each sentence with one of the idioms shown. Use the correct tense and pronouns.

Then use each idiom in a sentence of your own.







have a lot on (one's) mind



keep (one's) mind off of (something)



keep an open mind



lose (one's) mind

- brace Finding out that you were OK after the accident set my mind at ease.
 - 1. When I saw that he had crashed into our car, I _______.
 - 2. When I'm on a diet, I can't _____
 - 3. I could've sworn I left my keys here. Sometimes I think I'm _____
 - 4. I've been finding it hard to sleep lately because I _____
 - ____ as you taste this sauce. **5.** I know you don't like tomatoes, but _____

4 Writing 🚺



Tools for Writing: The Definite Article and Generalizations

The definite article, **the**, is used to talk about one specific object or person.

They got the cat from the Eastside Animal Shelter.

However, the definite article is not used when speaking generally.

People drink coffee to help them stay awake. NOT: The people drink the coffee to help them stay awake:

Read the sentences. Cross out *the* where it appears incorrectly.

- **1.** The men are often taller than women.
- 7. The students in Ms. Fatima's class work harder than Ministry of Education on Ms. Badria's class.
- 2023 3.4.4. The people in Saudi Arabia enjoy calligraphy and poetry.
- **4.** The people at the fair enjoyed the rides and the food.
- **5.** It is always frustrating to drive in the traffic.
- **6.** The traffic in my area is terrible in the morning.

3 Language Plus

• Focus students' attention on the cartoons and the idioms. Ask questions about each picture to elicit the meaning of the idiom.

set one's mind at ease = do something so you don't have to worry anymore about something give someone a piece of one's mind = tell someone what you really think because you are angry about something

have a lot on one's mind = have a lot of things to think or worry about

keep one's mind off of something = do something to make yourself stop thinking or worrying about something

keep an open mind = be ready to accept or consider new ideas

lose one's mind = think that you are going crazy

Have students work individually to complete the sentences with the idioms in the cartoons. To check answers, call on volunteers to read the completed sentences aloud.

Answers

- 1. gave him a piece of my mind
- 2. keep my mind off of food
- 3. losing my mind
- 4. have a lot on my mind
- 5. keep an open mind
- Ask students to use the idioms to talk about their own experiences. Ask questions like the following:

What do you do to keep your mind off of your problems?

Do you ever think you're losing your mind? Do you have a lot on your mind these days? Did you ever give anyone a piece of your mind? Why? What did you say?

Writing

The Definite Article and **Generalizations**

• Read the explanation and the examples with the class. Give students more examples using the same words with and without the definite article. For example:

It's important to drink water every day. (general) Don't drink the water in that bottle. It isn't clean. (specific)

I love cats. (general)

I feel sorry for the cats at the animal shelter. (specific) The sign says "Men Only." Women can't go in. (general)

The men built the house in two days. (specific)

Have students work individually to cross out the as necessary in the sentences. To check answers, call on volunteers to read their corrected sentences aloud.

Answers

- 1. The men are often taller than women
- 2. The students in Mrs. Fatima's class work harder than the students. in Ms. Badria's class.
- 3. The people in Saudi Arabia enjoy calligraphy and poetry.*
- 4. The people at the fair enjoyed the music the band played.
- 5. It is always frustrating to drive in the traffic.
- 6. The traffic in my area is terrible in the morning.
- (please note that both with and without "The" could be correct depending on context.)

Language Builder

The American writer Mark Twain made this joke about the phrase mind over matter. He said, "Age is just a matter of mind over matter. If you don't mind, it doesn't matter."

He was playing with different meanings of *mind* and matter. Mind as a verb means to care about something. Matter as a verb means to be important.

So, Twain's second sentence means if you don't care about it, it (your age) isn't important.



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Writing Prompt

• Tell students that they will be writing an essay about a new kind of technology. Brainstorm a few ideas with the class about recent technologies or technologies they think will become common in the future.

Write Your Essay

- Have students choose one technology to write about. Discuss with the class where they can find information about their topics. Explain that when they do research, it's important to keep track of their sources. They need to be able say where the information came from.
- Have students read the section titled Developing Your Writing: Taking Notes and Citing Sources. Ask these questions: What is plagiarism? (copying the words of another writer and using them as your own) How can you avoid plagiarism? (by putting information in your own words) How do you give credit to your sources? (by including a list of sources at the end of the essay)
- Explain that it is possible to use a short quote from a source in an essay. In that case, copy the other person's words carefully and put them in quotation marks. Then credit the source in a note or by saying something like Dr. X says, and then giving the quote. Remind students that they should use only one or two very short quotes.
- Have students read the start of the sample essay Robotic Surgery and look at the sources. Ask: What is the essay going to be about—using robots to make cars or using robots to perform surgery? (to perform surgery) Why does the writer mention other uses of robots? (to show that robots are an important part of our everyday lives and to lead into the topic)
- Since students have to do research for the essay, assign the essay for homework, giving them a few days to do the research and write the first draft. Give them a firm due date. Tell them how long the essay should be, for example 250 words or about one page.
- On the due date, have students exchange essays with a partner. They read and comment on each other's essays.
- Have students revise their essays and give them a date to hand in the final essay. Tell them that they should consider their partner's comments and decide which ones to use as they revise.





Project: Inventions

Have students work in pairs or small groups to make their own invention. They should start by thinking about something they need, such as a better way to wake up in the morning, a more comfortable and useful student desk for the classroom, or a better way to get to school. Encourage them to be creative with their ideas. They draw a picture of their invention and write a paragraph to describe what it does and how it works. Display the inventions in the classroom.



The Japanese enjoy a different approach to inventing called Chindogu. It was created by Kenji Kawakami. The idea is to create "unuseless" inventions to address problems of facts everyday life. The inventions are impractical, but they try to solve real problems. The Japanese believe that this playful approach to inventing helps people become more creative. Typical Chindogu inventions include the following:

- little umbrellas to put on your shoes to keep your feet dry,
- slippers for cats that will dust your floors as the cat runs around the house.
- eyeglasses with little funnels mounted on them to make it easier to put drops in your eyes,
- a hat with a roll of toilet paper mounted on it for people who suffer from allergies.

Workbook

Assign pages 361–362 for additional writing practice.

Writing Prompt

Write an essay about a new kind of technology. It can be a technology that is already in use or that will be used in the future. Explain the technology and tell the reader whether you think it is a good thing or not, and why.

Write Your Essay

- 1. Decide what technology you want to write about.
- **2.** Use two or three sources from the library or Internet to find information about the technology. Use a note-taking chart to keep track of your sources and the information you find in each.

Source	Notes

- 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. Include a list of the sources you used in your final draft.

Developing Your Writing: Taking Notes and Citing Sources

Take notes on key facts and note the source of the information. It is important to put the information in your own words, rather than simply copying text word for word from your source. Copying the words of another writer and using them as your own is called *plagiarism*.

Include a list of your sources at the end of your essay. If the source is a book, write the name of the author, the title of the book, the city and name of the publisher, and the year it was published. If the source is a Web page, write the name of the author (if known), the website title, the title of the article, the date you found the page, and the URL of the page.

	Robotic Surgery
	You may think of robots as things that only turn up in science
	fiction, but robots are actually a part of everyday life. Robots are used
	for many different tasks. For example, robots are used to manufacture
	cars, to explore space, and to assist the military and police officers in
	dangerous situations. And believe it or not, now robots can even be
	Since of the Future.
	limenez, Marcos. Science of 2019
<u> وزارت التعطيم</u>	Val. Global Press, 2011
Ministry of Education	Jimenez, Marcos. Science of the Future. New York: Global Press, 2019
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1 Connected by Technology

inhibition

mobility

wonder

paramedic

loner

VOCABULARY

Nouns

acronym asthma disbelief double hike

Verbs

contribute depend feature network perform post

swarm

victim

Adjectives

cyber desperate determining extraordinary inseparable obsessed unique virtual

Adjectives to describe people

down to earth laid back spontaneous straightforward

EXPRESSIONS

Proverbs

Better late than never.
Honesty is the best policy.
Laughter is the best medicine.
Nothing ventured, nothing gained.
Silence is golden.
The apple doesn't fall far from the tree.

Asking for clarification and confirming

Can you explain it?

Does that make sense?

How do you . . .?

I get it.

What does that mean?

Real Talk

get it got the hang of it hang out Hold on. How on earth?

2 Crime Doesn't Pay

VOCABULARY

Nouns

blunder inmate
burglar misdemeanor
coincidence pavement
display pickpocket
fraud precaution
getaway car suspect

Verbs

abandon assume break into charge decline hijack install insure sentence

Adjectives

compact grim unauthorized

EXPRESSIONS



Far and Away

VOCABULARY

Nouns

canopy characteristic conservation deforestation ecosystem igloo incentive ranger reduction surface toiletries trekking tweezers

Verb

encounter preserve

Adjectives

breathtaking commercial cozy lush remote pristine stunning tasteful undisturbed widespread

Adverbs of degree

absolutely almost barely completely enough extremely hardly just nearly quite rather relatively scarcely SO too very

Sentence adverbs

actually
admittedly
apparently
certainly
clearly
evidently
frankly
honestly
naturally
obviously
officially
presumably
probably
undoubtedly
(un)fortunately

EXPRESSIONS

Making and declining special requests

Do you think it would be possible . . .?
I wish it were possible, but . . .
I wonder if it would be possible . . .
I'm afraid (we) can't . . .
That won't be possible . . .
The problem is . . .
Unfortunately, that's not possible . . .
We can't do it because . . .

Real Talk

a drag Awesome! crummy don't get it red-eye



TV Around the World

VOCABULARY

Nouns

acclaim
affluence
appeal
contestant
documentary
episode
evolution
host
milestone

obstacle course panel patent portion prototype treatment version

Verbs

air plate
broadcast patent
conceive plot
demonstrate propose
feature tamper
fulfill transmit
launch

Adjectives

adequate culinary cutting distinct disturbing factual feasible fictional forensic illustrious innovative mysterious pending prosperous puzzling

EXPRESSIONS

Expressing certainty

I'm sure/certain/positive that . . . I'm telling you that . . . It's obvious that . . . There's no question that . . .

Real Talk

all get a kick out of bugs Nah
C'mon. remote couch potato

Kinds of TV programs

crime drama game show morning show motoring series quiz show sitcom sports program

EXPANSION Units 1-4

VOCABULARY

Nouns **Verbs** armload associate funeral contract inspiration download mourning infiltrate precaution manipulate purity offload overload spa tendency represent tranquility symbolize truckload unleash virus • upload vitality urge وزارة التع

Adjective

calming fatal vibrant

Working 9 to 5

VOCABULARY

Nouns

allergen income
alternative infection
callus satisfaction
fabric status
flair trend

Verbs

analyze identify
appreciate monitor
cooperate prune
cure utilize
determine
embed
entail

Adjectives

alert captive identical methodical respectful tremendous

Jobs

arborist
air traffic controller
engineer
race car driver
pediatrician
social worker
surgeon
telemarketer
zoologist

EXPRESSIONS

Asking for favors

Do me a favor and . . .
Do you think you could . . .?
I hate to ask, but . . .
I'd really appreciate it if you would . . .
What are the chances you could . . .?
Would it be possible/too much trouble . . .?

Real Talk

cover help me out in a bind jump ship keep it to yourself No kidding? take off Will do.

6

Going Green

VOCABULARY

Nouns

bagful sacrifice consumption self-reliance efficiency source impact thermostat landfill utility perspective waste pesticides wrapper power outage vacuum

Verbs

accumulate access conserve rely

Adjectives

bold committed enormous glossy harsh organic reusable

EXPRESSIONS

Making suggestions

Don't you think it would be a good idea + infinitive? How about + gerune?

If you don't mind, I'd like to suggest + $gerund \dots$

Ministry of might want to consider + gerund . . .

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Real Talk

a hassle a no-brainer a piece of cake chuck I guess. lame

There's No Place Like Home

VOCABULARY

Nouns

adobe furniture architect hub asset loyalty atmosphere mortar budget plot canyon shelter cliff sorrow comfort suburbs

Verbs

comfort cripple cultivate drain give off lodge nurture shelter

Adjectives

enticing numerous potential resounding worn

EXPRESSIONS

Describing what you are looking for

I'm looking for ...
What I have in mind is ...
I'd love to find ...
I'm hoping to find ...
I have my heart set on ...
It's essential that I find ...

Real Talk

an arm and a leg Cool! grand Hold on! megabucks out of touch reality check

8 The Sporting Life

VOCABULARY

Nouns

Alpine skiing cross-country skiing freestyle skiing goaltender hurdle ice hockey marathon medal

merit milestone penalty practice procession

puck
one rink
y ski jumping
e spectator
ssion terrain

Verbs

commemorate found intersperse originate revive

Adjectives

astounding defensive offensive stiff thrilling

EXPRESSIONS

Encouraging and expressing confidence in someone

(I know) You can do it.
I have confidence/faith in you.
There's no question in my mind . . .
You'll do great.

pப் ுவ் செற்று to knock 'em dead / knock their socks off. Ministry இவர்கள் gat what it takes.

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Real Talk

down pat guts mess up psyched up for You bet!

EXPANSION Units 5–8

VOCABULARY

Nouns

harvest

anchorman crop footage hoax

nylon stocking prank segment

Verbs

accomplish convert fall for perpetrate pull off recall

Adjectives

claustrophobic supposed memorable useless

EXPRESSIONS

Idioms

catch (someone) red-handed flying colors get the ball rolling go overboard green thumb green with envy keep your eye on the ball know the ropes race against time roll out the red carpet see red start from scratch

9 Laugh Out Loud

VOCABULARY

Nouns

antibody prop equivalent script mood sitcom

Verbs

enhance gratify prompt stimulate

Adjectives

astonished fascinated bilingual genuine breathtaking hearty cardiovascular irritated fake pediatric puzzled remarkable tasteful

EXPRESSIONS

• • • • • •

Telling and responding to a joke

Did you hear the one about . . .?
Do you get it?
I don't get it.
I have a good one

Real Talk

blow me away cheer you up getting to killer to tell you the truth

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10 You Are What You Ea

VOCABULARY

Nouns

aroma
debt
delicacy
existence
feast
gratitude
indulgence
pastry
peak
quandary
staple
taste bud
toxin

vendor

Verbs

distinguish maintain skip (a meal) substitute waft

Adjectives

appetizing booming delectable exorbitant extravagant famished immense licensed phenomenal picky soggy succulent

Three-word phrasal verbs

catch up on come down with come up with cut down on drop out of feel up to get along with get away with get down to get rid of load up on look down on look forward to make do with run out of take care of

Nonseparable phrasal verbs

call for come across come from go on look into run into tire of turn out

Separable phrasal verbs

burn off talk over figure out tell apart fit in think over give up throw out gobble down throw away point out turn down put on turn into send back wake up take off whip up take out

EXPRESSIONS

Offering, accepting, and declining food and drink

Can I give you some more . . .?

No thank you . . .

Please help yourself to . . .

Thank you, but . . .
. . . . I couldn't eat another bite.

...I'm stuffed.
Thanks, I'd love a little/
some more ...
Would you like to try the ...?

Real Talk

Come to think of it have a sweet tooth in no time

quite the (something) spread whipped it up

11 Amazing Animals

VOCABULARY

Nouns

bond compassion consciousness duration exterminator intake life expectancy mammal recovery residence

Verbs

adapt canter gallop honor speculate whistle

Adjectives

abstract aggressive alert deliberate disturbed domesticated marine pampered

EXPRESSIONS

Asking for advice

Could you advise me on . . .?

How should I handle it when . . .?

I really need some advice on . . .

Ministry What do (you suggest) I do about . . .?

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Giving advice

I (strongly) advise you to . . .

If I were you . . .

It would be (a) good (idea) to . . .

It's not (a) good (idea) to . . .

Real Talk

24/7
back to the drawing board
calling the shots
get to the point
Hang in there!

What Would You Do?

VOCABULARY

Nouns

condition diagnosis dilemma disorder downside ethics potential

Verbs

consider disapprove dread inherit motivate

Adjectives

controversial ethical genetic moral preventative reluctant responsible tempted treatable

EXPRESSIONS

Giving an opinion

As far as I'm concerned . . . I feel / I believe . . . I would think/say that . . . In my opinion . . . It seems to me that . . . The way I see it . . .

Real Talk

peek

reason

vanish

undergo

blow the whistle on call I wouldn't put it past him. rotten

EXPANSION Units 9–12

VOCABULARY

Nouns

advantage brain wave device egg white egg yolk portion potential sensation

Verbs

carry out convert flip through implant regain

Adjectives

alleged paralyzed disabled skeptical dramatic various effective wireless far-fetched

EXPRESSIONS

Idioms

give (someone) a piece of (one's) mind have a lot on (one's) mind keep an open mind keep (one's) mind of of (something) lose (one's) mind set (one's) mind at ease

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Irregular Verbs

Base	Form	Simple Past	Past Participle
be	9	was/were	been
	ecome	became	become
	reak	broke	broken
bı		bought	bought
	ome	came	come
CL		cut	cut
do		did	done
	ink	drank	drunk
	ive	drove	driven
			eaten
ea fa		ate fell	fallen
	ed	fed	fed
	ht	fought	fought
fir		found	found
fly		flew	flown
ge		got	gotten
	ve	gave	given
go		went	gone
ha	ave	had	had
he	ear	heard	heard
ho	old	held	held
	ırt	hurt	hurt
	now	knew	known
	ave	left	left
	nd	lent	lent
	se	lost	lost
	ake	made	made
	ean	meant	meant
	eet	met	met
pa		paid	paid
рι		put	put
	ad	read	read
ric		rode	ridden
ru	n	ran	run
Sã	ly	said	said
SE		saw	seen
se		sold	sold
	end	sent	sent
	2W	sewed	sewn
	ng	sang	sung
sit		sat	sat
sle	еер	slept	slept
	peak	spoke	spoken
	end	spent	spent
	eal	stole	stolen
	vim	swam	swum
	ke	took	taken
	ach	taught	taught
	ar.	tore	torn
	ink •	thought	thought
	fow	threw	thrown
	ake (up)		
		woke (up)	woken (up)
	ear	wore	worn
on W	in rite	won wrote	won written

MEGAGOAL 2 Audio Track List

CD1			
Track	Unit	St	udent Book Section
2	Connect	1	Listen and Discuss
3	Connect	3	Conversation
4	Connect	4	Listening
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 12 13 14 15	Unit 2 Unit 2 Unit 2 Unit 2 Unit 2 Unit 2	1 4 5 6 8 10	Listen and Discuss Conversation Listening Pronunciation Reading 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 24 25 26 27 28	Unit 4	1 4 5 6 8 10	Listen and Discuss Conversation Listening Pronunciation Reading Writing
29	EXPANSION	2	Reading
30	Units 1–4	3	Reading

CD2					
Track	Unit	Student 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
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
	EXPANSION		
26	Units 5–8	2	Reading

ODO

CD3					
Track	Unit	Student Book Section			
2	Update	1	Listen and Discuss		
3	Update	3	Conversation		
4	Update	4	Pronunciation		
5	Update	5	Listening		
6	Unit 9	1	Listen and Discuss		
7	Unit 9	4	Conversation		
8	Unit 9	5	Listening		
9	Unit 9	6	Pronunciation		
10	Unit 9	8	Reading		
11	Unit 9	10	Writing		
12	Unit 10	1	Listen and Discuss		
13	Unit 10	4	Conversation		
14	Unit 10	5	Listening		
15	Unit 10	6	Pronunciation		
16	Unit 10	8	Reading		
17	Unit 10	10	Writing		
18	Unit 11	1	Listen and Discuss		
19	Unit 11	4	Conversation		
20	Unit 11	5	Listening		
21	Unit 11	6	Pronunciation		
22	Unit 11	8	Reading		
23	Unit 11	10	Writing		
24	Unit 12	1	Listen and Discuss		
25	Unit 12	4	Conversation		
26	Unit 12	5	Listening		
27	Unit 12	6	Pronunciation		
28	Unit 12	8	Reading		
29	Unit 12	10	Writing		
30	EXPANSION Units 9–12	2	Reading		



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Key to Phonetic Symbols

V	owels	Consonants			
Symbol	Sample Word	Symbol	Sample Word		
/iy/	w ee k	/b/	b ike		
/I/	g i ft	/p/	p ool		
/٤/	b e d	/g/	give		
/æ/	b a d	/k/	car		
/α/	father, box	/d/	d ay		
/ə/	month, bus	/t/	t en		
/ɔ/	small, door	/ z /	zero		
/u/	r oo m	/s/	son		
/υ/	b oo k	/ʃ/	shoe		
/eɪ/	n a me	/dz/	j ust, gara g e		
/aı/	l i ne	/3/	televi s ion		
/ɔy/	b oy	/ tʃ /	ch eck		
/aʊ/	t ow n	/v/	v ery		
/oʊ/	o ld	/ f /	f ine		
/ər/	f ir st	/w/	w ife		
		/y/	y ard		
		/h/	h ere		
		/ð/	th is		
		/0/	th ousand		
		/m/	m ap		
		/n/	n ow		
		/ŋ/	ri ng		
		/1/	l eft		
		/r/	r ight		



Photocopiable Activities 2 Answer Key

1 Photocopiable Activity

Exercise 1

- 1. haven't
- 2. 's been or hasn't been
- 3. were
- **4.** don't
- **5.** 've
- **6.** does
- 7. hadn't
- 8. Is / aren't
- 9. hasn't/is

Exercise 2

- 1. No, he hasn't.
- 2. Yes, I have.
- 3. Yes, I did.
- 4. No, they haven't.
- 5. Yes, he does.

Exercise 3

Answers will vary.

Exercise 4

- 1. Where are you? Or Who are you?
- 2. Laugh out loud
- 3. Possible
- 4. Before noon
- 5. Do you want to
- 6. Great
- 7. Be over

Exercise 5

	mail	on	friends	difference	photo	Idea	attention	trouble
extraordinary			~	~	~	~		
hang		~						
make			~	~				✓
post	~				~			
unique			~	~	~	~		
medical						~	~	~
bring	~	~	~		~		~	~
check	~				~	~		



وزارة التعطيم

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2 Photocopiable Activity

Exercise 1

- 1. has been reported
- 2. have been moved
- 3. were reported
- 4. had already flown
- 5. were damaged/had been damaged
- 6. had been covered
- 7. reported
- 8. were stacked

Exercise 2

- 1 had been putting
- 2. turned up
- 3. had been helping
- 4. heard
- 5. had crashed
- 6. ran
- 7. had gathered
- 8. were trying
- 9. had hit
- 10. was leaving

Exercise 3

- The getaway car was found in a junk yard. Getaway Car Found in a Junk Yard
- **2.** A family of three was located under the rubble. Family of three located under rubble.
- **3.** The painting was sold for \$ 2 million at the auction. Painting sold at \$ 2 million at auction
- **4.** The researcher was accused of fraud for the third time. Researcher accused of fraud for third time.

Accept other options.

Exercise 4

- 1. pursued
- 2. hijacked
- 3. abandoned
- 4. unauthorized
- 5. declined
- 6. misdemeanor
- 7. inmates

Exercise 5

- 1. come on
- 2. kidding
- 3. suspect
- 4. easy mark
- 5. not on purpose
- 6. let your guard down
- 7. pickpocket
- 8. mugged



Photocopiable Activities 2 Answer Key

3 Photocopiable Activity

Exercise 1

- 1. We could barely hear what he was saying.
- 2. the hotel was as good as we'd heard but it was extremely expensive.
- 3. I completely disagree with you.
- **4.** Is the volume loud enough for you?
- 5. The laptop costs too much.
- 6. The car was completely wrecked.
- 7. You have barely eaten.
- 8. I've almost finished my essay.

Exercise 2

Naturally

Frankly

Certainly

Probably

Undoubtedly

Evidently

Admittedly

Exercise 3

	island	forest	awareness	incentive	shelter	change	situation	options
pristine	~	~						
remote	~	~			~		✓	~
lush		~			~			
explore	~	~		✓	~			
environmental			~			~		
provide				✓	~			✓
dramatic				✓			✓	
crummy								

Sentences will vary.

Exercise 4

Answers will vary.



4 Photocopiable Activity

Exercise '

- 1. Alex explained the situation to his family.
- 2. They moved the heavy objects for us.
- 3. We promised to call and send a postcard soon.
- **4.** He gave me the DVD on condition that I return it in two days.
- 5. I thought he had given it to you as a present.
- 6. Janet baked a cake for her students.
- 7. They offered the job to Adrian.
- 8. She poured me a cup of tea and offered me some pastries.

Exercise 2

- **1.** him
- **2.** to him
- **3.** him
- **4.** him
- **5.** him
- **6.** him

Exercise 3

- **1.** for
- 2. -
- **3.** for
- **4.** for
- J. -
- **6. 7.** for
- **8.** for

Exercise 4

TV show: host, audience, broadcast, microphone,

episode, contestant, entertainment

Crime: suspect, forensic, arrest, plot, inmate,

investigation, prison,

Environment: deforestation, ecotourism, preserve,

exploration, solar power, preserve, cave

Sentences will vary.

Exercise 5

- 1. evolution
- 2. award
- 3. transmit
- 4. prototype
- 5. acclaim
- 6. milestone
- 7. distinct
- 8. Viewers



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Photocopiable Activities 2 Answer Key

5 | Photocopiable Activity

Exercise 1

- 1. It is imperative that the documents be submitted on time.
- 2. The examiner demanded that all the test booklets be collected.
- 3. They insisted that we join them.
- 4. I recommend that you walk for at least two hours a day.
- He requested that we be at the board meeting to express our views.
- **6.** The headmaster suggests that older students be more supportive of younger children.
- 7. It is essential that our papers do not exceed the word limit.

Exercise 2

- **1.** I'd like you to brush your teeth at least twice a day and avoid eating sweets, I'd like you to come back next week.
- 2. I want you to attend all classes and do your homework. I want you to work on your projects and spend more time in the lab.
- **3.** I want you to be on time. I don't want you to be late for work. I want you to do your job carefully, wear a suit and be polite to customers.

Exercise 3

- 1. in a bind
- 2. help you out
- 3. keep it to yourself
- 4. No kidding
- 5. taking off
- 6. cover for
- 7. Will do

Exercise 4

Answers will vary. Sample answers:

Flavorist: special training experience, methodical and

patient, attention to detail

Flight attendant: special training – experience, languages,

social skills – polite, pleasant, patient

Air traffic controller: training and experience, languages, can

take pressure, is fast and accurate

Teacher: education, training, experience, - likes

working with people

Games designer: training, experience – likes gaming, is

creative and has a sense of humour.

Doctor: special training, experience, systematic,

methodical

Exercise 5

Answers will vary. Sample answers:

- 1. TV producer, director
- 2. researcher, scientist



6 Photocopiable Activity

Exercise 1

- 1. to try out
- 2. repeating
- 3. wasting
- 4. applying
- 5. to update
- 6. to install
- 7. to work/working
- 8. to change
- 9. spending
- **10.** to call

Exercise 2

- **1** Are you interested in protecting the environment?
- 2. Would you consider growing plants on the roof of your building
- **3.** Do you consider going off the grid feasible?
- **4.** Do you think people will begin developing a greater environmental awareness?
- **5.** What would you suggest we do to motivate more people to change habits?
- 6. Do you know people who have tried to change but failed?
- 7. What might have helped them to continue trying?
- 8. What would you advise us to do to reduce waste?

Exercise 3

- 1. I guess
- 2. rely on
- 3. harsh
- 4. committed
- 5. perspective
- 6. hassle
- 7. chuck
- 8. lame

Exercise 4

- 1. sacrifices
- 2. bold
- 3. source
- 4. tank
- 5. impact
- 6. consumption
- 7. conveniences
- 8. Conserving

Exercise 5

Answers will vary.



Photocopiable Activities 2 Answer Key

7 Photocopiable Activity

Exercise 1

- 1. The doctor prescribed a very expensive, new treatment.
- 2. They live in a beautifully decorated, 18th century house.
- 3. Why don't you get rid of those ugly, damaged, old chairs?
- **4.** That old fashioned, white, mirrored cabinet would look great in the corner.
- 5. I don't think I've ever seen a large, crystal jewelry case.
- 6. They've bought some amazing, wool carpets at the market.
- 7. We had a wonderful, fresh, green salad.
- **8.** He should really stop driving that worn-out, old car. It's not safe.
- They have put two comfortable, large, red armchairs up for sale.
- **10.** Are you interested in looking at that large, modern, stone house? It's for sale.

Exercise 2

2. b

- **1.** C **3**
 - a
 h
- **5.** e
- **6.** f
- **7.** g **8.** d

Exercise 3

- 1. This neighborhood is not quiet enough.
- 2. You didn't write this carefully enough.
- 3. The house is too small for a family of five.
- 4. You're too short to reach the top shelf.

Exercise 4

- 1. maintained
- 2. claustrophobic
- 3. downsize
- 4. minimal
- 5. amenities
- 6. out of touch

Exercise 5

Answers will vary.



Photocopiable Ad

Exercise 1

- 1. weightlifting
- 2. skateboarding
- 3. cycling
- 4. speed skating/swimming
- 5. fishing
- 6. skiing
- 7. skating
- 8. car racing

Exercise 2

- Believing in fair play and upholding the values set forth by the Olympic Games is very important for athletes.
- **2.** Winning a gold medal for his country in a swimming event was his life's dream.
- 3. Allowing someone else to win became more important to him.
- **4.** Stepping down to ensure a win for his country through another team member was necessary.
- **5.** Watching the scene of the two men holding the medal was moving.
- 6. Winning the gold did not seem all that important.

Exercise 3

- 1. What is the tastiest dish you've ever had?
- 2. What is the funniest scene you've ever watched?
- 3. What is the most interesting thing you've ever done?
- **4.** What is the greatest thing someone has ever told you?
- **5.** What is the best piece of news you've ever heard? Answers to the questions will vary.

Exercise 4

Answers will vary. Sample answers:

- 1. Sporting events and competitions, Olympic Games
- 2. Organize celebrations, presentations, talks
- **3.** numerical numbering, carpets, surgical instruments, metal armor, coffee, pinhole camera
- 4. Bicycles to reduce carbon dioxide emissions.
- 5. Sporting events, for example baseball
- 6. KSA, Lebanon, Sudan, Syria, Kuwait ...
- **7.** A host country provides space, accommodation, equipment, facilities and support needed for an international event.
- 8. Answers will vary.

Exercise 5

- 1. spectator
- 2. downhill
- 3. interspersed
- 4. merit
- 5. outstanding
- 6. terrain



Photocopiable Activities 2 Answer Key

9 Photocopiable Activity

Exercise 1

- 1. defeaning
- 2. frightened
- 3. disappointing
- 4. frightening
- 5. disturbing
- 6. threatened
- 7. irritating
- 8. upsetting
- 9. worried
- 10. concerned

Exercise 2

- 1. more I study
- 2. longer I wait
- 3. more I spend
- 4. colder the weather
- 5. harder I try
- 6. more I look at the painting
- 7. cheaper the flight
- 8. faster I drive

Evercise 3

- 1. I bite them because I get stressed.
- 2. I get impatient.
- 3. they get worried.
- 4. get confused
- 5. gets darker earlier
- 6. get dirty
- 7. I get excited
- 8. I get disappointed

Exercise 4

- 1. fascinated
- 2. remarkable
- 3. stimulated
- 4. enhanced
- 5. genuine
- 6. astonished
- **7.** puzzling
- 8. irritated
- 9. bilingual
- 10. prompt

Exercise 5

Answers will vary.



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10 Photocopiable Activity

Exercise '

- 1. figure it out
- 2. throw them away
- 3. tell them apart
- 4. fit me in
- 5. talk it over
- 6. take it off
- 7. turn it down
- 8. look into it

Exercise 2

- 1. with
- **2.** to
- **3.** on
- **4.** out
- **5.** to
- 6. along
- **7.** of
- 8. down

Exercise 3

- 1. I'm looking forward to seeing you.
- 2. I don't feel up to it./I don't feel like having dinner.
- 3. He turned it down.
- 4. Don't give up now.
- 5. I'd like to point out...
- 6. We'll have to make do with what we have in the fridge.

Exercise 4

- 1. indulgence
- **2.** consumed
- 3. has a sweet tooth
- 4. delectable
- 5. abundance
- **6.** nutritional
- 7. staples
- 8. enhanced
- 9. spread
- 10. recipes

Exercise 4

Answers will vary.



Photocopiable Activities 2 Answer Key

11 Photocopiable Activity

Exercise 1

- **1.** Air traffic controllers are believed to have been responsible for the near crash of a private jet.
- 2. It is said that chamomile has medicinal properties.
- **3.** It is suggested that parents prevent children from consuming to many sweet treats.
- **4.** It is estimated that solar storms will continue for some time.
- 5. The car was thought to have been empty.
- **6.** He was considered missing in action when he turned up in town two months later.
- **7.** The students were expected to be in class ahead of time.
- 8. It was felt that something important was about to happen.
- It was calculated that the next eclipse would take place in two decades.
- It was hoped that the tornado would change course and leave their town unharmed.

Exercise 2

- 1. The foundations need to be checked and fortified.
- 2. Cracks and other damages need to be repaired.
- 3. Broken windows must be replaced.
- 4. Secure locks have to be installed in all the doors.
- **5.** The whole building needs to be rewired and new lights need to be installed.
- 6. The classrooms must be painted with non-toxic paint.
- 7. The old computers should be replaced with new ones.

Exercise 3

- 1. sense
- 2. escape
- 3. consciousness
- 4. residences
- 5. aggressive
- 6. endangers
- 7. deliberate
- 8. compassion
- **9.** run
- **10.** fetch

Exercise 5

Answers will vary.



12 Photocopiable Activity

Exercise '

- 1. If I had noticed it was late, I wouldn't have taken my time getting there.
- 2. He wouldn't have missed the interview if he had gotten the letter from the company.
- 3. if she watched the news, she'd know what was happening in the world.
- 4. They wouldn't be stressed if they knew the answer to the question.
- 5. If we hadn't spent a lot of money shopping, we would have had enough to pay the phone bill.
- 6. If he had taken care of himself, he wouldn't have gotten ill and he wouldn't have had to give up his job.
- 7. We wouldn't have missed our flight if we hadn't had a flat tire on the way to the airport.
- 8. If we knew his contact details, we would be able to get in touch.

Exercise 2

- 1. I would call and remind him. I would also email him and send him text messages to make sure he doesn't forget.
- 2. I'd have asked him to wait for me to finish studying and helped him later.
- 3. I'd have done exactly the same.
- **4.** I would ask if anyone needed to use my computer when I was out.

 I would pretend to be on my way out, hide in the cupboard and catch the person who did it.
- **5.** I would thank my aunt and explain that I had to do some studying and would need some quiet time. I would then ask her if my cousin was going to be there and explain that he would of course, want to play, and I wouldn't be able to, which could cause more upset for everyone.

Exercise 3

Answers will vary.

- 1. as though he had one
- 2. as if she did
- 3. as though he had some

Exercise 4

- 1. dread
- 2. tempted
- 3. motivate
- 4. vanish
- **5.** morally

- 4. as if they went to the moon
- 5. as if it was a palace
- 6. as if he did
- 6. genetic
- 7. controversial
- 8. treatable
- 9. undergo
- 10. preventative

Exercise 5

	disease	treatment	tests	issue	surgery	development	situation	condition
potential				~		~	~	~
preventative		~			~			
dread	~	~	~	~	~	~	~	~
controversial				~		~	~	
treatable	/					~	~	~
undergo		✓	✓		~			

Sentences will vary.



- 1. straightforward
- 4. spontaneous

- 2. loner
- 5. laid back
- 3. adventurous

- **1** a
- **3.** b
- **5**. c

- **2**. f
- **4.** d

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	simple present or past	present or past perfect	present or past progressive	present or past passive
1.			→	
2.		∀		
3.	¥			
4.			→	
5.				ightharpoons
6.		~		
7.				→
8.	→			

- 1. _g_ Has the Internet been working?
- 2. a Do you ever use a fax machine?
- **3.** <u>e</u> Were you texting me last night?
- **4.** <u>b</u> Was the account closed?
- **5.** <u>f</u> Are you using a messaging app?
- **6.** <u>C</u> Have you changed your password?

Page 221

3. hadn't

- 1. didn't 7. Have
- **8.** Do **2.** was **14.** Do **9.** do
 - - **15.** do **16.** Do

13. are

19. haven't

20. don't

21. didn't

- **4.** did **10.** do 5. were **11.** do
- **17.** do
- **48.** Did **12.** do •

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Answers will vary. Sample answers:

- 1. Do you have a laptop?
- 2. Have you eaten dinner?
- 3. How does it work?
- **4.** When was the telephone invented?
- 5. Had you called me before I arrived?
- 6. Is your cell phone working?
- 7. What were you doing last night?

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Answers will vary. Sample answers:

- 1. A: How long have you had that laptop?
 - B: I've had it for a year.
- 2. A: What are you doing tonight?
 - B: I'm going to watch the football game. How about you?
 - C: We're going to watch the football game too!
- 3. A: Do you like this bag?
 - B: Yes, I do!!

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Answers will vary. Sample answers:

Advantages of MAs:

- 1. It's more like a real conversation.
- 2. It's more private than talking on the phone if you're in a room with others.

Disadvantages of MAs:

- 1. Everybody knows when you're online.
- 2. It can be dangerous.

Ways to stay safe:

- 1. Don't give out your personal information.
- 2. Don't open pictures or files from someone you don't know.

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Answers will vary. Accept different types of abbreviations.

- 1. WRU?WU B ovr sn?
- 2. HzNGT meet us. Hz Bzy
- 3. Wz gvnULTInformtn?
- 4. OC, ILDI4U. UVhelpt meSMTmz.
- 5. √TStrOTCrnr. It's Chpr.



Answers will vary. Sample answers:

- 1. I would text message because the shop is busy and noisy.
- 2. I would text message because he might not hear the phone if there are trains going back and forth. But I would also call just in case.

- **3.** I would text message because you're not supposed to make noise and disturb other people in the library.
- 4. I would call to apologize, because he/she is my cousin and a text message would not be suitable or it might show that I don't care enough.
- I would call him because he is in his car driving and he probably won't check his text messages but he will hear the phone.



Answers will vary. Sample answers:

Main objects: car, cell phone, steering wheel, dashboard, windshield

Main actions: driving OR just stopped to wait for something /checking phone for text messages OR just received a text message and is reading it.

- A man is in his car. He has just stopped and is checking his cell phone for text messages.
- 2. He's reading a text message that he has just received and he is getting ready to reply to it.
- He may send his reply and wait for an answer or he may drive away.

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Answers will vary.

Page 227

М

Adjective	Comparative Adjective	Superlative Adjective
expensive	more/less expensive	the most/least expensive
difficult	more/less difficult	the most/least difficult
easy	easier	the easiest
successful	more/less successful	the most/least successful
useful	more/less useful	the most/least useful
relaxing	more/less relaxing	the most/least relaxing
wealthy	wealthier	the wealthiest
important	more/less important	the most/least important
risky • •	riskier	the riskiest
economical	more/less	the most/least
ارت التعصط	jag rse	the worst
ni gspo f Educat	ibatter	the best

Ν

- 1. The oldest, the most significant, heavier, more difficult
- 2. most successful, bigger, easier, the best
- 3. the wealthiest, richer, the most generous, poorest



Students' own answers.

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- 1. our car serviced twice a year
- 2. to be checked
- 3. the new website designed
- 4. this program downloaded before I could play the game.
- **5.** to be installed on this smartphone
- 6. to be disposed of carefully



- 1. broken
- 2. get ... replaced
- 3. damaged
- 4. have ... checked
- **5.** to be repaired
- 6. connected
- 7. had ... installed

- 8. plugged
- 9. unplugged
- 10. had ... cleaned
- 11. disconnected
- 12. to be fixed
- 13. to be done
- 14. satisfied

Down

3. accuse

6. seize

8. inmate

2. unauthorized

9. A

2 Crime Doesn't Pay

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A

Across

- 1. burglar
- 4. hijack
- 5. abandon
- 7. decline
- : :
- 9. misdemeanor
- **10.** fled

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- **1.** A **3.** P
 - . P **5.**
 - **5.** A **6.** P
- **7.** P
- **8.** P **10.** P



2. A

- 1. A lot of money was taken from the cash register.
- 2. The burglar was caught on videotape.
- 3. The cashier was not hurt.

4. P

4. The burglar has been arrested by the police.

WORKBOOK 2 Answer Key

- 5. The store has been reopened.
- 6. An alarm system will be installed by the store owner.

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- 1. The window was broken by Bob.
- 2. Thieves are caught by the police.
- 3. The door has been opened.
- 4. The car was stolen.
- 5. The child was kidnapped.
- 6. The airplane will be hijacked tomorrow.
- 7. The captain has been murdered.
- 8. The mystery will be solved by the police detectives.



- 1. Maha had been sleeping when she heard a knock on the door.
- 2. Before it was stolen, I had had a nice bicycle.
- 3. Before he was arrested for stealing, everybody had liked him.
- 4. She was very sad because her cat had been lost.
- 5. He had been eating dinner when the police came to his door.

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Answers will vary. Sample answers:

- 1. Somebody had broken into the house before he got home.
- 2. Somebody had stolen her wallet when she was talking to
- 3. The birds had been eating her sandwiches when she went inside.

G

- 1. had gone
- 2. had graduated/was graduating
- 3. had decided
- 4. had checked
- 5. was offering/had been offering/offered
- 6. had asked
- 7. put/had put
- 8. left/had left
- 9. had told
- 10. had been going

19. had stolen

- 20. asked
- **21.** tried
- 22. had left

11. had decided

12. changed

14. had put

15. got out

17. realized

18. did not have

16. had been showing

13. got

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Answers will vary. Sample answers:

	Story 1	Story 2
What did the robber do wrong?	He made mistakes on his stick-up note.	He showed the cashier his driver's license.
What would be a good name for the story?	It Pays to Be Able to Read and Write	Old Enough but Not Smart Enough
Do you feel sorry for the criminal? Why?	No. He should not have tried to rob the bank.	No. He should not have tried to rob the store.

Page 234



6, 7, 8, 3, 1, 2, 5, 4, 9, 10

Answers will vary. Sample answer:

I would have left the house and called the police.

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Answers will vary. Sample answers:

People: Police

Things: crime scene tape

Actions: police are guarding the area, preventing people from crossing the line

- 1. The crime scene tape is securing the crime area.
- 2. Police officers are posted behind the crime scene tape to prevent unauthorized individuals from crossing the line.
- 3. The crime area is secured because the police are investigating the crime scene and they don't want it to be compromised.

Page 236



Answers will vary.

Page 237



- 1. were 6. went 2. were **7.** got
 - **8.** emigrated
- 11. missed 12. didn't want 13. stayed

4. studied **5.** didn't go

3. played

- 9. didn't like **10.** involved
- 14. didn't find
- 15. decided

WORKBOOK 2 Answer Key

20. wanted **16.** was 24. didn't arrest 17. robbed 21. traveled **25.** met 18. caught **22.** saw 26. opened

19. started 23. recognized

1. They used to play sports and study together.

2. No. he didn't because it involved a lot of routine work.

3. He became a thief because he couldn't find a job easily.

4. No, he didn't, because they were school friends.

Students' own answers.

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1. were you sitting, heard

2. were watching, was breaking

3. lived, was always blocking

4. was running, was waiting

5. activated, entered

6. were wearing, came

7. knew, was acting

8. was serving, studied

9. stopped, was lying

10. was always taking, were

1. e. was working

2. a. was teaching

3. c. was living

4. b. were offering

5. d. was always raining

Page 239

1. relatively

4. ecosystem

7. capsule

2. unique 3. alternative 5. surface 6. widespread 8. commercial 9. undisturbed

1. relatively

4. cozy

7. ecosystem

2. unique 3. alternative 5. widespread 6. surface

8. undisturbed 9. capsule

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1. You've parely eaten anythings 2. Is the light bright enough?

3. I scarcely know his name.

4. He goes to Asia very frequently.

5. The potatoes are not cooked quite perfectly. Ministry of Education

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- 6. I completely disagree.
- 7. That road is extremely dangerous.
- 8. They've almost finished planning their vacation



1. enough

3. almost

5. rather

2. extremely

4. too

6. just

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Answers will vary. Sample answers:

- 1. It's so hot in here. Do you have a fan?
- 2. I'm very tired. I want to go to bed now.
- 3. I'm absolutely sure. I have no questions about it.
- 4. There isn't enough tea. I will make more.
- 5. There's barely anybody here. Only three people!
- 6. I am completely out of coffee. I don't have any more.



Answers will vary. Sample answers:

- 1. She is probably sleeping right now.
- 2. Admittedly, they didn't like the hotel.
- 3. We actually missed the beginning.
- 4. They have undoubtedly tried to call by now.
- 5. Evidently, Bob is avoiding me.
- 6. Naturally, you'll be staying with us.

Page 242



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

Answer will vary but should include adverbs of degree and sentence adverbs. Sample answer:

Youth hostels are undoubtedly the most popular places to stay for young people who are traveling. Probably the reason they are so popular is that in many cities they are clearly the cheapest option. Youth hostels allow travelers to stretch their budget and travel to more places. Admittedly, youth hostels are often not as luxurious as traditional hotels, but frankly, I don't think that most travelers mind. They are usually happy enough just to be visiting new places and seeing new things.

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- 1. They were built by hand, on raised platforms.
- 2. Rain collection and passive solar architecture OR low-flush toilets and pull-chain showers that save water.

- 3. Because they need to use stairs and walk along walkways.
- 4. Ecotourism costs more to sustain.



Message 1: camping vacation

Clues: edge of a forest, beautiful beach, pitch tents, bungalows on the grounds.

Message 2: ecotourism

Clues: view/spectacular, wildlife/unbelievable, cut off, no cell phones, nature

Message 3: business trip (conference in a luxury hotel)

Hotel/fabulous, five restaurants, spa, designer village, breathtaking view of the bay, conference, our group, meet them in the lobby

Answers will vary. Sample answer:

I think I would choose ecotourism because it sounds very attractive. It would be nice to be cut off for a while and not have to call people or answer emails.

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Answers will vary. Sample answers:

Nouns: reservoir, sand, evaporation, climate, desert,

landscape, drought

Adjectives: hot, dry, barren, dried-up

Verbs: evaporate, dry up, die out

- The temperature on earth keeps rising because of the depletion of the ozone layer and the increase of greenhouse gases.
- Global warming causes extreme changes in climate and brings about drought.
- 3. In hot, dry areas, evaporation can result in a huge loss of water. The level of reservoirs in deserts can drop significantly in just one year, and eventually dry up completely.

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1. Answers will vary. Sample answers:

PROs of Ecotourism:

experiencing nature without causing damage, going back to basics/living off the grid, raising environmental consciousness, promoting environmental awareness, fostering a symbiotic relationship between nature and people

CONs of Ecotourism:

If not organized and monitored it can cause damage

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Large numbers of ecotourists can damage/environment
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2. Answers will vary.

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М

1. are going to visit

2. are going to take

are going to getis going to pick

5. are going to invite

6. are going to go

7. is going to stop

8. are going to cross

9. are going to say

10. am going to have

Ν

- 1. Where; They're going to go to London.
- 2. How long; They're going to stay there for two days.
- 3. How; They're going to take the Underground train.
- 4. Who; Adnan's uncle is going to meet them.
- 5. What; They're going to take a tour (of the city) on a double-decker bus.
- 6. Which; It's going to stop at Big Ben and Buckingham Palace.
- 7. When; They're going to take the plane home in the evening on their last day.



- 1. The city is famous for its historic buildings.
- 2. The climate is hot and humid in the summer.
- 3. Winter temperatures are much cooler.
- **4.** Athens is the capital city of Greece.
- The fertile plains are renowned for producing citrus fruits like lemons and oranges.

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Answers will vary. Possible answers:

- 1. What are you doing this weekend?
- **2.** Are you going to drive home tonight?
- 3. Where will he go (on his) next vacation?
- **4.** What are their friends doing tomorrow?
- **5.** Who's she meeting at the airport in an hour?



- 1. will go
- 2. will probably stay
- 3. am definitely going to go
- 4. will probably be
- **5.** are going to find
- 6. am not going to spend
- 7. won't be
- 8. am going to watch
- 9. will probably stay
- 10. am going to go
- **11.** will join
- 12. will call

4 TV Around the World

Page 249

A

1.	broadcast	4.	prosperous
2.	contestants	5.	award
3.	version	6.	plot

В

1.	broadcast	4.	version
2.	plot	5.	award
3.	contestants	6.	prosperous

Page 250

С

1. D.O. = a secret	I.O. = me
2. D.O. = the poem	I.O. = his wife
3. D.O. = dinner	I.O. = us
4. D.O. = a letter	I.O. = the producer
5. D.O. = coffee	I.O. = me
6. D.O. = the prize	I.O. = the best athlete
7. D.O. = the show	I.O. = them
8. D.O. = a present	I.O. = me
9. D.O. = SAR 100.00	I.O. = the winner

I.O. = me

D

- 1. They bought a new laptop for her.
- 2. Could you give the remote control to me?
- 3. Not possible

10. D.O. = the email

- 4. He lent a friend his car.
- 5. Faisal gave his fans pictures.
- 6. Not possible
- 7. Not possible
- 8. The host gave a cup of coffee to the guest star.

Page 251

E

1. to	3. to	5. to	7. for	9. for
2. to	4. for	6. for	8. to	10. to

F

- 1. He sold it to me.
- 2. Maria opened the box for bire.
- 3. My parents bought a computer for me.
- 4. Can you cash the check for me?
- 5. John turned on the TV for his dad.

P. 6. They gave the part to him.

Mini**z**t Wilb (voor ted on teach story?

2028. Andrew passed it to me.

Page 252



Answers will vary.

Н

1. bug	3. get a kick out of	5. all
2. c'mon	4. couch potato	6. Nah

Page 253

Ī

	Ahmed	Hameed	Dave
Does the person like game shows?	No	No	No
Why or why not?	It is bad for contestants to make important life decisions on camera within a time frame.	It's a waste of time. Brings out the worst in people.	The situations are boring and unrealistic. The contestants are whiney and annoying.
What does the person like to watch?	Documentaries and films.	Mystery shows	The news

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Answers will vary. Sample answer:

The ideal game show contestant likes speaking in public. He can work with people he has met recently and can control his feelings. He is keen to win but he is also a good loser who doesn't hold grudges. He can take criticism and follow instructions. He is competitive and likes being in front of a camera, a video or strong lights.

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Nouns:	men, pens, documents, office, desk, chair
Actions:	sit, talk, discuss, smile, look at, try, say,
	communicate discuss decide look alike

Place: office, work, company, KSA

Time: morning, noon

1. The two men must be business people.

WORKBOOK 2 Answer Key

- 2. They are sitting in their office or meeting room talking about
- **3.** One of them is holding a pen and he is about to write or sign something.

Page 256



Answers will vary.

Page 257

- **1.** The, -, -, the, the, the
- 2. The, -, the, the
- 3. The, -, the, the

- 1. a/the, -, the, the, a, -
- 2. -, -, -, the, -, -, the
- 3. -, a, the, -, the, -
- 4. -, -, a, the, the, the/-, the/-
- 5. A, a, an, an, a, an, a

4. -, -, the, the **5.** -, the, -, the, -

Page 258

- 1. which/that
- 4. who/that
- 7. who/that

- 2. which/that
- 5. which/that
- 3. which/that
- 6. who/that
- 1. which/that; subject
- 2. which/that/Ø; object
- 3. who/that; subject
- 4. which/that; subject
- 6. which/that/ Ø; object

10. b

11. d

12. h

7. b

7. who/that; subject

5. who/that/ Ø; object

8. who/that/ Ø; object

Page 259

- **1.** g **4.** a
- **2**. e
 - **5**. į
- **7.** f 8.
- **6.** c

- **9.** k

3. i

- **1.** C **3.** d
- **5.** a **6.** c



- Mini**3**trig of Education
- **5.** are
- 4. Were
 - 6. has
- **8.** am
- 9. have

7. doesn't

2023 - 1445 234 WORKBOOK 2 Answer Key

- 1. A lot of information has been sent by email.
- 2. The Internet is going to be used in more and more remote areas.
- 3. A text message was sent to me today.
- 4. The Internet was invented in the 1960s.
- 5. Computers are purchased for schools by the government.
- 6. The mobile phone was invented in 1908 by Nathan Stubblefield.
- 7. The first cellular network was launched by a Japanese telephone company.

Page 261



- 1. was playing, saw
- 2. had left, arrived
- 3. waiting
- 4. arrested, was running
- 5. had lived, moved
- 6. had never been, turned
- 7. was, wrote
- 8. was, had been running



Answers will vary. Sample answers:

- 1. I had just left the house for 10 minutes.
- 2. The robber probably saw me leave.
- 3. Admittedly, I didn't even lock the door.
- 4. He must have been extremely fast.
- 5. When I got back home, all of my electronics were completely gone.
- 6. I was so upset.
- 7. Naturally, I called the police right away.
- 8. They were very nice.
- 9. Apparently, there have been a lot of robberies lately.
- 10. They actually think they will find him.
- 11. I obviously hope they do.

- **1.** for **2.** to
- **3**. for **4.** to
- **5.** to

7. to

6. for

Page 262



Answers will vary. Sample answers:

I would like to participate in mountain climbing because there are easier and more difficult routes for everyone. I am not very fit but I like walking and hiking.

I don't think I would be interested in participating in rock climbing. It's a very demanding sport that requires fitness, practice and technique.

I would be very keen on cave exploration. I like the feel of caves with their special acoustics, cool water running, bats, stalagmites and stalactites.



Answers will vary. Sample answers:

Nouns: conference room, laptop, business, businessmen,

professionals, presentation, notes

Actions: listening, looking, showing, presenting, thinking,

considering, asking, commenting, agreeing, disagreeing, suggesting, modifying, making a deal

1. How long have you been in the conference room?

2. How long has the man been presenting his idea/plan?

3. Who are the people who are participating in the meeting?

Page 264



Answer will vary.

5 Working 9 to 5

Page 265



1. c

2. e

3. b

4. f

6. d



1. satisfaction

5. entire

2. income

6. cooperate

3. appreciated

7. respectful

4. entail

8. status

Page 266



Answers will vary. Sample answers:

1. take this medicine every day

2. to do your homework

3. stay out of the street

4. to stay still

5. vote for me

6. not play with matches

7. send this first-class mail

8. wear a seatbelt



1. I recommend that you bring your résumé.

2. It is important that you dress nicely.

3. It is imperative that you make eye contact.

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- **4.** It is essential that you shake the interviewer's hand.
- **5.** It is important that you sit up straight.
- 6. I suggest that you use a confident voice.
- 7. It is essential that you answer all of the questions.
- 8. I recommend that you ask them guestions, too.
- 9. I suggest that you write a thank-you note afterwards.

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- 1. I recommend that you put your educational background on it.
- 2. It is necessary to give your phone number.
- 3. I suggest that you give your email address, too.
- 4. It is essential that you list your work experience.
- 5. It is imperative that you be clear and concise.
- 6. I recommend that you talk about your skills.
- 7. It is important that you include a list of references at the end.
- 8. I want you to call me if you have any questions.



Answers will vary. Sample answers:

- 1. It is important that they know how to sew.
- 2. It is necessary that they go to medical school.
- 3. It is essential that they like to cook.
- **4.** I recommend that they like talking to people.
- **5.** It is important that they are good at math.
- **6.** It is important that they like working outside.
- 7. It is essential that they be good with children.
- 8. It is necessary that they be healthy and strong.

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Answers will vary. Sample answers:

- 1. a. It is important that you wear a seat belt.
 - **b.** I recommend that you lock your doors.
- 2. a. I want you to clean your teeth.
 - **b.** It is important that you don't eat sweets.
 - $\boldsymbol{c.}\,$ I'd like you to open your mouth.
 - **d.** I insist that you brush your teeth before you go to bed.
- a. It is essential that you not get up during take-off and landing.
 - **b.** It is necessary to wear a seatbelt.
 - **c.** It is important that you not use a phone while we're in the air.
 - **d.** I recommend that you take a nap.

Н

1. keep it to yourself

5. Will do

2. jumped ship

6. cover

3. take off **4.** in a bind

7. No kidding

1

false
 true
 true
 false
 false

Page 270



- **1.** construction engineers

 It is important that they are good at supervising building projects.
- 2. accountants
 It is necessary that they keep records meticulously
- **3.** medical doctors

 We expect them to cure us
- We expect them to cure us. **4.** architect
 - It is essential that they have an eye for style and design.
- It is necessary that they take work home. **6.** flight attendants
- It is imperative that they be courteous and efficient. **7.** TV presenters
- They need to pay attention to the way they look.

 8. consultants
 It is important that they listen carefully.
- **9.** photographers It is necessary that they have an eye for detail and know what to do.
- reporters
 It is imperative that they check information before using it.

Page 271



Answers will vary. Sample answers:

First name Family name Address Contact details work experience qualifications professional training interests references previous employer/s

- **1.** Have you ever worked in this kind of area before?
- 2. Where were you trained?
- 3. Why did you leave your last job?

Page 272



Answers will vary.

Page 273



wasn't it?
 didn't they?
 doesn't he?
 isn't there?

وزارة:الهجمهايص

6. will we?

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Ν

Answers will vary. Possible answers:

- 1. Could I have an application form?
- 2. Could/Can I take a short break?
- 3. Excuse me, can you tell me where the manager's office is?
- 4. Would you mind telling me your address, and phone number?
- **5.** Would you be able to lend me your phone to send a text?

0

- **1.** b **5.** c **2.** c **6.** b
- **3.** c **7.** c **4.** a **8.** a

Page 274



- 1. doesn't have to
 5. mustn't

 2. mustn't
 6. have to

 3. must/has to
 7. has to/must

 4. must
 8. mustn't
- Q
- 1. didn't have to/didn't need to
- 2. needed to/had to
- 3. didn't have to/didn't need to
- 4. needn't
- 5. had to/needed to
- 6. needn't
- 7. had to/needed to
- 8. needn't
- 9. didn't have to/didn't need to
- 10. needn't

6 Going Gree

Page 275

Δ

- tap water
 crank up
 pesticides
 thermostat
 consumption
 gefficient
 conserve
 recycle
- В

Answers will vary. Sample answers:

 Pesticides keep bugs and animals away. They can hurt the environment.

- 2. You can crank up the radio, the TV, the heat, and the air conditioning.
- 3. Bottles, silverware, and furniture are commonly made of plastic.
- **4.** We recycle plastic and glass bottles, tin cans, and paper.
- 5. They want to save money on gas.



I am writing because I have a concern about our community and our environment. I have been living in this town for three years now. I love living here because most people are interested in protecting the environment. However, I have noticed that when I go shopping, most people have been using the plastic bags that the store provides. I quit using those years ago because they are damaging our planet. I can't stand seeing people who say they care about the environment using them. I recommend buying three or four canvas bags at the store and using them every time you go shopping. I advise keeping them in your car or near your front door so that you remember to take them when you go to the store. By making small changes, I think we can make a big difference in our world.



Can only be followed by a gerund	Can be followed by either a gerund or an infinitive	Can only be followed by an infinitive
consider	can't stand	agree
finish	continue	decide
imagine	hate	offer
keep	love	plan
recommend	prefer	promise
suggest	start	want

Page 277



Answers will vary. Sample answers:

- 1. getting
- 5. to conserve
- 2. watering
- 6. to have
- 3. to get
- 7. insulating
- 4. separating
- 8. to eat



- 1. b. I recommend eating fruits and vegetables every day.
- **c.** I hate eating old vegetables from the supermarket. **2.** a. I attempt to recycle everything possible.

Ministry of Felomine a getting two recycle bins.

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- c. I like knowing that I'm helping the earth.
- 3. a. We started biking to work so that we don't pollute the environment.
 - **b.** We hate paying for parking in the city.
 - c. We even prefer to bike to work on rainy days.

Page 278



Answers will vary. Sample answers:

- 1. The farmer began using organic methods./The farmer began to use organic methods.
- 2. We decided to get solar panels.
- 3. I prefer to eat organic food.
- 4. We expect to see her soon.
- 5. She guit eating sugary foods.



- 1. a hassle
- 3. chuck
- **5.** I guess

- 2. a piece of cake
- 4. lame
- 6. a no-brainer

Page 279



- **2.** a
- **3.** a
- **4.** b
- **5.** a

Page 280



- 1. Products are packaged in a particular way to protect them from damage, make packing and transport easier and present them in an attractive manner. For example, cereal like corn flakes comes in a colorful box with a vacuum-sealed paper bag inside containing the cereal. Eggs come in special plastic or papiermâché case.
- 2. Certain types of packaging are used to preserve food products. For example, canned milk and other food, vacuum wrapped cheese or meat, vacuum packaged nuts.
- 3. Packaging is used to promote products.
- **4.** People who live off the grid avoid buying packaged goods to avoid polluting the environment and causing further environmental damage.
- **5.** There are plenty of products with multiple packaging such as frozen seafood in plastic wrapping in a cardboard box. Many people dispose of the packaging by throwing it away with the rest of the garbage. We try to throw all plastic, paper and glass objects into special recycling bins



Answers will vary depending on the reasons given. Sample answers:

Paper cartons can be recycled; however, they require wood for the paper so more trees are cut. So they are not environmentally friendly.

WORKBOOK 2 Answer Key

Plastic containers or bottles are harmful to the environment.

Glass bottles or iars can be recycled or reused. If they are not recycled they can be harmful to the environment as they are often the cause of forest fires and fires in general, especially in hot weather.

Cellophane bags or wrapping can be recycled, and are biodegradable so they are environmentally friendly.

Paper packaging can be recycled but more trees are cut in order to make paper that is used for wrapping, writing etc. So it is

Paper and plastic packaging is usually thrown away and is harmful to the environment.

Cloth bags and wrappers are environmentally friendly because they can be reused and do not cause any damage.

We can reuse paper/cardboard boxes to store things. We can use cloth bags and wrappers to store things or carry them. Cellophane bags can be reused to pack or store things. Glass bottles and jars can be reused to store jam, spices, oil etc. but they can also be cut and turned into water glasses, candleholders or pencil holders.

Page 281



Answers will vary. Sample answers:

boys, children, gloves, bins, containers, rubbish, Nouns:

garbage, trees, environment

Verbs: carry, collect, sort, put into, recycle, help Adjectives: aware, friendly, happy, hardworking, active,

conscious

- 1. Children are conscious of what needs to be done to preserve the environment.
- 2. They are proud to be active participants in "green" projects.
- 3. They often participate in "clean the forest" or "clean the beach" campaigns enthusiastically.

Page 282



Answers will vary.

Page 283



- 1. grow
- 2. is changing
- 3. goes
- 6. does he know
- 7. are melting
- 8. doesn't have
- • 9. are currently researching
- 10. Do you believe 5. are considering •



Mini**2**trqtudi@slusestudying

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- 3. are living, live
- 4. is depleting, depletes
- 5. doesn't look, aren't looking

Page 284



- 1. heat, will melt
- 2. replant, will take
- 3. won't improve, don't stop
- 4. install, will we cut
- 5. don't water, won't grow
- 6. will ask, don't obev
- 7. teach, will treat
- 8. will be, don't reduce

Q

Students' own answers.

Page 285

- 1. atmosphere
- 2. loyalty
- 3. cultivate
- 4. sorrow

- 5. potential
- 6. worn
- 7. comfort
- 8.. shelter

- 1. potential
- 2. loyalty
- 3. sorrow
- 4. shelter

- 5. cultivate
- 6. comfort
- 7. worn
- 8 atmosphere

Page 286



- 1. heavy, wooden
- 2. giant, old
- 3. expensive, Mexican, ceramic
- 4. beautiful, Spanish, wooden
- 5. big, blue
- 6. fancy, Indian, silk
- 7. enormous, multicolored, Persian
- 8. small, old-fashioned
- 9. impressive, tall, wooden



Answers will vary. Sample answers:

- 1. My friend lives in a house with a beautiful, new, swimming pool.
- 2. I have an ugly, old, leather couch.

- 3. There was a delicious, tall, white cake at the wedding.
- 4. That's a big, fat, old cat.



- 1. You're driving quickly enough.
- 2. They have **enough** bathrooms for everybody.
- 3. I'm not rich enough to buy that house.
- 4. You're walking too slowly.
- 5. That couch isn't big enough.
- 6. You're too short to play basketball.



- 1. She's not tall enough.
- 2. The car is too old.
- 3. The Internet isn't running fast enough.
- 4. The dress is too small.
- 5. It's not cheap enough.
- 6. He's driving too dangerously.
- 7. The test isn't easy enough.
- 8. That film is too boring.

G

Answers will vary. Sample answers:

- 1. The earrings are not big enough.
- 2. That house is too old.
- 3. You aren't walking quickly enough.
- 4. The test was too difficult for me.
- **5.** This film is too boring to watch.
- 6. I don't have enough time to play today.
- 7. You're talking too quietly.
- 8. This dress is fancy enough for the dance.

Page 288

Н

- 1. He was too late to get on the airplane.
- 2. Do you have enough time to go to the store?
- 3. His friend bought him a big, new, modern watch.
- 4. There is a little Korean boy at the front door.
- 5. Ahmed is not fast enough to win the race.
- 6. We had a delicious, big, Indian feast for dinner last night.
- 7. He can't go on the rollercoaster. He's too young.
- 8. Wagner drives a little, old, cheap car.









Page 289



false
 true
 true
 true
 false
 true

Page 290



- The Minaret at Jam has a circular minaret which rests on an octagonal base.
- **2.** The section for visitors outside the family and the section for close family members.
- **3.** Burj Khalifa is 828 meters tall and it is called "the Needle" because its top section gets as thin as a needle as it tapers to the top.
- **4.** Minaret at Jam: a. remote, b. barren Qavam House: c. a detention house, d. porch Burj Khalifa: e. taper, f. accommodate
- 5. Answers will vary.

Page 291



Answers will vary. Sample answers:

Objects Describing words (adjectives)	
windows	arched, small, square, framed, narrow
door heavy, wooden, ornate	
columns slim, tall, white, elegant	
turret	3-story, narrow, beautiful, intricate

- The palace walls are dotted with small, white-framed, square windows.
- 2. An ornate, heavy wooden door is placed in the middle of the
- **3.** Elegant, slim, white columns hold a series of arches along the façade.

Page 292



Answers will vary.

Page 293



- 1. Tom is going to the park.
- 2. The bus number is 20.
- 3. The park is 15 minutes away.
- 4. The subway line to the park is F.

WORKBOOK 2 Answer Key

0

Answers will vary. Sample answer.

Turn left and walk to the end of the road. Turn right and walk down Franklin Street. Keep going until you see the restaurant. When you get to the restaurant, take a right and walk down Park Avenue. The park entrance is on Park Avenue.

Page 294



- **1.** O **2.** R
- **3.** O
- **4.** R



Answers will vary. Sample answers:

- **1.** Let me get that for you. Thanks!
- 2. I'll pay the check.

 Thank you very much!
- **3.** Can I help you with that? No, that's all right. Thank you.

8 The Sporting Life

Page 295

A

- e **4.** c
- **2.** g **5.** b
- **3.** a **6.** d
- **8.** f **9.** h

7. j

В

Answers will vary. Sample answers:

- 1. I practice playing football and playing tennis.
- 2. My friend Pat ran a marathon. He trained for it for months.
- 3. Chocolate originated from my country.
- A way to commemorate someone is to have a parade or a party.
- **5.** I dropped playing video games because I didn't have time for it anymore.
- 6. I have seen pigeons in the city square.

Page 296



- 1. Roller sketing is good exercise
- 2. Playing team sports has many benefits.
- 3. Practicing is an important part of playing a sport.
- 4. Car řádiněj takes a lot of courage.
- Mini5. Playing sports is a good way to stay in shape.
- 202**§.** Walking is easy, but it's a good form of exercise.

- 7. Bike racing requires a lot of leg strength.
- **8.** Not missing practice is essential for learning a sport.



Answers will vary. Sample answers:

- 1. requires two people
- 2. is difficult but fun
- 3. takes a lot of patience
- 4. is difficult
- 5. is so much fun
- 6. requires training and certification
- 7. is exhausting
- 8. is my favorite sport

Page 297



- 1. The hardest, have taken
- 2. The longest, has taken
- 3. the scariest, have ever seen
- 4. the sickest, has been
- 5. the worst, have watched
- 6. the most famous, has ever been
- 7. The longest, have ever read
- **8.** the most exciting, have ever seen
- 9. the tastiest, have ever eaten
- 10. the strangest, has ever had



Answers will vary. Sample answers:

- The longest game I've watched was the championship baseball game last year.
- 2. The hardest sport I've ever played is tennis.
- 3. The most interesting book I've read took place in Africa.
- 4. This is the best dinner I've ever been to.
- 5. The easiest class I've ever taken is Health.
- 6. Egypt is the farthest place I've ever been.
- 7. The most interesting person I've ever met is Dr. Aguilar.
- 8. My trip to Tokyo was the best vacation I've ever been on.
- 9. The funniest person I've ever known is Eric.
- **10.** The most boring film I've ever watched was a documentary about cars.

Page 298



Answers will vary. Sample answers:

- 1. This is the most exciting tennis match I've ever seen.
- 2. He's the best goalie we've had for years.
- 3. Watching football at home can be really fun.
- 4. Running is a great way to stay in shape.

Н

1. up for

- 4. knocked their socks off
- 2. psyched
- 5. guts
- 3. down pat

Page 299

1

- 1. The name of the Red Sox home stadium is Fenway Park.
- 2. They did well. They won the World Series five times.
- **3.** Selling Babe Ruth to the New York Yankees started the curse.
- 4. The ball rolled through the first baseman's legs.
- 5. It finally ended in 2004.

Page 300

J

- 1. baseball
- 4. taekwondo
- 2. basketball
- 5. tennis
- 3. ping pong/table tennis

Page 301

K

Action words: sit, smile, look at, play, laugh, kneel, throw, watch, have (a picnic), enjoy

Gerunds: sitting, smiling, looking at, playing, showing, kneeling, throwing, watching, having (a picnic), enjoying

- **1.** Sitting on the grass and watching the children play on a sunny morning is one of the most enjoyable things for parents.
- **2.** Having a picnic in the country under the shade of a tree is a common weekend pastime in countries with a warm climate.
- **3.** Playing with my sister when we were little used to be a lot of fun.

Page 302



Answers will vary.

Page 303

M

- 1. Yes, he has taken a computer science class.
- **2.** Yes, he does. He has been speaking Spanish for 3 years.
- 3. Yes, he can. He has been studying English for 7 years.
- **4.** Yes, he does. He has been playing basketball in the school team for 4 years.
- 5. No, be hasn't worked as a football coach. He's the captain of the school football team.
- 6. Yes, he does. He has been playing football for 6 years.

PLIZ Yes, He has life has coached 30 primary children in swimming.

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Ν

- 1. Badr drives aggressively.
- 2. Stunt pilots fly dangerously.
- 3. Ali and Majid run slowly.
- 4. Saeed plays well.
- 5. Sabah talks quietly.
- 6. Khalid works hard.
- 7. Fadwa reads enthusiastically.
- 8. Adel surfs well.



Students' own answers.

EXPANSION Units 5—8

Page 305

А

Across

- 2. hassle
- 3. in a bind
- **5.** puzzling
- 7. income
- 9. help me out
- 12. take off
- 14. version

Down

- 1. get a kick out of
- 4. a piece of cake
- 6. appreciate
- 8. organic
- 10. prosperous
- 11. pesticides
- 13. cooperate
- **15.** chuck

Page 306

В

- **1.** downsize **5.** spectators
- 2. claustrophobic
- **6.** quirky
- quirty
- **3.** reality check **7.** captive
 - 8. flair
- 9. pediatrician
- 10. identical11. shelter
- flair

Page 307

4. psyched

C

- **1.** helping
- 5. going
- 2. to start
- **6.** working
- 3. to get
-
- J. to get
- 7. to apply
- **4.** working/to work
- 8. to bring



Answers will vary. Sample answers:

1. hanging out with my friends

WORKBOOK 2 Answer Key

- 2. to pay a lot of money for clothes
- 3. to go to the store today
- 4. waiting in line
- 5. to vacation close to home
- 6. to get a job for the summer
- 7. going to a university that is far away
- 8. to do very well in this class

Page 308

E

- 1. He suggested that I buy a hybrid car.
- 2. I want you to buy a stainless steel water bottle.
- 3. It is essential that we all try to save water.
- 4. Environmentalists request that we eat locally grown food.
- 5. It is important that everyone try to conserve energy.
- **6.** Environmentalists recommend that you turn off the lights when you're not in a room.
- 7. I'd like you to recycle all of that paper.
- 8. They asked that she reuse containers as much as possible.

F

- 1. I want you to become a lawyer.
- 2. He ordered it for me.
- 3. The carpenter built a new closet for us.
- 4. I decided to take a break.
- **5.** It is important that you come on time.
- 6. Will you reserve a table for me?
- 7. Maria asked that Lisa bring a dessert.
- 8. My teacher suggested coming a little early tomorrow.
- 9. I love to eat/eating out at restaurants.
- 10. I demand that you tell me what you're talking about.

Page 309

G

- 1. That's a nice, new car!
- 2. I can't find my black, leather shoes.
- **3.** The cute, little, black and white penguin jumped into the water
- 4. I bought a beautiful, French, velvet chair.
- 5. The frightened, little, gray mouse ran into a hole.
- 6. My old, blue, racing bike is ready to retire.

Н

Answers will vary. Sample answers:

- There are too many practices. I don't have enough time to study.
- 2. He tells too many jokes. He's not serious enough.
- 3. The house is too big. My parents aren't close enough to me.

وزارة التعطيم

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1

Answers will vary. Sample answers:

- 1. is exciting
- 4. Getting a bad grade
- 2. is entertaining
- **5.** is amazing
- **3.** Falling down **6.** Watching the news

Page 310

J

Answers will vary. Sample answers:

- 1. To meet the demand for chocolate during the festive season.
- 2. Dark, light, white, bitter, semi-sweet, sweet, with wafers, caramel or fruit, in powder or syrup form, in different sizes and shapes.
- The busiest time is the post-Ramadan period because of the numerous orders of chocolate arrangements that have to be filled
- **1.** c **2.** f **3.** a **4.** d **5.** e **6.** b

Page 311



Answers will vary. Sample answers:

Feelings: happy, surprised, shocked, excited, delighted

Actions: give, see, find, be faced with, get a gift

- 1. Children get really excited about celebrations.
- Most people are delighted to have surprise gifts, but most of all they are really happy to see someone they like turn up unexpectedly.
- **3.** The boy is delighted with the present that his parents got him to reward him for his good grades at school.



- 1. the biggest, have ever seen
- 2. the most irritated, has felt
- **3.** the most annoying, has ever met
- 4. the coolest, have ever seen
- 5. the most uncomfortable, have owned
- **6.** the worst, has ever been
- 7. the most tired, have been
- 8. the most frustrated, have ever seen

Page 312



Answers will vary.

- 1. bilingual
- 3. remarkable
- 5. puzzled

- 2. irritated
- 4. astonished



Answers will vary. Sample answers:

- 1. The Internet fascinates me. I don't understand how it works!
- 2. My friend can speak Spanish and English.
- 3. I was puzzled this morning when I couldn't find my car keys.
- 4. I was irritated last night when I wanted to watch TV, but my sister was already watching a game show.
- 5. It hopes.
- 6. Penguins are black and white. They live in cold places, such as Antarctica.
- 7. Some centipedes have 100 legs, but not all of them.
- 8. Snails move very slowly.

Page 314



- 1. disappointing
- 2. boring
- **4.** irritating

- 3. frustrated
- 5. annoyed
- 6. relieved

- 7. exciting
- 8. interesting
- 9. fascinating
- 10. entertaining
- 11. welcoming
- 12. satisfying



Answers will vary. Sample answers:

- 1. My teacher will get angry.
- 2. I will get upset.
- 3. I got excited.
- 4. I get bored.
- 5. She'll get dirty.
- 6. I'll get embarrassed.

Page 315



Answers will vary. Sample answers:

- 1. a. The older you get, the happier you get.
 - **b.** The more time you spend with your family, the happier you
- 2. a. The more you read, the smarter you get.
 - **b.** The more you study, the more bored you get.
- 3. a. The faster you ride, the better it feels.
 - b. The warmer it gets the less you want to ride.
- 4. a. The more you cycle, the stronger you get.
- **b.** The less it rains, the more you can cycle. **5. a.** The lower the sun gets, the prettier the sunset.

Ministry of Feducation.

The later it gets, the lower the sun gets.

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Page 316



Answers will vary. Sample answers:

- 1. Roller coasters
- 6. Cold, snowy weather
- 2. the more tired I get
- **3.** by my homework
- 4. are entertaining
- 5. if I stay out late
- 7. the more frustrated I get
- is borina
- 9. the smarter I get
- 10. are frightening

G

- 1. killer
- 2. getting to
- 3. cheer him up
- 4. I have a good one.
- 5. Do you get it?
- 6. You blow me away
- 7. To tell you the truth

Page 317



- **2.** C

- **6.** d

Page 318



Four high school boys ... Who was driving?

A class of fifth graders... I won't have to write anything, right?

Teacher: Brian...

Well, you told us it's H to O. I am the ninth letter of the alphabet.

Student: Mr. Smith ... Students' own answers.

Teacher: Tess...

What happened to all the books?

Page 319



Answers will vary. Sample answers:

Action words (verbs): sit, think, study, focus, concentrate, pay attention, support, touch, rest

Describing words (adjectives): careful, quiet, empty, loaded, piled, hard, demanding, challenging, sophisticated, analytical, advanced.

- 1. The more I study physics the more questions I have.
- 2. The more challenging the topic, the more interested I get.
- 3. The more I concentrate, the more analytical I become.

Page 320



Answers will vary.

Page 321



- 1. Fatima wishes she knew some funny jokes.
- 2. Nawal regrets telling her sister the joke.

- **3.** Aisha wishes her father would tell her funny stories./Aisha wishes her father told her funny stories.
- **4.** Badria wishes it would stop raining./Badria wishes she felt happy again./Badria wishes she could feel happy again.
- **5.** Khaled wishes Hameed and Jasem would stop telling terrible jokes.

- M
- 1. such
- 3. so few
- **5.** such
- **7.** so

- **2.** so
- 4. so much
- 6. such

Ν

Students' own answers.

10 You Are What You Ear

Page 323

A

- 1. toxins
- 4. bitter
- 7. distinguish

- 2. licensed
- 5. locks in
- 3. peak
- 6. aroma

В

Answers will vary. Sample answers:

- 1. People need to be licensed to fish and drive.
- **2.** I like the aroma of baking cookies, cinnamon, and roses. I don't like the aroma of gas.
- 3. Coffee and dark chocolate are bitter foods.
- 4. Lemons and limes are sour foods
- 5. Two examples of delicacies are fish eggs and chicken feet.
- 6. Toxins are poisons.

Page 324

С

- 1. V whip / P up / O a snack
- 2. V talk / P over / O it
- 3. $V \operatorname{catch} / P \operatorname{up} / \operatorname{Prep} \operatorname{on} / O \operatorname{my} \text{ favorite TV show}$
- **4.** V calls / P for / O a celebration
- **5.** V burn / P off / O it
- **6.** V gave / P up / O eating meat
- 7. V como / P up / Prep with / O a menu
- **8.** V = baded / P = up / Prep = on / O it
- "1. give meat up/give up meat Ministry of Education 2. cut down on foods

- 3. run out of energy
- 4. come down with a cold
- 5. load up on other foods
- 6. turn into a health nut
- 7. whip lots of delicious foods up/whip up lots of delicious foods
- 8. think it over

Page 325



Answers will vary. Sample answers:

- 1. Bill's tired of it.
- 2. It's difficult to tell them apart.
- 3. She's trying to cut down on it.
- 4. Tom sent them back to the kitchen.
- 5. Yesterday, I came across it.
- 6. Jake is taking his parents out for dinner tonight.



Answers will vary. Sample answers:

- 1. put you out
- 4. Come to think of it
- 2. whip them up in no time
- 5. spread
- 3. have a sweet tooth
- 6. quite the

Page 326



Answers will vary. Sample answers:

- 1. a. Please turn the volume down!
 - **b.** Please turn it down!
- 2. a. Adel is on the phone talking the problem over with Greg.
 - **b.** Adel is on the phone talking it over with Greg.
- 3. a. She is trying to give up sweets.
 - **b.** She is trying to give them up.
- 4. a. Tom is trying to figure out the answer.
 - **b.** Tom is trying to figure it out.
- 5. a. Ali ran into Omar while walking towards his office.
 - **b.** Ali ran into him while walking towards his office.

Page 327



Answers will vary. Sample answers:

- They contain protein and vitamins, and are high in potassium and fiber
- **2.** The French, Germans, and Italians absolutely loved them. But the British thought they were poisonous at first.
- **3.** They were first cultivated in Southeast Asia, in a region including the northeastern part of India, southern China and northern Myanmar.

- **4.** They were called "seaman's butter" because the fruit lasts for a long time and it was good for sea voyages.
- **5.** Egypt is among the world's leading producers of tomatoes and Saudi Arabia is one of the biggest producers of dates.



Answer will vary.

Instructions

5. 6. 1. 9. 2. 8. 3. 7. 4



Answers will vary.

Page 329



Answers will vary. Sample answers:

Two-word phrasal verbs: go out (to eat), dig into (a meal), bite into, eat up (your dinner), drink up, pick at (food),

Three-word phrasal verbs: sit down to (a meal), get taken out (to a restaurant), catch up over (lunch/dinner)

- The boy's father suggested they go out and catch up over dinner. They sat down to an excellent meal and had a very good time.
- 2. The boy's father expected him to pick at his food, but he was hungry and dug in with enthusiasm.
- 3. When they had eaten up and drank up, they paid the check and left.

Page 330



Answers will vary.

Page 331



C banana
 C eggs

4. __N_ milk

6. ___C__ cookie

7. N ice cream8. N juice

9. C pineapple

5. <u>N</u> sugar

Ν

1. Is there any meat?

Yes, there is some meat.

2. Are there any eggs?

Yes, there are some eggs.

3. Is there any ice cream?

No, there any ice cream.

Mini**4**trysotherevany biogar?

2023 - Yes,4here is some sugar.

Page 332



1. spoon **2.** chop

3

3. eggs **4.** taste

P

2. bowl

4. pan

6. minutes

3. add

5. oven

11 Amazing Animal

Page 333



residence
 pampered
 obond
 abstract
 released
 embraced
 bond
 duration
 adapted



Answers will vary. Sample answers:

- 1. People often embrace when they say hello or goodbye.
- **2.** My mother is an affectionate person. She is always hugging me and my sisters.
- **3.** I don't like abstract art because I often don't understand what the picture is about.

8. open

4. I live in a small house with my parents.

Page 334



Answers will vary. Sample answers:

 1. be fed
 5. be fed

 2. get
 6. be kept

 3. be purchased
 7. clean

4. buy



Answers will vary. Sample answers:

- Bear Spray can be used if a bear approaches you in the wild.
- 2. Wild animals should not be fed.
- 3. A bear may be warned by a bell.
- 4. Food must be kept up in the trees.
- 5. Food has to be cleaned up from your campsite.
- 6. Garbage must not be left behind
- 7. It is said that bears follow the scent of food.
- 8. The trail should not be left at any time.
- **9.** It is believed that running from bears is more dangerous than standing still.



Answers will vary. Sample answers:

- 1. a. Polar bears must not be approached in the wild.
 - **b.** It is said that polar bears are very fierce.
- **2. a.** Ostriches are said to be the largest birds in the world.
 - **b.** Ostriches must be given a lot of room to roam.
- **3. a.** Great white sharks are thought to be one of the most ferocious animals in the ocean.
 - **b.** Areas where great white sharks swim should be avoided by swimmers.
- **4. a**. Kittens should be kept with their mothers for the first month.
 - **b.** Kittens are said to make good pets.
- **5. a.** It is said that koala bears sleep up to 18 hours a day.
 - **b.** Koala bears are considered to be cute animals.

Page 336



- **1.** Dolphins **are** considered to be one of the most intelligent animals.
- 2. It is said that dolphins evolved 10 million years ago.
- **3.** Even though dolphins are friendly, people should **be** careful when swimming near them.
- 4. Sounds from very far away can be heard by dolphins.
- **5.** It **is** believed that dolphins need to live in groups to be happy.
- 6. Tricks can be taught to dolphins.
- 7. Dolphins must be kept in salt water.
- **8.** Tuna should **be** bought from companies that practice dolphin-safe fishing.



- 1. back to the drawing board
- 4. get to the point

2. 24/7

- **5.** hang in there
- 3. calling the shots

Page 337



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

Page 338



وزارت المنقوعهمليص

Minismiseducation

2023 - 1445

Dragons

Pegasus

В.

Hydra: invincible, terrifying, poisonous, devour

The Sphinx: mysterious, intellectual, guardian, riddles **Unicorns:** gentle, horn, purity, goodness, rainbow

Phoenix: symbol, guardian, invincible

Pegasus: winged, protector, goodness, purity

Dragons: wise, terrifying, guardian

C.

Answers will vary. Sample answers:

Hydra was a multi-headed creature that devoured anyone that came near her.

Each of Hydra's heads seemed to have a will and a movement of its own.

Page 339



Answers will vary. Sample answers:

What I already know about	
elephants Loyal, family-oriented, packs, support each other	
chimpanzees	Naughty, possessive, highly emotional, agile
bears	Dangerous when hungry, vicious when there are cubs

- 1. a. Elephants are very loyal to their friends and family.
 - **b.** They can lift heavy weights with their trunks.
- a. Chimpanzees are very sociable animals who get hurt very easilu.
 - **b.** Like most apes chimps like to eat fruit and nuts.
- **3. a.** Destruction of their habitat has obliged bears to look for food around inhabited residential areas.
 - **b** Bears can be very protective of other smaller animals when they are weak and vulnerable.

Page 340



Answers will vary.

Page 341



- 1. The great white shark.
- 2. They can grow up to 20 feet (or 6 meters).
- 3. A shark can weigh up to 4,400 pounds (or 2,000 kg).
- 4. The sense of sound and smell.

M

Students' own answers. Sample answer:

A dolphin is a very intelligent animal. Even though it is quite a big animal, a dolphin can swim quite fast. It is not a dangerous animal; it is very friendly.

Page 342

Ν

- 1. I think the most suitable pet is either a cat nor a turtle.
- 2. Both my sister and my mother likes big cats.
- Neither my uncle nor my brother liked the zoo, so they went to visit it again.
- **4.** Both 'Humphrey' and 'Koko' is famous animals.
- 5. All the cheetah and the lion are fast animals.
- **6.** Neither John or his parents will have the chance to visit Africa this year.
- The wildlife documentary was neither popular nor interesting, and also it won an award.

0

Answers will vary. Sample answers:

- 1. Both cats and mice can run fast.
- 2. Neither Jon nor Adel joined the after-school Computer Club.

 They joined the after-school Creative Workshop instead.
- 3. Both Sam and Ali like fishing. Ali caught a fish but Sam didn't.

12 What Would You Do?

Page 343

Α

- **1.** morally **4.** d
 - 4. dread
 - 5. get away with it
- motivatevanish
- **6.** responsible
- В
- 1. tempted
- 4. reason
- 7. morally

7. reason

- 2. dread
- 5. motivate
- 3. vanish
- **6.** get away with it
- Page 344

Answers will vary. Sample answers:

1. had ill öjljg Ministry of Education have been cancelled 2023 - 1445

- 3. had gotten
- 4. were
- 5. might/would/could have remembered
- 6. would stay
- 7. would learn
- 8. hadn't slept



Answers will vary. Sample answers:

- 1. I wouldn't be in this class
- 2. you would have done better on the test
- 3. If I could go anywhere
- 4. If she had worn a jacket
- 5. I would call him
- 6. he wouldn't have been so full
- 7. I would be a gardener
- 8. she wouldn't have gotten lost
- 9. If I had studied
- 10. I would call the police
- 11. I would have returned it to you
- 12. there wouldn't be any crime
- 13. I would have been on time
- 14. If I were rich

Page 345



- 1. had known
- 5. had thought
- 2. hadn't been
- 6. had rained
- 3. was/were
- 7. lived/had lived
- 4. was/were
- 8. were/had been

F

Answers will vary. Sample answers:

- 1. He acts as if he were a baby.
- 2. He drives as if he were a race driver.
- 3. It smelled as if we were in a garden.
- 4. He acts as though he were the king.
- 5. It looked as if it had snowed.

Page 346



Answers will vary. Sample answers:

- 1. If I hadn't driven so fast, I would still have a new car.
- 2. If you hadn't driven so recklessly, you wouldn't have broken your lea.
- 3. I would ask if I could wash dishes.
- 4. I would drive away.
- 5. If I hadn't driven away, I wouldn't have gotten arrested.

- 6. I would tell the teacher.
- 7. I would ask the woman if she lost something. If she said she lost money, I would ask her how much. If it was the right amount, I would give her the money.
- 8. I would tell my friend that he can only copy my homework during football season.

Answers will vary. Sample answers:

- 1. If I were Heinz, I would also probably try to steal the drug for my wife. It is not right that the druggist would not allow Heinz to pay the money over time in order to save his wife.
- 2. I think that I am in Stage 2: Self-Interest. I think it is more important that Heinz first saves his wife and worries about the consequences later.

Page 348



- 1. She assumed that Sid had taken the car without telling Carl.
- 2. Whether he should tell his mother that he had given the model car to Sid himself.
- 3. He did, partly. He kept an eye on Sid and tried to feed him and then put him to bed but was not prepared to take the time needed. So he gave Sid a model car with small parts to keep him happy so he could play with his friend.
- 4. In Sid's eyes he probably didn't, because he had given him the car

В

	Event/Cause	Outcome/Effect
1	the phone rang	Carl wanted to see his friend/ take care of his brother
2	Carl gave Sid hot milk	Sid dropped the cup on carpet/ started crying
3	Carl gave him ice cream and the model car	Sid choked on a small part

Answers will vary.

Page 349



Answers will vary. Sample answers:

	Cause	Effect
	didn't pay attention in class	found the test difficult
	didn't study	failed the test
لي	studied through the night	made mistakes

Ministry of Education

- 1. If they had paid more attention in class, they wouldn't have found the test difficult.
- 2. If they had studied, they would have answered more questions.
- 3. If they hadn't stayed up through the night they wouldn't be

Page 350



Answers will vary.

Page 351



- 2. will have become
- 3. will be attending
- 5. will have developed
- 6. will have reached
- 4. will be using

- 1. By 2025, many households will have bought a smart robot.
- 2. Students' own answers.

Page 352



- 1. used to be
- 2. would always listen
- 3. wasn't going to
- 4. used to be
- 5. are used to him

Students' own answers.

EXPANSION Units 9–12

Page 353

Across

- 3. substitute
- 4. toxins
- 6. controversial
- 8. hassle
- 9. disturbed
- 10. delectable
- 12. delicacy
- 14. vendor
- 15. duration
- **16.** aroma

Down

- 1. inherited
- 2. deliberately
- 5. vanish
- 7. quandary
- 11. domesticated
- 13. crummy



- 1. annoying
- 2. depressing
- 3. interestina
- 4. disappointed
- 5. entertaining
- 6. embarrassed
- **7.** puzzling
- 8. irritated

Page 355



- 1. looks down on people
- 2. figure it out
- 3. talk the problem over/talk over the problem
- 4. take care of him
- 5. burn that big meal off/burn off that big meal
- 6. run into her
- 7. figure him out
- 8. take the butter out/take out the butter
- 9. throw it out
- 10. ran into them



- 1. Milk must be stored in the refrigerator.
- 2. Yogurt can be made at home.
- 3. Unwashed fruit should not be eaten.
- 4. Meats don't have to be fried in oil.
- 5. Butter may be kept out of the refrigerator for a few days.
- 6. The doughnuts should be served with coffee or orange juice.
- 7. Ice cream shouldn't be eaten every day.
- 8. Soy milk can be drunk as a substitute for milk.

Page 356



Answers will vary. Sample answers:

- 1. I wouldn't tell anybody else
- 2. I would not have learned how to use a computer
- 3. I would give it to the principal
- 4. I would be a bear
- 5. I would have called the police
- 6. I would tell the teacher
- 7. I would have worn my blue shoes
- 8. I wouldn't have gotten in trouble
- 9. would would be very careful

Min 19 gotter up gotly would have been very tired

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F

- 1. If I were you, I would study for the exam.
- 2. Moral decisions must be made carefully.
- If I could be the president of this country, I would help the poor people.
- 4. I threw it away yesterday because it was old.
- **5.** Exotic pets should be **trained** before they live around people.
- 6. Ethan came down with it on Sunday.
- If I hadn't gotten married so young, I could have traveled the world.
- **8.** She's smiling as though she **won** a million dollars.
- 9. McDonald's restaurants can be found all over the world.
- **10.** I came **across** an interesting book yesterday.

Page 357



- 1. at a doctor's office
- 2. the doctor and a patient
- 3. the banging on the desk and a loose nail
- 4. No, not really.
- 5. He was livid with anger.
- **6.** seeing himself in the mirror, collared by the painting with his head sticking out
- 7. to remind him of the incident
- 8. Answers will vary.

Page 358



Α

tested
 destroyed
 demonstrated
 substance
 noticed
 referred
 nutrition
 yield

B

1896 Penicillin was originally tested.

1928 Penicillin was rediscovered.

1939 Penicillin's ability to kill infectious bacteria was noticed.

1941 The yield of penicillin was increased ten times.

1943 Penicillin was proven the most effective antibacterial agent.

It is necessary for pharmaceutical companies to produce new antibiotics because microbes have developed a resistance to penicillin.

Answers will vary.



Answers will vary. Sample answers:

Naming words (nouns): people, crowd, stores, palm trees, lights, stories

Action words (verbs): walk, look at, watch, chat, talk, run, hurry,

Describing words (adjectives): crowded, bustling, busy, noisy, expensive (shops), twinkling (lights)

Place words (where): mall, stores, staircase

Time words (when): morning, midday, early, late, Saturday, weekend

- 1. The shopping mall was very crowded last Saturday at midday.
- 2. There were people standing, walking, talking, and hurrying about. Many people watched the bustling crowds from the top
- 3. The mall has been decorated with lots of twinkling lights. Even the palm trees are covered in lights.

Page 360



Answers will vary.

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Answers will vary. Sample answers:

Idioms

change one's mind, call to mind, be of two minds, give someone a piece of your mind, make up one's mind, have in mind

- 1. The purpose behind the meeting is to call to mind other projects that carried similar benefits and risks.
- 2. The men are trying to make up their minds whether to go ahead with the project.
- 3. The men must have in mind the business plan when coming to important decisions.

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Answers will vary.



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WRITING SKILLS

Page 363

- **1.** 1 **3.** 1. 4
- **5.** 1.6
- **7.** 1, 7, 8, 10

- **2.** 1, 2, 3, 9
- **4.** 1. 2
- **6.** 1. 3
- **8.** 1. 5



- 1. 🗸
- 2. How long have you been studying English?
- 3. Have you read 20,000 Leagues under the Sea?
- 4. 🗸
- 5. Faisal wants to be a doctor when he's older.
- 6. Paul turned and asked, "What time does the game start?"
- 7. Tony thinks he's very clever because he studied at Harvard
- 8. Roy and Colin are really excited because they're going skiing in December.



- 1. My father was born in London on October 16, 1967.
- 2. Veronica can speak Russian, French, Spanish, English, and
- 3. Gregor Fischer, the famous French writer, has just published his new novel Wind in the Trees.
- 4. I really don't like Mondays and Wednesdays, because we have math, Spanish, and biology.
- **5.** Ahmed yawned and said, "There's nothing better in life than a quiet Friday at home."

Page 364

- 1. Donna Keeley she likes reading the books and the poetry. (1, 6)
- 2. Can you ask to the waiter for the check? (2)
- 3. Although he is very clever intelligent, Ali failed to his math test.
- 4. I normally get to the work at eight in the morning and go for the lunch at twelve. (1)
- 5. Could you lend to me five dollars, please? (2)
- 6. I'm very really interested in the ancient history. (1, 4)
- 7. Even though they threatened to him, he refused not to tell them the secret. (2, 4)
- 8. The Violence is never an answer to the problems. (1)
- 9. My brother he lives in Washington, D.C. (6)
- **10.** We're are looking forward to seeing you the next week. (1, 5)



- 1. We'll arrive at about half past seven.
- 2. It's raining. What are we going to do?
- 3. He asked me what time the banks closed. I said I didn't know.
- 4. Don't touch that iron! You'll burn yourself!
- **5.** Have you met Mohammed's cousin, Adel?
- **6.** Aisha turned to Mona and said, "I'm sorry, but I still don't know what you mean."
- 7. He's written a new poem called "Seasons."
- **8.** "Can you give me a call in the morning," he asked. "You know how bad I am at waking up early."



- 1. 🗸
- 2. "Would you like him to call you back?" she asked.
- 3. The horse lifted its head and looked at us.
- 4. We've invited the Harrisons to dinner.
- **5.** "Leave me alone!" Tom <u>screamed.</u> "Nobody here understands me."
- 6. 🗸

Page 366

Α

- 1. What do you think, John?
- 2. If I had a million dollars, I'd buy a house on the coast.
- **3.** It was very hot in the sun, so we moved our chairs into the shade.
- "I really don't think that that's fair," he said. "You hardly know me."
- **5.** Mr. Wassermann, who was born in Germany, has taught at the school for the last twenty years.
- **6.** For breakfast this morning I had yogurt, peaches, toast, and coffee.
- **7.** I've had these books for over a year. However, I only started reading them last month.
- 8. Yes, I know what you mean, but I really don't agree!
- 9. When you get to the hotel, can you give me a call?



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SPEAKING SKILLS

Page 367



Students' own answers.

Page 368



Students' own answers.

Page 369



Answers will vary. Sample answers:

Ali: Right, I think the first thing we need to do is decide when we're going on vacation. I mean, if we don't decide soon, we won't be able to make a reservation.

Fahd: Uh-huh.

Ali: So, I have, uhmm, five vacation days left.

Fahd: Really? I thought you only had four.

Ali: No, no. I have five, and you have five too, don't you?

Fahd: Yeah. Well, I'd like to go to Malaysia again and go to the

beach. What do you think?

Ali: Oh, yes, I think I'd like that too. We could go back to that

hotel on the beach, you know, The Big Blue.

Fahd: Great! Let's make a reservation.

В

Students' own answers.

Page 370

Α

Students' own answers.

1 Photocopiable Activities

Grammar and Vocabulary Review 🥘

Exercise 1

Fill in the blanks with the correct auxiliary verb. Use the correct affirmative or negative form of **do**, **have**, or **be**. More than one answer may be possible.

? 1.	We <u>haven't</u> managed to move yet; but we will soon.				
	He chatting with his Italian friend on Skype.				
	3. They searching for information on the Internet when there was a power cut.				
	4. I know how you manage to text so fast. It takes me ages.				
5.	Well, for one thing, I been using abbreviations and acronyms for a long time,				
	so I'm used to them.				
	What DYWT mean?				
	I realized abbreviations could make such a difference to speed.				
	your cell phone working? Why you answering?				
9.	He checked his messages yet, but he still online.				
Ev	rercise 2				
	ite yes/no answers.				
	He hasn't had his computer reformatted for a long time, has he?				
_	No, he hasn't.				
	Have you used up all your cell phone time?				
	Yes,				
3.	Did you really spend all that time on the Internet?				
	Yes,				
4.	Have they been sending messages to everyone on a weekly basis?				
	No,				
5.	Does he really think he can get away with such bad work?				
	Yes,				
_					
Ex	rercise 3				
An	swer the questions.				
1.	How long do you spend surfing the Internet, every day?				
2.	What do you use your computer for?				
3.	Do you communicate with your friends online?				
4.	Do you prefer to meet face-to-face or online? Why? Why not?				
نے	What are your favorite sites?				
tau of	Education				

/hat do these ad	onymis .	Staria 10	r?					
POS B4N DYWT								
rite your own a	cronyms.	Exchan	ge and rea	ad them. Do th	ney work?			
	to form o	collocatio	ons. Tick th	ne items that o	can be cor photo	nbined.	attention	trouble
atch the words							attention	trouble
latch the words			friends	difference	photo	idea	attention	trouble
latch the words extraordinary hang			friends	difference	photo	idea	attention	trouble
extraordinary hang make			friends	difference	photo	idea	attention	trouble
extraordinary hang make post			friends	difference	photo	idea	attention	trouble
extraordinary hang make post unique			friends	difference	photo	idea	attention	trouble
extraordinary hang make post unique medical bring			friends	difference	photo	idea	attention	trouble

Grammar and Vocabulary Review <a>ම

Exercise 1
Fill in the blanks in this news excerpt with the correct passive forms.
Serious damage (1) (report) has-been reported in the flooded areas. Most of the families in the wider area (2) (move)
Exercise 2
Circle the correct form.
Fahd told me that his father (1)(had been putting) had put the luggage in the car when his uncle (2) had turned up / turned up, and didn't see him at first. Fahd himself (3) helped / had been helping with the rest of the things that had to be carried out when he (4) heard / had heard his uncle calling for help. Apparently, someone (5) has crashed / had crashed into him as he was turning into our street. They (6) ran / were running to where the cars were. A crowd (7) gathered / had gathered and some people (8) were trying / are trying to help the driver who (9) had hit / was hitting his head on the dashboard and was feeling faint. Fortunately, the ambulance arrived shortly and the driver was carried out of the car and taken to hospital. He apologized to my uncle as he (10) was leaving / had been leaving and said it had all been his fault. I was really surprised! Exercise 3
Use the sentences to write newspaper headlines in two stages.
 The police found the getaway car in a junk yard. stage 1: The getaway car was found in a junk yard. stage 2: Getaway Car Found in Junk Yard The rescuers located a family of three under the rubble.
••••
3. They sold the painting for \$2 million at the auction.
ح تاا قرانو
4. The police accused the researcher of fraud for the third time. y of Education

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				- 4
FY	ρr	CI	5	4

Fill in the blanks	with the correct	t words or phrases	. Make changes :	to the form if necessary.

decline	unauthorized	ahandon	inmate	misdemeanor	hijack	nursue
uecille	unaumonzeu	avalluuli	IIIIIIate	IIIISUEIIIEaiiOi	HIIIack	puisue

7 1.	The suspect was (1) <u>pursued</u> by a helicopter	and two patrol cars.
2.	Two inmates escaped from jail and (2)	a van that was owned
	by a local farmer.	
3.	The van was later (3)	near an old factory, where the police located it.

4. The police questioned a suspect for (**4**) _____ use of a credit card.

5. The man accused of masterminding the robbery was offered a deal on condition that he disclose the whereabouts of his partners, but he (5) _______.

6. A **(6)** ______ is not really a crime but can be quite troublesome for others, such as disturbing the peace by making too much noise late at night.

7. The **(7)**_____ of a county prison were planning to escape through a hidden door in the laundry room when they were found out.

Exercise 5

Match words and phrases with the definitions.

Definitions	Words and phrases
1. Be serious!	kidding
2. making a joke	easy mark
3. one who might have committed a crime	pickpocket
4. likely victim	let your guard down
5. by accident	mugged
6. stop being careful	suspect
7. person who steals things from bags/pockets	not on purpose
8. being stopped and robbed in the street	come on

Choose some of the words or phrases and write sentences.

1					to	school	Ьч	accident.
			•	• •			J	

		• •	 •	:::
•	• •	•••		• • •

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Grammar and Vocabulary Review 🥘

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							c 1
ROWITA	tha	sentences	ligina th	na ani	nronriato	adverh	of deares
I V C V V I I L C	uic	SCHILCHICCS	using th	ic up	propriate	uuvcib	or acquec.

absolutely too extremely barely almost enough hardly completely

- 1. It was very difficult to hear what he was saying.
- We could barely hear what he was saying.
- 2. The hotel was as good as we'd heard, but it couldn't have been more expensive.
- 3. I don't agree with you at all.
- **4.** Is the volume as high as you need it to be?
- **5.** This laptop case costs more than all the others for no good reason.
- **6.** The car was so badly wrecked it could not be repaired.
- 7. You haven't eaten much. Don't you like this dish?
- **8.** I've only got a sentence left to finish my essay.

Exercise 2

Fill in the blanks with the correct sentence adverb. More than one answer may be possible.

evidently naturally frankly certainly probably admittedly actually undoubtedly

Frank and Samir are discussing work after a business meeting.

Prank:	So, what do you think? <u>Naturally</u> , we'll have to work on our proposal more, but I think we started rather
	well.

Samir: _____, I can't say for sure. I don't trust them all that much. They are _____ interested but beyond that...who knows?

Frank: They are ______ having a similar conversation about us.

Samir: Yes, you're right. I hadn't thought of that.

Frank: They were _____ impressed by our initial proposal. Don't you think?

Samir • _____, it is the best they are likely to get from anyone. We did a very good job.

Frank: _____, I think it's the best we've done to date.



Exercise 3

Match the words to form collocations. Tick the items that can be combined.

	island	forest	awareness	incentive	shelter	change	situation	options
pristine		~						
remote								
lush								
explore								
environmental								
provide								
dramatic								
crummy								

Choose some of the items and write sentences.

•	If I found myself in that situation, I would probably want to explore my options.

Exercise 4

Answer the questions.

- **1.** What are some of the benefits of ecotourism?
- 2. Would you be interested in becoming an ecotourist? Why? Why not?
- 3. Do you find the prospect of sleeping in the wilderness appealing? Why? Why not?
- **4.** What kind of area would you feel safer in? Why?
- 5. Why kind of area would you feel unsafe in? Why?
- **6.** What is your view of conservationists? Do you think they have certain characteristics that distinguish them from other people?

માં જિયા મુંઘુ the opportunity to decide on two things to conserve and were given the funds to do so, what Ministry of અભ્યોલાયું spend those funds on? Why? 2023 - 1445

Grammar and Vocabulary Review <a>ම

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Εv	rc	Ť	C	-1

Rearrange the words and write sentences.

- 1. explained / Alex / his family / the situation / to
- P Alex explained the situation to his family.
- 2. for / the / they / objects / moved / heavy / us
- 3. postcard / send / call / promised / soon / them / a / we / and / to
- 4. return / he / gave / in / me / the / on condition / I / it / two days / DVD / that
- 5. thought / I / he / given / it / to / as / you / had / a present
- 6. her / baked / students / a cake / for / Janet
- 7. job / Andan / they / to / the / offered
- 8. pastries / of tea / she / me / a cup / and / me / some / offered / poured

Exercise 2

Adel is very happy. His parents bought (1) him for him a car for his graduation. They gave it (2) to him / him it the day he received his degree. They had all gone to the graduation ceremony and when it was over, his father offered (3) to him / him a set of keys.

Adel could not believe it at first. He thought he was dreaming. He hadn't expected his parents to give (4) him / to him such an expensive gift. They had sent (5) him / for him to the best schools and paid for him to study what he wanted at university. They had also promised to send (6) him / to him abroad for his postgraduate studies. They had done so much for him.

Exercise 3

Fill in the blanks with for if necessary.

- **1.** Will you keep some food *for* me please?
- ? 2. I got ___ her a new bag.
 - 3. They bought a new car _____ their son.
 - 4. Her parents reserved a seat _____ her.
- 5. Mike ordered _____ his friends some pizzas.
- " **6.** They wrote ____ me a letter from Spain.
- - **8.** We prepared all the ingredients and waited _____ the chefs to arrive.

_				-
Εv	r	ci	C	Δ

Write the words in the appropriate column of the chart. Compare with a partner. Then use words from the columns to write sentences. Try to use more than one word in each sentence.

suspect host forensic deforestation audience ecotourism broadcast arrest microphone plot preserve inmate exploration solar power investigation episode contestant prison preserve cave entertainment

TV show	crime	environment
The suspect was arrested for plo	otting to rob the bank.	
Exercise 5		
Fill in the blanks with words from the	e list.	
evolution distinct prototype	e transmit milestone award ac	claim viewers
, , , , ,		
	a mechanical to an electronic device	
	levision shows attract a lot of comm	ercial advertising and secure a
significant income for their produ		
	programs that are expected to beco	
	nents need to produce a	of their invention before
they can patent it.		
	as well as negati	
6. The transmission of images over	r a distance was a	in the history of television.
7. Liquid crystal (LCD) and plasma	aretypes of te	levision monitors.
8 are often ii	nvited to call into talk shows and exp	oress their opinion.
——· — J·J·J		

Grammar and Vocabulary Review 🥘

Εν	xercise 1
_	ewrite the sentences using the subjunctive.
1.	The documents must be submitted on time. It is imperative that the documents be submitted on time. The examiner wants all the test booklets to be collected. The examiner demanded
3.	They want us to join them and their guests for dinner tomorrow evening. They insisted
	You should walk for at least two hours a day. I recommend
	He asked us to be at the board meeting tomorrow to express our views. He requested
	The headmaster thinks that it would be a good idea for older students to be supportive of younger children. The headmaster suggests
7.	We shouldn't exceed the word limit or our papers will not be accepted. It is essential
E	xercise 2
Re	ead the situations and write sentences using the subjunctive or <i>I'd like you to / I want you to</i> .
1.	Saeed is at the dentist. He has just had his teeth checked. The dentist knows that Saeed does not always tak care of his teeth. What does he say to him? (brush your teeth at least twice a day, avoid sugar, come back next week)
2.	Aisha is listening to her teacher. She will have to take her final test in science soon and her teacher is worried
	because she has been missing classes and she has not been working the way she should. What does she say to her? (not miss classes, do your homework, work on projects, spend some time in the lab)
3.	Halil was late for work this morning. His boss is talking to him about it and other things he wants him to do at

work. What does he say to him? (not be late for work, do your job carefully, wear a suit, be polite to customers)

-				-
Fy	Or	CI	S	3

Fill in the blanks with the appropriate words or phrases	es.
--	-----

	help you out	no kidding	keep it to yourself	cover for	will do	taking off	in a bind	
:	l'm (1)	·	I don't know what to	do.				
:	Can I (2)		?					
:	Yes, you can,	actually. But	can you (3)		I don'	t want anyoi	ne else to know	٧.
:	Yes, of course	e. What's the	matter?					
:	Oh, nothing r	eally. It's just	that I have to fly to D	ubai with m	y father.			
:	(4)	?	•					
:	No, not at all.	We're (5)	f	or a two we	ek vacat	ion.		
:	That's great!	Have a great	vacation.					
	Thanks but it	's not that sim	ple. You see I had p	romised to	(6)		Judy, our friend	d, at
	the library for	a day but I'll	be away.					
:	and you wa	nt me to do l	. I'll check my sched	ule and let	you knov	V.		
:	Please, Maida	a. I'll owe you	big time.					
•		•		are friends				

Exercise 4

Note down the qualifications/training and personal characteristics that would make someone an ideal candidate for some of these jobs. Compare with a partner.

Job	Qualifications/training	Personal characteristics
flavorist	special training or experience	
flight attendant		
air traffic controller		
teacher		
games designer		
doctor		

Choose one of the jobs above and write a brief profile about it in your notebook.

Exercise 5

Read the texts below and suggest jobs for these people. You may suggest more than one type of job.

"I am very creative but I get bored easily. I like design but I don't enjoy painting. I think television is the best thing that was ever invented. I watch a lot of shows and films and often make notes about ideas that I have as I watch them. I notice things like lighting and sets and how people are dressed or positioned."

1. _____

"I am extremely tidy and methodical. I can't stand a mess. I don't know how some people manage to work at a desk that's piled with papers and books and all sorts of stuff. I am keen on chemistry and physics. I am also good at math. Subjects concerning language and literature are not my favorite. I like working on my

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Use the correct verb form. Sometimes both the	e gerund and the infinitive are possible.
---	---

1 .	Our supervisor advised us (1) (try out) £6	<u>try out</u> a different experiment.
2.	They keep (2) (repeat)	the same things over and over.
3.	I hate (3) (waste)	resources for no reason.
4.	l would consider (4) (apply)	for the job if it didn't involve travel.
5.	He attempted (5) (update)	his files but the program was incompatible.
6.	She needs us (6) (install)	the equipment and try it out.
7 .	l prefer (7) (work)	_ early in the morning.
8.	You wouldn't expect him (8) (change)	habits, would you?
9.	I would recommend (9) (spend)	less time on football practice and more
	time on fitness exercises.	
10.	Sabah often forgets (10) (call)	and let us know when she is not able to

Exercise 2

attend the lesson.

Use the prompts to write questions. Then ask your partner or answer the questions for yourself.

- **1.** you / be /interested / in / protect / the environment?
- ? Are you interested in protecting the environment?
- 2. would / you / consider / grow / plants / on the roof of your building?
- **3.** you / consider / go off the grid / feasible?
- 4. you / think / people / will begin / develop / a greater environmental awareness?
- **5.** what / would / you / suggest / do / to motivate more people to change habits?
- 6. you / know / people / who have tried / change / but failed?
- 7. what / might have helped them / to continue / try?
- **8.** what / would you / advise / do / to reduce waste?





Exercise 3

Fill in the blanks with the appropriate word or phrase.

Hguess lame hassle rely on committed harsh chuck perspective

Omar: How are you getting on with your assignment?

Adel: OK, (1) I quess. I'm not too happy with some parts.

Omar: Would you like me to help in any way?

Adel: Thanks but no. I should learn to (2) _____myself. I can't expect someone else to bail

me out every time.

Omar: Don't be so (3) _____on yourself. You are a (4) _____learner. You always try

to do your best in all subjects.

Adel: Thanks. Maybe I've got to change my (5) ______. I always feel that people expect me to

do better than I have.

Omar: Absolutely, if that's the way you see things, it's time to change. It seems to me that you are the

one that is creating all the (6) _____. You always have something to say and you're

well informed on so many topics.

Adel: Oh, come on. You're just saying that to make me feel better.

Omar: You know me better than that. OK, (7) _____what you've done so far and start from

scratch.

Adel: That would be a (8) _____thing to do. I've already done my research and written more

than five pages of it.

Exercise 4

Circle the correct word or phrase.

- **1.** Living off the grid entails **series** / **sacrifices**.
- 2. Deciding to give up public utilities is a **blood / bold** choice to make.
- 3. A lot of people set up a renewable **source** / **sauce** of energy.
- **4.** A cistern is a type of **well / tank** that is used to collect rainwater.
- **5.** Children should be aware of the *impact / impression* they have on the environment.
- **6.** People who live off the grid avoid the **consumption** / **assumption** of packaged food.
- 7. Life on the grid offers conveniences / conservation that have a negative impact on the environment.
- **8.** Conserving / Reserving energy is a necessary requirement for environmental protection.

Exercise 5

Make a list of things you should and shouldn't do to preserve the environment. Compare your ideas with a partner.

Dos	Don'ts
Dos	
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Exercise 1

Rewrite the sentences putting the adjectives in the correct order. Use commas where necessary.

- 1. The doctor prescribed a (very expensive / new) treatment.
- ? The doctor prescribed a very expensive, new treatment.
- 2. They live in a (18th century / beautifully decorated) house.
- 3. Why don't you get rid of those (old / damaged / ugly) chairs?
- **4.** That (old-fashioned / white / mirrored) cabinet would look great in the corner.
- **5.** I don't think I've ever seen a (crystal / large) jewelry case.
- 6. They've bought some (wool / amazing) carpets at the market.
- 7. We had a (fresh / wonderful / green) salad.
- **8.** He should really stop driving that (worn-out / old) car. It's not safe.
- **9.** They have put two (large / comfortable / red) armchairs up for sale.
- **10.** Are you interested in looking at that (large / modern / stone) house? It's for sale.

Exercise 2

Fill in the blanks with the appropriate beginning to form sentences. More than one option is possible for some items.

- a) They traveled too far
- **c)** They were far too tired
- e) You drive too slowly
- **g)** He is not experienced enough
- b) I wasn't fast enough
- d) She was too busy
- f) It was too early
- h) The people were not friendly enough

1.	I hey were far too tired
2.	
3.	
4.	
5.	
6.	
7.	*****
.ر 8. _ï	
	H-a-H-a

to notice what was happening.

to catch the ball.

to only stay for a night and come back.

to make us feel welcome.

to get to work on time.

to leave for school and too late to go back to sleep.

to apply for the job.

to spend time chatting to people.

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Ех	ercise 3
Re	write the sentences with too or enough use the words in parentheses. Make necessary changes.
•	I don't like this neighborhood. It's too noisy. (quiet) This neighborhood is not quiet enough. You wrote this too carelessly; you've made too many mistakes. (carefully)
3.	The house is not large enough for a family of five. (small)
4.	You're not tall enough to reach the top shelf. (short)
Ex	ercise 4
Fill	in the blanks with the correct word or phrase. Make changes to the form when necessary.
	out of touch minimal claustrophobic amenities downsize maintain
2. 3. 4. 5.	A house needs to be if you don't want it to fall apart. Small elevators can be really A lot of businesses to reduce running costs and save money. Nanotechnology has made it possible for devices to take up space. Living off the grid requires giving up some of the of modern life. I have no idea how much office furniture costs. I have been for a long time.
_	ercise 5
	swer the questions.
1.	Do you live in a house or an apartment?
2.	Do you like the area that you live in? Why? Why not?
3.	What are buildings made of in your town/neighborhood?
4.	Is your neighborhood too quiet or too noisy?
5.	Would you prefer to live somewhere else? Why? Why not?
6.	Which modern amenities do you consider absolutely necessary?
7 .	If you had to move, which area would you choose to move to? Why?
8.	Are there other places where you "feel at home"? Explain.

Grammar and Vocabulary Review <a>ම

Answer the questions using a gerund.	
1. Which sport do people use weights for?	weightlifting
2. Which sport do people use skateboards for?3. Which sport requires a helmet and a bicycle?	
4. Which sport requires special goggles and a cap?	
5. Which activity do people use a line, hooks, and bait for?	
6. What are skis used for?7. Which sport is done on an ice rink?	
8. Which sport requires fast cars and skilled drivers?	
Exercise 2	
Rewrite each underlined sentence or phrase with a gerund	as the subject.
Once again, Osmond Barker demonstrated (1) how importation values set forth by the Olympic Games.	nt it is for athletes to believe in fair play and uphold the
believing in fair play and upholding the values set forth by	the Olympic Games is very important for athletes
(2) It was his life's dream to win a gold medal for his country	
However, as things turned out (3) it became more important	for him to allow someone else to win instead.
He was warming up for the men's freestyle when an old sho they way he normally would. (4) It was necessary for him to another team member.	
His fellow countryman won the silver medal but insisted on scene of the two men holding the medal.	sharing it with Osmond. (5) <u>It was moving to watch the</u>
Suddenly, (6) it did not seem all that important to win the go athletes and paid less attention to the gold medalist who have	
Exercise 3	
Use the prompts to write questions. Ask and answer with a superlatives.	partner or write your own questions and answers. Use
 What / tasty dish / you / ever / have? What / funny / scene / you / ever / watch? What / interesting / thing / ever / do? 	What is the tastiest dish you've ever had?
4. What / great / thing / someone / ever / tell / you? 5. What / groat / piece of news / ever / hear? y of Education	

Ех	ercise 4
An	swer the questions. Compare your answers with a partner.
1.	What events might begin with a procession?
2.	What kinds of things do people do to commemorate an important event?
3.	Name some things that originated in the Arab world.
4.	Which means of transport has been revived due to environmental concern? Why?
5.	What is often added or dropped from the Olympics? Give examples.
6.	Name some organizations or states that were founded by Arabs.
7.	What does a host country do?
8.	Who do you think has confidence in you? Why?
Ex	ercise 5
Fill	in the blanks with the correct word.
	interspersed outstanding spectator merit terrain downhill
 2. 3. 4. 5. 	Ice hockey is an exciting sport. Alpine skiing requires athletes to ski The biathlon competition is with shooting events. The of cross-country skiing is that it can serve as a means of transport when people are snowed in. The athletes gave an performance in freestyle skiing. Polar explorers had to travel through treacherous to get to their destination as the ice started melting.
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Exercise 1	
Fill in the blanks with t	he appropriate form of the word in parentheses.
could hear thunder in and pulled all the curta forward to a pleasant, Then lightning struck a were all getting nervoicabins are often struck (irritate) signal as they (upset) but the fact that (9) (washout the children. I ke	electric storm hit. There was a strange, (1)
Exercise 2 Complete the sentence	ces with the correct phrase. Think about meaning.
 The	the more nervous I get. the more nervous I get. the quicker I run out of money. the more heating fuel we need. the more difficult it gets. the more I like it. the less space there is between seats.
8. The	, the quicker we get there.
Answer the questions answers. worried disap 1. Why do you bite you	using get and one of the words below. Ask and answer with a partner or write your own pointed impatient dirty excited dark stressed confused our nails before an examination?
P • L bite them because	$m{p}$ I get stressed.
	ou when you have to wait for someone/something too long?

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4.	What happens when someone talks to you about a number of things at the same time?
5.	Why are days shorter in winter?
_	They are shorter because it
6.	What happens to your clothes if you leave them out too long? They
7 .	How do you react when you find out that you are going on a trip?
_	
8.	How do you react when you get a low mark although you've worked hard?
	ercise 4
HIII	in the blanks with the correct words. There might be more than one option for some of the blanks.
	astonished fascinated puzzling bilingual irritated remarkable stimulated enhanced prompt genuine
We cla	his is an excerpt from a thank you letter addressed to a teacher by the parents of one of his students.) e are truly (1)fascinated by the (2) progress that our son has made in your ass. Your encouragement and support has (3) his interest in science, increased his infidence, and (4) his performance in other school subjects.
Ple	ease accept our (5) gratitude and thanks for your help.
l'm l'm (9) ne	nis is an excerpt from an email addressed to a research scientist by his angry colleague.) (6) with the findings of the research and find the results quite (7) also (8) by the fact that it was concluded in my absence. I assumed that a researcher like me would be able to facilitate communication, by translating when cessary, in order to (10) more reliable responses. ercise 5
An	swer the questions. Ask and answer with a partner or write your own answers.
1.	What are some of the beneficial effects of laughter?
2.	What impact does stress have on the cardiovascular system?
3.	Do you believe that happier people can fight infections more effectively? Why? Why not?
4.	What kinds of activities stimulate your brain?
5.	What can enhance learning, in your opinion?
	Do you like telling and listening to jokes? Why? Why not?
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Exercise 1

Complete the sentences with the pronouns and phrasal verbs in parentheses.

- \P 1. The teacher explained the problem a number of times, but I couldn't figure it out . (it / figure out)
 - 2. I have a special box for information leaflets. I never _______. (them / throw away)
 - 3. Omar and Fahd look exactly alike; I can never _______. (them / tell apart)
 - **4.** My dentist was too busy; he couldn't ______. (me / fit in)
 - **5.** I know you disagree with the way I do some things, so let's ______. (it / talk over)
 - **6.** It's warm in here; you don't need your coat. Why don't you ______. (it / take off)
 - **7.** Who keeps turning up the volume? It's late; they should ______. (it / turn down)

Exercise 2

Circle the correct particle.

- **? 1.** We spent a long time thinking about the project but couldn't come up(with)/ to anything original.
 - 2. Do you feel up with / to coming with me to the library?
 - **3.** It'd be nice to meet and catch up **on / with** things. A lot has happened since we last met two years ago.
 - **4.** He had to drop **out / down** of the race when he injured his knee.
 - 5. We need to get down to / with business; we've wasted too much time talking about this and that!
 - **6.** He's a nice person; he's really easy to get **along** / **away** with.
 - 7. They really need to cut down on expenses, or they'll run out of / with cash very soon.
 - 8. Did you really come down / out with the flu over the holidays? How are you feeling now?

Exercise 3

Rewrite the sentences using the phrasal verb that is closest in meaning. Use the correct form.

- 1. I'm so happy you are arriving in two days. I can't wait.
- T'm looking forward to seeing you.
- 2. I don't want to have dinner; I'm not in the mood.
- **3.** He didn't think the offer was good, so he didn't accept it.
- **4.** Don't stop trying now; you've worked so hard on this project. I know you can do it.
- **5.** I'd like to draw your attention to some of the main characteristics of the species.
- **6.** We'll have to manage with what we have in the fridge. It's too late to go shopping.



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Exercise 4

Read the text and find the words or phrases that mean:

1	letting yourself do or have something that is not good for you
2	eaten
3	loves eating sweet foods
4	delicious
5	large quantity
6	containing the elements necessary to support life and maintain health
7	basic food stuff, e.g. rice, flour, beans, dairy products, etc.
8	improved, made better or more noticeable
9	a large meal that consists of a number of different dishes
IO	a set of instructions on how to prepare or make food

Indulgence of delicious desserts can lead to a number of health problems, including diabetes and excess weight. Sugar and especially chocolate are often consumed as a means of boosting energy. The problem, however, is that energy levels tend to drop as abruptly as they rise through the consumption of sugar. None of the above will prevent someone who has a sweet tooth from helping themselves to a sweet treat.

Many favorite treats are unfortunately considered unhealthy. Such treats include potato chips, burgers, French fries, doughnuts, and other, widely consumed fast food items. It is, indeed, very difficult for most of us to turn down a plateful of freshly fried, delectable, French fries or chocolate ice cream for dessert. Yet, there is an abundance of fruit and other options to choose from that are of superior nutritional value.

Nowadays, flavor is often chemically enhanced in mass produced, packaged food. Once people get used to these flavors, it is very difficult for them to return to traditional staples and natural ingredients that seem bland in comparison. This is what often makes younger eaters reject home cooking and in general "healthy eating" and be more attracted to fast food and packaged snacks.

If you think of the time spent on average, in each household, on food preparation, you realize why food has become such an important industry. Consider the significance of special dishes on special occasions and holidays: preparing a spread for friends and family, ordering special ingredients and spices, investing time and energy on planning, shopping, chopping, cooking, plating, and decorating dishes. Think about TV shows on cooking with new recipes. Check out recipes on the Internet.

We work to "put food on the table," to feed our family and ourselves. We might as well make sure that the food we consume has a beneficial impact on our health.

Exercise 5

Answer the questions.

- 1. How important is tood for you?
- 2. Do you agree that we spend a lot of time, energy, and resources on food? Do you think it's justified?
- **一儿 3. iMakey bj list** of your favorite dishes and treats. Then tick the ones that you think are healthy. Compare Ministry of Witha partner or look them up in a book or on the Internet.

Grammar and Vocabulary Review 🥘

Exercise 1

Rewrite	each	sentence	in the	e passive.

- 1. The authorities believe that air traffic controllers were responsible for the near crash of a private jet.
- P Air traffic controllers are believed to have been responsible for the near crash of a private jet.
- **2.** People say that chamomile has medicinal properties.

lt is

- 3. Doctors suggest that parents prevent their children from consuming too many sweet treats.
- **4.** Scientists estimate that solar storms will continue for some time.

It is

5. The police thought that the car was empty.

The car

6. People considered him missing in action, when he turned up in town two months later.

He

7. Teachers expected the students to be in class ahead of time.

The students

8. People felt that something important was about to happen.

It was

 ${\bf 9.}\;$ Scientists calculated that the next eclipse would take place in two decades.

It was

10. People hoped that the tornado would change course and leave their town unharmed.

It was

Exercise 2

Change each sentence from active to passive.

Authorities will take measures to ensure that school buildings are constructed in accordance with safety rules.

- **1.** They have to check the foundations and fortify them if necessary.
- The foundations need to be checked and fortified.
- 2. They need to repair cracks and other damages.
- **3.** They must replace broken windows.
- **4.** They have to install secure locks in all the doors.
- **5.** They have to rewire the whole building and install new lights.
- 6. They must have the classrooms painted with non-toxic paint.

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Fill	
	in the blanks with the appropriate word or phrase.
	fetch consciousness aggressive deliberate compassion run sense
	escape residences endangers
An	imals are believed to have a sixth (1) for danger. There are countless
rep	ports of wild animals fleeing to (2) a fire that has hardly started or is miles away.
The	e problem is that they sometimes have little (3) of the fact that they have few
pla	ices to run to.
As	inhabited areas expand to accommodate more (4), they restrict wildlife habitat
	astically and open the door to (5) encounters between animals and humans.
	ere have been numerous accounts of attacks on humans by tigers in India, near villages that
pra	actically stand in the middle of wilderness. Lack of consciousness on the part of some people,
wh	o are searching for more farming land, contributes greatly to environmental destruction and (6)
	species.
The	e all too frequent reports of bears in residential areas, going through garbage as they rummage
	food, provide disturbing evidence of the fact that animal habitats are extending beyond limits.
	fortunately, the problem also affects marine life. Take, for example, dolphins, the friendliest and
	ost intelligent marine mammals; they are also being threatened by indiscriminate fishing and (7)
	cruelty by humans.
	cruelty by humans.
We	e would be well-advised to demonstrate some of the (8) that animals show when
We the	e would be well-advised to demonstrate some of the (8) that animals show when by rescue humans or warn them of danger. Dolphins will still
We the (9)	e would be well-advised to demonstrate some of the (8) that animals show when ey rescue humans or warn them of danger. Dolphins will still to the rescue of a swimmer who is attacked by sharks, and horses will run back
the (9)	e would be well-advised to demonstrate some of the (8) that animals show when ey rescue humans or warn them of danger. Dolphins will still to the rescue of a swimmer who is attacked by sharks, and horses will run back (10) help for a rider that is hurt. All we need to do is respect their home and allow
the (9)	e would be well-advised to demonstrate some of the (8) that animals show when ey rescue humans or warn them of danger. Dolphins will still to the rescue of a swimmer who is attacked by sharks, and horses will run back
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Grammar and Vocabulary Review <a>ම

Exercise 1

Write sentences using present or past hypothetical conditionals.

- 1. I didn't notice it was late, so I took my time getting there.
- 📍 If had noticed it was late I would not have taken my time getting there.
- 2. He missed the interview because he didn't get the letter from the company.
- **3.** She doesn't watch the news, so she doesn't know what's happening in the world.
- **4.** They are very stressed because they don't know the answer to the question.
- **5.** We spent a lot of money shopping, so we didn't have enough to pay the phone bill.
- **6.** He didn't take care of himself, so he got ill and had to give up his job.
- 7. We missed our flight because we had a flat tire on the way to the airport.
- 8. We don't know his contact details, so we can't get in touch.

Exercise 2

Write what you would do or what you would have done in each situation.

- **1.** I have a friend who always forgets what time we are supposed to meet and I end up waiting for ages. I don't know what to do to get my friend to remember. What would you do?
- 📍 I would call and remind him/her. I would also send him/her text messages to make sure he/she doesn't forget.
- 2. My brother asked me to help him fix his computer yesterday, but I refused because I had to study for a test. Now he won't speak to me. What would you have done?
- 3. I had borrowed a book from a friend that my younger brother managed to destroy by spilling milk over it. I ordered a new copy of the book and gave it to my friend a few days later. I didn't mention anything about the incident, and I don't think my friend realized that it was a new copy. What would you have done?
- **4.** I always tidy my desk and turn off my computer before I leave home. But whenever I get back and go into my room, my desk is a mess and my computer is on. What would you do?
- 5. An aunt of mine has invited me to spend part of my vacation at her house in the country. I like my aunt, but I don't really get along well with my cousin who is a lot younger than me and can be quite irritating. What would you do?

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Exercise 4								
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