SUPER

GOAL 2

TEACHER'S GUIDE

MANUEL DOS SANTOS



2022 - 1444



SuperGoal 2 Teacher's Guide

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Contents





Scope and Sequence

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

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

Scope and Sequence

	Unit Title	Functions	Grammar
9	Let's Go Out Pages 74–81	Talk about free-time activities and chores Make suggestions Express obligation Make excuses	Should, why don't/doesn't…?, and let's for suggestions Go + verb + -ing Have to/Had to and Don't/Didn't have to Must/Mustn't for obligation and prohibition
10	It's a Bargain! Pages 82–89	Talk about shopping Identify possessions Express preferences	Possessive adjectives and pronouns Question word: whose Pronoun: one/ones Quantitative: too Modal verbs: can, may, could, might
11	There's No Comparison Pages 90–97	Make comparisons State opinions Talk about interesting facts	Comparative and superlative forms of adjectives Sothat/Suchthat
	EXPANSION Units 6–11 Pages 98–105	Language Review Reading: Paris: The City of Light	ht
12	It's Going to Be Fun! Pages 106–113	Ask about and describe vacations Plan a vacation	Future with <i>be going to</i> Information questions Position of adjectives Adverbs of manner
13	What's the Weather Like? Pages 114-121	Talk about the weather Talk about seasons Talk about future activities Make predictions	Future with will Information questions Conditional with present and future forms Functions with will
14	Could You Do Me a Favor? Pages 122–129	Make and respond to requests Make and respond to offers Give and take phone messages Expressions with will	Can, could, will, would I'll, Let me Want + object noun/pronoun + infinitive Tell and ask + object noun/pronoun + infinitive
15	Today's News Pages 130–137	Talk about the news Ask and answer questions about past ongoing activities Tell narrative stories in the past	Past progressive Past progressive + when Adverbs of degree Could and was/were able to
16	Have You Ever? Pages 138–145	Talk about activities you have and haven't done	Present perfect Present perfect versus simple past Review of present tenses and simple past
File Ministry 2022 -	EXPANSION Units 12-16 Pages 146-153	Language Review Reading: Success! Project: Research a role mode	·I

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

<mark>صلحتاا قاراج</mark> Ministry of Education 2022 - 1444 Chant Along: Travel the World Over

Writing: Write about a place where you want to travel

Project: Write a verse about world travel

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

Philosophy of the Program

SuperGoal 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, **SuperGoal** is easy and enjoyable to teach and to learn from.

The goal of **SuperGoal** 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 **SuperGoal** 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. **SuperGoal** also puts an emphasis on grammar, particularly using grammar in communicative activities.

SuperGoal 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 **SuperGoal** has the following components:

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

SuperGoal has enough material of classroom instruction for a whole year. 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

- 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
- Fun Facts

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

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

Workbook

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

Activities in the Workbook focus on reinforcement of vocabulary and grammar. Some units also include a reading. Each unit ends with 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 Intro level) (opening presentation)
- Pair Work model conversations
- Listening
- Pronunciation
- Conversation
- Reading
- Chant Along

The audioscript for the Listening activities appear at point-of-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

SuperGoal has two brand new and innovative digital components: the Interactive Whiteboard Software for classroom use and the ActiveBook for self-study. Through a variety of interactive applications, the content of the books 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.

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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 unit follows 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.
- 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.
- Form, Meaning and Function activities expand students' knowledge of structures and functional language.

Here is a detailed list of the sections in the Student Book. In some units, the order of some elements may vary. In the Intro 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 **SuperGoal** 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 Turn is 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

<u>صلحتاا</u> قرازم Ministry of Education 2022 - 1444 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, notes, letters, reports, narratives, essays, and more. 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.

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.

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.

Student Book Expansion Units

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

- Language Review: 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. 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, 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 be useful in mixed ability classes as activities to give to students who finish a certain task early.

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Project

An additional Project is included near the end of each unit

Fun Facts

The 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

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 **SuperGoal** series offers a wide variety of listening passages, including conversations, 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 **SuperGoal** 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 **SuperGoal** 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 peer-edit 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

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

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.

Form, Meaning and Function

The **SuperGoal** 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.

Chants

Using chants in the classroom will enrich learning in an entertaining way, motivate students, and generate enthusiasm. 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 SuperGoal 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.

SuperGoal 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 pevents; eta Lietstudents bring their own experiences,

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

Pair Work

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

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

Cooperative Learning

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

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

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

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

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

Reading Strategies

Researchers are giving more and more attention to how language learners learn to read. The *SuperGoal* 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 patterior grammar point in a forthcoming activity.

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Ongoing, Informal Assessment

There are many opportunities in **SuperGoal** 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.

1 Are You Here on Vacation?





- Vocabulary Greetings Introductions Saying goodbye
- **Functions** Greet people Say goodbye Introduce yourself and others Ask for and give personal information Express thanks **Apologize** Ask for and give directions
- Grammar Simple Present of the Verb Beyes/no questions, short answers Information Questions: How. What. When. Where, Who, Why Prepositions of Place

- Listening Listen for specific information about a hotel stay
- **Pronunciation** Yes/No and Whquestion intonation
- Reading The Place to Stay
 - Writing Create a hotel registration form and complete it with personal information
 - **Project** Present information about youth hostels in your country

Talk about where you were born and raised. For example: I was born in New York, but I was raised in Miami. Write the following on the board:

I was born in . but I was raised in . I was born and raised in _

Go around the room and have students say where they were born and raised.

Listen and Discuss

- Have students open their books to page 2. To activate students' prior knowledge, ask and discuss the introductory questions in the text.
- Tell students to look at the picture and describe what they see. Ask:

Where are the people? (a hotel lobby) What are the people doing? (talking)

Why are so many people there? (for an international writers festival)

How do you know? (there's a sign)

Is everyone from the same country? (no)

Where are they from? (Faris is from Saudi Arabia. Keton was born in Mumbai and was raised in New Delhi.)

How many people are checking into the hotel? (one)

- ◆ CD1, T2 Play the audio. As students listen to each exchange, have them point to the corresponding illustration.
- CD1, T2 Play the audio again and pause after each speaker. Have students repeat the sentences chorally and individually.
- Say the first line of one of the exchanges; for example: Goodnight. See you tomorrow. Have a student find it in the book and say the response: Bye. Take care.
- Talk about the people in the pictures and have students point to the people. For example, say: *His name is* Francisco Ramirez. His name is Faris. His first name is Bob.

Warm Up

Use this unit for review and to evaluate how much your students know. Greet students and introduce yourself. Say your name, and spell it as you write it on the board. For example: Hello/Good morning (afternoon, evening). My name is Tina Green. T-I-N-A G-R-E-E-N. Write on the board: My name is ____. Ask students to introduce themselves.

Ask: How do you spell your first name? Write the student's first name on the board as he or she spells it. Ask another student: **How do you spell your last name?** Write the student's last name on the board as he or she spells it. Say and have students repeat: How do you spell your first name? How do you spell your last name? Write both questions on the board. Have students

ask one another how to spell their names. Point to

<u>different students and ask the class: What's his (her)</u>

Mifirst (last) name?

Quick Check



- Write on the board: Bye. / Good night. / Hi. / See you tomorrow. / Take care.
- Then draw a two-column chart with the headings 1 and 2. Write the word Bye under 2 and ask what other words go with Bye. (Good night. / See you tomorrow. / Take care.) Erase 2 and write Farewells. Then ask students what to write under 1. (Hi.) Erase 1 and write Greetings.
- Elicit other greetings and farewells and add them to the board.

Answers

Greetings: Hi.

Farewells: Good night./See you tomorrow./Bye./Take care.



- Go over the directions as a class.
- Have a student read aloud the first item. Elicit the name of the person and how the name is spelled.
- Have students do the activity in pairs, taking turns saying and spelling the names.

Answers

- 1. Ketan
- 4. Lee
- 2. Francisco Ramirez
- 5. Faris
- 3. Jean Fournier

Pair Work



- For number 1, first have students look at the conversations in the picture. Ask: Who is greeting someone else? Have students point to the picture. Ask how the people greet each other. (Hi.) Then have students greet their partners.
- For number 2, have students point to Bob Atkinson and Pancho Ramirez. Say: They are introducing themselves. Write introduce on the board. Ask how Bob and Pancho introduce themselves. (I'm.../My name is...) Then have students introduce themselves to their partners.



- For number 3, ask: Who is introducing a friend to another person? Have students point to the picture. Ask how the man introduces his friends. (I'd like to introduce...) Then have students introduce another person to their partner. They should reply with Nice to meet you and Nice to meet you, too.
- For number 4, have students look at the conversations.
 Ask: Who is saying goodbye? Have students point to
 the picture. Ask how the people say goodbye. Then
 have students say goodbye to their partner, using any
 ways of saying goodbye they know.



 Organize students into two sets of pairs and have them practice introducing their partner to the other pair.
 Again, encourage them to reply with Nice to meet you and Nice to meet you, too.



- Students work in pairs. Tell them they are going to choose one of the conversations and continue it.
- Provide an example for the last conversation. Model the conversation with a student, and add to it.
 For example:
 - A: Where are you from, Pancho?
 - B: I'm from Mexico.
 - A: When did you start writing?
 - B: Ten years ago.

Workbook

Assign page 185 for practice with greetings, introductions, and farewells.



Teaching Tip

Before students do pair work, it is important to provide a model of what they are to do. That way they will not be confused when they do the task.



Additional Activity

Play an introductions game. Begin the game by introducing one student to the class: *Hi. This is my student, Fahd.* The class in unison says: *Nice to meet you, Fahd.* Fahd says: *Nice to meet you, too.* Fahd then introduces another student to the class, and so on until everyone has been introduced.



Quick Check ✓

- **A. Vocabulary.** Find and write down the greetings and farewells.
- B. Comprehension. Who are they? Say and spell their names to a partner.
 - 1. He's from India.
 - 2. His nickname is Pancho.
 - **3.** He's checking into the hotel.
 - **4.** His friend is introducing him to Joe.
 - 51 He's from Saudi Arabia.

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2 Pair Work



- **A.** Imagine you just arrived at the writers festival.
 - **1.** Greet someone you know.
 - 2. Introduce yourself to someone.
 - 3. Introduce a friend to someone.
 - 4. Say goodbye to someone.
- B. Work with another pair. Introduce your partner to them.
- C. Choose one of the conversations and continue it. Present it to the class.

3 Grammar 💹



Simple Present of the Verb Be

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

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

Yes-No Questions (?) **Short Answers (+)** Short Answers (-)

Are you here on vacation?	Yes, I am .	No, I'm not.
Is Ahmed happy in his new job?	Yes, he is .	No, he isn't .
Is it very cold in your country?	Yes, it is .	No, it isn't .
Is the museum open on Fridays?	Yes, it is .	No, it isn't .
Are you here for the festival?	Yes, we are .	No, we aren't.
Are they from Egypt?	Yes, they are .	No, they aren't .

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

How're* you doing? (How + are) Fine, thanks.

My name is Saud, and his name is Ali. What are your names?

When's* the festival? (When + is) It's in February. Where are you from? I'm from Jeddah.

Who's that tall man? (Who + is) That's my uncle.

Why're* you studying? (Why + are) Because we have a test!

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

A:	you here on vacation?				
B:	No, I here for the writers festival.				
A:	It sounds like fun. So, what your job?				
B:	I a novelist, and my friend	_ a poet			
	We here for the festival.				
	you here for the festival, too?				
A:	No, here on vacation.				
	I here with my friend, too.				
	Hethere near the reception desk.				
B:	he the tall man in the red shirt?				
A:	Yes, Let me introduce you to him.				

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

Ministry of the Ministry of th 2022 - 13.4áge and date of birth

4. nationality

5. address

6. telephone number



- 7. email address
- 8. occupation

3 Grammar

Simple Present of the Verb Be

- Have volunteers read the examples in the chart.
- Write the following paradigm on the board, and ask students to copy and complete it in their notebooks. When all students are finished, have a volunteer come to the board and fill in the blanks

I <u>ar</u>	<u>n</u>
Не	_
She	_ on vacation.
<i>W</i> e	_
You	_
They	_

• Write these sentences on the board. Have students complete them with real information.

We	in English class now.
We	in Spanish class.
I'm	(nationality). I'm not

- Have pairs of student volunteers read the guestions and short answers.
- Write these sentences on the board. Have students. complete the questions in their notebooks. Then have a volunteer come to the board and fill in the blanks.

```
Dubai in Eavpt. (isn't)
   Dubai in UAE? Yes, it . (Is / is)
Toyotas ___ Mexican. (aren't)
___ Toyotas Canadian? No, they ___. (Are / aren't)
```

- Point out the other negative short answers: he's not, she's not, it's not, we're not, you're not, and they're not.
- Ask students personal questions such as: **Are you from** Jeddah? Are your parents in Dubai now? Is your last name Zahrani? Elicit short answers. If the response is a negative short answer, have students correct the information. For example:

You: Are you from Jeddah?

No. I'm not. I'm from Dammam.

Have students work in groups, asking one another questions with Are you...? The student who asks the questions should then ask a third student about the second student. For example:

A: Is Ahmed from Rivadh?

B: No, he isn't. He's from Jizan.

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

Mil st Choose individual students to read aloud the questions 2022and answers.

- Point out that when we ask questions with a Whquestion word, we can make a contraction with is. For example: Who's your teacher? What's his/her name? Where's he/she from?
- Tell students that contractions with are and some Whquestion words are common in spoken language. For example: How're they feeling? What're you thinking? Note to students that this is informal and should be avoided in written form.
- Write four questions on the board: Who ___ you? What __ your best friend's name? Where __ you from? When ___ your English lesson? Have individual students come up to the board and fill in the blanks.
- Have students ask you the questions. Answer them, giving information about yourself. For example: I'm Tom Green. My best friend's name is Ben. I'm from England. My lesson is on Monday.
- Ask a few students the questions. Then students work in groups, asking one another the questions.



Have students work alone to complete the conversation. Then have them check their answers with a partner and practice the conversations, using contractions where possible.

Answers

A: Are **A:** I'm not/am ('m)/am ('m)/is ('s) **B:** am ('m)

A: is ('s) A: he is

B

- Ask students to read the directions and say what information they have to find out about their partner.
- Elicit the questions they need to ask:
 - 1. What's your name?

B: am ('m)/is ('s)/are ('re)/Are

- **2.** How do you spell your first/last name?
- **3.** How old are you?
- 4. What's your nationality?
- **5.** What's your address?
- **6.** What's your telephone number?
- 7. What's your email address?
- 8. What's your occupation?
- Students work in pairs asking and answering the questions. Have each student tell the class about his or her partner. For example: My partner's first name is Amina. Her last name is Al-Harbia. She's 15.



- Have volunteers read aloud the speech bubbles.
- Tell students they are going to match the responses with the speech bubbles. Do number 1 as an example. Have a student ask you: Are you Dr. Philips? You answer: No, I'm Luke Robbins.
- Students do the task individually. Monitor, making sure they realize the answers are not in order.
- Have students practice the conversations in pairs, being sure to switch roles.

Answers

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

4 Listening

- Have students look at the photo. Ask: Who is talking?
 What do you think they are saying?
- Have students look at the chart. Ask: What kinds of questions do you think you are going to hear in the conversation? Write their ideas on the board.
- CD1, T3 Have students close their books. Play the audio. Have students listen to the conversation to notice if they hear any of the questions on the board.
- CD1, T3 Have students open their books and complete the chart as they listen again. Play the audio. Go over the answers with the entire class.
- Have students work in pairs and try to reproduce the conversation, using their own words.

Audioscript

Porter: Good morning, sir. Let me take your suitcase.

Mr. Wilson: Oh, thank you.

Porter: Welcome to the hotel. Is this your first time here?

Mr. Wilson: Yes, it's my first visit to America.

Porter: Where are you from?

Mr. Wilson: I'm from the U.K.—Portsmouth, actually.

Porter: Are you here on vacation?

Mr. Wilson: No, I'm here for a one-day meeting.

Porter: Please check in here.

Porter: What's your room number, sir?

Mr. Wilson. Nine on tive

Porter: That's on the ninth floor. Don't worry about your

مرارت suitcase. I'll bring it right up.

Mr. Wilson: Thank you.

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Answers

Nationality = British

Room—floor = 905—9th floor

Number of days at hotel = 1

Purpose of visit = a meeting

5 Pronunciation

- CD1, T4 Play the audio for students to listen.
- Point out that questions beginning with be in any tense have rising intonation. Questions beginning with a Whquestion word have falling intonation.
- CD1, T4 Play the audio again for students to repeat.

Workbook

Assign pages 186–187 for practice with the verb *be* and questions.



Teaching Tip

Research has shown that native speakers (of any language) often pay attention to only 25 percent of what they hear. People concentrate more if what they are hearing is important to them and/or they are interested in it. However, people never concentrate 100 percent of the time. Therefore, it is unrealistic to expect language learners to understand 100 percent.



Additional Activity

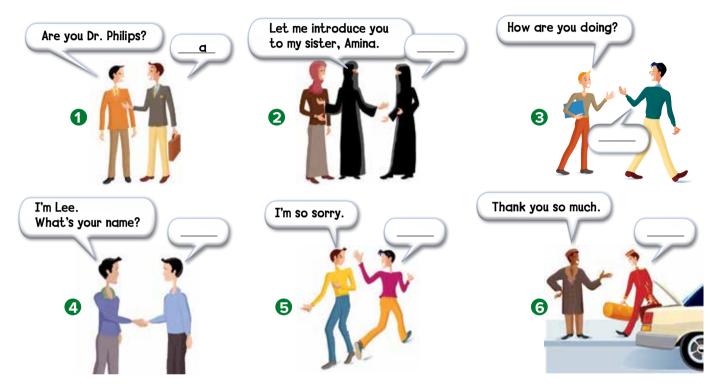
Ask students: What kinds of information do hotel guests usually have to give? Make a list on the board; for example: first name, last name, address, telephone number, email address, etc.

Have students make up information for some of the people in the pictures on pages 2 and 3 and role-play conversations between the people and the desk clerk. Invite pairs of students to act out their role plays in front of the class.



Every year, especially during the summer, thousands of foreign students enroll in English courses in the U.K. In addition to the capital, London, popular cities to study English in are Bath, Bournemouth, Brighton, Canterbury, Chester, Oxford, Cambridge, and York. These cities offer students a rich mixture of history, cultural events, and entertainment after classes have finished.

- **C.** Match the responses to the situations. Then practice the conversations with a partner.
- a. No, I'm Luke Robbins.
 - **b.** That's all right.
 - **c.** Nice to meet you.
- d. Fine, thanks.
- e. You're welcome.
- f. William. But my friends call me Bill.



4 Listening



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

Nationality	
Room—floor	
Number of days at hotel	
Purpose of visit	

5 Pronunciation



Listen. Note the rising and the falling intonation.

Then practice.

صيا حتا 🕰 ايص a student? Ministry of EArethey from Jordan? 2022 - 14/s4he on vacation?

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







Here you are. = an expression used when you give something to someone

Have a nice stay. = an expression used to wish someone a good time in a place

Desk clerk: Can I help you?

Ibrahim: Yes, please. I have a reservation.

My name's Ibrahim Ghazali.

Desk clerk: Are you here for the conference?

Ibrahim: No, I'm here on vacation with my family.

Desk clerk: How do you spell your last name?

Ibrahim: G-H-A-Z-A-L-I.

Desk clerk: Yes, Mr. Ghazali. How long are

you staying with us?

Ibrahim: Four days.

Desk clerk: Please fill in this form. May I have

your credit card, please?

Ibrahim: Here you are.

Desk clerk: Thank you. Room seven-oh-five.

Here's your key card. Have a nice stay.

Ibrahim: Thank you. Oh, excuse me.

Where can I find out about city tours?

Desk clerk: With the concierge. He's at the desk to

the right.

About the Conversation

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

Your Turn

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

7 About You 🔀



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

- 1. What's the purpose of your trip?
- 2. How long are you staying?
- 3. What's your address in this country?

ու 4- ընթարա have any family here?

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6 Conversation

- Have students cover the conversation and look at the photo at the top of the page. Ask: Who are the people? What are they probably talking about? Write students' ideas on the board.
- **◆** CD1, T5 Play the audio with the conversation still covered, so students just listen.
- Ask students to listen for the ideas on the board. After they listen, check off the ideas that were in the conversation.
- CD1, T5 Play the audio again. Have students look at the conversation and read along as they listen.

Real Talk

- Have students repeat the phrases.
- Ask: Who says Here you are in the conversation? (Ibrahim) What does he give the desk clerk when he says Here you are? (his credit card) Who says Have a nice stay? (the desk clerk) What does Ibrahim then say? (Thank you.)
- Ask: Which phrase do people sometimes use in a classroom? (Here you are.) Which phrase do people never say in a classroom? (Have a nice stay.) Where do people usually say Have a nice stay? (in a hotel)
- Have students practice using Here you are. Write the following on the board:
 - A: Can I use your ____?
 - **B:** Here you are.
- Tell students to put something on their desk to give to their partner. Have students practice the conversation. Make sure they hand their partner something as they say Here you are.

About the Conversation

• Have students work with a partner to ask and answer the questions.

Answers

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

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Your Turn

- Review the key vocabulary in the conversation: reservation, credit card, form, and fill in.
- Ask students: What do people often make for a hotel room or a table at a restaurant? (a reservation) How do people often pay for things? (with a credit card) What is the word for a paper where you write personal information? (a form) Do people write forms or fill in forms? (They fill in forms.)
- Have students do the activity in pairs. Then have pairs present their conversation to the class.

About You

- Have students look at the photo at the bottom of the page. Ask: Who is the man? Where is he? Have you ever talked to an immigration officer? What auestions did he ask?
- Have a volunteer ask you the questions. Answer the questions. For example: I'm here on business. I'm staying for three days. I'm staying at the Paloma Hotel on Olivera Street. My brother and his family are here. Their address is 3905 First Avenue.
- Tell students to imagine they are on a trip. Ask a few students which country they are visiting on their imaginary trip. Then have them write the answers to the questions.
- Have students do the activity in pairs, being sure to switch roles.
- Have one or two pairs act out their role play for the class.

8 Reading

 Ask the Before Reading questions: What do you know about youth hostels? What do you know about S.A.Y.H.A.? Elicit and write students' ideas on the board.

CD1, T6 Play the audio. Ask students to read along as they listen, looking to see if anything on the board is mentioned in the text.

READING STRATEGY Using the main idea

Tell students not to worry about the meaning of every word. Tell them they do not need to understand every word in order to understand a text. They should focus on understanding the main idea and enough information to complete the reading comprehension task. If they can do those two things, they have succeeded.

After Reading

- Ask volunteers to read the sentences aloud.
- Have students do the task individually. Tell them to underline the part of the reading that provided them with each answer.
- Have students go over the answers with a partner. Finally, go over the answers with the class.

Answers

1. no 2. yes 3. no 4. yes

Discussion

- Ask a student to read aloud the discussion questions.
- Have students answer the questions in pairs.
- Then have pairs of students get together with other pairs to discuss their answers.



Youth hostels aren't just a cheap place to stay. Many offer fun things to do or are located in unusual places.

- The Brumund hostel in Norway is located high up in a pine tree—it's a tree house!
- At the Magnetic Island YHA in Australia, you can meet and greet koalas and crocodiles.
- The af Chapman Hostel in Stockholm is a tall sailing ship in the water
- The hostel at Scotland's Carbisdale Castle is inside a real

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Teaching Tip

Before class, go over any task that requires students to supply answers. That way you can pinpoint in advance problems that students are likely to have.



Have students work in groups and discuss the best places in their city or country for the following visitors:

Backpackers in their 20s A businessman A family with small children A retired couple Have one group member report to the class.

Project: Writers Festivals

In groups, have students find out as much as they can about writers festivals in their city, country, and/or region of the world. To present their findings, have students form new groups of one person from each original group and compare the information they found.

Teacher's Guide

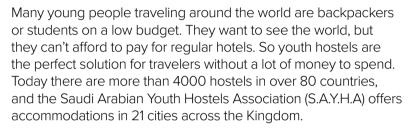
8 Reading



Before Reading

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

The Place to Stay



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

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

After Reading

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

- **1.** _____ Young tourists are usually rich.
- **2.** ____ The rooms in youth hostels are usually cheap.
- **3.** _____ You are allowed to cook in all youth hostels.
- **4.** ____ Hostels are good places for meeting people.



Where do you stay when you travel? Describe the places where you stay.









1 Are You Here on Vacation?

9 Writing 🗾

A.

Check (\checkmark) the phrase that is more po	ite.
 a. Can I help you, sir? a. I want to make a reservation. a. Tell me where the restaurant a. May I have your credit card? a. Say that again. 	 b. What do you want? b. I would like to make a reservation. is. b. Excuse me. Where is the restaurant? b. Give me your credit card. b. Could you repeat that, please?
 Writing Corner In formal situations, such as at a hotel 1. Would like is a polite form of want. I want to make a reservation. Do you want breakfast? 2. Use Can / Could / May to politely a Spell your last name. Give me your passport 	use polite language to make requests. → I'd like to make a reservation. → Would you like breakfast? sk a question. → Could you spell your last name? May I see your passport please?

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

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

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



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

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Writing

- Have students work individually to complete the exercise.
- Check answers by calling on individual students to read the polite requests.

Answers

- **1.** a
- **3**. h
- **5**. b

- **2.** b
- **4.** a

Writing Corner

- Explain that would like means want, but it is considered more polite. Would like is commonly used in both formal situations and in everyday conversation. Would like is a modal expression; therefore its form is the same for all subjects.
- Call on students to read the examples in 1. Point out that 'd is the contraction of would. Write sentences with want on the board and call on different students to say each sentence with would like. For example: I want a single room. I want to stay for three nights. Do you want some coffee? What do you want?
- Have volunteers read the pairs of requests in 2. Point out that the first sentence is in the imperative and the polite request is a question. In questions, the modal verbs Can, Could, and May come before the subject. Ask students to find polite requests in the conversation on page 6. For example: Can I help you? Please fill in this form. May I have your credit card, please? Oh, excuse me. Where can I find out about city tours?
- For further practice, make requests and tell the class to respond only if the request is polite. For example: Close your books. Could you please stand up? Give me an eraser. Can you sit down, please? May I borrow a pen?

Language Builder

Point out that in casual speech would you is often pronounced as "wouldia." Write sentences on the board: What would you like to do? Would you like to play a game? What would you like for lunch? Would you like pizza? Nodel the produnciation with "wouldja" and have students repeat after you.

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B

- Focus students' attention on the guestions in the chart. Explain that they should not answer the question. Instead, they should write what kind of information each question requests. Go over the examples in 4 and 5 and elicit the information that is requested.
- Have students work in pairs to complete the chart.
- Check answers by calling on pairs to read the question and the information requested.

Answers

Answers will vary. Sample answers:

- 1/2. first and last name/name of guest
- 3. address and telephone number
- 4. arrival date
- 5. length of stay
- 6. number of guests
- 7. passport/identification
- method of payment (credit card/cash)

C

- Brainstorm with the class the types of information usually included on a registration form for a hotel or hostel. Write all the ideas on the board.
- Have students make their own form. Encourage them to be creative; for example, they can design a hotel name and logo at the top of the form. They should include information that is on the board, as well as additional information they can think of.
- Have students work in pairs. They role-play a hotel receptionist and a guest. The receptionist asks the guest questions to complete the form. Then they change roles.

10 Project

- Have students work in groups to find out about youth hostels in their country.
- Before they begin, discuss resources they can use to find information; for example, the Internet and travel guides.
- Have groups prepare a written report, and ask one group member to report to the class.
- Have students vote on which hostel sounds like the best place to stay.

Workbook

Assign page 188 for writing practice.

11 Form, Meaning and Function

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

- Focus students' attention on the pictures. Ask volunteers to read the sentence under each picture.
- Give students more examples of the prepositions using classroom objects or the students' positions in the room. For example, say: Adel sits between Ali and Omar. Ahmed's desk is far from the board.
- Point out some of the details students often forget. We say next to (with the word to) but near, (NOT near to).
 Two of the two-word prepositions use from: across from and far from.

Asking for and Giving Directions

- Ask students if they have ever asked for or given directions in English. What about in their native language? Have them share their experiences. Were the directions helpful? Did they find their destination? What made the directions more successful?
- Have pairs of students read the examples. Point out that directions often include several steps; the more information given, the more helpful the directions are. Provide an example, by giving directions to a place in the vicinity of the school that students will know.
- Draw students' attention to the compass. Elicit the location of other cities or countries in relation to your location. For example: Makkah is east of Jeddah. Tabuk is north of Jeddah.
- Ask volunteers to give you directions to places they know. For example: Can you tell me where the library is? How can I get to the bus stop? Excuse me. Where is the nearest supermarket?

Language Builder

Explain more details about the use of prepositions of location.

in the airport = inside the building

at the airport = either in the buildings or just outside, for example in the parking lot

on the corner = a location that is permanent (For example: The bus stop is on the corner.)

at the corner = a location that is temporary (For example: the bus is at the corner now.)

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A

- Have students work individually to complete the exercise.
- Check answers by calling on pairs of students to read the question and the answer.

Answers

1. d **3.** f

5. a

2. e **4.** c

6. b

B

- Read the directions and point out that students are to use prepositions of place. Focus students' attention on the map. Elicit various locations. For example: Where is the hotel? Where is the bank? Where is the pizzeria?
- Students work in pairs, taking turns to describe the locations of places on the map using prepositions of place.
- Call out places from the map at random and ask volunteers to describe the location.

Answers

Answers will vary. Sample answers:

The bus stop is across from the shopping mall.

The pizzeria is between the bank and the pharmacy.

The café is next to the hotel.

The bank is on the corner of Main and Second.

The restaurant is near the hotel.

The subway station isn't far from the hotel.



- Read the directions and explain that the starting point is the hotel. Model the activity by role-playing with a student. The student is the guest and you are the concierge. Have the student ask you for directions to a place on the map. Respond by giving detailed directions.
- Put students in pairs. They take turns asking for and giving directions. Move around the room as students are working and help as needed.

Answers

Answers will vary. Sample answers:

- A: Can you tell me where the subway station is?
- **B:** Go west on Park Street. Turn left onto Second Avenue. Go straight for two blocks. It's next to the shopping mall.
- **A:** Excuse me. Where is the History Museum?
- B: Go straight on Third Avenue. Then turn right onto Oak Street.

11 Form, Meaning and Function



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



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



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



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





The bus stop is **on** the corner. The museum is **near** the hotel.

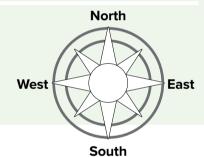


The airport is **far from** town.

Asking for and Giving Directions

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

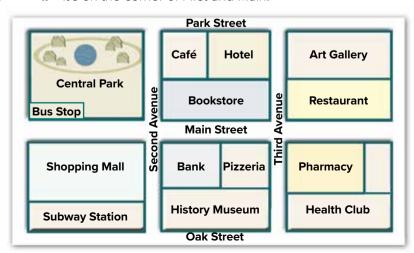
Turn right onto Park Avenue. Turn left at the next corner. Go straight ahead for two blocks. Go east on Second Street.



- A. Match the questions with the answers.
 - **1.** _____ Is there a restaurant in the mall?
 - **2.** _____ Is the airport near the city?
 - **3.** _____ Excuse me. Where's the bus stop?
 - **4.** _____ Is the university north of here?
 - **5.** _____ Is this right the way to the hotel?
 - **6.** _____ Is the post office next to the park?
- **a.** Yes. Go straight ahead for one more block.
- **b.** No. It's between the bank and the health club.
- **c.** No. it isn't. It's to the south.
- **d.** Yes, there is. It's across from the bookstore.
- e. No, it isn't. It's far from the city.
- f. It's on the corner of First and Main.
- B. Work with a partner. Describe the location of places on the map. Use across from, between, next to, on, near, and far from.
- C. Work with a partner. Student A is a hotel quest: ask for directions to places on the map. Student B is a hotel concierge: give directions.

Then change roles.

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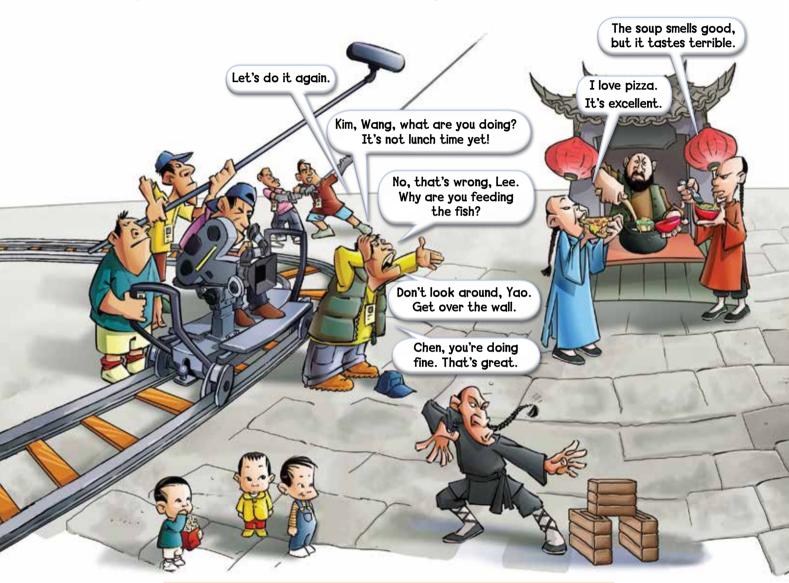


2 What Are They Making?

Listen and Discuss



What do you think the TV film is about? What is happening?



Quick Check ✓

- A. Vocabulary. Find words to express approval and disapproval.
- **B.** Comprehension. Match the parts of the sentences.
 - **1.** The actor at the food stand ____ **a.** is running away.
 - 2. The director ____
 - 3. The man near the pond ____
 4. The man on the wall ____

 - 5. The old man ____

- **b.** is shouting for help.
- **c.** is talking to the actors.
- **d.** is feeding the fish.
- e. isn't enjoying the soup.



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Unit Goals

Vocabulary

People and things in the film industry **Expressions** of approval and disapproval

Functions

Express approval and disapproval Talk about present ongoing activities

Grammar

Present Progressive: information questions, yes/no questions, short answers Imperative for Commands and Instructions Prepositions of Place

Listening

Listen and make inferences to identify speakers

Pronunciation

/i/ and /I/

Reading

E-Learning Is Easy!

Writing

Describe how the Internet is a useful tool for students

Project

Write a script for a how-to video • Ask comprehension questions about the scene, such as the following:

Who is the director talking to? (The actors) What are the actors' names? (Kim, Wang, Lee, Yao,

Why is one of the actors going up a wall? (He is running away.)

Who is eating? (Kim, Wang)

Who is feeding the fish? (Lee)

Does the director want him to feed the fish? (no) Are all the actors acting right now? (No, four of them are taking a break.)

- **◄** CD1, T7 Play the audio of the film scene in the book. As students listen, have them point to each speaker.
- **◄** CD1, T7 Play the audio again. Pause after each speaker, and have students repeat the sentences chorally and individually.
- Check students' understanding by pointing to the people in the film scene and saying true and false sentences about them. For example: The writer is happy with the script. (false) The director is talking to the actors. (true)

Warm Up

To activate students' prior knowledge, ask about martial arts films. For example, ask: Do you like martial arts films? What are the names of some famous martial arts films? Who are some famous martial arts actors?

Have a general class discussion about this type of TV film and elicit what students know about it.

Listen and Discuss

- Have students look at the scene on pages 10 and 11.
- Ask the introductory questions: What do you think the TV film is about? What is happening? Answers might include: They're making a martial arts film. The director is directing the actors. Some actors are eating. One person is using a laptop.



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Language Builder

Explain that run away is a phrasal (or two-word) verb. Tell students that two-word verbs often have a different meaning from the meaning of the two separate parts. Run away means to leave a place in order to escape from someone.

Quick Check



- To introduce the activity, ask: Does the director like what all the actors are doing? (no) Who is doing a good job? (Chen) Say: The director approves of what Chen is doing. Write on the board: approval = That's good. Ask: Who is not doing a good job? (Lee and Yao) Say: The director disapproves of what they are doing. Write on the board: disapproval = That's bad.
- Have students find the expressions of approval and disapproval on pages 10 and 11.

Answers

(Approval): That's great./...you're doing fine./lt's excellent./l love...
(Disapproval): No, that's wrong./...but it tastes terrible./What are you doing?



- Tell students to point to the people as you say them: the actor at the food stand, the director, the man near the pond, the old man, etc.
- Tell students they are going to match the parts to make five complete sentences.
- Students work alone to match the five sentences.
- Go over the answers as a class. Have volunteers say their completed sentences.

Answers

1. e 2. c 3. d 4. a 5. h

Pair Work



- Have students identify all the people in the picture.
 As they call them out, write them on the board. For example: the director, the writer, the man on the wall, the old man, the man near the pond, etc.
- CD1, T8 Play the audio of the conversations. Students listen and repeat.
- Write on the board: Wh- questions and Yes/No questions. Tell students to try to ask both types of questions about the people in the TV studio.
- Have students work in pairs to ask and answer questions. Monitor as they work, making sure that they use both be and a verb ending in -ing in the questions

answers.

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- Read, or have a volunteer read, the directions aloud.
- CD1, T8 Play the audio of the example.
- Ask: Is the old man in the picture holding a cell phone? (Yes, he is.) Why is that strange? (The film takes place many years ago.)
- Have students work in pairs. Tell them to find the other seven things in the picture that are wrong.
- Have different pairs identify the mistakes.

Answers

- 1. The old man is holding a cell phone.
- 2. The man on the wall is wearing sneakers.
- **3.** The actor at the food stand is eating soup with a fork.
- 4. One of the actors is wearing boxing gloves.
- 5. The man is using a laptop.
- 6. The kids are wearing modern, western clothes.
- 7. There is a package of fish food lying next to the fish pond.

Workbook

Assign page 189 for practice with the vocabulary of the unit.



Teaching Tip

In all Pair Work activities make sure partners switch roles. Both students should have the opportunity to ask and answer the questions.

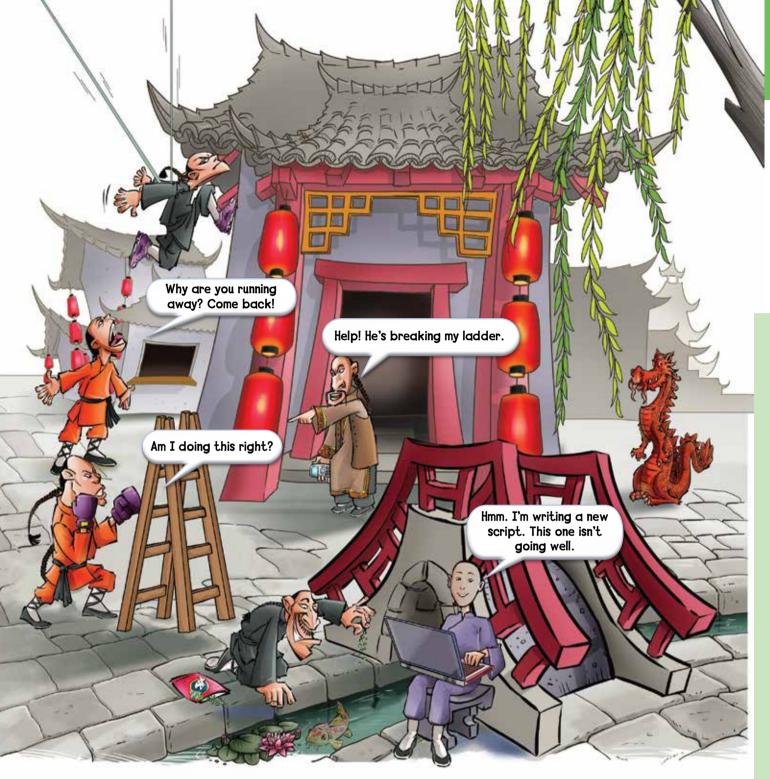


Additional Activity

Have students act out the presentation. Have one student take the director's role. Have other students take the roles of the boy, the old woman, the bad man, etc. The director should tell each actor to practice his or her part and act out the scene.



- In a TV studio it's hard to tell what is real and what is fake.
 A low-budget film might recreate a historic Japanese fishing village by using an old log cabin. A big budget film might build the entire fishing village exactly the way it would have looked at that time.
- Nowadays, digital technology allows filmmakers to create background scenery on a computer. When the actors shoot the scene, they may just be standing in front of a green screen.



2 Pair Work 🔀



- A. Ask and answer about the people in the TV studio.
- ••• What is the cook doing? He's making soup.

مال حتا قالم Is Lee feeding the fish? Ministry of Educotion Yes, he is. 2022 - 1444

- B. This story takes place in the past, many years ago. With a partner, find things that are wrong in the picture.
 - What's wrong in the picture?
 - Well, the old man is holding a cell phone.

3 Grammar 🟢



Present Progressive

Use the present progressive for actions happening now.

Information Questions (?)

	am		
Vhat	are	you	doing now?
	is	he	
		she	
	are	we	
	are	they	

Affirmative (+)

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

Negative (-)

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

Yes-No Questions (?)

Am	1
Are	you
ls	he
	she
Are	we
	they

Short Answers (+)

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

Short Answers (-)

	l'm	not.
	you	aren't.
No,	he	isn't.
	she	
	we	aren't.
	thev	

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

I **like** martial arts films.

I don't hear anything.

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

Yes

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

reading?

B: I'm going to the park.

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

Adel: Excuse me. What ______(1. happen)?

Greg: They _____(2. make) a TV series.

Adel: What kind of series is it?

Greg: It's a detective story.

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

Greg: Eric McGuire is the director. That's him over there.

He _____(**4.** talk) to Brad Novak, the actor.

Adel: Who is that tall guy over there?

He _____(**5.** wear) a raincoat.

Greg: Oh, that's Adam Scott. He usually ______(6. play)

a. smart detective. In this scene, he ______ (7. hear)

an explosion and goes to investigate.

P. Addet look. They _________(8. start) to film.

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3 Grammar

Present Progressive

- Write the following conversation on the board, and have students fill in the blanks:
 - A: What Fahd now?
 - B: I don't know. He's in his room.
- Go over the material in the chart. 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:

sleeping / you / are?

the teacher / doing / is / what?

Tell students to use the words to write questions and to answer them in their notebooks. Have one volunteer write them on the board

- Direct students' attention to the short answers to the yes/no questions. Point out the other negative short answers: he's not, she's not, it's not, we're not, you're not, and they're not.
- Write these questions on the board for students to answer.

What is your (family member) doing now? What are your friends doing now?

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.

- Tell students to ask you for any vocabulary they might need to answer the questions. Write any new vocabulary words on the board for the whole class to learn. Have students ask one another the questions. Then have random students tell the class what their partner's family member is doing.
- Point out to students the verbs that are not normally used in the progressive. Write on the board the following two septences and ask students which one is correct: I want some pizza now. / I am wanting some pizza now.

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- Cross out the second sentence. Go around the class and have students make a sentence about something they want right now.
- Point out the examples of the present progressive for the future. Tell students that we can use the present progressive with a future time word (for example, tomorrow) to talk about future actions. If there is no future time word, the present progressive expresses an action that is happening now.



Language Builder

Explain the spelling rules for adding -ing to verbs.

- 1. Verbs ending in a consonant + e: Drop the e and add -ing (take/taking, use/using, come/coming).
- 2. One-syllable verbs ending in a vowel and a consonant other than w, x, or y: Double the consonant and add -ing (get/getting, run/running, sit/sitting). With verbs ending in w, x, and y, just add -ing (show/showing).
- 3. Verbs ending in two vowels and a consonant: Add -ing (shout/shouting, read/reading).
- **4.** Other verbs: Add -ing: (happen/happening, watch/ watching).
- Refer students to the picture. Ask: **Who is the actor** playing? (a detective) How do you know? (He's wearing a trench coat, and he's holding a magnifying glass.)
- Direct students' attention to exercise **A**. Have them read the conversation silently and find the name of the actor who is playing the detective. (Adam Scott)
- Have students work alone to complete the conversation and then check answers with a partner.
- Then pairs practice the conversation, being sure to switch roles.

Answers

- 1. is ('s) happening
- 2. are ('re) making
- 3. love
- 4. is ('s) talking
- 5. is ('s) wearing
- 6. plays
- 7. hears
- 8. are ('re) starting

B

- Call on one student to read aloud the first question and another student to answer it. Students complete the rest of the exercise alone.
- Then have students work in pairs to ask and answer the questions.

Answers

- 1. They are ('re) filming at an outdoor TV studio.
- 2. He is ('s) reading a script.
- 3. They are ('re) painting the building.
- 4. They are ('re) carrying lights.
- 5. They are ('re) playing basketball.
- 6. He is ('s) talking to the camera operator.
- 7. They are ('re) drinking coffee.
- 8. He is ('s) talking to the customers.

Listening

- Have students look at the list and find the people in the picture. Ask what they think each person might be saying. Put a student's ideas for each speaker on the board.
- CD1, T9 Play the audio. Have students listen to the conversation once through to see if they hear any of the ideas on the board.
- CD1, T9 Ask students to listen to the conversation again and to match what is said with the person who says it. They write the sentence numbers in the blanks.
- CD1, T9 Play the audio a third time for students to check their answers.
- Check answers as a class, pausing the audio as necessary for students to hear the answers.

Answers

The sentences should be numbered in this order:

4, 5, 2, 6, 1, 3

I Audioscript

- 1. Help me. I'm trying to remember my lines.
- 2. You're not filming the main actors in the right way. Put the camera closer to them.
- 3. Are you enjoying your coffee, sir?
- 4. What kind of film are they making?
- 5. Good.shot! That's two points. You're shooting really well today! , ... 6. You're climbing too high. Be careful!

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5 Pronunciation

- ◆ CD1, T10 Play the audio for students to listen and repeat.
- Make sure they can hear the difference between /i/ and /I/.
- Go over the general spelling rule. Ask students to say words they know that have /i/ and /I/ sounds. You could also ask them to look through Unit 1 for words with these sounds. Draw a two-column chart on the board with the headings /i/ and /I/. Have students say their words and spell them and tell you which column to write them in. Some possibilities for /i/ include: me, these, see, week, meet, he, she, we, sleep, and street. Possibilities for /I/ include: him, this, fill, city, in, Miss, sister, and live.

Workbook

Assign pages 190–191 for practice with the present progressive.



Teaching Tip

Encourage students to use any English words and expressions they have learned outside the classroom as well as from previous SuperGoal units. Students will reinforce what they have already learned as well as teach new words to other students.



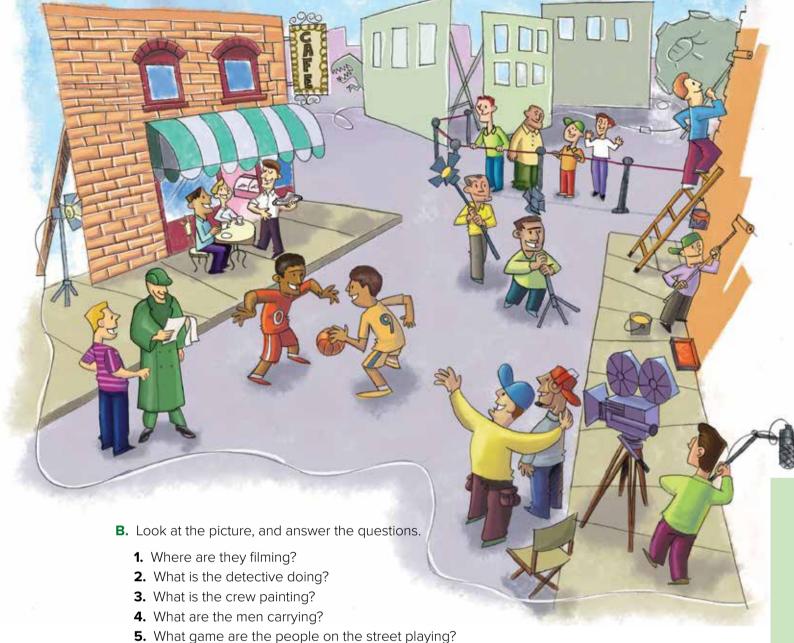
Additional Activity

Have students mime an action. For example: ride a horse, play a computer game, study English, etc. Have other students guess the action in the present progressive. For example: You're riding a horse. You're playing computer games. You're studying English.

To prepare for this activity, you could write down actions ahead of time on slips of paper, or have students write down actions and mix them together in a hat for students to choose.



Many films aren't filmed inside a studio, but "on location." This means that they can be filmed anywhere—on city streets, at private homes, and in famous buildings. Shooting on location can add a sense of realism to the film; however, the location chosen for filming is often not the same as the setting of the story. For example, a story that takes place in Japan may be filmed "on location" in Hawaii.



- **6.** Who is the director talking to?
- 7. What are the men in the café doing?
- **8.** What is the waiter doing?

4 Listening



Look at the picture above again. Listen and match with the person. Write the correct sentence numbers.

- ____ one of the people watching
- __ one of the basketball players to the other
- the dicector to the cameraman one of the painters to the other

صلاحتا اقباز he actor playing the detective Ministry of Education the waiter to a customer in the café 2022 - 1444

5 Pronunciation 🜌



Listen. Note the difference in the two sounds. Then practice.

/i/ he eat r**ea**d sleep

He likes to sleep on the beach.

listen sit /I/ this it

This is Bill's car.



The sound /i/ is often spelled with **e**, **ea**, or **ee**. The sound /I/ is usually spelled with i.

*FYI: For Your Information



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

Jet Chang: It's going very well. **Reporter:** Tell me about it.

Jet Chang: Well, it's a documentary series about

martial arts. We're filming the studio scenes here in Hong Kong and the rest in locations all over Asia.

Reporter: Are you using a stuntman for the

martial arts scenes?

Jet Chang: No, I'm doing the stunts all by myself.

Reporter: Are the stunts dangerous?

Jet Chang: Not at all. I'm trained in karate. But without proper

training, people shouldn't try the stunts.

Reporter: Are there any fight scenes?

Jet Chang: No. Today, karate is not about fighting like you see

in films. It's about physical strength and balance.

Reporter: Are you planning a lot of episodes? **Jet Chang**: Yes, if this first episode is a success.



1. What kind of project is Jet working on?

2. Where are they filming the documentary?

3. Is Jet using a stuntman?

4. What does Jet say about karate today?

5. Are they planning a lot of episodes?

Your Turn

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

About You 🔀



- 1. What martial arts do you know about?
- 2. Do you think they're good sports? Why?
- 3. Do you watch documentaries?
- 4. What kind of cocumentaries do you like? Why?
- 5. Do they make documentaries in your country? What are they about?

6. Do you ever watch documentaries or videos 2022 - 101 Line to learn more about something?



Real Talk

So = a way to start a new topic in a conversation all by myself = with no one else's help Not at all. = a strong "no" answer



6 Conversation

- Have students cover the conversation and look at the picture at the top of the page. Ask: Who are the people? (a reporter, a cameraman, a sound technician, and an actor) What are they probably talking about?
- Introduce the words that refer to filmmaking. putting them up on the board in alphabetical order: documentary, episodes, filming, locations, martial arts scenes, studio scenes, stuntman, stunts.
- Elicit their meanings from students. Encourage students to use context to guess at their meanings.
- **◄** CD1, T11 Play the audio of the conversation. Ask students to listen to the conversation and note in which order they hear the words on the board.
- **➡** CD1, T11 Have students look at the conversation and read along as they listen. Play the audio again.

Real Talk

- Have students repeat the phrases.
- Ask: Who says So? (the reporter) What does he want to talk about with Jet? (his new project) Were they talking about his new project before he said So? (No. The word so introduces a new topic.) Practice changing the topic with So by asking students questions such as: So, what did you have for breakfast this morning? **So, what are you doing after class?** Have students practice changing the topic by asking you a few questions.
- Ask: Who says all by myself? (Jet) What can he do all by himself? (the stunts) Say: I can cook a meal all by myself. Then ask several student volunteers: What can you do all by yourself?
- Ask: Who says Not at all? (Jet) Do a guick practice to elicit from students Not at all. Randomly ask students questions such as the following: Is English spelling easy? Is SuperGoal too heavy for you to carry? Is eating dinner at 6 P.M. too late for you?

About the Conversation

• To check comprehension, have students work with a partner to ask and answer the questions.



Answers

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

Your Turn

- Ask students for film vocabulary they know. Elicit vocabulary such as studio, location, stunt, scene, etc.
- Students do the activity in pairs. One student is the reporter and the other student is Jet Chang.
- Have students role-play being a reporter and an actor again. This time, have students make up new names (or the name of a current film star), a new title for the TV film/series, new locations, and any other new information they can think of.
- Ask pairs to present their role plays to the class.

About You

- Have students look at the picture at the bottom of the page. Ask: What is the man doing? (karate) What color is his belt? (black) What does that mean? (He is
- Have individual students read aloud the questions. Answer the third and fourth questions about yourself as a model. For example: Yes. I watch a lot of documentaries. I like documentaries about animals and nature because I like to learn about the natural world.
- Have students work in groups of three or four to discuss and answer the questions. Have one person report the group's answers back to the class.

8 Reading

- Have students look at the pictures. Ask questions to draw students into the topic. For example, ask: What do you see in the first picture? (wind energy) What do you see in the second picture? (a volcano) What is the man in the third picture doing? (He's using a laptop outdoors.)
- Ask the **Before Reading** guestion: What do you know about web videos and e-learning?
- Ask: What is the title of the reading? (E-Learning Is Easy!) What do you think it is about?
- CD1, T12 Play the audio of the reading. Ask students to read along as they listen, checking if their predictions were correct.

READING STRATEGY Using punctuation

Encourage students to pay attention to the punctuation marks in the reading. For example, we use quotation marks (" ") when we quote what someone is saying or thinking, and when we use specific terminology or foreign words. We often use dashes (—) in informal writing to introduce something surprising or to set off an example. We sometimes use italic letters to emphasize a word or phrase.

After Reading

- Have students do the task individually. Tell them to underline the part of the reading that provided them with each answer.
- Students go over the answers with their partner. Finally, go over the answers with the class.

Answers

1. no **2.** yes **3.** no

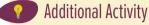
Discussion

- Ask a volunteer to read aloud the questions and give students a few moments of thinking time.
- Have students answer the questions in pairs.
- Then have pairs of students get together with other pairs to discuss their answers.



Teaching Tip

Encourage students to read aloud the first draft of their written work before they write their second draft.



As a class activity, have students compare the positive and negative uses of the Internet.



Have students work in small groups to role-play an e-lesson with an English tutor. One student is the the tutor and uses material from the Grammar on page 4 or 12. The tutor introduces the lesson and gives instructions. Students take turns responding to the instructions. If there is time, students change roles.



The Khan Academy was created in 2006 by educator Salman Khan. Its goal is "providing a high quality education to anyone, anywhere." The website has over 3,200 video tutorials in mathematics, history, science, medicine, facts economics, and computer science.

8 Reading



Before Reading

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

E-Learning Is Easy!

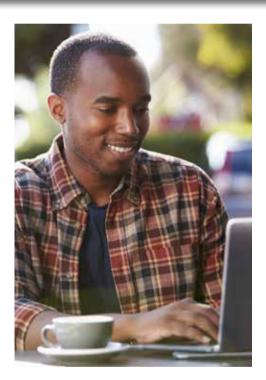
You see a young executive in a public place staring into his laptop and you think: "Oh, poor guy, he's working so hard." But, in

fact, perhaps he's looking at Facebook or Skype. Perhaps he's chatting online with friends or watching a video from his family who lives far away. The Internet makes it easy to communicate. Lots of people share photos and videos with their family and friends. Webcams also make it possible for others to see you when you are talking online.

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

absolutely free. Do you want to know how to make a cheesecake or learn how to play golf? Free how-to videos online can teach you. Anyone can e-learn, and it's easy!

2:15/6:55



After Reading

Answer yes or no.

- **1.** _____ Teachers usually use webcams in the classroom.
- More and more people are learning online. 3. ____ You need to pay to use video websites.
- You can probably learn how to fix a bike on the Web.

Discussion

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

What Are They Making?

Writing 🚺

- A. Match each idea on the left with the supporting detail or example. Note how the words in bold help connect the idea to the example.
 - Many teachers today show web videos in their classrooms.
 - 2. More and more students are taking online lessons.
 - 3. The Internet is a valuable tool that makes learning interactive and entertaining.
 - There are thousands of resources available online
 - It is fast and easy to find up-to-date information on almost any topic.
 - of information.

- **a.** Students, **especially** children, have fun learning through online activities and games.
- **b. For instance**, you can watch the news in French, read an article in Arabic, or listen to a lesson in Spanish.
- c. Students do not have to spend hours in a library **because** they have an electronic library at home or school.
- **d.** What better way to help students understand subjects such as geography or science.
- e. Some language students, for example, learn on their own from websites, and others connect with their teacher online with the help of a webcam.
- The Internet is like a global database **f.** Students can make use of references like online dictionaries, thesauruses, and encyclopedias.

Writing Corner

- 1. Connect ideas to supporting details and examples with linking words and phrases: such as, like, for example, for instance, especially, and because.
- B. How is the Internet useful for students? Write your ideas in the chart. Then, think of details or examples and write them next to each idea.

Ideas	Details or Examples

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

10 Project 🍱

With a few of your classmates, write a script for a short how-to video. Perform the scene for the class, or record it and show the video to the class.

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Writing

- Read the directions. Tell students they should look for connections between the two items: that is words or phrases that are connected. Do the first item as an example with the class. Elicit the answer (d) from students and ask how the two sentences are connected. For example: Showing web videos in classrooms is a way to help students understand subjects.
- Put students in pairs to match the sentences and find the connecting words and phrases.
- Check answers as a class by having students explain how the two sentences are connected.
- Go over the meaning of any new vocabulary with the class.

Answers

- **1.** d **3.** a **2.** e **4.** f
- **5.** c **6.** b
- (1) show web videos in their classrooms = (d) what better way to help students understand subjects; (2) online lessons = (e) learn on their own from websites, connect with their teacher online;
- (3) makes learning interactive and entertaining = (a) have fun learning; (4) thousands of resources = (f) online dictionaries, thesauruses, and encyclopedias; (5) fast and easy = (c) do not have to spend hours in a library; (6) global database = (b) French, Arabic, Spanish

Writing Corner

- Go over the linking words and phrases. Have volunteers read the sentences in exercise A that contain the linking phrases. Ask: Which words or phrases give examples? (for example, for instance, such as, like, especially) Which one gives a reason? (because)
- Provide several lead-in sentences that will prompt students to give details and examples using the linking phrases. Say, for example: The Internet is an endless source of entertainment. (For example, you can download videos or play a wide variety of online games.) There are many ways to communicate with family and friends using a computer. (You can talk for free using social media such as Facebook, Twitter, and Skype.) The Internet can help us plan a vacation. (For instance, we can book tickets and make hotel reservations online.)

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B

- Ask students how they can use the Internet to learn things. Write their ideas on the board. For example: to find information, photos, and videos on a subject; to use an online dictionary; to take lessons; to learn a language; to download programs, etc.
- Point to ideas on the board one at a time and elicit a supporting detail or example. For example: *Idea - to use* an online dictionary; Detail - look up the meaning of a word quickly, find synonyms, listen to pronunciation.
- Have students choose three ideas on how the Internet is useful. They write the ideas in the chart, along with notes on supporting details or examples. Tell them they will use their notes to write a paragraph.

- Have students write their paragraphs using their notes from the chart. Remind them to use linking words where possible.
- Ask volunteers to read their paragraphs to the class.

10 Project

- In groups, students decide what they are going to shoot and who is going to be in the video. Have them write down a description of what they will shoot and why they chose it. Students will submit this writing portion of the project.
- After the video clips have been shot and uploaded, have students show their clip to the class and describe what is happening. Alternatively, have students perform their scene for the class. Encourage students watching the video/performance to ask questions about it. Have students vote on the best one.

Workbook

Assign page 192 for writing practice.

11 Form, Meaning and Function

Imperatives

- Read the explanation of the imperative with the class.
 Explain that an affirmative imperative begins with the verb. A negative imperative begins with **Don't** (Do not) + verb.
- Act out the imperatives Sit down and Don't sit down with one or two volunteers. Show how using the word Please makes the command more polite.
- Have volunteers read the sentences with advice.
 Encourage them to be expressive. Elicit advice from students, for example: what book to read, what store to shop in, what brand of computer to buy, how to improve your health, etc. They respond with both the positive and negative forms of the imperative.

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

- Have students read the sentences and look at the pictures. Note that the prepositions tell where the cat and mouse are.
- Give examples using classroom objects. For example, say: My chair is behind the desk. I am in front of the board. Have volunteers continue to describe where things are in the classroom using the prepositions.
- For further practice, have students look at the picture on pages 10 and 11. Call out a preposition and elicit sentences with the preposition that describe the picture.

Language Builder

Explain that for English speakers, it's important to use the word please when asking people to do things. Ask students if this is the same or different in their language and culture.

A

- Do the first item as an example with the class. Read the sentence and elicit the negative imperative.
- Have students complete the exercise individually.
- Check answers as a class.

Answers

- 1. Don't eat lunch.
- 4. Don't break my ladder.
- Don't feed the fish.
 Don't run away.
- 5. Don't do that.



- Tell students that they will use each preposition only once. Have them complete the sentences individually and then check answers with a partner.
- Go over the answers with the class.

Answers

- 1. behind
- 4. under
- 7. outside

- away
 inside
- 5. over
- **6.** in front of
- (C)
- Before students start this activity, it may be a good idea to prepare areas in the classroom where each group can work.
- Go over the directions. Put students in groups of four or five and have them assign the roles of director, cameraman, and actors. Set a time limit for them to prepare a script for a short scene. If students need help, offer a few ideas for the scene. For example: The detective and his assistant have just found an important clue... The detective and his assistant have set a trap to capture the criminal...
- As the actors perform their roles, the cameraman films the scene and the director gives instructions to the actors and the cameraman. Encourage the director to be demanding, but to also give positive feedback.
- If there is time, have groups perform their final scenes for the class.



Form, Meaning and Function



Imperatives

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

Affirmative (+)

Negative (-)

Sit down. / Please sit down.

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

Also use the imperative to give advice.

Try the pizza. It's excellent.

Don't have the soup. It tastes terrible.

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



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



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



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

Α.	Write the negative imperative.			
	1. It's not lunch time yet!			
	2. Why are you feeding the fish?			
	3. Why are you running away?			
	4. Help! He's breaking my ladder.			
	5. No! You're doing that wrong.			
В.	Write the correct prepositions.			
	1. The cameraman is filming the sce	ne. He's standing .		the camera.
	2. The thieves are getting	in	a fast car.	
	3. They are filming the talk show live		the television	studio.
	4. They are making a documentary a	about dolphins		water.
	5. In this scene, the stuntman is jump	oing	a wall.	
	6. The actors are ready to perform _		the camera.	
	The actors are ready to perform _They are filming the scenes		_ on location in the de	sert.

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Mini Cy Work droa group to prepare a scene for a detective film. Choose a director, a cameraman, and two or 2022 - thréé actors. The director will use the imperative and prepositions to give instructions.

3 Who's Who

Listen and Discuss 🕡



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



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



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





Judy Simpson Registered Nurse

Florence Nightingale Clinic

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

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



Quick Check ✓

- A. Vocabulary. Name the job.
 - **1.** Helps customers on the phone _____
 - 2. Arranges trips ___
 - 3. Takes care of sick people _____
 - 4. Sells things to customers ____
- B. Comprehension. Which people like their jobs?

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Vocabulary

Jobs Job duties and locations Career goals Expressions of surprise Expressions of approval

Functions

Describe professions Talk about professional goals

Grammar

Simple Present Tense: affirmatives, negatives Wh-Questions in the Simple Present Verb Want + Infinitive Relative Pronouns: Who.

Listening

Listen for specific information about a profession and career goals

Pronunciation

Reduction of want to

Reading

Jobs and Employment in Saudi Arabia

Writing

Write about your dream job

Project

Write about people's occupations

Warm Up

That, Which

Ask: What do I do? Elicit: You're a teacher. Say: Right. I'm a teacher. I teach English. Ask: What do you think I like about my job? What do you think I don't like? Elicit several answers for each question.

Ask a student: What do you do? After the student replies, write on the board: *I'm a student. I study* . Ask students for different ways to complete the sentence and write their ideas on the board. For example: I study English at high school.

Go around the room calling on students to ask their classmates: What do you do? Help students with the vocabulary they need to answer the question.

Listen and Discuss

• Have students open their books to pages 18 and 19. Have them match the business cards with the pictures. Ask questions about each person in the six pictures. For example:

What does (Hussain Saleh) do? (He's a salesperson.) Who does he work for? (He works for Best Value Furniture.)

Where does he work? (He works in Jeddah.)

- Ask for descriptions of the different jobs. For example, ask: What do call center representatives do? (They answer telephone calls and give information.)
- Ask the introductory questions: **Do you know people** who have the following jobs? Discuss what you like or don't like about each occupation. Even if students do not know people who have the jobs, have them give their opinions about each occupation. For example: I think a salesperson has an interesting job. Or, A salesperson meets a lot of different people.
- CD1, T13 Play the audio for the presentation. As students listen, have them point to what they hear being described.
- CD1, T13 Play the audio again. Pause after each phrase and have students repeat chorally and individually.
- Select at random one of the people, read aloud one of the facts about his or her job, and have students guess the name of the person. For example, say: He produces advertisements and designs websites. Elicit: Lee Jinho. Say: **He wants to have his own** business one day. Elicit: Oscar Gutierrez.

Language Builder

Point out the expressions in a furniture store, in the hospital, and in a travel agency. Also point out for a construction company, for a computer software company and for an advertising firm. Explain that in refers to the place; for refers to the company.



Quick Check



- Choose a student to read aloud the first item in the exercise and ask students to say the name of the person and the job. (Rajesh Narwal/call center representative)
- Students then do the other three items individually and check their answers in pairs.

Answers

- 1. call center representative
- 2. travel agent
- 3. nurse
- 4. salesperson



- Ask: Do all the people like their jobs? Do all the people want to change their jobs?
- Have students work in pairs and identify who likes their jobs and who wants to change their jobs.
- Quickly go over the answers with the class.

Answers

These people like their jobs: Yousef Qassim and Oscar Gutierrez. These people want to change their jobs: Judy Simpson, Hussain Saleh, Rajesh Narwal, and Lee Jinho.

2 Pair Work



- Review the names of the people in the photos, and direct attention to the conversations in the book.
- CD1, T14 Play the audio of the example conversation. Students listen and repeat.
- Have students work in pairs, taking turns to ask and answer about the other five people in the pictures.



- CD1, T14 Play the audio of the example conversation. Students listen and repeat.
- Read the directions aloud and have students work in pairs to ask and answer about all the people.



• Tell students to imagine they are one of the people in the pictures.

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• Write the following conversation on the board. Have students tell you how to complete it.

A: What _____ Lee Jinho do?

B: He _____ in an advertising firm.

A: What _____ you do?

B: I _____ in an advertising firm.

CD1, T14 Play the audio of the example conversation. Students listen and repeat.

- Have students practice the conversation in pairs, taking turns asking and answering about the jobs.
- As a follow-up, have students ask and answer in a chain. One student starts by asking the question to another student of his or her choice. That student answers and asks another student. The activity is over when all students have asked and answered.

Workbook

Assign page 193 for practice with vocabulary for jobs.



Teaching Tip

In Pair Work activities, always have an additional task ready for those pairs who finish first. For example, if a pair finishes the oral practice of the conversations before their classmates, they could write down the conversations while the others are still speaking.



Additional Activity

Have students find the words in English for professions of people they know. Have them use dictionaries. Then have students work in small groups and prepare a list of professions for classroom display.



- A recent U.S. survey found that forty-five percent of workers are satisfied with their jobs. Twenty-one percent wish to change their jobs.
- The top five jobs for job satisfaction were: 1. Fire Fighters (80%) satisfied; 2. Physical Therapists (78%); 3. Authors (74%); 4. Special Education Teachers (70%); and 5. Teachers (69%).
- The five jobs found to be the least satisfying were: 1. Laborers, except construction (21% satisfied); 2. Clothing Salespersons (24%); 3. Packagers (24%); 4. Food Preparers (24%); and 5. Roofers (25%).



TeleWorld Rajesh Narwal Customer Service

Trade Center Building, 17th Floor Sankey Road, Bangalore, India Telephone: 2521-6973

Email: customerservice@teleworld.com.in



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



CREATIVE SOLUTIONS

Lee Jinho Graphic Designer

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

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



CONSTRUMAX

Yousef Qassim

Civil Engineer

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



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

2 Pair Work 🔀



- A. Ask and answer about the people's jobs.
 - What does Lee Jinho do?
 - He's a graphic designer.
 - Where does he work?
 - He works in an advertising firm.
- B. Ask and answer about the people's goals.

سياحتا قاشط What does <u>Judy</u> want to be?

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She wants to be a child psychologist. She likes to help children. 2022 - 1444

C. Imagine you are one of the people.

Ask and answer questions.

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

3 Grammar 👊



Simple Present Tense

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

Affirmative (+)

1		
You	aule	
We	work	in a hospital.
They		
Не	work <u>s</u>	
She		

Negative (-)

	• •		
1			
You	don't		
We		work	in a hospital.
They			
Не	doesn't		
She			

There is an s ending on verbs for the third person singular (for he, she, it).

Add -es for verbs that end in s, x, ch, or sh: dresses, fixes, teaches, washes.

Wh- Questions in the Simple Present

Q: Where does he/she work?

Q: Where do you/they work?

Q: What do you do?

A: He/She works in a hospital.

A: I/They work in a hospital.

A: I'm a salesperson.

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

Professions and Verbs

The names of many jobs are like the verbs.

a teacher—teaches a driver—drives a player—plays a translator—translates

a designer—designs a writer—writes

Noun Endings: -er, -ist, -or

Many names for people's jobs have these endings.

-er: driver, photographer, reporter, waiter

-ist: receptionist, scientist, dentist, journalist

-or: actor, director, doctor, translator

Verb Want + Infinitive

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

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

Fadwa is a teacher. <u>She</u> <u>teaches</u> in an elementary school.

1. My uncle is a writer. _____ history books.

2. Omar and Ali are engineers. _____ for a construction company.

3. Adnan is a bus driver. _____ a bus for the city.

4. Fahd is a salesperson. _____ computers. _____

Ministry of duchameed is a journalist. _____ for the city newspaper.

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3 Grammar

Simple Present Tense

• Write the following sentences on the board:

Fahd _____ in a store. He ____ in a bank, but he ____ at the bank today. It's Thursday and he ___ with some friends.

- Have students fill in the blanks. If they need help with the verbs, write the following on the board: is playing tennis/works/doesn't work/ isn't working.
- Go over the material in the chart. Explain that we use the simple present to talk about things that are true in general, or happen all the time. Remind students that we use the present progressive to talk about actions that are taking place now.
- Say untrue statements about the people on pages
 18 and 19. For example, say: Oscar works in a hospital
 to elicit No, he doesn't. He works in a travel agency.
 Then ask a student to say an untrue statement, and
 have another student correct it. Continue with other
 students.

Wh- Questions in the Simple Present

- Ask volunteers to read the questions and answers in the chart.
- Have students ask one another where their family members work.
- Have students brainstorm a list of occupations. Write them on the board.
- Go over the material in the chart.
- Have students divide the occupations on the board into two groups: the professions with similar verbs (a teacher—teaches) and those without similar verbs (a doctor). Have them write sentences for the professions with similar verbs. For example: A news reporter reports the news.

Verb Want + Infinitive

- Explain that the expression I want to be a _____ refers to the future.
- In pairs, students guess the goals of others in the class and make sentences about them. Then each pair tells the class one of their sentences about another student. That student should say if the sentence is correct.

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Language Builder

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

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

Language Builder

Explain that the words for most professions end in -er, -ist, or -or. Sometimes the name of a profession is the verb (teach) with the ending -er, -ist, or -or (teacher), but this is not always the case. A director directs, but there is no verb similar to the word doctor to say what he or she does. Students need to learn names of professions individually, but it may be helpful for them to see the patterns.



 Have students complete the sentences. If students need help with the verbs, write them on the board in alphabetical order for students to choose from.

Answers

- 1. He writes
- 2. They work
- 3. He drives
- 4. He sells
- 5. He writes/works



- Have a volunteer read aloud the first answer. Ask the class for the missing question. Write it on the board. Have volunteers read the other answers aloud. Ask: In sentence 2, who is he? (Fahad)
- Students work alone to write the questions. Then in pairs they ask and answer the questions.

Answers

- 1. What does Fahad do?
- 2. Where does he work?
- 3. Where does he live?
- 4. What does he want to be?
- **5.** What does he do during the day?



- Have students look at the first conversation. Elicit the verb to complete the opening sentence. (do)
- Have students complete the rest of the conversations alone. Then have them practice the completed conversations in pairs.

Answers

- 1. do/work
- 2. work / wants
- 3. works / translates (or speaks)



- Go over the adjectives in the box, asking students which words describe the jobs on pages 18 and 19.
- Have two student volunteers read the example aloud.
 Then have students work in pairs, saying what they think each job in the list is like.

Answers

Answers will vary. A sample answer:

- A: I think teachers have a difficult job.
- **B:** I agree. But their job is satisfying because they help a lot of students.

4 Listening

- Have students look at the picture. Ask: Where are the people? (in a courtroom)
- Tell students they are going to hear someone talk about why he wants to be a lawyer. Have students read the sentences to see what information they need to listen for. They have them predict possible answers before listening.

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- CD1, T15 Play the audio and have students check if any of their predictions were correct.
- CD1, T15 Play the audio again, and have students answer yes or no for each sentence.

Answers

1. yes 2. no 3. yes 4. yes 5. no 6. yes

Audioscript

I want to go to law school. I want to be a lawyer. I think a lawyer's job is interesting and exciting—and very important. You need to be really smart. Lawyers work long hours, they read many books, and they are under a lot of stress. Sometimes a person's life or all his money is in the lawyer's hands. Lawyers need to be good speakers. They need to make other people believe in them and in what they're saying. Well, I'm a good student, and I speak well. Of course, some lawyers make a lot of money, and that's good, but the real reason why I want to be a lawyer is because I want to follow in my grandfather's footsteps. He was a lawyer for many years.

5 Pronunciation

- **CD1, T16** Play the audio twice for students to listen and repeat.
- Have students say three things they want to do in the future. Focus on the pronunciation of want to.

Workbook

Assign pages 194–195 for practice with the grammar of the unit.



Teaching Tip

Tell students it is helpful to know in advance what they need to listen for. This will help them understand the person who is speaking.



Additional Activity

Have a student think of the name of a real person. The other students ask questions as they did in **B** to guess who the person is.



A survey of unusual jobs in the U.K. found the following real jobs: saddle consultants (people who make sure riders and horses have a comfortable saddle); vibration consultants (people who correct noise problems on construction sites); and painting authenticators (people who differentiate between true and fake paintings).

В.	Write questions for the answers. Use <i>Wh</i> - questions.			
	1	_?	Fahad is a waiter.	
	2	_?	He works part-time in a restaurant.	
	3	_?	He lives at home with his parents.	
	4	_?	He wants to be a computer programmer.	
	5	_?	He goes to school during the day.	

C. Complete the conversations with appropriate verbs in the simple present tense. Then practice with a partner. **1. A:** What do your uncles _____? **B:** They're scientists. They _____ in a laboratory. A: That's exciting. **2. A:** Where does your brother _____? **B:** He works in a bank. He's a teller, but he _____ to be a manager. **3. A:** My brother _____ for the United Nations. **B:** Really. What does he do? **A:** He's a translator. He ______ five languages.





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

easy difficult	boring 6	exciting	stressful	fun	interesting	satisfying	
 teacher flight attendant 	 dentist lawyer 		ker on an ass puter progra	•	ne 7. waiter 8. report		
•	A: I think reporters have an interesting job. B: Yes, but their job is very stressful. They have a lot of deadlines.						

4 Listening 🔊



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

1. .	The job is interesting and exciting.	4	Raymond is a good speaker.
2. .	A person doesn't need to be smart.	5	He wants to be a lawyer for the money
3.	The job is stressful.	6.	Raymond's grandfather was a lawyer.

5 Pronunciation 🗟



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

Ministry of Ed want to be a pilot. 2022 - 1444don't **want to** be a doctor.

What do you want to be? Do you want to be a teacher?





Ross: What does your father do, David?

David: My dad's a pilot. He flies those huge

airplanes. You know, the ones that can carry

over five hundred passengers.

Ross: Wow! That's cool.

David: Yeah. I want to be a pilot just like my dad.

What about your father? What does he do?

Ross: He's a writer. He writes for a sports magazine.

David: Do you want to be a writer, too?

Ross: No. I want to be a chemistry teacher.

I love doing experiments, and I like teaching

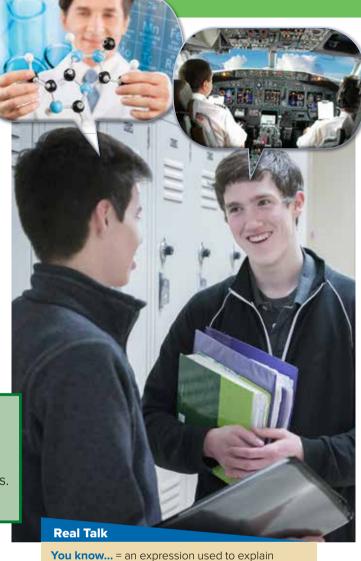
kids.

Your Ending

What is David's response?

- (1) Yeah, teaching is an interesting job.
- (2) Those students can make you proud.
- (3) The good side is that you get lots of vacations.

(4) Your idea: _



something you just said

yeah = yes

About the Conversation

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

Your Turn

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

7 About You 📓



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

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6 Conversation

- Have students cover the conversation and look at the pictures. Ask: What are the two students talking about? Who are the people in the thought bubbles? Where are they? What are the people in the thought bubbles doing?
- CD1, T17 Play the audio of the conversation while students just listen.
- Once students have listened, ask volunteers to explain the pictures. (Two students/friends are talking about their parents' jobs. David wants to be a pilot like his father. Ross wants to be a chemistry teacher and teach students like the boy in the picture.)
- CD1, T17 Play the audio again. Tell students to read along as they listen.

Real Talk

- Have students repeat the phrases.
- Ask: Who says you know in the conversation? (David)
 What does he explain after he says you know? (What
 he means when he says huge
 airplanes.) Say a few sentences with you know for
 students to complete. For example: He's a flight
 attendant, you know, _____. (someone who
 helps passengers on planes)
- Ask: Who says Yeah? (David) Do people use yeah or yes when they speak? (They say both.) How about when people write? (They write yes.) Ask a few questions to elicit yeah. For example: Is _____ here today? Do you have your book with you? Are you listening to me?

Your Ending

- CD1, T17 Play the audio again of just the three endings.
- Discuss the endings. Call on students to read the three endings aloud. After each ending, ask: Is this something good or bad about the job?
- Have students choose the ending they like best, or write their own ending.
- Call on students to give their ending and say why they
 chose it. If they rejected all three endings, have them
 say why, and then give their own ending.
- Have students practice the conversation in pairs, using the endings they chose.

<u>صلحتاا قرااح</u> Ministry of Education 2022 - 1444

About the Conversation

- Have students work with a partner, taking turns asking and answering the questions.
- Check answers as a class. Have a student read the question and call on a student to answer. That student answers, reads the next question, and then calls on another student to answer.

Answers

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

Your Turn

- In groups, students ask one another about what their family members do and where they work. They should ask about the family member's opinion of the job, and why. Have other members of the group agree or disagree with the person's opinion.
- Before students do the activity, ask them for questions they will probably ask. Elicit the following and write them on the board:

What does your father do? Where does he work? Does he like his job? Do you agree?

7 About You

- Have a volunteer read aloud the first question. Answer the questions about yourself as a model. For example, say: I think it's interesting to be a news reporter.
 Reporters meet interesting people.
- Have students discuss the answers in groups of four or five. Have one person report back to the class about what their group discussed.

8 Reading

READING STRATEGY Using titles and subtitles to predict content

- Ask the **Before Reading** questions. Have students look at the title and subtitles of the reading and discuss their answers. Have students make lists to predict and anticipate words and phrases, based on the title and headings.
- **CD1, T18** Play the audio of the reading for students to just listen.
- In pairs, have students take turns reading paragraphs of the text to practice pronunciation.

After Reading

- Ask students if their anticipated ideas were similar reflected in the text. Were there any surprises? Share answers in pairs or as a class.
- Ask some general comprehension questions such as:
 What is the overall theme of the text? or What are the three themes that the vision is built around?
- Encourage students to use their previous knowledge to help them understand text, even if there is a lot of new vocabulary.
- Have students check their list of predicted words and phrases from **Before Reading** with the text. How many of them did they find? Did they find any unexpected new words? Have them share with a partner and encourage them to work out unknown words from the context.
- Have students work with a partner to answer the questions about the reading. Go over the answers as a class.

Answers

- 1. (any 3 of the following)
 - a. It has a 'Job Creation Team' to help people find jobs.
 - b. It assists new businesses that give people jobs and training.
 - **c.** It improves technology and digital systems to support businesses.
 - **d.** It gives training and advice to people looking for jobs.
 - It improved the education system to fit with the jobs that the economy needs.
 - **f.** It supports young people in finding jobs they enjoy and that help the economy and society.
- 3. It's building a culture of determination and achieving goals.
- **4.** (1 of the following)

ministry of increase women's participation in the workforce from 22% 2022 - 10/30%.

Discussion

- Ask students to suggest words and phrases to disagree politely. Write these on the board.
- Have students discuss the issues in pairs or groups and then compare ideas with other groups or as a class.



Teaching Tip

Whenever possible, use pictures and realia rather than dictionary definitions or translation to teach meaning.



Additional Activity

Have students look again at the 3 discussion questions. In pairs, ask students to select 1 of the issues and to plan a role play around it.

If they choose the first issue, encourage them to role-play a discussion or debate with good reasons and polite ways of disagreeing.

If they choose the second issue, ask them to role-play 2 friends: one who doesn't have a job and the other who is offering advice.

If they choose the third issue, ask them to role-play an interview for their selected job. The interviewer should ask what the job seeker is good at and why they want the job. The job seeker needs to find some good reasons to support their answers.



Project: Popular Jobs

Have students work in groups to find out the most popular and unpopular jobs among the group members. Each group makes a list of 5-10 jobs, with the most popular job first and the least popular last. Students should describe what each job entails and what is good or bad about each.

Have groups create posters to illustrate their project. They can draw or find pictures of the jobs.

Have groups present their projects to the class. Take a class poll of the most popular jobs.



You don't get a second chance to make a first impression! 33% of interviewers make up their mind about whether or not to offer someone job, within the first 90 seconds!

tacts When you go to a job interview make sure that you are on time, well dressed and polite.

8 Reading



Before Reading

Look at headings in the text.

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

Jobs and Employment in Saudi Arabia



The assets of Saudi Arabia

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

A vision for the future

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

A strong economy

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

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

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

المملكة العربية السعودية

KINGDOM OF SAUDI ARABIA

Employment goals for 2030

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



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

After Reading

- **1.** List 3 things that Saudi Arabia does to support the economy.
 - o. _____
- 2. What percentage of people in Saudi Arabia are under the age of 25?

Pul C I 3 P W Flat kind of culture is the country building?

Ministry of Education Name one of Saudi Arabia's employment goals for 2030.

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Discussion

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

9 Writing

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

Job:	
Good things	Bad things

Writing Corner

- Use and to connect words and ideas which are similar.
 Guy specializes in living room and dining room furniture.
- Use but to connect contrasting ideas.Martin likes working on ships, but he doesn't like working every day of the week.
- Use because to give a reason for something.
 Martin's job is very exciting because he travels all over the world.
- **B.** Read the text. What does this person want to be? Underline the words or phrases that describe the good things about the job. Circle the words or phrases that describe the bad things.

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

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



pul cilpterview three people in different occupations outside of class. Have them explain what they do Ministry of Eand say what they like and don't like about their jobs. Report your findings to the class. 2022 - 1444

9 Writing



- Tell the class about some of the positive and negative aspects of your job. For example: My job is sometimes challenging, but it is rewarding when I see my students learn and succeed. I never get bored because every day and every lesson is different. Then have volunteers say what job they want to do. Ask them to describe some of the positive and negative aspects of the job.
- Have students choose a job they might like to have. Then have them write notes in the chart on the good and bad points about the job. If they have trouble coming up with their own ideas, list on the board some words they might use; for example: enjoy, like, love, easy, help, challenging, responsible, creative, exciting, interesting, satisfying, rewarding, difficult, boring, stressful, early, late, problem, money, happy.
- Put students in pairs to compare ideas. If possible, match students with a partner that has chosen a similar job. Tell them that they will later use their notes to write a paragraph about the job.

Writing Corner

- Explain that the conjunction and connects similar words and ideas such as nouns, adjectives, and verbs. Have students look back at the Reading on page 23 and find examples of each. Some examples include:
 Nouns: activities and excursions; production and marketing; materials and fabrics; restaurants and hotels. Adjectives: energetic, outgoing, and friendly; living room and dining room furniture. Verbs: visits... and meets...; creates... and plans...; supervises... and arranges...; reads... and attends...
- Explain that the conjunction but is used to show two contrasting ideas. Have students find one example in each of the texts on page 23. First text: Martin likes to work with the public, but one negative thing about the job... Second Text: But he also uses his own imagination...
- Explain that the conjunction because gives a reason.
 Using the texts on page 23, elicit further examples with because from students. On the board, write:

Martin's job is tiring because _____.

(he works eight to fourteen hours a day.)

Martin's job is difficult because _____.

(he does not have any free time for himself.)

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Guy reads interior design magazines because ______
(he needs to be up to date with the latest trends.)
Guy designs furniture for popular hotels because

(he wants to get publicity for his brand.)

B

- Before reading the text, ask: What does a journalist do? What do you think are the good and bad things about the job?
- Have students read the text individually. Tell them to underline the good things and circle the bad things about the job.
- Go over the answers as a class.

Answers

Good things: fun, very exciting, travel to new places, see a lot of the

world, meet new people, interesting, satisfying

Bad things: very stressful, difficult, a lot of deadlines

G

- Have students write a paragraph about their dream job using their notes from the chart. Remind them to write about both the positive and negative aspects and to use connecting words.
- Ask volunteers to share their writing with the class.

10 Project

- Have students work individually on this project. Tell them
 to interview three people outside of class about their
 occupations. Students should get as much information
 as they can about what each job involves and what the
 people like and don't like about it.
- Tell students to prepare a written summary of their findings to submit.
- Have students discuss their findings in groups and choose the most interesting job to present to the class.

Workbook

Assign page 196 for writing practice.

Form, Meaning and **Function**

Relative Pronouns: Who, That, Which

- Have volunteers read aloud the simple sentences and then the complex sentences with the relative clauses.
- Explain that a relative clause (also called adjective clause) describes a noun that comes before it (in the main clause). Relative clauses begin with that, who, or which. Elicit that who is used with people (The waiter who is serving the customers is friendly.); which is used with things (My uncle works in a factory which makes cars); and that can be used with people or things.

Language Builder

All clauses contain a subject and a verb. Clauses are either independent (also called main clauses) or dependent (also called subordinate clauses). Independent clauses express a complete thought and can be written as a sentence. My uncle works in a factory is an independent clause. Adjective clauses are dependent clauses. They are part of a sentence, but they cannot be a sentence on their own. Which makes cars is a dependent clause.

Language Builder

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



- Go over the example with the class. Ask: What does a civil engineer do? Elicit: A civil engineer designs roads and bridges. Then have a volunteer read the example.
- Model the first item by asking: What does a nurse do? Elicit any correct answers such as: A nurse works in a hospital, A nurse takes care of sick people, etc. Then say: So, a nurse is someone who... and elicit the ending from a student.
- Have students work individually to complete the exercise and then compare answers with a partner.

Call on students to read aloud their completed Ministry of Education

Answers

Answers will vary. Sample answers:

- **1.** A nurse is someone who/that takes care of sick people.
- 2. A pilot is someone who/that flies airplanes.
- 3. A travel agent is someone who/that organizes tours.
- 4. A waiter is someone who/that serves food in a restaurant.
- **5.** A journalist is someone who/that writes for a newspaper.
- 6. A graphic designer is someone who/that makes advertisements.
- 7. A translator is someone who/that speaks many languages.
- 8. A lawyer is someone who/that works in court.



- Have students work individually to complete the sentences. Remind them that who is for people and which is for things.
- Point out that all of these sentences can also be completed with that.
- Go over the answers as a class.

Answers

- **1.** who 3. which 7. which **5.** who
- 2. which 4. which **6.** who **8.** who



- Model the first item by asking two or three volunteers to complete the sentence.
- Have students complete the sentences individually and then compare answers with a partner.
- Have several students read their answers for the class.

Answers

Answers will vary. Sample answers:

- 1. I like people who are polite and friendly.
- 2. I don't like people that are impolite.
- 3. I like books which are exciting.
- 4. I don't like books that are boring.
- 5. I want a job which is satisfying.
- 6. I don't want a job that is stressful.

Form, Meaning and Function



Relative Pronouns: Who, That, Which

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

Use the relative pronoun who or that for people.

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

The waiter is serving the customers. He is friendly.

The waiter **who/that** is serving the customers is friendly. (relative clause)

My uncle works in a factory. The factory makes cars.

My uncle works in a factory that/which makes cars. (relative clause)

	vil engineer	A civil engineer is someone who designs roads and bridges.
1.	nurse	
2.	, pilot	
3.	. travel agent	
4.	, waiter	
5.	, journalist	
6.	graphic designer	
7.	translator	
8.	. lawyer	
B. C	omplete the sentences	s with who or which .
1.	The neighbor	lives downstairs is a chef.
2.	. Is English a language	is easy to learn?
3.	. Would you like a job .	has a large salary?
4.	. My brother works in a	storesells furniture.
5.	. The salesperson	helped me was very friendly.
6.	. The actor	is playing the lead role is very funny.
7.	He works for a const	ruction company builds roads and bridges.
	T1 1: 1:	made this advertisement is very creative.

4 Favorite Pastimes

Listen and Discuss 🕢



Which of the following pastimes are popular in your country?

Young People's Leisure Preferences

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



▲ They eat in food courts or restaurants.



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



◆ They travel and meet people.



They hang out with friends. **A** They just meet and talk.

They exercise. ▶ They play sports or work out.



▲ They play video games or board games.



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

What Saudi Youth Do Online

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

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

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



Vocabulary

Pastimes and hobbies Leisure activities Expressions of frequency

Functions

Describe daily activities and routines Ask about and tell how often you do activities Talk about abilities Describe hobbies

Grammar

Questions with How often? Frequency Expressions: once a week, etc. Adverbs of Frequency: always, often, never, usually, sometimes, seldom Know how to Gerunds and Infinitives after Verbs

Listening

Listen for specific information about freetime activites

Pronunciation Reduction of do you

Reading Sky High!

Writing Write about your hobby or pastime

Proiect

Write about an unusual hobby or pastime

Warm Up

Tell students what you do in your free time. Say how often you do these activities. For example: I go to the gym three times a week. I also surf the Internet two or three times a week. I go to the mall once or twice a month.

List some common free-time activities on the board, such as surf the Web, play video games, read, go shopping, **paint.** Have students suggest others. Have students say whether they do the things listed.

Listen and Discuss

• Have students open their books to page 26. Ask what the people are doing in each picture. For example: What are the people doing in the first picture? (They're hanging out in the mall.) Ask: What do the pictures have in common? (They all show pastimes or

Ministhobbies.) Which of these pastimes do you do? 2022 - 1444

- CD1, T19 Play the audio of the descriptions. As students listen to each description, have them point to the corresponding picture.
- Have students point to people in the pictures and say sentences about them. Have other students say if they do the same activities. For example:

A: He hangs out with friends a lot.

B: I hang out with friends a lot, too.

- Direct students' attention to the photos at the top of page 27. Ask: What pastimes are the people probably going to talk about? Write their ideas on the board.
- CD1, T19 Play the audio of the conversation. Students read along and see if their predictions were correct.
- CD1, T19 Play the audio again. Pause after each sentence and have students repeat it.
- Direct students' attention to the chart on page 26. Say: Look at the survey. What is the subject of the survey? (what young Saudis do online) How old are the people who answered the survey? (15-34 years old) What is the most popular online activity? (participation in social media networks) What is the **second most popular?** (send and receive emails)
- Have students discuss in pairs what they do online. Is it similar to the findings of the survey? Take a class poll. Say: How many of you participate in social networks? and ask for a show of hands. Ask: Are your online habits similar to what the survey found? In what ways? Ask: Do you think young people's online habits are the same everywhere in the world? Why or why not?

Language Builder

The word time is used in various expressions in this unit. Free time (also leisure/spare time) is the period of time when people are not working.

The expression *three times a week* refers to the number of instances something takes place.

A pastime is a hobby/activity people do in their free time.

Quick Check



- Ask students to call out the pastimes on the two pages.
 Write three or four on the board as they say them. Then check the ones that you often do.
- Have students check the activities they often do in their books. Then they tell their partners what they checked, using complete sentences. For example:

I hang out with friends a lot.



- Ask: Who is Ali? Who is Josh? Have students point to their pictures.
- Have a student read aloud the first sentence and ask students to say if the sentence is correct or not. Then have students work alone on the remaining sentences.
- Have students check answers in pairs. Have them point to the information on the page that gives the answers.
- Then ask: Where is the information about U.S. teens' online habits? Students should point to the chart on page 27. Have them read through it.
- Have students compare these survey results with the ones from the Saudi youth survey. Have them identify what is similar and what is different and suggest reasons for the similarities and differences.
- Draw students' attention to the FYI box. Read through the information and ensure that the differences between teens and youth/young people are understood. Ask students to look again at the charts on both pages. Have them identify the differences in age groups. Ask them which age group(s) they fit into. Ask them if they believe their habits fit more closely with the Saudi youth chart, or the U.S. teen chart. Have students explain why.

Answers

1. yes 2. yes 3. no 4. no

2 Pair Work



 Tell students that they will use the information in the pictures on page 26 and the survey information on page 27 to ask and answer questions about U.S. teens' pastines

CD1, T20 Play the audio for the model conversation.

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 Provide a model for a new conversation. Write the following on the board.

A: _

B: Yes. Some paint and some cook.

Ask students which of the following they think is the missing question: **What hobbies do American teens have?** Or. **Do American teens have hobbies?**

• Tell students to make similar conversations in pairs.



CD1, T20 Play the audio for the model conversation. Students listen and repeat.

- As another model, have students ask you the first question. Answer truthfully to show that students should give true answers about themselves. Then ask a student the second question, changing cook to a different verb, for example, play basketball.
- Arrange students in pairs to ask each other about their free-time activities and how often they do the activities.
 Monitor the activity, providing help as needed.

Workbook

Assign page 197 for practice with the vocabulary of the unit.



Teaching Tip

When speaking and giving information about yourself, it is not necessary to speak in full sentences, even if you are trying to illustrate a grammatical point. It is more natural, for example, to say: I go to the gym three times a week—sometimes four or five times a week.



Additional Activity

Have students find pictures in magazines of people doing everyday free-time activities, such as watching TV, surfing the Web, reading, playing basketball, etc. Have students look at the pictures and make up stories about the people. For example: He plays basketball with his friends. They play two or three times a week. They usually play after school or on Saturdays.

Language Builder

Remind students that *hang out* (under the first picture) and *eat out* (in Pair Work) are two-word verbs, so they have a different meaning from the meaning of the two separate parts. *Hang out* means to spend time at a place with other people. *Eat out* means to eat in a restaurant.

How often do you play basketball, Ali?



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



What's your favorite pastime, Josh?

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



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

What U.S. Teens Do Online

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

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

Source: Pew Internet & American Life Project



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

Quick Check V

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

2 Pair Work 🔏



A. Ask and answer about teens' pastimes.

••• • Domost teens send emails? Yes. 89 percent of teens send emails.

2022 - 1444 **They eat out frequently.**

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

3 Grammar 🏢



Questions with How often?

How often do you work out?

Frequency Expressions: once a week, etc.

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

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

Q: What does she usually do on Thursdays? Q: What do you sometimes do at night?

A: She **usually** goes shopping.

A: I **sometimes** go out.

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

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

Know How To

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

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

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

 \ref{Sabah} always takes a shower in the morning. / She takes a shower every day.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
take a shower	~	~	~	~	/	/	~
make the bed						/	~
do homework	~	~	~	~	~		
cook dinner		~		~			
draw and paint	~		~		~		~
watch TV					~		~
take French classes	~		~		/		

- **B.** Ask and answer questions about Sabah.
 - **1.** How often does she take a shower?
 - 2. When does she make her bed?
 - **3.** What language does she study?
 - **4.** When does she take these classes?
 - **5.** How often does she do her homework?
- **6.** What hobby does she have?
- 7. How many times a week does she do it?
- 8. What does she never do on the weekend?
- 9. Does she watch TV during the week?
- 10. Does she know how to cook?
- **C.** Write about your usual activities. Then compare with your classmates.

Every Day	•	Three Times a Week	Twice a Week	Once a Week	Never
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3 Grammar

Questions with How often? Frequency Expressions: once a week, etc.

• Have one student read the question and other students read the four responses. Ask: *How many time* expressions are there in the chart to answer the question How often? (four) In the answer, do the time expressions come before or after the verb? (after)

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

- Have students read aloud the questions and answers. Draw a frequency scale on the board with percentages and highlight always (100%) and never (0%). Put the other adverbs on the scale in descending order of frequency, but point out that it is impossible to assign precise percentages to these other frequency adverbs.
- Say a series of sentences using frequency adverbs. For example: I often go shopping on Saturday morning. My father sometimes watches sports on TV. My brother never gets up early on the weekend. Elicit the fact that the most common sentence position for a frequency adverb is between the subject and the verb (except for the verb be).

Know How To

- Point out that the phrase know how to is similar in meaning to can.
- Have students speculate about what you know and don't know how to do. Write several verbs on the board that reflect your skills or lack of skills. Have students make sentences. Tell them whether they are right.

A

- Refer students to the chart of Sabah's activities. Ask: What does Sabah do every week? (She takes a shower, makes the bed, does homework, etc.)
- Have students work individually to write sentences with frequency expressions. Then have students work in pairs to compare them. Encourage pairs to come up with two sentences with different frequency expressions for each item.



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Answers

Answers will vary. Sample answers:

- 1. Sabah always takes a shower in the morning. / She takes a shower every day.
- 2. She makes her bed on the weekend/on Friday(s) and Saturdav(s)/twice a week.
- 3. She does homework five times a week.
- 4. She cooks dinner twice a week. She sometimes cooks dinner.
- 5. She draws and paints four times a week. / She often draws and
- 6. She watches TV once a week/on Thursday(s). / She seldom watches TV.
- 7. She takes French classes three times a week/on Sunday(s), Tuesday(s), and Thursday(s).



- To give students additional question formation practice, have students close their books. Write the question prompts on the board. For example: How often / take a shower. Have students write the questions using the prompts. Then have students open their books and check their questions.
- Students then ask and answer the questions in pairs.

Answers

Answers will vary. Sample answers:

- 1. She takes a shower every day.
- 2. She makes her bed on Friday(s) and Saturday(s)/on weekends.
- 3. She studies French.
- 4. She takes classes on Sunday(s), Tuesday(s), and Thursday(s).
- **5.** She does her homework five times a week.
- 6. She draws and paints.
- 7. She does it four times a week.
- 8. She never does her homework, she never cooks dinner, she never watches TV, and she never takes French classes on the weekend.
- 9. Yes, she does.
- 10. Yes, she does.



- Have students work individually to make a schedule of their usual activities.
- Have students compare schedules in small groups.

Language Builder

To express how often, we can use every with day, week, month, and year. For example: I go on vacation every year. We can also use once, twice, and three (or more) time(s) a day, week, month, and year. For example: I shower once a day. I brush my teeth three times a day.



- Have students look at the pictures and identify all the activities. (texting, hanging out, skateboarding, playing football, watching TV, eating out) Have two volunteers read aloud the model conversation.
- Arrange students in groups to ask one another about their free-time activities and how often they do them. One student reports to the class about the most popular activities in the group.
- Do a tally to see how many of the activities in the photos are popular with the entire class.

Listening

- Tell students they are going to hear two people, Qassim and Fatima, talk about what they do in their free time.
- Suggest to students that they listen for free-time activity and frequency words. Have students read the sentences about Qassim and Fatima and call out the words they are going to listen for. Write them on the board: indoor climbing, every day, very well, never, usually, cook, Noura, cooking, creative.
- CD1, T21 Play the audio while students listen and note the words on the board that they hear.
- CD1, T21 Play the audio a second time for students to mark yes or no.
- CD1, T21 Play the audio a final time for students to check their answers

Answers

Qassim: 1. no **2.** yes **3.** no Fatima: 1. yes 2. yes

Audioscript

Qassim

I like to go indoor climbing. I climb one, two, or three times a week. It depends on how often I go to the mall. There is a 12-meter wall there, and I can climb it very fast. Everyone watches me, and I feel great. I guess I like the attention. Indoor climbing is good exercise, and you don't need to worry about the weather. Outdoors on a mountain, I'm with only a few friends, and people can't see how well I can climb.



Fatima

I go to cooking classes once a week. I usually go with my friend, Noura. Our friends say cooking is a boring hobby, but I think it's very creative. I like making different ethnic cuisines, and I know how to cook traditional Mexican, Arabian, and Indian dishes. We learn how to combine different kinds of meat, vegetables, and spices into tasty meals. Sometimes I cook for my family, and they love trying my new creations.

5 Pronunciation

- CD1, T22 Play the audio. Students just listen.
- ◆ CD1, T22 Play the audio for students to listen and repeat the questions.
- Have students work in groups, asking one another the questions. Encourage them to ask additional questions with do you.

Workbook

Assign pages 198-199 for practice with the grammar of the unit.



Teaching Tip

When teaching pronunciation, familiarize students with the phonetic symbols you are most comfortable with. Then use those phonetic symbols frequently when teaching students the correct pronunciation of specific words and phrases. This will make it easier for students to learn to say new words correctly.



Additional Activity

Students play this game in two teams. Before they start, each team writes five sentences, expressing how often they do various activities. For example: Fahd plays basketball three times a week. *Imad watches TV every night.* The sentences should be written on separate slips of paper.

Team 1 gives a sentence to a student on Team 2, who acts it out for his or her team. Keep track of the time it takes for Team 2 to guess the sentence. Then reverse the procedure. The winning team is the one who guesses the sentences in less time.



Twenty of the top fifty most popular hobbies include: 1. reading; 2. watching TV; 3. family time; 4. fishing; 5. computer; 6. gardening; 7. walking; 8. exercise; 9. hunting; 10. team sports; 11. shopping; 12. traveling; 13. sleeping; 14. socializing; 15. sewing; 16. golf; 17. housework; 18. crafts; 19. watching sports; 20. cycling.



- **A:** What's your favorite pastime?
- **B:** Text messaging.
- A: How often do you do it?
- **B:** I do it all the time.











4 Listening 🔝



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

Qassim

- **1.** ____ He goes indoor climbing every day.
- **2.** ____ He knows how to climb very well.
- **3.** ____ Qassim never climbs mountains.

Fatima

- **1.** _____ Fatima usually cooks with Noura.
- 2. ____ She can cook well.
- **3.** ____ Fatima's friends think that cooking is a creative hobby.

5 Pronunciation 👺



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

Do you exercise?

<u>صياحتا **D**ö</u>j**ÿou** play tennis?

Ministry of Epocytou know how to cook? 2022 - 1444

When do you exercise? Where do you play?

What do you cook?

Favorite Pastimes

6 Conversation <a>M



Jason: What do you usually do in your

free time?

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

Jason: That sounds exciting. How often do

vou do it?

Rick: I normally do it on the weekend.

I really like to do aerobatics.

Jason: You mean, you perform stunts and

stuff like that?

Rick: Yeah

Jason: Wow! But isn't it dangerous?

Rick: No, not at all. It's really very safe.

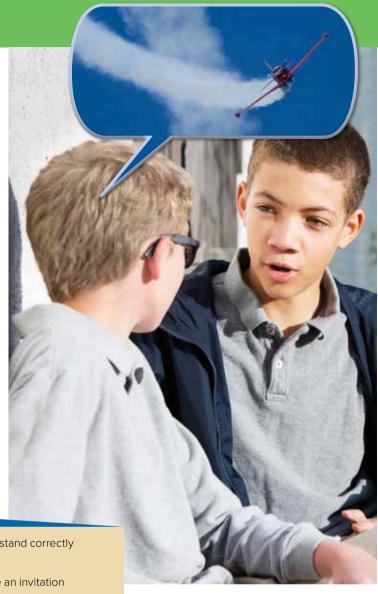
You should come along to the

flying club sometime.

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

with you.

Rick: Up in the air? I fly model airplanes. **Jason:** Oh, I see. That is an unusual hobby.



Real Talk

You mean, + statement = a way to confirm you understand correctly stuff like that = that kind of thing

You should come along...sometime = a way to make an invitation

I see = Lunderstand

About the Conversation

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

Your Turn

Do a group survey.

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

About You 🔀





1. How often do you do it?

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B. Talk about your skills.

I know how to use a computer.

6 Conversation

- Have students cover the conversation and look at the picture. Ask: What are the people in the picture doing? (talking) What are they talking about? (flying planes) What is the plane doing? (stunts or aerobatics) Write **stunts** and **gerobatics** on the board. Ask: **Is this** a pastime you would like to do? Why or why not?
- CD1, T23 Play the audio of the conversation while students just listen.
- Ask students to listen to the conversation to find out why there is a picture of a plane. (Jason thinks Rick flies planes, but he flies model airplanes.)
- CD1, T23 Play the audio again. Have students read along as they listen.

Real Talk

- Ask volunteers to read aloud the sentences in the conversation which contain the Real Talk phrases. Be sure they use the correct intonation.
- Tell students to imagine they are talking to Qassim and Fatima, who spoke about their pastimes on page 29. Say a statement and ask students to respond with You mean,... For example:

You: I like to go indoor climbing. **Student:** You mean, you climb walls?

You: I go to cooking classes once a week. Student: You mean, you learn how to cook?

To practice the phrase stuff like that, say statements and ask students what stuff like that means in each. For

I play football and basketball and stuff like that. (stuff like that = other sports)

I make the bed and cook dinner and stuff like that. (stuff like that = household chores)

I read email and play online games and stuff like that. (stuff like that = online activities)

- Ask: Who offers an invitation in the conversation? (Rick) What language does he use? (You should...) How does Jason respond? (Sure) Invite one of the students to join you in one of your pastimes. For example, say: You must come to one of my games sometime. Have the student respond appropriately. In pairs, have students invite each other to do something.
- Explain that we often use the phrase I see to indicate that we understand something that we didn't understand before.

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• Have students practice the conversation in pairs, switching roles.

About the Conversation

- Have students work with a partner to ask and answer the questions.
- Check answers as a class.

Answers

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

Your Turn

- With the class, brainstorm activities teenagers do in their free time and write them on the board. Include activities from the unit as well as any others that students suggest. Have students copy the list into their notebooks.
- Have students walk around the room, asking and answering the question What activities do you do in your free time? They should write students' names next to the activity on their lists. Have them add new activities that are suggested.
- With the class, have students say which are the most popular activities. Number the items on the list on the board in order of preference.

7 About You

- Arrange students in groups of three or four.
- Tell students that they are each to talk for one minute about their favorite pastime to their group. Have one student be the timer to make sure each person talks for a full minute. When students finish talking, the other group members ask questions.
- Have one student report back to the class about the pastimes of the people in his or her group.

B

• Repeat the activity done for exercise **A** with the students talking about their skills. Have one student from each group report back to the class about the skills of the people in his or her group.

- Have students look at the picture and describe what they see. Ask the **Before Reading** guestion. Ask: **Do** you or anybody you know fly aeromodels? What kinds of questions do you have about aeromodelling? Elicit and write students' questions on the board.
- CD1, T24 Play the audio. Ask students to listen to see if any of the questions on the board are answered.
- CD1, T24 Play the audio again as students listen and follow along.

READING STRATEGY Scanning

Point out to students that when they need to find specific information in a reading—as they need to do to complete the chart in After Reading—it is better to scan the text than to read every sentence.

After Reading

- Have students look at the chart and identify the information they need to find in the reading.
- Students work alone to scan for the information to complete the chart. Tell them to underline the parts of the text that give the answers.
- Have students compare answers in pairs.

Answers

Kinds of Aeromodels	Sizes	Prices	Kinds of Engines	Speeds
Elastic-propelled, planes attached to cables, radio-controlled, jet-powered	23 cm to 9 m	\$30 to several thousand dollars	Electric motors to jet turbines	Up to 380 km per hour



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Teaching Tip

Give students a time limit when reading. First, time yourself. Have students do the reading in double that amount of time. This will help them increase their reading speed.



Have students find more information about aeromodelling. For example, ask: How much does the hobby cost locally? Where can people get aeromodels? Are there clubs or competitions anywhere in the country?

Project: Popular Pastimes

Organize students into small groups and assign each a different age group; for example, children (5-9 years old), pre-teens, young adults (22-35 years old), middle-aged adults, and senior citizens. Each group researches the most popular pastimes for their age group. Have them report their findings to the class.



- In U.S. high schools, the most popular after-school sports to play are (in this order): football, basketball, track & field, baseball, soccer, wrestling, cross country, golf, tennis, and swimming & diving.
- Eighty percent of teens in the U.S. work part time for some period during high school. Teens usually hold jobs in retail and service, such as restaurants, grocery and department stores, and clothing stores.



Before Reading

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

Sky HIGH!



Aeromodelling is an exciting hobby. It attracts people of all ages. They all have one common interest—the love of flying small-sized airplanes. Most people no longer fly the old elastic-propelled planes. They no longer fly planes that are attached

to two cables and that fly in circles around them. Nowadays, with the advances in technology, the big thing is radio-controlled airplanes. These models fly like real aircraft and are an aeromodeller's ultimate dream. People control the movement of the planes through radio signals. Aeromodels can even perform aerobatics in the sky!

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

Jet-powered models are sophisticated aircraft. Their engines sound like those of

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

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

After Reading

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

	Kinds of Aeromodels	Sizes	Prices	Kinds of Engines	Speeds
	elastic-propelled				
	•				
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4 Favorite Pastimes

9 Writing

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

What's your hobby?	
What equipment do you need?	
How often / how long do you do it?	
Where do you do it?	
Who do you do it with?	
Why do you like it?	

Writing Corner

Use the gerund (-ing form) as a subject or noun.
 Painting is a relaxing hobby.
 Playing football is a lot of fun.

2. Use the gerund (-ing form) as an object with the following verbs and phrases: enjoy, feel like, like, love, prefer, and spend (time).

Do you like **playing** sports? Or do you prefer **watching** TV? He spends his free time **working out** at the gym.

- 3. The verbs *like*, *love*, and *prefer* can also go with the infinitive.

 She likes **to cook** in her free time.

 She prefers **to make** ethnic foods.
- **B.** Read the text about Noura's hobby. Circle the gerund where it is a subject. Underline the gerund where it is an object of the verb.

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



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

10 Project 🔯

Research an unusual hobby or pastime. Present it to the class. The class votes on the most unusual hobby or pastime.

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Writing

- Have volunteers ask you the questions in the chart. As you answer, write notes on the board. For example: What's your hobby? (walking) What equipment do you need? (running shoes, track suit) How often do you do it? (every morning)
- Have students write notes in the chart about their hobby or pastime. Tell them that they will later use their notes to write a paragraph.

Writing Corner

- Students are familiar with the -ing form of verbs used with present progressive. Explain that the -ing form can also be used as a noun; it is called a gerund.
- Have volunteers read the sentences in 1 The write these sentences on the board:

She is painting a picture. Painting is a relaxing hobby.

Elicit that in the first sentence painting is part of the present progressive verb is painting. In the second sentence, Painting is used as a noun and it is the subject of the sentence. It answers the question What?

- Point out that activities and sports, such as painting and swimming, often use the -ing form as a noun. Ask: What other activities or sports use the -ing form? Elicit examples, such as cooking, reading, horseback riding, cycling, climbing, running, and jogging.
- Have volunteers read the sentences in 2. Write these sentences on the board:

Are you watching TV? Do you prefer watching TV?

Elicit that in the first sentence watching is part of the present progressive verb are watching. In the second sentence, watching is used as a noun. It answers the question What? and is the object of the verb prefer.

- Call on students to say a sentence about their hobby with the verbs listed and the gerund. For example: I enjoy cooking in my free time.
- Point out the verbs in 3 which are also used with the infinitive. Have volunteers read the sentences. Then elicit similar sentences from students about their hobby.



Language Builder

Explain that a gerund can be used with other words to make a gerund phrase. For example:

Playing football is exciting, but watching football is boring. I enjoy surfing the Internet in my free time.

B

- Have students work alone to read the paragraph and mark the gerunds. Then have them compare answers with a partner.
- Point out that *relaxing* is not a gerund in the last sentence, but an adjective.
- Go over the answers as a class. Ask students to read out the gerund objects together with the verbs.

Answers

Gerund subject: Painting (line 1)

Gerund object: enjoy drawing and painting, spend two or three

hours creating, like painting, feel like painting, love

painting

a

- Have students write a paragraph about their hobby or pastime using their notes from the chart.
- Collect the paragraphs and pass them out to other students. Students read aloud the paragraph they received and the class guesses who wrote each.

10 Project

- One way to do this project is to have students find someone who has an unusual hobby. It could be a family member, a friend, or a friend of a friend. They will interview the person using the questions from the chart. Then they will write a paragraph describing the person's
- Alternatively, students can research an unusual hobby and write about it.
- Have students read their paragraphs to the class. The class votes on the most unusual hobby.

Workbook

Assign page 200 for additional reading and writing practice.

11 Form, Meaning and Function

Gerunds after Verbs

- Have students read the explanation and the examples at the top of the chart. They should now be familiar with the gerund as an object of certain verbs from page 32. Introduce the list of verbs and go over the meaning of any verbs that may be new.
- Practice briefly by writing the following sentence starters on the board and calling on several students to complete them with gerunds.

I dislike	
I can't stand _	
I recommend _	
I suggest	_•
I feel like	

Infinitives after Verbs

- Explain that infinitives can also be used as nouns. Have students read the explanation and examples in the chart.
- Write the following sentences starters on the board and call on students to complete them.

I would like to	
I would love to	
I hope to	

- 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 same. We can say, for example: I love reading books or I love to read books.
 (One slight difference is that the person is more likely to use the gerund at the moment of doing the activity.)
- 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.

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. J prefer chocolate ice cream to vanilla.*

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A

- Do the first sentence with the class as an example. Elicit the correct verb forms. Tell them that for some answers both verb forms are possible.
- Have students work individually to complete the exercise. Then they compare answers with a partner.
- Go over the answers by calling on students to read sentences from the text.

Answers

4. winning/to win

practicing
 losing
 going/to go
 to be
 to win
 looking/to look
 working out
 hanging out
 to buy

8. riding/to ride

12. shopping

- **B**
- Have students work individually to complete the sentences with their likes and dislikes. Tell them to include details with their answers. For example: I enjoy playing football in the park with my friends.
- Put students in small groups to compare their likes and dislikes. Have them find out how many students in the group have similar answers. Ask one member of each group to report the similarities to the class.
- Have several students read their answers for the class.

Answers

Answers will vary. Sample answers:

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

Form, Meaning and Function



Gerunds after Verbs

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

I recommend playing basketball as a hobby.

He enjoys **skateboarding** in the park.

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

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

enjoy like recommend



Infinitives after Verbs

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

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

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

hate like prefer would like hope would love love want



(1. practice) because

Α.	Write the	aerund	or infinitiv	e of the	verb i	n parenthese	S.

My favorite pastime is football. I spend a lot of time _____

	l'd like	(2. be) a professional football playe	r one day. My team trains
	twice a week, and our co	oach also recommends	(3. work out) at the
	gym twice a week. We u	sually play matches on the weekends	. My teammates and I love
	(4. w	in), but we can't stand	(5. lose). We hope
	(6. W	in) the cup this year.	
		(7. hang out) with m	•
		(8. ride) our bikes in the park. Whe	
		o) to the mall. We like	•
		(11 . buy) things like ma	_
	don't feel like	(12. shop), we eat lunch in th	e food court.
В.	Write about your likes ar	nd dislikes. Use gerunds and infinitives	5.
	1. I like		
	2. I'd love		
	3. I enjoy		
	4. I prefer		
	5. 1 dislike		
ملتط	_ 6 -၂ ၉ရဂု't stand		
	8.44 recommend		

5 Is There Any Ice Cream?

Listen and Discuss 🕢



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





Unit Goals

Vocabulary

Food and drinks Cooking words Ordering food Offers and suggestions

Functions

Talk about foods Order from a menu Express preferences with would like

O Grammar

Count/Noncount Nouns Expressions of Quantity: Some/Any **Partitives** Too/Enough

Listening

Listen for specific information from a meal order

Pronunciation

Plural endings: /s/, /z/, /əz/

Reading

Globalization of Foods

Writing

Write a recipe

Project

Write a typical menu from your country

Warm Up

To begin the lesson, have a discussion about foods. Ask students to name their favorite foods or what they ate for breakfast or lunch. Ask: Do you like (type of food)? Elicit: Yes, I do or No, I don't. Provide help with vocabulary.

Listen and Discuss

Have students open their books to pages 34 and 35. As students look at the pictures, ask the following questions:

Where are the people? (at restaurants)

How are the restaurants different? (One is a fast-food place; the other has table servers.)

What are the customers doing in the restaurants? (ordering food)

What kinds of appetizers do you see in the pictures? (shrimp and bean soup)

What kind of salad do you see in the picture? (a mixed salad)

What kinds of main courses do you see in the pictures? (steak, chicken, fish, and pasta)

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What kinds of desserts do you see? (apple pie. cheesecake, and ice cream)

What kinds of drinks do you see? (coffee, chocolate milk, orange juice, and water)

What about the baked potato and rice? Why are there pictures of them? (All the main courses come with them.)

- Ask the introductory questions: Which of these foods do you like? Which foods don't you like?
- CD1, T25 Play the audio of the menu. As students listen, have them circle the items that do **not** have a picture. (green salad, tea, and soft drink)
- CD1, T25 Play the audio again. Pause after each speaker and have students repeat the words chorally and individually.
- Say a menu item. Call on students to name the section of the menu it goes in. For example, say: chocolate milk. Elicit: beverages.
- CD1. T25 Play the audio of the conversations. As students listen, have them circle what the customers in the two restaurants want. (a chicken sandwich/ cheesecake)
- CD1, T25 Play the audio again. Pause after each speaker for students to repeat the sentences chorally and individually.
- Have students practice the conversations in pairs, switching roles.
- Tell students to look at the menu. Ask: **Do they** have any _____? (Fill in the blank with one of the following words: burgers, steak, chicken, rice, coffee, bananas, or pizza. Elicit: Yes, they do. Or, No, they don't.

Language Builder

Explain that Would you like ...? is more polite and more formal than Do you want...?

Language Builder

Explain that for here or to go is a phrase heard in fast-food restaurants in the United States. Customers are asked if they would like to eat at the restaurant (for here?) or take the food with them (to go?).

Quick Check



- Have students work with a partner to find words in the menu for each category.
- Put the category names on the board and go over the answers. Then have students say other words they know for each category. Write them on the board as well.

Answers

meat: steak, chicken seafood: shrimp, fish

vegetables: carrots, cucumbers, lettuce, onions, potato, tomatoes

dessert: apple pie, cheesecake, ice cream



• Read aloud the first question and ask a student to answer it. Have students work alone to answer the questions, and check their answers with a partner.

Answers

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

2 Pair Work



- Have students brainstorm words for food in English. encouraging them to use the words in the menu as well as other words they know. Write the words on the board, being sure to put any count nouns they call out in plural form on the board. (This will ensure correct use of some and any when they do the activity.)
- CD1, T26 Play the audio of the example conversation. Students listen and repeat.
- Students then practice the conversations in pairs, taking turns asking and answering the questions.



- CD1, T26 Play the audio of the example conversation. Students listen and repeat.
- For variety, students may also do this activity in groups of three or four. Students take turns being the server, while the lither students order food and drink.

Mioist ପଶା ବିନାହେମ୍ପ to say what their customers ordered. 2022 - 1444



CD1, T26 Play the audio of the conversation.

- Tell students to list four or five things they have at home to offer to a quest who comes to visit.
- Have students work in pairs. Tell them to imagine that their partner is visiting them at home. They should offer their guest food and/or a drink on their list. Their partner should accept or refuse politely. Then they switch roles.

Language Builder

Explain that we use *some* in affirmative statements: I want some coffee. We commonly use any in negative statements and in questions: I don't want any coffee. Is there any coffee? Some is also used in questions when the question is an offer. For example: Do you want some coffee?

Workbook

Assign page 201 for practice with the vocabulary of the unit.



Teaching Tip

Encourage students to keep a vocabulary notebook. To help them remember meanings, they should use illustration, description or, as a last resort, translation.



Additional Activity

Play a menu chain game. Have students use the menu to say what they would like. The first student says, for example, I'd like some shrimp. The second student says the same sentence and adds a new food or drink: I'd like some shrimp and some coffee. Continue until someone makes a mistake.



- In most countries around the world, the main meal of the day is eaten at midday. A lighter meal is eaten later at night, after 9 P.M.
- In the U.S., the main meal is eaten at the end of the day, between 6 and 8 P.M., and the midday lunch is usually a lighter meal.







Worker: May I take your order?

Customer: I'd like the chicken sandwich.

Worker: For here or to go?

Customer: To go, please.



Waiter: Would you like some dessert?

Customer: Yes, please. Do you have any

cheesecake?

Waiter: Sorry, sir. We don't have any today.

How about a piece of apple pie?

Quick Check ✓

A. Vocabulary. Put food words on the menu into the following categories:

meat, seafood, vegetables, fruits, dessert.

- **B.** Comprehension. Answer about the menu and photos.
 - **1.** What's the name of the restaurant on the menu?
 - 2. Is there any ethnic food on the menu? What?
 - **3.** Do any dishes come with French fries?
 - **4.** What take-out food does the man want?
 - **5.** Does the restaurant have any cheesecake?





2 Pair Work 🔀



- A. Ask and answer about the menu.
 - Is there any pie?
 - Yes, there's some apple pie.
 - Are there any chocolate cookies?
 - No, there aren't any.
- **B.** Order food from the menu.
 - What would you like?
 - l'd like a salad, please.
 - And to drink?
 - Some water, please.
- **C.** Offer something to eat or drink.
 - Would you like some coffee?
 - Yes, please. / No, thank you.

3 Grammar 👊



Count/Noncount Nouns

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

Singular Count Nouns 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.

Partitives

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

- **A.** Mark the nouns with **C** for count or **N** for noncount.
 - **1.** ____ ice cream
 - **2.** ____ potatoes
 - **3.** _____ eggs
 - **4.** ____ cheese
 - _ chocolate
 - **6.** vegetables
 - sandwiches

Ministry of Education juice

2022 - **9**,44____ tomatoes

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

2. Would you like _____ French fries with your steak?

3. I want _____ burger with _____ onions.

4. Can I have _____ chicken and ____ green salad?

5. I'd like _____ piece of cheesecake for dessert.

6. I'd like _____ eggs and ____ cup of coffee. **7.** How about _____ turkey sandwiches for lunch?

8. I'm thirsty. May I have _____ glass of water?



I'd = I would



3 Grammar

Count/Noncount Nouns

- Focus students' attention on the count nouns in the chart. Read the information and elicit or remind students of the rules about the indefinite articles α and an: Use a before words that begin with a consonant sound, and an before words that begin with a vowel sound.
- Tell students that to decide if a noun is countable, they should try counting the item in their heads. That is, they should ask themselves if it is possible to say: one _____, two ____s, etc. (This will work in most cases, except when a noncount noun in English is countable or plural in other languages.)
- Now have students look at the section of the chart that deals with noncount nouns. Clarify that these items do not have plural forms. Elicit or point out that many noncount nouns are substances in liquid form (water, oil, milk), in powdered form (flour, sugar, salt), or in solid form (butter, cheese, meat).
- Elicit or remind students that singular verbs are used with noncount nouns. For example: The coffee isn't hot.

Expressions of Quantity: Some/Any

• Have volunteers read the sentences aloud, and then ask questions to check comprehension. For example, say: (Faisal), read the affirmative sentences. After he reads the affirmative sentences, ask: What kind of noun is fries? (plural count) What word do we use before plural count nouns? (some)

Would Like

- Choose pairs of students to read aloud the conversations. Remind students of the difference between I'd like and I like and the difference in question forms (Would you like versus Do you like) and responses (Yes, please/No, thank you versus Yes, I do/No, I don't.)
- Go around the class having students say what they would like at this very moment.



Partitives

- Draw students' attention to the partitives. Elicit what kind of noun comes before of (a count noun) and after of (a noncount noun). Point out that because of the nature of substances such as juice, coffee, and cake, they usually come in containers, such as bags, cartons, boxes, bottles, etc.
- Say the following words and have students say a phrase with a partitive: pizza, tea, milk, cake, soda, soup, bread, rice, ice cream. Accept all reasonable answers; for example, a can/bottle/glass of soda or a cup/bowl of soup.

- Do the first item with the class as a model. Then have students do the exercise on their own
- Check answers as a class.

Answers

1.	N	4.	N	7.	C
2.	С	5.	N	8.	Ν
3	C	6	C	9	

(3)

- Do the first item with the class as an example. Then have students work individually to complete the exercise and compare answers with a partner.
- As an extension, have students look at each sentence and decide whether they think it is spoken at home, in a restaurant, or both.

Answers

1.	a/a	4.	some / a	7.	some
2.	some	5.	а	8.	а
3.	a / some	6.	some / a		

Language Builder

Some nouns can be both count and noncount nouns. For example: chickens and turkeys are count nouns that refer to types of birds. We can count them. But chicken and turkey are noncount nouns that refer to the meat of the birds. Pizza can be a noncount noun as an indefinite quantity of food, but a count noun when you talk about one whole pizza, two whole pizzas, and so on.



- Have students look at the pictures. Ask: What are the men doing? Why are they talking to each other? (The businessman is ordering some food. The restaurant worker is taking the order.)
- Ask: What kind of restaurant is in the picture?
 Elicit answers. Then ask them to find the name of the restaurant in the conversation.
- Have students complete the conversation on their own, and then work in pairs to practice the conversation, being sure to switch roles.

Answers

1. order

3. some

5. any

7 some

2. would / like

4. any

6. some (any)



- Ask: What is your favorite restaurant? Get answers from several students. Tell students to imagine they are ordering a meal from the restaurant over the phone.
- Put students in pairs to role-play a customer and a waiter. As the customer orders, the waiter writes down the order. Then they switch roles. Have volunteers say what their partner ordered.

4 Listening

 Tell students that they will listen for the food and drinks that Hameed and Aisha order. Give them a few seconds to look at the items in the order forms so that they know what to listen for.

CD1, T27 Play the audio several times. Have students check (✓) what Hameed and Aisha order.

Answers

The following items should be checked:

Hameed: chicken, baked potato, soda, ice cream

Aisha: pizza, salad, iced tea

Audioscript

1. Server: Can I help you?

Hameed: I'd like the grilled chicken. **Server:** With baked potato or fries?

Hameed: The baked potato, please. And can I have a

large soda?

<u>Pul</u> تا قرابط Ministry of Education 2022 - 1444 **Server:** OK. Do you want any dessert?

Hameed: Let me see. Yes, I'd like some vanilla ice cream.

2. Server: Would you like to order now? **Aisha:** Yes, please. I want a pizza.

Server: What kind?

Aisha: Cheese and mushrooms.

Server: What size? **Aisha:** Medium, please.

Server: Sure. Would you like a house salad?

Aisha: Yes. And an iced tea.

5 Pronunciation

CD1, T28 Have students listen to the audio and practice saying the words.

Draw a three-column chart on the board. Title the columns: 1. /s/, 2. /z/, and 3. /əz/. Have students think of other plural words. One student says a word, and the class says 1, 2, or 3 according to the sound. Write the word in the correct column.

Workbook

Assign pages 202–203 for practice with the grammar of the unit.



Teaching Tip

Always try to find something positive to say about a student's answer, even if it is wrong. If an answer is partly correct, focus on the correct part before pointing out the error. This way, students won't be discouraged from answering in the future.



Additional Activity

To practice using a singular verb with noncount nouns, write on the board _____ is/are (not) good for you. Students work in pairs to fill in the blank with an item from exercise **A**.



What do people eat for breakfast around the world? Here are a few popular choices:

- South America: Coffee and sweet bread.
- tacts
 Russia: Tea, black bread, sausages, fried eggs, cucumber pickles, and porridge.
 - India: Eggs scrambled with spices, potatoes, and onions; fresh fruits and yogurt.
 - · Southeast Asia: Rice, curries, noodle soups, and fresh fruit.

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

Omar: Is this Gino's Italian restaurant?

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

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

Tony: What (2.) ______ you _____?

Omar: I'd like (3.) _____ minestrone soup

and the lasagna bolognese. Do you

have (4.) _____ apple juice?

Tony: Sorry, we don't have (5.) _____

juice. Would you like (6.) _____

coffee?

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

Tony: Anything else?

Omar: Yes. Don't forget to include (7.)

garlic bread. It's so delicious!

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

Listening



Listen and mark what Hameed and Aisha order for lunch.

5 Pronunciation 🔯



☐ chicken

□ pasta

D pizza

■ sandwich

□ soda

☐ iced tea

□ coffee

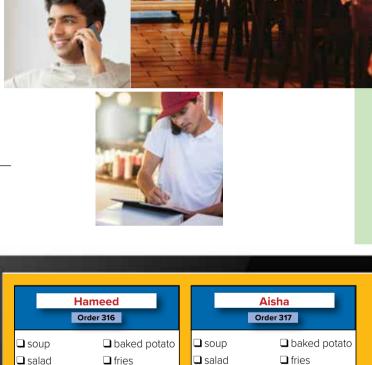
□ cake

☐ fish of the day ☐ ice cream

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

/s/	/z/	/əz/
drink s	egg s	juic es
dessert s	vegetable s	sandwich es
cups.	frie s	dish es

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□ chicken

pasta

🗖 pizza

□ sandwich

□ soda

☐ iced tea

□ coffee

□ cake

☐ fish of the day ☐ ice cream

6 Conversation <a>M



Server: Are you ready to order?

Brandon: Yes, please. I'd like to start with an

appetizer. Do you have any calamari?

Server: I'm afraid we don't have any, but we

have some great grilled shrimp.

Brandon: How big are they? Oh, they're giant, sir. Server: Brandon: OK. I'll have them.

Server: And what would you like for your main

dish?

Brandon: Let me see. I'll have the steak. What

does it come with?

It comes with a baked potato or a salad. Server:

Brandon: The salad, please.

Server: How do you want your steak?

Brandon: Medium rare. Server: Anything to drink?

Brandon: Some water. No ice, please.

Server: Here are your shrimp, sir. Enjoy!

Real Talk

Let me see. = I want to think. This is a way to have more time to answer.

I'll have... = I want, when ordering food



Your Ending



What's Brandon's response?

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

About the Conversation

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

Your Turn

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



- 1. Do you like to eat out?
- 2. What are the most popular foods in your country?
- Ministry of Education 2022 100 Ministry of Education 2022 100 Ministry of Education 2022 100 Ministry of Education 2002 100 Ministry of Education 2000 Ministry of Education 2002 100 Ministry of Education 2002 100 Mini
- **4.** What foods do you like best?

6 Conversation

- Have students cover the conversation and look at the picture. Ask: What are the people doing? What do you think they are talking about?
- CD1, T29 Play the audio of the conversation as students listen and follow along.
- To check comprehension, ask: What does Brandon want for an appetizer? (He wants calamari, but they don't have any.) What does he ask about the shrimp? (How big are they?) What does the server say about the shrimp? (He says they're giant.) Does Brandon order the shrimp? (Yes, he does.)
- CD1, T29 Play the audio again. Students listen and follow along with the conversation and endings.

Your Ending

- Go over the three endings, saying them with appropriately sarcastic intonation. After each ending. ask: Is Brandon satisfied or dissatisfied with the shrimp? (He is dissatisfied in each ending.)
- Have students choose the ending they like best, or make a new ending.
- Working as a class, ask students to tell their ending, saying why they chose it. If they rejected all three endings, have them say why, and then give their own ending.
- Have students practice the conversation in pairs, using their ending of choice, and switching roles.

Real Talk

- Ask: Who says Let me see? (Brandon) Why does he say it? (He wants time to think.) Have students repeat the phrase after you, using the correct stress and intonation.
- Ask: What phrase does Brandon use when he says what he wants to order? (I'll have...)
- Tell students to look at the menu on page 34. Go around the class having each student say one thing he or she will have.

About the Conversation

- To check comprehension, have students work with a partner asking and answering the questions.
- Check answers as a class by calling on pairs to ask and answer the questions.

Answers

- He wants some calamari.
- 2. He orders the steak.
- 3. He wants the salad.
- 4. He would like some water (with no ice).
- **5.** No. he doesn't.

Your Turn

- Review the vocabulary on page 34 and the guestions the server asks in the conversation on this page.
- Model the activity with one or two volunteers.
- Have students do the role play in pairs or groups of three, changing roles each time. Every customer should order an appetizer, a main course, and a dessert. When a student plays the role of the server, he or she should write down the orders on a piece of paper and bring them to you—the chef!

About You

• Have students discuss and answer the questions in groups of three or four. Have one student from each group report back to the class on what their group talked about

Language Builder

I'm afraid is a common way of introducing bad news.

Language Builder

It is common to address male strangers as Sir and female strangers as Ma'am or Miss, depending on the age of the woman. Miss is used for young women—maybe under age 30. Ma'am is used for older women.

Language Builder

Another word for main course is main dish.

- Have students look at the pictures. Ask: What do you see in the pictures? (fast food: pizza, sandwich, soft drink; fast-food restaurant and signs) What is the title of the reading? (Globalization of Foods) How are the pictures connected to the title of the reading? (The food items and places in the pictures are examples of globalization.) What facts do you expect to read in the reading? Write students' ideas on the board.
- CD1, T30 Play the audio of the reading. Ask students to read along as they listen, looking to see if anything on the board is mentioned in the text.

READING STRATEGY Identifying main ideas

• Remind students that, in English, each paragraph has one main idea. Encourage them to identify the main idea of paragraphs when they read. In the reading, the main idea of each paragraph is: Paragraph 1 = the international popularity of fast-food chains; 2 = famous brands in different countries; 3 = the international popularity of ethnic foods.

After Reading

- Call on students to read the questions aloud.
- Have students work individually to answer the questions. Tell them to underline the part of the text that provided them with the answer.
- Ask students to compare their answers with a partner. Then go over the answers with the class.

Answers

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

Discussion

- Organize students into groups. Have them decide where to go out for a meal and what to order at that restaurant. One student from each group reports back to the class about their discussion.
- To facilitate this activity, you might bring in menus from restaurants in your area, or find and print menus on the Internet from exotic restaurants.

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Teaching Tip

Tell students that a speaker's body language can help them understand the speaker's meaning, and that using body language when speaking can help make themselves understood. However, they should be careful when traveling in a foreign country, as what is acceptable and/or meaningful in one place can be offensive in another.

Additional Activity

Take a class survey. Have students say the types of ethnic foods they have eaten. See how many types they can list according to ethnicity or type of restaurant (for example, Japanese, Italian, steakhouse, seafood) and category (for example, sushi, pasta, steak, seafood). Have students vote on their favorite type of food.

Project: Design a Restaurant

Organize students into small groups to design a restaurant of their own. They should decide on a name for their restaurant and the types of food the restaurant will serve. As a final step, groups could write an advertisement for their restaurants.



Before Reading

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

Globalization of Foods

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

Some famous brands had difficulty when they first entered certain countries. For example, in Peru, the

most popular soft drink was and still is Inca Kola. Coca Cola couldn't compete against Inca Kola, so they

Inca Kola. In China, people usually drink tea, but coffee is becoming more and more popular. There are about 4,800 Starbucks coffee shops in the country.

bought the

factory. Now

they produce Coca Cola and

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







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

After Reading

- 1. What are some foods you can have in restaurants all over the world?
- 2. Is pizza similar in Italy and New York?
- 3. What is the most popular soft drink in Peru?

நு சுர் செர்க்கி Starbucks successful in China?

Ministry of EscaWhat is another name for shawarma? 2022 - 1444

9 Writing

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

Writing Corner

- Use sequence words to show the order things happen: first, next, then, after that, finally.
 To boil an egg, first boil the water in a pot. Next, put the egg into the water. Then, wait 3-5 minutes. After that, remove the egg from the water. Finally, serve the egg.
- Use time words such as when and until.
 Fry the onion in oil until it is golden brown.
 When the water boils, put the spaghetti in the pot.
- B. Put the directions for the recipe in the correct order. Number the steps 1–8.

Cheese and Mushroom Omelet

Ingredients:

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



Directions:

- Next, pour the eggs into the frying pan with the mushrooms.

 Add a little salt and pepper, and mix the eggs with a fork.

 Finally, slide the omelet onto a plate.

 When the eggs start to cook, sprinkle the cheese on top.

 First, break the eggs into a mixing bowl.

 Melt the butter, and fry the mushrooms until golden brown.

 Then, fold the omelet in half.

 After that, put the butter in a frying pan.
- C. Write a recipe for a dish that you know how to make. Make a list of ingredients. Use the imperative to write the directions. Use sequence words and time words such as: first, next, then, after that, finally, when and until.



Make a typical menu from your country. Include food for breakfast, lunch, and dinner.

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9 Writing

- Put students in groups of three to talk about their favorite foods. Have them find a dish that everyone in the group likes and write down the ingredients and directions.
- Have one member from each group present the ingredients and the other members present the directions without saying what the dish is. Ask the rest of the class to guess what the dish is.

Writing Corner

- Read the example paragraph with sequence words. Explain that next, then, and after that are similar in meaning. Point out the use of a comma after each sequence word.
- Read the examples with when and until. Remind students that there is a comma after the time clause if it begins the sentence.

- Have students read through the directions and answer any questions they have about vocabulary. Then put students in pairs to complete the exercise.
- Go over the answers with the class by having students read the steps in the correct order.

Answers

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

(C)

- Have students work individually to write the recipe for a dish they know how to make. They can write the recipe from memory, consult a good cook, or look in a cookbook. Make sure that they do not copy a recipe in English.
- Have students share their recipes with the class.
- Compile the recipes to create a class cookbook or ask volunteers to make one.

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10 Project

- Arrange students in small groups. If the class includes students from different countries, group students from the same country together.
- Encourage students to use their dictionaries for words they do not know in English. They can also ask you, but give the class a chance to answer before you do.
- Encourage students to be creative with their menus, including illustrations, photos, or any other information that is often included on a menu.
- Ask groups to present their menus to the class and then submit their written menus to you.

Workbook

Assign page 204 for additional reading and writing practice.

11 Form, Meaning and Function

Too and Enough

- Explain that too means more than is necessary or wanted. Enough means sufficient, the amount of something that is needed.
- Call on students to read the explanations and examples.
- Practice 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.

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.)

That house is small for a family of eight people. (too) (That house is too small for a family of eight people.)

Is that chair comfortable? (enough)

(Is that chair comfortable enough?)

 Write the following sentences on the board and ask students to complete them with too much, too many, or enough.

We don't have	e flour to m	rake a cake. (enough
I can't concen	trate. There's	<i>noise</i> . (too much)
Are there	desks for the s	students? (enough)
There are	cars in the str	eet. (too manv)

Language Builder

One common mistake that students make is to confuse too with very. For example, it is incorrect to say: This book is too interesting. It is correct to say: This book is very interesting. Explain that too implies a negative result. Compare: The test was very difficult (but students managed to complete it) versus The test was too difficult (so students couldn't complete it).

A

- Have students work individually to complete the exercise
- Check answers by having students read the sentences.

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Answers

- 1. enough
- too / enough
 enough
- **5.** too

2. too

6. too/enough



- Have students work individually to complete the exercise and compare answers with a partner.
- Go over the answers by having students read the sentences.

Answers

- 1. too many
- 2. too many
- **2.** 100 many
- 3. Too much / too many
- 4. too much
- 5. too much / not enough
- 6. not enough



- Model the first item with the class. Elicit possible completions for the sentence stem It's too late _____.
 For example: It's too late to call him on the phone; to go out for dinner; to change your mind, 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. It's too late to call him on the phone.
- 2. There isn't enough time to finish the work.
- 3. Do we have enough eggs to make a cake?
- 4. He's too young to drive a car.
- 5. I'm too tired to go for a walk.
- **6.** Are you too busy to help me with my homework?

Form, Meaning and Function



Too and Enough

Too can be placed before adjectives.

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

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

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

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

Enough can be placed after adjectives.

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

Enough can be placed before count and noncount nouns.

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

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

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

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



A. Complete the sentences wit	n too or enougn.	
1. I don't have	time to cook dinner.	
2. This restaurant is	crowded. Let's eat somewhere el	se.
3. There were	many sandwiches, but not	salad.
4. No more, thank you. That	's rice for me.	
5. It's ho	t in here. Can we turn on the air conditioner?	
6. These shoes are	big, and those shoes aren't big	
B. Complete the sentences wit	n too much, too many , or not enough .	
1. There are	people in this restaurant. We can't find a	table.
2. There are	desserts to choose from. I want to try the	em all!
3. sugar	and sweets aren't good f	or you.
4. I can't eat all this. There's	pasta on my plate.	
5. I have	work to do and free time	to relax.
6. He's still hungry. There w	as food.	
C. Complete the sentences wit	h an infinitive phrase.	
1. It's too late		
	s	
Ministry 6.EdAreiyou too busy		?

EXPANSION Units 1-5

1 Language Review



- A. Write what the people in the jobs do.
- A teacher teaches .
 - **1.** A driver ______.
 - **2.** A translator .
 - **3.** A manager ______.
 - **4.** A writer .
- **5.** A student ______.
- **6.** A salesperson ______.
- **7.** A reporter ______.
- 8. A nurse .

I know how to swim very well.

I don't know how to swim at all.

- **B.** Rewrite the sentences. Change *can* or *can't* to *know how to* or *don't know how to*.
- l can swim very well.
- I can't swim at all.
 - 1. I can speak Spanish.
 - 2. That student can't type.
 - 3. Refaa can make her own clothes.
 - **4.** Farah can cook delicious Indian food.
 - **5.** Most of my friends can't play chess.
- C. Look at the picture, and answer the questions.



- Is the police officer wearing jeans?
- 1. Is the young man buying a burger?
- 2. Are the man and woman taking a bus?
- 3. Is the boy riding a bike?
- <u>4. ելեր</u>լourist reading a book?

Minis 5, of sather businessman sending an email? 2022 - 1444

No, h	e isn't.	He's	wearin	g a uni	iform.	
			· ·			



- **Language Review**
- Reading Let the Games Begin Foods: Truths and Lies
- Writing Write about a healthy/ unhealthy food Write about a typical day in a person's life
- **Chant Along** Just Another Day
 - **Proiect** Research a healthful diet Write verses about a typical day in your life
- with know how to. Have students write sentences with know how to for the other sentences.
- As an extension, have students talk about themselves. using the skills in the exercise. Start off by talking about yourself. For example: I don't know how to speak Spanish, but I know how to type.

Answers

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



- This exercise reviews the present progressive. Referring back to Unit 2, elicit the rules for forming the present progressive (am, is, are + verb + -ing). Also, to remind students how to answer yes/no questions, ask about what is going on in the classroom. For example, ask: Are Fahd and Ali sitting near the door? Elicit: Yes, they are./No, they aren't. Ask: Is Maha writing on the board? Elicit: Yes, she is./No, she isn't.
- Have students look at the picture and describe what the people are doing. Be sure that students know the words, uniform and map.
- Have students work individually to complete the exercise and then check answers in pairs, taking turns to ask and answer the questions.

Answers

- 1. No, he isn't. He's buying ice cream.
- 2. No, they aren't. They're taking a taxi.
- 3. No, he isn't. He's skateboarding.
- 4. No, he isn't. He's looking at a map.
- 5. No, he isn't. He's talking on the phone.

Language Review



- This exercise reviews the simple present and the third person singular -s. Referring back to Unit 3, remind students about the need to add -s or -es for subjects like he, she, it, the person, etc. Write on the board: My colleague Amina _____ too. (teach) Ask students how to complete the sentence. Elicit: teaches.
- Have students do the exercise and then check answers in pairs, taking turns saying each sentence. Alternatively, to provide Wh- question practice, have students take turns asking questions with What. For example: What does a driver do? A driver drives a car or a bus.

Answers

Answers will vary. Sample answers:

- 1. drives a car or a bus
- 2. translates texts into another language
- 3. manages a store
- 4. writes books or magazine articles
- 5. studies in school or college
- **6.** sells things to customers
- 7. reports the news for TV, radio, newspapers, and the Internet
- 8. takes care of sick people



• This exercise reviews know how to. Referring back to Unit 4, remind students that know how to is similar ip_mepping to can and that know to without how is Ministincorrect Have two students read aloud the examples. 2022Read aloud the first item and elicit the same sentence

- Have students describe what they see in the picture. Then ask: What do you think the people are going to talk about in the conversation? Elicit various ideas. Have students skim through the conversation guickly for the main idea and elicit the fact that the two speakers are talking about their favorite pastimes and why they like them
- Read aloud the first line of the conversation and elicit how to complete the question. Have students work alone to complete the exercise.
- Write the answers on the board for students to check their work. Then have students practice the completed conversation, taking turns being Fahd and Tom.
- As an extension, organize students into groups of three. Have them discuss the following questions:

Who do you agree with, Fahd or Tom? Is playing games one of your favorite pastimes? What do you like (or not like) about playing games? Which do you prefer, board games or video games? Why?

Answers

- **1.** is
- 2. have
- 3. Do / know
- 4. play
- **5.** is
- 6. teach
- 7. prefer
- **8.** are
- **9.** are
- 10. become
- **11.** play
- **12.** know
- 13. starts
- 14. doesn't finish



• This exercise reviews question formation in the simple present. Referring back to Unit 3, remind students to use the auxiliaries do and does, except with the verb be. Also remind students about inversion in the word order and the need to put the auxiliary before the subject

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- Have students read the statements in E. and elicit the fact that they are all answers to questions. Read aloud the first answer and elicit a question that would produce this answer.
- Have students work individually to write the guestions. Then they can check what they wrote in pairs, taking turns asking and answering the questions.
- As a follow-up, have students work in pairs to write five answers for new questions. They then exchange papers with another pair and write the other pair's missing questions.

Answers

Answers will vary. Sample answers:

- 1. Who's that?
- 2. What does your brother do?
- 3. What does Maha do every day?
- 4. When do you study?
- 5. Do you know how to cook?



- Have students describe what they see in the picture. Elicit the type of language people use in restaurants. Write students' ideas on the board and have them compare their ideas to the language used in the text.
- As an example, read aloud the first line of the conversation and ask a student how to complete the question. Elicit the word some. Have students do the exercise individually.
- Check answers as a class. Then have students role-play the conversations in pairs.

Answers

- 1. some/don't
- 2. some/any/when
- 3. Would/any/any/How/lose

Workbook

Assign pages 205-208 for review of grammar and vocabulary presented in Units 1–5.

- 0				a u	
·		rsation. Then prac (1. be) your fav	•		
Tom:	Board games of them. But	s, I guess. I Scrabble is my fav ou (3. k	(2. have) l	ots	it?
Fahd:	No, I don't.	50 (5. K	now) now to _	(4. play)	
Tom:	Well, it	(5. be) easy.	I can	(6. teach) you so	ome time.
	1(7. prefer) somethir 3. be) good for you	ng up-to-date,	ike video games.	l think video games (9. be) a good wa
Tom:		me people (11. play) for mar			eo games.
Fahd:	Sometimes r	(12. know) penny friend Mike 14. not finish	(13. sta	rt) a game with frie	
	questions for t	he answers.		2	
Tha	ıt's Adnan. He'	s our neighbor.			1
		mputer programm		?	1 1
•		mpater programm		?	
		arly every day.			
		he evening, after s		?	
	, ,	ne evening, alter s		?	
		But I know some re			
F. Comp	lete the conve	rsations.			
1. A:	Why don't you	ı have	chicken?		
B:	No, thank you	. I eat n	neat. I'm a veg	etarian.	() T
2. A:	How about	seafood?	The shrimp he	ere are very nice.	
		seafood. I I eat shrimp.	get red spots (on my	
3. A:	you	u like some desse	rt?		
		a. Do you have			
		nave	abou	ıt a piece	
	of chocolate of				
Ministry of Education B: 2022 - 1444	ı m on a diet. I	iii trying to	weight.		





EXPANSION Units 1-5

2 Reading



Before Reading

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



LET THE GAMES BEGIN

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

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



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

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

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- Before students open their books, ask about their interest in video games. For example, ask: How often do you play video games? How many hours do you often play at a time? What is one of your favorite video games? How do you play it? What do you like about it?
- Have students open their books and look at the photos on page 44. Ask the **Before Reading** guestion: What do you think is happening in each photo?
- Ask: What is the title of the reading? What does the games refer to?
- Ask a volunteer to read the first paragraph aloud. Ask students to listen and then predict what the reading will be about. Have them write down one fact they expect to read in the reading. Have students read aloud the fact they wrote down, and write several or all of them on the board.
- CD1, T31 Play the audio as students listen with the text still covered. Ask students to listen for any of the facts listed on the board.
- Next, do a form of jigsaw reading. Identify alternating students as A and B. Have all the A's read the second paragraph and all the B's read the third and fourth paragraphs. When they finish, arrange A's and B's into pairs. A's tell B's the main points in their paragraph, and B's tell A's about the main points in theirs.

READING STRATEGIES

- To review the reading skill about punctuation in Unit 2 (page 15 of this Teacher's Guide), elicit from students why bangs is in quotation marks in line 3 of the last paragraph. (The quotation marks indicate that this is a Korean word, not an English one.)
- To direct students' attention to why there are sometimes changes in type style, have them find the words in italics. Elicit: StarCraft. Ask: Why is StarCraft in italics? Elicit that italics is often used for the names of products, books, TV films, etc.

Culture Notes

The COEX Mall

The COEX Mall is located in the center of downtown Seoul. COEX stands for Convention and Exhibition Center. This culture and education center is connected to a large shopping mall where people can purchase all kinds of things, from the latest fashions in clothes to books and periodicals from all over the world. Besides cafés and two international food courts that serve up to 1.000 people at a time, there is also an aquarium, a game room, and a museum. Clearly, the COEX Mall is a popular destination for residents of Seoul because it has something for everyone.

A bang

A bang is the word for room in Korean. In South Korea, Internet cafés are called *PC bangs*. They are so common that you can find them on almost every street corner in Seoul. They provide 24-hour, high-speed Internet access and are part of the reason that South Koreans are the most Internet-connected nation in the world. People go to bangs for a variety of reasons, such as to chat online, read the news, or make purchases. But the most popular reason for going to a bang is to play the video game Starcraft. The game lasts only 10 to 20 minutes, but it is not uncommon for people to play for 10 hours non-stop.



After Reading



 Read aloud the first word and have students say which of the phrases in the second column best defines it. Then have students work alone or in pairs, matching each of the remaining items with the correct definition.

Answers

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



- Ask volunteers to read the guestions aloud. After each question, ask: Which paragraph has the answer? (The answers to the first six questions are in the second paragraph. The answer to number 7 is in the third paragraph, and the answers to numbers 8 and 9 are in the last paragraph.)
- Read aloud the first question and elicit the correct answer. Ask the volunteer to tell the answer and point to the place in the text where he or she found the answer
- Have students answer the rest of the questions and then check answers in pairs, taking turns to ask and answer the questions.

Answers

Answers may vary. Sample answers:

- 1. Teenagers are hanging out, people are shopping, families are eating in food courts, and children are having fun.
- 2. There are screams coming from a part of the mall where people are playing video games.
- 3. They are waving signs and chanting slogans.
- 4. They are Lim-Yo-Hwan, Choi Yeon-Sung, and Suh-Ji-Houn.
- 5. They are professional video gamers.
- 6. No, they aren't.
- 7. They are in stadiums.
- 8. A "bang" is a public PC gaming room.
- 9. They encourage their children to play video games as a way to relax, as an escape from academic pressure, and as a fun way to use brainpower.



Discussion

- Read the questions aloud. Organize students into small groups and have them discuss the questions. Ask groups to report their findings to the class.
- As an extension, have groups prepare a role play for the following situation: There are two friends named Sam and Dave. Dave plays video games all the time. Sam is worried that Dave is becoming addicted to video games. Sam wants to play tennis, but Dave has plans to play video games. Sam starts the conversation: Hey, Dave, do you want to play tennis this afternoon?

Writing

- Have students describe the games in the photos at the top of the page. Elicit how each game is played and the skills people need to play each one.
- Ask students to write down the name of their favorite game. Then read aloud the guestions. Have students discuss the answers to the questions in pairs. Walk around and answer questions about vocabulary. Write useful words that come up on the board for the whole class to learn
- Have students use the information they discussed to individually write about their favorite game.
- As a follow-up, have several students read aloud what they wrote without mentioning what the game is. Have the class guess the game.







After Reading

- A. Match the words with the meanings.
 - **1.** screams
 - a. to tell someone it's a good idea to do something

 - **2.** _____ tournament **b.** group of TV stations
 - 3. ____ network
- c. stress
- 4. ____ encourage d. shouting
- **5.** ____ pressure
- e. competition among a group of people
- **B.** Answer the questions about the article.
 - 1. What are people doing in the mall on the weekend?
 - 2. What can you hear in a part of the mall?
 - 3. What are the fans doing?
 - **4.** Who are the sports stars?
 - **5.** What sport do they play?
 - **6.** Are they playing today?
 - 7. Where are the tournament finals?
 - 8. What is a "bang"?
 - 9. What do some parents in South Korea think about video games?

Discussion

- 1. Discuss the good and bad things about video games.
- 2. Do you think video games are good or bad? Explain why.

Writing

Write about your favorite game. Answer one or more of these questions:

- How do you play it? What are the rules?
- 2. What do you like about it?

ந்திர் often do you play it? Are you good at the game?

Ministry of Education hat special skills do you need to play the game?

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Before Reading

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

FOODS: TRUTHS AND LIES

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









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- Margarine

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

Eaas

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

Chocolate

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

Sandwiches

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

Oils

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

Milk

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

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

 Before students open their books, write the following questions on the board:

Does any of the food you eat...

- ...contain saturated fat?
- ...cause high cholesterol?
- ...cause acne?
- ...help to lower blood pressure?

What do you eat that is a good source of...

- ...protein?
- ...calcium?

Can you tolerate lactose?

What should you eliminate from your diet?

- Go over the meaning of any new vocabulary in these questions. Have students say which questions they can answer. Have them write those answers down. Tell them not to worry if they can't answer many of the questions.
- Have students read each question aloud. Answer each question yourself truthfully, and then elicit answers from students.
- Have students open their books and look at the pictures. Have them say which question on the board they associate with each picture. Do not indicate whether there is a right or wrong answer. The goal at this point is just discussion about the topic. Then discuss the **Before Reading** questions as a class.
- Have students read the introductory paragraph. Try to elicit what people used to think about each of the items in the pictures and what people now think.
- CD1, T32 Play the audio of the reading. Ask students to listen and follow along in their books.
- CD1, T32 Play the audio again. Tell students to listen and underline two pieces of information that they did not know before.
- Elicit from students the information that they underlined and discuss as a class what they learned from this reading.
- As an extension, you might give the paragraph about eggs as a dictation.

 As a review of reading strategies, you might do either of the following two activities.

Activity 1: To review making predictions, before students read, ask them what the title of the reading means. Then have them write down one thing they expect to read about each of the items in the pictures.

Activity 2: To review using pronoun reference as a reading strategy, after students read, have them identify what the following pronouns refer to:

Chocolate

line 2: it (refers to chocolate)

line 3: it (refers to dark chocolate)

Oils

line 1: they (refers to oils)

Milk

line 2: They (refers to milk and other dairy products)

line 3: it (refers to milk)

line 4: they (refers to a large portion of the world's population)

line 4: They (refers to people who cannot tolerate lactose)

Culture Note

To deal with the growing obesity problem in the United States, certain cities and states have banned restaurants from serving food that contains any trans fats. In other places, restaurants have had to limit the amount of trans fats their kitchens use



After Reading

- Have volunteers read aloud the guestions so that students know what information they are to look for.
- Tell students to work individually to answer the questions. Have them read through the text again and underline the part of the text that answers each question.
- Have students check answers in pairs.

Answers

Answers will vary. Sample answers:

- 1. It contained trans fats, which were worse than the saturated fat in butter.
- 2. They are a good source of protein.
- 3. It reduces the bad cholesterol and helps to lower blood pressure.
- 4. You should eat one square from a bar a day.
- **5.** Olive oil increases the good cholesterol and helps to eliminate the bad cholesterol.
- 6. They cannot tolerate the lactose in cow's milk.

Discussion

- Divide the class into three groups. Have one group discuss questions 1 and 2, another group discuss questions 3 and 4, and the last group discuss questions 5 and 6.
- Have one student from the first group report back to the class, and then open up the topic of specific foods for a class discussion. Next, have one student from the second group report back to the class, and then open up the topic of young people's eating habits for a class discussion. Finally, have one student from the third group report back to the class, and then open up the topic of fast food for a class discussion.
- As an extension, have groups prepare a radio or TV interview with a food expert about changing food habits in their country. Have one of the groups act out the interview for the class.

Writing

- Have students work in pairs and brainstorm a list of their favorite foods and drinks.
- Draw a three-column chart on the board with these headings: Good for you, Bad for you, and We don't agree.
- Have students copy the chart in their notebooks. In pairs, they decide where they should write each of the favorite foods and drinks on their list.
- Have students write a paragraph about one of the things they wrote under We don't agree. Encourage them to provide facts to support their opinion.
- When students finish, have them exchange paragraphs with their partners and see if their partner's opinion has changed.

5 Project

- Arrange students in groups.
- Ask students if they know anybody who eats particular foods as part of a healthful diet. Is there a special reason for this person to follow this diet?
- Have students work in groups to find out about different kinds of diets. They might consider diets that have a special purpose, such as to lose or gain weight, or to prevent disease, or they might choose to research a healthful diet that would be good for them to follow in general. Tell them to use the Internet or any other useful sources to find out as much as they can.
- Ask groups to submit a written report to you and present their findings to the class.
- Have a class discussion about the merits of each diet discussed and decide which would be good for a teenager to follow and which would not.

After Reading

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

Discussion

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

4 Writing 🚺



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

5 Project







6 Chant Along





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



It's just another working day.

Nothing in this job to look forward to.

I want to get away—

Get away from this strife

I got to do something,

Something good with my life.

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

Chorus

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

Chorus







6 Chant Along

- Tell students that they are going to hear a chant called Just Another Day. Ask students what they think the chant will be about. (a typical day) Elicit students' typical daily activities.
- Have students cover the verses. Direct students' attention to the pictures. Ask about the man's typical daily activities. Ask: How does he feel when he gets up in the morning? What does he have before he leaves home? How does his boss feel about his work? How does he travel to and from work? How does he feel about his life?
- Photocopy the chant and blank out the following words to create a cloze activity:

morning (line 1)

coffee (line 5)

night (line 8)

want (line 11)

life (line 14)

o'clock (line 23)

home (line 24)

train (line 28)

- Have students close their books. Hand out the photocopied verses. Ask students how many words are missing from the chant. Read aloud the first line and elicit the missing word. Have students work in pairs and predict the missing words. If the task is very difficult for the class as a whole, write the words on the board in alphabetical order, and have students predict the missing words using the list.
- CD1, T33 Play the chant. Have students write the missing words. Go over the meaning of new words in the verses that are not in the vocabulary exercises on the next page; for example, get away, hang up, and be back.
- CD1, T33 Play the chant a second time so that students can learn the rhythm. Then play it again, pausing after certain lines to have students supply the next line.
- CD1, T33 Finally, play the complete chant one more time and encourage everyone to chant along.



Vocabulary

A

- Read aloud the first word and have students say which of the phrases in the second column best defines it.
- Then have students work alone or in pairs, matching each of the remaining items with the correct definition. Tell students to find the words in the chant and try to predict the meaning from context to help them find the correct answers.

Answers

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

B

- Read the first phrase aloud and have students say which of the phrases in parentheses best defines it. Then have students work alone or in pairs, matching each of the remaining items with the correct definition.
- Check their answers and point out that these expressions are not literal, but idiomatic. Students will not be able to figure out the meaning by looking at the literal meaning of the individual words in the phrase. They need to think about how the phrase is used in the context of the chant.

Answers

- 1. get up slowly
- 2. make a snack for yourself
- 3. you aren't part of the team
- 4. do a better job
- 5. you'll lose your job

Comprehension

- Have students read through the chant once more.
- Read aloud the first question and elicit the correct answer. Then have students answer the remaining questions alone or in pairs.
- Go over the answers as a class. Have one student read the question and then call on another student for the answer. صلحتا قرازم

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Answers

Answers will vary. Sample answers:

- 1. He feels bad.
- 2. No. he isn't.
- 3. Yes, he does.
- 4. He didn't sleep all night.
- 5. He's not doing his share, he doesn't fit in, and he doesn't seem to care.
- 6. He finishes work at six o'clock.
- 7. He usually has a bad day.
- 8. He wants to get away and do something good with his life.

Discussion

- Read aloud the questions and then organize students into pairs to discuss the answers.
- Then have them get together with other pairs to compare and discuss their ideas.
- Have one person from each group report to the class. If the groups have different opinions, have them continue the discussion as a class.

Writing

- Have students work in pairs and make a list of the man's activities during the day. Have one pair write their list on the board. The class discusses if any additional activities need to be added.
- Have students work individually to write about the man's typical day. Then have them exchange papers to see if they wrote the same thing as their classmates.
- As an extension, have students write about a typical day in their own lives.
- Collect and redistribute the papers—without any names on them. Have students identify who they think wrote the paper they received.

8 Project

- Have students make a list of the activities they do everyday and how they feel about them. Alternatively, they may use ideas from the writing extension above.
- Using the chant as a model, students write a chorus and verses about their own typical day. Tell them that their verses don't have to rhyme. Encourage them to be creative and help with any vocabulary they need.
- Have volunteers present their verses to the class.

Vocabulary

- A. Match the words with the meanings.
 - **1.** ____ grab
- a. a part that rightly belongs to a person
- 2. ____ ache
- **b.** difficulty
- **3.** ____ look forward to
- **c.** hurry
- **4.** strife
- d. feel a pain
- **5.** ____ share
- e. take into your hand quickly and firmly
- **6.** ____ rush
- f. think about something in the future with pleasure
- B. Circle the correct meaning of each expression.
 - 1. crawl out of bed

(get up slowly / walk on your hands and knees)

2. make myself a bite

(bite yourself / make a snack for yourself)

3. you don't fit in

(your clothes don't fit / you aren't part of the team)

4. get your act together

(wear more formal clothes / do a better job)

5. you'll be laid off

(you'll lose your job / you'll be moved to a different job)

Comprehension

Answer the questions.

- **1.** How does the man feel in the morning?
- **2.** Is he looking forward to his day?
- 3. Does he eat breakfast?
- **4.** Why is his head aching?

- **5.** What does his boss complain about?
- **6.** What time does he finish work?
- 7. What kind of day does he usually have?
- 8. What does he want to do with his life?

Discussion

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

7 Writing



In your own words, write about a typical

day in the life of the man from the chant.



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8 Project 🔯



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

6 What Was It Like?

Listen and Discuss 🕢



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

THE "WHAT'S ON?" MUSEUM GUIDE

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

Search

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Unit Goals

- Functions
 Ask and answer
 about past activities
 Describe past activities
 Express an opinion
- Grammar
 Simple Past Tense: Be—
 information questions,
 yes/no questions,
 short answers
 Simple Past Tense:
 Regular and Irregular
 Verbs—information
 questions, yes/no
 questions, short answers,
 irregular past forms
 Intensifiers with Adjectives

Listening
 Listen for specific information from radio reviews

- Pronunciation
 Past tense endings:
 /t/, /d/, and /Id/
- Reading

 Art of the Pen: Arabic

 Calligraphy
 - Writing
 Write about an interesting
 museum, performance,
 or sports event that you
 attended
 - Project

 Make a brochure about an event in your town

What are the four types of museums? (contemporary art, natural history, Islamic heritage, science and technology)

Where can you see dinosaurs? (Museum of Natural History)

What country is the artist from? (Spain)
Where can you see calligraphy? (Islamic Heritage Museum)

Where can you learn about space? (Museum of Science and Technology)

Which exhibits are temporary? (The World of Miró, Art of the Pen: Arabic Calligraphy)

- Ask the introductory questions about which museum exhibits interest the students and why.
- CD2, T2 Play the audio of the museum guide. As students listen, have them point to the corresponding advertisement.
- CD2, T2 Play the audio again. Pausing after each piece of information, have students repeat the phrases chorally and individually.
- Ask: Which museum has no information about prices? (Museum of Science and Technology)
- Have students look at the web page on page 51.
 Ask guestions such as the following:

What kind of technology exhibits can you see at the Science Museum? (navigation, transportation, aeronautics, electricity, robotics, planetarium)
Which exhibit has old cars? (Transportation)

Which exhibits interest you? Why? What are the two boys talking about?

- CD2, T2 Play the audio of the web page and conversation. As students listen, have them point to the corresponding illustration.
- Ask: What did one of the boys do? Did he like it?
- CD2, T2 Play the audio of the conversation again, having students repeat the sentences chorally and individually.

Language Builder

Explain that when we want to ask for an opinion about a past event, we often say *What was it like?*

Warm Up

Using verbs in the past tense, talk about what you did last weekend. For example: *I went to the mall. I visited a friend. I was at a park.* Then ask students questions about their weekend. For example: *Did you go to the mall/visit a friend? Were you at a park?* Elicit: Yes, *I did/No, I didn't* or Yes, *I was/No, I wasn't.*

1 Listen and Discuss

 Have students open their books to page 50 and look at the web page. Ask questions such as the following:

What is the subject of the web page? (museum exhibits)

What's the name of the web page? (The "What's On?" Museum Guide)

What does "What's on?" mean? (What is happening?)



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Quick Check



 First, have students locate where the information about admission prices is in each advertisement. Then have them look for specific information about student prices.

Answers

The World of Miró, Art of the Pen: Arabic Calligraphy, and perhaps the Natural History Museum



- Ask: How many different museums are there? (four) What are the two boys talking about? (what one of the boys did on the weekend)
- Read aloud the first question and ask a student to answer it. Then have students work alone to answer the rest of the questions. When they finish, have them check answers with a partner.

Answers

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

2 Pair Work

Language Builder

We use the with the names of most museums, hotels, and restaurants. For example: Do you like the Main Street Café? However, we do not use the with a restaurant if the name is that of a person. For example: We're going to Turner's Restaurant for dinner.



CD2, T3 Play the audio of the model conversation.

• Then have a student ask you the question. Answer it truthfully. Have students take turns asking and answering the question until everyone in the class has been asked



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CD2, T3 Play the audio of the model conversation.

- Then have a student ask you the questions. Answer them truthfully. Then ask a student the questions, making a substitution for the first question. For example: What did you do last Thursday?
- Ask: What's another way to say How was it? (What was it like?) If students need help, refer them back to the presentation conversation.
- Have students practice the conversation in pairs. They should do it several times, each asking about at least two different days.

Workbook

Assign page 209 for practice with the vocabulary of the unit.



Teaching Tip

Remember the role of pictures in learning. Some students learn more effectively by relating new vocabulary to pictures. Whenever possible, use pictures to illustrate new vocabulary.



Additional Activity

Have students pretend to have just returned from a dream weekend. Have them describe the weekend. For example: Last weekend, I took a plane to Hawaii. I went surfing...



- What's there to do in your area? In New York City, the top ten tourist attractions are the following: 1. Empire State Building; 2. Statue of Liberty; 3. Grand Central Station; 4. Rockefeller Center; 5. Ellis Island; 6. Staten Island Ferry; 7. American Museum of Natural History; 8. Central Park; 9. Metropolitan Museum of Art; and 10. The Museum of Modern Art.
- In London, the top ten tourist attractions are the following: 1. British Museum; 2. Tate Modern; 3. National Gallery; 4. National History Museum; 5. The London Eye; 6. Science Museum; 7. The Victoria & Albert Museum; 8. Madame Tussauds; 9. The Tower of London; and 10. National Maritime Museum.

What did you do on the weekend?

I went to the Science Museum.

What was it like?

It was amazing!

OLD AND NEW TECHNOLOGY



. . .

NAVIGATION Learn how navigators traveled the oceans



TRANSPORTATION Visit our vintage car and plane collection



AERONAUTICS See an original space shuttle



ELECTRICITY Discover how electric currents work



ROBOTICS Shake hands with a moving robot



PLANETARIUM Explore space with astronauts

Quick Check ✓

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

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2 Pair Work 🖼



- A. Ask and answer.
 - What kind of museum do you prefer?
 - I like <u>history museums</u> best.
- **B.** Ask and answer about recent events you attended.
 - What did you do last Saturday?
 - I went to the Sports Museum.
 - How was it?
 - It was interesting. I really liked the football exhibit.

3 Grammar 鷆



Simple Past Tense: be

1		
Не	was	at home.
Sho		

Information Questions (?)

How was the guide?

Yes-No Questions (?)

Was the game exciting?

How was the museum tour?

What were the exhibits like?

Affirmative (+)

We You

They

It was good. He/She was great.

They were very good.

were

at home.

Short Answers (+)

Yes, it was. Yes, they were.

Negative (-)

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

Short Answers (-)

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

Were the players good?

Simple Past Tense: Regular and Irregular Verbs

Information Questions (?)

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

Yes-No Questions (?)

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

Affirmative (+)

I **stayed** home.

They went to the beach.

Short Answers (+)

Yes, I/he/they did.

Negative (-)

I didn't stay home.

They **didn't go** to the beach.

Short Answers (-)

No, I/he/they didn't.

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

Irregular Past Forms

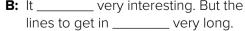
buy— bought	eat— ate	go— went	meet— met	swim— swam
come—came	feel— felt	have— had	ride— rode	take— took
do— did	fly— flew	know— knew	see—saw	win— won
drink— drank	get— got	leave— left	sleep— slept	write—wrote
drive_drove	give—gave	make— made	snend_snent	

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

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

1. A: Where	the footh	oall game?
B: It	_ at King Fahd S	Stadium.
A: Which tear	m won?	
B: Saudi Arak	oia. They really	much better
2. A: Where	you on T	much better hursday night?
B:	at a restaurant	
مر المنابعة	the food li	ke?
2022 - 144 B: It	Indian. It	delicious.

3. A:	How.	the exhibit?
R٠	l †	very interesting F





Simple Past Tense: be

• Before students look at the grammar chart in the book, write the paradigm on the board and ask students to copy it in their notebooks and complete it. Then have two volunteers come to the board and fill in the blanks. (I / He / She / It was; You / We / They were)

	
was OK yesterday.	were OK yesterday.

- Direct students' attention to the first part of the grammar chart. Choose students to read aloud the questions 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.
- In a chain, have students make statements about where they were at certain times yesterday and then ask the person next to them if that is where they were. For example:
 - A: At 9 yesterday morning, I was in bed. [to B] Were you in bed at 9 yesterday morning?
 - **B:** No, I wasn't. At 9 yesterday morning I was in class. [to C] Were you in class at 9 yesterday morning?
 - C: Yes, I was. At noon yesterday, I was in the cafeteria. [to D] Were you in the cafeteria at noon yesterday? etc.

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

- Direct students' attention to the chart. Call on students to read aloud the Wh-questions 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 auxiliary do in the simple present.



- Check students' understanding by writing simple past questions on the board and having students say which are grammatically correct. For example, write:
 - Did he wanted to go? / Did he want to go? Where did they have dinner? / Where did they had dinner?
- Ask: How are questions with be about the past different from questions with other verbs? (We don't use did with be.)
- 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) Write the present and past tense forms of the verbs on the board in the correct columns. Get about five examples of each.
- Ask: How do we change a regular verb to talk about the past? (add -ed) What about verbs like study and cry that end in a consonant and y? (The y changes to i. and we add -ed.)
- Explain to students that the simple past form of irregular verbs needs to be memorized. Point out that as they learn the simple past form of more irregular verbs, they will start to see that the past forms of some of them are relatively easy to predict, based on knowledge of other verbs.
- Use the irregular verbs in sentences about 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 yesterday.

A

• Have students complete the conversations alone. Then in pairs, students check their answers and practice the conversations.

Answers

- 1. was / was / were
- 2. were / was / was / was / was
- 3. was / was / were



Have students complete the conversation on their own.
 Then in pairs, they check answers and practice the conversation.

Answers

- **1.** did / do
- **4.** was
- 7. Did/win
- 2. watched
- 5. Did / play
- **8.** won

- 3. Were
- **6.** played



- Have students complete the exercise individually. Point out that in some cases there will be two words in one blank. Tell them to write an answer to the question at the end of the paragraph.
- Write the answers on the board. Ask several students how they answered the question.

Answers

- **1.** was
- **5.** was
- 9. didn't know

- 2. wanted
- **6.** was
- **10.** had
- **3.** happened **7.** saw
- **11.** did / do

- 4. went
- 8. didn't have

4 Listening

- Tell students they are going to listen to reviews of events and decide if the reviews are good or bad. Have them look at the chart and identify the four events.
- CD2, T4 Play the audio three times. The first time, students just listen; the second time, they mark their answers; the third time, they check answers.

Answers

- **1.** bad
- **2.** bad
- **3.** bad
- 4. good

Audioscript

Here is our weekly roundup of the weekend's events in our town. Did you miss anything good? Listen to our reporters' opinions.

Here's our sports reporter, John Everett.

The tickets were expensive for an important football game between the Rovers and the Blues, and I don't think people got their money's worth. The game was very slow. I thought that the players weren't very professional, and they didn't play very hard. The teams were out for an afternoon jog. Also, the referee was terrible. He stopped the play for every little thing. The final score was one to nothing for the Rovers.

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And now our restaurant critic, Peter Nelson.

There were over fifty hungry customers at *Evergreen*, waiting for the new vegetarian restaurant to open its doors. It was clear that the restaurant didn't expect so many people. Some customers waited half an hour just for the server to take their order. When the food finally came, it was cold and tasteless. And there were no more daily specials after the first hour. Customers were really disappointed.

And now our cultural events reporter, Leonard Appleton.

The Modern Art Museum gathered works of artists from many countries for its new exhibit. For example, there were keys, a microwave oven, a mirror, a toothbrush, and a refrigerator—each item was in a separate glass box. The items reminded me of my kitchen. And that's where you need to stay. Stay home! Don't go to this exhibit.

And now our shopping advisor, Rina Redman.

This weekend, the new *Five Stars* shopping mall opened to thousands of excited customers. There were over 350 stores and services, and a huge food court with a variety of ethnic foods. It had all the conveniences for customers, including a huge parking lot and air-conditioning. The mall was bright and cheerful, with modern colors and tropical plants everywhere. There was also a beautiful aquarium with exotic fish and an art exhibit for visitors to enjoy. And best of all was the friendly and helpful service.

5 Pronunciation



♣ CD2, T5

Play the audio. Students listen and repeat.

Workbook

Assign pages 210–211 for practice with the past tense.



Teaching Tip

When students exchange their written work, encourage them to ask questions about what their partner has written.



Additional Activity

Have students talk in small groups about a TV show they saw, answering questions, such as What was the name of the show? When was it on TV? Was it good? How long was it?

В.	Complete the conversation. Use the past tense of the verbs in parentheses. Then practice with a partner.
	Fahd: What you (1. do) yesterday?
	Imad: I (2. watch) the football game between the KSA and Belgium from 1994.
	Fahd: (3. be) there many people in the stadium that day?
	Imad: Yes. It (4. be) very crowded.
	Fahd: Saudi Arabia (5. play) well?
	Imad: Yes, the team (6. play) a fantastic game.
	Fahd: they (7. win) the game?
	Imad: Yes. They (8. win) by one goal!
C.	Complete the paragraph. Use the past tense of the verbs in parentheses.
	Last night the first episode of the series <i>Back to the Past</i>
_	

4 Listening 🔊



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

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

5 Pronunciation



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





Maiid: Where were you last night? I called you several

times and left messages on your voice mail.

Walid: I was at home studying, and my cell phone was

turned off

Majid: That's too bad. I had invitations for the opening of

Vesuvius, the new Italian pizzeria.

Walid: You did? Oh, I heard about it. What was it like?

Majid: Fantastic! The place is really awesome. It was like

> the inside of a volcano. The walls and the floor were red, and the lights made them look like they were red hot lava. The service was great. There were over 25 pizzas on the menu, and the Red Hot Volcano special was out of this world!

Walid: I'm so sorry I missed it. Maybe we can go next

weekend.

Maiid: Yeah, you can invite me anytime!



Real Talk

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

About the Conversation

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

Your Turn

Find out from your classmates what they did on the weekend.

Fi	ind someone who	Name
st	ayed at home	
st	udied a lot	
C	ooked a meal	
pl	layed a sport	
W	ent to a museum	
W	ent to the mall	

7 About You 📓



- **1.** Did you ever go to an interesting museum? What was it like?
- 2. Did you ever go to a sports game? What was it like?

3. Did ypu ever see an interesting film on TV? Ministry o Whattwas it about? 2022 - 1444

- **4.** Did you ever eat at a nice restaurant? What was it like?
- **5.** What events are going on in your town this weekend?

6 Conversation

- Have students cover the conversation and look at the picture. Ask: What is this place? Would you like to be there? Why or why not?
- Write the following words on the board: voice mail, openina, awesome, volcano, red hot lava, special invite. Tell students to listen for these words in the conversation
- **♣** CD2, T6 Play the audio of the conversation.
- Ask if students heard all of the words on the board. Elicit the meaning of each, offering help as necessary.
- CD2, T6 Play the audio again. Tell students to look at the conversation and read along as they listen.

Real Talk

- Ask: Who says That's too bad? (Majid) Why does he say it? (He's sorry he couldn't talk to Walid.)
- Write the following sentences on the board. Ask students to say which ones they should respond to with That's too bad.
 - There aren't any more tickets for the game. (<) Our restaurant didn't get a good review. (<) My dad bought a new car last week. I was sick the entire weekend. (\checkmark) I was a good football player in school.
- Ask: Who says You did? (Walid) Why does he say it? (He was surprised.) Say a variety of surprising statements to elicit You did? For example: I went bungee jumping the other day.
- Ask: Who says out of this world? (Majid) What is he talking about? (the special pizza) Have students think of something that they have done, seen, or eaten recently that was out of this world. Provide your own example. For example: The food I had at Luigi's the other night was out of this world. Then go around the room and have students say their sentence with out of this world.
- Have students practice the conversation in pairs, switching roles.

About the Conversation

- To check comprehension, have students work with a partner, taking jurns asking and answering the questions.
- Check answers as a class by calling on pairs to read Ministry of Education the questions.

Answers

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

Your Turn

- Write the list of verb phrases on the board. Ask students to say the present tense of the verbs in the list. If you wish, you might have students add a few more verb phrases to the list. Tell them to copy the verb phrases into their books at the bottom of the chart.
- Have students walk around the room, asking classmates yes/no questions according to the chart and providing short answers to questions they are asked. For example: Did you stay home on the weekend? (Yes, I did./No, I didn't.)
- Give either a time limit for the activity or a certain number of classmates to ask. They should write each student's name next to the activity on their lists that he or she performed.
- When all students have completed the chart, take a class survey. Ask about one of the activities from the chart. For example: Who stayed home? Total the number of students who performed each activity.

7 About You

• Have students discuss their answers in pairs. Then have students switch partners and tell their new partners about their first partners. For example: Fahd went to an exciting football game. His team won in extra time.

8 Reading

READING STRATEGY Using pictures

When pictures accompany a text, tell students the pictures will often tell them a lot about the contents of the reading.

• Tell students to look at the pictures. Ask questions such as the following: What is the man doing? (writing calligraphy) What is he using to write with? (a qalam or special reed pen and ink) What do you see in the other two pictures? (pages of the Holy Qur'an, calligraphy) Do they look new or old? (old) Is the writing style the same or different? (different) Why? Elicit several possible reasons.

CD2, T7 Play the audio of the reading.

 Ask students to read along as they listen and find out when and why Arabic calligraphy started. (It started with the coming of Islam so that the Prophet could communicate the words of Allah in the Holy Qur'an.)

After Reading

- Have students answer the questions individually. Tell them to underline the part of the text that provided them with the answer.
- Then have students go over the answers with their partner. Finally, go over the answers with the class.

Answers

Answers will vary. Sample answers:

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

Discussion

- Elicit examples of historic calligraphy that students may have read about or seen in museums.
- Arrange students in small groups to discuss what they know about historic calligraphy they have seen or read about.





Teaching Tip

When students learn about a new subject in class, for example, exhibits in a science museum, encourage them to follow up on what they have learned by doing further research on the subject.



Additional Activity

Have students work in pairs to rewrite the Conversation, imagining that Majid did not like the restaurant. Then have them act out their conversations for the class.



Project: Museum Exhibits

Have students get information about museum exhibits in their town or nearby towns. They should provide information about location, times, and cost, as well as a description of the exhibits. They should also provide some historical or background information about the exhibit.



- Calligraphers write with a traditional pen called a *qalam*. It is
 usually made of reed or bamboo. The end of the pen is cut
 so the size and angle are appropriate for the script it is going
 to write
- Calligraphy is usually written with black ink made of soot, gum arabic, and water. It is water-soluble so mistakes can be easily corrected. Colored ink and even gold are often used in the Holy Qur'an.
 - Historically, calligraphy was written on papyrus (made from reeds) and parchment (made from animal skin) until paper was introduced. The paper is often colored by the calligrapher.

8 Reading



Before Reading

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



ART OF THE PEN: ARABIC CALLIGRAPHY



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

Calligraphy and the Holy Qur'an

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

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

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

Styles

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

The other main styles are cursive and have connecting letters. Thuluth is a long and elegant script that is often used to write the headings of surahs, Holy Qur'anic chapters. It is also the script of the Saudi Arabian flag. Naskh and

Rug'ah are popular scripts that are common in printing and handwriting. They are generally smaller and easier to read and write. Farsi or Ta'liq, which means "hanging," is an old script that is sometimes used in literature. Diwani is a very decorative style from the Ottoman Empire that is often seen on greeting cards.



After Reading

- **1.** What is so beautiful about calligraphy?
- 2. Why did the Prophet Mohammed, peace be upon him, need a clear system of writing?
- **3.** How is *Kufic* script different from cursive scripts?

The where can you see examples of Thuluth script?

Discussion

Do you know about historic examples of calligraphy? Tell about them.

9 Writing

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

Sights	Sounds	Smells/Tastes	Touch/Feelings

Writing Corner

- 1. A narrative story usually describes the events in the order that they happened. It describes what the writer feels and senses, so the reader can imagine being there.
- 2. Use time words to show sequence: *when, as, while, before,* and *after.* If a time word begins the sentence, there is a comma after the time clause.
- 3. An exclamation point (!) shows strong feelings, like the writer is shouting.
- 4. Use quotation marks ("") around the exact words that a person says.
- **B.** Read about Faisal's experience at a horse race. Learn the meaning of the words in the box. Then, complete the paragraph with the words.

nervous	crowd	thundered	shook	silent	paraded	excited	cheered
l Hervous	CIOVVG	ululuelea	31100K	SHELL	paraded	excited	Cheered

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

C. Write about an interesting museum, performance, or sports event that you attended. Use your notes from the chart to describe what you sensed and how you felt.



pul c IC biglish on the events in your town. Choose one, and make a brochure about it. Present your Ministry of Brochure to the class. 2022 - 1444

8. cheered

Writing



- Model the activity by recalling an event that you attended. Describe as many sensory details as possible. Then ask a few volunteers to describe their own experience at an event.
- Have students complete the chart with details of an event they attended. Tell them to write as many details as possible and not to worry if they can't fill in all of the categories. Tell them that they will later use their notes to write about the experience.

Writing Corner

- Explain that a good narrative describes events in a way that the reader can share the sensory and emotional experience of the writer.
- Go over the information about time words. Have students scan the first two lines of the text in **B** to find time words. For example: Before the race..., While the jockeys... Explain that time words help to clarify the sequence of events in a story.
- Read the information about exclamation points. Have students scan the text in **B** to find exclamation points. Examples include: "That's the winner!"; Prince was in front by a neck!; Prince was the winner by two lengths! Elicit from students how the writer feels when he makes these statements. (excited)
- Go over the information about quotation marks and have students scan the text in **B** to find examples. "That's the winner!"; "They're off". Direct quotes in narratives help the reader to "hear" sounds and speech from the story.

- Ask students if they have ever attended a horse race or seen one on TV. If so, have students describe the event. Go over the meaning of expressions that are specifically related to horse racing such as: stable, jockey, track, binoculars, by a neck, cross the finish line, by a length.
- Focus student's attention on the words in the box. Elicit definitions (in English) for the words they know. Have students consult a dictionary for any unknown words.
- Have students work individually to complete the paragraph and then compare answers with a partner.

• Go over the answers by having students read sections of the paragraph. Ask students which two words are usually nouns, but are used metaphorically as verbs. (paraded, thundered)

Answers

paraded 3. crowd **5.** thundered 7. excited 2. nervous

4. silent

a

 Have students write about an event they attended using their notes from the chart. Remind them to include sensory and emotional details.

6. shook

• Have students exchange papers and vote on which event sounds the most interesting.

10 Project

- Have students check in their local newspaper or on the Web for the week's events in their town.
- Organize students in groups and have each group make a brochure for one of the events. Tell them to make sure the brochure is attractive and informative. Have them look in magazines and newspapers to find pictures and words to include in their brochures.
- Tell students that they will submit their written brochures to you for review and assessment.
- Have groups show their brochures to the class. The class votes on the best one.

Workbook

Assign page 212 for additional reading and writing practice.

11 Form, Meaning and Function

Intensifiers

- Read the explanation about intensifiers with the class.
 Explain that intensifiers are adverbs that emphasize adjectives (and other adverbs). Have students read aloud the examples.
- Point to the **Note** in the chart. Write the following sentence starters on the board and elicit the syntax with auite a:

The test was quite difficult.

It was quite ______. (a difficult test)

The lesson was quite interesting.

It was ______. (quite an interesting lesson)

That boy is quite tall.

He is ______. (quite a tall boy)

Intensifiers with Strong Adjectives

- Go over the information in the chart. Explain that strong adjectives are adjectives that already have the idea of "very." For this reason, very is not used to modify strong adjectives. For example, it is incorrect to say very fantastic. But really fantastic and absolutely fantastic are correct.
- Similarly, intensifiers such as completely, absolutely, or totally are not used to modify base (or weak) adjectives.
 For example, it is incorrect to say absolutely nice. But very nice and really nice are correct.
- To practice intensifiers with base and strong adjectives, write the following sentences on the board and have students complete them with a suitable adverb.

He is _____ certain that he's going to pass.
The math test was ____ difficult.
The waiters are ____ polite.
The experience was ____ amazing!

Language Builder

Explain that *quite* is often used differently with base (or weak) and strong adjectives. With base adjectives, *quite* gives moderate emphasis. With strong adjectives, *quite* gives strong emphasis. Compare, for example:

It was quite funny. (quite + base adj. = slightly)

It was quite hilarious. (quite + strong adj. = absolutely)

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Language Builder

The adverbs *awfully* and *terribly* are used as both adverbs of manner and as intensifiers. For example, as an adverb of manner, *terribly* means "in a terrible way" and comes after the verb. However, as an intensifier *terribly* means "very" and goes before the adjective. Compare:

He performed terribly on the test. (in a terrible way) I'm terribly sorry. (very)

A

- Have students complete the activity individually. Point out that for some answers both words are possible.
- Go over the answers by having students read sentences from the paragraph with the correct intensifier.

Answers

- 1. extremely
- 2. really
- 3. pretty/completely
- 4. totally
- 5. extremely

- 6. very/quite
- 7. really
- 8. very/quite
- 9. absolutely/totally
- 10. absolutely



- Model the first item with the class. Elicit other possible adjectives for good. For example: interesting, fantastic, awesome, great, wonderful, etc. Then elicit other intensifiers to go with the adjectives. Write the new sentences on the board.
- 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:

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

11 Form, Meaning and Function



Intensifiers

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

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

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

Intensifiers with Strong Adjectives

Strong adjectives are words like:

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

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

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



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

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

- **B.** Rewrite the sentences with different intensifiers and adjectives.
 - **1.** The exhibit was very good. We had a really good time.
 - 2. The exhibit was very bad. We had a very bad time.
 - **3.** The food was very bad, and the service was very bad.

4. The pizza was very good, and the service was very good.

பட்ட 5ப் Tanata a very good idea. It's very clever.

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7 What Happened?

Listen and Discuss 🕡



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

The Scene of

The accident happened 10 minutes ago.

Witness 1



I'm relieved that no one was hurt.

SUV driver ▶

and I didn't see the car coming.

I was sleepy,



▲ Witness 2

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



Passenger

I'm always nervous when I ride with him.

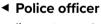


▲ Car driver

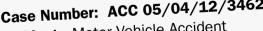
I saw nothing. I'm really worried because I don't have any car insurance.



I'm not surprised. This is the third accident here this week.



Someone needs to put a traffic light at this intersection.



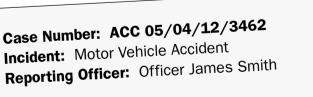
Police Report

There was another accident at the corner of Lake and Willow.

The accident happened around 3:15 P.M. An SUV crashed into a car. Fortunately, there were no injuries.

It was the car driver's fault because he didn't stop at the stop sign. He was talking on his cell phone.







Unit Goals

Vocabulary

Traffic accidents Accident and witness reports **Emotions** Expressions for telling about a problem

Functions

Retell an event Express feelings Give reasons with why and because Show agreement with so and neither

Grammar

There was/There were Adverb: Ago Pronouns: Someone. No one, Nothing, Anything Conjunctions: Because, So

Listening

Listen for specific information about an accident

Pronunciation

The /h/ sound

Reading

So You Want to Re Cool

Writing

Write a witness report about an accident

Project

Take a survey about what makes your friends happy, sad, etc.

Warm Up

• Say two or three sentences about why you might be happy. For example: I'm happy because I'm going to a restaurant this evening. I'm also happy because *I saw an old friend yesterday.* Elicit examples from students of why they are happy (or sad).

Listen and Discuss

- Tell students to look at the people on page 58. Ask: Do you think any of these people are happy? (no) How do you think they feel? Elicit varied responses including worried, relieved, nervous.
- Ask the introductory questions and other questions such as the following:

What happened? (There was an accident. An SUV crashed into a car.)

Does the accident look very serious? Do you think anyone was hurt?

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- Make sure that students know the term SUV. An SUV is a Sport Utility Vehicle. The photo shows a picture of an SUV. It is a vehicle that is larger than a car, rides higher off the ground, and can carry more than four people.
- ♣ CD2, T8 Play the audio of the accident scene. As students listen, have them point to the corresponding person or part of the accident scene.
- Ask ves/no questions about the presentation, such as the following: Did the car driver stop at the stop sign? Did the SUV driver see the car coming? Was the car driver on his cell phone? Elicit short answers.
- CD2, T8 Play the audio again. Pause after each speaker and have students repeat the sentences chorally and individually.
- Have students look at the pictures on page 59. Ask: What do the pictures show? (feelings)
- CD2, T8 Play the second part of the audio for Feelings. Pause after each speaker and have students repeat chorally and individually.
- Ask guestions about how the people on page 58 feel and why they feel this way. For example:

Why is the witness relieved? (No one was hurt.) Why is the car driver worried? (He doesn't have any car insurance.)

Why didn't the SUV driver see the car coming? (He was sleepy.)

Why is the passenger always nervous when he rides with the car driver? (He's a bad driver. This is implied, not stated.)

Why isn't the police officer surprised there was another accident? (There is no traffic light at the intersection.)

Language Builder

Tell students not to confuse the adjective sleepy, which means ready to go to sleep when you are tired, with the adjective asleep, which is similar in meaning to the verb sleep.

Quick Check



- Tell students to find and circle the words witness. insurance, intersection, and injury on page 58.
- Then have them work individually to match the words with their meanings. Tell them to use the context to guess the meanings.

Answers

1. d **2.** c **3.** b



- Review with students what the police officer said and what was written in the police report.
- Have students answer the questions alone and then check answers in pairs.

Answers

- 1. It happened at around 3:15 in the afternoon.
- 2. No, it didn't.
- 3. No, there weren't.
- 4. No. it wasn't.
- **5.** Three accidents happened this week.

2 Pair Work



- Read the directions aloud with the class.
- Play the audio of the example conversation. Students listen and repeat.
- Ask students to think of other questions about the accident. Write one or two questions on the board.
- Have students work in pairs and write down as many questions as they can about the accident.
- Then have students change partners. They work with their new partner, asking and answering the questions they wrote down with their previous partner.

(3)

- Tell students that they will now ask and answer questions about themselves and when they last felt the feelings on this page.
- **♥ CD2, T9** Play the audio of the example conversation. Students listen and repeat.
- Have students work in pairs to ask and answer questions about themselves. Have them replace

worried with other words that describe feelings.

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Language Builder

Tell students that they can use hit, ran into, and crashed into interchangeably when describing a motor vehicle accident.

Language Builder

Tell students we say something is someone's fault when we talk about responsibility. For example: It wasn't my fault. It was his fault. The question to ask to discover who was responsible (for an accident) is Whose fault was it?

Workbook

Assign page 213 for practice with the vocabulary of the unit.



Teaching Tip

Always try to use the students' own experiences as the basis of a lesson. For example, since this lesson talks about car accidents, use the language of the lesson to ask: Were you ever in a car accident? Who was driving? How did you feel? Were there injuries?



Additional Activity

With their books closed, students write all the words they can remember from the presentation related to feelings. Have them circle any feelings they had yesterday or earlier today. Then have them explain to the class what happened to make them feel that way.



- The legal driving age is different around the world. Here are the ages you must be in a few countries in order to drive: USA: 16; Saudi Arabia: 18; Russia: 18; China: 18; India: 18; Japan: 18; New Zealand: 16; Mexico: 16; Egypt: 18; and the UK: 17.
- In Australia, the legal driving age could be 16, 17, or 18 depending on where you are.
- The risk of being involved in a car accident is the highest for drivers age 16 to 19.
- The risk of a car accident is highest the first year a teen is able to drive.

Why are you so happy?

Feelings

Because I just got my driver's license.







happy



sad



tired



sleepy







worried



nervous



scared

Quick Check ✓

- **A. Vocabulary.** Match the words with the meaning.
 - **1.** ___ witness
- a. hurt from an accident
- **2.** __ insurance
- **b.** where two roads cross
- **3.** ___ intersection **c.** payment for costs of an accident

- **4.** ___ injury
- **d.** someone who saw an event
- B. Comprehension. Answer the questions. Use the information from the police officer and in the police report.
 - 1. When did the accident happen?
 - 2. Did the car stop at the stop sign?
 - 3. Were there any injuries?
- 4. Was t the SUV driver's fault?
 - **5.** How many accidents happened at this corner

صلحتاا قرازطthis week?

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2 Pair Work 🔀



- A. Ask and answer about the accident.
 - Why was the witness relieved?
 - Because no one was hurt.
 - What happened?
 - An SUV hit a car.
- B. Ask and answer about yourself.
 - When were you last worried?
 - About a month ago. I lost my cell phone.

What Happened?

3 Grammar 🟢



There Was / There Were

Singular

There was an accident. (+) **There wasn't** a traffic light. (–) Plural

There were three accidents this week. (+) There weren't many cars in the street. (–)

Why / Because

Q: Why are you worried?

A: Because I have a test tomorrow.

Q: Why did the driver start to shout?

A: Because he was angry.

Adverb: Ago

They saw Ahmed in his office 10 minutes ago.

Pronouns: Someone, No One, Nothing, Anything

Someone helped the driver get out of the car. Did you hear **anything**? Fortunately, no one was hurt in the accident. I didn't hear anything. I was asleep. And **nothing** was wrong with the car.

- A. Work with a partner. Ask and answer.
 - **A:** Why are the fans happy?
 - **B:** Because their team won the game.



fans / happy



րվ **_1**.լերγչ/ worried



2. Nawal / angry



3. parents / sad



4. officer / surprised

3 Grammar

There Was/There Were

- Have volunteers read aloud the four sentences in the chart. Ask: **Do there was and there were refer to now** or the past? (the past)
- Remind students that the key meaning of there was/ there were is to describe the existence or truth of a past event or situation. Make clear the difference between the use of there was/there were to talk about past situations, and the use of other verbs in the simple past to describe completed actions.
- Ask: What is the difference between there was and there were? (There was/wasn't is used with singular nouns and noncount nouns. There were/weren't is used with plural nouns.)
- Place items in different places in the room; for example, pencils on a desk, book(s) on Ali's chair, backpack on the floor, and so on. Tell students to study the items. Then remove them. Ask students to describe where the items were, using *There was/There were*. For example: There were three books on Ali's chair.

Why/Because

- Have volunteers read the guestions and answers in the next part of the chart.
- Summarize the meaning of Why and Because in the following way:

Why? = For what reason?

Because... = For the reason that...

• Ask questions with Why. For example: Why do we have a day off next week? Why are you going to ao to the computer lab? Help students answer with because, and write their answers on the board.

Adverb: Ago

- Read the example sentence with ago and ask: **Do we** use ago to talk about the past, present, or future? What verb tense do we use with ago? (simple past) Point out that ago follows an expression of time.
- Write the following sentences on the board. Have students complete them:

I started learning English _____ ago. I wrote a test____ago.

I had something to eat ____ ago.

Class started ago.
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Pronouns: Someone, No One, Nothing, Anything

- Choose volunteers to read aloud the sentences about the accident in the chart. Then ask: Which words refer to people? (someone and no one) Which word refers to things? (nothing)
- Have two students read aloud the guestion and answer. Ask: How is anything different from nothing? (We use anything in questions and in sentences with not. We use nothing in sentences without not.)
- As an extension, you might add something to the list of pronouns. Ask: What's the difference between **someone** and **something?** (Someone refers to people: something refers to things.)
- Write the following sentence frames on the board. Have students complete them truthfully with one of the pronouns.

There is _____ near the door. I have ____ in one of my pockets. __ is talking right now. I want (or don't want) _____ to eat right now.

- Working as a class, ask students to describe what is happening in each picture.
- Have two students read aloud the example. Then have students work in pairs and make similar conversations about each picture.
- As a wrap-up, ask different pairs to say their conversations for the class.

Answers

Answers will vary. Sample answers:

- 1. A: Why are the boys worried?
 - B: Because they broke the window.
- 2. A: Why is Nawal angry?
 - B: Because her sister ate her sandwich.
- **3. A:** Why are the parents sad?
 - B: Because their son is leaving home.
- **4. A:** Why is the officer surprised?
 - **B:** Because the boy isn't hurt.



- Focus students' attention on the witness report. Ask: Who wrote the witness report? (Ryan McNeal) What did he write about? (an accident)
- Have students complete the activity alone and then check their answers with a partner.

Answers

1. was

4. there was

7. there weren't

2.

5. hit

8. wasn't

3. didn't see

6. crashed

9. there was



- Have two students read aloud the example.
- Have students write their answers to the questions. Then have them work with a partner to ask and answer the questions.



- Have students complete the activity individually.
- Students check answers in pairs. Then write the correct answers on the board.

Answers

1. anything

3. someone

5. no one

2. No one

4. nothing

6. nothing

Listening

- Tell students they will hear two people describe an accident. Have them read the sentences for the information they need.
- CD2, T10 Play the audio. Students listen to the two witnesses to see if they agree.
- CD2, T10 Play the audio again for students to write yes or no.

Answers

Jill Black:

Harry Skinner:

1. yes

2. yes **2.** yes **3.** yes **3.** yes

4. yes

4. yes

Audioscript

Harry Skinner's Report: It was just before noon. I was in the café. I saw the truck coming. The truck driver was looking at the street numbers. I guess he was in a hurry to deliver something in his truck. The light was red, but the truck driver didn't stop. The truck hit the back of the school bus. I was really worried because

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of those kids. But no one was hurt. The kids in the bus were upset about the accident. They wanted to go home for lunch, but everyone needed to wait for a police officer to come and make a report. So the truck driver took them all into the café and paid for their lunch. It had a happy ending.

Jill Black's Report: The light was green for the truck. I know this because I was at the corner crossing the street. The bus driver just stopped right in the middle of the street. The truck driver didn't know that the bus was going to stop so suddenly. So he hit the back of the bus. Those bus drivers are crazy. I'm surprised no one was hurt, and I'm scared to put my little boy on the school bus.

5 Pronunciation



CD2, T11 Play the audio. Students listen and repeat.

Workbook

Assign pages 214-215 for practice with the grammar of the unit.



Teaching Tip

If you feel students need more help with a particular language or pronunciation point, add any of your own activities you think might help. Keep a notebook of your extra activities.



Additional Activity

Write on the board: Whose fault was the accident? In groups, have students discuss the accident in the Listening and the differences between the reports of the witnesses. Students decide who they believe.



- Usually one of these factors can be blamed in a traffic accident: equipment failure, road design, poor road maintenance, or driver behavior.
- Driver behavior is at least partly to blame in almost 95% of accidents.

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

PD Witness Report	
(3. not see) that (4. the cell phone. He was surprised when the truck _ newsstand. Fortunately, (7. there is owner of the newsstand, was nervous and ups	(2. see) what happened. The young man in the car here be) a stop sign on the corner because he was on his (5. hit) him. His car (6. crash) into a not be) many people in the street at the time. Mr. Raffi, the set, but he (8. not be) hurt. Two weeks ago, the same place between a motorcycle and a taxi. Signature: Ryan McNeal
C. Write your answers. Use ago . Then share	·
 When did you last read a good book? When did you last see a good exhibit? When did you first use a computer? When did you last eat a delicious mea When did you last go shopping? 	
D. Complete the sentences. Use someone ,	no one, nothing, or anything.
 I was there, but I didn't see can say that I didn't try. Can please help me?! Why are you angry? I did 	I worked hard. loud crash. 6. The children are bored because there's
Listening 🕥	
Answer yes or no about the accident.	
 Harry Skinner The light was green for the truck. The truck hit the bus. No one was injured. In the end, everyone was OK. 	 Jill Black The light was green for the truck. The truck hit the bus. No one was injured. In the end, Jill is worried.

5 Pronunciation



Listen to the \boldsymbol{h} sound. Then practice. l'm **h**appy for you.

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What Happened?



Daughter: Mom, can I talk to you? I'm busy right now. Mother: Daughter: It'll only take a minute.

Mother: OK. What's up?

Daughter: Well, I have some good news and

some bad news. Which one do you

want to hear first?

Mother: Give me the good news.

Daughter: I got an A on my history report. Mother: That's great. And what's the bad

news?

Daughter: Now don't be angry, Mom. Don't

lose your cool, please. The thing is, I broke the washing machine.

There's soap and water everywhere!

Mother: You did what?



Real Talk

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

What's up? = What's happening?

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

The thing is = The problem is

Your Ending

What is the daughter's reply?

- (1) Don't worry. I'll clean up the mess.
- (2) It wasn't my fault.
- **3** You need a new one, don't you?
- **4**) Your idea:

About the Conversation

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

Your Turn

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

7 About You 📓



- 1. Were you ever in an accident? Or do you know anyone who was in an accident?
- 2. How long ago was it?

து 3. What happened? Was anyone hurt?

Minist 4. of Flow told you or the person you know feel after? 2022 - 1444

6 Conversation

- Have students cover the conversation and look at the picture. Ask: Who is talking? (a mother and her daughter) Is the daughter telling her mother something that she is going to be happy or unhappy about?
- CD2, T12 Play the audio of the conversation. Ask students to listen to the conversation to find out how the mother feels at the end. (She is shocked.)
- CD2. T12 Play the audio again. Tell students to read along as they listen.

Your Ending

- Go over the three endings, saying each with appropriate intonation. After each ending, ask:
 - How does the daughter feel?
 - (1. She feels bad. 2. She doesn't feel responsible. 3 She doesn't feel bad because she doesn't think it's a big deal.)
- Have students choose the ending they like best, or make a new ending. Have students tell their ending, saying why they chose it. If they rejected all three endings, have them say why, and then give their own
- Have students practice the conversation in pairs, using their ending of choice, and switching roles.

Real Talk

- Ask: Who says It'll only take a minute? (the daughter) Why does she say it? (It's not going to take a long time, and it's important.)
- Ask: Who says What's up? (the mother) When do people say that? (at the start of a conversation) Have a few pairs role-play in front of the class greeting each other. One student says What's up and the other says
- Ask: Who says Don't lose your cool? (the daughter) When do people say that? (when they don't want someone to get angry)
- Ask: Who says The thing is? (the daughter) What does thing mean? (problem) Have students use the phrase about problems. Give students a situation and have them say a statement with *The thing is*.

For example:

Situation: You borrowed your friend's camera

صلحتاا قرازمand lost it.

Minist Student ation The thing is, I lost your camera.

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Situation: You came to class without your homework. Student: The thing is, I didn't do my homework.

Situation: You finished eating at a restaurant but can't pay because you left your wallet at home.

Student: The thing is, I don't have my wallet.

About the Conversation

• To check comprehension, have students work with a partner to ask and answer the questions.

Answers

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

Your Turn

- Have students work in pairs and role-play the situation. Encourage students to show emotions, such as anger, worry, boredom, and sadness. Make sure students change roles.
- Ask volunteers to act out their conversations for the class. Vote on the best one.

About You

 Have students work in groups of three or four to discuss and answer the questions. Have one person from each group report back to the class about their group's discussion.

Language Builder

I have some good news and some bad news is an expression used to describe a situation that's bad, but not completely bad. The person breaking the news usually gives the listener the choice of which news he/she wants to receive first—the good news or the bad news.

8 Reading

- Have students cover the text, except for the title. Have them look at the pictures. Ask: How old are the people in the picture? What do teens often want to be? Elicit: cool. Then have students discuss the Before Reading question in pairs.
- CD2, T13 Play the audio of the reading. Ask students to read along as they listen and look to see if anything they discussed is mentioned in the text.

READING STRATEGY Pronoun reference

Tell students to pay attention to pronoun reference when they read. For example, *them* in line 7 refers to *good qualities* and in line 12 refers to *new people*.

After Reading

- Have students complete the task individually. Tell them to underline the part of the text that provided them with the answer.
- Have students first discuss their answers with their partner, and then go over the answers with the whole class.

Answers

1. yes 2. no 3. yes 4. no 5. no

Discussion

 Arrange students into groups of three to discuss their experiences.



Here are a few tips to help you feel more confident about yourself:

- Stand up straight and always look people in the eye.
- Be friendly and open. Smile a lot.
- Pay attention to others rather than worry about yourself.
- Take care of yourself and your clothes. Always look neat.



Teaching Tip

When you teach new vocabulary, point out to students the grammar of the vocabulary. For example, when teaching a new noun, tell students—or tell them to find out—if the noun is a count or noncount noun. In this unit specifically, teach students the prepositions that go with the feelings in the unit. For example: happy with/about, sad about, scared of, nervous about, angry with/about, bored with, and worried about.

Additional Activity

Have students role-play a conversation between a parent and teen. The teen is upset about not being as cool as the other teens at school.

Project: Managing Feelings

Organize students into groups. Assign each group an emotion, for example, *anger, worry,* or *nervousness*. Tell groups to research how to deal with their assigned emotion when it gets out of hand. Have one student from each group present their suggestions to the class.



8 Reading

Before Reading

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

So You Want to Be

Are you worried about your clothes?

Are you nervous because you have to speak in front of the class? Are you sad because someone said something bad about you? Are you unhappy because you don't have many friends?

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

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

After Reading

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

- not worrying about what others think of you.
 wearing the latest fashion in clothes.
- **3.** _____ being friendly and sociable.
- **4.** _____ not saying what you think.
- **5.** _____ not studying and not doing well in school.



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Discussion

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

7 What Happened?

9 Writing

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



Writing Corner

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

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



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



Take a survey. Ask your classmates or friends what things make them happy, sad, scared, Ministry of Educations, etc. Which things come at the top of the list?

Writing



- Focus students' attention on the diagram. Draw a similar diagram on the board. Have students turn to page 56 and elicit information from the accident report and witness accounts to write notes in the diagram. For example: What = SUV crashed into a car, Where = on the corner of Lake and Willow; When = 3:15 P.M.; Who = car driver and SUV driver; Why = car driver was talking on his cell phone and didn't see the stop sign; **How** = the car didn't stop at the intersection, so the SUV hit it.
- Have students draw a similar diagram and write notes about an accident they witnessed or heard about. Tell them that they will later use their notes to write a witness report.

Writing Corner

- Go over the description of a witness report and the five W's + How. Explain that a reliable witness report include as much information as possible so the authorities can determine who (or what) is responsible for the accident.
- Go over the connecting words and have volunteers read the examples. Explain that because refers to a reason or cause and so refers to a result.
- To practice, write the following sentences on the board and have students complete them with the correct connecting word.

The SUV driver was sleepy, _____ he didn't see the car coming. (SO) He didn't see the stop sign he was on his cell phone. (because) There was a car crash, _____ fortunately no one was hurt. (but) There was an accident on the corner of Lake Willow. (and) There were several witnesses _____ the accident happened. (when)



• Have different students read aloud parts of the paragraph. Answer any questions about new vocabulary.



• Ask students whether the report answers the five W's and how. (yes) Then ask: Who was involved? What happened? Where did it happen? When did it happen? Why did it happen? How did it happen?

Answers

Who = Mr. Dooley; What = an explosion; Where =in Mr. Dooley's yard, When = around 6 o'clock; Why = the gas tank caught fire; How = the explosion threw him across the yard



- Have students write their witness report about an accident using their notes from the diagram. Remind them to include connecting words.
- Then students sign their witness report.

10 Project

• Before students do the project, have them say all the words they can remember that describe feelings and emotions. For example: happy/glad, sad, scared/afraid, nervous, relieved, surprised, angry, bored, and worried. List the words on the board. Then write on the board:

_ make(s) me <u>nervous</u>.

- Ask volunteers to fill in the blank. Then substitute the word nervous with another feeling and repeat.
- Have students work in groups to find out what things make classmates feel certain emotions. Have one group member take notes.
- Ask groups to report to the class. Make a grid on the board like the following, and fill it in as the groups report:

nervous	scared	happy	bored
tests 🗸	snakes 🗸 🗸	friends 🗸	math 🗸
driving 🗸	the dark 🗸	vacation 🗸	homework

• Have students use the grid on the board to make statements about the class. For example: Three people are afraid of snakes.

Workbook

Assign page 216 for additional reading and writing practice.

Form, Meaning and **Function**

Because versus So

- Go over the material in the chart. Explain that because refers to a cause and answers the question Why? So refers to a result and answers What happened?
- Write sentence starters such as the following on the board, and call on a volunteer to complete each sentence with their own idea.

He missed the bus, so . Because she didn't study hard, ____. He lost control of the car, so he ____.

• Conduct a class drill. Call on one student to say a sentence starter like as those on the board, and ask another student to complete it.

So and Neither

- Go over the material in the chart. Call on pairs of students to read the example conversations aloud.
- Practice with the class by calling out affirmative and negatives statements in the simple present or the simple past. Have students respond with So or Neither. For example: I'm hungry. I don't speak Spanish. I cleaned my room yesterday. I didn't eat breakfast. I was worried.

Language Builder

Explain two more meanings of so. It can be used (with no comma) when expressing a desired result. For example: I studied hard so I could do well on the test. It is also commonly used as an adverb for emphasis. For example: I was so tired I couldn't finish my homework.



- Have students work individually to complete the sentences.
- To check answers, call on students to read their completed sentences aloud.



Answers

2. because

1. so 3. because

5. because

4. so

6. so



- Have students work individually to write their answers.
- Check answers by having pairs of students read a statement and show agreement.

Answers

1. Neither do I.

3. So do I.

5. Neither am I.

2. So am I

4. So did I.

6. Neither did I



- Model the first item as an example with the class. Elicit that the first sentence refers to the cause, and the second sentences refers to the consequence. Point out that their first sentence should begin with He was injured in the crash, and end with a so-clause. Their second sentence should begin with He was taken to the hospital, and end with a because-clause. Remind them that when the because-clause comes second, they don't use a comma.
- Have students work individually to write two sentences for each item.
- Have students compare answers in pairs, and then call on volunteers to read the answers for the class.

Answers

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

Form, Meaning and Function



Because versus So

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

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

So and Neither

So... and Neither both show agreement with the speaker. So... shows agreement with an affirmative statement. *Neither...* shows agreement with a negative statement.

A: I'm a careful driver. A: I'm not tired right now.

B: So am I. B: Neither am L

A: I have some good news. **A:** I never lose my cool.

B: Neither do l. **B: So** do l.

A: I just heard a crash. A: I didn't watch the news last night.

B: So did I. **B:** Neither did I.

Δ	Complete th	e sentences	with so	r hecause
М.	Complete in	e seniences	WILLI SU C	I DECUUSE.

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

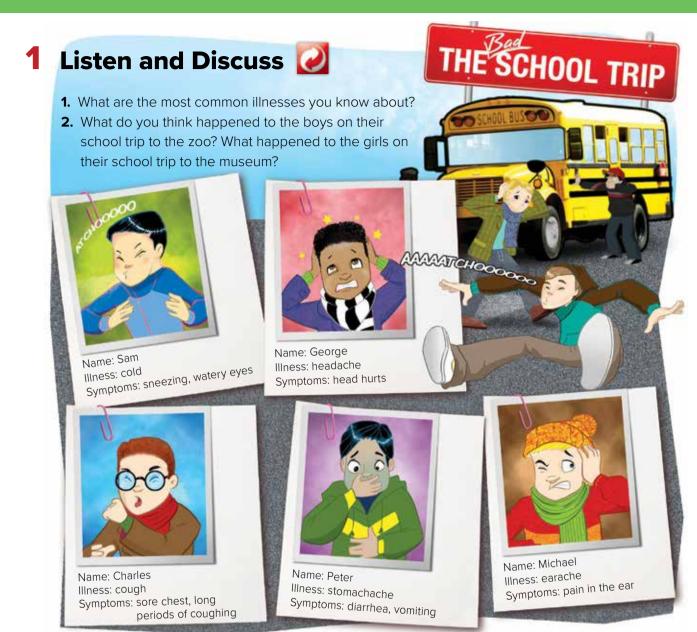
- **B.** Show agreement with the statements. Use **so** or **neither**.
 - 1. I don't have a driver's license.
 - **2.** There's nothing to do. I'm bored.
 - **3.** I always wear a seat belt in the car. 4. I got injured in an accident.
 - **5.** I'm not nervous about the test.
 - 6. I didn't see anything.
- **C.** Join the sentences with **so** and **because**.
 - **1.** He was injured in the crash. He was taken to the hospital.
 - 2. The passenger wasn't wearing a seat belt. She hit her head.
 - 3. No one was hurt. I'm extremely relieved.

Ministry of Education 2022 - 544 The driver didn't stop at the traffic light. The accident was his fault.



EMERGENC

8 What's Wrong?







- Vocabulary Health **Symptoms** and illnesses
 - Parts of the body Expressions of sympathy
- **Functions** Ask and talk about health Name parts of the body Talk about illnesses and their symptoms Make suggestions and give advice
- Grammar Should/Shouldn't Clauses with When Subject/Object Pronouns and Possessive Adjectives/ **Pronouns**

- Listening Listen to match illnesses with pictures of people
- **Pronunciation** Consonant blends with s
- Reading Atchoo! Is It a Cold or the Flu?
- Writing Write about what vou should do when you have the flu
 - **Project** Present home remedies for common illnesses

Warm Up

• Say a few sentences about the last time you were sick. For example: Last month I had the flu. I had a headache and a stomachache. I also had a sore throat and a cough. It was terrible. Act out the sentences as you say them. Then ask students questions with Did you ever ...? For example: Did you ever have a sore throat/the flu/a stomachache/a cough? Elicit short answers.

Listen and Discuss

 Ask the first introductory question. Elicit and write students' answers on the board. Then have students look at the pictures on page 66. Ask the second introductory question

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- Mime the various illnesses: for example, hold your jaw to mime a toothache. Ask: Who has a toothache? (Sonia) Ask about the other illnesses in the pictures in the same way.
- CD2, T14 Play the audio of the illness report. As students listen, have them point to the people being described.
- CD2. T14 Play the audio again. Pause after each illness and have students repeat the illness and symptoms chorally and individually.
- Call out at random the name of a student in the picture and have students say the illness the person has.
- Have students look at the picture on page 67. Ask: Where are the people? (in a doctor's office) What are they probably talking about? (the patient's illness)
- CD2, T14 Play the audio of the conversation.
- As students listen, have them underline the patient's symptoms (an awful headache and a high temperature) and the illness. (the flu) Point out to students that high temperature is similar in meaning to fever. To check comprehension, ask: What does the doctor suggest? (The patient should drink a lot of liquids, shouldn't go out, and should stay in bed and rest.)
- CD2, T14 Play the audio again. Pause after each phrase and have students repeat chorally and individually.
- CD2, T14 Play the audio of the human body. As students listen, have them point to the corresponding part of the illustration.
- CD2, T14 Play the audio again. Pause after each word and have students repeat chorally and individually.
- Play a guessing game. Give clues to a body part and have students guess the body part. For example:

You: It's part of your head. You see with it. Student: Eve.

Quick Check



- Have students call out the symptoms and illnesses on pages 66 and 67. Write them on the board in one column. Then have students call out the parts of the body and write them on the board in a second column.
- Have students copy the symptoms and illnesses in their notebook and write the affected body part(s) next to them.

Answers

head — headache, fever

eyes — watery eyes, cold

mouth - toothache

throat — sore throat

ear — earache

stomach — stomachache, diarrhea, vomiting

chest - cough



- Have individual students read aloud the sentences and point to the corresponding illustrations.
- Then have students work alone to complete the activity.

Answers

1. yes 2. yes 3. yes 4. no 5. yes

2 Pair Work

- CD2, T15 Play the audio of the conversation. Students listen and repeat.
- Have students pretend to have an illness. Encourage them to act sick.
- Begin by asking a student What's wrong? or What's the matter? When the student answers, offer some advice. For example: You should go to the doctor.
- Then ask: What do you do when you have a headache/a cold/the flu? Elicit answers from volunteers.
- Have students work in pairs to practice role-playing the conversation, switching roles and substituting different illnesses.



Language Builder

- Point out that *cold* refers to the temperature. However, *a cold* is an illness with sneezing and a stuffy nose.
- We say toothache, headache, stomachache, and backache, but we say sore throat. For most parts of our body, we can use hurt. For example: My back/throat/foot/ finger/arm hurts.
- We use the indefinite article *a* with *a cold, a sore throat, a headache*, but we use the definite article *the* with *the flu*. We also use *the* with childhood illnesses, such as *the measles* and *the chicken pox*.

Workbook

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



Teaching Tip

Get students in the habit of responding to questions such as *How are you? How was your weekend? What did you do when...?* Encourage them to ask the questions, too. Set aside time in class for general discussions like these for informal English practice.



Additional Activity

Have students work in pairs to take a medical history of their partner. They ask questions with *How often* or *Do you often* and then get more information and/or give advice. Then they switch roles. For example:

- A: How often do you have headaches?
- **B:** Not very often./Once in a while./All the time.
- A: What do you do for them?
- **B:** Nothing./I take some aspirin.
- A: When I have a headache, I lie down.
- B: Really? I never do that./I do, too.



- Teenagers typically get a cold two to four times a year.
- Schools are often an easy place to pick up germs and get sick. Studies show that the class pencil sharpener is often the dirtiest site in the classroom.
- Disinfecting the classroom regularly can help keep students healthy.



Quick Check ✓

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- A. Vocabulary. Relate body parts to illnesses.
- nose—runny nose, cold, sneezing
- **B.** Comprehension. Answer yes or no.
 - Sarah has a high temperature. Maria's throat is sore.
 - 3. Peter's stomach hurts.

The patient at the doctor's office doesn't have a fever.

The doctor says the patient should stay at home.

2 Pair Work 🖼



Ask and answer.

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

3 Grammar 👊



Should/Shouldn't

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

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

A: You should study more.

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

A: You shouldn't eat so much.

Clauses with When

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

A: I usually take some aspirin.

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

A: I stayed in bed.

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

A: How do you feel when you lose something?

B: I feel angry and nervous.

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

How do you feel when ...?

- 1. you exercise?
- 2. you eat a lot?
- **3.** you see or hear bad news on TV?
- **4.** you are not prepared for a test?
- **5.** you have nothing to do?
- **6.** you need to go to the dentist?

- 7. you see a sad film on TV?
- 8. you don't sleep well?
- 9. you do well on a test?
- 10. you need to make an excuse?
- 11. you travel by plane?
- **12.** you need to say goodbye to a friend?

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

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

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

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

A: I'm really angry.

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Ministry of Atu Bécause I lost my keys.

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3 Grammar

Should/Shouldn't

- Have volunteers read aloud the guestions and answers in the chart. Clarify the function and meaning of the modal auxiliaries should and shouldn't. Explain that they are used for asking for and giving advice and recommendations. Explain that we use should when we think that something is the right, proper, or sensible thing to do. We use shouldn't when we think that something is a bad idea because it is dangerous. inappropriate, or not to our advantage.
- Point out that should is the same for all persons (I, you, he, etc.) There are not different singular and plural forms.
- Write on the board these two variants of the same sentence:

You should study more.

You should to study more.

Have students identify the correct form. Clarify that after should or shouldn't we use the main verb in its base form without to.

• Point out that in the guestion form there is an inversion in the word order. The modal should is placed before the subject. Clarify that this is true for both yes/no questions and information questions. For example:

Should I take some aspirin? When should I take the medicine?

Clauses with When

- Have individual students read the questions and answers in the second part of the chart. Point out the two questions—one in the present tense and one in the past tense. The question in the present tense asks about what the person usually does in certain situations. Remind students not to forget to include a subject and verb after a clause with when.
- Write the following clauses with when on the board and have students ask one another questions with What do you do...?

when you get a stomachache when you get a toothache when you get a cough when you're very tired when you're sad

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- Have two students read aloud the example conversation. Then have a student ask you the first question. Answer truthfully.
- Have students do the exercise in pairs, taking turns to ask and answer the questions. Alternatively, one student can ask about numbers 1–6 and the other student can ask about numbers 7–12. Tell the student who asks the question to respond with how he or she feels as well. For example:
 - **A:** How do you feel when you exercise?
 - B: I feel great.
 - A: Me too. Or, Really? I'm bored when I exercise.

Answers

Answers will vary. Sample answers:

- **1. A:** How do you feel when you exercise?
 - B: I feel great.
- 2. A: How do you feel when you eat a lot?
 - B: I feel sleepy.
- **3.** A: How do you feel when you see or hear bad news on TV?
 - B: I feel afraid and worried.



- Have two students read aloud the example sentences.
- Ask students to work in pairs to tell each other what they do in each situation.

Answers

Answers will vary.



- Have two students read aloud the conversation.
- Tell students to imagine they have five of the feelings in exercise A. Tell them to circle the five feelings and to think of an imaginary reason for feeling each. Then have students practice the conversation, being sure to switch roles.

Answers

Answers will vary.

Language Builder

Many of the adjectives in exercise \mathbf{A} can be used with be, as well as feel. It is common to use be or feel with hungry, thirsty, and sleepy.



- Have students read aloud the problems and the advice. Answer questions about any unknown vocabulary before students begin the exercise.
- Have students complete the activity alone.
- Then students practice with a partner, stating the problem and giving advice, being sure to switch roles.

Answers

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

Listening

- Tell students that they are going to hear five people describe their symptoms. Have students first look at the pictures and identify what is wrong with each person. Elicit: He has a _____. Write the illnesses on the board.
- CD2, T16 Play the audio. Have students listen to check if they hear any of the words on the board. (no)
- Tell students the speakers only say their symptoms, not their illness. This means that the students will have to listen carefully to match the illness with the symptoms.
- CD2, T16 Have students listen again and write the number of the speaker and his illness next to each photo.
- CD2, T16 Play the audio a third time for students to check their answers.

Answers

- **a.** 5 / cold
- **b.** 2 / stomachache
- c. 4 / toothache
- d. 1/backache
- e. 3 / sore throat

■ Audioscript

- 1. I moved to a new apartment yesterday. I carried boxes, suitcases, and bags all day. I was really tired last night, but I felt OK. Today my whole body hurts, especially my back.
- 2. I went to a seafood entaurant last night. I ate lots of fried shrimp and calamari, rice and salad, and ice cream for dessert. I'm not feeling very well today.

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- 3. I'm really very happy today, because my volleyball team won the game last night. I'm the captain of the team, and I shouted a lot. Now I can't talk.
- 4. I can't resist candy, chocolates, and other sweets. I love soda, too. I don't brush my teeth very often. Now I have problems with my teeth.
- 5. I was inside that plane for six hours with people sneezing and coughing all around me. What do you expect? Today I have a temperature, and I'm feeling awful.

5 Pronunciation

- CD2, T17 Have students listen to the audio and repeat the words.
- Ask students to say other words with any of these initial sounds: /sn/, /st/, /sw/, and /sl/. Write the words on the board as students say them.

Workbook

Assign pages 218–219 for practice with the grammar of the unit.



Teaching Tip

A good way to reinforce vocabulary is to play a memory/ concentration game. Use a set of index cards and a list of the target vocabulary. Write each vocabulary word on two cards. Then shuffle the cards and place them face down on the table. Each student turns over two cards and says each word. The student who makes a match takes another turn



Additional Activity

Have students think about the last time they were sick. In groups of three, they say what their symptoms were and how they got better. Their group members guess what the illness was.



- Fear of seeing the dentist is called dental phobia. It is estimated that 5 to 10 percent of people suffer from dental phobia and avoid the dentist at all costs.
- Dental phobia has been ranked as one of the most common fears.

- **D.** Match the problem with the advice. Then practice with a partner.
 - A: I have a temperature.
 - **B:** You should take some medicine.

Problem

- **1.** ____ I have a headache.
- **2.** ____ We're very tired.
- **3.** ____ Mariam has a stomachache.
- **4.** ____ Ahmed has a toothache.
- **5.** ____ The children have sore throats.
- **6.** ____ Faisal is afraid of shots.

Advice

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

4 Listening



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











Pd. 1- backache







pul ciliging isten to the initial consonant blends with **s**. Then practice.

2022 - 14**s**neeze

stomach

swallow

sleepy







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

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

Omar: You should see a doctor.

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

Omar: What did you eat?

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

Oh, the thought of food makes me sick!

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

for dinner.

Real Talk

I just did. = I did that a short time ago. and things like that = and similar things (a way to give examples without naming lots of things) Nothing much. = Not a great amount.

About the Conversation

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

Your Turn

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

About You 📓



- 1. Are you usually a healthy person?
- **2** When were you last ill?

Minis 3, o What was the matter with you? 2022 - 1444

- **4.** What did you do for the problem?
- **5.** What do you do to keep healthy?

6 Conversation

- Have students cover the conversation and look at the pictures at the top of the page. Ask: Who is talking?
 How does the boy feel in each picture? What do you think the conversation will be about?
- CD2, T18 Play the audio of the conversation. Ask students to listen to find out how the boy feels. (He has a stomachache and feels like vomiting.)
- CD2, T18 Play the audio again. Tell students to look at the conversation and read along as they listen.

Real Talk

- Ask: Who says I just did? (Bud) What did he just do? (He just saw a doctor.) When did he do it? (A short time ago.)
- Ask: Who says and things like that? (Bud) Role-play a conversation with a student using the phrase and things like that. For example:

You: (Ali), ask me what is in my bag.

Ali: What is in your bag?

You: My books, some pens, and things like that.

- Ask other questions to elicit the phrase and things like that. For example: What did you do this weekend? (I talked on the phone, saw some friends, and things like that.)
- Ask: Who says Nothing much? (Bud) Do you agree that he had nothing much for dinner? (Students should disagree. Bud actually had a lot for dinner.) Ask questions for students to answer Nothing much. For example: What's new? What did you do last night? What were you talking about before? After students say Nothing much, ask: Is that really true?

About the Conversation

 To check comprehension, have students work with a partner to ask and answer the questions about the conversation.

Answers

- 1. He feels terrible.
- 2. He has a stomachache, and he feels like vomiting.
- 3. He should take some medicine and have only tea, toast rice, and things like that for a while.
- 4. He wanted to invite Bud to go out for dinner.

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Your Turn

 Before students do the role play, review the language they will need. For example, ask: How do we ask what is wrong? Elicit: What's wrong? and What's the matter? Go over how to respond to advice. Elicit examples such as the following:

That's a good idea.

Yeah, I think I'll do that.

Yeah. I should.

No, I don't think so.

I saw a doctor vesterday.

I just did.

Have students work in pairs to role-play the situation.
 Make sure students change roles so each has the chance to be the sick person as well as the person who gives advice.

7 About You

- Have students work in groups of three or four to do the activity, asking and answering questions about each other's health.
- Have students write down notes about their classmates' answers. For example, Maha says: I'm usually a healthy person. I was ill with a bad cold about two years ago. I stayed in bed, drank juice, took aspirin, and slept. Students in the group write: Maha is usually a very healthy person. She was ill with a bad cold about two years ago. She stayed in bed, drank juice, took aspirin, and slept.
- Choose one person in each group to report back to the class.

Language Builder

Feel like means to want to do something. Point out to students that it is followed by a gerund (verb + -ing). For example: I feel like staying home tonight. I don't feel like going out.

8 Reading

• Have students cover the text, except for the title. Have them look at the pictures. Ask: What's the matter with the boy? Can you tell if he has a cold or the flu? What else do you see in the pictures? (tea, honey, tissues) What is the connection between the four pictures? What does atchoo mean in the title? (It's the sound English speakers think they hear when people sneeze.) What do you think the reading is about? What ten words do you expect to be in the reading? As students call out their ideas, write them on the board.

CD2, T19 Play the audio of the reading. Ask students to read along as they listen, looking to see if any of the words on the board are in the reading.

READING STRATEGY Finding the topic

Tell students that the first paragraph usually introduces the topic. It often contains the question the author wants to answer in the reading. Ask students to find the topic in the first paragraph. (How can you tell if you have the flu or just a cold?)

After Reading

- Have students complete the activity individually. Tell them to underline the part of the text that gave them the answer.
- Then ask students to go over the answers with a partner.

Answers

- Answers should contain any three of the following: your nose is blocked; your eyes are watery; your throat is sore; you are coughing and sneezing constantly; you are shivering
- Sample answer: When people have the flu, they can have a high fever and severe muscle aches and pains. The flu can cause pneumonia and kill its victims. There are vaccines for the flu but not for colds.



Some home remedies for the flu that doctors agree work include: getting lots of rest; blowing your nose often; sleeping with an extra pillow under your head; drinking hot liquids; placing hot or cold packs around your nose; and taking a hot, steamy shower or bath.



1

Teaching Tip

Whenever you feel it is appropriate, give a dictation. It can be material students have already seen, or something that you create to reinforce material that students have studied.



Have students cut out magazine pictures of people who look like they have problems. Have students make up stories about the people and their problems. Then have others in the class offer advice.



Project: Health Tips

Organize students into groups. Have each group prepare a poster with tips on staying healthy. Tell groups to first decide what their poster will be called, how many tips are going to be listed, and what kind of visuals they are going to include. Then have them gather information to begin their poster.

Display the posters and take a class vote on which one is the best.

8 Reading



Before Reading

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

Atchoo! Is It a Cold or the Flu?

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

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



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

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

After Reading

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



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9 Writing

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

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

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



Writing Corner

- 1. Bullet points (•) help make a list clear and simple to read. For example, when there is a list of ingredients in a recipe or a list of symptoms for an illness.
- 2. When there is a list of instructions or steps to follow in a certain order, it is better to use numbers, and not bullet points.
- 3. With short phrases or words, do not use punctuation after each bullet point. When there is a complete sentence or sentences, use the correct punctuation.
- **B.** What are some common symptoms of the flu? Write them in the chart. How can you relieve the symptoms? Write notes in the advice column.

Symptom	Advice
•	
•	
•	
•	

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



pile iResearch home remedies for common illnesses. Present your remedies to the class and Ministry of Ediscuss them.

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- Have different students read aloud parts of the text. Go over any new vocabulary, first by having students try to work out the meaning in context.
- As a class, discuss heat exhaustion and its symptoms. Ask students if they agree with the advice or if they have any other advice to offer.

Answers

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

Writing Corner

- Read the information about bullet points with the class. Have them turn briefly to the article on page 63. Elicit that the bullet points are used to give a list of advice. Point out that each item is punctuated because it includes complete sentences. A list of ingredients for a recipe, on the other hand, would not have punctuation.
- Show the class other examples of bullet points from books or magazines.

(3)

- Put students in small groups and have them discuss the symptoms of the flu and how to relieve the symptoms. If necessary, they can refer to the article on page 71.
- Then have students work individually to write notes in the chart. Answer any questions they may have about vocabulary.

O

- Have students write advice on how to relieve the symptoms of the flu using their notes from the chart. Encourage them to use bullet points for either the symptoms or the advice.
- Have students exchange their papers and see if anyone else has offered the same advice.

10 Project

- Tell students to interview parents, grandparents, aunts, uncles, and any other adults about home remedies for common illnesses. Have them prepare a written report to submit.
- Have students present their findings about remedies to the class. Have a class discussion about which remedies are the most common, and which they think work or don't work.

Workbook

Assign page 220 for additional reading and writing practice.



11 Form, Meaning and Function

Subject and Object Pronouns, Possessive Adjectives and Pronouns

- Review the information in the chart with the class. Call on students to read the examples. Remind them of the placement of pronouns in a sentence by reviewing simple syntax: subject + verb + object.
- To practice, write a short anecdote on the board with blanks for the pronouns and possessive adjectives.
 Have students come to the board and complete the sentences.

Refaa was in a	hurry to get	to school	this morning.
took	school b	ag and rar	out of the
house. When _	got to	class,	realized that
the bag wasn't	•	was	brother's.
Meanwhile,	brother	had taken	bag by
mistake	thought	was _	because
bags loo	k the same.	When	both got
home after sch	ool, ld	aughed. Al	i took
bag and wrote	name	e on	so
wouldn't mix	ир ааа	in.	

A

- Go over the directions. Model the first item with the class. Ask: Who is Dan talking to? (Sam) How do we usually refer to the person we are talking to? (you)
- Put students in pairs to complete the exercise. Then have pairs practice the conversation, each playing the role of Sam once.
- To check answers, have a pair of volunteers read the conversation for the class. Encourage them to be expressive in their roles.

Answers

1.	you	11.	him	
2.	it	12.	mine	
3.	He	13.	their	
4.	me	14.	it	
5.	it	15.	You	
6.	him	16.	Не	
7.	us	17.	me	
8.	our	18.	Не	
9.		19.		
10,	وزارة التــــــــــــــــــــــــــــــــــــ	20.	lt	
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11 Form, Meaning and Function 🔘



Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns
I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	its
they	them	their	theirs
you	you	your	yours
we	us	our	ours



Subject + Verb + Object

Subject Pronouns take the place of the subject in a sentence. They come before the verb.

Tom likes football. He likes football.

Object Pronouns take the place of the object in a sentence. They come after the verb.

Tom likes football. He likes it.

Possessive Adjectives show who owns something. They go before a noun.

Tom's favorite sport is football. **His** favorite sport is football.

Possessive Pronouns show ownership. They take the place of a noun.

It's not *Tom's football*. It's *my football*. It's not **his**. It's **mine**.

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

Sam: AAA... Atchoo!

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

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

Dan: (15) Sam should see a doctor.

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

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

a day: (20) The medicine tastes terrible!

9 Let's Go Out

Listen and Discuss



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



go for a drive

Free-Time Activities

Things you do for fun





2 go bowling



4 go swimming

Your ideas:

CHORES

Things you have to do around the house (obligations)

clean your room



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4 dust







Your ideas: __



take out the garbage

wash the dishes

Unit Goals

Vocabulary Free-time activities Activities with go

Chores

- **Functions** Talk about free-time activities and chores Make suggestions Express obligation Make excuses
- Grammar Should, Why don't/doesn't, and Let's for Suggestions Go + Verb + -ing Have to/Had to and Don't/Didn't have to Must/Mustn't for Obligation and Prohibition

- Listening Listen to phone conversations for excuses
- **Pronunciation** have + to
- Reading Someone Has to Do It!
 - Writing Write about how parents and teenagers feel about homework
- **Project** Take a survey on common excuses

Warm Up

On the board write a few responses to suggestions. For example: OK. That's a good idea. No, I'm sorry, I can't. I don't think so. Then make a few suggestions to the class about things to do. For example: Let's go to the mall tonight. Let's do extra homework tonight. Why don't we study at the library tonight? Have students answer with one of the responses on the board. Then ask students to make suggestions which their classmates respond to.

Listen and Discuss

• Have students look at the pictures on page 74. Ask: What is the difference between the two groups of pictures? Elicit: free-time activities and chores. Ask: What are chores? (Things you have to do around the house.) How many of the pictures show people having a good time? (four) How many show people doing chores? (Six)

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- Ask about the various free-time activities. For example: What does the young man in the car like to do? (He likes to go for a drive.) What does the boy in the pool like to do? (He likes to go swimming.) Ask: Do the teens in the second group of pictures look as happy as the teens in the first group? Why not? What chores are they doing?
- Discuss the introductory questions as a class.
- CD2, T20 Play the audio. Students listen and point to the activity they hear.
- Ask students for the words in English for other activities to add to each group.
- Have students look at the pictures on page 75, but cover the conversations beneath them. Ask: Where are the people in the first picture? (They're outside in a park.) What about the people in the second picture? (They look like they're outside in the street or a parking lot.) Say: The boy in each picture is suggesting something to his friend. What do you think the boy with the bike wants to do? How about the boy in the park? Elicit various ideas.
- CD2, T20 Play the audio of the conversations as students read along.
- Check comprehension by asking, What does Tom suggest to Raj? (they hang out at the mall) Does Raj agree? (yes) What does Mike suggest to Josh? (they go for a ride) **Does Josh agree?** (no)
- CD2, T20 Play the audio of the conversations again. Pause after each speaker and have students repeat chorally and individually.

Language Builder

Explain that we use the when we say do the laundry, take out the garbage, mow the lawn, and wash the dishes because we are talking about something specific, that is, our laundry, garbage, lawn, and dishes. If we said mow a lawn, we would mean any lawn, not one in particular.

Quick Check



- Have students close their books. Draw a two-column chart on the board with the headings Free-time activities and Chores. Have students call out all the words they remember for each. Write them in the appropriate column as they call them out.
- Have students open their books and check (
) the
 free-time activities and chores in the pictures that they
 do. Tell them to add any activities they do that are not
 in the presentation. Then have them work in pairs
 comparing answers.

Answers

Answers will vary.



- Call on students to read the sentences aloud before they begin.
- Have students do the activity alone and then check answers in pairs. Call on students for answers.

Answers

1. no **2.** yes **3.** yes **4.** no **5.** no

2 Pair Work



- CD2, T21 Play the audio of the two model conversations. Students listen and repeat.
- Have two students read aloud the first conversation.
 Then model the conversation with a student. You make a new suggestion; for example, Let's play tennis.
 The student should respond to your suggestion. Then do the same with the second conversation.
- Have students practice in pairs, switching roles for both conversations, and substituting free-time activities.



- CD2, T21 Play the audio of the two model conversations. Students listen and repeat.
- Make sure students realize there are two separate conversations in B. Follow the same procedure as in A.



 Have students work with a new partner to practice the conversations, switching roles in each, and substituting chores and free-time activities.

Language Builder

Explain that I can't is a short response that means I am not able to do what you suggest.

Have/Has to expresses obligation to do something. For example: I have to wash the car. She has to take care of her little brother. Have/Has to is usually used in an explanation why a person can't do something. The past tense of have to is had to.

Workbook

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



Teaching Tip

When you ask students comprehension questions, make sure some of the questions can be answered with *I don't know*, because not enough information has been given. It is important for students to be able to know if the information is available as well as the information itself.



Additional Activity

Play a Language Chain game. Make a suggestion with Why don't we... For example: Why don't we go to the mall tonight? The first student repeats what you said and suggests something else. For example: Why don't we go to the mall tonight or stay home and watch TV? The next student repeats the first two suggestions and adds a third. Students continue until either a student makes a mistake or can't think of another suggestion.



- As a group, teens spend the most amount of money on "stuff."
 The average teenager spends \$2,150 per year.
- A study about teens' spending habits and the stores they shop in found these results: Teens don't like stores that they are "supposed" to like, and they change their minds very quickly about what stores are cool.





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

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

Quick Check ✓

- A. Vocabulary. What free-time activities and chores do you usually do? Mark them. Compare your answers with a partner.
- **B.** Comprehension. Answer yes or no.
 - **1.** ____ Badr wants to stay home this evening.
 - 2. ___ Ali thinks it's a good idea to hang out at the mall.
 - 3. ____ Josh has to do chores at home.
 - **4.** ____ Josh accepts the offer.
 - **5.** ___ Mike offers to help Josh.



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2 Pair Work 🔀



- **A.** Make and respond to suggestions.
 - What should we do on the weekend?
 - Let's go for a drive along the ocean.
 - OK. Good idea.
 - What do you want to do tonight?
 - Why don't we stay home and watch a film on TV?
- B. Ask and answer about obligations.
 - What do you have to do today?
 - I have to do the laundry.
 - Let's go to the mall.
 - I can't. I have to babysit.

3 Grammar 💹



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

Use should to ask for and give suggestions.

A: What **should** we do tonight? **A:** What color sweater **should** I buy? B: I don't care. B: You should buy the green one.

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

A: I'm cold. A: She's tired.

B: Why don't you put on a sweater? **B:** Why doesn't she take a rest?

A: Let's go out for dinner. A: Why don't we order a pizza?

B: Yeah. Good idea. B: No. Let's eat out instead.

To accept suggestions, you can say: OK; That's a good idea; Sure; All right; or That sounds good. To politely refuse suggestions, you can apologize, say thank you, or suggest something else: Sorry, I can't; Thanks, but maybe another time; or Let's... instead.

Go + Verb + -ing

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

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

Have to/Had to

Use have to/had to to express obligation.

A: Let's go to the mall. A: Why didn't you do your homework?

B: I can't. I have to do my homework. **B:** I had to visit a relative in hospital.

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

A: Let's play tennis. A: What should we do?

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

go to the amusement park



go horseback riding



go skiing



3 Grammar

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

- Have volunteers read aloud the questions and responses with should in the chart. Ask: How do we ask for suggestions? (We use should.) To remind students about word order with should, put the following words on the board and have students unscramble them.
 - should / a / game / play / We / .
 should / game / play / we / What /?
- Call on students to read aloud the next two conversations with Why. Ask: What are the two people doing who are asking a question with Why? (They're making a suggestion.) To remind students about subject-verb agreement, ask: Why does the speaker use don't in the first question and doesn't in the second?
- Call on students to read the last two conversations with Let's. Point out that let's means you (singular or plural) and me. Also, point out that we use instead when we want to give a different suggestion.
- To review, ask: What three ways are there to make suggestions in English? (Should, Why don't/doesn't..., Let's) Then ask: How do we respond to a suggestion when we want to do it? Go over the five responses in the grammar chart. Ask: How do we respond to a suggestion when we don't want to do it? Go over the three responses in the chart.

Go + Verb + -ing

- Write the examples with go on the board. Ask: What do the activities have in common? (They're free-time activities.) What verb form do we use after go? (verb + -ing) Write on the board Let's go swimming and Let's swim. Say: Two friends are talking about what to do on the weekend. Which sentence do they say? Cross out the second. Explain that Let's swim indicates there is a beginning and end, so it would refer to only one swim.
- Ask students for other activities that we use with go and add them to the board; for example, go jogging, go fishing, and go shopping.



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Have To/Had To

- Have individual students read aloud the conversations in the final part of the chart. After each one, ask: Does /Did B have a choice? (no) Point out the present and past forms and write the negative forms on the board. For example: My sister does the dishes, so I don't have to do them. Last Monday was a holiday, so I didn't have to go to class.
- Also remind students of the difference between should and have to. Write on the board Hanan should do her homework every night and Mona has to do her homework every night.
 - Ask: Who has a choice? (Hanan)
- Have students say some obligations they have this month. Give some examples, such as *I have to go to the dentist* or *I have to visit my aunt and uncle*.
 Then have students say some obligations they had last month. For example: *I had to take a test. I had to go to the doctor*.



- Have students describe what is happening in each picture.
- Then ask two students to read aloud the example conversations. Say a sentence with Let's, substituting play tennis for an activity in one of the pictures, or an activity of your own. Have a student respond to your suggestion.
- Have students work in pairs and use the pictures or their own ideas to make suggestions about things to do.

Answers

Answers will vary. Sample answers:

- 1. A: Let's go to the amusement park.
 - B: No. Let's go horseback riding instead.
- 2. A: What should we do?
 - B: Let's go out for dinner.
 - A: Why don't we go to an Italian restaurant?

Language Builder

If students ask, point out that have to and has to are similar in meaning to must, but must is less common in American English. Make sure they understand that don't/doesn't have to means something isn't necessary, but mustn't means that it is prohibited. Past obligation is expressed with had to.



- Have students describe what the people in the pictures are doing. Then, look at the sentences. Ask: What can't Omar do today? (He can't play tennis.) Ask: Why? (He has to study for a test.)
- Tell students to complete the activity individually and then check answers in pairs.
- Check answers as a class by calling on students to read their completed sentences.

Answers

- 1. she has to do the laundry
- 2. she has to wash the dishes
- 3. he has to mow the lawn
- 4. he has to babysit
- 5. he has to clean the house



- Give students time to think about their obligations for the following week. Encourage them to think of as many obligations as they can.
- In groups, have students discuss their obligations. Have them talk about the obligations that all teenagers have.
- With the class, have groups report on the discussion about obligations. Write the results on the board: All teenagers have to... Some teenagers have to...

4 Listening

- Tell students that they are going to listen to phone conversations. Say: Saeed calls four friends. What are their names? (Imad, Khalid, Jabir, Majid) Write on the board: What does Saeed invite them to do?
- CD2, T22 Play the audio. Students listen and answer the question on the board. (He invites them to go to the mall.)
- Ask volunteers to read aloud the excuses.
- CD2, T22 Play the audio again. Students match the excuses to the speaker.
- Tell students to check their answers in pairs. If there is disagreement, play the audio a third time.

Answers



Audioscript

1. Saeed: Imad? This is Saeed. How about going to the mall this evening?

Imad: Great idea, but I can't. My grades are bad. I have a lot of stuff to read for a big exam tomorrow. Maybe on Thursday night.

2. Saeed: Hi, Khalid. This is Saeed. Would you like to go to the mall?

Khalid: I'd really like to go out with you, but I can't. My parents went out for supper, and I have to take care of my little sister.

3. Saeed: Can I speak to Jabir? ... Oh! Hi, Jabir. Let's go to the mall.

Jabir: Sorry, I can't. My uncle had an accident. He's OK, but I have to go to the hospital and see him.

4. Saeed: Is this Majid? Saeed, here.

Majid: Hi, Saeed. What's up?

Saeed: Do you want to go to the mall tonight?

Majid: I can't go out today. My room is a mess. I can't find anything in here. I have to clean it.

5 Pronunciation

- CD2, T23 Play the audio. Students listen and repeat the sentences.
- Point out that even though we pronounce the reduction, we still write the full form. have to.

Workbook

Assign pages 222–223 for practice with the grammar of the unit.



Teaching Tip

The grammar charts can be useful reference tools for students. Tell students to review them periodically and mark the points they need to study more.



Additional Activity

In groups, have students make suggestions to do something. One student declines and makes an excuse. The rest of the group guesses if the excuse is made up or real.



The first Ferris wheel was built for the Chicago World's Fair in 1893. It was over 260 feet (80m) tall, carried 2,160 people, and was powered by two steam engines.

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



•	Omar can't play tennis today because <u>he ha</u>	s to study for a test .
	1. Amal is going to be a little late because	
	2. Noura can't go shopping right now because	
	3. Brian can't go out this afternoon because	
	4. Adnan isn't going to football practice because	
	5. Matt can't help them now because	

- C. Plan your "To-Do" list for the week. Compare with a partner.
- I have to study English. ▼ Sunday



4 Listening



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

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

5 Pronunciation 🜌



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

المالية Ministry of Education to clean my room. 2022 - 1444

Do you have to stay home tonight? Yes. We have to do a lot of homework.

6 Conversation <a>M



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











Your Ending

What excuse does Yahya give?

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

About the Conversation

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

Your Turn

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

Real Talk

come on = used to encourage someone to do something

let down = disappoint someone

About You



- 1. What things do you have to do today?
- 2. What things did you have to do yesterday?
- Ministry of Education 2022 What things do you usually have to do?

6 Conversation

- Ask students to look at the pictures and try not to read the speech bubbles. Ask: Who is in the cartoon? What do you think this conversation is about?
- CD2, T24 Play the audio of the conversation. Ask students to listen to see if their prediction was correct.
- CD2, T24 Play the audio again. Tell students to look at the conversation and read along as they listen.

Your Ending

- Go over the three endings, saying each with the appropriate intonation. Have students choose the ending they like best, or make a new ending. Tell students that they may reject all three endings, but they must come up with one of their own. Have students give their endings, saying why they chose it. If they rejected all three endings, have them say why, and then have them give their own ending.
- Have students work in pairs to practice the conversation, using the ending they like best.

Real Talk

- Have students repeat come on using the correct intonation Ask: Who says come on? (Fahd) Why does he say it? (He wants to convince Yahya to do something.) Ask students to think of situations when they might say come on. Give them prompts; for example, a teen to a parent (maybe the teen wants to go out on a school night); a sister to her older sister (maybe she wants to borrow some clothes).
- Tell students about a situation where someone let you down. For example: My brother promised to help me paint the kitchen last week. But then he called and said he was busy. He really let me down. Elicit the meaning of let me down from students (disappointed me). Have students tell about situations where someone let them down.

About the Conversation

- To check comprehension, have students work alone or in pairs to answer the questions. They can answer orally or in writing.
- Go over the answers with the class by asking a student to read each question and call on a classmate to answer.

Answers

Answers will vary. Sample answers:

- 1. Fahd wants to go cycling to the beach.
- 2. Yahya doesn't want to go because he might get in trouble.

Your Turn

- Have students read the task and then say possible language to use; for example, should, Let's, Why don't we..., etc. Write appropriate ideas on the board.
- As an extension, students can role-play again and act like they don't want to go. Then their partner will have to try to persuade them.
- Have students see how long they can continue the conversation. Make sure they exchange roles.

About You

- Have students work in groups of three or four to discuss and answer the questions.
- Have one person from each group report back to the class about the things people in the group have to do today, things they had to do yesterday, and things they usually have to do.

8 Reading

- Have students look at the picture. Ask: What do you think the teen's chores are? How are his parents going to feel if they come home in the next few minutes? What are they going to say?
- Ask the Before Reading questions.
- Have students look at the title. Ask: What does "it" mean? Elicit ideas but do not indicate whether they are right or wrong.
- CD2, T25 Play the audio of the reading. Students listen and follow along in their books.
- Ask students again about it in the title. Elicit that it refers to chores or housework.

READING STRATEGY Reading for main idea

Tell students to read for the main idea of a text before they try to understand the details. Ask students to read the first paragraph for the main idea. (Parents and teens disagree about chores.)

After Reading

- Have students do the task individually. Tell them to underline the parts of the text that provided them with answers.
- Students go over the answers with their partner. Finally, go over the answers with the class.

Answers

Answers will vary. Sample answers:

- 1. Parents complain that they have to tell teens to do their chores. They think that kids are irresponsible and don't want to do the chores. They want them to do chores on a schedule. Some think that teens should not get an allowance until they do their chores.
- 2. Teens feel that their parents are always nagging them about chores. They think they can do the chores later, and not on a schedule.

Discussion

- Arrange students in small groups to discuss and answer the question. Explain that compromise means to reach an agreement where both sides accept less than they
- Then have a class discussion about the compromises that both parents and teens can make.

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Teaching Tip

Make sure all students participate equally. Have weaker students do easier tasks; for example, reading aloud lines from a conversation. Save the more challenging tasks for the stronger students; for example, answering questions about meaning.



Additional Activity

Have students role-play the conversation on page 6, changing the suggestion and the excuse.



Project: Suggest Activities

Organize students into groups. Assign each group a person or group of people to spend the day with and entertain; for example: your cousins, ages 10 and 12; your grandparents; a visitor from the U.S.; etc. Students suggest places to go and things to do, and plan the day, doing research on the activities as necessary. One member from each group reports to the class how they spent the day.



According to a recent survey conducted in the U.S., the average amount of money kids get for an allowance per week is \$12 for 12-year olds, \$15 for 15-year olds, and acts \$30 for 17-year olds.

8 Reading



Before Reading

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



Someone Has to Do It!

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

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

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

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

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

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

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

After Reading

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

թվ շորերկtheir chores.

Discussion

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

Writing



- A. Look back at the Reading on page 79. What do the bold-faced pronouns or possessive adjectives refer to?
 - 1. It (in the title)
 - **2.** their (paragraph 1)
 - **3.** their (paragraph 2)
 - **4.** This (paragraph 2)
 - **5.** them (paragraph 3)

- **6.** she (paragraph 4)
- **7.** He (paragraph 4)
- **8.** them (paragraph 4)
- **9.** his (paragraph 5)
- **10.** her (paragraph 5)

Writing Corner

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

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

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



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

10 Project 🍱



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

- 1. being late to school
- 2. arriving home late

- 3. not doing their chores
- **4.** not doing their homework

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Writing

- Have students look back at the article on page 79. Tell them that they should look for the boldfaced pronouns and adjectives. They will have to read the sentences around the word to determine what or who the word in bold refers to
- Do the first one as an example. Have students locate the word **It** in the title. Ask a volunteer to say what It refers to. If they say chores, tell them that the word chores is plural and It is singular. Ask: What's a synonym for chores? (housework)
- Have students work individually to complete the exercise. Then have them compare answers with a partner.
- Check answers as a class by calling on students to answer and point to where the reference is in the text.

Answers

- 1. housework
- 2. teens'
- 3. parents'
- 4. a major problem (when to do the chores)
- **5.** chores

- 6. daughter
- 7. a parent
- 8. teens
- 9. son's
- 10. mother's

Writing Corner

- Go over the material about using pronouns and possessive adjectives to link sentences. Have a student read aloud the first example. Point out that the pronouns and possessive adjective replace the underlined word.
- Read the example in 2 without pronouns: **One mother** lets the mother's daughter see the daughter's friends after the daughter finishes the housework. Explain that this is too repetitive. Then have a volunteer read the example. Point out that in the example it is important to first mention the mother and the daughter before using pronouns. If the sentence started with She, the reader would not know who the person was.
- Read the example in 3 without the demonstrative: Some teenagers refuse to do their chores. The fact that some teenagers refuse to do their chores can often lead to conflict. Explain that this is repetitive. Then have a volunteer read the example. Tell students that This is a demonstrative pronoun and ask what it refers to. (the fact that some teenagers refuse to do Ministry of Education 2022 their chores)

Language Builder

Demonstrative adjectives (this, that, these, those) can be used as pronouns when they refer to known things or people, especially if they are visible. For example, you hold up a book and say: This is mine. Demonstrative pronouns can also refer to an entire phrase. For example:

John can't see very well. This is because he isn't wearing his glasses. This refers to the fact that John can't see very well.

- Go over the directions.
- Have students work individually to complete the paragraph.
- Check answers by having different students read sentences.

Answers

- 1. their 5. their
- 2. They 6. They
- their 7. it
- 4. their 8. them

G

- Draw a two-column chart on the board and label the columns: **Parents** and **Teenagers**. Brainstorm with the students about how parents and teenagers feel about homework. Write their ideas under the correct column.
- Have students write their paragraph individually.
- Have volunteers read their paragraph for the class.

10 Project

- Have students work in groups and list all the excuses they can think of for the four situations. Tell students that they will submit the written portion of this project.
- Suggest that students make a poster with headings that explain the situations. Then have students list all the excuses they can think of under the situation.
- Have students vote on the best and worst excuses.

Workbook

Assign page 224 for additional writing practice.

11 Form, Meaning and Function

Must/Mustn't

- Explain that *must* is a modal auxiliary. The form is the same for all persons (I, you, he, she, it, we, they, etc.).
 After the modal, we use the main verb in its base form (without to).
- Must expresses obligation, or something that is necessary and very important to do. There is no choice. Must not (or mustn't) means that something is prohibited; it is not allowed. There is no choice.
- Have students read aloud the examples in the chart.
 Then elicit classroom rules with must and mustn't from the students.

Have To/Don't Have To

- Explain that the form of have to changes with the subject. For example: I have to study tonight. He has to study tonight. It also has a past form: had to. After have to, we use the main verb in its base form.
- Have to expresses obligation, or something that is necessary and very important to do. There is no choice.
 Don't have to means that something is not necessary; there is no obligation to do it. There is a choice.
- Have students read aloud the examples in the chart.
 Elicit things that students have to or don't have to do.
 Start by asking: Do you have to go to school? Do you have to go to school on Friday?
- Option: Divide the class in two. Have each group write a poster of classroom rules with have to, must, and mustn't. Display the posters in the classroom.

Language Builder

In American English, *have/has to* is used more often than *must* to express obligation or necessity. For example: We have to follow the rules.



Language Builder

Past obligation can be expressed with had to. For example: She had to do her chores. The past form of must, however, expresses past probability when we feel certain that something was true in the past. For example: He must have forgotten about the meeting. (I believe this is true because he is not here.)



- Have students work individually to complete the exercise. Tell them that for some answers both has to and must are correct.
- Check answers by calling on students to read the sentences.

Answers

- 1. must/has to
- 2. mustn't
- 3. must/has to
- 4. must/has to

- 5. must/has to
- 6. must/has to
- 7. mustn't
- 8. mustn't

B

- Explain that students should first decide if the sentence is about the past or present. Then they will decide if it needs the positive or negative form. Remind students that they should use a form of have to if the sentence is in the past tense or if the meaning expresses a lack of obligation.
- Have students work individually to complete the exercise and then check answers with a partner.
- Call on students to read the completed sentences.

Answers

- 1. must/have to
- 2. must/has to
- 3. didn't have to
- 4. mustn't
- 5. had to
- 6. do (we) have to/must (we)
- 7. must/have to
- 8. doesn't have to
- 9. did (you) have to
- 10. mustn't

11 Form, Meaning and Function



Must/Mustn't

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

We use *must* to express obligation and necessity.

We **must** follow the rules. He **must** stop at the traffic lights.

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

You **mustn't** talk during the test. They **mustn't** park on the sidewalk.

Have To/Don't Have To

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

We use have to to express obligation and necessity.

They have to wear uniforms at school. She has to do her chores

I had to clean my room.

Do we have to be there early?

Does he have to go now?

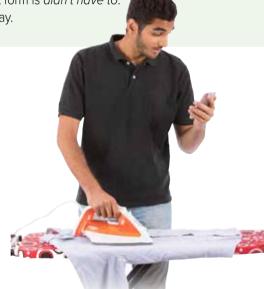
Did you have to work late?

We use don't have to to say there is NO obligation; it isn't necessary. The past form is didn't have to. You **don't have to** iron the socks. He **didn't have to** work yesterday.

- A. Complete the sentences with *has to, must*, or *mustn't*.
 - **1.** Omar ______ do his chores.
 - **2.** He _____ hang out with his friends now.
 - **3.** He _____ clean up the kitchen.
 - **4.** He _____ wash the dishes.
 - **5.** He _____ clean the floor.
 - **6.** He ______ take out the garbage.
 - **7.** He ______ talk on the phone now.
 - **8.** He _______ be lazy and irresponsible.
- **B.** Complete the sentences with the correct form of *must* or *have to*.
 - **1.** Look how long the grass is! We really ______ mow the lawn.
 - 2. Noura ______ finish her assignment because it is due tomorrow.
 - go to school yesterday. It was Saturday. **3.** We _____
 - **4.** You _____ cross the street when the light is red.
 - _____ babysit, so I didn't hang out with my friends yesterday.
 - **6.** What time _____ we ____ leave for the airport? Our flight's at 10 a.m.
 - 7. Ghildren eat a healthy breakfast every morning.
 - 8. Mother _____ cook tonight because we're going out for dinner.
- you _____ wait for the bus this morning?

forget to take our camera with us on vacation. Ministry **of** Ed**W**etion

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10 It's a Bargain!



Unit Goals

Vocabulary

Shopping and stores Clothes Jewelrv Accessories Materials

Functions

Talk about shopping Identify possessions Express preferences

Grammar

Possessive Adjectives Possessive Pronouns Question Word: Whose Pronoun: One/Ones Quantitative: Too Modal Verbs: Can, May, Could, Might

Listening

Listen to complete information in an ad

Pronunciation

Linking adjacent sounds

Reading

The Best Place to Shop—and Be!

Writing

Compare shopping in a store and shopping online

Project

Write and design a department store advertisement

Warm Up

First, tell students what you are wearing. For example: I'm wearing a white shirt, a blue suit, a red tie, black socks, and black shoes. I'm also wearing a ring and glasses. Then ask about other students in the class. For example: Who's wearing a blue sweater and a blue skirt? Then have volunteers ask the questions.

Listen and Discuss

- Have students look at the store directory on page 82. Ask: Where are men's coats? (on the third floor) Where are women's shoes? (on the second floor) etc.
- CD2, T26 Play the audio of the store directory. As students listen, have them point to the words they hear.

- Because there is a lot to look at in the store scene. ask questions in quick succession to make students find the answers quickly. First, have students look at the illustrations of the different departments in the store. Ask: What kinds of things can you buy in Accessories? (leather bags, belts, sunglasses, scarves, umbrellas) What kinds of jewelry can you buy in the jewelry department? (rings, bracelets, earrings, necklaces) Ask: What kinds of things can you buy in Outerwear? (sweatshirts, sweatpants, windbreakers, raincoats) Discuss the meaning of new words as necessary.
- Ask about other parts of the illustration. For example: What is happening at the makeup counter? (A makeup artist is putting makeup on a customer.) What do you get if you buy a gold ring? (a free bracelet) Is there a good sale on leather belts? (Yes, they're 50 percent off.) What is there a special on? (raincoats) Do we know what exactly the special is on raincoats?
- Ask about the people in the pictures. For example: What is the girl looking at at the jewelry counter? (earrings) What accessory is the girl looking at? (belts) What makeup is the girl at the counter looking at? (eye shadow) What is the young man trying on in the outerwear department? (a windbreaker) Who is the security guard talking to? (a young man) What is he talking to him about? (a backpack on the floor)
- CD2, T26 Play the audio of the conversations. As students listen, have them point to the corresponding illustration.
- CD2, T26 Play the audio again. Pause after each speaker and have students repeat the sentences chorally and individually.

Language Builder

Explain the difference between on sale and for sale. While for sale describes any merchandise that can be bought, on sale refers to merchandise that can be bought at a discount, or at a lower price than the regular selling price.



Quick Check



- Ask: What departments are there in the department store? Write students' answers on the board.
- Have students work alone to write the departments next to the items. Go over the answers with the class.

Answers

- 1. electronics/appliances
- 3. home department
- 2. makeup
- 4. men's department



- Call on students to read the questions aloud before they answer the questions.
- Have students answer the questions alone and then check answers in pairs.
- To check answers as a class, call on pairs to read the question and give the answer.

Answers

- 1. The girl prefers the gold ones.
- 2. The young man's bag is on the floor.
- 3. He can find sheets in the home department, on the fourth floor.
- 4. The windbreaker is too big for the man.

2 Pair Work



- CD2, T27 Play the audio of the example conversations. Students listen and repeat.
- Draw on the board a three-column chart with the headings Items for sale, Colors, and Departments. Have students call out words for you to write in each column.
- Model each conversation with a volunteer, substituting the underlined words with words from the board. Make sure the volunteer responds appropriately.
- Have students practice the conversation in pairs. You might set a time limit for each conversation and have students switch partners to practice the next conversation.



Monitor the following language changes:

In conversation 2: one for a question about a singular

> noun; or The + color for a noncount noun, without one

or ones

are in the question about a In conversation 3:

plural noun

In conversation 4: is that... and ves, it's... for singular

nouns or noncount nouns

Workbook

Assign page 225 for practice with the vocabulary of the unit.



Teaching Tip

Begin each class with a five-minute Show and Tell. Invite students to talk about an interesting event that happened or a special occasion. Or they might bring in some fascinating item to show and describe to the class.



Additional Activity

Activity 1: Have students work in pairs to write down all the clothing items and accessories (including jewelry) that they are wearing. Each pair should compile one list. Have students read their lists aloud. Award a point to pairs for each word that no other pair has written. The pair with the most points wins.

Activity 2: Have students bring in clothing ads from department stores. Have individual students choose one outfit or piece of clothing they like and one they don't like. Have them write a description of each outfit and say why they like or don't like it. Have them share their work in small groups.



The oldest independent department store in the world is Austin's in Derry, Northern Ireland. It has been open for business in the same location since 1830. It is 5 years older than Jenners of Edinburgh, 15 years older than Harrods of tacts London, and 25 years older than Macy's of New York.

Language Builder

Explain that certain items such as T-shirts, shirts, and sweaters come in sizes extra small, small, medium, large, and extra large. The answer to the question What size do you wear? is I wear a (medium). We use the indefinite article a or an with the size. We can also ask What size do you take? and answer I take an (extra large).



Quick Check ✓

- A. Vocabulary. Where can you find these items in the department store?
 - 1. a blender and a microwave
 - 2. perfume
 - 3. sheets and pillows
 - 4. a man's suit
- **B.** Comprehension. Answer about the people and the store.
 - 1. Which pair of earrings does the girl prefer?
 - 2. Whose bag is on the floor?
- 3. Where can the young man find sheets?
- Ministru (EWhat's wrong with the windbreaker?

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2 Pair Work 🔏



Ask and answer about the store.

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

3 Grammar 💹



Possessive Adjectives

my your lt's his her

our

their

backpack.

Possessive Pronouns

mine. yours.

lt's his.

> hers. ours.

theirs.

Question Word: Whose

Q: Whose backpack is this?

A: It's mine. It belongs to me.

Q: Whose glasses are these?

A: They're hers. They belong to that lady.

Pronoun: One/Ones

Q: Which coat do you like?

A: The green one.

Q: Which boots do you prefer?

A: The leather ones.

Quantitative: Too

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



3 Grammar

Possessive Adjectives and Possessive Pronouns

- Focus students' attention on the list of possessive adjectives in the chart. Explain that we use possessive adjectives (my, your, his, her, our, their) to indicate that one person or thing belongs to another, or is related to another.
- Point out or elicit that possessive adjectives, like regular adjectives, describe the nouns that they precede. Stress that possessive adjectives are always followed by a singular or plural noun and that the form of the possessive adjective is always the same, whether it is before a singular noun or a plural noun.
- Focus students' attention on the possessive pronouns in the chart. Ask students what differences they notice between the possessive pronouns and the possessive adjectives. Explain that possessive pronouns, like other pronouns, are used on their own without a noun. Explain that they are used when it is not necessary to mention or repeat a noun, either singular or plural.

Question Word: Whose

• Focus students' attention on the questions with Whose. Elicit or clarify that Whose is used to ask who something belongs to. Remind students that the subject-verb order is inverted.

Pronoun: One/Ones

- Have volunteers read aloud the questions and answers in the next part of the chart.
- Explain that one is used in the answer if the noun after Which is singular, and ones is used if the noun after Which is plural.
- Explain the position of *one* in full sentences rather than in short answers. For example: Which sweater is hers? The red one is hers.

Quantitative: Too

• Read the example in the chart. Ask: Is the person going to buy the jacket? (no) What about the shoes? (no) Use the following sentences to explain the difference between very and too.

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The sweater was very expensive, but I bought it anyway.

The sweater was too expensive. I couldn't buy it because I didn't have enough money.

• Explain that too means more than enough, more than is necessary, or more than is wanted. Write on the board the following two sentences and have students identify which is correct.

Your new shoes are very nice. (correct) Your new shoes are too nice.

A

- Have students identify the objects in each picture and say who each item belongs to. For example: The first picture has Ali's windbreaker.
- Have two students read aloud the example conversation. Explain that students will need to change that to those and it's to they're in some sentences. They should be careful to use the correct possessive pronouns.
- Have students work in pairs to ask and answer the questions.

Answers

- **A. A:** Is this Hameed's suitcase?
 - **B:** Yes, it's his.
- **B. A:** Is this Noura's perfume?
- **B:** Yes, it's hers.
- C. A: Is this Amal's necklace?
 - B: Yes, it's hers.
- **D.** A: Are these Ahmed's socks?
 - B: Yes, they're his.

B

- Have two students read aloud the example. Instead of telling students what to do, ask: What do you have to do in this activity? (ask guestions with whose) What do you have to ask questions about? (the pictures in **A**)
- Have students work in pairs to ask and answer the questions.

Answers

- **A. A:** Whose suitcase is this?
 - **B:** It's Hameed's.
- **B. A:** Whose perfume is this?
 - **B:** It's Noura's.
- C. A: Whose necklace is this?
 - B: It's Amal's.
- **D. A:** Whose socks are these?
 - B: They're Ahmed's.



- Focus students' attention on the picture. Ask: Who is talking? What are they probably talking about? Have students glance at the conversation, without writing anything, to see if they are right.
- Have students complete the activity alone. Then they check answers with a partner and practice the conversation.
- Have a student write the answers on the board.

Answers

7. mine 1. your **3.** his **5.** my

2. mine 4. vours 6. your

Listening

- Tell students that they are going to listen to and complete an ad with the missing words.
- Tell students that knowing what types of words they will be listening for will help them understand more easily. Ask: What do you think goes before A.M. and P.M.? (a number) Before a % sign? (a number) After an adjective like special? (a noun) Do you think a plural noun or a singular noun goes after pair of? (a plural noun)
- CD2, T28 Play the audio. Have students listen to find out if they guessed the correct types of words.
- CD2, T28 Have students listen to the audio again and fill in the information. Play the audio a third time, if necessary. Then check answers as a class.

Answers

Open from 10 A.M. to 9 P.M.

Wool sweaters: \$29.99

20% discount on all raincoats

Clearance sale on shirts - from \$12

Buy one pair, and get **50%** off a second pair.

Buy one, and get one free.

25% discount on Primus 230

Special gift with all purchases

FREE pair of earrings with purchase of a necklace and a ring.

Audioscript

Don't miss Milford's annual sale this Saturday at Greentree Mall. The stare opens at 10,000 A.M. and closes at 9:00 P.M. Here are some of the unbellevable bargains.

· Wool sweaters, straight from New Zealand, for only \$29.99.

discolinion all raincoats.

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- In the men's department, there is a big clearance sale on shirts. Prices are from \$12. All shirts must go!
- Women's shoes for \$45.50. Buy one pair, and get 50% off a second pair.
- Scarves. Buy one and get one free.
- Personal computers. Discount of 25% on Primus 230.
- Special gift with all purchases of perfume and makeup.
- Now this is a real bargain! Jewelry: Get a free pair of earrings when you buy a gold necklace and ring.

Don't miss this sale. It's your chance this year to save a lot of money! All major credit cards are accepted.

5 Pronunciation

- CD2, T29 Play the audio. Students listen and repeat the sentences.
- Point out the connection between the ending sound and beginning sound in each pair of linked words.
- As a class, read the sentences aloud. Point out that *links* between two pairs of words often occur when the first word ends in a consonant sound and the next begins with a vowel (are on and is on).

Workbook

Assign pages 226-227 for practice with the grammar of the unit.



Teaching Tip

Always be prepared for mistakes students are likely to make. For example, when practicing possessive pronouns, be prepared for students to use possessive adjectives instead. Be ready to remind students to use, for example, *mine*—not *my*—when there is no noun after the possessive.



Additional Activity

In groups of three, have students rewrite the ad to make it about a store in their town. They should put the name of the store at the top, its opening and closing times, the items on sale and special offers.



- The two largest department stores in the world are Shinsegae Centum City of Busan, South Korea and Macy's of New York.
- Department stores often sell almost everything, from clothing, furniture, and sports equipment to tools, appliances, and technology products.

C. Complete the conversation. Choose the correct words.

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

Faris: They aren't (2. my / mine).

I think they're Ali's.

They're (3. his / him) size.

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

Ali: No, (5. my / mine) socks don't

have holes. I think they're Fahd's.

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

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

4 Listening



Listen. Fill in the missing information in the ad.



5 Pronunciation 🔯



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

isten and practice.

The hats are on sale. وزارة التعطي

Ministry of Edhershoes are too small.

The child is in the toy department.

The belt is on sale.







1. What is the interviewer doing in the mall?

2. What does he want to know?

3. Why doesn't Faisal shop online?

4. What does he spend his money on?

Your Turn

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

I'm from Teenage Express magazine. Interviewer:

We're doing a survey of teenage shopping

habits. Do you mind answering a

few auestions?

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

Interviewer: Do you shop online? Faisal: No, I never shop online.

Interviewer: Why not?

Faisal: I don't trust the security features on

the Internet.

Interviewer: What about your friends?

Faisal: Very few shop online or make payments

via the computer.

Interviewer: And do you like to buy designer clothes? Faisal: Not really. I like clothes that aren't too

expensive and that are comfortable. And in general, what do you spend most

of your money on?

Faisal: I spend my money mostly on food, video

games, and... electronic stuff.

Real Talk

Interviewer:

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





- 1. Do you shop online? Why or why not?
- 2. What do you buy online?

アル 3. じり ダロじ 中ke to go shopping?

Minis 4! অপিটার্টার্ডাত you usually shop? 2022 - 1444

- **5.** What are popular places for shopping?
- **6.** What things do you spend your money on?
- 7. How much money do you spend each week?
- **8.** What is the most expensive thing you have ever bought?

6 Conversation

- Have students cover the conversation and look at the picture. Ask: Where are the people talking? (in a mall) What is the man doing? (asking questions for a survey about shopping habits) What kinds of questions is he asking? Elicit and write students' ideas on the board.
- CD2, T30 Play the audio of the conversation. Students just listen with the conversation covered.
- Ask: Did you hear any of the questions on the board?
- CD2, T30 Play the audio again. Tell students to listen and read along.

Real Talk

- Ask: What is the interviewer's question with Do you mind...? (Do you mind answering a few guestions?) What is another way of saying this? (Can/Could/ Would you answer a few questions?) Explain that Do vou mind is a more polite way of asking someone to do something. Ask: What verb form do we use after mind? (verb + -ing) Ask: How does Faisal respond to the do you mind question? (Not at all.) Does this mean he is going to answer the questions or he is not going to answer the questions? (He is going to answer them.) Explain that if he didn't want to answer the questions, he could say I'd rather not. Point out that yes and no are not appropriate responses to a polite request with Do you mind...
- Ask students several polite requests and have them respond appropriately. For example: Do you mind lending me your pen? Do you mind holding my bag for me?
- Write the following phrases on the board: *let me share* your book; lend me your eraser; help me with the homework. Have students practice asking questions with Do you mind... and responding appropriately. Make sure they switch roles.
- Ask: Who says Not really? (Faisal) What does he mean? (no) Why doesn't he say no? (He wants to be polite.)
- To give students practice using Not really, ask questions they are likely to answer negatively. For example: Do you like doing homework? Do you always understand everything in class?
- Ask students to find the word stuff in the conversation. Elicit other words or phrases that Faisal could use in place of stuff. Elicit: things, equipment, items, gadgets,

About the Conversation

- To check comprehension, have students work alone or in pairs to answer the questions.
- Check answers as a class by having students read the questions and then call on their classmates to answer.

Answers

Answers will vary. Sample answers:

- 1. The interviewer is doing a survey of teenage shopping habits.
- 2. He wants to know if Faisal shops online.
- 3. Faisal doesn't trust the security features on the Internet.
- **4.** Faisal spends his money on food, video games, and electronic stuff.

Your Turn

- In pairs, have students come up with questions to ask their classmates about their shopping habits. They can use the questions in the conversation, but they should also add some of their own questions.
- Divide the class into two large groups. Make sure that all partners split up into the different groups. Have students ask and answer their survey questions in their
- As a follow-up, compile the class results on the board to draw conclusions about the shopping habits of the whole class.

Teaching Tip

Some activities involve several steps that require students to change partners. When you first divide students into pairs, identify the students as A and B, or A, B, C, and D, depending on how many groups you need in the second step. After students finish the first step, separate students into new groups by saying

Now all the As get into one group and all the Bs get into another group. Or, say (while pointing): All the As work over here, Bs over here, Cs over there, and Ds over there.

About You

- Have students work in groups of three or four to discuss and answer the questions.
- Have one person from each group report back to the class about their answers.

8 Reading

Have students look at the first picture. Ask: Where are the people? (in a street market) Tell students it is Souq Al-Thumairi in Riyadh. Ask: What can people buy in this place? Do you like to shop at street markets? Why (not)?

READING STRATEGY Predicting

Write on the board: *surveys, bargains, a lot of stuff, department stores, lively, expensive, secondhand, cultural experience, brand names.* Have students predict the five words they expect to be in the reading about traditional markets.

- CD2, T31 Play the audio of the reading. Students listen and follow along.
- Ask students which words on the board are in the reading. (bargains, lively, secondhand, cultural experience, brand names)
- Tell students that when a sentence is long and difficult, identifying the subject of the sentence and the main verb can make it easier to understand. For example, in the first sentence of the reading, the subject is (thousands of) people and the main verb is prefer.

After Reading

- Have students answer the questions individually. Tell them to underline the parts of the text that provided them with the answers.
- Then have students go over the answers with a partner. Finally, go over the answers with the class.

Answers

Answers will vary. Sample answers:

- Street markets have the best prices. Many have a lively atmosphere and sell similar things.
- 2. No, some items aren't used.
- 3. (real) bargains, a fraction of the price, ridiculous prices
- **4.** The cultural experience is the most interesting attraction. You can see and meet of people from around the world.



Additional Activity

Have groups write an additional text for a radio or TV commercial based on their ads. Students present their ads and the class votes on which store they would be most likely to shop at.



Project: Let's Go Shopping!

Have students work in groups and find the best buys in town these days. They can use newspapers or the Internet, or they can go to a shopping district to gather the information. Have one student from each group report back to the class.



The al-Madina Souq in Syria is one of the oldest covered markets in the world, with an approximate length of 13 kilometers. It is part of the Ancient City of Aleppo, which has been a UNESCO World Heritage Site since 1986.

8 Reading

Before Reading

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

The Best Place to Shop—and Be!

In an age where you can buy almost anything on the Internet, thousands of people all over the world still prefer to do their shopping in traditional places. In general, shoppers look for bargains, and the best prices are usually

found in street markets. Many markets around the world have a similar lively atmosphere and sell nearly anything you can imagine from jewelry and clothes, fresh produce, spices, and fish, to carpets, electronics, and livestock.

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

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

> the Al-Masmak Fort. This is particularly popular with tourists. And nearby is the

Al-Deira market where everything is worth its weight in gold, literally. Looking for a camel? They come in all shapes, colors, and sizes at Soug Al-Jimal.

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







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

After Reading

- 1. What is similar about street markets around the world?
- 2. Does Harat only sell used items?
- 3. Which 3 words or phrases in the text mean low cost or inexpensive?
- רבין אבי אים אים בין אבי אבי אים בין אבי אים בין אבי

*FYI: For Your Information

Writing **W**



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



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

I prefer to do my shopping online. It's convenient, quick, and easy. When you know what you want, it takes just a few

minutes to compare prices. A lot of e-stores quarantee the lowest price, and they also make exchanges or refund your money when you are not satisfied with a product. Many people think e-shopping isn't safe, but that's not true. You need to choose well-known and secure websites. And you don't have to use a credit card because there are other ways to pay without giving personal information.

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

Writing Corner

- 1. In informal writing, the subject you can refer to any person or people in general. You can save time when you shop online, but you can't see the product in person. When you shop in a store, you can try clothes on before you buy them.
- B. Complete the chart with notes about the advantages and disadvantages of shopping in a store and shopping online. What do you prefer? Why?

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

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



مرات المالية 2022 - 1 design the advertisement. Display it in class.

9 Writing

- Ask students if they, or someone they know, have ever bought anything online. If so, ask: What did you buy? Were you satisfied with the product? How did you pay for it?
- Have students read the text quietly on their own. Go over the meaning of any new vocabulary with the class, first by having students try to work out the meaning in context.
- Have them underline the phrases in the text that refer to the advantages of shopping online.
- Ask volunteers to read the phrases that refer to the advantages of shopping online. Then hold a class discussion about both the advantages and disadvantages of shopping online. Write some of the students' ideas on the board.

Answers

Answers will vary. Sample answers:

It's convenient, quick, and easy; it takes just a few minutes to compare prices; A lot of e-stores guarantee the lowest price; they also make exchanges or refund your money when you are not satisfied.

Writing Corner

- Explain that the impersonal you can be used to refer to anyone or everyone—to a person or people in general. It is often used in less formal writing and speech. whereas the pronoun one is used in more formal situations
- Have students read aloud the examples. Then have them find examples of the impersonal you in the article on page 15. Some examples include: you can buy almost anything on the Internet; sell anything you can imagine; if you're looking for real bargains, you'll head for some of the traditional sougs..., etc.

B

- As a class, brainstorm the advantages and disadvantages of shopping in a store. Write some of the students' ideas on the board next to the advantages and disadvantages of shopping online.
- Askindividual students if they prefer shopping online or in a store and why.
- Have students work individually to complete the chart. They can use ideas from the board as well as their own Ministruof Education 2022 - 1444

(

- Have students write a short essay using their notes from the chart. Encourage them to use paragraphs, following the model in exercise A.
- Ask volunteers to read their essays to the class.

10 Project

- Organize students into small groups. Tell groups they will submit their advertisement for assessment and present it to their classmates.
- Have groups decide on the store they would like to design an advertisement for and write the text. Tell them they can look at sales flyers for ideas. They can also look in magazines for pictures of the items on sale at their store. Encourage them to be creative with their design and illustrations.
- Have groups present their finished advertisements to the class. Display the advertisements in the classroom.

Workbook

Assign page 228 for additional reading and writing practice.

11 Form, Meaning and Function

Can/May/Could

- Explain that can, could, may, and might are modal auxiliaries. Their form is the same for all persons (I, you, he, she, it, we, they, etc.). After the modal, we use the main verb in its base form (without to).
- Can, May, and Could are used to ask for permission. For example, a student might ask the teacher: May I go out to drink some water? A child might ask a parent: Can I watch TV after dinner?
- Have pairs of students read the questions and responses in the chart. Point out that to give or refuse permission, we use can/can't or may/may not. Then ask students for examples of things they ask permission to do in the classroom or at home.
- Point out that Can and Could are also used to make requests and offers. Have volunteers read the examples.
- For further practice, have students respond to simple requests. For example: Can I borrow your pen? Ali, could you please open the window.

May/Might

- Explain that we use may and might to express
 possibility, when we think something is possible but we
 are not completely certain.
- Have volunteers read aloud the examples. Tell the class what you may or might do this weekend. For example:
 I might visit my brother and his family this weekend.
 We may go out for dinner. Elicit things that students may or might do after school and on the weekend.

A

- Have students read over the questions. Elicit where the speakers are in most of the situations. (in a store, in a shopping mall)
- Have students complete the exercise individually. Then
 put them in pairs to practice asking and answering the
 questions.
- Check answers as a class.



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Answers

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

B

- Do the first item with the class as an example. Point to the picture and elicit the missing word. (Can/Could/May) Tell students that for most of the blanks there is more than one possible answer.
- Have students complete the exercise individually.
- Go over the answers by having two volunteers role-play the conversation. Elicit alternative answers as well.

Answers

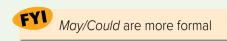
- 1. Can/Could/May
- 2. can/could
- 3. Can/Could/May
- 4. can't
- 5. can/could/may
- 6. can/could
- 7. may/might
- 8. may/might
- 9. can/could
- 10. can/could

11 Form, Meaning and Function



Can/May/Could

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



Ask for Permission

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

Give Permission

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

Refuse

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

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

Could you bring me some water?

We **can** gift wrap that for you.

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We use *may* and *might* to show possibility or uncertainty.

We **may** go shopping this evening.

A. Match the questions with the answers.

She might not come to class today.

	1	Can I try these shoes on?	a.	Sure. Is this one big enough?
	2	May I pay by check?	b.	Good idea. How about Chinese?
	3. .	Can you lend me some money?	c.	Sorry, we only take cash and credit cards.
	4.	May I have a bigger bag, please?	d.	Certainly. Do you like this color?
	5	Could I see that gold necklace?	e.	Yes. What size do you take?
	6	Can we eat lunch in the food court?	f.	That depends. How much?
	7. .	Could you wrap this? It's a gift.	g.	Of course. May I see your student card?
	8	Could I have a student discount?	h.	This one, with the diamond?
В.	Con	nplete the conversation with can, can't, could, may , or mig	ıht.	Then practice the conversation with a partner.
	Δ. ((1)I return this jacket, please? There's	a h	ole in the sleeve
		We (2) fix it for you.		
	A : 1	No, thank you. (3)I just have my mone	y b	ack?
	B :	i'm sorry. We (4) give refunds, but you	(5)	choose another item from the
	9	store. I (6) show you some of our new	jac	kets.
	A : /	All right.		
	B: -	These two jackets are the same price		
		,		

A: No, no. It's for my son's graduation. He (7) ______ not like the color of this one. And that one (8) ______ be too big.

A No. thank you. On second thought, (9) ______ you please fix

Bil Certainly. We'll have the jacket ready for you tomorrow morning. And Ministry of Edu(10)on give you a ten percent discount the next time

B: How about this one? It's a bit more expensive...

the one I have?

2022 - 144 ou shop here.

11 There's No Comparison

Listen and Discuss 🕢



Look at the headings and the photos. What do you know about the topics?

Amazing Facts

The World's Most Popular Sport

Football is the most popular international team sport. It is much more popular than American football, basketball, or baseball. FIFA (Fédération Internationale de Football Association), the worldwide football organization, has approximately 7.1 million teams in 301,000 clubs, with 265 million players around the globe. It has more members than the United Nations. The World Cup is one of the most spectacular sporting events in the world. Every four years, over a billion people follow the month-long competition between the top 32 football-playing nations on TV.



The World's Most Expensive Hotel

The Burj Al Arab Hotel in Dubai is the world's most famous seven-star hotel. The hotel is an architectural wonder. It looks like a huge sail. Its height is 1,053 feet (321 meters), making it one of the world's tallest hotels. The Burj Al Arab (Arabian Tower) is built on a human-made island. It is the world's most luxurious hotel. It features marble and glass from Italy, 24-karat-gold-plated faucets and doorknobs, mirrors that turn into TV screens in the bathrooms, rotating beds, and all the latest technology. The cheapest suite is more than \$1,500 per night, and the most expensive suite can cost over \$25,000.



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Unit Goals

Vocabulary

Descriptive adjectives Words to describe animals, people. and things Measurement words

Functions

Make comparisons State opinions Talk about interesting facts

Grammar

Comparative and Superlative Forms of Adjectives So...That/Such...That Listening Listen for details from a tour guide

Pronunciation

The er sound

Reading

Vision 2030 Kingdom of Saudi Arabia

Writing

Write about something from a book of records

Project

Present an ancient monument in your country

Warm Up

Write on the board the names of a variety of record holders from the natural world and from the human world that you think your students will recognize. A mixed list could include, for example, Mount Everest, the Nile, Russia, Burj Khalifa, Usain Bolt, etc. Be sure to include up-to-date information as records, especially human records, are constantly being broken and updated. Elicit information about each item and what it is that they have in common. (They are all world record holders.)

Listen and Discuss

 Have students look at the pictures on pages 90 and 91, with the text covered. Have them describe what they see in the pictures. Then ask about each picture, putting some student answers on the board. They can check their ideas with the actual facts when they read.

- Ask about the first picture: What makes football different from all other sports? How many teams are there around the world? How many clubs are there? How many players are there? How many teams play in the World Cup? How many people watch the World Cup around the globe?
- For the second picture, ask students to predict what kind of information they will learn about the hotel. Elicit questions from them that they think the text will answer. Some questions might include: What makes the hotel special? Where is it located? How tall is it? What makes the hotel rooms special? How much does it cost to stay there for a night?
- Ask about the picture of the shark on page 91: What do you think makes the great white shark so special? How long do you think great white sharks are? How much do you think they weigh? How many teeth do you think they have? Do you think they have good or bad hearing? Do you think they have a good or bad sense of smell?
- For the Did you know? section on page 91, ask students to predict what kind of information they will learn about the animals. Elicit questions from them that they think the text will answer as well as possible answers to the questions. Some questions might include: What are the two animals called? Where does each animal live? What adjectives do you think best describe each animal? What is special about these animals?
- CD2, T32 Play the audio of Amazing Facts. As students listen, have them point to the corresponding photograph.
- CD2, T32 Play the audio for *Did you know?* Pause after each item and have students repeat chorally and individually the sentences that contain a superlative or comparative adjective.
- Check students' understanding by saying the first part of a sentence and asking individual students to complete it. For example: The most dangerous fish in the world is _____. Or, Tokyo is _



Quick Check



- Tell students they are going to underline all the adjectives that compare things. Write two examples on the board: *most dangerous* and *more popular*. Have students underline them in the reading. Then have students find other similar adjectives. If they ask about adjectives that are not comparative or superlative, for example, *sensitive* (line 9), tell them to ignore such adjectives because they do not compare anything.
- Have students check answers with a partner.

Answers

Answers will vary. Sample answers:

most popular, more popular, most spectacular, most expensive, tallest, most luxurious, latest, cheapest, oldest, largest, most dangerous, most feared, bigger, biggest, most crowded, hardest, most endangered, fastest

 Draw a two-column chart with the following headings on the board:

Superlative Comparative (the -est/the most) (-er...than/more...than)

 Have students put the words they underlined in the correct column. Ask students what they notice about the two types of superlative adjectives. Try to elicit the fact that the short adjectives take -est and the longer ones most. Do the same with the comparative adjectives.



- Have volunteers read aloud the statements. Ask how the adjectives in 1, 2, and 5 (superlative with the most and -est) are different from the adjectives in 3 and 4 (comparative with more and -er).
- Have students complete the activity alone and then check answers in pairs.

Answers

1. no 2. no 3. yes 4. no 5. no

2 Pair Work



CD2 733 Play the audio for the model conversations. Students listen and repeat.

<u>صلحتاا قرازم</u> Ministry of Education 2022 - 1444

- Then have two students read aloud the conversation.
 Provide a model for a new conversation. Ask a student:
 Which is the most popular fruit in the world? (the banana)
- Have students ask and answer questions in pairs, taking turns being the questioner. Monitor and correct students when they are not using the comparative and superlative correctly.
- Have pairs that finish first practice similar conversations of their own using other world records. Ask pairs of students to present their conversations to the rest of the class.

Language Builder

In the question, *Which is the world's most dangerous fish?* the question word *Which* can be replaced with *What*.

Workbook

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



Teaching Tip

Help make learning more engaging and more relevant by relating the information in the textbook to local and national figures, places, and events. Encourage students to find out more about their own country and about other countries, and draw comparisons and make connections.



Additional Activity

In pairs, have students write 5 to 10 incorrect statements about the information on pages 90 and 91. For example: **Great white sharks can grow up to ten meters long.** Then have students switch partners and ask their new partner to correct the statements. For example: **No, they can't. They can grow up to six meters long.**



- No one knows exactly how long great white sharks live.
 Most biologists estimate 30 to 40 years; however, some claim that they can live to 100 years.
- The biggest great white shark ever found was 7 meters (23 feet) long in the Mediterranean Sea.
- Great whites can poke their heads out of the water, and jump out of the water as well.



The Great White: The World's Most Dangerous Fish

The great white shark is one of the oldest living species on Earth—it existed 350 million years ago. It is the largest and the most dangerous predatory fish, and it is the most feared by humans. Great white sharks can grow up to 20 feet (6 meters) long and weigh up to 4,400 pounds (2,000 kilograms). They have about 3,000 teeth arranged in several rows. When the front teeth break or fall out, these teeth are replaced by others from the next row. Sharks' hearing is very sensitive, and they can hear their prey many miles away. They can also detect one part per million of blood in seawater.

Did you know?

- Tokyo is bigger than Shanghai and Mexico City. It is the world's biggest city with the most people.
- The banana is the most popular fruit in the world.
- Diamonds are the world's hardest elements and the most expensive precious stones.
- The Arabian Oryx is one of the most endangered species in the Arabian Peninsula. It was extinct in the wild in the 1970s, but it was saved by zoos and reintroduced to its habitat.
- The Peregrine Falcon is the fastest moving creature on Earth. It can dive at speeds of up to 200 miles (320 kilometers) per hour!

Quick Check V

- A. Vocabulary. Underline the adjectives used to compare in the readings.
 - most dangerous

oldest

- **B.** Comprehension. Answer *yes* or *no*.
 - **1.** ____ The tallest hotel in the world is in Tokyo.
 - **2.** ____ Baseball is the most popular team sport in the world.
- **3.** Bananas are more popular than mangoes. **4.** Diamonds are cheaper than most
 - precious stones.

وزارة التعطيم Ministry of Education Mexico City is the biggest city in the world. 2022 - 1444

2 Pair Work 🔀



Ask and answer questions about the information on these pages.

- Which is the world's most dangerous fish?
- It's the great white shark.
- Is Mexico City bigger than Tokyo?
- No, it isn't. It's smaller.

3 Grammar 💹



Comparative and Superlative Forms of Adjectives

The Comparative

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

Ahmed is taller than Imad. lmad is tall.

Imad is intelligent. Ahmed is more intelligent than Imad.

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

The Superlative

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

Ahmed is the tallest boy in the class. He is also the smartest. Ahmed is **the most intelligent** boy in the class. He is also the most athletic.

Formation

Use -er or -est for one-syllable adjectives and adjectives that end in y; for example, happy-happier-happiest. Use more or most for longer adjectives.

Spelling Rules:

Most adjectives: old-older-oldest

Adjectives ending in e: nice-nicer-nicest

Adjectives ending in y: easy-easier-easiest

Adjectives ending in one vowel followed by one consonant: big-bigger-biggest, hot-hotter-hottest.

Some adjectives have irregular comparative and superlative forms.

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

Use <i>the</i> before superlatives.	orms of the adjectives in pare	ntheses.
1. Jeddah is (interesting) place I know.		
2. Gold is (heavy) and (expensive	e) than mercury.	
3. I think that blue jacket looks (good) on you th	an the red one.	
4. Summer is (warm) and (dry) tin	ne of the year.	
5. The clock tower of the Abraj Al-Bait Towers in Makkah	is one of (tall)	buildings
in the world.		
6. My room is (quiet) room in the house. I can't I	near any noise.	
7. The Taj Mahal in India is one of (beautiful) bui	ldings in the world.	
8. The Sahara Desert in Africa is much (big) t	han the Arabian Desert.	
Work with a partner. Disagree with the following statements. • The Panama • anal is older than the Eiffel Tower. (new)		
Bt No, it isn'f. It's newer.	▲ diamonds	▲steel
	 Jeddah is (interesting) place I know. Gold is (heavy) and (expensive) I think that blue jacket looks (good) on you the Summer is (warm) and (dry) tine The clock tower of the Abraj Al-Bait Towers in Makkah in the world. My room is (quiet) room in the house. I can't letter the Taj Mahal in India is one of (beautiful) buine The Sahara Desert in Africa is much (big) to the Panama and is older than the Eiffel Tower. (new) 	 Jeddah is (interesting) place I know. Gold is (heavy) and (expensive) than mercury. I think that blue jacket looks (good) on you than the red one. Summer is (warm) and (dry) time of the year. The clock tower of the Abraj Al-Bait Towers in Makkah is one of (tall) in the world. My room is (quiet) room in the house. I can't hear any noise. The Taj Mahal in India is one of (beautiful) buildings in the world. The Sahara Desert in Africa is much (big) than the Arabian Desert. Work with a partner. Disagree with the following statements.

一工工作和Amazon is longer than the Nile. (short)

Ministry 2.FcBartamas are cheaper than apples. (expensive)

2022 - **3.**4 Steel is much harder than diamonds. (soft)

- 4. China is larger than Canada. (small)
- **5.** Plane travel is more dangerous than car travel. (safe)

6. Horses are stronger than elephants. (weak)

3 Grammar

Comparative and Superlative Forms of Adjectives

The Comparative

- Choose volunteers to read aloud the sentences in the first part of the chart. Ask how the form of the adjective changes in the sentences on the right. Then elicit why -er and more have been added to the adjectives. (The speaker is comparing two people.)
- Ask: Why do we add -er to tall but add more before intelligent? Elicit that we add -er to most one-syllable adjectives when we make them comparative, and use more 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 boys are probably in Ahmed's class, two or more than two? Elicit why -est and most have been added to the adjectives. (The speaker is comparing more than two people.)
- Ask: Why do we add -est to tall but add most before intelligent? 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 taller in the sentence about Ahmed and Imad but the tallest in the sentence about Ahmed and the class? What is the difference between the comparative and the superlative? 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 spelling rules and irregular comparative and superlative adjectives before directing students' attention to the last part of the chart

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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: 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.

A

- 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 most interesting
- 5. the tallest
- 2. heavier / more expensive
- 6. the quietest
- 3. better
- 7. the most beautiful
- **4.** the warmest / the driest
- 8. bigger

B

- Have two students read the example aloud. Then ask a student to read aloud the first item and elicit the response No, it isn't. It's shorter.
- Have students do the activity in pairs, taking turns saying the statements and responding.

Answers

Answers will vary. Sample answers:

- 1. A: The Amazon is longer than the Nile.
 - B: No, it isn't. It's shorter.
- 2. A: Bananas are cheaper than apples.
 - B: No, they aren't. They're more expensive.
- 3. A: Steel is much harder than diamonds.
 - B: No, it isn't. It's softer.
- 4. A: China is larger than Canada.
 - B: No, it isn't. It's smaller.
- **5. A:** Plane travel is more dangerous than car travel.
 - B: No, it isn't. It's safer.
- **6. A:** Horses are stronger than elephants.
 - B: No, they aren't. They're weaker.



- First ask students to describe what they see in the pictures. Then have two students read aloud the example.
- Have students do the activity in pairs, taking turns asking and answering.

Answers

Answers will vary. Sample answers:

- 1. A: Which is faster?
 - B: I think a cheetah is faster than a horse.
- 2. A: Which is more difficult?
 - B: I think surfing is more difficult than rollerblading.
- 3. A: Which is more dangerous?
 - B: I think driving is more dangerous than flying.
- 4. A: Which is more exciting?
 - B: I think sky diving is more exciting than sailing.
- **5. A:** Which is more popular?
 - B: I think football is more popular than rugby.
- **6. A:** Which is easier?
 - B: I think English is easier than math.



 Have students work in pairs, taking turns making sentences about each topic in C.

Listening

- Tell students that they are going to hear a tour guide talk about diamonds. Have them read the sentences and predict what the answers are.
- CD2, T34 Play the audio. Have students listen and check their predictions.
- CD2, T34 Play the audio again as students check their answers.

Answers

3. no

Audioscript

Welcome to the Van Meer Diamond Company. Before I show you how we cut diamonds, let me tell you a little about the stones.

Diamonds are formed over a period of a billion or more years deep within Earth's crust—about 150 kilometers deep—and are gradually pushed to the surface. Diamonds are the hardest natural

<u>ր լ substance գոր</u>arth, but if you hit a diamond with a hammer, it will

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break—into many pieces. Also, if you place a diamond in an oven and raise the temperature to about 763 degrees Celsius, it will simply disappear, not leaving even a little ash.

The world's largest diamond was the Cullinan, found in South Africa in 1905. It weighed 3,106.75 karats, uncut. When they found it, the rough diamond was 10 cm long, 6 cm high, and 5 cm thick. It was cut into 9 large gemstones and many smaller fragments. The largest of the cut diamonds is called the Great Star of Africa and weighs 530.2 karats (106 grams). The Lesser Star of Africa is 317.4 karats. These diamonds now belong to the British Crown, and they form part of the world's biggest collections of jewels. The Cullinan diamond collection is estimated to be worth over \$400 million.

Now follow me and let's see how...

5 Pronunciation



CD2. T35 Have students listen to the audio and repeat the words and sentences. As an extension, elicit other words students know that end in -er.

Workbook

Assign pages 230–231 for practice with the grammar of the unit.



Teaching Tip

When a rule is presented, encourage students to find exceptions to the rule. Having students recall information they have been taught reinforces that they have made progress in learning English.



Additional Activity

In groups, have students express their opinions about two or more things; for example, animals, books, cities, or sports. Begin the discussion by asking: What do you think of (book) and (book)? Then have students ask one another the questions.



Some people estimate the monetary value of the Crown Jewels at £20 billion, but their historical and symbolic value is priceless.

- **C.** Work with a partner. Ask and answer. Give your opinion.
 - **A:** Which is smarter?
 - **B:** I think a dolphin is smarter than a chicken.





1. fast



2. difficult



3. dangerous



4. exciting



5. popular



6. easy

D. Work with a partner. Give your ideas or opinions on the topics in exercise **C**. Use superlatives.

I think cheetahs are the fastest animals on land.

4 Listening



Listen to the guide giving interesting facts about diamonds on a tour of a diamond mine. Answer yes or no.

- **1.** _____ Diamonds are formed deep down in the Earth.
- **2.** _____ You can't break a diamond with a hammer.
- **3.** ____ The world's largest diamond was found in Britain.
- **4.** ____ The Great Star of Africa weighs over 530 karats.

5 Pronunciation



Listen. Note the **er** sound at the end of the words. Then practice.

fast**er** Summ**er** is bett**er** than wint**er**. hotter stronger

Is a cheetah faster than a horse?





11 There's No Comparison



So, ... What's new? Ali:

Badr: I bought myself a computer.

Ali: What kind?

Badr: A laptop. Laptops are friendlier to use and are cheaper than

other computers.

Ali: Does it have Internet?

Badr: Not yet. I'm going to install that next week.

Ali: I don't like laptops. I prefer desktops. Desktops are easier to

> use, especially if you have to write and print a lot. Laptops... you have to recharge them all the time, and their screen is

much smaller.

Badr: I don't agree. Laptops are the best. You can surf the Net,

send emails, and study anywhere. You don't have to wait until

you get home.

Ali: Well, I still think desktops are much more convenient than

laptops.

Badr: Yeah, but you can't take one with you.



Real Talk

What's new? = Tell me about what happened to you recently.

About the Conversation

- 1. What does Badr say about laptops?
- 2. Why does Ali prefer desktops?
- 3. Why doesn't Ali like laptops?
- **4.** Why does Badr think laptops are the best?

Your Turn

Work in a group. Choose a high-tech device or a sport. Argue for and against it with another group.

About You



- 1. What kind of computer do you prefer? Why?
- **2.** Who is the youngest / oldest student in your class?
- 3. Who do you think is the smartest / best student?
- **4.** Which is the hottest / coldest city in your country?
- 5. Which is the most famous city in your country?
- **6.** Who is the best football player in your country?
- ´...._{Minist**7**4 oWhereican you eat the best food in your town?}
- 2028. What things are better or worse in your neighborhood now than five years ago?

6 Conversation

- Have students cover the conversation and look at the pictures. Ask: What do the people probably talk about in the conversation? Elicit: Desktop and laptop computers. Ask: What do you think of the desktop computer? What about the laptop? What comparisons can you make about desktop and laptop computers? Elicit and write students' ideas on the board.
- CD2, T36 Play the audio of the conversation. Ask students to listen for any of the comparisons on the board.
- CD2, T36 Play the audio again. Tell students to look at the conversation and read along as they listen.

Real Talk

- Ask: Who says What's new? (Ali) When do we usually say What's new? (at the start of a conversation, usually when we haven't seen someone for a while) Point out to students that if nothing (interesting) has happened recently, typical responses are Not much or Nothing much.
- Tell students to imagine they haven't seen each other in a few months and to think if anything important has happened to them in that period. Do a chain ask-and-answer activity: Have a student ask the student next to him or her What's new? That student responds and asks the student on his or her other side the question, and so on. Encourage students to answer truthfully.

About the Conversation

- To check comprehension, have students ask and answer the questions with a partner.
- Check answers as a class by having students read the questions and then call on classmates to answer.

Answers

Answers will vary. Sample answers:

- 1. Badr says that laptops are friendlier to use and cheaper than other computers.
- 2. Ali prefers desktops because they are easier to use if you have to write and print a lot.
- 3. Ali doesn't like laptops because you have to recharge them all the time, and their screen is smaller.
- 4. Badr thinks that laptops are the best because you can surfithe send emails, and study anywhere.

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Your Turn

- Draw a two-column chart on the board with the headings Sports and High-tech Devices. Brainstorm a list of topics to include under each heading.
- Organize students into groups. Each group should decide on one sport or high-tech device it wants to argue for. A member of the group announces the group's decision.
- Assign each group an opposing group depending on the topic a group has chosen. (Preferably there will be two groups that argue for a high-tech device and two groups that argue for a sport.)
- Have the groups prepare what they are going to say to support their opinion. Tell them to come up with as many comparative and superlative sentences as they can.
- Finally, each student in the group says at least one statement in support of their sport or high-tech device to the other group. The class decides which group has the stronger argument. For example, if students are comparing tennis and golf, the sentences might be as

Tennis is a faster sport than golf. Golf is the most boring sport to watch in the world. People who play tennis are healthier than people who play golf.

7 About You

- Have students work in small groups to discuss and answer the questions.
- Have one person from each group report back to the class about the answers on which there was agreement and the answers for which group members did not agree.

8 Reading

- As a warm up, write 2030 on the board and ask: How old will you be then? Where do you think you will be? Then have students look at the picture on page 95. Ask them to describe the picture and say where they think it is. Then ask them to imagine what the rest of the place is like inside and outside. Ask them what they think the relationship between the people is and why they are there. Have them suggest similar places in the Kingdom.
- Discuss the **Before Reading** introduction. Elicit any prior knowledge the students have about their country on the topic.
- Refer students to the title and ask: What does the word vision refer to? (a picture of the future). Have students write down two questions about the future of the Kingdom of Saudi Arabia.
- **CD2, T37** Play the audio of the reading. Ask students to read along as they listen, looking to see if the reading answered either of their two questions.

READING STRATEGY Understanding words in context

Tell students that writers often define technical words included in a reading. For example, in the first paragraph, the writer includes words such as oil, gold, phosphate, uranium, and other valuable minerals to explain the words natural resources and minerals.

After Reading

- Have students work individually to answer the questions. Tell them to underline the part of the text that provided them with the answer.
- Have students compare answers with a partner.
 Finally, go over the answers with the class.

Answers

Answers will vary. Sample answers:

- 1. Valuable minerals, for example, oil, gold, phosphate, uranium.
- 2. The Kingdom has a strong, family oriented, Islamic society.
- 3 Social services will include health care and high quality education for all the citizens as well as libraries, galleries, and museums. There will also be cultural events and entertainment activities.
- 4. There will be opportunities for large and small businesses, new investors from other countries and professional opportunities for all citizens.

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- Technological development will improve communication and make it possible for people to access information through the internet.
- Quality services and facilities will attract investors from different countries.

•

Teaching Tip

Just as it is important to teach students how to use a dictionary effectively, they also need to know their way around other sources of information such as encyclopedias and other reference works. Show students how to use the table of contents and the index of an encyclopedia so that they can find the information they need quickly and effectively.

Additional Activity

Tell students to imagine they are tour guides who take visitors through the new port and facilities used for international cargo, or a new gallery or museum. Using the tour guide they listened to on page 93 as a model, have students prepare the text of what they are going to say. They then take their classmates on the tour.

Project: Schools in 2030

Have the students work in groups imagining and designing a school for the future. Encourage them to be creative and think of different aspects such as facilities, equipment, timetable, and so on. They can then prepare a poster and present their ideas to the class.

8 Reading



Before Reading

Imagine the Kingdom of Saudi Arabia in 2030. Read the text and find out about changes in the cities and towns, people, housing, jobs, schools, universities and more.





The Kingdom of Saudi Arabia has a great amount of natural resources, such as oil, gold, phosphate, uranium, and other valuable minerals. But more importantly, it is blessed with the strength,

potential, and ambition of its people. The children of the Kingdom's family-oriented, Islamic society will be the force of the future.

Families will receive all the support they need to raise their children according to Islamic values and help them develop their abilities. There will be more libraries, galleries, and museums in different areas. Cultural events and activities will be organized to educate and provide entertainment. Health care and education will be available to all citizens making their lives happier and more secure.

A healthy economy will offer opportunities to large and small businesses. Quality services and facilities will attract investors from different countries. A renewed business environment will provide professional opportunities to all citizens. A high quality educational system that meets the needs of the job market will provide Saudi professionals with the necessary knowledge and skills.

The Kingdom's strategic position will make it an international trade and transportation center. It will become the hub that will connect Africa, Asia, and Europe.

Telecommunications and information technology will be developed in and around cities. This will make it easier for people to communicate across the globe and access information.

Government services will support the growth and development of private and non-profit organizations and help them to operate successfully.



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

After Reading

- 1. Name some of the natural resources of Saudi Arabia.
- 2: What kind of society does the Kingdom have?
- 3. What type of social services, e.g. health care, education, and events will be available?

ந்து சித் இதேcribe the renewed business environment in 2030.

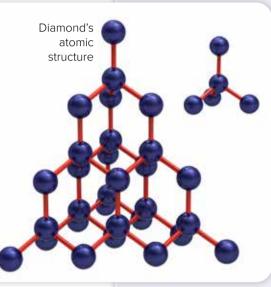
Ministry of ES.CHow will people benefit from technological development?

2022 - 1464 What will attract investors from other countries?

11 There's No Comparison

9 Writing

A. Read the information in the **Writing Corner** with your teacher. Then, write the correct passive form (present or past) of the verbs in parentheses to complete the text.



Diamonds(5. form) under high temperature and pressure deep within Earth's crust. The process can take from one to three billion years. Then the diamonds(6. push) gradually to the surface by volcanic activity.
The Cullinan is the world's largest diamond. It
Today, there is a man-made substance that is even harder than diamonds—the nanodiamond or diamond nanorods. The nanodiamond(10. produce) by the compression

of graphite. It is the hardest substance known to man.

Writing Corner

Use the passive to emphasize the action and not who or what does it.

- 1. To make the passive, use the verb be and a past participle.*
 - Simple present: Diamonds are made entirely of carbon.
 - Simple past: The Cullinan diamond was found in Africa.
- 2. Use by to show the agent (the person or thing that does the action).
 - Diamonds are pushed to the surface by volcanic activity.
 - The pencil was invented by an Italian couple named Bernacotti.
- * See page 180 for a list of irregular verbs and past participles.
- **B.** Write about a place, a person, a thing, or an animal from a book of records. Say why it is the biggest, the best, the most wonderful, etc. Use the passive where possible.



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2022 - 1 🕰 a research on an ancient monument in your country. Present your research to the class.

9 Writing

A

- First, go over the information in the **Writing Corner** about the passive.
- Do the first item with the class. Elicit that the verb be should agree with the subject they in the simple present (are), and then elicit the past participle of make. (made)
- Have students complete the exercise individually and then compare answers with a partner.
- Check answers as a class by having volunteers read paragraphs of the text.

Answers

- 1. are made
- 2. is used
- 3. is made
- 4. is formed
- 5. are formed

- 6. are pushed
- 7. was found
- 8. was cut
- 9. is called
- 9. Is called
- **10.** is produced

Writing Corner

- Explain that the passive is used to focus on the action and not on whom or what does it. The passive is formed with the correct tense of the verb be + past participle. Note: Remind students that past participle for regular verbs is the same as the simple past tense with -ed. Students can refer to a list of past participles for irregular verbs on page 180.
- Have a volunteer read the first sentence in 1. Ask: What tense is the verb be? (simple present) Point out that be made of is a common passive structure that describes an object's material. Ask what different things in the class are made of. For example: What is the chair made of? (wood/plastic/metal) What are the windows made of? (glass) What are your books made of? (paper)
- Read the second sentence in 1 and ask: What tense is the verb be? (simple past) Then ask: Who found the Cullinan diamond? Elicit the answer people/someone. Explain that this information is unnecessary so the sentence focuses on the diamond rather than who found it.
- Write the example sentences in 2 on the board in active voice:

Volcanic activity pushes diamonds to the surface.

An Italian couple named Bernacotti invented the

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- Compare these to the sample sentences and demonstrate how the object has become the subject.
 Explain that the tense of the verb be agrees with the passive subject. When it is necessary to include the agent (who or what does the action), we use by after the passive.
- Write sentences in the active voice on the board. Have students change each sentence from the active to the passive. For example: Saudi Arabian people celebrate National Day on September 23rd. (National Day is celebrated by Saudi Arabian people on September 23rd.) Ancient Egyptians built the Pyramids. (The Pyramids were built by ancient Egyptians.)

B

- Brainstorm with the class subjects to write about. Write
 the ideas on the board. Have students choose one of the
 subjects and find out as much as they can about it. Then
 they write a paragraph about it.
- Ask volunteers to share their writing with the class.
- Option: Compile the students' work to make a class book of "World Records"

10 Project

- Organize students into groups. Each group chooses an ancient monument to research. Encourage groups to choose different monuments. If students have a hard time thinking of monuments, assign one to each group, or provide a list for students to choose from.
- Have students use reference materials and the Internet to find factual information about the monument.
- Tell students that they will submit a written report about their monuments, as well as create a presentation for the class. Students should present the information about their monument in the form of a wall poster, if possible.

Workbook

Assign page 232 for additional reading and writing practice.

Form, Meaning and **Function**

So...That/Such...That

- Read the explanation with the class. Call on students to read aloud the examples.
- Write the following sentences on the board:

It was such a hot day.

The test was so difficult.

Ask: What do such and so mean in these sentences? Elicit that they emphasize the adjective and make it

• Write the following sentences on the board for students to complete:

It was such a hot day that... The test was so difficult that...

Explain that by adding the word that, these phrases now express a cause. Sav: Complete each sentence with an effect. Answers may include: ...we went to the beach; ...we couldn't play football; and ...I couldn't answer all the questions; ...no one passed; etc.

 Write the following sentences on the board and elicit the correct word to complete each sentence:

He ate so ____ cookies that he felt sick. (many) She drank so _____ coffee that she couldn't sleep. (much)

The film on TV was _____ boring that I fell asleep.

It's _____ a nice day! Let's go outside. (such)

- Do the first item together as an example. Elicit the correct word to complete the sentence. (so) Ask: Why did you choose so? (It is followed by the adjective hard.)
- Have students work individually to complete the sentences. Then have them compare answers with a partner. Tell them to discuss any answers that are different and try to decide on the correct answer.
- Check answers by calling on students to read their completed sentences aloud.

Answers



- **4.** so
- 5. such
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6. so

B

- Have students work individually to complete the sentences. Remind them to pay attention to the plural and noncount nouns.
- Have individual students read the completed sentences aloud.

Answers

- 1. so much
- 2. so much
- 3. so many
- 4. so much
- 5. so many



- Tell students to rewrite the two sentences as one sentence.
- Model the first item with the class. Ask: **Do we use so...** that or such...that? (so...that) Where do we write so? (in front of tired) Where do we write that? (after trip)
- Have students complete the sentences individually and then compare answers with a partner.
- Check answers by having students read their sentences for the class.

Answers

- 1. The children were so tired after their school trip that they fell asleep on the bus.
- 2. It was such a beautiful day that we decided to go for a drive in the countryside.
- 3. There were so many people in the supermarket that we had to wait in line for half an hour.
- 4. The World Cup is such a popular sporting event that over a billion viewers watch it on TV.
- 5. The Arabian Oryx was such an endangered species that it was extinct in the wild.

11 Form, Meaning and Function



So...That/Such...That

So and such make the meaning of an adjective or adverb stronger. So...that and such...that are used to show cause and effect.

so + adjective/adverb + that

He is **so** fast **that** he won the race.

He ran **so** quickly **that** he won the race.

so + many + plural count noun + that

He has **so many** books **that** he can hardly carry them.

so + much + noncount noun + that

I have **so much** homework **that** I can't go out tonight.

such + adjective + noun + that

It was **such** a difficult test **that** none of the students did well.

Ali is **such** a smart boy **that** he has the best grades in school.



Δ.	Complete	the	sentences	with	SO	٥r	such
М.	Complete	แเป	sentences	VVILII	SU	ΟI	Sucii.

- **1.** Diamonds are _____ hard that you can't break them with a hammer.
- 2. Sharks have _____ sensitive hearing that they can hear their prey miles away.
- 3. It is ______ a luxurious hotel that the cheapest suite is \$1,000 per night.
- **4.** He came into the room _____ quietly that no one heard him.
- **5.** The leather shoes were _____ a bargain that she bought three pairs.
- **6.** Ahmed was _____ hungry that he ate three burgers and two sides of fries.
- **B.** Complete the sentences with **so many** or **so much**.
 - 1. Our neighbors made ______ noise that I couldn't sleep last night.
 - **2.** There was traffic on the road that we arrived late.
 - **3.** I have ______ books that they don't all fit in my bookcase.
 - **4.** He spends _____ time working that he rarely sees his friends.
 - **5.** There are ______ species of animals that it's impossible to count them all.
- **C.** Combine the sentences with **so...that** or **such...that**.
 - 1. The children were tired after their school trip. They fell asleep on the bus.
 - **2.** It was a beautiful day. We decided to go for a drive in the countryside.
 - **3.** There were many people in the supermarket. We had to wait in line for half an hour.

e World Cup is a popular sporting event. Over a billion viewers watch it on TV.

P止 写训播的Arabian Oryx was an endangered species. It was extinct in the wild.

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EXPANSION Units 6–11

1 Language Review



- **A.** How good is your memory? Answer the following questions about your past. Write complete sentences.
 - 1. Who was your first-grade teacher?
 - 2. Who were your best friends in primary school?
 - 3. What was the first book you read?
 - **4.** When was the last time you ate in a restaurant? What did you eat?
 - **5.** How long ago did you have a haircut?
 - 6. What did you have for breakfast yesterday?
- **B.** Write what is wrong with the people in the pictures. Then write what they should or shouldn't do. Follow the example.



Yahya / dentist



1. Mona / rest



2. the children / junk food



3. Farah / hot tea



4. Ali and Imad / medicine



5. Ahmed / go swimming

	Yahya has a toothache. He should go to the dentist.
1	
2	
3	
4	
5.	

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- **Language Review**
- Reading Paris: The City of Light
- **Project**

Research tourist sites in your country

Chant Along The (Right) Answer

Prepare a handout with cues for each question. For example:

1. who/be/your first-grade teacher Have students work in pairs to write the complete questions.

Answers

OR

Answers will vary.



- This exercise reviews illnesses and giving advice with should and shouldn't. Referring back to Unit 8, have students call out health problems they or people they know have had recently. To elicit advice with should and shouldn't, tell students imaginary health problems you have and ask for advice. For example: I have a headache when I wake up in the morning. I can't read signs that are far away. I always feel tired in the morning.
- Have students look at the people in the pictures. Ask: What do they all have in common? (They don't feel well.) What is wrong with Yahya? (He has a toothache.) What is the advice for him in the book? (He should go to the dentist.) What do you think of that advice?
- Have students work alone to complete the exercise. Then have students check answers in pairs and discuss what they think of the advice.
- As an extension, have students work in pairs and think of other advice for each of the people in the pictures.

Answers

Answers will vary. Sample answers:

- 1. Mona has a headache. She should rest.
- 2. The children have a stomachache. They shouldn't eat any junk food.
- 3. Farah has a cold. She should drink some hot tea.
- 4. Ali and Imad have a cough. They should take some medicine.
- 5. Ahmed has an earache. He shouldn't go swimming.

Language Review



- This exercise reviews information questions in the simple past. Referring back to Unit 6, remind students about using the auxiliary did with most information questions except with the verb be.
- To do a quick review, make statements about things you do every day. For example: I get up at six o'clock every day. I have a cup of coffee before I leave home. I am at work by eight o'clock. Have students ask you about yesterday. For example: Did you get up at six o'clock yesterday? Did you have a cup of coffee before you left home? Were you at work by eight o'clock?
- Before students open their books, ask them how good their memory is, on a scale of 1 to 10 (10 being excellent, 1 being terrible). Then have students open their books and answer the questions. They should write I don't remember for those questions they can't answer.
- When students have finished, ask if their memory was as good or bad as they had said. For example, ask: Were those who gave their memory a "10" able to **answer all the questions?** Finally, have students work in pairs, taking turns to ask and answer the questions.
- To give students more practice with question formation, use one of the following techniques:

Photocopy the questions and blank out the verbs. For example:

1. Who _____ your first-grade teacher? Tell students to complete the questions with the verbs be or have.



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- This exercise reviews feelings and giving reasons with because. Referring back to Unit 7, elicit feeling words that students remember and the difference between why and because.
- Do the first item as an example to make sure that students understand they should make up a context for each feeling. Tell students to imagine that at the moment they are experiencing the feelings in the exercise and to write the reasons for these feelings.
- Have students work alone to complete the exercise and then work in pairs, taking turns asking and answering the questions.

Answers

Answers will vary.



- This exercise reviews the simple past tense of regular and irregular verbs. Referring back to Unit 6, make flash cards with the base form of the verb in a phrase; for example, eat eggs, get up early, feel sick, etc. Write **yesterday** on the board. After you show each flash card, have students say or write an affirmative or negative sentence about yesterday, depending on what is true. For example: I ate eggs yesterday or I didn't eat eggs yesterday.
- Have students look at the report. Ask: Who wrote it? (Timothy Brown) What does Timothy Brown do? (He is a PE teacher.) Where does he work? (Lakeside School) What is the report about? (a field trip) Have students skim the report and say where the field trip was to and what happened during the field trip.

- Do the first item with the class. Then have students complete the report and check answers in pairs. To check comprehension, elicit all the things that went wrong during the trip.
- As an extension, have students role-play a conversation about the field trip between one of the students mentioned in the report and his parents. Alternatively, have students write an email from one of the students in the report to a friend, telling about the trip.

Answers

- 1. went
- **2.** had
- 3. broke
- 4. arrived
- 5. found
- 6. didn't have
- 7. were
- woke up
- 9. ate
- 10. got
- **11.** took
- 12. didn't feel
- 13. hurt
- 14. caught
- **15.** felt
- 16. gave
- 17. packed
- **18.** came

Workbook

Assign pages 233–234 for review of grammar and vocabulary presented in Units 6-8.

C. Write answers. Use yo	our own ideas.
--------------------------	----------------

1. Why are you so angry?

2. Why are you surprised?

3. Why are you relieved?

4. Why are you sad?

5. Why are you worried?

6. Why do you feel bored?

D. Complete the field trip report. Use the past tense of the verbs in parentheses.

FIFI D TRIP REPORT

Timothy Brown, PE Teacher, Lakeside School

(1 go) on a field trip to Camp Sunstant
The junior class (1. go) on a field trip to Camp Sunshing during the spring vacation. Unfortunately, we (2. have)
during the spring vacation. Unfortunately, we(3, break)
lots of problems on the trip. First, the bus (3. break)
(4. arrive) at the camp late at
(5. find) that the cabins (6. Her
have) any heating. We (7. be) cold all night, and Steve
have) any heating. We(8. wake up) with a cold. That morning on our hike,
(8. wake up) will a cold. That may be a wild harries in the forest and
Chuck (9. eat) some wild berries in the forest and
(10. get) a stomachache. He (11. take)
(12. not feel) well after
that On the second day, Dan (13. Nurt) his knee
playing football, and Mitch and Peter(14. catch)
AND THE RESERVE OF THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NAMED IN COLUMN TWO I
Steve's cold.
On the third day, Hussain (15. feel) bad
because of a terrible toothache. I (16. give)
I'm a PF teacher, not a doctor. What
aspirin to all of trieffit. The area teasons, do you do when everyone is sick on a trip? We(17. pack)
do you do when every en-

our bags and _____ (18. come) back home.

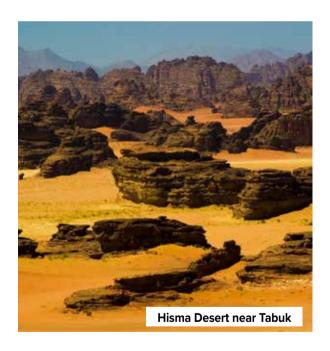
وزارة التعليم

EXPANSION Units 6-11

E. Use the information in the chart to answer the questions about the three cities. Write complete sentences.

	Dammam	Najran	Tabuk
Population	1,253,000 inhabitants	410,300 inhabitants	657,000 inhabitants
Location	coastal port	mountain oasis	hills, desert plains
Summer temperature	24–43° Celsius	27–39° Celsius	26–40° Celsius
Winter temperature	10-21° Celsius	10-24° Celsius	4–17° Celsius
History	20th century	4,000 B.C.E.	1,500 B.C.E.
Main industries	oil, shipping	agriculture (fruit)	agriculture, military
Universities	four	one	two
Cultural interest	museums, heritage village, public library	palace, museum, archaeological sites, traditional market	archaeological sites, historic mosque, castle
Recreation	large parks, beaches, water sports, sports centers, shopping	parks, sports centers, bowling alley	nature parks, hiking, camping, sand skiing, camel riding

- **1.** Which city has the hottest summer weather?
- 2. Which city is cooler in the winter, Najran or Tabuk?
- **3.** Which city do you think is the noisiest?
- **4.** Which city has the most ancient history?
- **5.** Which city do you think offers better paying jobs?
- **6.** Which city probably has fewer college students?
- **7.** Which do you think is the most interesting town? Why?
- **8.** Which do you think is the nicest town to live in? Why?









- This exercise reviews comparative and superlative forms of adjectives. Referring back to Unit 11, remind students about the comparative and superlative forms. Review the difference between comparative and superlative adjectives.
- Have students describe the places in the three pictures. Brainstorm adjectives to describe each place.
- Refer students to the chart and elicit the names of the three places. Then elicit the type of information the chart contains. (population, location, temperature, etc.) Go over the meaning of any new vocabulary. Then ask questions about the places. For example: What's the population of Dammam? (1.25 million inhabitants) What's the summer temperature of Najran? (27–39°C) How old is Tabuk? (about 3,500 years old) What are the main industries in Dammam? (oil and shipping) Continue asking questions until you are sure that students are able to use the chart to find the information.
- Read aloud the first question and elicit the answer.
 Then have students complete the rest of the questions alone or in pairs. If students do the task alone, have them check answers in pairs, taking turns to ask and answer the questions. If they do not have the same answers, encourage them to respond appropriately. For example: Oh, I put ____.
 Or, Really? I think ____ is the nicest...
- As a follow-up, have students work in pairs and write three questions with comparative and superlative adjectives about their classmates and/or school life. For example: Who has the tidiest desk in the class? Who is taller, Fahd or Ahmed? Which is easier, math class or history class?

Answers

Answers will vary. Sample answers:

- 1. Dammam has the hottest summer weather.
- 2. Tabuk is cooler than Najran in the winter.
- I think Dammam is the noisiest because it has the most people.
- 4. Najran has the most ancient history.
- **5.** I think Dammam offers better paying jobs because its main industries are oil and shipping.
- Najran probably has fewer college students because there is only one university.
- **7.** I think Tabuk is the most interesting because it has historic places and fun outdoor activities.
- **8.** I think Najran is the nicest place to live in because it has fewer people and it's in the mountains.

(3)

- Have students look at the picture and cover the rest of the exercise. Elicit the name of the place in the picture and what students know about New York. Tell them to imagine they are sending a postcard from New York. Have them say what they would write. Write their ideas on the board.
- Tell students to uncover the exercise. Ask: Who is the postcard to? Who is it from? Then have students skim through the postcard and see if Adnan wrote any of the ideas on the board.
- Have students work individually to complete the postcard with the missing words. Point out that in some cases they will need to put two words in a blank. Ask students who finish early to compare answers with a classmate.
- Check answers with the class. Write, or have students write the verbs on the board to make sure of correct spelling and form.
- As a follow-up, ask comprehension questions.
 For example: What's the weather like? Why is New York a wonderful city?

Answers

Answers will vary. Sample answers:

- 1. writing
- 2. have/want
- **3.** are
- **4.** see
- 5. went
- 6. am going/m going
- 7. are going
- 8. walk/climb/go
- 9. can't
- **10.** have
- 11. having



- This exercise reviews possessive pronouns. Referring back to Unit 10, review the difference between possessive adjectives and pronouns.
- Read aloud A's questions in the first conversation. Elicit
 B's response. Have students complete the rest of the
 conversations and then practice them in pairs, taking
 turns to say A's and B's parts.

مراحتا قرابع Ministry of Education 2022 - 1444 As a follow-up, have pairs discuss who is speaking in each conversation and where the speakers are. For example, for number 1, say: The speakers could be a mother and child. The child is helping the mother clean the house.

Answers

- **1. B:** his
- **2. B:** hers
- 3. A: yours
 - B: mine
- 4. **B**: ours



- This exercise reviews *have to*. Referring back to Unit 9, review the meaning of *have to* and *had to*.
- Ask a volunteer to read aloud the example sentence.
 Ask: Why did the speaker say I had to and not I have to? To show that there is more than one way to complete each sentence, elicit other ways to complete the example.
- Have students do the exercise in pairs. Then have them switch partners and say their sentences to their new partners.
- As a follow-up, have students tell the class about invitations they have had to turn down recently and why.

Answers

Answers will vary. Sample answers:

- 1. he has to do a report for school
- 2. I had to wait for the bus
- 3. I had to go to the dentist
- 4. she has to do her homework
- 5. I had to go out with my parents

Workbook

Assign pages 235–236 for review of grammar and vocabulary presented in Units 9–11.

F. Adnan is on vacation in New York City. Complete his postcard to a friend with the correct verbs.

New York, August 20		
V		
Dear Tariq, I'm (1) this posts and in	English basques I	
I'm (1) this postcard in (2) to practice the langu	· ·	
wonderful city, but it's really hot in .	ŭ	î
(3) thousands of tourist.		1
place. You always (4)lo	ots of people on the streets.	1.1
Yesterday I (5) to the S	•	
impressive. Tonight I (6)	ŭ	- mile (1)
Square. Tomorrow the other student	ŭ ,	
(7) to visit the Empire S		mus a
planned to (8) up the 1, the Eiffel Tower), but you (9)		
(10) to take the elevator	O .	
		THE STATE OF THE S
I'm (11) a great time. V	Vish you were here!	
Your friend,		
Adnan		
G. Complete the conversations with the c	correct possessive pronouns	
1. A: Whose shoes are these?	3. A: Don't eat that! It isn't	
Are they Dad's?	B: Oh, yes it is. It's	
B: Yes, they're	Mom gave it to me.	
2. A: Is that Mariam's perfume?	4. A: Is this your house?	
B: No, that isn't	B: Yes, it's	
Her perfume is in the drawer.	My wife and I bought it I	ast year.
H. Give excuses for the following. Use h	ave to . Use vour own ideas.	
I couldn't come to the park because _	•	rother
1. He can't come to the football game		
9	·	·
2. I was late to class this morning be	cause	
2. I was late to class this morning beause		
3. I didn't do my homework because		
	e	

EXPANSION Units 6-11

2 Reading



Before Reading

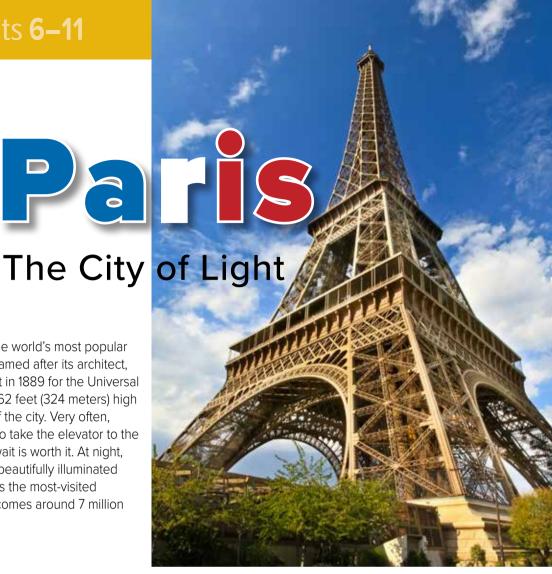
Look at the photos and discuss what you know about the places.



Things to do in Paris

Eiffel Tower ▶

The Eiffel Tower is one of the world's most popular and well-known sites. It is named after its architect. Gustave Eiffel, and was built in 1889 for the Universal Exposition. The tower is 1,062 feet (324 meters) high and offers fantastic views of the city. Very often, visitors have to wait in line to take the elevator to the observation deck. But the wait is worth it. At night, the tower itself becomes a beautifully illuminated sculpture. The Eiffel Tower is the most-visited building in the world. It welcomes around 7 million visitors per year.



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The Louvre

The Louvre was originally a royal palace. In 1516, Leonardo da Vinci came to France as a painter for the Royal Court, and brought with him the painting of Mona Lisa. The king acquired it, and it became part of the royal collection. Today the painting stands in the Louvre in a climate-controlled enclosure behind bulletproof glass. In the 1600s, the Louvre was a palace that contained art and rich decorations, and it only opened as a museum in 1793. The renovation of the museum in 1981 made it even more beautiful, and a pyramid was built as an entrance. Today, the Louvre is the world's largest museum and possesses the world's largest and richest collection of art and antiques from around the world.

2 Reading

Before Reading

- Before students open their books, find out how many students would like to visit Paris, France. Elicit the famous places to visit in Paris. Then have students open their books and do the **Before Reading** activity. Ask students to identify the places in the pictures and give any information they know about each of the places.
- Then have students close their books. Ask the following questions, and write students' answers on the board:

How high is the Eiffel Tower?
What is the most famous painting in the Louvre?
When did Napoleon I live?
What is the Champs Elysées?
What is the name of the river in Paris?

Do an information gap activity with this reading.
 Photocopy and blank out the following phrases.

Eiffel Tower

around 7 million (line 10)

The Louvre

1516 (line 2)

a palace (line 9)

the world's largest museum (line 15)

Arc de Triomphe

1806 (line 3)

many shops, restaurants, and cafés (line 8)

River Tours

lunch or dinner (line 2) *many attractions* (line 4)

- Identify alternating students as A and B. Have Student As cover page 102 and Student Bs cover page 103.
 Give Student As the photocopies of the texts about the Eiffel Tower and the Louvre. Give Student Bs the photocopies of the texts about the Arc de Triomphe and the Champs Elysées and the Seine River Tours.
- First, have students scan the (photocopied and regular) texts to see if the answers on the board are correct.

Then have students do the information gap activity. Have Student As ask Student Bs for the missing information in their texts. For example: How many visitors does the Eiffel Tower welcome every year? Then have Student Bs ask Student As for the missing information in their texts. When students have finished, have them uncover the texts and check what they wrote.

CD2, T38 Play the audio of the readings. Students listen and follow along in their books.

Culture Note

Crêpes

Crêpes are thin and delicate pancakes, filled and then rolled. They can be eaten as a main course filled, for example, with asparagus or cheese. Or they can be eaten for dessert filled, for example, with mixed berries and whipped cream, or chocolate. In France, crêpes are typically sold in crêperies. These can be regular restaurants or simple street stalls.

The Seine

The Seine is the second longest river in France. It flows through the heart of Paris dividing the Left Bank (Rive Gauche), south of the Seine, from the Right Bank (Rive Droite), north of the Seine. There are 37 bridges that cross the Seine in the city of Paris and more outside the city.



After Reading

- Before beginning the activity, call on volunteers to read aloud the sentences so that students know what they are to look for. Have them work individually to read through the text again, underline the parts that contain the information, and write their answers.
- Have students check answers in pairs.
- As a follow-up, have pairs prepare more yes/no statements about the reading for their classmates to answer.

Answers

- **1.** yes
- **2.** no
- **3.** yes
- **4.** no
- **5.** yes

Discussion

- Have students work in pairs or groups of three. Have them first decide how many days they are going to spend in Paris and then plan their itineraries.
- Have one member from each group tell the class the group's itinerary.
- For the next part of the discussion, have students make
 a list of the cities they know and discuss the good and
 bad points of each place. After each group has decided
 the best city to visit, have one student from each group
 put on the board the name of the city. Open the topic
 for class discussion, having each group defend its
 choice.

3 Project

- Brainstorm a list of tourist sites in the students' country.
- Assign each pair a place to research. Have them use the Internet, travel books, and any other useful sources to find out as much information as they can about the place.
- Have each pair prepare a written report and present their findings to the class. Encourage them to show photos of the place. (Alternatively, if time allows, have students prepare a travel brochure for the class to see.) At the end of the presentations, the class should vote on the best place(s) to visit.

Arc de Triomphe and the Champs Elysées

The Arc de Triomphe is a magnificent site at the end of the Champs Elysées, and one of the most famous monuments of Paris. Napoleon I ordered the construction of the monument in 1806 to celebrate his conquests. He got the idea from the triumphal arches of the emperors in ancient Rome. The Arc de Triomphe is a landmark in Paris because of its size and beauty.

From the Arc de Triomphe, you can enjoy a walk along the Champs Elysées. There are many shops, restaurants, and cafés along this boulevard. Be sure you stop off at a crêpe stand on one of the side streets. The chocolate crêpes are absolutely wonderful!



Seine River Tours

Boat tours along the Seine run throughout the day and evening. Many include lunch or dinner. The boats depart from the Pont de l'Alma (on the Right Bank) or from the foot of the Eiffel Tower (on the Left Bank). You can see many attractions on the trip, such as the Île de la Cité in the middle of the river as well as some of Paris's famous bridges.

After Reading

Answer yes or no.

- **1.** Leonardo da Vinci brought a painting with him to France.
- **2.** The Louvre Museum is famous for its views of Paris.
- **3.** _____ The Eiffel Tower is the most popular tourist sight in the world.
- **4.** _____ The Arc de Triomphe is famous because it has Napoleon's tomb.
- **5.** _____ The Île de la Cité is an island in the middle of the Seine River.

Discussion

- **1.** You and a friend are going on vacation to Paris. Discuss what you're going to do there. Tell the class about it.
- **2.** Compare Paris to other cities you know. Which city is best to visit? Why?



Ministry of Education 2022 - 14Re search some tourist sites in your country and make a presentation to the class.

4 Chant Along



The (Right) Answer



What do you do when you feel lonely? What do you do when you feel blue? Just come around and listen to me. I've got the right answers for you.

Chorus

A little bit of hope is what you need— A little bit of fun and lots of care, A friendly person you can talk to, A helping hand when no one's there.

What should you do in times of trouble? What should you do when you are sad? Why don't you bring me all your worries? I'm sure that things can't be so bad.

Chorus

What can I do to make you happy?
What can I do to ease your pain?
What can I do to cheer you up,
And see you smiling once again?

<mark>صیلحتاا قرازم</mark> Ministry of Education

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Chorus



4 Chant Along

- Have students cover the verses of the chant. Direct their attention to the pictures. Ask: What is happening in these pictures? Then direct students' attention to the title of the chant they are going to hear. Ask: What do you think the chant is about?
- Have students keep all the verses covered except for the first line. Have students repeat the first line of the chant chorally and individually. Elicit from several students what they do when they feel lonely. Then have students uncover the second line of the chant. Have them repeat the second line of the chant chorally and individually. Elicit what students do when they feel blue. Next have students uncover the last two lines. of the first verse. Have them predict what the friend is going to say the right answers are.
- Tell students to uncover the chorus. Read the lines aloud. Ask students if they think the friend's answers are the right answers. Finally, have students uncover the rest of the verses and read them aloud.
- CD2, T39 Play the chant a couple of times so that students can learn the rhythm.
- CD2, T39 Play the chant again, pausing after certain lines to have students supply the next line.
- CD2, T39 Finally, play the chant one more time and encourage everyone to chant along.
- For more practice with the vocabulary, write the following words from the chant on the board:
 - lonely, blue, fun, hope, care, friendly, trouble, sad, worries, bad, happy, pain, smiling.
 - Have students find the words and say if they are used as adjectives or nouns in the chant.
- As an extension, invite students to try writing additional verses for this chant or to write their own chant on a similar theme.



Vocabulary

A

- Go around the room, having students read the words in the box. Then elicit whether the first item *lonely* is positive or negative. Have students write the rest of the words under *Positive* or *Negative* and check answers in pairs.
- As an extension, have students circle two words that are true about them or someone they know these days.
 Have them work in groups of three and say why they circled those words.

Answers

Positive: fun, hope, care, friendly, happy, smiling **Negative:** lonely, blue, trouble, sad, worries, bad, pain



- First, have students underline all the expressions in the chant that contain the words in the box in exercise **A**.
- Then, have students write down two positive and two negative expressions from the chant.
- Have students check answers in pairs and see if they wrote the same expressions. Then go over the answers as a class.

Answers

Answers will vary. Sample answers:

- 1. a little bit of fun
- 2. a little bit of hope
- 3. feel lonely
- 4. in times of trouble

Comprehension



- Have volunteers read aloud the questions so that students know what they are to look for.
- Then have them read through the chant once more and answer the questions alone or in pairs.
- Go over the answers as a class.

Answers

- 1. He's feeling lonely and blue.
- 2. The friend has the right answers. He can give him a little bit of fun, a little bit of hope, lots of care, a friendly person to talk to, and a helping hand.

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B

 Have students work in pairs and identify two sentences that show the friend is trying to help. Then go over all the possible answers with the class.

Answers

Answers will vary. Sample answers:

Why don't you bring me all your worries?

What can I do to make you happy?

What can I do to ease your pain?

What can I do to cheer you up and see you smiling once again?

Discussion

- Read aloud the questions and have students discuss them in pairs. Then have pairs get together with other pairs to compare and discuss their ideas.
- Have one person from each group report to the class and put the group's alternative title(s) for the chant on the board. Have the class vote on the best title.

Vocabulary

A. Put the following words into one of the two categories.

lonely, blue, fun, hope, care, friendly, trouble, sad, worries, bad, happy, pain, smiling

Positive (+)	Negative (–)

- B. Find two positive expressions and two negative expressions in the chant. Write them in the blanks.
- (+) to ease your pain
- (—) to feel blue
- **1.** (+) _____
- **2.** (+) _____
- **3.** (–) _____
- **4.** (–) _____

Comprehension

- A. Answer the questions.
 - **1.** How is the boy feeling?
 - 2. What can his friend do to help him?
 - **3.** Do you think the friend has the right answers?
- B. Write two sentences that show that the friend is trying to help.

•	I've got the right answers for you.	
_		_

Discussion

- 1. What do you do when you feel sad?
- 2. Who do you normally discuss your problems with?
- 3. Who can you ask for advice?
- **4.** What kind of advice do you give your friends?
- **5.** Think of another title for the chant.



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12 It's Going to Be Fun!

Listen and Discuss 🕡



What kind of vacation do you prefer? Check the adjectives and discuss with a partner.

peaceful	popular	quiet
safe	exciting/thrilling	exotic
inexpensive	adventurous luxurious	noisy relaxing

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VACATION FOR YOU!



We take you anywhere in the world.

What are you going to do on your vacation?

Are you going to travel around or just relax in one place?

We have the answer for you. Call Global Tours! Visit our website: www.globaltours.net

You're going to have the time of your life!



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SOME VACATION FAVORITES



SCUBA DIVING IN THE RED Sea, Saudi Arabia

Dive in the peaceful coral reefs of the Red Sea. You're going to see some of the most awesome and colorful marine life! Come face to face with sea turtles, lionfish, manta rays, and dolphins.



CULTURAL TRIP TO DUBAI

You're going to experience the old and the new: traditional markets, modern architecture, and malls. Visit museums, art galleries, and theme parks. Taste Arabian cuisine and ethnic dishes from India, Japan, or Italy.



Trekking in Oman

Follow the Frankincense Trail from Muscat to Salalah and learn the secrets of the ancient perfume. You're going to visit a desert oasis and see spectacular views of mountains, coastal villages, and archaeological sites.

O Unit Goals

Vocabulary
 Vacation activities
 Travel destinations

Clothes and travel items

Functions

Ask about and describe vacations Plan a vacation

Grammar

Future with Be Going To: affirmative, negative, yes/no questions, short answers
Information Questions
Position of Adjectives
Adverbs of Manner

O Listening

Listen to vacation plans for specific information

Pronunciation

 $/\infty$ / and /p/

Reading

The Stones of Al-Ula

Writing

Write an email describing a place you know or would like to visit

Project

Present a picnic plan

Warm Up

Tell students where you are going to go on your next vacation. Then tell them how you are going to travel, how long you are going to stay, and what you are going to do. For example: *I'm going to go to Malaysia on my next vacation. I'm going to go by plane. I'm going to stay for about ten days. I'm going to visit the island of Borneo.* Then ask students where they are going to go on their next vacation. Elicit answers and ask follow-up *yes/no* questions. For example: *Are you going to go by plane? Are you going to stay for a long time?* Have students respond with short answers.

1 Listen and Discuss

• Have students look at the pictures on pages 106 and 107. Ask: What is the brochure for? (vacation places) What's the name of the company on the brochure? (Global Tours) What does the first picture show? (marine life) What about the second picture? (a modern mosque) Continue asking about the rest of the pictures in the same way.

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- Then ask the following questions, writing any new words on the board and explaining their meaning. Which country should you visit if you want to see museums and modern architecture? (Dubai) How about if you want to follow an ancient trail? (Oman) Where can you go on a safari and see wildlife in their natural habitat? (Africa/Tanzania) What about if you want to go scuba diving? (Saudi Arabia) How about if you want to visit archaeological sites like tombs? (Jordan) Which country is a good place to visit if you are interested in ecosystems? (Malaysia)
- Ask the introductory question: What kind of vacation do you prefer? Ask students to read aloud the adjectives and elicit or explain the meaning of each. Then have students check their choices and discuss them with a partner.
- CD3, T2 Play the audio of the brochure. As students listen, have them point to the corresponding part of the brochure.
- CD3, T2 Play the audio again. Pause after each speaker and have students repeat the sentences chorally and individually.
- Write the following phrases on the board:

The scuba diving vacation in Saudi Arabia
The visit to Dubai
The trek in Oman
The safari in Tanzania
The tour to the archaeological site of Petra
The hike in the Malaysia rainforest

 Have students make sentences about future trips to the different destinations, using is going to be and the adjectives at the top of the page. For example: The scuba diving vacation in Saudi Arabia is going to be thrilling.

Language Builder

Remind students that with the noun *vacation* we use the verbs *be on, go on,* and *take*. For example: *Bob's on vacation. I'm going to go on vacation next week. When are you going to take a vacation?*

Quick Check



- Have students look at pages 106 and 107 again and say the first adjective in the brochure. (peaceful) Tell them to underline all the other adjectives in the brochure.
- Quickly go over the answers with the class, eliciting the adjectives and writing them on the board.
- As a follow-up, have students close their books and see if they can remember which places the adjectives describe. Students can do this in pairs, and the activity can be turned into a competition. The pair that matches the most adjectives and places is the winner.

Answers

Answers will vary. Sample answers:

peaceful, most awesome, colorful, marine, cultural, old, new, traditional, modern, ethnic, ancient, spectacular, coastal, archaeological, exciting, different, natural, magnificent, wonderful, unique, different, amazing



- Call on volunteers to read aloud the guestions.
- Have students answer the questions alone and then check answers in pairs.
- Have students who finish first write questions about the other places (Dubai, Oman, Tanzania) for their classmates to answer

Answers

Answers will vary. Sample answers:

- 1. Global Tours offers a vacation anywhere in the world. It offers different kinds of vacations. You can travel around or relax in one
- 2. You can go scuba diving in the peaceful coral reefs and see colorful marine life.
- 3. In Petra, visitors are going to see an ancient city with wonderful buildings and tombs carved in the rock.
- 4. In Malaysia, you're going to hike through the rainforest and learn about the unique ecosystem. You're going to come into contact with different species of plants and animals.

Pair Work



CD3 T3 Play the audio of the example conversation. Students listen and repeat.

Review the names of the places in the brochure. Tell Minist students that they can substitute these places into the 2022 first line of the conversation.

- Model another conversation for the class. Have a student ask about another one of the places. You answer the question.
- Have students ask and answer in pairs about all the places, being sure to switch roles.



- Tell students to imagine they are going to visit one of the places in the brochure. Have them think about the answers to the questions.
- Have students ask you the questions. Answer the questions as if you were going to visit one of the places. Then have students work in pairs to ask and answer questions about their imaginary trip.
- To expand the activity, have students suggest other questions to ask, before they start the pair work. For example: Where are you going to stay? How many different places are you going to visit? Who are you going to buy gifts for?

Workbook

Assign page 237 for practice with the vocabulary of the unit.



Teaching Tip

Remember that you are not the only teacher in the classroom. Whenever feasible, have students work in pairs or groups. Students will feel more comfortable working together and can learn from one another.



Additional Activity

Have students work in pairs and make as many sentences as they can about places in their country and/or region of the world, using the adjectives in Quick Check A. Have pairs read aloud their sentences. The class decides if they agree with each pair's sentences.



N'gorongoro Crater in Tanzania is the largest collapsed volcanic crater in the world. It is 11 miles (18 kilometers) across and is home to about 25,000 animals, including the zebra, rhinoceros, hippopotamus, wildebeest, gazelle, buffalo, eland, elephant, lion, hyena, cheetah, and leopard.

SAFARI IN AFRICA

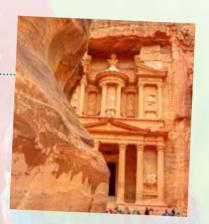
Have an exciting adventure on Tanzania's Serengeti Plain. See the herds of wildebeest, different kinds of bucks and gazelles, zebra, and other wildlife in their natural habitat in the N'gorongoro Crater. You're going to see them really up close!



Term

DESERT TOUR, JORDAN

Visit the spectacular ancient city of Petra. You're going to explore this magnificent archaeological site and see the wonderful buildings and tombs carved out in the rock.



ECOTOURISM IN THE MALAYSIAN RAINFOREST

Hike through the rainforest at Kinabalu Park and learn about one of the world's unique ecosystems. You're going to come into contact with thousands of different species of plants and animals, including an amazing variety of orchids.



Quick Check

- A. Vocabulary. List the adjectives used in the brochure.
- **B.** Comprehension. Answer the questions about the brochure.
 - 1. What does Global Tours offer?
 - 2. What can you do in the Red Sea?
 - 3. What are visitors going to see in Petra?

What kind of vacation are you going to Ministry of Education have in Malaysia? 2022 - 1444

2 Pair Work 🔀



- **A.** Ask and answer about the places.
- What's the Serengeti like?
- It's exciting. You can see wildlife in their natural habitat.
- **B.** Choose one of the vacations. Ask and answer about the trip.
 - 1. Where are you going to go on your vacation?
 - 2. How long are you going to stay?
 - **3.** Who are you going with?
 - 4. How are you going to go?

3 Grammar 👊



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.** Add the question words. Match the questions and the answers.
 - **1.** Which suitcase are you going to take? e

 - 2. ____ are they going to travel? ___ b. To then parents.

 3. ____ is he going to do when he arrives? ___ c. They're going to take a bus.

 4. ____ are they going to write to? ___ d. You're going to arrive in the morning.

 5. The red one. It's new.

 - **6.** _____ are we going to get there? ___
- a. In a beautiful hotel.

 - **f.** He's going to rest.
- B. Hameed and Fadi are going on vacation. Choose a place, and write six sentences about the things they're going to need. Use the words in the box for ideas.
- They're going to Bali, Indonesia. They're going to need hats, sunglasses, etc.

	backpack	jacket	sneakers
bathing suit calculator		jeans	suit and tie
		map	sunglasses
	camera	• medicine	travel books
	coat	money	T-shirt
- L	credit card	passport	visa
Minist	hat.	shirt	wallet
2022	hiking boots	shorts	watch



3 Grammar

Future with Be Going To

- Ask a student to read aloud the affirmative and negative statements in the first part of the chart. Have students focus on the form. Ask: What comes before going to? (am/is/are) What comes after going to? (the base form of the verb) When do we use going to? (when we talk about the future) Explain that the function of be going to is to express actions, intentions, and plans that have already been decided on.
- Have two students read the question and answers.
 Review the rules for word-order change in questions.
 Point out that short answers for yes/no questions with be going to are the same as short answers for yes/no questions with the present progressive.

Information Questions

- Have students brainstorm the question words they know before looking at the chart.
- Call on students to read aloud the questions and answers in the next part of the chart. Focus their attention on the subject-verb order on the left and right sides of the chart. Ask: How is the word order different in the questions on the left side and the answers on the right?

Position of Adjectives

- Write on the board: Malaysia is an exotic place. Malaysia and Indonesia are exotic 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? (Malaysia is exotic. Malaysia and Indonesia are exotic.) Point out that adjectives go before a noun but after the verb be.
- Write on the board the following two sentences and ask students which one is correct.

Tokyo is a city big.
Tokyo is a big city. (correct)

 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.



 Have students work alone to write the correct question word. Then have them ask and answer the questions in pairs.

Answers

1. Which

2. How

3. What

4. Who b

5. Where a

6. When d



- Have students look at the picture and cover the exercise. Say: What part of the world is this picture of? (Bali, Indonesia) What are people who travel there going to do? What are they going to need to take with them? Elicit and write students' ideas on the board.
- Have students work in pairs to write six sentences about what Hameed and Fadi are going to need on their vacation and why they are going to need these things. First, have them decide where the people are going to go on vacation. Students should use the words in the list as well as their own ideas and also say why the people are going to need these items.

Answers

Answers will vary. Sample answers:

Hameed and Fadi are going to go to Bali. They're going to need cameras. They can take pictures of the sights. They're going to need a calculator. They can find the difference in prices between currencies. They're going to need a credit card. They want to buy souvenirs in Bali. They're going to need a passport. They need to get into Indonesia. They're going to need a map. They want to walk around the island. They're going to need sneakers. They need comfortable shoes for walking.

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 means the same as I'm going to go to Africa for vacation.



- Have students look at the picture and describe what they see. If students are knowledgeable about the subject, 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 answers with a partner.

Answers

1. coastal dense

3. fertile

4. agricultural

2.

- 5. tropical
- 6. humid
- 7. ancient

- 8. interesting
- 9. local
- 10. unique
- 11. traditional
- 12. hospitable

Listening

- Have students close their books. Tell them they are going to hear three people talk about their vacation plans. Write on the board: Do any of them have the same plans? (no)
- CD3, T4 Play the audio. Have students listen and answer the question on the board.
- Have students open their books and look at the chart. Ask: What are the names of the people? (Andv. Rod, and Sam) Have individual students read aloud the questions.
- CD3, T4 Play the audio as students listen and mark the
- Go over the answers as a class. Play the audio again as necessary.

Answers

- Andy, Rod 4. Sam
- Rod **5.** Rod
- **3.** Sam 6. Andv

Audioscript

Andy: I'm going to do something really different this year for vacation. I'm going to fly to Santiago, Chile. Then I'm going to take a boat all the way down to Patagonia. That's at the bottom of South America. There, I'm going to see the glaciers. These large areas of ice are going to be magnificent to see. Then I'm going to stay in a hotel in a nature preserve called Torres del Payne. I'm

going to see animals in their natural environment. For example, "there are many guanacos in this area. These animals look a little

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like camels, and they're in the same family as the llama, but they're smaller. It's going to be a thrilling experience. I can't wait!

Rod: I'm going to visit my friends in Switzerland. They live in a small town in the Alps. The town is a ski resort, and it's usually crowded. We're going to go mountain climbing and skiing. I think it's going to be really exciting. I'm looking forward to this vacation and going to another country.

Sam: Well, I'm not going to travel. I'm going to spend my vacation right here. My uncle has a small farm in the country near a beautiful river. It's really peaceful and quiet there. I'm going to fish, help with farm chores, pick vegetables, and just relax.

5 Pronunciation

- CD3, T5 Play the audio. Students listen and repeat the words.
- Point out that $/\infty$ is usually spelled with an α and $/\mathfrak{p}$ is spelled with an a or an o. For example:

/æ/: hat. back. man. travel

/p/: father, hot, box

Workbook

Assign pages 238-239 for practice with the grammar of 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.



Additional Activity

Have students work in pairs to find words in this and previous units that have the $/\varpi/$ and $/\varpi/$ sounds. Then check lists as a class. Pairs get a point for each word that no other pair has.



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.

C. Complete the article. Use the adjectives in the box.

humid	dense	traditional	tropical	ancient	agricultural
coastal	unique	hospitable	local	fertile	interesting

Jazan

Jazan, in southwestern Saudi Arabia, is a (1) ____ city on the Red Sea. It is the capital city of Jazan Province. Although it is a small province, it has a (2) population of 1.7 million inhabitants. The terrain of the region is varied, consisting of mountains, (3) _____ plains, coasts, and islands. Jazan is famous for its (4) _____ products, especially its (5) _____ fruits like mango, figs, and papaya. The climate in the city of Jazan is very hot and (6) __ in the summer, while temperatures in the mountains to the northeast are much cooler.



	Jazan is one of the oldest regions in the country, dating back some 8,000 years, and is rich in heritage and
(7)	monuments. There is an (8) mix of architectural styles throughout the region. The
bu	ildings are in harmony with their environment and make use of (9) materials, such as stone, mud,
bri	cks, wood, and plants. One style that is (10) to the Tihama coast is the Jazani hut. The region is also
kn	own for its (11) handicrafts and its generous and (12) people.

4 Listening 🔊



Listen to three people talking about their vacation plans. Mark the boxes.

	Andy	Rod	Sam
1. Who is going to travel to another country?			
2. Who is going to climb a mountain?			
3. Who is going to fish?			
4. Who is going to help on a farm?			
5. Who is going to ski?			
6. Who is going to see wild animals?			

5 Pronunciation 🜌



Listen. Note the difference in the two sounds. Then practice.

/æ/	/ʊ/
tr a vel	exotic
صيلــــتا شهانه	p o pular
Ministry of Education 2022 - 14	m o dern



Agent: What kind of vacation are you

looking for?

Omar: I'm looking for a vacation in an

exotic and exciting place. I love to meet people and learn about new

cultures.

Agent: How about India?

Omar: It's a bit too crowded, and Indian

food is not my favorite food.

Agent: Do you like nature? We have

ecological tours in the Costa Rican rainforest. You can stay in a treetop resort. It's a unique jungle experience. You're going to love it.

Omar: I'm allergic to mosquitoes.

Agent: Why don't you go to the

Alps? You will experience

French, Swiss, Italian, and German

cultures.

Omar: Actually, I want a place that isn't

full of tourists. Somewhere off the

beaten track.

Real Talk

Actually = used to introduce an opposing idea off the beaten track = not visited by many tourists

About the Conversation

- **1.** Why doesn't Omar want to go to India?
- 2. What's wrong with Costa Rica?
- **3.** What kind of place is Omar looking for?





2 What do you like to do on a vacation?

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Your Ending

What does the travel agent say in response to Omar's last statement?

- (1) Why don't you go to New Zealand?
- (2) How about Antarctica? There are no mosquitoes there.
- **3** Why don't you go to the Arabian Desert?
- (**4**) Your idea:

Your Turn

Your partner tells you what he/she likes to do on a vacation. You make suggestions for where he/she can go. Your partner agrees or disagrees with your suggestion and says why.

- **3.** How often do you take a vacation?
- **4.** What are you going to do on your next vacation?

6 Conversation

- Have students cover the conversation and look at the pictures. Ask students to describe what they see in the pictures. Elicit, among other things, the word rainforest. Tell students they are going to hear a conversation between a customer and a travel agent. The customer wants to go to an exotic and exciting place. Looking at the pictures, ask: Which places are they talking about? What are the good and bad points of visiting each place? Where are mosquitoes going to be a problem? Where do you think the traveler wants to go?
- CD3, T6 Play the audio of the conversation. Ask students to listen to find out which of the three places the customer wants to go. (He doesn't want to go to any of them.)
- **CD3, T6** Play the audio again. Tell students to look at the conversation and read along as they listen.

Your Ending

- Have students repeat the three endings after you with appropriate intonation. After each ending, ask: What kind of place is this to visit? Have students choose the ending they like best, or make a new ending. Tell students that they may reject all three endings, but they must come up with one of their own. Have students give their ending, saying why they chose it. If they rejected all three endings, have them say why, and then give their own ending.
- Tell students to work with a partner to practice the conversation. They should use the ending they chose and switch roles.

Real Talk

- Ask: Who says Actually? (Omar) Why does he say it? (Because he wants to tell the agent he doesn't like the idea of the Alps.) Write the following sentences on the board:
 - 1. I'm too tired to go out.
 - 2. I'm not crazy about traveling with a group.
 - 3. I prefer to travel by train.
 - 4. I'd rather have Chinese food.



- Then say the following sentences. Have students respond with actually and an appropriate sentence from the board.
 - The airport is nearby, so it's easy to fly there. (3)
 There are some good organized tours. (2)
 Let's go shopping at the mall. (1)
 Why don't we get some pizza? (4)
- Ask: Why does Omar say he wants something off the beaten track? (He doesn't want to be in a place with a lot of tourists.) Where could he go in this country that is off the beaten track? Encourage students to give a variety of answers.

About the Conversation

- To check comprehension, have students work with a partner to ask and answer the questions.
- Check answers as a class by having students read the guestions and then call on their classmates to answer.

Answers

Answers will vary. Sample answers:

- Omar doesn't want to go to India because it's a bit too crowded, and he doesn't like the food.
- 2. He's allergic to mosquitoes.
- 3. He's looking for a place that is off the beaten track.

Your Turn

- Tell students some things you like to do on vacation. For example: I like to lie on the beach and swim in the sea. In the evening, I enjoy eating at outdoor restaurants. Have students suggest where you should go. Give a variety of responses. For example: That's a great idea! Or, Actually, that's too far away. I don't want to go too far from home.
- Have students note down what they like to do on vacation. Then have them work in pairs taking turns saying what they like to do and then listening and responding to their partner's suggestions.

7 About You

- Have students work in small groups to discuss and answer the questions.
- As a follow-up, have a class discussion about the most popular vacation destinations and types of activities.

8 Reading

- Have students close their books. Ask the Before
 Reading question. Then ask: Where is Al-Hijr? What
 can you see there? as prompts to get students started.
 Have students work with a partner and write down
 everything they know about Al-Hijr.
- Have students open their books to page 111 and look at the pictures as well as the email address and subject line. Ask: Who is the email to? What is the email about? What can you tell about Al-Ula from the pictures? Who is the email from? Tell students that Adel is going to Al-Hijr tomorrow. Have them write down two things they think Adel is going to do when he visits Al-Hijr.
- CD3, T7 Play the audio of the reading. Ask students to read along as they listen, looking to see if they wrote down what Adel is going to do.

READING STRATEGY: Using text format

Tell students to pay attention to spacing when reading. This will help them understand where paragraphs that are not indented begin and end. This, in turn, will help them understand the main idea of every paragraph.

After Reading

- Have students work individually to complete the task.
 Tell them to underline the parts of the text that provided them with the answers.
- Students check their answers with a partner. Finally, go over the answers with the class.

Answers

The following should be marked: 3, 4, and 5

Culture Notes

To date (2022), Saudi Arabia has six sites inscribed on the UNESCO World Heritage List: Al-Hijr Archaeological Site, At-Turaif District in ad-Dir'iyah, Historic Jeddah—the Gate to Makkah, Rock Art in the Hail Region, Al-Ahsa Oasis, and Himā Cultural Area.

Al-Hijr was the first archaeological site in Saudi Arabia to be inscribed on the World Heritage List in 2008.

The ancient settlement at Al-Hijr, known then as Hegra, flourished in the first century as a crossroads for trade. It was the seeping capital of the Nabataean civilization after

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Petra, Jordan. Characteristic of Nabataean architecture, the monuments and inscriptions were cut directly into the rock formations. Their state of preservation is remarkable because of the dry climate and lack of resettlement after the site was abandoned.

At-Turaif District in ad-Dir'iyah was inscribed in 2010. Originally founded in the 15th century, Dir'iyah became the capital of the first Saudi Dynasty from 1744 to 1818. The site includes several palaces of the Nadji architectural style, which is characterized by its geometric design and the use of adobe or sun-dried brick. Among the major monuments are Salwa Palace, Turaif Wall, and Prince Saad bin Saud Palace.

Historic Jeddah was inscribed in 2014. Located on the eastern shore of the Red Sea, Jeddah became a major port for trade routes from the 7th century. It was (and is) also a major gateway for Muslim pilgrims to the Holy City of Makkah. Thus, the historic city flourished as a multicultural center. The architectural style is characterized by the traditional use of coral building material, which is prominent in the monument of Bayt Naseef.

Teaching Tip

If students' first language is related to English, there will be some words that are cognates. Encourage students to notice cognates and use their knowledge of their own language to give them clues to the meaning of words in English.

Additional Activity

To make the writing activity more realistic, have students send the email they write to you, or to a student in the class. You, or the student who receives the email, should send a response.

Project: Plan a Visit

As an extension to the reading, have students research and write about another place to visit in Saudi Arabia. They should find out about its special characteristics, its history, and other important information for travelers.

8 Reading



Before Reading

With a partner, write down what you know about Al-Hijr.

THE STONES OF



000

To: gassim_n@space.net Subject: School trip to Al-Ula

Hi Qassim,

I'm writing this email from our hotel in Al-Ula. We arrived this evening after a long bus journey from Madinah. It's really too bad you couldn't join us on our school trip. We're going to learn so much about the historical sites that we can't learn in books.

It's quite busy here in town, with tourists from all over the world who have come to visit Mada'in Saleh. Tomorrow a guide is going to show us around the site. We're also going to visit the museum, Al-Ula oasis, and the old abandoned city.

The archaeological site lies about 20 km north of the town. It's also known as Al-Hijr because of the spectacular rock formations in the area. As you know, the site was settled by the Nabataeans in the first century. There are over 100 rock-carved monuments that are spread over an area of 13.4 kilometers, and due to the dry climate, they are in an excellent state of preservation. The site was included in UNESCO's World Heritage List in 2008 because of its cultural and architectural importance.

The desert around the oasis is covered by natural rock formations. Hundreds of curious shapes were carved by the wind into the soft sandstone, one of which resembles a giant elephant! The old city of Al-Deerah is going to be very interesting. It has over 500 houses from the 13th century, with stone foundations and mud-brick walls. Some

of the stones were taken from the ruins of a Lihyanite• settlement and still carry the ancient inscriptions. There is also a unique sundial that the inhabitants used to determine the start of Ramadan.

Don't worry. I'll take lots of amazing pictures to show you! Best wishes,

Adel





FYI Lihyan was an ancient civilization in northwestern Arabia that existed about 2,500 years ago.

After Reading

Mark the things that Adel is going to do in Al-Ula.

go rock climbing3. ____ see amazing scenery4. ____ visit tombs

5. ____ go to a museum

6. ____ carve sandstone

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9 Writing

A. Read the email. Circle the adjectives. Underline the adverbs.



From: khalid_2001@sgmail.com Subject: Greek island

Hi Saeed.

I hope you're well. I'm writing from the Greek island of Paros. You know how I always wanted to visit Greece. Well, I'm finally here. It's a dream come true!

First, we flew to Athens. We spent a wonderful day there visiting the Parthenon and the Acropolis Museum. Amazing! The next day, we went to the port of Piraeus and caught a high-speed ferry to the island. The voyage took less than 3 hours.

We're staying in a comfortable hotel in the capital, Parikia. It's a very picturesque town, with its narrow streets and traditional white houses that have blue doors and windows. In the evening, the stores, cafés, and restaurants are crowded with tourists. It's so lively, and I have to say Greek food is absolutely delicious!

Of course, the island has many scenic beaches with crystal clear waters and soft sand. Tomorrow, we're going to spend the day at

Golden Beach. I'm really excited because I'm going to try windsurfing! Apart from the spectacular beaches, we plan to explore the unique sights of the island. We're going to visit the Archaeological Museum and the Valley of Butterflies.

I'll tell you more about my adventures in Paros soon. Write me back with your news.

Best wishes,

Khalid

B. Read the writing task in C. Before you write, complete the chart with notes for each paragraph.

Greetings	
Describe the journey	
Describe the place	
Activities you plan do	
Closing	

C. Write an email to a friend from a place that you know or would like to visit. Use your notes from the chart and ideas from this unit.



PLL – ไหล้ เดือนคุ, plan a picnic. Present your picnic plan to the class. Use pictures and brochures. Ministry of Education 2022 - 1444

9 Writing

A

- Have volunteers read aloud paragraphs of the email.
 Answer any questions about new vocabulary.
- Ask comprehension questions, such as: Where is Khalid? (Paros, Greece) How did he travel there? (by plane to Athens, then by ferry to the island) What's it like there in the evening? (crowded, lively) What activities is he going to do there? (go windsurfing, visit the Archaeological Museum and the Valley of Butterflies)
- Have students work with a partner to circle the adjectives and underline the adverbs. Have them note the noun that each adjective describes and which adverbs emphasize adjectives.
- Call on students to report the adjectives and adverbs they found and to say what each describes.

Answers

Adjectives + nouns: wonderful (day); amazing (museum); high-speed (ferry); comfortable (hotel); picturesque (town); narrow (streets); traditional white (houses); blue (doors and windows); crowded (stores, cafés, and restaurants); lively (town in the evening); delicious, Greek (food); scenic (beaches); crystal clear (waters); soft (sand); Golden (Beach); excited (Khalid); spectacular (beaches); unique (sights); Archaeological (Museum); best (wishes)

Adverbs + adjectives: very (picturesque); so (lively); absolutely (delicious); really (excited)

Other adverbs: well, always, finally, first, tomorrow, soon



 Tell students that they are going to write an email like the one in exercise A. Tell them to imagine they are on vacation in a place that they would like to visit. Write the following questions on the board:

How did you travel? What was the journey like? What is the place like? What activities are you going to do there?

 Have students think about answers to the questions and write notes in the chart. They should also include notes for the greeting and the closing.



- Have students write their email using their notes from the chart.
- Collect the emails and pass them out for other students to read. Then have students report to the class about Minist their class mate's vacation.

10 Project

- Have students work in groups to plan a picnic. They
 can use pictures from newspapers and magazines or
 draw their own pictures. They should do research to
 get interesting facts. Have students choose roles: one
 person to research, one to write, one to create or collect
 the art, and one to make the presentation.
- Explain to students that they should plan a picnic as if they were going to take it together. When they make their presentation, they should use We're going to to describe their picnic plans.
- Tell students that they will submit the written portion of the project as well as present their picnic plan to the class.

Workbook

Assign page 240 for additional reading and writing practice.

11 Form, Meaning and Function

Adverbs of Manner

- Explain that adverbs of manner tell how something is done; they usually answer the question How? For example, ask: How does he drive? How is he reading the map? Elicit the examples in the chart.
- 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 double-consonant -e, we drop the e. For example, the adverb form of possible is possibly. However, when -ly is added to adjectives that end in -l, we double the l. For example, the adverb form of cheerful is cheerfully.
- 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); easy (easily); bad (badly); nice (nicely); beautiful (beautifully).
- Point out that fast, hard, late/early, and high/low can be used as both adjectives and adverbs. For example:
 This is a fast horse./He runs fast.
 This is a hard test./He studies hard.
 He has an early flight./The flight left late.
 She gets high marks./The plane flew low.
- Point out the irregular adverb form well.

Language Builder

Explain that adverbs such as hard and hardly, late and lately, high and highly have different meanings. Hard means using a lot of effort or energy; hardly means almost not. For example: It's so dark that I can hardly see. Late means not on time; lately means recently. For example: He's been very busy lately. High means at a large distance above the ground; highly means very, or to a great degree. For example: He's a highly successful businessman.

A

- Go over the example with the class. To elicit the new sentence, ask: How does Adel drive?
- Have volunteers read aloud the sentences. Ask students to underline the adjectives. Then have students rewrite each sentence with an adverb and check answers in pairs.
- As an extension, have students change the names in the sentences to talk about people they know. Have them say the sentences in pairs. Go over the answers by calling on students to read the sentences with adverbs.

Answers

- 1. Hameed laughs loudly.
- 2. We always eat dinner early.
- 3. Fadwa and Amal read slowly.
- 4. Saeed plays tennis well.
- 5. Sabah speaks quietly
- 6. Does Khalid work hard?
- 7. Majid and Ali run fast.
- 8. He learns English easily.
- 9. Do I write better now?
- 10. He jumped high over the wall.

B

- Have students look at the picture and describe what is happening.
- Have students complete the task individually and then practice the conversation in pairs.
- Have several students read their answers for the class.

Answers

- 1. well
- 2. late
- 3. wildly
- **4.** safely
- 5. warmly

- 6. quickly
- 7. easily
- 8. fast
- 9. comfortably
- 10. peacefully



11 Form, Meaning and Function

Adverbs of Manner

Adverbs of manner	are formed by	adding -ly to a	n adjective.	They express	how something	is done.
Adverbs of manner	usually go afte	er the main verb	or after the	object of the	main verb.	

He drives **slowly**.

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He is reading the map carefully.

Adjectives that end in -/, double the /: careful → carefully

Adjectives that end in consonant -y, change y to i: easy \rightarrow easily

Note: Some adjectives and adverbs have the same form:

A Rewrite the sentences. Use adverbs of manner.

We ate a **late** dinner. We ate dinner **late**. He's a **fast** driver. He drives **fast**. He's a **hard** worker. He works **hard**. The mountain is **high**. They climbed **high**.

Note: The adverb form of *good* is *well* and the comparative form is *better*. He's a **good** player. He plays **well**. He plays **better** than he did last year.

	Newfile the Sentences. Ose davens of marrier.					
1	Adel is a careful driver.	Adel drives carefully.				
1	. Hameed has a loud laugh.					
2	2. We always eat an early dinner.					
3	3. Fadwa and Amal are slow readers.					
4	I. Saeed is a good tennis player.					
5	5. Sabah is a quiet speaker.					
e	5. Is Khalid a hard worker?					
7	. Majid and Ali are fast runners.					
8	3. Learning English is easy for him.					
ç	. Is my writing better now?					
10	. He jumped over the high wall.					

B. Complete the conversation. Use adverb forms of the adjectives in parentheses. Then practice the conversation with a partner.

A: How was your vacation in Norway? **B:** It didn't start ______ (1. good) because my flight left _____(2. late). The plane shook _____(3. wild), so I was happy when it landed ______(4. safe) at the airport. **A:** Wasn't it cold there? **B:** Yes, but I dressed ______(**5.** warm). **A:** So, did you go skiing? B: Of course! I took lessons on the first day. I learned (6. quick) and ______ (7. easy). Then, spent the week skiing ______ (8. fast) down the hills. A: What did you do in the evenings? (9. comfortable) by the fire and watched the Ministry of Edshow fall ______(10. peaceful) outside.



13 What's the Weather Like?

Listen and Discuss 🕢

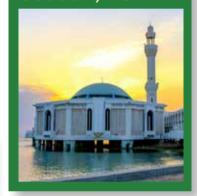


Which of these cities has weather most like yours?

Weather Around the World

Summer is usually sunny, really hot, and very dry. Temperatures are often over 104 degrees Fahrenheit (40 degrees Celsius), and 54 percent humidity.

Jeddah, KSA



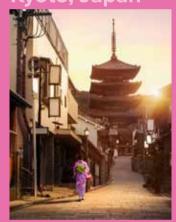
It gets very cold in winter, and it often snows. Chicago gets approximately 40 inches of snow (100 centimeters) per year. Temperatures often fall below zero Celsius, and even below zero Fahrenheit.

Montreal, Canada



The weather in the fall can be unpredictable, from cool to cold. It's often windy and cloudy, and temperatures vary from 40 to 58 degrees Fahrenheit (5 to 15 degrees Celsius).

Kyoto, Japan



Spring is usually cool, but some days can be quite warm. The average temperature is around 52 degrees Fahrenheit (11.2 degrees Celsius).

Chicago, U.S.A

People's Plans

"I won't stay in Jeddah in July and August. It's extremely hot. I'll probably visit my cousins in Abha and enjoy the mountains."

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"I think I'll go camping in the fall. It's when trees begin to lose their leaves and offer a magnificent display of colors."



"I'll probably go ice-skating or skiing this winter. Maybe I'll visit my family in Florida and get away from the cold."

"I'll go and see the cherry blossoms. Spring in Kyoto is absolutely breathtaking. It's my favorite season."



O Unit Goals

Vocabulary

Weather words Seasons Activity plans Countries and capitals

Functions

Talk about the weather Talk about seasons Talk about future activities Make predictions

Grammar

Future with Will:
affirmative, negative,
yes/no questions,
short answers
Information Questions
Conditional with Present
and Future Forms
Functions with will

Listening

Listen for specific information from a weather report

Pronunciation

The /// sound

Reading

Can Weather Affect People's Moods?

Writing

Write about how the weather affects you

O Project

Present the weather in a place you would like to visit

Warm Up

Review the four seasons in the northern hemisphere: winter (December 21 to March 20); spring (March 21 to June 20); summer (June 21 to September 21); and fall (September 22 to December 20). Tell students your favorite season and why you like it. For example: My favorite season is the spring. It's not too hot and not too cold, and I love to see all the flowers. Have students talk about their favorite season and the weather at that time of the year.

1 Listen and Discuss

 Have students look at the pictures on page 114. Ask questions about each picture, teaching new vocabulary as necessary. For example:

Where does it look hot? How can you tell it's hot? Does it look humin or dry there? What kinds of things do people probably do in the summer?

<u>Mhërle addes</u> it look cold? What do you think the Minist temperature is there? What kinds of activities can 2022people do in the winter?

What time of the year is it in Montreal? How do you know? What kinds of things do people in Montreal probably like to do in the fall?

What time of year are there beautiful cherry blossoms in Japan? What do you think the weather is like? What activities do people in Japan do in the spring?

- Discuss the introductory question: Which of these cities has weather most like yours?
- CD3, T8 Play the audio of the weather around the world. As students listen, have them point to the corresponding picture.
- To check comprehension, have volunteers say statements about the weather in the different places. Have other students say *That's right/wrong*. Provide a model. Say: *It snows a lot in Chicago*. Elicit: *That's right*. Say: *It doesn't get very hot in Jeddah*. Elicit: *That's wrong*.
- Have students look at the pictures of the people. Ask where each person is from. For example: Where is Adnan from? (Jeddah)
- CD3, T8 Play the audio of the people speaking. Students point to each speaker as they listen.
- **CD3, T8** Play the audio again. Pause after each speaker and have students repeat the sentences chorally and individually.
- Finally, have students look at the picture of the weatherman. Ask: What is he pointing at? What part of the world is he going to talk about?
- CD3, T8 Play the final part of the audio.
- Have students circle the places the weatherman talks about. To check comprehension, ask: Where is the weather going to be cloudy? (Florida)
- Look at the weather icons together. Make sure students understand the terms.

Language Builder

Remind students of the different meanings for *fall* in the presentation; for example, the verb *fall*, as in the sentence about Chicago (*Temperatures often fall below zero Celsius*); and the noun *fall*, which means the same as *autumn*.

Quick Check



Vocabulary

- Have students look at the weather symbols. Ask: Are these weather words about temperature? (no)
- Tell students there are eight words in the presentation on pages 114 and 115 that relate to temperature. Have students find the words in pairs.

Answers

hot, degrees, Fahrenheit, Celsius, cold, below zero, cool, warm



- As a model, have one student read aloud the first question and elicit the answer.
- Then have students work individually to answer the questions. Go over the answers with the class.

Answers

Answers will vary. Sample answers:

- 1. Jeddah has hot summers.
- In winter, temperatures in Chicago often fall below zero Celsius, and even below zero Fahrenheit.
- **3.** Tomi will see cherry blossoms in the spring in Kyoto.
- **4.** In Canada in the fall, the leaves on the trees change color.
- The weather in Miami will be warm tomorrow, about 86 degrees Fahrenheit, 30 degrees Celsius.

Pair Work



- Elicit ways to ask about the weather. For example:
 What's the weather like? Or, What's it like outside?
- CD3, T9 Play the audio of the example conversation.
- Point out the different tenses in the two questions. Elicit
 why the tenses are different. (The first question is about
 a statement of fact, something that is generally true. The
 second question is about the future.)
- Model the changes students are to make. Ask: What's the weather like in Jeddah in the summer? and elicit the answer.





CD3, T9 Play the audio of the example conversation.

- To provide another model, ask a student: What will you do in the winter? Elicit an answer.
- Have students work in pairs to ask and answer the questions. Tell students to use real information for the questions and answers.

Workbook

Assign page 241 for practice with weather vocabulary.



Teaching Tip

When teaching new vocabulary, make sure students are aware of the part of speech (noun, adjective, verb, etc.). Encourage students to expand their vocabulary by learning the derived forms of the new word; for example, the noun *humidity* and the adjective *humid*.



Additional Activity

Draw a three-column chart on the board with the headings: **Nouns, Adjectives**, and **Verbs**. Have students copy the chart in their notebooks and in pairs write each weather word from the presentation in the correct column. Then have them add other weather words they know. They may want to know how to say certain words in English. Before providing the answer, see if other students know the word in English.



- The coldest temperature ever recorded on Earth was in Antarctica in 1983. The temperature was –89 degrees Celsius (–129 degrees Fahrenheit).
- facts The hottest temperature ever recorded was on July 10, 1913, at Furnace Creek Ranch in Death Valley in the United States. The temperature was 57 degrees Celsius (134 degrees Fahrenheit).
 - The most rainfall in one year was recorded in 2007 in Cherrapunji (Sohra), Meghalaya, India; 26,470 mm (1,042 in)!
 - The least amount of rainfall in one year was recorded in Quillagua, Chile: 0.2 mm (0.008 in)!



weather symbols













rain

snow

cloudy

sunny

partly cloudy/ partly sunny

windy

Quick Check V

- **A. Vocabulary.** Write the words from these pages that relate to temperature.
- **B.** Comprehension. Answer the questions.
 - 1. Which city has hot summers?
 - **2.** What's the temperature in Chicago in the winter?
 - **3.** What will Tomi see in the spring in Kyoto?
 - 4. What is attractive about Canada in the fall?
 - 5. What will tomorrow's weather be like in Miami?

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2 Pair Work 🔀



- A. Ask and answer about the pictures and the people.
 - What's the weather like in Kyoto in the spring?
 - It's <u>usually cool</u>.
 - What will Adnan do in the summer?
 - He'll probably go to the mountains.
- B. Ask and answer about places and plans.
 - What will you do in the summer?
 - I'll probably visit my family in Abha.

3 Grammar 🟢



Future with Will

Use will to talk about something that you think will or will not happen in the future.

Affirmative (+)		Negative (–)			
' 		(+ will)	I		
You 'll		(you + will)	You		
He 'll		(he + will)	He		
She 'll	travel.	(she + will)	She	won't	travel.
lt 'll		(it + will)	lt		
We 'll		(we + will)	We		
Thev 'll		(they + will)	Thev		

Yes-No Question (?)

Short Answer (+)

Short Answer (-)

FYI won't = will not

Will you travel next summer?

Yes, I will.

No, I won't.

Information Questions

What will you do in the summer? I'll probably travel. Where will you go? I'll go to Jordan. How will you go? Maybe I'll drive.

Note: We often use will with probably or maybe to express doubt or uncertainty.

A. Ask and answer about the weather.

A: What will the weather be like in Muscat tomorrow?

B: It'll be warm and cloudy. The temperature will be 25 degrees Celsius.

	<u></u>	RIYADH, KSA	81/62 F		27/17 C
	the	ISLAMABAD, PAKISTA	AN 50/31 F		10/5 C
	(1) (2)	ABU DHABI, UAE	86/70 F		30/21 C
		CAIRO, EGYPT	59/46 F		15/8 C
	S	MUSCAT, OMAN	77/64 F		25/18 C
	3	TABUK, KSA	39/28 F		4/-2 C
		BEIRUT, LEBANON	62/52 F		17/11 C
		ABHA, KSA	54/41 F		12/5 C
Ministry	ار <mark>ت التـــــــــــــــــــــــــــــــــــ</mark>	ioAMMAN, JORDAN	46/41 F		8/5 C
2022		(High/Low Temperatures i	in degrees Fahrenheit	and in degre	es Celsius)

3 Grammar

Future with Will

- Focus students' attention on the first part of the grammar chart. Point out that we use will and won't when we predict or speculate about the future. Elicit or point out that, like other modal auxiliaries such as can, could, should, etc., will is the same for all persons. It does not change and it has no distinct singular and plural forms. Clarify that after will we use the main verb in its base form (without to).
- Have students look at the left-hand side of the chart which contains the contractions of the affirmative form.
 Read aloud these contracted forms one by one and have students repeat chorally and individually.
- Have students look at the right-hand side of the chart.
 Draw their attention to the FYI note in the upper right corner. Explain that FYI stands for "For Your Information." Point out that for the negative there is one all-purpose contraction: won't.
- Direct students' attention to the yes/no question and short answers. Have volunteers read aloud the question and answers.

Information Questions

- Ask students to read aloud the questions and answers.
- Point out that, as with many other question forms, there
 is an inversion in the word order, and the modal will is
 placed before the subject. Clarify that this is true for
 yes/no questions, such as Will they have a nice time
 there? and also for Wh- questions, such as Where will
 they stay?
- Finally, point out that it is common to use probably or maybe when we use will to predict or speculate.



- Have students look at the weather chart to see if their city is listed. If not, ask them which city is the closest to their city. Go over the pronunciation of all the cities. Then to check understanding of the symbols, ask: In how many cities will it probably rain/snow/be cloudy/sunny? In how many cities will there probably be thunderstorms? Point out that we use It as a subject with all the weather words in the chart, except thunderstorms. We use There as a subject with words like "hunderstorms, storm, showers, and hurricane."
- Have two students read aloud the example. Then have students work in pairs and make similar conversations, Minist taking turns to ask and answer the questions.

Answers

Note: All questions are as follows:

What will the weather be like in _____ tomorrow? The answers will vary depending on the place.

[Riyadh] It will be very warm and partly cloudy. The temperature will be 27 degrees Celsius.

[Islamabad] It will be cool and sunny. The temperature will be 10 degrees Celsius.

[Abu Dhabi] It will be not and sunny. The temperature will be 30 degrees Celsius.

[Cairo] It will be cool and rainy. There will be thunderstorms. The temperature will be 15 degrees Celsius.

[Muscat] It will be quite warm and cloudy. The temperature will be 25 degrees Celsius.

 $\mbox{[Tabuk]}$ It will be cold and snowy. The temperature will be 4 degrees Celsius.

[Beirut] It will be a bit warm and rainy. The temperature will be 17 degrees Celsius.

[Abha] It will be cool and cloudy. The temperature will be 12 degrees

[Amman] It will be cool and rainy. The temperature will be 8 degrees Celsius.

Language Builder

There are several ways to talk about the future in English. Two of the most common are *will* and *be going to*.

We use will to predict (He will be very successful in his career.) and speculate (The school trip will probably be a lot of fun.), as well as to make promises (I will be there at 8. I promise.), and to make spontaneous decisions (The phone's ringing. I'll get it.).

We use *be going to* to talk about actions, intentions, plans, etc., that have already been decided. (*I'm going to visit my grandparents on the weekend*.) We also use *be going to* when we have evidence in the present about a future event. (You see clouds in the sky. *It's going to rain*.) Like *will*, we can also use *be going to* to make predictions.



- Write the following phrases on the board: I'll definitely..., I'll probably..., Maybe I'll..., I don't think I'll..., I definitely won't...
- Have students describe what the people in the pictures are doing. Ask: Which of these activities do you think you'll do in the coming year? Have students respond using the phrases on the board.
- Go over the future time expressions in the box. Have two students read aloud the conversation. Then have a volunteer ask you a question with one of the other time expressions. Answer truthfully.
- Have students do the activity in pairs, taking turns to answer the questions.

Answers

Answers will vary.

Listening

- Tell students that they are going to listen to a weather report. Have them read the sentences for the specific information they need. Ask: Could the weather report be about our city? Why or why not?
- Write this question on the board: **Does the weather** forecaster say the name of the place the weather report is for? Tell students to close their books.
- CD3, T10 Play the audio. Have students listen for the answer to the question on the board. (No, he doesn't.)
- CD3, T10 Have students open their books. Play the audio as students listen and answer yes or no.
- Go over the answers with the class. Play the audio again as necessary for students to hear the answers.

Answers

2. no **3.** no **5.** no **6.** no

Audioscript

This is Ned Weatherbee, your weather forecaster. This afternoon, heavy rain fell in our town. The big storm caused a lot of damage, and traffic came to a complete stop. The storm is now over and clean-up can begin.

Now, let's look at the weather report for the next few days. Friday will be warm and sunny during the day and cool at night. Temperatures will be in the low twenties during the day and will fall to 10 degrees Celsius at night. You won't need a heavy coat, but take a jacket with you.

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The weather on Saturday will be nice in the morning and cloudy in the afternoon. It'll probably rain at night. These showers are quite normal during the spring. So you'll have clear weather on Saturday morning. Sunday will be cold and windy, and maybe it will snow in the mountains. If you're planning to go there, don't forget your boots and jackets.

And now for sports, here is Matthew Delaney.

5 Pronunciation



CD3, T11 Have students listen to the audio and repeat the sentences.

Workbook

Assign pages 242-243 for practice with the grammar of 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.



Additional Activity

Have students work in groups to do a weather report for their city or town. Have some volunteers listen to weather reports on the radio or TV. Have others bring in a weather map from the newspaper, and others bring in weather reports from the Internet. Then have students work together to produce a weather report for the next day. For variety, you may have students choose another city to report on.



- The place that holds the record for the most snow in one year is Mount Baker, Washington, U.S.A. In the winter of 1998-1999, 95 feet (29 meters) of snow fell.
- Although many people think of the Arctic as a very snowy place, very little snow actually falls there. It is just so cold that when it does snow, the snow takes a long time to melt.

B. Ask and answer questions about your plans for the various times in the box.

in the summer in the fall in the winter in the spring tomorrow on the weekend next week next year on Saturday in the future

A: What will you probably do in the summer?

B: I'll probably go horseback riding in Najran.











4 Listening 🔊



Listen to the weather report. Answer **yes** or **no**.

- **1.** The weather was fine on Thursday afternoon.
- **2.** ____ Temperatures will be in the sixties on Friday afternoon.
- **3.** ____ Saturday will be beautiful and sunny all day.
- **4.** ____ It usually rains in the spring.
- **5.** ____ It will probably snow on Saturday.
- **6.** ____ You won't need boots and jackets in the mountains.



A barometer measures changes in atmospheric pressure and helps to predict whether it will be wet or dry.

5 Pronunciation



Listen to the /l/ sound. Then practice.

	/1/		
131	" meet you at seven.	she 'll	She'll go shopping next week.
برارة المرابع ا المرابع المرابع المراب	You'll get cold.	we 'll	We 'll have fun on the trip.
Ministry of Education he'll 2022 - 1444	He 'll travel in the summer.	they 'll	They'll probably stay home.



Tariq: So, I hear you're going to move

to Abha.

Yeah. I got a great job there. Adel:

Taria: What work will you do?

Adel: I'm going to be a trainee in an

international hotel.

Tariq: When do you plan to move?

Adel: I'll probably go next month. I want to

spend the rest of the summer with my

family before I move away.

Tariq: How long will you stay?

Adel: It depends.

Taria: Depends on what?

Your Ending

What is Adel's answer?

- (1) It depends on the salary there. Will I make enough money?
- (2) It depends on the weather. Will I like the cold winters?
- (3) It depends on the training. Will I learn enough to help my career?
- (4) Your idea: _



Real Talk

I hear = a way to introduce news It depends. = a way to say you are not certain

About the Conversation

- 1. When will Adel go to Abha?
- 2. What is he going to do there?
- **3.** Why isn't he going immediately?
- **4.** How long will he stay?

About You 🔀



- 1. What's your favorite season of the year? Why?
- 2. What will you do next year?
- 3. What subjects will you study next year?

P以4.C Wh部协计you probably do after high school Ministry of college? 2022 - 1444

Your Turn

Imagine you are moving to a different country or city. Discuss what you will miss from your current home. Also discuss the things you will do and won't do in your new home.



6 Conversation

- Have students cover the conversation and look at the picture at the top of the page. Ask: What do you know about Abha? What is the weather like there? Have you ever been there? Is it a place you would like to visit? Why or why not?
- CD3, T12 Play the audio of the conversation.
- Ask students what the people, Adel and Tariq, are talking about. (Adel is moving to Abha.)
- **CD3, T12** Play the audio again. Tell students to look at the conversation and read along as they listen.

Your Ending

- Go over the three endings. Make sure students understand the meaning of salary.
- Have students work in pairs to choose an ending or write their own ending.
- Then have pairs practice the conversation with the ending they chose.

Real Talk

- Ask: Who says I hear? (Tariq) What news did he hear? (Adel is going to move to Abha.) Did he find out from Adel that he's going to move to Abha, or did he hear about it from someone else? (from someone else) Have students say news they have heard about their classmates recently. Provide a model by saying: I hear (Ahmed) has a new bike.
- Ask: Who says It depends? (Adel) Why does he say it? (He's not sure yet about his plans.) Point out that a typical response to It depends is It depends on what? Ask students questions about the future about which they are likely to be uncertain, to elicit answers with It depends. For example: Will you probably take another English course next year? Are you going to study on the weekend?

About the Conversation

- To check comprehension, have students work with a partner to ask and answer the questions.
- Check answers as a class by calling on a student to read the question. The student then calls on a classmate to answer.

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Answers

Answers will vary. Sample answers:

- 1. Adel will probably go to Abha next month.
- He's going to work there. He's going to be a trainee in an international hotel.
- **3.** He wants to spend the rest of the summer with his family before he moves away.
- 4. He doesn't know.

Your Turn

- Have students work in groups of three or four. First, they should decide which country or city they are moving to. Then they should discuss how their lives will be different.
- Remind students to consider several factors in their discussions; for example: their reason for going (a new job/career, a new school, to be near family/friends), the weather, and types of things they will do there (work, study, visit local attractions, participate in activities/hobbies).
- Have one student from each group report back to the class on what they talked about.

7 About You

- Have students work in groups of three or four to discuss and answer the questions.
- As a wrap-up, call on a few volunteers to answer the questions for the class. Find out if most of the class answered the questions similarly.

8 Reading

- Have students close their books. As a class, discuss the Before Reading questions.
- Write the following words and phrases on the board and elicit their meanings: depressed, down, energetic, happy, in a lively mood, tired.
- Point to the board and ask: Do you ever have any of these feelings? When? Does the weather ever give you these feelings? When?
- Have students open their books and look at the pictures, but cover the text. Ask: Which people probably say they like the weather where they live?
 Look at the words on the board again. Which person probably uses depressed? Why do you think so?
 What about down? Continue to ask questions about all of the feelings on the board.
- CD3, T13 Play the audio of the reading. Students listen and follow along, looking to see which person mentions which word on the board.

READING STRATEGY Sentence format

Tell students that paying attention to connecting words like but and so can help them understand a text. For example, after but there will be a contrasting idea; after so there will be a reason.

After Reading

- Have students complete the chart individually, and then compare their answers with a partner.
- Finally, go over the answers with the class.

Answers

Answers will vary. Sample answers:

	Good Weather	Bad Weather
Ibrahim	The weather is always hot and sunny, and people are normally happy.	He has never been in snow and cold weather, so he doesn't know their effect.
Felipe	He's in a lively mood.	He feels down.
Keith	He feels energetic and likes exercising more frequently.	He feels tired and depressed and doesn't want to do anything outdoors.

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Teaching Tip

Always give a student sufficient time to answer a question. A student might need time to come up with a correct response but will feel better if allowed to respond without help.



Additional Activity

Have students work in groups and predict their lives in ten years. Have them talk about the distant future (I'll be married, and I'll have two children) and the near future (I'll go to college).



Project: Weather Forecasting

Have students research the instruments weather forecasters use to predict the weather. You could assign individuals or pairs to research something particular, for example, weather satellites or weather balloons; or you can let students choose on their own.



Seasonal Affective Disorder (or winter depression) is common in many northern locations. If you live in high latitudes, far away from the equator, or have someone in your family with this disorder, you may be more likely to experience it.

8 Reading



Before Reading

Does the weather change the way you feel? How?

Can Weather Affect People's Moods?

Do you think it will rain tomorrow? Will it be cool or warm? People often ask about the weather because they want to wear appropriate clothing. But the weather can mean more to people than just changes in clothing. According to new research, warm, sunny weather can have a positive impact on mental health and mood. On the other hand, cold, dark winter weather can have a negative effect, even causing Seasonal Affective Disorder (SAD), a depression that comes back every winter. Read people's answers to a survey about how the weather affects their moods.







I can't really tell if the weather affects people's moods. In my country, it's always hot. In the winter, the temperature is about 84 degrees Fahrenheit (29 degrees Celsius). We usually have bright, sunny skies, and the people here are normally very happy even during thunderstorms. Maybe one day I'll get to see the snow and see if the cold weather will change my mood. Ibrahim – *Jeddah*, *Saudi Arabia*

I live on an island that has about two hundred beaches. So the weather affects the way I feel and our way of life very much. I'm in a lively mood the whole year round. People think that my country is tropical, but in the south we sometimes get some really cold, windy days, and I feel down. However, they don't last very long. When that happens, I just try to tell myself not to worry because tomorrow or the day after will be beautiful and sunny again. Felipe – *Florianopolis*, *Brazil*

The weather definitely affects the way I feel. When it's rainy and dreary out, I feel tired and depressed, and I don't want to do anything outdoors. So I try not to look out of the window, and I spend my time like a typical couch potato, watching TV and eating, or playing video games. My body and my brain seem to function better when it's sunny. I'm more energetic, and I feel like exercising more frequently. The trouble is that it rains on about one day out of three in England. Keith – Liverpool, England

After Reading

Complete the chart. List the effects of the weather on the three people.

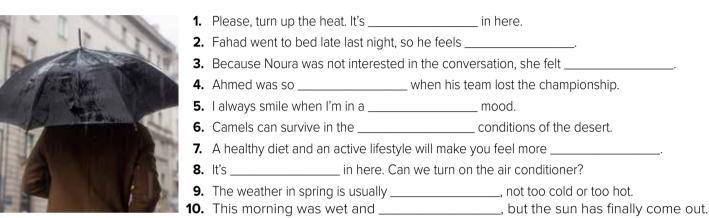
	Good Weather	Bad Weather
Ibrahim		
Felipe		
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Writing |



A. Look at the pairs of synonyms. Which adjectives describe moods? Which describe weather? Complete each sentence with one suitable adjective from the boxes.

sleepy/tired miserable/depressed bored/indifferent energetic/lively happy/cheerful dreary/gloomy pleasant/mild extreme/harsh cold/freezing hot/boiling



1.	Please, turn up the heat. It's in here.	
2.	Fahad went to bed late last night, so he feels	
3.	Because Noura was not interested in the conversation, she felt	
4.	Ahmed was so when his team lost the championship.	
5.	I always smile when I'm in a mood.	
6.	Camels can survive in the conditions of the desert.	
7 .	A healthy diet and an active lifestyle will make you feel more	
8.	It's in here. Can we turn on the air conditioner?	
9.	The weather in spring is usually, not too cold or too hot.	

Writing Corner

1. Use *if* or *when* to refer to repeated situations.

If / When it rains, I usually stay indoors.

I feel miserable when / if it rains all day.

2. Use when to refer to future situations that are certain.

I will call you when I get home.

3. Use *if* to refer to future situations that are possible, but not certain.

If I get home early, I will call you.

B. Write notes in the chart to describe the activities you do and how you feel in certain weather conditions.

Warm and sunny	
Cloudy and rainy	
Hot and dry	
Other:	

C. Write about how the weather affects you. Use your notes from the chart and ideas from this unit. Use if and **when**.



 $^{\text{Ministry of Research}}$ the weather in a place you would like to visit. Present your findings to the class. 2022 - 1444

9 Writing

A

- Have students look at the pairs of synonyms. Elicit which ones describe moods (top row) and which ones describe weather conditions. (bottom row)
- Have students complete the sentences individually and then check answers with a partner. Answer any questions about new vocabulary.
- Go over the answers as a class.

Answers

- 1. cold/freezing
- 2. sleepy/tired
- 3. bored/indifferent
- 4. miserable/depressed
- 5. happy/cheerful
- 6. extreme/harsh
- 7. energetic/lively
- 8. hot/boiling
- 9. pleasant/mild
- 10. dreary/gloomy

Writing Corner

 Go over the information in 1. Explain that both if and when can refer to situations that occur often or are repeated. In this case, it is like saying "each time this happens." Write these sentence starters on the board and have students complete them.

When it is a pleasant day,
If the weather is boiling,
I feel cheerful when
I feel depressed if

- Have a volunteer read the example in 2. Explain that
 this sentence refers to a time in the future. The speaker
 is certain that he will call. The modal auxiliary will is
 used to indicate the future, but the when-clause uses
 the simple present. Elicit things that students are certain
 they will do when they get home.
- Have a volunteer read the example in 3. Explain that this sentence also refers to a time in the future. The modal auxiliary *will* is used to indicate the future, but the *if*-clause uses the simple present. However, the speaker is not certain that he will call because he may or may not get nome early. His calling is conditional on his getting home early. Write these sentence starters on

the possibled have students complete them.

If I finish my homework early,	
If he misses the bus,	
My parents will be very happy if	

 Point out that the if-clause and the when-clause are followed by a comma when they begin the sentence.

B

- Have students look at the different weather conditions in the chart. Tell them to add one more. Have them write notes about how they feel and the activities they do in the different weather conditions.
- Then have them discuss in pairs how the weather affects them

G

- Have students write a paragraph using their notes from the chart.
- Ask volunteers to read their paragraph to the class. Have the rest of the class note if the weather affects people in a similar way.
- Write the similarities on the board and elicit sentences that summarize how the weather affects people in general. For example: Most people feel active and energetic when the weather is warm and sunny.

10 Project

- Have students work in groups to decide on a place they would like to visit. Then have them use the Internet, travel guides, and any other useful sources to find out about the weather there.
- Tell students they will submit a written report as well as present their findings to the class.
- Have a student from each group report to the class.
- Have students vote on which place they would most like to visit because of the climate.

Workbook

Assign page 244 for additional reading and writing practice.

11 Form, Meaning and Function

Conditional Sentences with Present and Future Forms

- Have volunteers read aloud the example sentences in the chart.
- 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/won't) 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).

Language Builder

Remind students that *won't* is the contraction of the negative form *will not*. The negative forms of *may* and *might* are *may not* and *might not*. We do not use a contraction for *may not* and rarely use the contraction *mightn't* for *might not*.

A

- 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. Check that students remember which verb forms to use in the different types of sentences.
- Have students do the exercise individually and compare answers in pairs.
- Go over the answers by having students read the completed sentences.

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Answers

- 1. heat / boils
- 2. will stay / doesn't finish
- 3. go / will you study
- 4. doesn't work / doesn't have
- 5. warms up / will melt
- 6. doesn't hurry / will miss
- 7. don't know / look
- 8. gets / goes

B

- Have students work individually to complete the exercise and compare answers with a partner.
- Have volunteers read their sentences aloud for the class.

Answers

Answers will vary. Sample answers:

- 1. If the sky is dark and cloudy, I feel tired and depressed.
- 2. If it's warm and sunny, I'm in a lively mood.
- 3. If it's hot and humid, I don't feel very active.
- 4. If I finish all my homework, I might watch a film on TV.
- 5. If I go to university, I may study engineering.
- **6.** If it rains tomorrow, I won't walk home from school.
- 7. If the weather is nice this weekend, I may go to the beach
- **8.** If the temperature is above 40°C, I'll turn on the air conditioner.

11 Form, Meaning and Function



Conditional Sentences with Present and Future Forms

You can use conditional sentences with if to talk about causes and results.

Present Facts

Use the simple present tense in both clauses.

If it is sunny outside, I always wear sunglasses.

Water **becomes** ice **if** you **put** it in the freezer.

Future Facts

Use the simple present in the *if*-clause and the future with *will* in the result clause.

If their team wins, the fans will be happy.

The fans won't be happy if their team loses.

They won't play tennis if it rains.

If it doesn't rain, they'll play tennis.

Will they play tennis if it rains?

May/Might

Use may/might in the result clause to suggest something is possible, but not certain.

A. Complete the sentences with the verbs in parentheses. Use the simple present or will.

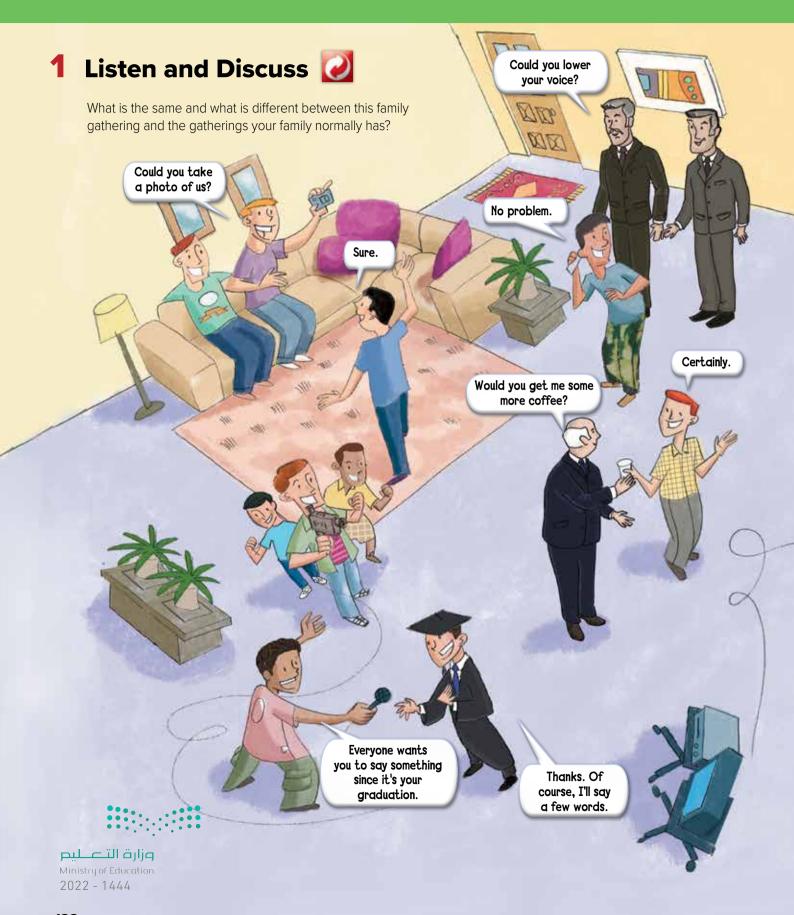
If Noura doesn't study, she might fail the test.

We **might go** skiing **if** there **is** enough snow.



	1.	If you	_ (heat) water to 100 degre	ees Celsius, it	(boil).			
	2.	Imad	_ (stay) late tonight if he	(not fin	nish) his work on t	ime.		
	3.	If you	_ (go) to university, what _	(you /	study)?			
	4.	The cell phone	(not work) if it $_$	(not h	nave) a battery.			
	5.	If the temperature .	(warm up), th	ne snow	(melt).			
	6.	If he	. (not hurry), he	(miss) the bus a	and be late for sci	nool.		
	7 .	If I(r	not know) a word, I	(look) in my	dictionary.			
	8.	It(ge	et) dark if the sun	(go) down.	2			
	Say how the weather makes you feel. 1. If the sky is dark and cloudy,							
	2. If it's warm and sunny,3. If it's hot and humid,							
			on't do or what you may/r					
	4.	If I finish all my hom	nework,					
	•							
<i>)</i>	_ 7 ;	jjlf남he weather is nic	ce this weekend,					
Ministry 2022 -			s above 40°C,					

14 Could You Do Me a Favor?



O Unit Goals

- Offers and requests
 Notes and messages
 Telephone language
- Functions
 Make and respond to requests
 Make and respond to offers
 Give and take phone messages
 Expressions with Will
- Grammar
 Can, Could, Will, Would
 I'll, Let me
 Want + Object Noun/
 Pronoun + Infinitive
 Tell and Ask + Object
 Noun/Pronoun
 + Infinitive

- Listening
 Listen for general understanding of phone messages
- Pronunciation Reduction of could you and would you
- ReadingDear Daughter
- Writing
 Write a note to
 ask for a favor
- ProjectWrite aboutcommon favors

Warm Up

Tell students you are going to ask them to do some favors for you. Address a particular student and wait for him/her to do the favor. For example: Fahd, could you open the door for me? Ali, would you give me a pen please? Saeed, can you help me? I want to move my desk. Ahmed, will you erase the board please? Other possibilities include: sharpen my pencil, put away the books, throw this paper away, and hand out these papers.

1 Listen and Discuss

 Have students look at the pictures on pages 122–123 and say where the people are. Have students identify all the items they see; for example: camera, cell phone, cake, video camera, etc.

- Point to the two people on the couch and ask: What is the boy doing? (He is giving his camera to a boy.) Why? (He wants him to take a picture of them.) Point to the old man who wants some coffee and ask: What is the man holding? (an empty glass) What does he want? (He wants the boy to get him some more coffee.) Point to the boy holding the phone and ask: What is the boy doing? (He's talking on his cell phone.) Why are the men annoyed? (He's talking very loudly.) Point to the boy with the microphone and ask: Why is he giving the microphone to the boy? (He wants him to speak since it's his graduation.) Point to the girl with the cake on page 123 and ask: What is the girl carrying? (a cake) What does the boy want to do? (He wants to help her carry the cake.) Why? (It looks too big for her to carry.) Point to the girls who are setting up the table and ask: What are they doing? (getting the food ready to eat) What does one girl want the other to do? (tell Sarah to bring snacks) Point to the boys next to the table and ask: What is one of the boys going to do? (take a drink) What's the problem? (He has somebody else's glass.) Point to the two girls and ask: What is the girl with the phone in her hand doing? (texting or talking on the phone) What does the other girl want? (She wants to use the phone.)
- **CD3, T14** Play the audio of the family gathering. As students listen, have them point to the corresponding part of the scene.
- **CD3, T14** Play the audio again. Pause after each speaker to have students repeat the sentences chorally and individually.
- Check students' understanding by pointing to different people in the picture and saying true and false sentences about them. For example: This boy is talking very loudly. Elicit: True. This boy wants the other boy to take a picture of him alone. Elicit: False.

Language Builder

Explain the difference between *borrow* and *lend*. You lend something to someone when it's yours. You borrow something from someone when you don't have it.



Quick Check



- Have students practice the conversations in pairs, taking turns to be the person who speaks first.
- Ask: What is the boy on the couch doing when he asks his question? Is he asking for information or making a request?
- Write on the board: Let me get that for you. Drop something near a student's foot. Ask: What should one of you say? Point to the board. Elicit: Let me get that for you, and have the student pick it up. Then say: What did (Amal) do when she said the sentence on the board? Elicit: She offered to help.
- Refer students to the directions for exercise A. Have them work alone to do the activity and then check answers in pairs.

Answers

Requests

Could you take a photo of us?

Would you get me some more coffee?

Will you tell Sarah to bring some snacks from the kitchen?

Everyone wants you to say something since it's your graduation.

Could you lower your voice?

Can I borrow your cell phone?

Offers

Let me carry that for you.

I'll tell her, and I'll get some napkins, too.



- As a model, have one student read the first question aloud and elicit the answer.
- Have students answer the questions alone and then check answers in pairs.
- As a wrap-up, check answers as a class by calling on volunteers.

Answers

Answers will vary. Sample answers:

- 1. He wants the boy to take a picture of him with his friend.
- 2. He'd like to have some coffee.
- 3. She wants her to bring some snacks from the kitchen.
- **4.** He offers to carry the cake.
- **5.** They want the boy to say something since it's his graduation.



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2 Pair Work



- CD3, T15 Play the audio of the example conversation. Students listen and repeat.
- Tell students to imagine they are at the family gathering.
 Make a request as if you are at the family gathering; for example, Will you get me something to eat?
 a student respond.
- Have students practice making requests. Give a time limit and tell students to keep a count of how many requests they can make within that time. When time is up, students call out the number of requests they made to see which pair made the most.



- CD3, T15 Play the audio of the example conversation. Students listen and repeat.
- Offer to do something at the family gathering, and have a student respond. Make sure that students know how to refuse as well as accept an offer. Write on the board No, thanks and That's OK, I don't want any as examples.
- Have students practice making offers. Give a time limit and tell students to keep a count of how many offers they can make within that time.

Workbook

Assign page 245 for practice with offers and requests.



Teaching Tip

Have students share observations about similarities and differences between their native countries and the United States. They will enjoy talking about what makes their countries unique.



Additional Activity

One student whispers a request in another student's ear (for example, Could you give me your notebook?), and the second student acts out the request. Classmates guess what the request was.



Quick Check ✓

- **A. Vocabulary.** Read the conversations. Mark **O** for offers (when people offer help) and **R** for requests (when people ask for help).
- **B.** Comprehension. Answer about the picture.
 - **1.** What does the boy with the camera want?
 - 2. What kind of drink would the old man like to have?
 - **3.** What does the girl ask Sarah to bring from the kitchen?
 - **4.** What does the boy offer to do for the woman with
 - 5. What do the boys with the video camera want?

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2 Pair Work 🖼



- **A.** Imagine you are at the family gathering. Make requests.
 - Will you lend me your camera?
 - Sure. / Certainly. OR: Sorry, I can't.
- B. Imagine you are at the family gathering. Offer to do things.
 - I'll get some more snacks.
 - Thanks.

3 Grammar 💹



Can, Could, Will, Would

Use can, could, will, or would for requests.

R	e	a	u	e	S	t
-	•	ч	•	•	~	Ľ

Would

Can Could Will

you

help me?

Agreeing

Sure.

Certainly.

Of course. No problem.

Refusing

Sorry. I can't. Not now. I'm busy.

I'll, Let me

Use I'll or Let me when offering to do something.

Offering

ľ Let me

carry that for you.

Accepting

Thank you. You're very kind. Refusing

That's all right. Don't worry.

Want + Object Noun/Pronoun + Infinitive

Use want + object noun/pronoun + infinitive to get people to do something.

Q: What do you want Omar to do?

A: I want him to take out the garbage.

Tell and Ask + Object Noun/Pronoun + Infinitive

Ask Amina to bring some snacks.

Tell her not to be late.

A. Write requests for the situations.

1	This bag is really heavy. I can't carry	it

1. We want to take a photo. We don't have a camera.

2. I'm thirsty. I want something to drink.

3. We want to play, but we don't have a ball.

4. I need to call a friend, but I don't have a phone.

5. I don't know which bus goes downtown.

B. Make offers for the situations.

There are a lot of plates in the kitchen sink.

1. Your mother is trying to get a can from the top shelf.

2. A friend doesn't know how to do a math assignment.

3. Some people want someone to take their photo.

4. Affiend needs to cook a steak, but doesn't know how

2022 - 5 Someone is carrying a heavy bag.

sh them	for you.	
	sh them	sh them for you.

Could you help me with this bag?

3 Grammar

Can, Could, Will, Would

 Focus students' attention on the first part of the grammar chart. Read the requests and have individual students read the agreements and the refusals. Point out that could and would are a little more polite than can and will.

I'll, Let me

 Focus students' attention on the next part of the grammar chart. Read the offers and have individual students read the acceptances and the refusals.

Want + Object Noun/Pronoun + Infinitive

- Have volunteers read aloud the sentences in the next part of the chart. Write on the board: I want to help and I want him to help. Ask: Do the sentences have the same or different meaning? How are they different? (In the first sentence, the speaker is going to help. In the second sentence, the speaker is trying to get help.)
- Point out the word order. Write on the board two sentences: I want you to come and I want that you come. Have students identify the correct sentence.

Tell and Ask + Object Noun/Pronoun + Infinitive

- Have volunteers read aloud the sentences in the final part of the chart. Explain that tell followed by a noun or pronoun and an infinitive means the same as ask followed by a pronoun or an infinitive. Thus, there is little difference in meaning between I told them to come at 8 and I asked them to come at 8. However, in some cases, ask is more polite than tell.
- Elicit the position of not with ask and tell. Write the following words on the board and have students put them in the correct order to make a sentence: animals / not / to / feed / the / Ask / them (Ask them not to feed the animals.)

A

Have one student read the example situation and another student read the request. Elicit other ways to make the request using would, can, or will to make sure that students understand these words are interchangeable.

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 Have students complete the activity on their own and then check answers in pairs. Have students write their requests on the board.

Answers

Answers will vary. Sample requests:

- 1. Could we borrow your camera?
- 2. Will you get me something to drink?
- 3. Would you lend us your ball?
- **4.** Can I borrow your cell phone?
- 5. Could you tell me which bus goes downtown?



- Have one student read the example situation and another student read the offer. Make sure students know they can use either I'll or Let me by asking for other ways to say the offer in the example.
- Have students complete the activity on their own and then check answers in pairs.
- To check answers as a class, have students write their offers on the board.

Answers

Answers will vary. Sample offers:

- 1. Let me get the can for you.
- 2. I'll help you do the math assignment.
- 3. I'll take the photo for you.
- 4. Let me show you how to cook a steak.
- **5.** Let me carry your bag for you.

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.

Language Builder

Explain that it is considered polite to begin with *No, thank* you or the less formal *No, thanks* when refusing an offer. You're very kind is formal and is usually used only between people who don't know each other well. *Don't worry about it* or, sometimes, *Don't worry* is much less formal. Another possibility is *Thanks anyway*.



- Ask guestions about the pictures and have students read the requests. For the example picture ask: Who are the people in the picture? Where are they? What does the mother say to her son? What does she want?
- Have students do the activity alone and check answers in pairs.

Answers

- 1. Rana wants Sabah to lend her \$10.
- 2. The receptionist wants Saeed to fill in the form.
- 3. Mr. Jenkins wants Andy to lend him the cell phone.
- 4. Ricardo wants Matt to give him a hand.
- 5. The mother wants her children to put away their toys.
- 6. Khalid wants his wife to pass him the salt.



- Have a student read the example request in exercise C. Review the language of accepting and refusing requests by asking, What does the son say if he wants to do it? What does he say if he doesn't want to do it?
- Have students do the activity in pairs, taking turns to request and reply.

Answers

Answers will vary. Sample answers:

- 1. Sorry. I can't.
 - 3. Sure.
- 5. Not now. Later.

- 2. Of course.
- 4. No problem. 6. Certainly.

Listening

- Tell students that they are going to hear four phone messages. They have to listen to find out what each caller is requesting or offering. Have students read the sentences first so that they know what to listen for.
- D3, T16 Play the audio. Have students listen and match each person's name to the message.

Answers

3. b **4.** c

 As an extension, write the following sentences on the board:

1. Will you buy a _____?

2. I'll you up tomorrow _____ around 8 A.M.3. Could you _____ it with you _____?

P. 4. Ald yig you bring an extra _____, too?

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CD3, T16 Play the audio again. Have students listen for the missing words to complete the sentences on the board.

Audioscript

- 1. Jim: Jason, this is Jim. I've already bought some refreshments. Will you buy a few snacks and bring them tomorrow? Thanks.
- 2. Andy: Hi, Jason. This is Andy. Can you pick me up at my house at eight o'clock tomorrow morning? My address is 27 Park Drive. It's easy to find. Just go south on Main Street. When you get to the lights, turn right onto 10th Avenue. Park Drive is the second street on the left. Mine's the blue house on the right-hand side. You can't miss it.
- 3. John: Jason, this is John. I can't find my volleyball net. Could you please ask your brother to lend us his? Could you bring it with you tomorrow?
- 4. Charles: Jason, this is Charles. You have some extra snorkeling gear, right? Please bring another pair of flippers to the beach tomorrow. And would you bring an extra mask, too? Mine is broken.

5 Pronunciation

CD3, T17 Play the audio. Students listen and repeat the sentences, focusing on could you and would you.

Workbook

Assign pages 246–247 for practice with the grammar of the unit.



Teaching Tip

It is good practice for students to listen for specific words. However, students will be more successful if they are asked to identify stressed words, which they are likely to hear clearly, rather than unstressed words, which are often hard to hear.



Additional Activity

Have students work in pairs to create a conversation between Jason and one of the people who left him a message in the Listening. Have them present their conversation to the class.

- **C.** Describe the situations in which people are making requests. Use want to.
- ? The mother wants her son to take out the garbage.

mother / her son Could you please take out the garbage?

Please lend Can I borrow your Could you fill in me \$10. this form? cell phone?

1. Rana / Sabah

2. the receptionist / Saeed

3. Mr. Jenkins / Andy



4. Ricardo / Matt

5. mother / her children

6. Khalid / his wife

D. Practice with a partner. Accept or refuse the above requests.

4 Listening 5



Listen to the messages from Jason's telephone answering machine. Match each person with his message.

- **1.** ____ Jim
- **2.** ___ Andy
- **3.** ___ John
- **4.** ___ Charles
- **a.** This person wants Jason to pick him up at 8:00 A.M.
- **b.** This person asks to borrow Jason's brother's volleyball net.
- c. This person tells Jason to bring a mask and flippers.
- d. This person asks Jason to bring snacks.

5 :Pronunciation 👺



مراد الفاقة المادية الم Ministry of Earld would you. Then practice. 2022 - 1444

Could you?	Would you?
Could you give me some rice?	Would you help me?
Could you turn off the light?	Would you pass me the salt?





About the Conversation

- 1. What does Ali want Sultan to do?
- 2. What is Fahd calling about?
- 3. What does he want Sultan to do?

Your Turn

Role-play a conversation. Practice giving and taking telephone messages with a partner. Then give the message to a third person.

Real Talk

Will you do me a favor? =

Will you help me with something? I have no idea. = I don't know.

About You 🔀



- 1. Do you often receive text messages or email messages from your friends?
- 2. How do you usually keep in touch with your friends?
- Minis 3 of Do you normally return calls quickly?
- 20224-1004you remember to reply to messages?

6 Conversation

- Have students cover the last two pictures in the cartoon. Have them describe who is talking and what is happening in the other pictures. Ask: What is the relationship between the two boys in the first picture? What is the relationship between Ali and Fahd? Why do you think Fahd is calling? Elicit various answers.
- CD3, T18 Have students close their books. Play the audio of the conversation. Ask students to listen and see if anybody predicted why the boy called.
- CD3, T18 Play the audio again. Tell students to open their books and read the conversation as they listen.
- Get students' reactions to the conversation. For example, ask: Why do you think Ali didn't want to talk to Fahd? Was it right for Ali to ask his brother to lie for him? Do you think Ali will regret that he didn't speak to Fahd?

Your Ending

- Read aloud the three endings. Have students repeat each after you with the appropriate intonation. After each ending, ask: Do you think Ali would be happy about what Sultan says? Have students work in pairs to choose an ending or write their own ending.
- Have students act out the conversations with the endings they chose. Call on pairs who wrote a new ending to share it with the class.

Real Talk

- Ask: Who says Will you do me a favor? (Ali) Have students practice saying the question using the correct stress and intonation.
- Ask: Why does Ali say it? (He wants help.) What is Sultan's response to the question? (Sure. What do you want me to do?) What could Sultan say if he is not sure he will do the favor? Elicit the phrase used in the Unit 13 Conversation: It depends.
- Go around the room and have students ask others for a favor. They have to specify what the favor is if the person agrees to do one.



 Ask: Who says I have no idea? (Sultan) What doesn't he know? (what time his brother will be back) Ask questions that are likely to elicit the response I have no idea. For example: What are the students in the other classrooms doing? Where is (an absent student)?

About the Conversation

• To check comprehension, have students work with a partner to ask and answer the questions.

Answers

Answers will vary. Sample answers:

- 1. Ali wants Sultan to tell Fahd that he isn't home if Fahd calls.
- 2. He's calling to tell Ali that he has free tickets to a football game.
- 3. He wants Sultan to tell Ali about the free tickets.

Your Turn

- Ask questions to elicit the type of phone language students will need for the role play. For example: How do we answer the phone in English? (Hello?) How do callers identify themselves? (This is...)
- Have students do the activity in pairs. When it is
 their turn to answer the phone, they should write
 the message down. When the pair work is finished,
 students should hand their note to the person
 who the message is for. That person can give his or her
 response.

7 About You

- Have students work in groups of three or four to discuss and answer the questions.
- Have one person from each group report back to the class about their group's discussion.



- The first automatic answering machine was invented in 1935. Answering machines were first sold in the U.S. in 1960.
- Voicemail was invented and patented in 1982 by Gordon Matthews. Matthews later remarked, "I'm not really pleased with some of the things I see voicemail being used for today. We didn't design this technology to annoy people, but rather make their lives easier."

8 Reading

- With books closed, ask the Before Reading question. Then have students open their books and look at the picture, but cover the letter. Ask: What is the woman doing? What do you think the note says? Write students' ideas on the board.
- **CD3, T19** Play the audio of the reading. Ask students to read along as they listen, looking to see if anybody quessed what the writer wrote.

READING STRATEGY: Understanding tone

Tell students to pay attention to register (formal versus informal language) in order to understand the tone and the relationship between the writer and reader. For example, in the note, the mother uses contractions rather than writing words in full form. She also uses informal words like *dear* and *Love*.

After Reading

- Have students answer the questions individually. Tell them to underline the parts of the note that provided them with the answers.
- Students go over the answers with their partner. Finally, go over the answers with the class.

Answers

Answers will vary. Sample answers:

- 1. The grandmother fell down the stairs and is in hospital.
- 2. Hameed is going to drive his mother to the hospital.
- 3. She wants Farah to make dinner, wash Hameed's football uniform, and iron her father's clothes.
- 4. Because he's taking his mother to the hospital.
- They should help Farah wash up and they should do all their homework.

Discussion

- Ask if students help out at home. Have them provide details about what they do to help.
- Have students discuss the questions in groups of three.



Teaching Tip

So that students always feel they are reading for a purpose, get them to react to what they read. For example, ask what they think Farah will do. Ask what they would do in her situation. Ask students what favors they do for their family. What favors do members of their family do for them?



Additional Activity

Have groups write conversations related to the reading. The conversation could be between Farah and her younger brother and sister, between Farah and her father when he gets home from work, or between Farah and Hameed when he calls from the hospital.



Project: Least Popular Chores

Have students work in groups to list the least popular household chores; in other words, the chores they dislike the most. Each group makes a list of 5-10 chores with the least popular chore at the top, and so on. Students should describe what each chore entails and what is so unpleasant about each.

Have groups present their projects to the class. Take a class poll of the least popular chores.



Text messaging has become the most popular way to communicate via cell phone. It is most popular in Asia, followed by Europe, Australia, and New Zealand. About 85 percent of European cell phone users send text messages.

8 Reading



Before Reading

When do people usually write messages or leave notes?

Dear Daughter



Dear Farah,

I need you to do me a big favor. There's been an emergency, and I have to go to the hospital. Your grandmother fell down the stairs, and I'm afraid she may have a broken hip. Your brother is going to drive me there as soon as he gets home. I don't know how long I'll be there, so I really need your help tonight.

I didn't have time to finish preparing the meal, so please make dinner for the family. The chicken is ready—it's in the fridge. Just cook it with some rice. Will you also make a salad? Your father will be home at about 7 o'clock. He's going to be late because he has a meeting after work. Could you also wash Hameed's football uniform? His team has a big game tomorrow. He can't do it because he is taking me to the hospital. I did the rest of the laundry this morning, but I didn't have time to iron your father's clothes for tomorrow. Please do that for me. Thanks, dear.

Don't worry. Hameed will call you later to let you know about grandmother's condition.

Love, Mom

P.S. Tell Mona and Imad to help you wash up after dinner. And please make sure that they do all their homework. Don't let them watch TV until they've finished! Ask your father to help Imad with his math if you don't have time.

After Reading

- **1.** What is the emergency?
- 2. What is Hameed going to do?
- 3. What does the mother want Farah to do?
- 4. Why can't Hameed wash his uniform?
- جيلـــتا5 بالمام Shat should Farah's younger brother and sister do?

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Discussion

How do you help your family? How do they help you?

9 Writing 🚺

A. Listen to Jason's messages from page 125 again. Write a short note for each message. Only include the necessary information. The first one is done as an example.



Writing Corner

- Be polite when you ask someone for a favor. Use *please*.
 Could you **please** help me with my math homework this evening?
- 2. If you cannot do the favor, you can politely apologize and explain why. **I'm sorry**, but I'm busy tonight. How about tomorrow?
- When someone does you a favor, you should always thank him/her.
 Thank you so much for your help.
 Thanks for helping me.
- **B.** Work with a partner. Take turns asking each other for a favor. Accept or refuse to do the favor. Use polite language: *please, I'm sorry, but..., thank you/thanks*.
- **C.** Write a note in which you ask someone to do you a favor. Explain why you need the favor. Use polite language and other ideas from this unit.



Pull cilling a group, write down the most common favors people ask. Present your ideas to the class. 2022 - 1444

9 Writing

A

- Tell students that they are going to listen to Jason's phone messages and write notes. Have them turn briefly to page 125 to recall the information.
- CD3, T16 Play the first phone message. Have students listen to the message and compare it with the notes. Play the rest of the messages and have students write their notes. Pause after each message so students have time to write their notes.
- CD3, T16 Play the messages again, pausing after each one for students to check their notes and add any details. **Note:** The second message has detailed directions so it might be helpful to play it a third or even a fourth time.
- Check answers by calling on different students to read their notes.

Answers

Answers will vary. Sample answers:

Message 2: Andy called. He wants you to pick him up at 8 A.M. His address is 27 Park Drive. Go south on Main St. At the lights, turn right onto 10th Ave. Then turn left onto the second street. It's the blue house on the right.

Message 3: John called. He wants you to bring your brother's volleyball net tomorrow.

Message 4: Charles called. He wants you to bring another pair of flippers and an extra mask tomorrow.

Writing Corner

- Have students read aloud the example sentences.
 Explain that for English speakers, it's important to use the word *please* when asking people for a favor. It is also important to say *thank you* to show your appreciation when someone does you a favor. Elicit from students the common response to *thank you*. (You're welcome.) Ask students if polite language is the same or different in their culture.
- Explain that if you cannot do someone a favor, it is polite to say I'm sorry and explain why you cannot help them.



- Go over the directions. Model the activity with a student. Tell the student to accept, and ask for a favor such as:
 Could you please hold my book for me? Give the student your book and say: Thank you for your help.
 Then tell the student to refuse, and ask another favor such as: Could you please help me fill the markers after class? The student responds, for example: I'm sorry, but I'm busy. Maybe tomorrow.
- Put students in pairs. They take turns asking for a favor and their partner accepts or politely refuses to do the favor.
- As students are working, walk around the room to check that they are using polite language.

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- Have students write a note to a classmate, a friend, or family member in which they politely ask for a favor. Have them include why they need the favor.
- Have pairs of students exchange notes and accept or refuse to do the favor.

10 Project

- Have students work in groups of three or four to list favors that people commonly request. For example:
 Will you lend me your notes? Could you stop at the supermarket after work? Please buy some milk.
- Tell students that they will submit their written lists as well as present them to the class.

Workbook

Assign page 248 for additional reading and writing practice.



11 Form, Meaning and Function

Functions with Will

- Explain that the modal verb will is used to express the simple future, and it is often used to express a variety of functions, most of which refer to the future or immediate future. Have volunteers read aloud the examples.
- Write the following examples on the board. Have students read them aloud and say what the function of each sentence is.

I won't help you. (refusal)
I'll see you later. (farewell)
I guess he'll be late. (deduction)
I'll explain it to you. (offer)
It's hot I'll open the window (ins

It's hot. I'll open the window. (instant decision)
Will you carry this for me? (request)
I won't tell anyone. (promise)

Stop or I'll call the police. (threat)



Language Builder

The modal will is also used to refer to a future time in sentences with if-clauses and when-clauses. For example: I'll call you when I get home. And it is used for predictions about the future, such as: I think people will travel to other planets in the future.

- Do the first item as an example with the class. Have a volunteer read the sentence. Elicit what the function is by asking: Is the person offering help? (no) Is the person requesting a favor? (no) Is the person promising something? (yes)
- Have students complete the exercise individually and compare answers with a partner.
- Go over the answers as a class.

Answers

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

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- Model the first item with the class. Explain that the phrasal verb let down means disappoint. Ask: Why is the person sorry? (he/she let someone down) Will he/she do it again? (no) Elicit the correct answer. (won't disappoint) Then ask: What is the function of this sentence? (promise)
- Have students work individually to complete the sentences. Then have them work with a partner to decide what the function of each sentence is.
- Have several students read their answers for the class, stating also what the function is in each sentence.

Answers

- 1. won't disappoint (promise)
- 2. (I)'ll make (offer)
- 3. (I)'ll call (threat)
- 4. Will you turn on (request)
- 5. (We)'ll talk (farewell)
- 6. (I)'ll have (instant decision)
- 7. won't stop (refusal)
- 8. won't want (deduction)



- Put students in pairs. Have them choose three of the situations in exercise B and create short dialogs. Their dialogs can include what the people may have said before and/or after the sentences in exercise B.
- Have several pairs read their dialogs for the class.

11 Form, Meaning and Function



Functions with Will

The modal verb will expresses the future time, and it is used in a variety of functions. We use will in expressions for the following purposes:

Request

Will you help me?

Offer

I'll help you carry that.

Promise

I'll be careful. I won't do that again.

Threat

Stop that or I'll tell mother.

Refusal

She won't listen to me.

Deduction

I suppose it'll be a formal event.

Instant Decision

I'll wear my blue dress.

Farewell

I'll see you tomorrow.



What are you going to wear to the graduation party?

I suppose it'll be a formal event. I'll wear my blue dress.



- A. Match each sentence with its function.
 - **1.** _____ I'll try harder next time.
 - 2. _____ I won't let you use my bike.
 - **3.** _____ I'll have a chicken burger.
 - **4.** _____ I'll talk to you later.
 - **5.** _____ Will you explain it again?
 - **6.** _____ I'll show you how to do it.
 - **7.** Stop that or I'll tell the teacher.
 - **8.** _____ He won't be home now.

- a. offer
- **b.** refusal
- **c.** threat
- d. promise
- e. request
- **f.** instant decision
- g. farewell
- h. deduction
- **B.** Complete the sentences with **will** or **won't** and the verb in parentheses.
 - 1. I'm sorry that I let you down. I ______ (not disappoint) you again.
 - 2. Let's take a break. I ______ (make) us some coffee and a snack.
 - 3. If you don't leave immediately, I _____ (call) security.
 - **4.** It's hot in here. _____ (you / turn on) the air conditioner?
 - 5. I'd like to stay, but I really have to go now. We _____ (talk) soon.
 - (have) the chicken and rice. And a salad to start with, please.

 7. The baby (not stop) crying. I don't know what to do.
- 81 Walshould wait. He _____ (not want) us to start without him.

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 202 c. $^{-1/444}$ with a partner. Create short dialogs for three of the situations above.

15 Today's News

Listen and Discuss 🕢



Did you ever hear an unusual piece of news on the radio or TV? Tell about it.



UNED FOR BREAKING NEWS...STAY TUNED FOR BREAKING NEWS...STAY TUN



A parrot named Percy was fired from the Bakersville Zoo. He was one of a dozen talking parrots, which are the zoo's main attraction. The parrots were performing in front of a crowd when Percy suddenly shrieked out improper language. The visitors and zookeepers were shocked. The zoo decided not to risk a repeat performance in front of children and kicked Percy out of the zoo. One zookeeper said, "We'll find a safe new home for Percy."

O Unit Goals

- O Vocabulary

 News stories

 Reporting events

 Sequence of events
- Functions

 Talk about the news
 Ask and answer
 questions about past
 ongoing activities

 Tell narrative stories
 in the past
- O Grammar

 Past Progressive—
 affirmative, negative,
 yes/no questions,
 short answers
 Past Progressive + When
 Adverbs of Degree
 Could and Was/
 Were Able To

- Listening
 Listen to
 conversations
 for general understanding
- Pronunciation Word stress
- Reading
 Age Means Nothing
- Writing
 Write a summary
 of a news story
- Project
 Present an unusual news event

Warm Up

As a class, brainstorm memorable events in the students' lives; for example, a big storm, a blackout, or a championship game. Ask students to say where they were when the memorable event occurred. Use questions such as the following: Where were you during the big storm last week/when the lights went out/at the end of the World Cup final?

1 Listen and Discuss

- Have students look at the first picture on page 130 and describe what they see. (A news anchor/reporter is reporting the news.)
- Do a class survey of how students get their news. Ask questions, such as *How interested are you in the news? How do you get the news? How many of you watch the news on TV/listen to it on the radio/read it online/read a newspaper?*
- Ask the introductory question. Encourage students to tell about limusual news stories they have heard.

- Tell students that the other three pictures go with three unusual news stories. Have students cover the stories and describe the pictures.
- First point out the picture with the parrot. Explain that the symbols in the speech bubble mean that the parrot is saying bad language. Ask questions to elicit a variety of answers such as: Why do you think the parrot used bad language when he spoke? Where do you think he was when he said it? What do you think happened to him when he said those words? Why do you think this is an unusual news story?
- Ask students to describe the picture with the snake.
 Ask: Where do you think this story takes place?
 Who are the two people? What kind of snake is it?
 What do you think happens in this story that makes it unusual?
- Ask students to describe the last picture. Ask: What
 is the boy doing? How does he look? What do you
 think happened to him? What happened in this story
 that makes it unusual?
- CD3, T20 Play the audio of the news reports.
 Students listen and follow along in their books.
- Ask students if their predictions about the stories were correct. After students listen to each story, ask if they believe it really happened.
- After each report, check students' understanding of the main points of the story by asking questions such as the following: What was the name of the parrot? Where was the parrot performing? What did Percy do that was wrong? Is Percy still in the zoo?
- **CD3, T20** Play the audio again and have students repeat the sentences with the past progressive chorally and individually.
- CD3, T20 As an extension, play the audio again and have students repeat the sentences with the past progressive chorally and individually.

Language Builder

Point out that although *news* ends in -s, it is a singular noun. That is why we say *Here is today's news* or *The news wasn't good*.

Quick Check



- Have a student read aloud the words in the right column.
- Then read aloud the words in the left column. Have students find the words in the news reports and underline them. Tell students to try to guess the meanings of the words from the context of the story and match the words and the meanings.
- Go over the answers with the class.

Answers

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



- Review with students the main idea of each story. Go over the titles. Answer any vocabulary questions.
- Have students write the correct title above each report.

Answers

- a. the story about Ricardo Gordon
- **b.** the story about the snake and the grandfather
- c. the story about the parrot



- Have one student read the first question aloud and elicit the answer.
- Have students answer the questions alone and then check answers in pairs.

Answers

Answers will vary. Sample answers:

- 1. He used bad language.
- 2. He was playing with friends when the snake appeared.
- 3. He was listening to the football game on his smartphone.

2 Pair Work



CD3, T21 Play the audio of the model conversation. Students listen and repeat.

• Elicit the two grammar tenses used in the question, and the one tense used in the answer.



صلحتاا قاراح Ministry of Education 2022 - 1444 Have students ask and answer questions about actions in the news stories. Each question should use when and describe two actions: one in the simple past tense and the other in the past progressive.



CD3, T21 Play the audio of the model conversation. Students listen and repeat.

- Ask a student a question about one of the events you discussed in the Warm Up on the previous page. Then have a student ask you a question about one of those events. Answer truthfully.
- Have students work in pairs to ask and answer questions about themselves. Encourage them to ask for real information about real situations.

Workbook

Assign page 249 for practice with the vocabulary of the unit.



Teaching Tip

Before giving information to students, always ask them what they know about the subject. For example, begin presentations with the question, *What do you know about* _____? Encourage students to explain in English, with the vocabulary they know.



Additional Activity

Activity 1: Have students work in pairs. One plays a reporter, and the other is a victim or witness. Have students role-play an interview that the reporter conducts. Have pairs act out their role plays for the class.

Activity 2: Have students work in groups to come up with different titles for the news reports in the presentation. Have each group present its titles. The class votes on the best titles.



- The chances of being struck by lightning are about 1 in 700.000.
- Contrary to popular belief, rubber shoes do not protect you from lightning.
- Talking on the telephone during a storm is the leading cause of lightning injuries inside the home.
- One of the most dangerous places to take shelter from a storm is under a tree.
- Lightning often does strike the same place twice. Tall buildings and monuments are frequently hit.

A 76-year-old grandfather saved his 8-year-old grandson from a 13-foot-long (4-meter-long) anaconda. The boy was playing with friends near a small river in Cosmorama, Brazil, when the snake attacked him. The boy's grandfather was working nearby. When the grandfather heard the boy's screams, he ran to the riverside and was able to get the animal off the boy. The fight between the

snake and the man continued. Finally, someone managed to give the grandfather a big knife, and the grandfather killed the snake. Our hero was very strong, because it normally takes five men to overpower and get control of a snake that size.

JEWS @



The last thing 17-year-old Ricardo Gordon remembers was that a storm was coming, and he was rushing to get inside. Next thing he knew, he was lying in a hospital bed. Here is what happened. Ricardo was listening to the live broadcast of the football game when lightning hit him. As a result, his hair and ears were burned, and he had dark spots all over his body. The wounds on his body followed the wire of his smartphone, from his ears down to his hip, where he was carrying the device. The electric current traveled from his smartphone to his headphones. Ricardo is lucky to be alive!

STAY TUNEL

Quick Check 🗸

- **A. Vocabulary.** Match each word with the meaning.
 - **1.** ____ be fired
 - **2.** ____ shriek
 - **3.** ____ risk
 - **4.** ____ get control
 - **5.** ____ wound
 - **6.** device

- a. dominate
- **b.** piece of equipment
- c. lose one's job
- **d.** injury
- **e.** shout loudly
- f. take a chance
- **B.** Comprehension. Match the titles with the news stories.
 - **a.** Shocking Match **b.** Tight Squeeze **c.** Bad Example
- C. Answer about the stories.
 - **1.** What did Percy do wrong?
 - 2. What was the grandson doing when the snake appeared?
- What was Ricardo doing when he was struck by lightning?

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2 Pair Work 🔏



- A. Ask and answer about the stories.
- What was Ricardo doing when the lightning hit him?
- He was listening to the football game on his smartphone.
- B. Ask and answer about yourself.
- What were you doing when the big storm started?
- I was waiting for a bus.

3 Grammar 💹



Past Progressive

Affirmative (+)

He She It	was	sleep ing .
We You	were	
They		

Negative (-)

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

Yes-No Questions (?)

Was	he she it	sleep ing ?
	we	
Were	you they	
	thev	

Short Answers (+)

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

Short Answers (-)

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

Past Progressive + When

Use when to indicate that a longer, continuous action is interrupted by a shorter one.

Action 1: I was taking a shower.

Action 2: The telephone rang.

I was taking a shower when the telephone rang.

Q: What were you doing **when** I called you?

A: I was taking a shower.

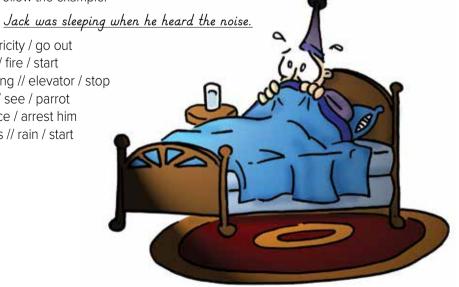
A. Make sentences using **when**. Follow the example.

Jack / sleep // hear / noise 1. Asma / cook dinner // electricity / go out 2. The people / going home // fire / start

- 3. The workers / leave / building // elevator / stop
- **4.** Majid / look at / trees // he / see / parrot
- **5.** The thief / steal / car // police / arrest him
- 6. The students / wait for / bus // rain / start



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3 Grammar

Past Progressive

- Go over the material in the chart. Explain that we
 use the past progressive to talk about an action that
 started before a certain time in the past and was still in
 progress at that time. With most students it is probably
 helpful to draw a parallel between the past progressive
 and the present progressive. Illustrate this by drawing a
 timeline on the board.
- Elicit how the past progressive is formed. (Was/Were + the -ing form of a 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 cooking dinner. I was making vegetable soup, and I was baking bread. My daughter was doing her homework.
- Point out that those verbs that are not normally used in the present progressive are, similarly, not normally used in the past progressive. (These are generally verbs of thinking and feeling such as like, agree, know, want, believe, understand, etc.)
- Have students focus on the yes/no questions and short answers. Elicit the rules about word order inversion for questions in the past progressive.
- Point out that short answers for yes/no questions with the past progressive are the same as short answers for yes/no questions with the simple past of be.
- Ask students yes/no questions about their activities at different times of the day yesterday and/or earlier today. For example: Were you studying at 8 o'clock last night? Were you still sleeping at 6 o'clock this morning? Have them answer truthfully with short answers (Yes, I was./No, I wasn't.). Then have them ask you similar questions about your activities. Answer truthfully.

Past Progressive + When

- Focus students' attention on the last part of the grammar chart. Have two students read the question and answer.
- ميلحتاا قرازم Ministry of Education 2022 - 1444

- Clarify that the past progressive is used to talk about an action that was in progress, while the past simple is used to describe a completed action. Some people call this combination the interrupted past. Show students the way the past progressive and the past simple can be used in the same sentence to express the idea of one action interrupting another. Explain that when is used to begin the clause that interrupts the continuous action. For example: I was watching TV when you called. The first part of the example (was watching TV) is a continuous past action. The second part (when you called) is a short non-continuous action.
- Point out that the order of the two parts of the sentences can be switched with no change in meaning: When you called, I was watching TV. However, make sure that students notice the comma in the inverted sentence.
- Have students look at the news stories on pages 130 and 131 again and underline all the examples of the past progressive.

A

- Go over the example. Make sure students realize that they should use *when* at the double slash mark.
- Have students look at each item and say if they will need to add a, the, or a preposition to any of their sentences.
- Have students do the activity alone and then check sentences in pairs.
- To check answers as a class, ask volunteers to write the sentences on the board.

Answers

- **1.** Asma was cooking dinner when the electricity went out.
- 2. The people were going home when the fire started.
- **3.** The workers were leaving the building when the elevator stopped.
- 4. Majid was looking at the trees when he saw a parrot.
- **5.** The thief was stealing a car when the police arrested him.
- 6. The students were waiting for the bus when the rain started.



- Read the directions aloud. Have students look at the
 picture. Ask: Why were the Smiths busy yesterday?
 Elicit: They were getting ready for some guests. Identify
 the people by asking Where was big brother? Where
 were the guests? etc. Ask: What was the problem?
 Elicit: The guests arrived early.
- Have students do the activity alone. Help with any vocabulary questions.
- Then have students work in pairs asking and answering questions about what the Smiths were doing when the guests arrived. For example: What was Mr. Smith doing when the guests arrived?

Answers

Answers will vary. Sample answers:

- 1. Mrs. Smith was peeling potatoes.
- 2. Grandfather was watching TV.
- 3. Grandmother was cooking a turkey.
- 4. Big brother was lifting weights.
- **5.** Big sister was talking on the phone.
- 6. Little brother was working in the yard.
- 7. Little sister was setting the table.

4 Listening

- Ask students to describe what they see in the pictures.
 Tell them they are going to hear six people describe what they were doing when a blackout occurred.
- CD3, T22 Play the audio. Have students fill in the squares with the number of each situation.
- CD3, T22 Play the audio again. Have students write down key words that tell them the situation; for example, in number 1, *talking* and *phone*.

Answers

The pictures should be numbered as follows:

2 5 4 1 6 3

Audioscript

- **1.** I was talking to a friend on the phone when the lights went out. So I just continued talking in the dark until they came on again.
- 2. We were having a business meeting over dinner—we were right in the middle of our meal. The waiters brought candles.

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- **3.** I was leaving the office. I work on the 30th floor, you know. So I walked down all those steps. When I got to the bottom, the lights went on again.
- 4. I was driving when the lights went out. I had to be very careful because none of the traffic lights were working, and I didn't want to have an accident.
- **5.** I was busy shopping. They turned on emergency lights in the supermarket, but I'm sure some people went out with stuff in their pockets and bags without paying for the things.
- **6.** We were in class when there was a blackout. The problem was getting home. The subway wasn't running, so I had to walk for miles

5 Pronunciation

- CD3, T23 Play the audio. Students listen and repeat the words.
- Have students look through previous units to find other words of more than one syllable and add them to the columns according to which syllable is stressed.
- Create the chart on the board and elicit the words students found to practice their syllable stress.

Workbook

Assign pages 250–251 for practice with the grammar of the unit.



Teaching Tip

When teaching grammar, always stress the functional aspect of a particular structure and not just its mechanical form. Use the metaphor of specific tools (grammar structures) for specific jobs (language functions), using examples such as carpenters or mechanics, who use certain tools to perform certain specific tasks.



Additional Activity

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



In case of a blackout, or loss of electricity for an extended period of time, follow these steps for safety:

- Use flashlights rather than candles to prevent risk of fire.
- Turn off all power switches that were on when the electricity went off.
- Keep the refrigerator and freezer doors closed to keep food from spoiling.

B. The guests arrived early. What were the Smiths doing when they arrived? Write sentences.



Mr. Smith was mowing the lawn.

- **1.** Mrs. Smith ______.
- **2.** Grandfather ______. **6.** Little brother ______. **3.** Grandmother ______. **7.** Little sister ______.
- **4.** Big brother .
- **5.** Big sister ______.

4 Listening



Listen and match each conversation to a picture. Write the number next to the picture.

















وزارة التعطيم Ministry of Ellisten Note the word stress. Then practice. 2022 - 1444

1st syllable	2nd syllable	3rd syllable
lightning	per for mance	elec tri city
lan guage	e le ctric	
	at tra ction	



Reporter: So, Robert, could you tell us what happened?

Robert: Well, I was delivering a pizza and a bottle of

> soda to a high-rise apartment building last Friday night when the elevator broke down.

Reporter: So, what did you do?

Robert: I shouted and pushed the alarm button, but no

one heard me.

Reporter: Why didn't you just use your cell phone to

call someone?

Robert: I wasn't carrying my cell phone. I just forgot it.

Reporter: How long were you in the elevator?

Robert: I was stuck in there for 10 hours. **Reporter:** Weren't you nervous and scared?

Robert: Not really. I kept my cool. I ate the pizza and

drank the soda. Then I went to sleep.

Reporter: How did you get out?

Robert: Well, finally, some residents called the building

> manager because the elevator wasn't working. When they got the elevator started, I was

sleeping on the floor of the elevator with the

empty pizza box.



Real Talk

kept my cool = didn't get stressed

About the Conversation

- **1.** What was Robert doing in the building?
- **2.** How did he get stuck in the elevator?
- **3.** What did he do when that happened?
- **4.** How long was he in the elevator?
- **5.** How did he get out?
- **6.** What kind of person do you think Robert is?

Your Turn

Choose an important event that happened in your town/country and say what you were doing at the time.

About You 🔀



- 1. Are you scared of elevators or small spaces? Why?
- 2. Were you ever in a blackout? What were you doing when it happened? What did you do?
- วะ 3. อิโสจิชน์คver hear about an unusual incident like the one in the Conversation? Describe it.

Minist 4. Were you ever in a situation where you couldn't communicate with anyone? Explain.

6 Conversation

- Have students cover the conversation and look at the picture at the top of the page. Ask: Where is the man? (in an elevator) What does he have in the elevator with him? (an empty pizza box and a bottle of soda) What's he doing in the elevator? (He's sleeping.) Why do you think he is sleeping in the elevator? Elicit students' ideas and the phrase broke down. Ask: How do you think he felt when it first happened, and what do you think he did?
- CD3, T24 Play the audio with the conversation still covered. Ask students to listen and say who he is talking to. (a reporter)
- **CD3, T24** Play the audio again. Tell students to look at the conversation and read along as they listen.
- Ask students to underline all the verbs in the past progressive and circle all the verbs in the simple past in the conversation.

Real Talk

- Ask: Who says kept my cool? (Robert) Why does he say it? (He stayed calm in the elevator.) Tell students about a time when you kept your cool. Encourage them to ask you questions.
- Have student volunteers talk about a time when they kept their cool. Encourage others to ask them questions.

About the Conversation

- To check comprehension, have students work with a partner to ask and answer the questions.
- Check answers as a class by having students read the questions and call on classmates to answer.

Answers

Answers will vary. Sample answers:

- 1. Robert was delivering a pizza.
- 2. He got stuck in the elevator because it broke down.
- **3.** He shouted and pushed the alarm button. Then he ate the pizza, drank the soda, and went to sleep.
- **4.** He was in the elevator for 10 hours.
- **5.** He got out when some residents called the building manager because the elevator wasn't working.
- 6. He is a calm person who doesn't get upset easily.

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Your Turn

- Organize students into groups for this activity. Remind them to use the structure: was/were + -ing form of the verb, and a clause with when. You might give them a list of real events in your town or country such as a natural disaster (earthquake, hurricane, snowstorm, or tornado), a blackout, or a sports championship game. It could also be something they learned about on the news. For example: What were you doing when you heard about the plane crash?
- If students need direction, write the following questions on the board to get them started talking:

What event happened?
When did it happen?
What were you doing when it happened?
What did you do after that?

 Have one group member report back to the class about the most interesting thing someone in the group was doing when the event happened.

7 About You

 Have students work in groups of three or four to discuss and answer the questions. Have one person from each group report back to the class about their discussion.

Language Builder

Point out the use of negative questions in the conversation: Why didn't you just use your cell phone to call someone? Weren't you nervous and scared? Explain that these negative questions express surprise that something did not happen.



In 2005, Ming Kuang Chen, a Chinese food delivery man had just delivered an order of food when he got stuck in the elevator of a high-rise apartment building in New York City. Chen was stuck for 81 hours without food or water before being found. Fortunately, he made a full recovery after suffering from dehydration.

8 Reading

- Have students cover the text, except for the headline, and look at the pictures. Ask: How old is the little girl in the first picture? What about the child in the car seat? Have students discuss the Before Reading question. Write their predictions on the board.
- CD3, T25 Play the audio of the reading. Ask students to read along as they listen, looking to see if any predictions on the board were correct.
- Explain that most newspaper articles and stories try to answer the questions Who, What, Where, When, and Why. Have students scan the article and try to find answers to match the question words: Who (six-yearold Marta); Where (in a car); When (one day); What (She stopped a thief.); Why (She wanted her Daddy.).

After Reading

 Have students do the task individually and check answers with their partner. Go over the answers with the class.

Answers

Answers will vary. Sample answers:

- **1.** a stranger pushed her father out of the way, got in the car, and drove away
- 2. the thief overpowered him and got in the car
- 3. he stopped the car and ordered the children out
- 4. he saw his two children walking toward him

Discussion

 Have students work in small groups to discuss whether it's a good idea to try to stop a thief.



Teaching Tip

Familiarize students with English-language publications or newspapers that are available in their town. If multiple copies are available, have students look at different headlines and say what the articles are about. Alternatively, have students read short newspaper articles about local or national events and compare how the English-language and native-language newspapers treat the same story.



Additional Activity

Have students work in pairs and role-play a conversation with a reporter about the information from About You on the previous page. The reporter asks questions to get as many details as possible. For example: Were you scared? What were you doing? So what happened next? Have pairs act out their role plays for the class.



Project: News and Media

In this project, students see how the same news story is treated on TV, on the radio, on the Internet, and in a newspaper. Have students work in groups of four. They decide on a current story in the news. Each group member gets information about the news event from a different place. In the next class, they compare what they found out and discuss how the story was different in each source. For example, a radio report might have given just the main points, while a newspaper article might have given a lot of detail.



8 Reading



Before Reading

Read the headline. What do you think the newspaper article is about?

The Herald

Age Means Nothing



Six-year-old Marta Garcia was sitting with her little three-uear-old brother in the backseat of the family car as her dad prepared to get in the car and take the wheel. Suddenly a stranger appeared and pushed Marta's father out of the way. He wanted to steal the car. The father fought back, but the thief overpowered him and got in the car. Marta's father was holding on to the car door and screaming when the man started to drive down the road. He said later, "My children were in there. I wasn't going to let go." Finally he lost his grip on the car and fell onto the road. The car disappeared, and the father sat crying on the side of the road.

But Marta wasn't going to

let the thief get away with that. She started hitting the carjacker with her fists and pulling his hair. Finally he got tired of it, stopped the car, and ordered the two children out. Marta took her brother from his car seat and helped him get out of the car.

Some minutes later, when Marta's father looked up, he couldn't believe his eyes. His two kids were coming toward him. Marta was holding her brother's hand.

Marta said, "I wasn't scared. I wanted us to be safe. I was hitting the bad man. I just wanted Daddy." The local police officer said, "Marta is a brave little girl."

After Reading

Complete the sentences.

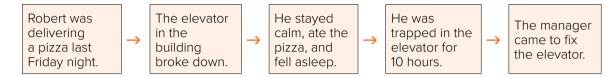
- 1. Marta was sitting in the backseat when _____ 2. Marta's father fought with the thief, but ___
- 3. Marta hit the thief and pulled his hair until ______
- **4.** Marta's dad was sitting on the side of the road when ____



pul c 기년생대 think it's a good idea to try to stop a thief? Talk about it. Ministry of Education 2022 - 1444

9 Writing

A. Look at the event chain diagram. What news story is it from in this unit?



Writing Corner

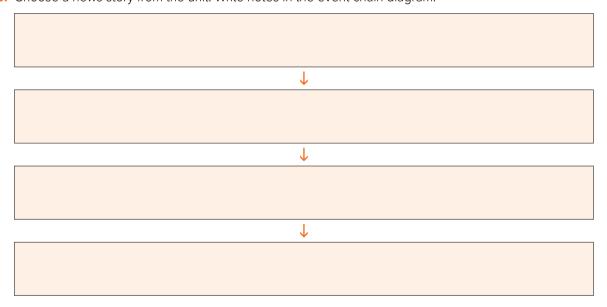
Follow these steps when writing a summary:

- 1. Skim the text for the main idea.
- 2. Find the important information.
- 3. Delete any unnecessary information.
- 4. Do not add any opinions of your own.
- 5. Use your own words to write the summary.
- B. Read the summary of the news story. Can you think of another suitable headline?

Delivery Boy Trapped in Elevator

Last Friday night, Robert was delivering a pizza to an apartment building. The elevator broke down and he was trapped inside. Robert didn't panic. He ate the pizza and fell asleep. Ten hours later, the building manager came to fix the elevator and he found Robert asleep inside.

C. Choose a news story from the unit. Write notes in the event chain diagram.



D. Summarize one of the news stories in the unit in your own words. Use your notes from the event chain diagram wite your own headline for the story.



2022 - 1444 Find an unusual news event and present it in your own words to the class.

9 Writing

A

- Focus students' attention on the event chain diagram.
 Have students read aloud the sentences. Elicit which
 news story it is from in the unit. (Conversation on page
 134)
- Have students work in pairs. One student opens the book to page 134 and the other to page 136. Have them underline the information in the interview that is included in the event chain diagram. They underline, for example: delivering a pizza, last Friday night, elevator broke down, stuck...for 10 hours, kept my cool, ate the pizza, went to sleep, building manager, got the elevator started.
- Then ask them to note how some of the information is paraphrased, i.e. how it is expressed using different words. For example:

stuck...for 10 hours = trapped...for 10 hours
kept my cool = stayed calm
went to sleep = fell asleep
got the elevator started = came to fix the elevator

- Ask them which details in the interview are not included in the event chain diagram. Some examples are: bottle of soda, pushed the alarm button, wasn't carrying my cell phone, etc.
- Option: Make copies of a short news story and hand it out to the students. If available, you could use a witness report from Unit 7. Draw a similar event chain diagram on the board. Elicit the important information and write notes in the diagram. Then, as a class, write a summary of the story, paraphrasing when possible.

Writing Corner

- Explain that summaries are a commonly used at school, in college, in business, in book and film reviews, in the news, and even when relating personal experiences to friends.
- Go over the basic steps to writing a summary with the class. Explain that it is important to include only the important information, and to leave out less relevant details.
- A summary does not express a personal opinion; it only presents the important facts.
- Finally, it is important to paraphrase when writing a summary. This means expressing the same meaning using different words.

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(3)

- Have students read the summary.
- Elicit other possible headlines for the story and write them on the board. Have students vote for the headline they think is the most interesting.

Answers

Answers will vary. Sample answers:

Manager Finds Delivery Boy in Elevator
10 Hours Trapped in Elevator



- Have students choose one of the news stories from pages 130, 131, or 135. Tell them to underline the important information in the story. Then have them write notes for the underlined information in the event chain diagram. When possible, they should express the information in their own words.
- Put students who have chosen the same news story in groups. Have students compare their notes.

D

- Have students write a summary of the news story in their own words using their notes from the diagram. Tell them to write their own headline for the summary.
- Have volunteers read their summaries for the class.

10 Project

- Have students look on the Internet or in newspapers for an unusual news event. They should prepare a written summary of the event in their own words.
- Have students present their summaries to the class. Then have the class vote on the most unusual news story.

Workbook

Assign page 252 for additional reading and writing practice.

11 Form, Meaning and Function

Adverbs of Degree

- Explain that adverbs of degree describe how intense or how strong a verb, adjective, or adverb is.
- Have volunteers read aloud the examples. Explain the meaning of each adverb. For example:
 absolutely, completely = 100%
 very, extremely, really, quite = a lot
 just = exactly; only; at this moment or very recently almost = nearly, but not completely
 hardly = almost not, something is almost impossible
- For additional practice, have students rewrite the following sentences with an adverb:
 I can't hear you well. (hardly)
 Are you 100% certain? (absolutely)
 The test was very difficult. (extremely)
 I finished two seconds ago. (just)
 Dinner isn't completely ready. (almost)
 These shoes are the right size. (just)
- Call on volunteers to write their sentences on the board.

Could and Was Able To

- Have volunteers read aloud the sentences. Point out that both could and was/were able to express past ability: I could run fast means the same thing as I was able to run fast.
- Explain that could expresses a general ability in the past. For example: He could swim when he was three. However, when we talk about one specific time, we use was/were able to rather than could. For example: He was able to swim across the lake.
- Ask students what they could do when they were young. Ask them about an achievement that they were able to do.

Language Builder

Explain that the word hardly is a negative word and can't be used with another negative. For example: It's dark. I can hardly see. (NOT: I can't hardly see.)

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A

- Go over the directions.
- Have students work individually to complete the sentences. Give them a hint by suggesting they do the obvious ones first.
- To check answers, call on students to read the sentences and percentages.

Answers

- **1.** 30%
- **2.** 58%
- **3.** 100%
- **4.** 95%
- **5.** 75%
- **6.** 60%

B

- Have students work individually to complete the exercise. Point out that for some of the answers both words are correct.
- Check answers by having volunteers read sentences from the story.

Answers

- 1. just
- 2. very
- 3. was able to
- 4. couldn't/wasn't able to
- 5. quite/completely
- 6. hardly
- 7. really/extremely
- 8. almost
- 9. couldn't/wasn't able to
- 10. was able to
- 11. absolutely
- 12. extremely

11 Form, Meaning and Function



Adverbs of Degree

Adverbs of degree tell about the intensity of a verb, adjective, or adverb. Some common adverbs of degree are: absolutely, almost, completely, extremely, hardly, just, quite, really, very.

Adverbs of degree go before the main verb and before the adjective or adverb.

I **absolutely** agree with you. You **almost** missed your flight. The students did quite well.

He was **just** running. He can **hardly** stand up. He is **completely** exhausted.



We use *could* and *was able to* to talk about general ability in the past.

I **could** run fast when I was young. They **couldn't** see in the dark.

I was able to run fast when I was young.

They weren't able to see in the dark.

We use was/were able to, but not could, to talk about one specific past action. He was able to rescue his grandson. He could rescue his grandson.

A. Write each student's test score next to the name. (Note: 60% = pass)

1. _____ Jason completely failed the test. 100% **2.** _____ Mark almost passed the test. 95% **3.** _____ Ali's test was absolutely perfect. 75% **4.** _____ Bill did extremely well on the test. 60% **5.** _____ Fahd's test result was quite good. 58% **6.** _____ Tom was just able to pass. 30%





B. Circle the correct words in the story. In some cases, both words are correct.

Six-year-old Marta Garcia and her baby brother were sitting in the back seat of the car. Mr. Garcia was (1. almost / just) getting into the car when a strange man pushed him away. Mr. Garcia tried to stop him, but the man was (2. very / absolutely) strong and (3. could / was able to) overpower Mr. Garcia. The man, who wanted to steal the car, got in and started driving away. Mr. Garcia grabbed the car door, but he (4. couldn't / wasn't able to) hold on and fell onto the road. He felt (5. quite / completely) helpless and sat there crying.

At first, the thief (6. hardly / just) noticed the children who were sitting quietly in the back. Then Marta became (7. really / extremely) upset. She started hitting the thief and pulling his hair. He

(8. hardly / almost) drove off the road. Finally, he (9. couldn't / wasn't able to) stand it any longer, so he stopped the car and ordered the children to get out. Marta (10. could / was able to) help her brother out of the car.

The children started walking back. Mr. Garcia was (11. very / absolutely) thrilled to see his children again. Ministry Martads an (12. absolutely / extremely) brave girl. 2022 - 1444

16 Have You Ever...?

Listen and Discuss 🕢



Look at some people's experiences. Mark the things you've done. Compare with a partner.

Have You Had an

Exciting

Life?

Our reporter Scott Turner asks people about their experiences.

Scott: Have you ever been 🔺

hang gliding?

Omar: Yes, I have. I went last

year. It was awesome.



■ **Scott:** Have you ever flown in

a small plane?

John: No, never. This is my first time.

Scott: Have you ever eaten ▶

something weird?

Qassim: Yes, we have. My

family and I ate durian

fruit in Malaysia.





وزارة التعطي Ministry & Edu Scott: Have you ever ridden a camel? 2022 - 14 Adnan: Yes, when I was in Egypt.



Scott: Have you ever seen an unusual animal?

Mark: Yes. I've seen a zorse. A zorse is half zebra, half horse.

O Unit Goals

- Overabulary
 Unusual activities
 Exciting adventures
 Extreme sports
- Functions
 Talk about activities
 you have and
 haven't done
- Present Perfect—
 affirmative,
 negative,
 yes/no questions,
 short answers
 Present Perfect versus
 Simple Past
 Review of Present
 Tenses and Simple Past
- Listening
 Listen for specific information about travel experiences
- Pronunciation
 The /v/ sound in have
- Reading
 Ships of the Desert
 - Writing Write about someone who has had an exciting life
 - Project
 Present an extreme sport or activity

Warm Up

Using your own photos or photos from magazines, show students a selection of unusual experiences. Elicit information about each photo and gradually elicit what it is that the photos have in common. (They are all unusual experiences.)

If suitable photos are not available, simply write on the board a variety of experiences. For example: **see a bear, eat scorpions, go skydiving, ride an elephant, be in a car race, meet a celebrity.**

Find out if anybody in the class has had any of the unusual experiences. Ask questions, such as *Have you ever seen a bear?*



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1 Listen and Discuss

- Have students look at the photographs on page 138.
 Have students describe what the people are doing in each photo.
- Have students mark the experiences they have done and compare with a partner.
- CD3, T26 Play the audio of the interviews. As students listen, have them point to the corresponding photo.
- **CD3, T26** Play the audio again. Pause after each speaker and have students repeat the sentences chorally and individually.
- To introduce the present perfect, ask: How does each question begin? (Have you ever...) Have students call out the words that come after ever, (past participles) and write them on the board. (been, flown, eaten, ridden, seen) Ask students to identify the verbs. (be, fly, eat, ride, see) Tell students that questions like Have you ever been... are in the present perfect tense.
- Have students look at the pictures on page 139. Ask:
 What sports are the men doing? (desert safari, cliff hanging) Find out who in the class has been on a desert safari or cliff hanging, or who would like to try it.
- Direct students' attention to the conversation with Faisal. Point out the different tenses in the conversation. Ask: Does the reporter use the same tense in both questions? (no) What is the verb phrase in the first question? (...have you ever gone...) What about the second question? (...did you do...) Why are there different tenses? If you can't elicit any responses, explain that we use the simple past when we say when something happened. We use the present perfect when we talk about something that happened in the past, but we don't say or know when.

Language Builder

Explain that ever is used in questions to ask about activities you have done in your life. For example: Have you ever been to Spain?

Never is used in negative statements. For example: I have never been to Spain. It is also possible to use ever after not in negative statements. For example: I haven't ever been to Spain.

Quick Check



- Draw a three-column chart on the board with the headings: **Sports, Foods,** and **Animals**. Have students copy the chart in their notebook. Ask students for the first sport in the presentation. Elicit: hang gliding and write it under **Sports**.
- Have students work individually to write the other words for the three categories in their notebooks.
- Check answers with the class by having students fill in the chart on the board.

Answers

Sports: hang gliding, cliff hanging, desert safari

Foods: durian fruit

Animals: camel, zorse, zebra, horse



- Review with students the names of the people the reporter spoke to.
- Ask a student to read aloud the first item. Ask students
 if they should write yes or no next to the sentence.
 Then have students write yes or no for the remaining
 sentences and check answers in pairs.

Answers

- **1.** no **4.** no
- **2.** yes **5.** no
- **3.** yes **6.** no

2 Pair Work



CD3, T27 Play the audio of the conversation. Students listen and repeat.

- Point out the negative contracted form for short answers: haven't for have not and hasn't for has not.
- Have students work in pairs, taking turns to ask and answer about the other people on pages 64 and 65.
 Tell them to ask a question with when if the person has done the activity. If there is no information about when the person did the activity, the student answering the question should say I don't know.





- CD3, T27 Play the audio of the conversation. Students listen and repeat.
- Have a student ask you the question. Answer truthfully.
 Ask another student a different question and have him or her answer truthfully.
- Have students work in pairs to ask and answer questions about themselves. Have them talk about the activities on pages 138 and 139.
- You might expand this activity by having students ask other questions using the same verbs; for example, eaten (unusual food), been on TV, been skydiving, been to (a specific city or country). Then have them tell new partners about their first partners.

For example: Ali has been skydiving. Faisal has never eaten durian fruit.

Workbook

Assign page 253 for practice with the vocabulary of the unit.



Teaching Tip

Whenever possible, review and reinforce language presented in previous units. For example, it is helpful for students to remember the tenses of some familiar verbs and compare them to the new verb tense they are learning: Did you ride a camel when you were a child? Have you ever ridden a camel?

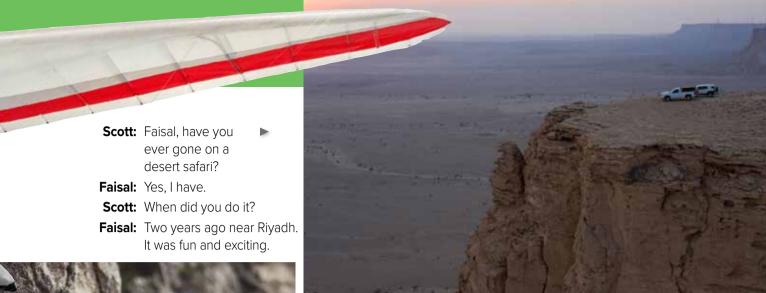


Additional Activity

Guess Who? Have students think of another student and the activities that student has performed. Volunteers give clues by saying sentences such as the following: He has been hang gliding. He has ridden a camel. He hasn't eaten durian fruit. Students try to guess the identity of the student.



- A zorse is a hybrid animal of a male zebra and a female horse. A zorse is usually the color of its horse mother with stripes from its zebra father.
- Zorses are two to three times stronger than horses. They
 were first bred in the early 1900s in South Africa to pull
 carts. However, they are considered difficult to domesticate
 and train.





Scott: Have you ever tried cliff hanging?

Don: No, I haven't. No ropes, no harness. I'm not crazy.



Quick Check ✓

- **A.** Vocabulary. Find words from the conversations in these categories: sports, foods, animals. Write them.
- **B.** Comprehension. Answer yes or no.
 - **1.** _____ John has flown in a small plane.
 - **2.** ____ Omar has been hang gliding.
 - **3.** ____ Adnan rode a camel in Egypt.
 - ___ Qassim and his family have never
 - eaten durian fruit.
 - _ Don went cliff hanging last year.

Mark has never seen an odd animal.

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2 Pair Work 🔀



- A. Ask and answer about the people.
 - Has Faisal ever gone on a desert safari?
 - Yes, he has.
 - When did he do it?
 - He did it two years ago.
- B. Ask and answer about yourself.
 - Have you ever eaten durian fruit?
 - No, I haven't. Have you?
 - Yes, I have. I ate durian fruit when I was in Malaysia.

3 Grammar 📓



Present Perfect

Use the present perfect to talk about an indefinite time in the past, when the specific time in the past is not important. It is often used to talk about time from the past up to now, for example, in a person's life up to now.

Affirmative (+)

ve)
5)
e)
ve)
(

Negative (-)

riegat	,,		
1	haven't		
You			
He	hasn't	been	to Bahrain.
She			
We	haven't		
They			

Yes-No Questions (?)

Have				
	you			
Has	he	ever	been	to Bahrain?
	she			
Have	WA			

Short Answers (+)

Short Answers (-)

		haven't.
	you	
No,	he	hasn't.
	she	
	we	haven't.
	they	

- The present perfect is made up of the verb have and the past participle.
- To form the past participle of regular verbs, add -ed.
- Here are some irregular past participle forms:

be – been	eat – eaten	go – gone	meet – met	see – seen	take – taken
do – done	fly – flown	hear – heard	ride – ridden	swim – swum	write – written

See the list of irregular verbs on page 180.

Note: Ever means "at any time." It is often used in questions with the present perfect.

Present Perfect versus Simple Past

1. A: Have you ever _____ a snake?

Use the simple past to indicate a specific time in the past.

I've been to Bahrain. I was in Bahrain last year.

A. Complete the conversations. Then practice with a partner.

B: No, I _____. Have you? **A:** Yes, I ____ one in the desert. **B:** Were you rightened? ants in Mexico years ago. Ministry of Ed BatWhat did they taste like? 2022 - 144**4:** They _____ spicy.

3. A: _____ Nasser ever gone snorkeling?

B: Yes, he has.

A: _____ he like it?

B: No, he _____. He was scared.

4. A: I've never _____ in a helicopter.

B: I have. I _____ in one over the Red Sea.

A: I'd like to do that one day.

3 Grammar

Present Perfect

- Explain that we use the present perfect to talk about something in the past. We use it when we do not know when the event happened, or it is not important when it happened. We also use the present perfect to talk about ongoing time from the past up to now. Draw a timeline on the board to illustrate the idea.
- Write the following paradigm on the board, and ask students to copy it in their notebooks and complete it. Have one student come to the board and fill in the blanks

	<u>have</u>	I		
He		he		
She		been to Dubai, but she	<u>hasn't</u>	to Oman.
We		we		
You		you		
They		they		

- Ask: What is the form of the present perfect? (Has
 or Have + the past participle) Ask: What is the past
 participle in the sentence on the board? (been)
 Been is the past participle of what verb? (be)
- Write on the board the other irregular past participles in the chart (done, eaten, etc.). Have students identify the base forms of the verbs (do, eat, etc.). Point out that there is a list of additional irregular verbs in their books on page 180 that they can use for reference.
- Write sentence frames like the following on the board.
 Have students complete them and mark the ones that are true about them.

I have ____ on a plane.
I have ____ Indian food.
I have in the ocean.

- Direct students' attention to the part of the chart that deals with yes/no questions. Ask pairs of students to read aloud the variations of the sample question and the possible short answers, affirmative and negative.
 Point out that, as with other question forms, there is an inversion in the word order. Thus, has or have is placed before the subject.
- Write sentence frames like the following on the board for students to complete. Have students ask and answer them in pairs.

Have you ever _____ a motorcycle?
Have you ever _____ hang gliding lessons?

Have you ever ____ a dolphin?

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Present Perfect versus Simple Past

- Read the example sentences in the last part of the chart. Ask: In the first sentence, do we know when the speaker went to Bahrain? (no) In the second sentence, do we know when the speaker went to Bahrain? (yes)
- Review ways to refer to a time in the past; for example: yesterday, last night/week/weekend and (number) hours/days/weeks/months/years ago.



- Have students skim the conversations and say what each one is about. (a snake; eating ants in Mexico; snorkeling; a helicopter) Elicit the correct word to complete the first question.
- Have students complete the rest of the conversations individually. Go over the answers with the class.
 Then have students work in pairs and practice the conversations.

Answers

Sample answers. Answers will vary:

- 1. seen / haven't / saw
- 2. ate / were
- 3. Has / Did / didn't
- 4. been or flown or ridden / flew or rode

Language Builder

Explain that most verbs that are irregular in the simple past tense also have irregular past participles; for example, go—went—gone and see—saw—seen. Most verbs that are regular in the simple past tense have the same past participle form; for example, climb—climbed—climbed. Have students look at the irregular past participles at the back of the Student Book on page 180.

Language Builder

After we say a general statement about the past with the present perfect, we switch to the simple past, even if the time is not mentioned. For example: I've eaten snake before, but I didn't like it.



- Ask students to describe the pictures.
- Have a student ask you the example question. Answer truthfully. Then have two students do the example conversation, with B answering truthfully.
- Have students do the activity in pairs, taking turns to ask and answer questions. Tell students to note down their partner's answers for use in Exercise C.

Answers

Answers will vary.



 Have students change partners and tell their new partners about their first partner.

4 Listening

- Have students cover the exercise and look at the pictures. Have them say what they see and what part of the world the pictures are from.
- Tell students that they are going to hear someone talk about traveling around Central America. Ask: What do visitors to Central America often do there? Write students' ideas on the board.
- CD3, T28 Play the audio. Have students listen to see if Matt did any of the things on the board.
- CD3, T28 Play the audio. Students listen and mark the things Matt has done. Play the audio a third time for students to check their answers.

Answers

The following items should be marked: 1, 2, 5, 6

Audioscript

I've traveled to a lot of places, and I've done lots of exciting things. Last year, during the summer, I spent five weeks traveling around Central America. First I flew to Guatemala. I stayed in the historic city of Antigua, and then I visited the Mayan ruins of Tikal in the middle of the jungle. The pyramids, the Great Plaza, and the Great Jaguar are spectacular sights. From there I got a bus to Belize and went scuba diving in the coral reefs. The famous Blue Hole is over 300 meters in diameter and 125 meters deep. It's the best diving I've ever experienced. In Costa Rica, I climbed up the Irazú Volcano, and went white-water rafting. My last stop was famona. I visited the canal, and was impressed with the great number of ships. The Panamanians are expanding the canal to allow huge ships to cross it.

The work of the finished around 2025.

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Now, I've tried some unusual food in my travels. On this trip, I tried sea turtle eggs in Nicaragua. The eggs are eaten with hot sauce, and they taste a bit fishy. But in all my travels, I have never had grasshopper or scorpion. I've seen people eat these, but honestly I don't want to try them.

I haven't been to Colombia and Venezuela yet, but I'd sure like to go. There are still lots of places in this world that I'd like to see and things that I'd like to do.

5 Pronunciation

- CD3, T29 Play the audio. Students listen and repeat the sentences.
- Point out that the /v/ sound is the same as the /f/ sound except that it is voiced.
- Write word pairs on the board for students to practice: van/fan, very/ferry, veil/fail, vast/fast.

Workbook

Assign pages 254–255 for practice with the grammar of the unit.



Teaching Tip

It is important that students develop a good ear for naturalsounding English. Tell them that when they are not sure if they have the grammatical form correct, they should ask themselves *Does it sound right?* Over time, they will gradually develop a feel for the natural sounds and rhythms of English.

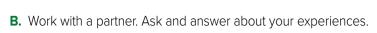


Additional Activity

Students work in groups to talk about a trip they have taken. Vote on who has had the most exciting trip.



- A blue hole is a sinkhole, or vertical cave in the water.
- The Great Blue Hole, off the coast of Belize, is over 300 meters (984 feet) across and 125 meters (410 feet) deep.



A: Have you ever gone ice-skating?

B: No, I haven't. / Yes, I have. I went ice-skating in the winter.

















C. Tell about your partner's experiences to another classmate.

Listening



Listen to Matt talking about his travel experiences. Mark the things he's done.

- **1.** ____ visited historic places
- 2. ___ climbed a volcano
- **3.** ____ eaten grasshopper
- **4.** ___ gone to Colombia
- **5.** ____ been to Nicaragua
- **6.** ____ visited the Panama Canal area













isten to the $\sqrt[3]{v}$ sound in *have* and $\sqrt[3]{v}$ e. Then practice.

I**'ve** never flown in a plane. Notice flown a plane! 2022 - 1444

They've seen a shark. What **have** you done?

Have you climbed a mountain? You haven't been to a museum?

6 Conversation



Michael: What's the most awesome experience you've

ever had?

Andrew: Definitely when I went shark diving. Have you

ever heard of it?

Michael: No. never.

Andrew: Well, I went shark diving in Gansbaai, South

Africa. It's one of the best places in the world

to see the great white sharks up close.

Michael: You're out of your mind! You'll never catch me

diving in the middle of sharks.

Andrew: It's not like that. You go out on a boat to a

place called "Shark Alley," and you go down inside a cage. The people on the boat throw out big pieces of fish tied to a rope in order to attract the sharks. The sharks come up real close, and frequently they knock the cage

with their heads.

Michael: Weren't you afraid?

Andrew: To be honest. I was scared to death.





"Gansbaai" is the Afrikaans word that means "goose bay."

Gansbaai.

South Africa

Real Talk

Definitely = expressing a high degree of certainty You're out of your mind! = You're crazy! To be honest = to tell the truth

scared to death = very frightened

About the Conversation

- 1. Where did Andrew go on his vacation?
- 2. What kind of experience was it?
- 3. How do they attract the sharks?
- 4. Was he scared?
- 5. What does Michael think?

Your Turn

Find someone in your class who has done these things. Then share your findings with the class.

	Name	Who/What/When and Where
gone snorkeling		
flown in an airplane		
eaten an unusual food item		
traveled to an exciting place		
met a famous person		





وزارة التعطيم

Ministry of What was the most dangerous or most exciting experience you've ever had?

2022. What was the most relaxing, peaceful experience you've ever had?

6 Conversation

- Have students cover the conversation and describe what they see in the pictures. Ask: What part of the world are the photos from? Would you like to have this kind of experience? Why or why not? Have students think of three words they expect to hear in the conversation. Write the students' ideas on the board.
- CD3, T30 Play the audio of the conversation. Ask students to listen for any of the words on the board.
- CD3, T30 Play the audio again. Tell students to look at the conversation and read along as they listen.
- Ask students to practice the conversation in pairs, practicing appropriate intonation. Make sure that they switch roles.

Real Talk

- Ask: Who says Definitely? (Andrew) Why does he say it? (Because he is sure shark diving was the most awesome experience he ever had.) If he wasn't certain, what might he say? (Maybe when I went shark diving.) Ask Michael's question of the class: What was the most awesome experience you've ever had? Have student volunteers respond with Definitely...
- Ask: Who says You're out of your mind! (Michael) Why does he say it? (He thinks it's very dangerous to be diving in the middle of sharks.) Have students think of situations in which they might say to a friend You're out of your mind!
- Ask: Who says To be honest? (Andrew) Why might you say To be honest? (When you are admitting something that you might not want to say.) Ask: What do you think of this school? Encourage student volunteers to respond with To be honest...
- Ask: Who says he was scared to death? (Andrew)
 Why does he say it? (He was very frightened around
 the sharks.) Tell students about a time when you were
 scared to death. Encourage them to ask you questions.
- Have volunteers talk about a time when they were scared to death. Encourage others to ask questions.

About the Conversation

• To check comprehension, have students work with a partner, asking and answering the questions.

Answers

Answers will vary. Sample answers:

- 1. He went shark diving in Gansbaai, South Africa.
- 2. It was an awesome experience, but it was scary.
- 3. People throw out big pieces of fish.
- 4. Yes, he was. Andrew says he was scared to death.
- 5. Michael thinks that Andrew is crazy.

Your Turn

- Have students move around the classroom and ask one another the questions in the chart. For each activity, students should find one person who has performed it and ask questions with When, What, Who, and Where to get details about the experience. Students should write the name of the student in the chart as well as the details.
- Take a class survey. Ask about one of the activities from the chart; for example, Who has met a famous person? Take a count of the number of students who have performed each activity.

7 About You

 Have students work in groups of three or four to discuss and answer the questions. Have one person from each group report back to the class about what they talked about. Have students vote on the most dangerous or most exciting experience in the class.



8 Reading

- Have students cover the text, except for the title and look at the pictures. Ask: What are the men doing?
 What part of the world are they in? Elicit what students know about riding a camel. Have students look at the title and say what they think ships of the desert refers to. Elicit: camels. If they have trouble, refer them back to the picture.
- CD3, T31 Play the audio of the reading. Ask students to read along as they listen and find specific terms for camel riding. (hump, cameleer, reins, saddle)

READING STRATEGY Using context

Encourage students to use contextual clues for general meanings of words they do not know. For example, reins may be a new word. However, if students know it is something you hold to control a camel, it must be something that resembles a rope. Students do not need to know the exact meaning of reins to understand its use in the text.

After Reading

- Have students work individually to answer the questions. Tell them to underline the parts of the text that provided them with the answers.
- Have students go over the answers with their partner.
 Finally, go over the answers with the class.

Answers

- Because they have been used as a means of transport in the desert due to their ability to withstand the hot, dry climate
- The rider must sit two meters above the ground on the camel's hump, and the movement of the camel swings the rider from side to side.
- 3. Camels are emotional and intelligent.
- 4. Answers will vary.



- Camels can run up to 65 km/h for short distances and can maintain a speed of 40 km/h over longer distances.
- Camel racing is a popular sport in many Arab countries and Australia. Interestingly, 90 percent of racing camels are female.



Teaching Tip

To help students improve their reading speed, from time to time have them silently read a text from an earlier unit. Give them a reasonable time limit and have them keep a record of whether they finished the text in the assigned time.

Additional Activity

Have students work in pairs to tell each other about an activity that they would like to try and why. Have volunteers tell the rest of the class about the activities their partners would like to try.

Project: Camel Riding

Organize students into groups to find out more about camel riding; for example, where they can do it in their country, what they need to wear, how much it costs, etc.

8 Reading

Before Reading

What do you know about camels? Have you ever ridden one?

Ships of the Desert

"It's the one of the most uncomfortable experiences I've ever had. But it was incredibly fun! I'll never forget it!" That's what many people say after they have ridden a camel for the first time. Camels, also known as "ships of the desert," have been a favorite means of transport for millennia due to their ability to withstand the hot, dry climate of the desert.

Riding a camel is not the same as riding a horse. First, the rider must sit and balance himself about two meters above the ground on the camel's hump. Second, a camel walks differently than a horse. It moves the two right legs together, and then the two left legs. This can make the rider swing from side to side.

Riding a camel for the first time? Here are some helpful tips:

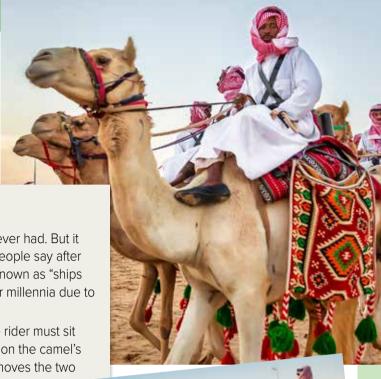
- **1.** Wear sunscreen, long sleeves, and a hat for protection from the hot sun.
- **2.** Wear long pants and socks to protect your legs from getting itchy.
- **3.** Always go riding with an experienced cameleer who knows the animal. Camels are emotional and will respond better if a familiar person is nearby.
- **4.** Get on when the camel is in a sitting position. Put one foot on a small stool and then throw your other leg over the camel's hump in one motion.
- **5.** When the camel stands up, hold on tight and grip your knees around the camel's sides. As the camel leans forward, lean back in the opposite direction to keep from falling.
- **6.** Sit and hold the reins confidently. Camels are intelligent and can sense if you are nervous.
- **7.** Relax in the saddle and bend your knees at a 90° angle. This will help you balance as the camel swings you from side to side.
- **8.** After the ride, wait for the camel to sit down. Hold on. Lean back and then forward, just as you did when the camel stood up.

After Reading

- 1. Why are camels called "ships of the desert"?
- 2. How is riding a camel different from riding a horse?
- 3. What are two characteristics of camels?

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9 Writing



A. Read about Ali's uncle. Circle all the linking words and phrases that you can find.

Do you know anyone who has gone scuba diving in the coral reefs of the Red Sea, mountain biking in Al Baha, or paragliding in Asir? These are just a few of the exciting things my uncle has done. Hameed is a travel writer who publishes articles to promote youth tourism in the Kingdom. He believes that the best way to write about things is to experience them.

He has ridden camels and raced Arabian horses. He has also climbed to the summit of Shada Mountain. He has been sand skiing in the Rub' Al Khali Desert and has driven a 4x4 in the dunes of Al Qassim.

Of course, he is careful. "Safety comes first," he always says. Before he does any extreme or dangerous activity, he first learns about it. Then he trains with expert instructors. In fact, he spent a week practicing in a pool before he went scuba diving in the sea.



So what's next for Uncle Hameed? He hasn't flown in a hot air balloon, nor has he tried kite surfing. However, he has promised to take me mountain biking around Al Souda Mountain when I'm 16. I can't wait!

Writing Corner

Linking words and phrases help connect ideas and make a paragraph easier to read.

- 1. To show addition: and, or, nor, also, too
- 2. To show contrast: but, however, on the other hand
- 3. To give examples or emphasis: for example, like, such as; of course, in fact
- 4. To show time: when, before, after, since, first, second, next, then
- **B.** Think of someone you know or invent a character that has had an exciting life. Write notes in the chart about what the person has done and why it is exciting.

Activity	Why it is exciting

C. Write about someone who you think has had an exciting life. Explain why. What has the person done?



Research an extreme sport or activity. Present the information to the class.

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9 Writing

A

- Have different students read aloud parts of the text.
 As the class follows along, have them circle the linking words and phrases.
- Check comprehension by asking questions about the text. For example: What does Hameed do? (travel writer) Why does he do exciting activities? (so he can write about the experience) What exciting activities has he done? (scuba diving, mountain biking, paragliding, camel riding, horse racing, mountain climbing, sand skiing, driven a 4x4 in the desert) What is Hameed's motto? ("Safety comes first.") Go over any new vocabulary, first by having students try to work out the meaning in context.
- Elicit the linking words and phrases students found.

Answers

Paragraph 1: or, and, also, and

Paragraph 2: Of course, Before, or, first, Then, In fact, before

Paragraph 3: nor, However, when

Writing Corner

- Review the linking words and phrases with the class.
 Students should already be familiar with most of the words on the list. Go over the following items by writing the examples below on the board. Then elicit similar examples from students.
- Explain that also is usually placed before the main verb or after the verb be. Too is usually placed at the end of the sentence. For example:

I've been to Spain. I've also been to Italy. I've been to Spain. I've been to Italy too.

Explain that or connects positive alternatives. Nor
connects negative alternatives when the first one is
introduced by a negative such as not, never, or neither.
When we use nor, the subject and object change
places as in question form. For example:

Have you ever ridden a camel or tried sand skiing? I've never ridden a camel, nor have I tried sand skiing.

 Explain that however, and on the other hand are used to express contrast to a previous statement. Unlike but, which goes in the middle of a sentence, they usually go at the beginning of a sentence and are followed by a comma. For example:

He has gone snow skiing, but he hasn't gone sand Ministry of Education skiing, but he hasn't gone sand

He has gone snorkeling. However, he hasn't gone scuba diving.

He likes fishing. On the other hand, he rarely eats fish.

 Explain that of course and in fact are used to give emphasis. They are usually followed by a comma. For example:

He likes skateboarding. Of course, he always wears a helmet.

He has traveled around the world. In fact, he has visited 63 countries.

B

- Ask a few volunteers to tell the class about someone they know who has had an exciting life. Then put students in small groups to continue the discussion.
- After the discussion, have students work individually to write notes in the chart. Answer any questions they may have about vocabulary.

C

- Have students write a paragraph or two about the person, using their notes from the chart. If students cannot think of someone to write about, tell them they can invent a character that has had an exciting life.
- Have volunteers read their paragraphs for the class.

10 Project

- Organize students into groups. Have them brainstorm extreme sports or activities they know about and then find out as much as they can about one of them.
- Alternatively, assign each group an extreme sport or activity. Have the group members research information about the sport or activity. (Preferably, each group will report on a different extreme sport or activity.)
- Have groups prepare a written report and present their research to the class. The class votes on the extreme sport or activity they would most like to participate in, and on the one that they would most likely never try.

Workbook

Assign page 256 for additional reading and writing practice.

11 Form, Meaning and Function

Review of the Present Tenses and the Simple Past

- Review when we use the simple present and the present progressive, emphasizing the differences. Point out the adverbs of frequency and the time expressions that are common in each case. Have volunteers read aloud the first two examples.
- Walk to the door of the classroom. Say: I close the door every day when I leave. Then, demonstrate closing the door as you say: I am closing the door now.
- Write a few more examples on the board:
 He studies every day. He is studying math right now.
 She talks quietly. She is talking to her friend now.
 He usually walks to work. Today he is taking the bus.
- Elicit examples from students about their English lesson.
 For example:

We have English lessons twice a week. We're having an English lesson right now.

- Remind students of the verbs that aren't often used in the progressive form, such as: appear, seem, believe, understand, know, remember, agree, mean, like, love, hate, prefer, want, hear, see, belong, own, have, etc.
 Explain that these are nonaction verbs so we don't use the progressive form.
- Review when we use the present perfect and the simple past, emphasizing the differences. Point out the time expressions that are common in each case. Have volunteers read the two examples aloud.
- Write a few more examples on the board:
 They lived in Abha for ten years. (They don't live there now.)

They've lived in Abha for ten years. (They still live there.)

We painted the house last week. (We're finished.)
We've painted two rooms so far. (We're not finished.)

Elicit examples from students about their English lesson.
 For example:

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



A

- Have students work individually to complete the exercise. Tell them to underline the time words in the sentences.
- Check answers by calling on students to read the completed sentences.

Answers

 1. a
 4. c

 2. b
 5. a

 3. a
 6. b

B

- Do the first item with the class as an example. Have students underline the time words in the sentence. (yet, last year) Then elicit the correct verb tenses. (present perfect, simple past) Let them know that more than one answer is possible in a few of the sentences.
- Have students work individually to complete the sentences and underline the time words. Then have them check their answers with a partner by taking turns reading the sentences aloud.
- Go over the answers as a class.

Answers

- 1. haven't been / went
- 2. walks / took
- 3. lost (has lost) / is searching
- 4. has looked / aren't (weren't)
- 5. haven't eaten (didn't eat) / are fasting
- **6.** is raining / left (have left)
- 7. don't know / Haven't you ever flown
- 8. didn't use / drive

11 Form, Meaning and Function



Review of the Present Tenses and the Simple Past

Simple Present

Use the simple present to talk about permanent actions like habits or routines. We often use frequency expressions such as: always, usually, often, rarely, never, every day, once a month, on weekends.

The students usually **write** a test every month.

Present Progressive

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

The students **are writing** a test at the moment.

Present Perfect

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

The students **haven't written** a test yet.

Simple Past

Use the simple past to talk about actions that were completed in the past. We often use time expressions such as: yesterday, last week, two days ago, a year ago, in the 19th century, in 2010.

The students **wrote** a test last week.

A.	Ch	oose the correc	t verb for each sentence.					
	1.	Hameed	_ his horse, Smokey, almost every day.					
		a. rides	b. is riding	c.	has ridden			
	2.	He his h	norse Smokey because of its gray color.				2 4 4 4	
		a. is naming	b. named	c.	names	· ·	200	
	3.	He Smo	okey to become a champion jumper.					
		a. is training	b. trains	c.	trained			
	4.	Hameed and S	mokey in two competitions so far.				1	
		a. are	b. were	c.	have been		20	į
	5.	They th	e competitions, but they did quite well.		•			
		a. didn't win	b. don't win	c.	haven't won			
	6.	Hameed	_ that they will win the next competition.					_
		a. is believing	b. believes	c.	has believed			,
	_					VV 3		
В.	Put	t the verbs in pa	rentheses into the correct forms of the pr	esent	or past.			
	1.	We	(not be) to Oman yet, but we		(go) to UAE last	year.		
	2.	Ali usually	(walk) to work, but yesterday he	e	(take)	a taxi.		
	3.	She	(lose) her keys, so now she	(search) the hous	se to find them.		
	4.	So far she	(look) in her room, but the keys		(not be	e) there.		
	5.	We	(not eat) anything all day because we		(fast) fo	r Ramadan.		
			(rain), and I(leave					
صيلـد	.7 ;	وزار ة ا	(not know) why you're nervous		(you / not ever /	fly) in a plane?		
·	8 .E	dTheyon	(not use) cars in the 19th century. To				r cars everywhere.	

EXPANSION Units 12–16

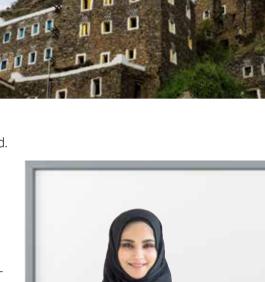
Language Review



- A. Use the correct form of the verb. For some items, more than one form is correct.
 - 1. It _____ (be) always cool in the mountains in the summer.
 - **2.** Do you think it _____ (rain) tomorrow?
 - **3.** I _____ (not believe) those weather reports. They're often wrong.
 - **4.** What does Arshad _____ (plan) to do in the future?
 - **5.** We _____ (call) you when we get to Abu Dhabi.
 - **6.** It _____ (snow) when we left Montreal.
 - 7. They couldn't sail yesterday because there _____ (not be) any wind.
 - **8.** Will you _____ (help) me with the decorations?
- **B.** Make predictions about the future. Answer the questions. Then compare with a partner.
 - **1.** What kind of job do you think you'll have?
 - 2. When do you think you'll get married?
 - **3.** How many children will you have?
 - **4.** Where will you live?
 - **5.** Which team will be champion in your country this year?
 - **6.** Where will you go on your next vacation?
- **C.** Choose the appropriate sentence or expression for a polite answer.
 - **1.** Will you help me?
 - **2.** I don't understand these instructions.
 - **3.** Could you turn off your cell phone?
 - **4.** Please let me see those photos.
 - **5.** Would you like to have dinner now?
 - 6. i'm sorry. I didn't see you.
- רבע ביי Cänliyou pass me the bread, please?

Ministry of Education 2022 - **8**4 Let me carry that box for you.

- **a.** Why should I?
- a. I'll help you.
- **a.** Of course.
- a. Not now. I'm busy.
- **a.** No, you can't cook.
 - **a.** Put on your glasses.
 - **a.** Get up and get it.
 - **a.** That's very kind of you.





- **b.** Can't you read?
- **b.** I'm talking.
- **b.** Sure.
- **b.** Yes, I'm hungry.
- **b.** That's all right.
- **b.** Here you are.
- **b.** No way!

Unit Goals

- **Language Review**
- Reading Success!
- Proiect Research a role model Write a verse about world travel
- **Chant Along** Travel the World Over I Never Found Gold
 - Writing Write about a place

Until I Got Back Home

where you want to travel

Language Review



 This exercise reviews verb forms. Tell students that they are going to complete the sentences with various verb forms that they have seen in the book. For a guick review, write the following sentence frames on the board for students to complete:

I always ____ my homework after school. I my homework last night. I _____ my homework this weekend. I____ my homework when you called.

• Have students work in pairs to complete the sentences. Tell them to discuss the time that is referred to in each sentence before they write the verb. Go over the answers with the class. If students have different answers for number 6, point out the difference in meaning.

Answers

- **1.** is
- 2. will rain/is going to rain
- 3. don't believe
- will call/are going to call
- 6. was snowing/snowed
- 7. wasn't
- 8. help



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B

- This exercise reviews making predictions about the future with will. Referring back to Unit 13, remind students that there are different ways to talk about the future in English and that we often use will + the base form of the verb for predictions.
- Have students write answers about their own lives and then work in pairs, taking turns to ask and answer the questions.

Answers

Answers will vary. Sample answers:

- 1. I'll probably be a teacher.
- 2. I'll probably get married after I finish college.
- 3. I'll probably have one or two children.
- 4. I'll probably live in a big city.
- 5. The Rockets will win the championship this year.
- 6. I'll probably go to Malaysia.

(

- This exercise reviews requests and offers. Referring back to Unit 14, elicit the different ways of making requests and offers.
- Read aloud the first request. Elicit the polite response.
- Have students do the rest of the exercise and then check answers in pairs, taking turns to make the requests or offers and give the polite responses.
- As a follow-up, have students play the role of someone who is rude. Go over the correct intonation of the rude responses. Then have volunteers say the request or offer to a specific classmate. For example: Will you help me, Fahd? That student then responds rudely.

Answers

- **1.** b
- **2.** a
- **3.** a
- **4.** b
- **5.** b
- **6.** b **7.** b
- **8.** a



- This exercise reviews making requests. Have a volunteer read the situation. Ask: What's the request? Have students respond as a class. Point out that students are to use the words in parentheses in their requests.
- Have students write the rest of the requests and then practice in pairs, making the requests and giving the responses.
- As an extension, tell students to imagine they are planning a picnic. Have students work in small groups and come up with requests for people in the other groups. For example: Noura, could you make a cake?
 After a few minutes, students make their requests to specific classmates. Their classmates respond appropriately.
- Alternatively, you could tell students to write down the typical requests that people in their family make; for example, the requests their parents make to them and/ or their siblings, or the requests their siblings make to each other.

Answers

- 1. Will you help me with the dishes?
- 2. Dad, could you drive us to the mall?
- 3. Mom, can you please wash my uniform?
- 4. Would you do me a favor?



- This exercise reviews the past progressive + when.
 Referring back to Unit 15, elicit the rules for forming the past progressive. (was or were + verb-ing) Remind students that we use the past progressive for a continuous action in the past. When that action is interrupted, we use the simple past after when.
- Put the prompts for the first item on the board. Have students make a sentence using the prompts. Point out that they have to complete the sentences in the exercise with their own ideas.
- Have students work in pairs and write sentences for the rest of the items. Have all the pairs read aloud their sentences. Tell the class to note down how many students wrote the same sentences.



Answers

Answers will vary. Sample answers:

- 1. Fahd was riding a motorcycle when I saw him yesterday.
- 2. They were playing volleyball when he got hurt.
- **3.** Yahya was mowing the lawn when it started to rain.
- **4.** I was looking out the window when the accident happened.



- This exercise reviews the present perfect. Referring back to Unit 16, remind students that we use the present perfect to talk about something in the past, but we do not know—or it is not important—when it happened. Elicit the rules for forming the present perfect, i.e., has or have + past participle.
- Do a quick review of past participles. Make flash cards with the base form of the verb in a phrase. For example: visit 25 countries, go scuba diving, fly his own plane, etc. Draw a man's face on the board and say: This is Tom. His life is very interesting. Have students make sentences about Tom using the prompts on the flash cards.
- Direct students' attention to the pictures. Have students describe what is happening in each. Then make some true and false statements about your experiences with the things shown in the photos. Have students guess if you're telling the truth. For example, say: *I've gone* mountain climbing many times.
- Have students write statements about the activities in the pictures. Then have them work in pairs, taking turns to say their sentences. Encourage students to ask for and give additional information about the activities they have done.
- As a follow-up, have each student tell the class one sentence about his or her partner. Have the class try to guess if the sentence is true or false.

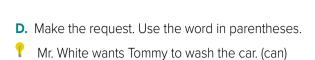
Answers

Answers will vary. Sample answers:

- 1. I've gone mountain climbing.
- 4. I've been to a museum.
- 2. I've been in a car accident.
- 5. I've never gone windsurfing.
- **3.** I've never ridden a camel.
- 6. I've never seen a UFO.

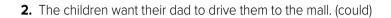
Workbook

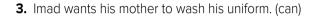
Assign pages 257–259 for review of grammar and vocabulary presented in Units 12–16.



Tommy, can you wash the car?

1. Fadwa wants her sister to help her with the dishes. (will)





4. Hanan wants her friend to do her a favor. (would)

E. Use the words to write sentences with the past progressive.

I / take a shower / when

1. Fahd / ride motorcycle / when

2. They / play volleyball / when

3. Yahya / mow the lawn / when

4. I / look out the window / when

F. Write which things you have done or haven't done.



صلحتا قيام

2022 - 1444**3.** _____

l. _____

5. _____

I was taking a shower when the water stopped.

EXPANSION Units 12–16

2 Reading



Before Reading

Look at the pictures.

What do you know about the two billionaires?



From a poor family in Saudi Arabia, Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi managed to become a billionaire and one of the world's most respected businessmen and philanthropists.

Sulaiman Al-Rajhi grew up in Al-Qassim, where he and his older brother, Saleh, set up a small business. They started by changing money for travelers who were going to visit the holy cities of Makkah and Madinah. When the oil industry grew in the 1970s, the brothers expanded their business. Many men from other countries came to work in Saudi Arabia. Sulaiman and Saleh helped these men by creating a safe and reliable way to send money back home to their families. Then, in 1983, they opened Saudi Arabia's first Islamic bank. Today, Al-Rajhi Bank is the largest Islamic bank in the world.

Over the years, Sulaiman Al-Rajhi has invested his wealth in many other businesses, education, and charities. One of these is organic farming, because he believes in a

PLCIII äjlja Ministry of Edvard S



healthy lifestyle. He also set up the Awqaf Sulaiman Al-Rajhi Holding Company (ASRHC) which supports charities and humanitarian projects around the world. In 2009, the Awqaf Sulaiman Al-Rajhi Holding Company (ASRHC) opened the Sulaiman Al-Rajhi University, which offers courses in Nursing, Medicine, and Health Sciences.

In 2011, Sulaiman Al-Rajhi decided to give away his entire fortune of \$7.7 billion. He gave most of his money to his family and the rest to charity. For his many years of hard work to establish an Islamic bank and his generous efforts to help others, he was awarded the King Faisal International Prize for Service to Islam in 2012. Today he is rich in experience, and he happily continues to work on projects with the Awqaf Sulaiman Al-Rajhi Holding Company (ASRHC).



Success [

2 Reading

- Before class, prepare a worksheet with the following sentences from the reading:
 - set up a small business with his brother.
 - opened Saudi Arabia's first Islamic bank.
 - dropped out of Harvard University.
 - had a special talent for math and science.
 - decided to give away his entire fortune to
 - charity.
 - 's money improves the lives of thousands of people globally.
 - believes in a healthy lifestyle.
 - wrote the first computer language program for the PC (personal computer) with a friend.
 - was shy and unsociable.
- Before students open their books, ask them how important computers are in their daily lives and what they use them for. Then ask them how important a bank is in their daily lives and what they use it for.
- Tell students the title of the reading is Success. Have them predict what it is going to be about. Then ask them the kinds of things people or companies produce that make a lot of money.
- Have students look at the pictures in their books and discuss the **Before Reading** question. Then have students close their books, and hand out the worksheets. Tell students to complete each sentence with Sulaiman Al-Rajhi or Bill Gates. Go over the meaning of any new vocabulary as students do the task.
- CD3, T32 Play the audio of the reading. Have students listen and follow along to see if they wrote the correct names.
- As an extension, have students work in small groups and prepare an interview with Sulaiman Al-Rajhi or Bill Gates. Have two students from each group role-play the interview for the class

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READING STRATEGY Making inferences

- Give students practice in making inferences, or understanding what the writer implies, but does not state. Prepare a handout, or write on the board the following sentences. Have students check the inferences they can make about Sulaiman Al-Rajhi and Bill Gates from the reading.
- CD3, T32 Play the audio of the reading. Students listen and check the inferences they can make.
 - (Sulaiman Al-Rajhi was ambitious when he was young.
 - Sulaiman's parents gave him and his brother money to start their business.
 - (Sulaiman Al-Rajhi has helped many people around the world.
 - Sulaiman Al-Rajhi gave away his money because he was unhappy.
 - (✓) Sulaiman Al-Rajhi is a clever businessman.
 - (When he was in high school, Bill Gates spent a lot of free time with computer-related activities.
 - Bill Gates' parents wanted him to make a lot of money.
 - Bill Gates did badly on exams when he was at Harvard
 - (🗸) When he was at Harvard, Bill Gates wasn't as interested in his classes as he was in computers.
 - (>) Bill Gates wants to help people with all the money he made.

Culture Notes

The Microsoft Logo

Since its establishment in 1975. Microsoft Inc. has changed logos several times. The first logos included the company's name in black font, often accompanied by a slogan. From 1994 to 2002 the slogan was "Where do you want to go today?" The next slogan was "Your potential. Our passion." from 2006-2011, followed by "Be What's Next." A new logo was introduced in August 2012 which has four colored squares. Each square represents a major product of the company: blue for Windows, green for Xbox, red for Office, and yellow currently unknown.

BASIC

BASIC stands for Beginner's All-purpose Symbolic Instruction Code.

After Reading

 Review why Sulaiman Al-Rajhi and Bill Gates are famous. Read aloud the two parts of the comprehension exercise. Then have students work in pairs to complete the chart and answer the question. Go over the answers as a class.

Answers

Answers will vary. Sample answers:

1.

Sulaiman Al-Rajhi	Bill Gates				
He started a money exchange business in the desert with his brother.	He started Microsoft, a computer company.				
Their business expanded in the 1970s due to the oil industry. They set up the Al-Rajhi Bank in 1983.	He designed the operating system MS-DOS. It is used on PCs all over the world.				
The bank became very successful. He set up a special company to support humanitarian causes in Islam and around the world.	He became a billionaire, and now he gives a lot of money to charity.				

2. They both started very successful businesses. They both had good ideas and acted on them. They both donate a lot of money to help humanitarian causes.

Discussion

- Read aloud the questions and have students discuss them in pairs. Then have them get together with other pairs to compare and discuss their ideas. Finally, open up these topics for a whole-class discussion.
- As an extension, have students discuss how important the goal of success is for them in their lives. Have them say where it ranks in relation to other life goals; for example, money, prestige, knowledge, love, family, and health.

3 Project

- Have students discuss whether they consider Sulaiman Al-Rajhi and Bill Gates good role models. Then have them brainstorm other people they consider role models. Remind them that these people should not be just billionaires but people who students want to be like because they admire them.
- Assign each pair a person to research, or let them choose one on their own. Encourage students to use a variety of sources.
- Have students prepare a written report to submit, as well as a presentation of their findings for the class. Tell them it might be helpful if they prepare a timeline showing the important times in the person's life.

Success As a young boy, Bill Gates was an unlikely candidate for one of the future richest men in the world. He was shy and not very sociable. But he had a special talent for math and science. His parents recognized his intelligence and enrolled him in Lakeside, a school in Seattle that was known for its high academic achievement.

> It was there that Bill Gates came into contact with the first computer, and also met fellow student Paul Allen, who shared his fascination for computers. At the age of 17, Gates built a timetable system for the school and earned \$4.200.

In 1973, Bill Gates went to Harvard University, but his heart was not in his studies. While he was in college, he teamed up with Paul Allen to write the first computer language program for the PC (personal computer) called BASIC.



In 1976, Gates dropped out of Harvard and started Microsoft with Paul. Their big opportunity came in 1980 when they signed an agreement to provide the operating system for IBM's new personal computer. The operating system, MS-DOS, became the operating system for PCs all over the world.

Bill Gates became a billionaire, and today he uses his money to improve the lives of hundreds of people globally through an organization that he and his wife founded—the Bill and Melinda Gates Foundation.

After Reading

Success (

1. List what each person has done to become successful.

Sulaiman Al-Rajhi	Bill Gates

2. What do Sulaiman Al-Rajhi and Bill Gates have in common?

Discussion

- **1.** In your opinion, what do you think is the key to success?
- 2. Talk about successful people that you know or have read about.







or Education 1 / Choose a role model. Do research about the person. Present your findings to the class.

4 Chant Along



Travel

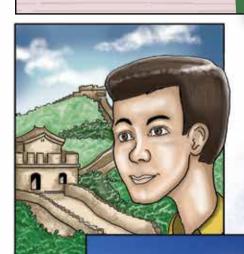
the World Over





I'm going to North and South America, Up high to Machu Picchu in Peru, Catch a cab in New York City, And cross the Great Lakes by canoe. I'm going to snowmobile in Alaska. I'm going to raft down the Amazon, Listen to the roar of Venezuelan Falls. And cruise right around Cape Horn.

> I'll go on wildlife safaris in Africa, Dive in Australia's Great Barrier Reef. I'm going to travel the world over, And see things beyond belief.





4 Chant Along

- Tell students that they are going to hear a chant called Travel the World Over. Elicit other phrases for the world over. For example: all over the world, around the world.
- Have students talk about what the traveler is doing in the different pictures and which places he is traveling in. Ask: Which countries do you think the traveler is going to visit? Write the names of the countries on the
- Divide the class into four groups: A, B, C, and D. Have Group A read aloud the first and second lines of the first three verses, Group B the third and fourth lines, Group C the fifth and sixth lines, and Group D the last two lines. Have the entire class read aloud the last verse.
- CD3, T33 Play the chant a couple of times so that students can learn the rhythm.
- CD3, T33 Play the chant again, pausing after certain lines to have students supply the next line.
- CD3, T33 Finally, play the complete chant one more time and encourage everyone to chant along.
- Ask students questions to help them name the countries in the chant. For example: Which countries are the Alps in? (Austria, Switzerland, Germany, Italy, France, etc.) Which country is the Eiffel Tower in? (France) Where is London? (Britain) Where is the queen's palace? (England) Where is the Great Wall? (China) Which countries is the Arabian Desert in? (Saudi Arabia, UAE, Yemen, etc.) Where is the Amazon River? (Brazil, Colombia, Peru) Where is Cape Horn? (Chile)
- Have students work in pairs to go through the chant and name all the countries the traveler plans to visit. (Austria/Switzerland/Germany, France, Spain, Greece, Italy, Britain, China, Nepal, India, Saudi Arabia/UAE, Japan, Peru, USA, Canada, Brazil, Venezuela, Chile, Australia, and countries in Africa) Then have them check to see if any of these countries are written on the board.



Vocabulary



- Go around the room, having students say the words in the box. Then tell them to look at the categories in the chart below. As an example, elicit the category that the first word goes in. Have students work in pairs to add the rest of the words into the correct category in the chart.
- As an extension, have the class think of other words or phrases for each category.

Answers

Travel on Foot	Transport on Water	Transport on Land
stroll	raft	rickshaw
hike	cruise	4x4
trek	sail	train
climb	canoe	cab



• Write on the board See the palace of the queen. and Watch the bullfights in Madrid. Elicit which sense and what part of the body we use to see and watch. (sight / eyes) Elicit other senses and their related body parts from the students. (taste / mouth, hearing / ears, smell / nose, touch / hand) Have students underline other phrases in the chant that are related to the senses. Go over the answers as a class

Answers

Answers will vary. Sample answers:

- 1. taste Italian cuisine
- 2. smell the cherry blossoms
- 3. listen to the roar
- 4. see things beyond belief

Comprehension

- Before doing the activity, have volunteers read aloud the questions so that students know what information they are to look for.
- Have students read through the chant once more to answer the questions and then check answers in pairs.
- As a follow-up, have students discuss whether they would like to travel around the world and what places they would visit.

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Answers

Answers will vary. Sample answers:

- 1. He's going to travel around the world.
- He's going to visit Europe, Asia, North and South America, Africa, and Australia.
- 3. In Europe, he's going to visit Austria/Switzerland/Germany, France, Spain, Greece, Italy, and Britain.
- In Asia, he's going to visit China, Nepal, India, Saudi Arabia/UAE, and Japan.
- **5.** He's going to see incredible places.

5 Writing

- Have students decide on a place where they want to travel, and write the following questions on the board:
 - What sights and attractions can you see there? What activities can you do there? What tastes, smells, and sounds can you experience there?
- Have students first make notes about the place they
 want to visit, and encourage them to think about things
 that appeal to the senses (sight, smell, taste, sound,
 touch). Then have them write about the place and what
 they are going to do there.
- In groups, have students read aloud what they have written without saying the name of the place. Have the group try to guess where it is. Alternatively, students could exchange papers so that they read aloud what another classmate has written. This technique makes some students feel more comfortable.

6 Project

- Have students make a list of places and sights or activities they can do there. They could focus on places in the Middle East or Africa, which are not extensively mentioned in the chant.
- Using the chant as a model, students write a verse about travel. Tell them that their verses don't have to rhyme. Encourage them to be creative and help with any vocabulary they need.
- Have volunteers present their verses to the class.

Vocabulary

A. Put the words into the correct category.

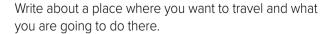
rickshaw	stroll	hike	raft	4x4	train
cruise	sail	canoe	trek	climb	cab

Travel on Foot	Transport on Water	Transport on Land

- B. Look at the chant. Write four things related to the senses.
 - ? ___ See the palace of the queen.

Comprehension

- **1.** What is the man going to do?
- 2. Which continents is he going to visit?
- 3. Which European countries is he going to visit?
- **4.** Which Asian countries is he going to visit?
- **5.** What do you think the last line means?
- 5 Writing







Write another verse for the chant about world travel.

Present it to the class.

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7 Chant Along 蒫



I Never Found Gold Anywhere Until I Got Back Home

I've been to Jamaica

I've been to Japan.

I've traveled all over the world.

I've sailed on a ship and flown in a plane.

But I've never found diamonds or gold.

I studied in Paris when I was a teen—

I looked for happiness there.

Then I went to London where I saw the queen.

Worked at a job in Mayfair.

But I've never found gold anywhere.

No, I never found gold anywhere.

I've been a sailor, a waiter, a writer. I've been a teller, a driver, a fighter.

When I finished school, I worked in a bank.

Then I fought in a terrible war.

I shot with a rifle and rode in a tank.

But I've never broken the law.

But I've never found gold anywhere.

No, I never found gold anywhere.

I've been a sailor, a waiter, a writer. l've been a teller, a driver, a fighter.

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United Kingdom Parliament



A beach in Jamaica



Mount Fuji in Japan



Sorbonne University in France

I Never Found Gold Anywhere Until I Got Back Home

Chant Along

- Tell students that they are going to hear a chant called I Never Found Gold Anywhere Until I Got Back Home.
- Have students cover the verses of the chant. Direct students' attention to the pictures and have them describe the jobs the man has had in his life. Ask: Why do you think the man has had so many jobs?
- To give students further practice with past and past participle forms, photocopy the verses of the chant and blank out the following words:

been (line 2)

flown (line 4)

was (line 6)

went (line 8)

worked (line 14)

fought (line 15)

- Have students close their books. Hand out the photocopied verses. Have students work in pairs to predict the missing words.
- Have students open their books and check their answers. Then call on students at random to read one or two lines until you have read all of the verses aloud.
- CD3, T34 Play the chant a couple of times so that students can learn the rhythm.
- CD3, T34 Play the chant again, pausing after certain lines to have students supply the next line.
- CD3, T34 Finally, play the complete chant one more time and encourage everyone to chant along.
- As an extension, have students tell the class how they would complete the title I Never... for a chant about their lives. Have them write one or two verses for the chant. In groups, have students read—or sing—the verses.



Vocabulary

- Read aloud the expressions and have students underline them in the chant. Have students work in pairs and explain what the expressions mean, using the context of the chant.
- Go over the answers as a class.

Answers

Answers will vary. Sample answers:

- 1. I tried to find a place where I was happy and wanted to stay.
- 2. I never found wealth or riches or happiness anyplace.
- 3. I never did anything wrong./I was never in trouble with the law.

Comprehension



• Have students cover the chant. Ask them to say one country the man has been to and one job he has had. Then have students make a list in pairs and see how many countries and jobs they can remember. (If students enjoy competition, tell them the pair that remembers the most will be the winner.) Give a one-minute time limit. Have students say how many countries and jobs they remembered. Then have them look at the chant to write down any words they missed.

Answers

Answers will vary. Sample answers:

Countries	Jobs
Jamaica, Japan	sailor, waiter
France (Paris)	writer, teller
England (London)	driver, fighter



 Have students read through the chant once more. Read aloud the first question and elicit the correct answer.
 Have students answer the remaining questions alone and then check answers in pairs.

Answers

Answers will vary. Sample answers:

- 1. The man studied in Paris when he was a teen.
- 2. He saw the gueen in London.
- 3. After he finished school, he worked in a bank.
- **4.** He used a rifle and rode in a tank.
- **5.** He says that he has never broken the law.
- **6.** He has done a lot of different things in his life, but he hasn't found happiness in any place or job.

Writing

- Have students work in pairs and make a list of ten questions to ask the man from the chant.
- Have students choose five of the questions and write answers for them. Then have students exchange papers with their partner to see if they answered any of the questions in the same way.

Discussion

- Before directing students' attention to the discussion points, have them talk about what has made the man's life unusual.
- Then read aloud the questions and have students discuss them in small groups. Have one person from each group report back to the class on their answers.
- Finally, have the class vote on the best new title for the chant.

Vocabulary

What do you think the following expressions mean?

• HOOKED IOI Hannihess mere	1.	Hooked	for	happiness there.
-----------------------------	----	--------	-----	------------------

- 2. I've never found gold anywhere.
- 3. I've never broken the law.

Comprehension

A. List the countries the speaker in the chant has been to and the jobs he has had.

Countries	Jobs

- **B.** Answer the questions.
 - 1. When did the man study in Paris?
 - 2. What did he do in London?
 - **3.** What did he do after he finished school?
 - **4.** What did he do in the army?
 - **5.** Has he ever done anything wrong in his life?
 - **6.** What kind of life has he had?

Writing

Write an interview with the man.

Discussion

- **1.** What do you think about the kind of life the speaker has had?
- **2.** Would you like to have a life like his? Why or why not?
- 3. Choose another title for the chant.















1 Are You Here on Vacation?

VOCABULARY

Nouns

address age credit card date of birth elevator email address festival first name form hotel

key card last name nationality nickname occupation

participant reception desk reservation spelling telephone number

Verbs

check into pay (for) fill in spell greet stay (in) introduce

EXPRESSIONS

Conversation openers

Excuse me. How about you? How are you? How are you doing? It's good to see you.

Saying goodbye

Bye. Good night. See you tomorrow. Take care.

Introductions

I'd like to introduce you to . . . Let me introduce you to . . . My name is . . . My nickname's . . . Nice to meet you (too).

Giving personal information

How do you spell your (last) name?
I'm from . . .
I was born in . . .
I was raised in . . .

Expressing thanks

Thank you so much. You're welcome.

Real Talk

Have a nice stay.

Apologizing

I'm so sorry. That's all right.

Here you are.

Asking for directions/ information

Where are you from?
Where can I find out about . . . ?
Where's . . . ?

Offering

Can I help you?

Idioms

on business on vacation

2 What Are They Making?

VOCABULARY

Nouns actor

balance cameraman crew detective director documentary episode

ladder

location

martial arts scene script

studio

stunt

stuntman TV series

Verbs

break come back feed film look around

run away smell (good) taste (bad)

EXPRESSIONS

Expressions of approval

Excellent,
That's great:

You're doing fine.

No, that's wrong.

Expression of disapproval

Real Talk

all by myself Not at all. So

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Who's Who

VOCABULARY

Nouns

advertisement bridae business management call center representative

college company computer programmer computer science customer service

deadline design engineer executive

Work places free time araphic designer

marketing manager nurse pilot president psychologist salary salesperson

sales representative tour

travel agent

waiter

Nouns-

advertising firm call center computer software company construction company furniture store hospital travel agency

Verbs

design organize produce

Adjectives

boring crazy difficult easy exciting exotic frustrating interesting part-time satisfying stressful

EXPRESSIONS

Expressions of surprise/approval

That's cool. (slang) Wow!

Asking about someone's occupation

What do you do?

Real Talk

yeah You know . . .

Favorite Pastimes

VOCABULARY

Nouns

board game current events dieting food court hobby indoor climbing leisure pastime physical fitness preference text message video game

Verbs

climb meet cook paint draw play (a sport) exercise practice go online receive hang out send know how to work out

Adjectives

dangerous popular relaxing safe unusual

Adverbs of frequency

always never often seldom sometimes usually

EXPRESSIONS

Talk about ability

(I) know how to . . . (I) don't know how to . . .



Real Talk

Isee stuff like that You mean, . . .

You must come along . . . sometime.

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5

Is There Any Ice Cream?

milk

VOCABULARY

Nouns—Foods and drinks

dessert onion appetizer soup apple pie dish order steak fish take-out food bean pasta beverage fruit potato tea carrot ice cream rice tomato cheesecake juice salad turkey chicken lettuce sandwich vegetable chocolate sauce water main course coffee meat seafood cookie menu shrimp

Containers/ Partitives

a bottle of a cup of a glass of a piece of

Verbs

drink order

Adjectives

baked fresh fried giant grilled roasted steamed

EXPRESSIONS

Ordering food

cucumber

Anything to drink?
Are you ready to order?
Do you have any ...?
For here or to go?
How about ...?
I'd like ...

May I take your order? Sorry, we don't have any. Would you like . . . ? Yes, please./No, thank you.

soft drink

Wishing someone enjoyment

Enjoy!

Real Talk

I'll have . . . Let me see.

EXPANSION Units 1-5

VOCABULARY

Nouns

acne dairy product olive oil strife escape substitute brain opportunity brainpower exception tournament pressure brand fat villain protein butter heart screams yogurt calcium ingredient share cholesterol margarine sign corridor obesity slogan

Verbs

ache grab admire hang up associate protect attend recommend attract reduce rush compete crawl out of tolerate (bed) wake up eliminate wave encourage

EXPRESSIONS



look forward to make oneself a bite

Ministry of Ecgetione's act together

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6 What Was It Like?

VOCABULARY

Nouns

admission heritage artist history astronaut message calligraphy museum collection navigator dinosaur planetarium discount safari exhibit sight experience space shuttle gallery technology quide ticket

Nouns— Kinds of technology

aeronautics astronomy electricity navigation robotics transportation

Verbs

admire
call
discover
explore
invite
journey
miss (something)
prefer
shake (hands)
turn off
win

Adjectives

amazing
awesome
closed
contemporary
daily
delicious
fantastic
free
natural
original
temporary
vintage

EXPRESSIONS

Expressions for asking for an opinion

How was it? What was it like?

Expression of regret

I'm so sorry (I missed it).

Real Talk

out of this world That's too bad. You did?

7 What Happened?

VOCABULARY

Nouns

motor vehicle accident corner passenger driver police officer driver's license scene fault stop sign SUV injury insurance traffic light washing machine intersection witness mess

Verbs

break cause crash happen hit put ride

Adjectives

angry sad
busy scared
happy sleepy
hurt surprised
injured tired
nervous worried
relieved

Adverb

ago fortunately

Pronouns

anything no one nothing someone

EXPRESSIONS

Request for a conversation

Can I talk to you?

Expression for telling about a problem

I have some good news and some bad news.

Real Talk

Don't lose your cool. It'll only take a minute. The thing is . . . What's up?

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8 What's Wrong?

VOCABULARY

Nouns

aspirin illness liquid medicine pain patient prescription symptom

Nouns—Illnesses

cold
cough
diarrhea
earache
fever
flu
headache
high temperature
sore throat
stomachache
toothache

Nouns—Parts of the body

arm neck
back nose
chest shoulder
ear stomach
eye throat
foot, feet (pl.) tooth, teeth (pl.)
hand
head

knee

mouth

leg

Verbs

ache cough drink hurt rest sneeze vomit

Adjectives

awful common runny (nose) sick sore (throat) watery (eyes)

EXPRESSIONS

Expressions for asking about a problem

What's the matter?
What's wrong (with me)?

Expression of sympathy

That's a shame.

Real Talk

... and things like that I just did.
Nothing much.

9 Let's Go Out

VOCABULARY

Nouns

chore free-time activity obligation

Verbs—Activities

go bowling go for a drive go for a ride go out for dinner go shopping go swimming hang out

Verbs—Chores

babysit
clean your room
do the laundry
dust
iron the clothes
mow the lawn
take care of
take out the garbage
wash the dishes

EXPRESSIONS

Making suggestions

Let's ...

What should we do?

Why don't ...?

Expressing obligation

I have to . . .

Real Talk

come on let down

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10 It's a Bargain!

VOCABULARY

Nouns

appliance habit bargain housewares brand leather department makeup electronics perfume escalator pillowcase eye shadow price furniture sheet store directory gold

Nouns— Clothing and accessories

backpack earrings skirt jewelry bag suit belt necklace sunglasses sweatpants blouse outerwear boots raincoat sweatshirt bracelet rina casual wear scarf, scarves (pl.) umbrella coat shirt wallet shoe windbreaker dress

Verb

trust

Adjectives

cheap comfortable expensive

EXPRESSIONS

Idioms

be on sale make payments

Real Talk

Do you mind + -ing? Not at all. Not really. stuff

11 There's No Comparison

VOCABULARY

Nouns

competition glass oryx habitat creature prey diamond height sail doorknob karat shark element marble species falcon member suite wonder faucet mirror

Nouns— Measurement words

foot, feet (pl.) kilograms meter pounds

Adverbs

approximately especially

Verbs

bark

exist
fall out
fear
feature
grow
install
last
recharge
reintroduce
replace
weigh

Adjectives

architectural luxurious convenient popular crowded precious dangerous predatory endangered sensitive extinct smart friendly spectacular gold-plated tall hard worldwide





Real Talk

What's new?

EXPANSION Units 6-11

VOCABULARY

Nouns

antique landmark
arch observation
architect deck
collection pyramid
conquest renovation
enclosure tower
entrance

Verbs

acquire depart possess

Adjectives

bulletproof illuminated

Prepositions

along around in the middle of

EXPRESSIONS

Idioms

a helping hand be named after cheer (someone) up ease one's pain feel blue in times of trouble wait in line

12 It's Going to Be Fun!

VOCABULARY

Nouns

art gallery jungle tomb coral reef marine life trail cuisine mosquito trekking culture oasis variety view ecosystem resort village ecotourism safari scuba diving wildlife habitat herd theme park

Verbs

carve experience explore hike

Adjectives

adventurous exotic
allergic inexpensive
ancient magnificent
awesome peaceful
coastal quiet
ecological thrilling
ethnic unique

EXPRESSIONS

Idiom

come face to face (with) come into contact (with)

Real Talk

Actually off the beaten track

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13 What's the Weather Like?

VOCABULARY

Nouns

barometer leaf, leaves (pl.) cherry blossom rain damage season degree snow display spring fall summer forecast temperature aulf weather humidity winter hurricane

Verbs

cause pass over rain snow vary

Adjectives

breathtaking magnificent unpredictable

Adjectives— Weather words

cloudy
cold
cool
dry
hot
sunny
warm
windy

Adverbs

absolutely extremely partly (cloudy) probably quite

Preposition

below

EXPRESSIONS

Asking about the weather

What's the weather like . . . ?

Real Talk

I hear It depends

14 Could You Do Me a Favor?

VOCABULARY

Nouns

gathering napkin snack voice

Verbs

lend lower borrow

EXPRESSIONS

Making and responding to requests

Certainly.
Could you . . . ?
I'm sorry.
No problem.
Of course.

Will you ...? Would you ...?

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Offering help and responding

Let me . . . No, that's all right.

Interrupting

Excuse me.

Telephone language

Can I take a message? Did you try his cell phone? Hello. This is . . . May I speak to . . . ? (He) doesn't answer.

Real Talk

I have no idea.
Will you do me a favor?

15 Today's News

VOCABULARY

Nouns

anaconda knife attraction lightning crowd parrot device scream electric current snake headphones storm hero wire hip wound

Verbs

attack risk
be fired rush
burn shock
deliver shriek
kick out warn
manage
overpower
remember

Adjectives

empty improper strong stuck

EXPRESSIONS

Idioms

break down get control of

Real Talk

keep your cool

Have You Ever . . . ?

VOCABULARY

Nouns

cage

camel
cliff hanging
desert safari
hang gliding
harness
rope
shark diving
volcano
zebra

Verbs

dive knock throw

Adjectives

frightening weird

Adverb

up close

EXPRESSIONS

Idiom

Have you ever heard of \dots ?



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Real Talk

definitely scared to death To be honest You're out of your mind!

EXPANSION Units 12–16

VOCABULARY

Nouns

achievement agreement belief billionaire cab candidate canoe charity effort fascination fighter fortune happiness height industry

philanthropist

rickshaw

law

rifle
roar
sailor
success
tank
war
wealth
4x4

Verbs

cross
cruise
drop out
enroll
establish
expand
found
give away
invest
raft
recognize
set up
snowmobile
stroll
support

trek

Adjectives

academic entire generous humanitarian reliable respected shy sociable successful

Prepositions

around beyond through

EXPRESSIONS

Idioms

break the law come into contact with team up with the world over



Irregular Verbs

Base Form	Simple Past	Past Participle
be	was / were	been
become	became	become
blow	blew	blown
buy	bought	bought
come	came	come
cut	cut	cut
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
fight	fought	fought
find	found	found
	flew	
fly		flown
get	got	gotten
give	gave	given
go	went	gone
hang	hung	hung
have	had	had
hear	heard	heard
hold	held	held
hurt	hurt	hurt
know	knew	known
leave	left	left
lend	lent	lent
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
think	thought	thought
•• throw	threw	thrown
wake (up)	woke (up)	woken (up)
wear (up)	wore (up)	worn
ljg win	won	won
7 7	wrote	written
ation write	WIOLE	WIILLEIT

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Key to Phonetic Symbols

Vo	wels	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/	g ive			
/æ/	b a d	/k/	car			
/α/	f a ther, b o x	/d/	d ay			
/ o /	m o nth, b u s	/t/	t en			
/ɔ/	sm a ll, d oo r	/ z /	zero			
/u/	r oo m	/s/	son			
\Ω\	book	/ʃ/	sh oe			
/eɪ/	n a me	/dz/	j ust, gara g e			
/aɪ/	l i ne	/ 3/	televi s ion			
/ɔy/	b oy	/ t f/	ch eck			
/aʊ/	t ow n	/v/	v ery			
/ou/	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/	now			
		/ŋ/	ri ng			
		/1/	l eft			
		/r/	r ight			



Exercise 1

- 1. A: Where are you from?
 - B: I am from Dammam.
- 2. A: What is your room number, sir?
 - **B:** I am in room 507.
 - **A:** Are these your bags?
 - **B:** No, they aren't. My bags are over there.
- **3. A:** Excuse me. Is this the youth hostel?
 - **B:** Yes, it is. Are you here for the tour?
 - A: Yes, we are.
 - **B:** I am sorry, but there isn't any room. The next tour is in one hour.
 - A: That is all right. We aren't in a hurry.

Exercise 2

- 1. Where are you from?
- 2. How do you spell Jeddah?
- 3. How old are you?
- 4. When/What time is the next train?
- 5. What is your favorite sport?
- 6. Is the bank open on Friday?

Exercise 3

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

Photocopiable 2

Exercise 1

- 2. Mariam is cooking dinner for her family.
- 3. I am sending an email to my friend.
- **4.** We are not going to school tomorrow.
- 5. Where are they filming the TV series?
- **6.** Ismail is not using the computer right now.
- 7. Who are you talking to on the phone?
- 8. Are you traveling to Dubai by plane?



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Exercise 2

- 1. are working
- 2. are making
- 3. live
- 4. drive
- 5. come back
- 6. are filming
- 7. is directing
- 8. is going
- 9. likes
- **10.** want

Exercise 3

- 1. location
- 2. love, good
- 3. hear
- 4. is playing, well
- 5. smell
- 6. wants
- 7. episode
- 8. doesn't like, are filming

Photocopiable

Exercise '

- 1. engineer designs
- 2. scientist does
- 3. pilot flies
- 4. teacher teaches
- 5. teller works
- 6. journalist/reporter writes
- 7. translator speaks
- 8. mechanic fixes
- 9. salesperson sells
- **10.** travel agent organizes

Exercise 2

- **1.** is
- 2. wants
- **3.** is studying
- 4. thinks
- **5.** are

- 6. spends
- 7. reads
- 8. is taking
- 9. is learning
- 10. fights

Exercise 3

Answers will vary.

Exercise 1

- 1. Refaa always eats breakfast in the morning.
- 2. Hameed goes to the library twice a week.
- 3. What do you usually do in your free time?
- **4.** Saeed usually sends text messages to his friends.
- Noura and Amina often visit their grandparents on weekends.
- 6. How often do you play video games?

Exercise 2

Answers will vary. Sample answers:

- **1.** Reading and chess are good hobbies for Imad. He is quiet and likes indoor activities.
- **2.** Basketball and cooking are good hobbies for Yousef. He likes indoor sports and ethnic food.
- **3.** Video games and chess are good hobbies for Ahmed. He likes games and computers.
- **4.** Climbing and skiing are good hobbies for Rasheed. He likes traveling and outdoor sports.

Exercise 3

Answers will vary.

Photocopiable **5**

Exercise 1

- 1. some
- **2.** a
- **3.** an
- **4.** anv
- 5. some/any
- **6.** any
- **7.** some
- 8. some

- 9. some
- **10.** an
- 11. some/any
- **12.** a
- **13.** an
- **14.** a
- **15.** an



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Exercise 2

Appetizer: fried shrimp, tomato salad, bean soup,

falafel

Main Course: grilled fish, lasagna, kabsa, steak

Dessert: fresh fruit, ice cream, cheesecake, cherry pie

Beverage: coffee, milk, apple juice, iced tea **Fast Food:** shawarma, burger, sandwich, pizza

Exercise 3

Answers will vary.

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Exercise 1

modern: art, museum, technology

go on: a safari, a tour **explore:** a museum, space **visit:** a museum, an exhibit

temporary: exhibit

Answers will vary. Sample answers:

- 1. He went on a safari in Africa.
- 2. Our class visited a museum last week.

Exercise 2

- 1. had
 11. learned

 2. spent
 12. made

 3. took
 13. flew

 4. left
 14. bought
- **5.** met **15.** ate **16.** told **16.** drank **17.** rode
- **7.** was **17.** rode **8.** gave **18.** went
- 9. saw19. felt10. knew20. slept

Exercise 3

- 1. When did you go to the museum? What was it like?
- 2. What did you do last weekend? Who were you with?
- 3. When did you go to the mall? What did you buy?
- 4. Did you see the football game? Who won the game?

Exercise 1

- **1.** was
- 2. happened
- 3. crashed
- 4. no one
- 5. hospital
- 6. because
- **7.** hit
- 8. weren't
- 9. someone
- 10. called

Exercise 2

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

Exercise 3

- 1. no one
- 2. someone
- 3. nothing
- 4. anything
- 5. someone
- 6. Someone
- 7. anything
- 8. nothing

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Exercise '

Answers will vary. Sample answers.

allergy: sneezing, watery eyes, runny nose, headache, spots on skin/tired and weak, itchy skin

flu: high fever, achy muscles, watery eyes, runny nose, sore throat, coughing, sneezing/tired and weak, cold, aches and pains

cold: watery eyes, runny nose, sore throat, coughing, sneezing/tired and weak, cold

- **1.** You should take some allergy pills, and stay indoors. When you have spots, you shouldn't scratch them. You should put cream on the skin to relieve the itching.
- **2.** You should drink lots of liquids. You shouldn't go out. You should stay in bed and rest. If it's serious, you should see a doctor and get some medicine.
- **3.** You should drink warm liquids like tea. You should stay indoors and rest. You can take some aspirin or cough syrup.

Exercise 2

- 1. How did Omar feel when he missed the goal?
- 2. What do you usually do when you have the flu?
- 3. Why is Fahd so upset right now?
- 4. Why did Nawal go to the dentist on Monday?
- **5.** How did your parents feel when they saw your school report?

Exercise 3

Answers will vary. Sample answers:

You can keep healthy with a good diet and regular exercise. You should eat a lot of fruit and vegetables. You should eat meat, but you shouldn't eat much fat. You should drink lots of milk for strong bones. You should eat bread and cereals for energy. You shouldn't eat junk food and sweets because they have lots of sugar and fat. Finally, you should play a sport or do physical exercise about three times a week.

Exercise 1

1. Adel: Why don't we go for a <u>ride</u> to the beach this weekend?

Badr: That's a great idea! Let's invite some of our friends.

Adel: Sure. Who should I call?

Badr: Why don't you call Faris and Adnan?

Adel: OK. And you can call Yahya.

2. Noura: Which bag should I buy? They're both so nice.

Maha: And expensive! Why don't you wait until they're on sale?

Noura: All <u>right</u>. I <u>should</u> save my money.

Maha: Come on. <u>Let's</u> go out for lunch.

Noura: Sorry, I can't. I'm on a diet.

3. Ali: Let's go swimming at the pool on Thursday.

Fahd: That <u>sounds</u> great, but I <u>have</u> to take <u>care</u> of my brother.

Ali: Why doesn't he come with us?

Fahd: OK. But I have to ask my parents first.

Exercise 2

Answers will vary. Sample answers:

- 1. Why don't you read a book?
- 2. Sorry, I can't. I have to babysit.
- 3. She should see a doctor.
- 4. I had to go to the dentist.
- **5.** You should turn on the air conditioner.
- **6.** He had to do his homework.
- 7. Why don't you buy a new one?

Exercise 3

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

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Exercise '

- 1. One scarf costs \$15.
- **2.** Three scarves cost \$30
- 3. The coat costs \$120 (with a 25% discount).
- **4.** The price for two pairs of leather boots is \$240.
- 5. Answers will vary.

Exercise 2

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

Exercise 3

Teacher: Whose Yahya: mine, My Teacher: your, yours Adnan: Mine, his

Wafaa: your Fatima: our, Ours Wafaa: Your, theirs Fatima: their, ours

Photocopiable

Evorcico 1

- 1. crowded cities
- 2. architectural wonder
- 3. Precious stones
- 4. endangered species
- 5. popular sport
- 6. sensitive hearing
- 7. luxurious hotel
- 8. predatory birds

Photocopiable Activities 2 Answer Key

- 1. A bear is more dangerous than a deer.
- 2. Pollution in the city is worse than it is in the countryside.
- 3. Solar energy is cleaner than gas.
- 4. The climate in the desert is hotter than it is in the mountains.
- **5.** Gold is more expensive than silver.
- 6. Elephants are heavier than giraffes.
- 7. A library is quieter than a market.
- 8. Technology in the future will be better than it is today.

Answers will vary. Sample answers:

- **1.** blue whale (weight 110–160 tons; length 20–30 meters)
- 2. tortoise (Seychelles Tortoise, Jonathan, 187 years; Galápagos Tortoise, Harriet, 175 years; Radiated Tortoise, Tu'i Malila, 188 years; Aldabra Giant Tortoise, Adwaita, may have lived 255 years)
- 3. Mount Everest (8,848 meters)
- 4. Siberia, Russia (Lake Baikal at 1,642 meters; contains about 20% of world's fresh water)
- 5. Dubai, U.A.E. (Burj Khalifa at 829.84 meters)
- 6. Norway (Lærdal Tunnel at 24.51 kilometers)
- 7. Dammam, Saudi Arabia (King Fahd International Airport with 780 km²)
- 8. Atlanta, Georgia, U.S.A. (Hartsfield-Jackson International Airport with 110,531,300 passengers in 2019)

- 1. Where are you going to go on your vacation?
- 2. How long are you going to stay on the island?
- 3. We are going to explore trails off the beaten track.
- **4.** They are going to come face to face with wild animals.
- **5.** Is ecotourism going to be more popular in the future?
- **6.** They are not going to stay in a luxurious hotel.

Exercise 2

- 1. Safari
- 2. adventure
- ecosystems
- 4. wildlife
- **5.** variety
- 6. contact
- 7. habitat
- 8. herds

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- 9. views
- 10. peaks

Exercise 3

Answers will vary.

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Exercise 1

- **1.** When will you be back from your vacation?
- 2. What will the weather be like tomorrow?
- 3. Will the hurricane hit the coast?
- 4. When will the cherry blossoms come out?
- **5.** What will you do when you graduate?
- 6. What will he study at university?

Exercise 2

Seasons: fall, winter, spring, summer

Temperature: Celsius, quite hot, degrees, below zero

Weather nouns: rain, humidity, snow, forecast Weather adjectives: cloudy, dry, windy, sunny

Exercise 3

Answers will vary.

Exercise 1

Answers will vary. Sample answers:

- 1. Could we have an extra day to finish our assignment?
- 2. Will you help me lift this box?
- 3. Can you tell us where the library is?
- 4. Would you explain this math problem to me?
- **5.** Dad, will you drive us to the shopping mall?
- **6.** Could I borrow your dictionary?

Exercise 2

- 1. speak
- 2. sorry
- 3. not
- 4. must
- 5. answer
- 6. message
- **7.** Who
- 8. This
- 9. asked/told

- **10.** tell
- **11.** will
- 12. course

Exercise 3

- The teacher wants Amina to write the answer on the board.
- 2. Fahd wants Ahmed to lend him his laptop.
- 3. Mona's mother wants her to wash the dishes after dinner.
- **4.** The father wants the children to be quiet (because he needs to work).
- **5.** The students don't want the teacher to give them a lot of homework.
- **6.** The customer wants the waiter to bring (them) some more bread.

Photocopiable 15

Exercise 1

- 1. Thief Called Off
- 2. Light in the Tunnel
- 3. Lost and Found
- 4. Saved by the Cell
- 5. Dangerous Call

Exercise 2

Answers will vary. Sample answers:

- The thief's cell phone caught the security guard's attention.
- **2.** They used their cell phones to see in the dark.
- **3.** They used the thief's cell phone to find the bank robbers.
- **4.** They used an electronic device to track the boy's cell phone.
- **5.** The driver was talking on his cell phone.

Exercise 3

- 1. I was doing my homework when you called.
- 2. Ahmed was scuba diving when he saw a dolphin.
- 3. We were driving over a bridge when our car broke down
- **4.** They were hiking in the mountains when they got lost.
- My uncle was waiting for us at the airport when we arrived.

Photocopiable 16

Exercise '

- 1. Have (you ever) been/gone/tried
- 2. has met
- 3. have (never) seen, Have
- 4. have been/traveled, have taken
- 5. has made/prepared/cooked
- 6. have bought/got
- 7. have forgotten
- 8. has sent/written, has (not) answered/replied/responded

Exercise 2

Answers will vary. Sample answers:

- **1.** Imad and Saeed have gone scuba diving, but Majid hasn't gone scuba diving.
- **2.** Saeed and Majid have gone hang gliding, but Imad hasn't gone hang gliding.
- 3. All three boys have gone bungee jumping.
- **4.** Only Saeed has gone cave exploring. Imad and Majid haven't gone cave exploring.

Exercise 3

Answers will vary.

1

Are You Here on Vacation?

Α

- **1.** Great. How about you?
- 2. You're welcome.
- 3. Bye. Take care.
- 4. I'm William. But my nickname's Bill.



- Answers will vary. Sample answers:
- Last Name: <u>Vasquez</u> First Name: Roberta
- Street Address: 17 Palm Tree Lane
- City/State: Miami, Florida
- Country: <u>USA</u> Zip Code: 33132
- Telephone Number: 305-555-2333 Email Address: rvasquez@citynet.com

С

- **1.** is ('s)
- **2.** is ('s)
- 3. are not (aren't)
- **4.** are
- **5**. are ('re)
- **6.** Are
- **7.** is
- .
- 8. is not (isn't)
- **9.** Is
- **10.** is not (isn't)
- **11.** Are
- **12.** am

- **13.** are
- **14.** am ('m)
- **15.** are
- **16.** Are
- **17.** is ('s)
- **18.** is ('s)
- **19.** Is
- **20.** is not (isn't)
- **21.** is ('s)
- 22. am ('m)
- **23.** is ('s)
- 24. are not (aren't)

D

- 1. Q: Are Aisha and Fadwa at the mall?
 - A: Yes, they are.
- 2. Q: Is the hotel on the beach?
 - A: Yes, it is.
- 3. Q: Are they on vacation?
 - A: No, they aren't.
- **4. Q:** Is the restaurant in the hotel?
 - A: Yes, it is.
- 5. Q: Are you on the phone with your friend?
 - A: Yes, I am.

E

Answers will vary for the second sentence. Sample answers:

- **1. Q:** Where's your father from?
 - A: He's from Riyadh.
- 2. Q: What's your favorite vacation place?
 - A: My favorite vacation place is Bali.
- 3. Q: How old are you?
 - A: I'm 15 (years old).
- 4. Q: Who's your English teacher?
 - A: Mr. Jones is my English teacher.
- **5. Q:** Why's your brother at home and not at school?
 - A: He's sick today.
- 6. Q: When's your vacation?
 - A: My vacation is in August.

F

Answers will vary. Sample answers:

- 1. I'm fine. How are you?
- 2. is Alberto Chen
- **3.** C-H-E-N.
- 4. Yes. Lam.
- 5. No, I'm here for a week.
- **6.** My email address is al_chen@citynet.com.
- 7. is the gym
- 8. is breakfast



G

Answers will vary. Sample answers:

Beach Resort Hotel

Online Reservation Form

Last Name: Costello
First Name: Adriana
Date of Birth: July 23, 1990
Arrival Date: August 3

Number of Days: $\underline{4}$ Number of Rooms: $\underline{1}$

Credit Card Number: <u>2341-23432-23343</u> Email Address: CostAdri23@skynet.com

2 What Are They Making?

Α

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

В

Answers will vary for the second sentence. Sample answers:

- 1. Q: What are they doing?
 - A: They're eating.
- 2. Q: What is he doing?
 - A: He's playing football.
- 3. Q: Who is writing on the board?
 - **A:** My English teacher is writing on the board.
- 4. Q: Where are you going?
 - A: I'm going to the airport.
- 5. Q: What is he doing?
 - A: He's doing his homework.

C

- 1. No, he isn't. He's reading a newspaper.
- 2. Yes, they are.
- 3. Yes, he is.
- 4. No, he isn't. He's sleeping.
- 5. No, he isn't. He's sitting.
- 6. Yes, he is.

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7. No, he isn't. He's wearing a suit.





- 1. I want a new cell phone.
- 2. The pizza smells good.
- I am watching the news on television tonight after dinner.
- 4. I see a bird in the tree.
- **5.** That milk tastes bad!
- **6.** I am going to the library after school tomorrow.
- 7. The director hears the actors in the studio.
- 8. Do you like your martial arts teacher?



Answers will vary. Sample answer:

It is 10 o'clock.

What are we doing?

I am in English class right now, and I am writing. My classmates are doing different things. Some are reading. Some are thinking. And some are writing, too. My mother is at home. She is doing housework. My father is at work. He works at a restaurant, so he is cooking right now. My brother is in class. He is learning about the geography of Africa.

3 Who's Who

Α

- **1.** He's a dentist.
 - He works in a dental office.
- **2.** He's a travel agent.
 - He works in a travel agency.
- **3.** He's a graphic designer. He works in an advertising firm.
- **4.** He's an engineer.

 He works for a construction company.
- **5.** He's a salesperson. He works in a store.

WORKBOOK 2 Answer Key

В

Answers will vary. Sample answers:

- **1.** What does Walid do? Who is a journalist?
- 2. Where does Rasheed work? What does Rasheed do?
- **3.** Where do Tariq and Adnan take the bus? Who takes the bus to school in the morning?
- **4.** What does Ali do on Thursdays? When does Ali play football?
- **5.** Where do they speak English? What do they speak at home?

С

- **1.** teaches **3.** works
- 5. is an engineer

- 2. player
- 4. writer / writes

D

- 1. take the bus to work
- 4. walk to work
- 2. drives to work
- 5. take a taxi to work
- 3. rides a bike to work

Ε

- 1. want to be
- 6. works
- 2. works
- 7. what do you want to be
- 3. do you want to be
- 8. want to be
- **4.** want to be
- **9.** arranges trips for customers
- **5.** does he work

F

Answers will vary. Sample answer:

My Family's Jobs

My father and uncle have great jobs. My father is a photographer. He works in an advertising firm. He takes photos for different customers. He works Sunday to Thursday. My uncle is a doctor. He works in the hospital. He helps sick people. And he works all the time.



Favorite Pastimes

Α

- 1. He always works out.
- 2. They often hang out with friends.
- 3. She sometimes paints.
- 4. They usually travel.

PS. Heialwig plays basketball.

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В

Answers will vary. Sample answers:

- 1. He knows how to cook.
- 2. He knows how to design houses.
- 3. They know how to play golf.
- **4.** He knows how to speak English.
- **5.** He knows how to take photos.



Answers will vary. Sample answers:

I know how to ride a bike.

I don't know how to paint.

D

- 1. every day
- 2. How often do you speak English
- 3. every day
- **4.** How often do you visit (your) relatives
- 5. twice a week
- 6. How often
- 7. every day
- 8. How often do you clean your room
- 9. once a week

Ε

- 1. We often eat at the food court in the mall.
- 2. Jamal is always late for school.
- **3.** They never hang out with other people.
- 4. What do you sometimes do after school?

F

1. T 2. F

3. F

4. F

5. F

G

Answers will vary. Sample answers:

Weekends	Weekdays	V acations
play basketball	watch TV	go skiing
go to the mall	play videogames	go hiking

My Free Time

I usually play basketball on the weekend. I often go to the mall, too. I always watch TV at night, and I usually play video games with my brother before dinner. I sometimes go skiing on vacation in the winter, and I always go hiking in the summer.

5 Is There Any Ice Cream?

Α

coffee
 juice
 carrot
 rice
 sandwich
 pasta

3. potato **6.** milk

В

some coffee
 some juice
 a carrot
 some rice
 a sandwich
 some pasta

3. a potato **6.** some milk

С

1. Q: Is there any pasta?

A: No, there isn't any pasta.

2. Q: Are there any eggs?

A: Yes, there are some eggs.

3. Q: Is there any ice cream?

A: No, there isn't any ice cream.

4. Q: Is there any milk?

A: Yes, there is some milk.

5. Q: Is there any ketchup?

A: Yes, there is some ketchup.

6. Q: Are there any steaks?

A: No, there aren't any steaks.

7. Q: Are there any cookies?

A: Yes, there are some cookies.

8. Q: Are there any soft drinks?

A: No, there aren't any soft drinks.

D

a. What would you like?

b. And I'd like a turkey sandwich.

c. Would you like some fries with your sandwich?

d. Would you like a beverage? I'd like some orange juice. And a glass of milk.

E

1. The world's first pizza restaurant is in Naples, Italy.

2. The colors of the Italian flag are red, white, and green.

3. The theese is the white part of the pizza.

4. Sample answer: Plike [vegetable] pizza.

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Answers will vary. Sample answer:

A Great Restaurant

There is a great Chinese restaurant in my town. All my friends go there. They have Chinese food on the menu. There is fried rice. There are egg rolls. And there is chicken chow mein, too. I always order two egg rolls and a plate of fried rice and chow mein. I also usually order a cup of hot tea. The food is great!



EXPANSION Units 1—5

Α

1. Patrick takes the bus to school.

Patrick doesn't ride his bike to school.

2. They eat in a restaurant on Thursdays. They don't eat at home on Thursdays.

3. Jamal plays basketball.

Jamal doesn't play volleyball.

4. Matt and Alex play video games after school. Matt and Alex don't play football after school.

5. Hussein exercises at the gym. Hussein doesn't exercise at home.



Answers will vary. Sample answers:

1. Khalid often studies in the library.

2. Nawal sometimes walks to school.

3. My friend seldom cleans his room.

4. Hanan usually practices English with her friends.

5. I never forget to study and do my homework.

6. The children always wake up at 7 o'clock in the morning

С

1. Where are you from?

2. Where do you live?

3. Who do you live with?

4. What do you want to be?

5. When do you want to eat?

WORKBOOK 2 Answer Key

1. Q: Are they eating?

A: No, they aren't.

2. Q: Is he talking on the phone?

A: No, he isn't.

3. Q: Are they playing basketball?

A: Yes, they are.

E

1. enough 5. too many 2. too much 6. too much

3. too **7.** too

4. enough 8. too many

F

1. What would Mona like? She'd like an apple.

2. What would Nasser like? He'd like some soup.

3. What would Robert like? He'd like a burger.

4. What would Dan like? He'd like some cake.

5. What would you like?

Answers will vary. Sample answer:

I'd like some pizza.

Α

1. It's a mall. **3.** It's a museum. 5. It's an exhibit.

2. It's a stadium. **4.** It's a guide. 6. It's a ticket.

В

Answers will vary. Sample answer:

How was the football game? Imad:

Faisal: It was fabulous.

Imad: How was the stadium?

Faisal: It was crowded.

Imad: What was the referee like?

Faisal: He was fair.



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Answers will vary. Sample answers:

Asma: The food festival was awesome! There

were all kinds of ethnic food.

Farah: Was the Mexican cuisine good?

Asma: Yes, it was.

Farah: Was the Japanese cuisine popular?

Asma: No. it wasn't.

Farah: Were the desserts delicious?

Asma: Yes, they were.

D

1. went 5. took 2. hung out 6. had 3. watched 7. played 4. invited

8. stayed

Answers will vary. Sample answers:

1. Where did he go last weekend?

2. What did he do last Thursday?

3. What did he watch on Monday night?

4. Who did he invite over last week?

5. Where did he take his bike on Sunday?

6. What did he have at Joe's two days ago?

7. What did he just play?

8. What did he do last night?

2 Ahmed traveled to villages in Sudan.

1 A charity asked Ahmed to design their website.

6 His parents said he could help other charities.

7 He designed websites for two other charities.

5 Ahmed went back to Saudi Arabia.

4 People started giving money.

3 Ahmed made the new website.

Answers will vary. Sample answer:

An Exhibit/Event I Went To

I went to the Museum of Natural History. I saw a great exhibit there. It was an exhibit of Egyptian mummies. There were three mummies in their gold coffins. There were rooms from the tombs, too. I went with my friends Ali and Tarig. We walked through the rooms and looked at the mummies. It was awesome!

7 What Happened?

Α

surprised
 happy
 scared
 angry
 worried
 tired

В

1. anything **2.** No one **3.** nothing **4.** Someone

С

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

D

Answers will vary. Sample answers:

I was surprised a week ago.
 I was surprised because I saw an old friend.

2. I was nervous two hours ago.
I was nervous because I had a big math test.

3. I was tired three days ago.

I was tired because I studied late the night before.

Е

1. There were stop signs at the corner.

2. There wasn't a child at the bus stop.

3. There weren't many cars in the street.

4. There was a man in the back seat of the car.

5. There were two people at the bus stop.

6. There weren't two people on a bench in the park.

7. There were two children in the taxi.

F

Answers will vary. Sample answer:

There was an accident at the corner. A taxi crashed into another car. The drivers were relieved because no one was hurt. It was both drivers' fault because they didn't stop at the stop signs.



1. had	9.	hit	17.	had
2. didn't get	10.	didn't stop	18.	arrived
3. studied	11.	was	19.	was
4. was	12.	was	20.	missed
5. ate	13.	was	21.	walked
6. walked	14.	arrived	22.	wasn't
7. saw	15.	asked	23.	was
8. was	16.	Did / see	24.	wasn't

Н

Answers will vary. Sample answers:

1. Faris had a really bad day two weeks ago.

2. Because he studied until midnight.

3. Because he didn't stop at the stop sign.

4. Because no one was hurt.

5. Because he didn't get enough sleep and had to walk to school.

Answers will vary. Sample answer:

My Really Good Day

I had a really good day three days ago. It was awesome. It was a really good day because I sold my bike for \$150. Someone answered my ad. He arrived at my house and looked at the bike. I was nervous because the guy only wanted to pay me \$125. At that moment, I wasn't happy. There was nothing wrong with my bike, and \$150 was a good deal. Then I told him to ride my bike. That was a good idea. He really liked the bike, and he paid the \$150. Now I can buy a new bike!

8 What's Wrong

Α

 1. eyes
 5. arm
 9. stomach

 2. ear
 6. hand
 10. knee

 3. neck
 7. nose
 11. leg

 4. shoulder
 8. mouth
 12. feet



Answers will vary. Sample answers:

1. Sam: I'm sneezing and I have watery eyes. I

have a cold.

John: What do you do when you have a cold?

When I have a cold, I take aspirin. Sam: 2. Majid: My throat hurts. I have a sore throat.

Adel: What do you do when you have a sore

throat?

Majid: When I have a sore throat, I go to the

doctor.

3. Adnan: My head hurts. I have a headache.

Fahad: What do you do when you have a

headache?

Adnan: When I have a headache, I go to bed.

4. Jeff: I have a cough.

Robert: How do you feel when you have a cough?

When I have a cough, I have a sore chest. Jeff:

5. Scott: I think I have the flu.

Andv: How do you feel when you have the flu?

When I have the flu, I have a headache Scott:

and I have a fever.

1. should go

4. should stay

2. shouldn't be

5. shouldn't do / should cover

3. should take

Answers will vary. Sample answers:

- 1. She should go to the dentist.
- 2. He shouldn't meet his friends at a restaurant.
- 3. You shouldn't study now. You should get some sleep and study tomorrow morning.
- **4.** She should eat some soup and drink some juice.
- **5.** They shouldn't play football this afternoon. They should stay in bed.

E

- 1. They took a TV and an electric grill. They didn't take extra
- 2. Because they didn't have any electricity.
- **3.** Answers will vary. Sample answer: They wanted to fall in the lake because they wanted to go home.
- **4.** They felt sick when they got home.



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Answers will vary. Sample answer:

When I Was Sick

I was sick on vacation last winter. We were on a ski trip in the mountains. I was already sick when I arrived. I had a sore throat and a headache. I still went skiing. That was not a good idea. When I finished skiing, I had a fever and an earache. I stayed in bed the rest of the vacation. When you start to feel sick, you shouldn't go skiing!



1. rides his bike

5. play basketball

2. mows the lawn

6. goes swimming

3. washes the dishes

7. does the laundry

4. takes out the garbage

Free-Time Activities

Chores go shopping mow the lawn ride a bike take out the garbage play basketball wash the dishes go swimming do the laundry



- 1. B: Let's have some pizza.
 - A: We should eat some salad.
- 2. B: Let's take the bus.
 - A: We should ride our bikes.
- 3. B: Let's go to the beach.
 - **A:** We should go to the mountains.

- 1. go hiking
- 2. goes surfing
- 3. go bowling
- 4. goes swimming
- 5. go shopping
- 6. goes horseback riding
- 7. goes skiing

Е

1. Why don't we

2. I have to

3. I have to

4. Why don't you

5. I have to

6. Why don't you

5. I Have to

7. I have to

8. why don't we

9. I have to

10. I have to

11. why don't we

F

Imad's Activities

He has to clean his room. He has to mow the lawn.

He has to watch his brother.

Fahd's Activities

He has to go to football practice.

He has to do his homework. He has to study for a math test.

G

Answers will vary. Sample answers:

1. I have to play football.

2. I have to do my homework.

3. I have to go shopping.

4. I have to go swimming.

5. I have to wash the dishes.

Н

Answers will vary. Sample answer:

I have to...

I have to do a lot of things in the morning before school. I have to wake up. I have to take a shower. I have to brush my teeth. I have to eat breakfast. I have to take out the garbage. And sometimes I have to finish my homework!

10

It's a Bargain!

Α

1. sunglasses

5. suit/tie

9. umbrella

2. ring

6. belt

10. purse/bag

3. earrings

7. sweatshirt

4. necklace

8. scarf

В

1. your / mine / hers

2. my hers / yours / mine / your

3. your / my / Whose / mine

4. Whose / yours / mine / His

This / Whose mine / your / His

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C

1. ones / ones

2. too

3. too

4. one / one / too

D

 The first umbrellas were used for protection from the sun.

2. People in China first used umbrellas for protection from the rain.

3. Jonas Hanway was the first man to use an umbrella in Europe.

4. The first umbrellas were made of wood and cloth.

5. Today many umbrellas are made of plastic or other synthetic materials.



Answers will vary. Sample answer:

My Favorite Store

I go shopping in the mall. There are lots of stores there, and my favorite store is J.B. White's. It is a big department store. They sell lots of things. They sell clothes and jewelry and furniture and electronics. And nothing is too expensive there. When I go shopping there, I look for bargains. I buy a lot of my clothes there. They have an advertisement. It says, "Our store is your store." So I love my store!

11

There's No Comparison



1. larger, smaller, more expensive

2. the...tallest, the tallest, taller, the most dangerous

3. the most popular, more popular, more popular, older, more popular, larger

4. the longest, longer, the longest, the most important

WORKBOOK 2 Answer Key

В

Adjective	Comparative Adjective	Superlative Adjective
smart	smarter	the smartest
intelligent	more intelligent	the most intelligent
difficult	more difficult	the most difficult
easy	easier	the easiest
long	longer	the longest
short	shorter	the shortest
big	bigger	the biggest
small	smaller	the smallest
dangerous	more dangerous	the most dangerous
pretty	prettier	the prettiest
popular	more popular	the most popular
good	better	the best
bad	worse	the worst
interesting	more interesting	the most interesting



Answers will vary. Sample answers:

- 1. My father is the tallest person in my family.
- 2. I am the youngest person in my family.
- **3.** No one in my family is younger than I am.
- 4. Math is the easiest subject in school for me.
- **5.** Biology is the most difficult subject for me.
- **6.** Yes, English is easier for me than my other subjects.

D

- 1. tallest
- 5. best
- 2. biggest
- 6. most exciting
- 3. largest
- 7. taller
- 4. longer



- **1.** yes
- **2.** no **3**.
- **3.** yes
- **4.** yes
- **5.** no



- 1. most expensive / more expensive
- 2. most successful / more successful
- 3. richest / richer
- 4. biggest / bigger





- **1.** no **3.** yes **5.** no **7.** yes
- **2.** yes **4.** yes **6.** yes



Answers will vary. Sample answer:

My Vacation

I went to Pike's Peak in Colorado. It was great! We took a train to the top of the mountain. It is the tallest mountain in the state of Colorado. Before that, I went to the beach on vacation. It was fun, but I really like the mountains. For me, the mountains are nicer than the beach. Hiking is more fun than swimming, so my vacation to Pike's Peak was better than my vacation to the beach.



EXPANSION Units 6-11

Α

- was
 were
 was
 was
- **3.** Were **8.** was
- **4.** wasn't **9.** weren't
- **5.** were **10.** were
- В
- 1. someone 2. No one 3. Nothing 4. anything



- 1. He rode his bike to school yesterday.
- 2. She studied French last year.
- 3. My mother made cookies last weekend.
- 4. She got up early yesterday.
- **5.** They took the bus to school last year.



Answers will vary. Sample answers:

- 1. He feels happy.
- 4. She feels afraid.
- **2.** They feel tired.
- **5.** He feels hungry.
- 3. He feels terrible.

Е

- yours
 yours
 mine
 mine
- **3.** my **7.** your **4.** Mine **8.** ours

F

1. her

3. hers

2. his

4. hers

G

1. They both have to go to school tomorrow.

2. They both have to do their homework.

3. She has to do the dishes and put her books in her backpack.

4. He has to clean his room and make his lunch.

Н

1. faster

6. more dangerous

2. easier

7. the best

3. the most popular

8. better

4. bigger

9. worse

5. the heaviest

10. more interesting

1

Answers will vary. Sample answers:

1. The best restaurant in town is Mama Mia's Italian Food.

2. The most difficult subject for me is biology.

3. The oldest building is the city hall.

4. The three biggest cities are Riyadh, Jeddah, and Makkah.

5. The most popular sports/hobbies are football and swimming.

12 It's Going to Be Fun!

Α

1. luxurious

4. exotic

2. noisy

5. adventurous

3. inexpensive

В

Answers will vary. Sample answers:

1. The house has a luxurious bedroom.

2. The traffic is very noisy.

3. These things are the most inexpensive.

4. I want to spend my vacation on an exotic island.

5. This person is more adventurous than I am.



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С

1. On Tuesday, Imad and Faisal are going to go to the beach.

2. On Thursday, Faisal is going to go diving.

3. On Saturday, Imad isn't going to go sailing.

4. On Friday, Imad and Faisal are going to go on a jungle trek.

5. On Monday, Imad and Faisal aren't going to visit the museums.

6. On Thursday, Faisal isn't going to go fishing.

7. On Monday, Imad is going to climb a mountain.



Answers will vary. Sample answers:

Going To Take

Not Going To Take

I'm going to take sandals.
I'm going to take a passport.

I'm not going to take

a coat.

I'm going to take sunglasses.

I'm not going to take boots.

I'm not going to take an umbrella.

Ε

1. What

2. Where

3. Who

4. How

5. How long

6. What

7. Which

8. When



1. He is going to stay with his uncle.

2. He is going to visit Disney World.

3. He is going to fly to New York.

4. He is going to leave next month.

G

1. Rashid is going to go skiing in Dubai in the summer.

2. On his vacation, Saeed is going to go on a river safari, climb a mountain, and relax at the beach.

3. Saeed is going to climb about five hours before he reaches the rest house.

4. He is going to pack warm clothes for the climb sweatpants, a sweater, and hiking boots. He's also going to take some shorts and T-shirts. Н

Answers will vary. Sample answer:

My Relaxing Vacation

I'm going to take a relaxing vacation on a tropical island. I want to see the beautiful, blue ocean and white beaches with palm trees. I'm going to go with my two friends, Fahd and Ali. We're going to go swimming and explore the beach. This is going to be the most relaxing vacation ever!

What's the Weather Like?

Α

Answers will vary. Sample answers:

- 1. It's rainy and windy.
- 4. It's cloudy.
- 2. It's sunny and windy.
- 5. It's hot and dry.
- 3. It's cold and windy.

В

- 1. cloudy
- **3.** cold
- **5.** sunny

- 2. rain
- **4.** hot
- **6.** windy

C

- 1. It'll be warm and sunny.
- 2. It'll be cold and snowy
- 3. It'll be cold and rainy.
- **4.** It'll be warm and partly cloudy.
- 5. It'll be cool and cloudy.

D

Answers will vary. Sample answers:

- 1. It's hot and sunny.
- 2. It'll be hot and sunny tomorrow.
- 3. It'll be cool and cloudy this weekend.

Е

- 1. Yes, he will.
- 2. No, you won't.
- 3. Yes, he will.

F

- 1. What will you do this weekend?
- 2. How will he get to work?
- 3. What will you do after college?



مرارة التعليم Ministry of Education

2022 - 1444 WORKBOOK 3 Answer Key G

Answers will vary. Sample answers:

- 1. He'll probably live with his uncle's family.
- 2. No, he won't.
- 3. His room will probably be clean.
- 4. His room will probably be quiet.

Н

Answers will vary. Sample answer:

The Weather in Six Months

I live in a tropical place. The weather will probably be the same in six months. It's warm now. It will probably be warm then. It's sunny too. It will be sunny in six months. It rains now in the afternoon. In six months, it will probably rain in the afternoon too. Maybe I'll wear shorts and T-shirts then. I wear them a lot. I'll be at the beach every day after school. Maybe I'll surf and swim. We have the best weather here!

14 Could You Do Me a Favor?

Δ

- 1. A: Could you take a photo of me?
 - **B:** No problem.
- 2. A: Let me help you carry that.
 - B: Thank you.
- **3. A:** Everyone wants you to say something.
 - **B:** Of course, I'll say a few words.
- 4. A: Can I borrow your cell phone?
 - **B:** Certainly.
- **5. A:** Would you tell your mother to bring some plates?
 - B: Of course. I'll tell her.

В

Offer Request Let me help you carry that. Could you lower your voices? Of course, I'll say a few words. Could you take a photo of me? Can I borrow your cell phone?

C

I'll tell her

Answers will vary. Sample answers:

- 1. Q: Can I have a cookie?
 - A: Not now.
- 2. Q: Would you get me a napkin?
 - A: Certainly.
- 3. Q: Will you give me a banana?
 - A: Of course.

D

Answers will vary. Sample answers:

1. Woman: Let me get that for you.

Girl: Thank you.

Ali: I'll give you a ride home.
 Faris: That's all right, thanks.
 Majid: Let me pay for dinner.
 Ahmed: You're very kind.

E

1. Mona wants Noura to go to the mall with her this afternoon.

2. Dad wants Hanan to help her sister with her homework.

3. Dad wants Ali to help him paint the house this weekend.

F

1. Ask your brother to drive you to the mall.

2. Ask your father to stop by the store on his way home.

3. Tell the children to lower their voices.

4. Ask your English teacher about the summer course in London.

5. Tell me about the new museum.

G

1. T **2.** T **3.** F **4.** F **5.** F

Н

Answers will vary. Sample answer:

Graduation Plans

Me: I'll bring some soda and juice.

My Friend: That's all right. I already have some soda. Can

you bring some pizza?

Me: Sure. No problem. What kind of pizzas do you

want me to bring?

My Friend: I want you to bring cheese pizzas. **Me:** OK. I'll bring three cheese pizzas.

My Friend: Thank you. That will help a lot. Can you

bring your camera?

Me: Sure.

My Friend: I want to take a lot of pictures of us and our

friends!



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15 Today's News



wound / knife
 snake / scream
 attractions / crowd
 storm / lightning

В

1. The two boys weren't playing tennis. They were playing volleyball.

2. The boy with the cap wasn't sleeping. He was riding his bike.

3. The father and son weren't watching TV. They were eating sandwiches.

4. The mother and daughter weren't reading books. They were walking in the park.

5. The man with the hat wasn't eating ice cream. He was selling ice cream to the boy.

C

Yes, he was.
 No, they weren't.
 Yes, they were.

D

1. They were swimming when the rain started. What were they doing when the rain started?

2. Ibrahim was doing his homework when his mother called him for dinner.

What was Ibrahim doing when his mother called him for dinner?

3. The car was going too fast when the traffic light turned red.

What was the car doing when the traffic light turned red?

We were watching the news on TV when the lights went out.

What were you doing when the lights went out?

WORKBOOK 2 Answer Key



- 1. The writer's friends were playing football when they saw
- 2. The people in the park were picking up litter when they saw the moose.
- 3. The children were sitting in a school bus when they saw the moose.
- **4.** The police officer was talking on his phone when he saw the moose.
- **5.** The moose was smelling the bread.



Answers will vary. Sample answer:

Money Fell From the Sky

People were walking and others were driving along Main Street when money started to fall from the sky. Cars stopped. People stopped. Everyone was looking up when someone shouted, "It's not really money!" I was catching one of the bills when I heard this person start to shout. I looked closely at the bill. It wasn't money. It was an advertisement. The furniture store at the corner was having a sale. They used this for publicity. Two men were standing on the roof, and they were dropping advertisements onto the street.



- 1. camel
- 2. hang gliding
- 3. bungee jumping
- 4. cliff hanging



- 1. bungee jumping
- 2. hang gliding
- 3. cliff hanging





Present	Simple Past	Past Participle
be	was/were	been
do	did	done
eat	ate	eaten
go	went	gone
see	saw	seen
swim	swam	swum
take	took	taken
write	wrote	written



- 1. have visited 3. has swum 5. have eaten 2. have ridden 6. has taken 4. has seen

Answers will vary. Sample answers:

- 1. Q: Have you ever ridden a roller coaster?
 - A: Yes, I have.
- 2. Q: Have you ever heard a lion roar?
 - A: No, I haven't.
- **3. Q:** Have you ever eaten Korean food?
 - A: Yes. I have.
- **4. Q:** Have you ever broken your leg?
 - A: Yes, I have.
- **5. Q:** Have you ever seen a real camel?
 - A: No. I haven't.



- 1. went
- **2.** ate
- 3. haven't taken
- 4. Did / wake up
- 5. hasn't played
- 6. Have / been
- **7.** did
- 8. Has / cleaned



1. T 2. F **3.** F **5**. F **4.** T



Answers will vary. Sample answer:

A Hang Gliding Adventure

I can imagine that I have a hang glider, and the wind is blowing a lot. I run down the hill and the hang glider lifts me from the ground. And suddenly, I'm flying. I can see my whole town. I fly over my house. Then little by little, I get closer to the ground, and I gently land.

EXPANSION Units 12–16

Α

- **1.** He is going to climb the mountain
- 2. I am going to go ice-skating
- **3.** is going to fly
- 4. am going to visit
- 5. am going to stay
- 6. am going to study for the history test

В

- 1. He'll probably go surfing at the beach tomorrow.
- 2. He'll probably mow the lawn tomorrow.
- 3. He'll probably take photos outside tomorrow.



Answers will vary. Sample answers:

- **1.** Will you cook dinner tonight? Let me cook dinner tonight.
- **2.** Can you go to the mall with me? I'll go to the mall with you.
- **3.** Would you study with me? I'll study with you.
- **4.** Will you eat at the new restaurant with me? Let's eat at the new restaurant.

D

- **1.** Hameed was swimming when the rain started.
- 2. Qassim was reading when the bus arrived.
- 3. Fatima was cooking dinner when the power went out.
- 4. Amira was sleeping when the phone rang.
- 5. Adnan was surfing online when he received Ali's email.





Answers will vary. Sample answers:

- **1.** Have you ever gone to the desert? Yes, I have.
- **2.** Has your father ever ridden a camel? No, he hasn't.
- **3.** Have you ever eaten Indian food? Yes, I have.
- **4.** Has your friend ever seen an elephant? Yes, he has.

F

- **1.** b
- **3.** b
- **5.** a

- **2.** C
- **4.** a
- **6**. a

Exercise 1 Complete the conversations. Use the correct form of the verb **be**. Where are you from? 1. A: I _____ from Dammam. What _____ your room number, sir? 2. A: I in room 507. B: _____ these your bags? A: No, they _____. My bags _____ over there. B: **3. A:** Excuse me. _____ this the youth hostel? Yes, it _____ you here for the tour? B: Α: Yes, we _____. I _____ sorry, but there _____ any room. The next tour ____ in one hour. B: That all right. We in a hurry. A: Exercise 2 Write questions for the answers. We are from Jeddah. J-E-D-D-A-H. I'm fourteen years old. The next train is at 5 p.m. My favorite sport is football. No, the bank is closed on Friday. **Exercise 3** Match the words with the information. Then ask and answer with a partner. **a.** teacher **1.** ____ nationality **2.** ___ address **b.** friend@supergoal.com 4. ____telephone number d. sixteen occupation e. Egyptian f. King Fahd Road, P.O. Box 33377 2022 - 1444

Exercise 1
Write sentences using the present progressive.
1. boys / play / football / in the park
The boys are playing football in the park.
2. Mariam / cook / dinner / for her family
3. I / send / an email / to my friend
4. we / not go / to school / tomorrow
5. where / they / film / the TV series?
6. Ismail / not use / the computer / right now
7. who/you/talk to/on the phone?
8. you / travel to / Dubai / by plane?
Exercise 2
Fill in the blanks with the simple present or present progressive form of the verbs in parentheses.
Ahmed and his classmates (1. work) on a project. They (2. make) a
documentary about animals that(3. live) in the desert. They usually(4. drive)
to the desert early in the morning and (5. come back) in the evening. This week, they (6. film) falcons, and Ahmed (7. direct) the scenes.
The project (8. go) well. Everyone (9. like) working together, and they (10. want) the documentary to be a success.
Exercise 3
Circle the correct word(s).
1. This is a great <i>episode</i> / <i>location</i> / <i>stunt</i> to film the TV series.
2. We love / are loving / loves pizza because it tastes good / well / bad.
3. Listen. I am hearing / hear / don't hear a strange sound outside.
4. The team play / is playing / is play very well / good / bad this year.

6. The actor is wanting / want / wants to do the stunts all by himself.

7. The last series / scene / episode is on TV tonight. I don't want to miss it.

2028. The director isn't liking / doesn't like / not like the scene, so they is filming / film /are filming it again.

5. What's that? Smell / am smelling / smells something burning.

Exercise 1

Fill in the occupation. Then complete the sentences with an appropriate verb from the list. Use the simple present tense.

S	peak	fly	sell	teacl	h w	vork	fix	write	do	design	0	rganize	,				
1 .	An	en	.ginee	<u>r</u>		desig	ins		build	dings, bri	idge	s, and	roads.				
			•			U				eriments	_						
									airpl	anes arc	ound	the w	orld.				
										dren in a							
									in a	bank.							
									artic	les for m	naga	zines a	nd ne	wspap	ers.		
									man	y differe	nt la	nguag	es.				
										and truc		0 0					
									proc	ducts to	custo	omers.					
										el, accon			and to	ours.			
										·		·					
Ex	ercise	2															
Fil	l in the	e blan	ıks wi	th the	simp	ole pr	eser	nt or pr	esen	t progres	ssive	e form (of the	verbs i	n pare	ntheses.	
Ta	ria			(1. be)) a st	uden	ıt at ı	univers	itv. H	e		(2. \	vant) t	o be a	docto	r. so he	
																_ (5. be) v	/erv
				ry inte			_			(,					_ (,
						Ü	٠								/	1) 1 1	
	•				,					•	-					ead) a lot (
		_							class	in patho	ology	y, and r	ne		(9.	learn) ab	out
hc	w the	body	′		(1	10. fig	ght) ii	njury.									
Ex	ercise	3															
Ar	swer	the q	uestic	ons ab	out (occup	oatio	ns. Exp	olain v	why.							
1.	What	job d	lo you	u think	is st	ressf	ul? _										
2.	What	job d	lo you	u think	is e	xcitin	g? _										
3.	What	job d	lo you	u think	is in	iteres	sting	?									
_																	
4.	What		lo yol	_	(IS d	ifficul	ť?										
5 .	What	job d	lo yoı	ı think	is b	oring	?										
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Put the words in the correct order and write sentences.

- 1. breakfast / always / morning / Refaa / in / eats / the
- Refaa always eats breakfast in the morning.
 - 2. library / Hameed / twice / goes / the / a / week / to
 - 3. do/in/free/you/what/do/your/usually/time?
 - 4. messages / friends / to / usually / Saeed / his / sends / text
 - 5. visit / Noura / Amina / grandparents / on / and / their / often / weekends
 - 6. often / you / video / do / play / how / games?

Exercise 2

Choose 2 suitable pastimes for each person, and explain why.

mountain biking	basketball	skiing	drawing	climbing	reading
stamp collecting	video games	tennis	chess	cooking	football

	Yousef	Ahmed	Imad	Rasheed
likes	ethnic food	games	indoor activities	traveling
dislikes	outdoor activities	sports	computers	indoor activities
personality friendly		smart	quiet and shy	active
interests	sports	computers	history	sports

1. Reading and chess are good hobbies for Imad.	He is quiet and likes indoor activities.
2.	
3	
4.	
Exercise 3	
EACTOISC S	
Answer the questions.	
4 11 6 1	
How often do you use a computer?	
2. What do you usually do after school?	
3. What's something you seldom do?	
<u> </u>	
4. What's something you often do with friends?	
try of Education 5. 似hat are 3 things you know how to do well?	
🥦 γμηφι are 3 triings you know now to do weir:	

Exercise 1							
Complete the conv	versation with a , a	n, some , or any .					
A: Hello. Is this Piz B: Yes, it is. How n A: I'd like to order B: What would you A: I want (2) don't put (4) on	iza Oven? nay I help you? (1) pizza: u like? medium margl ions on it. Oh, and	n, some , or any . Is for delivery, please Inerita pizza. And (3) Indoor do you have (5) Indoor chicken wings, be	extra la	ings?			
order of garlic b B: Would you like A: No, thanks. Just B: OK. Please give person will brin Exercise 2	oread, too. (11) salact t (12) large me (13) g your order in hal	ge bottle of mineral value address and (14) f (15) hour.	vater. telephone				
coffee fried shrimp shawarma grilled fish	fried shrimp milk sandwich falafel pizza shawarma lasagna fresh fruit steak iced tea						
Appetizer falafel Exercise 3	Main Course	Dessert	Beverage	Fast Food			
1. What kind of for the rest wild appetizer of Education 1022 - 1444	od does the restau eurant's name? s, main courses, de	esserts, and beveragedoes it have deliver	ast food)? ges are on the m	enu?			

Exercise 1

Tick the words that match. art museum space technology safari exhibit tour modern / go on (a/an) explore (a/an) visit (a/an) temporary Choose 2 combinations of words and write sentences. Exercise 2 Complete the text. Use the simple past tense of the verbs in parentheses. We ______(1. have) a fantastic time on our school trip. We _____(2. spend) the day at the Transportation Museum. We ______(3. take) the school bus, and the driver ______(4. leave) us at the entrance. A guide ______ (5. meet) us there and _____ (6. tell) us that the admission _____

Write questions with the simple past tense. Then ask and answer with a partner.

- **Note of the museum? What / it / be like?

 When did you go to the museum? What was it like?
 - 2. what / you / do / last weekend? who / you / be / with?
 - 3. when / you / go to / the mall? what / you / buy?

وزارة التعطيم

Exercise 3

Ministry of the football game? who / win / the game?

Exercise 1	Case number:	ACC 23/11/12-2789				
Fill in the police report with the appropriate words.	Incident:	Motor Vehicle Accident				
	Reporting Office	r: Jim Valens				
	Police Report:					
There (1) an accident at the intersection (2)						
(2) at around 8:30 P.M. A car (3) was badly injured, but the driver was take						
The driver said he didn't see anything (6)	there was heavy	fog. He tried to stop, but				
his vehicle skidded and (7) the sign. Then		-				
in the neighborhood heard the crash and	d (10)	_ the police.				
Exercise 2						
Match the parts to make sentences.						
1 Saeed and Fahd are happy a. because	their friend is lea	ving.				
2 Farah is tired b. because	she just saw an a	accident.				
3 Hanan is relieved c. because	it wasn't his fault.					
4. Qassim is bored	he has a job inte	rview.				
5. Badria is scared e. because	their team won th	ne game.				
6. Hussain is nervous f. because	no one was injure	ed.				
7 Adnan is angry g. because	he has nothing to	o do.				
8 Mona and Noura are sad h. because	she didn't sleep	well.				
Exercise 3						
Fill in the blanks with someone , no one , anything , or not	hing.					
1. He called three times, but answered t	he phone.					
2. I'm happy because found my wallet in	the supermarket					
3. There was interesting on TV, so we w	ent out for a walk					
4. I can't see It's too dark in here.						
5. The witness saw in a red car leaving t	the scene.					
6. was injured in the accident and is in the	ne hospital.					
7. We ordered take-out because there wasn't to eat in the fridge.						
8. There's to be worried about. Everything	ng is all right.					
وزارة التصلي						

Exercise 1

Fill in the chart with information about the illnesses.

		Illness	Symptoms	How you feel
•	1.	allergy	sneezing, watery eyes, runny nose, headache, spots on skin	tired and weak, itchy skin
	2.	flu		
	3.	cold		

Give advice to someone who has these illnesses. Use should/shouldn't.
1. You should take some allergy pills, and stay indoors. When you have spots, you shouldn't scratter.
You should put cream on your skin to relieve the itching.
2.
3
Exercise 2
Write questions. Then ask and answer with a partner.
1. how / Omar / feel / when / miss / the goal?
How did Omar feel when he missed the goal?
2. what / you / usually / do / when / have / the flu?
3. why / Fahd / be / so upset / right now?
4. why / Nawal / go to / the dentist / on Monday?
5. how / your parents / feel / when / see / your school report?

Exercise 3

Write a paragraph about how to keep healthy.



وزارة التعـليم

Ministry of Education

Exercise 1 Complete the conversations. Use one word in each blank. Why don't we go for a _____ to the beach this weekend? **1.** Adel: **Badr:** That's a great ____! ____ invite some of our friends. Adel: Sure. Who _____ I call? **Badr:** _____ don't you call Faris and Adnan? Adel: OK. And you can _____ Yahya. 2. Noura: Which bag _____ I buy? They're both so nice. Maha: And expensive! Why _____ you wait until they're on sale? Noura: All . I save my money. Maha: Come on. _____ go out for lunch. Noura: Sorry, I _____. I'm on a diet. Let's go _____ at the pool on Thursday. 3. Ali: **Fahd:** That _____ great, but I _____ to take ____ of my brother. Why _____ he come with us? Ali: Fahd: OK. But I have _____ ask my parents first. Exercise 2 Write suggestions or excuses. Use your own ideas. 1. There's nothing interesting to watch on TV. 2. Let's go hang out at the shopping mall. 3. Mona has a terrible stomachache. **4.** Why didn't you do your homework? **5.** It's too hot in here! 6. Why didn't Ismail come to football practice? 7. My laptop gets stuck all the time. **Exercise 3** Match the questions/suggestions with the responses. **1.** ____ Why is Badria late? a. Sorry, I have to study. **2.** ____ Why don't we order pizza? **b.** She has to do the laundry. **3.** ____ Why isn't Majid coming? **c.** He had to finish his homework. **4.** ____ Let's go shopping. **d.** She had to go to the dentist.

e. Let's make one instead.

f. He has to do his chores.

<mark>صیل حتاا قرازم</mark> Ministry of Education 2022 - 1444

_ Why didn't Ali go out?

6. ____Wny.wasn't Amal in class?

Exercise 1

Look at the advertisements. Answer the questions.

Scarves

\$15 each

Buy 2 and get 1 free

Winter Coats

25% discount

Regular price: **\$80-\$200**

Leather Boots

Buy one pair at \$160 **50**% off the second pair

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Ί.	HOW	much	aoes	one	scarr	COSt?

P One scarf costs \$15.

- 2. How much do three scarves cost?
- 3. What is the cost of a jacket whose regular price is \$160?
- **4.** What is the price for two pairs of leather boots?
- 5. Which is the best bargain?

Exercise 2

Match the words with their definitions.

- 1. ___ appliance
- **2.** ____ on sale
- **3.** escalator
- **4.** ____ brand
- **5.** ____ habit
- **6.** ____ expensive

- a. the name of a product
- **b.** at a discount price
- c. at a high price
- d. a large electrical device
- e. a moving stairway
- f. regular behavior

Exercise 3

Circle the correct word.

Teacher: Who's / Whose red backpack is this?

Yahya: It isn't my / mine. My / Mine backpack is blue.

Teacher: Adnan, where is **your / yours** backpack? Is this **your / yours**?

Adnan: *Mine / My* is the gray one. That's Fadi's. At least I think it's *his / him*.

Wafaa: Is this your / yours house?

Fatima: No, that belongs to our / ours neighbors. Our / Ours is over there.

Minis Fatima: cation Yes, but *their / theirs* family is much bigger than *our / ours*. 2022 - 1444

Exercise 1 Choose one word from each box to complete the sentences. endangered precious luxurious stones cities birds architectural predatory sensitive hearing species crowded hotel sport popular wonder **1.** Mumbai, in India, is one of the most ______ in the world. 2. The Pyramids in Egypt are an ancient _____ **3.** _____ like diamonds are very expensive. 4. The northern white rhino from Africa is a critically _____ **5.** Do you think football or basketball is the most _____ **6.** Bats have very ______ to help them navigate in the dark. 7. Are you going to stay in a _____ when you're on vacation? 8. Eagles, falcons, and hawks are ______ that hunt their prey. Exercise 2 Use the prompts to write comparative sentences. **?1.** A bear is more dangerous than a deer. (dangerous: bear / deer) (bad pollution: city / countryside) (clean: solar energy / gas) **4.** _____ (hot climate: desert / mountains) (expensive: gold / silver) ______(heavy: elephants / giraffes) (quiet: library / market) 8. (good technology: future / today) Exercise 3 What do you think? Answer the questions. 1. What is the largest living animal? _____ **2.** What is the oldest living animal? **3.** What is the highest mountain in the world? 4. Where is the deepest lake in the world? **5.** Where is the tallest building in the world? **6.** Where is the longest road tunnel in the world? 7. Where is the biggest airport in the world? 8. Where is the busiest passenger airport?

<u>صلحتاا</u> قرازم Ministry of Education 2022 - 1444

Ex	ercise 1
Pu	t the words in the correct order and write sentences.
1.	you / where / on / going / your / to / are / go / vacation? Where are you going to go on your vacation?
2.	long / going / island / are / the / how / you / on / stay / to?
3.	to / track / explore / the / we / beaten / are / off / going / trails
4.	come / to / animals / are / face / with / they / to / going / face / wild
5.	going / more / is / ecotourism / to / future / in / popular / be / the?
6.	luxurious / going / hotel / a / are / to / they / not / stay / in
Ex	ercise 2
Fill	in the travel brochure with the appropriate words.
	contact safari views ecosystems herds nabitat peaks variety adventure wildlife
Are su the the	nyan (1) Tours e you looking for a unique (2)? Kenya is home to a number of (3) that export amazing (4), from elephants and giraffes in the plains to leopards and gorillas in export amazing (5) of exotic birds. Come into (6) with animals in export amazing (7) with animals in export amazing (7) with animals in export amazing (8) of wildebeests and zebra on export amazing (9) of the savannah and the snow-capped export amazing (9) of the savannah and the snow-capped export amazing (9) of the savannah and the snow-capped export amazing (1) of Mount Kilimanjaro.
_	ercise 3
	agine your dream vacation. Answer the questions.
1.	Where are you going to go on vacation?
	When are you going to leave?
	How are you going to travel there?
	Who are you going to travel with?
	How long are you going to stay there?
U .	what are you going to do and see there:

Exercise 1			
Write questions for t	he answers. Use the fu	iture tense with will .	
I. When will you be	back from your vacat	tion?	
	my vacation in two wee		
It'll be warm and s	Sunny tomorrow		
	won't hit the coast.		
	oms will come out in th	uo coring	
	ons will come out in th		
When I graduate,	I'll probably continue s	studies at university.	
	ybe he'll study engine		
Exercise 2			
Put the words into the	legrees forecast ra	in Celsius spring s ite hot snow below	
Put the words into the	legrees forecast ra	· -	
Put the words into the cloudy winter conference fall windy humic	legrees forecast ra dity sunny dry qu	ite hot snow below	zero
Put the words into the cloudy winter conference fall windy humic	legrees forecast ra dity sunny dry qu	ite hot snow below	zero
Put the words into the cloudy winter conference fall windy humic	legrees forecast ra dity sunny dry qu	ite hot snow below	zero
Put the words into the cloudy winter conference fall windy humic	legrees forecast ra dity sunny dry qu	ite hot snow below	zero
Put the words into the cloudy winter conference fall windy humic	legrees forecast ra dity sunny dry qu	ite hot snow below	zero
Put the words into the cloudy winter of fall windy huminates Seasons	legrees forecast ra dity sunny dry qu Temperature	ite hot snow below	zero
Put the words into the cloudy winter of fall windy huminates. Seasons Exercise 3 Answer the question	legrees forecast radity sunny dry qu Temperature	Weather nouns	zero
Put the words into the cloudy winter of fall windy huminary seasons Exercise 3 Answer the question with the cloudy winter of the cloudy winter of the cloud winter of the cloud winter of the cloud with the cloud winter of the	legrees forecast radity sunny dry qu Temperature is. ite season? Why?	Weather nouns	Weather adjectives
Exercise 3 Answer the question What's your favor How does the we	Temperature Temperature is. ite season? Why?	Weather nouns d?	Weather adjectives

<u>حيا حتا قرازم</u> Ministry of Education 2022 - 1444

Exercise 1		
Use can, co	uld , will , or would to write requests.	
 I can't lift We don't I want so We want I need a 		Could we have an extra day to finish the assignment?
Exercise 2		
Complete th	ne telephone conversation by writing one w	ord in each blank.
Operator: Hussain: Operator: Hussain: Operator: Hussain: Operator: Hussain:	laptop by mistake. I have his presentation h	ne moment. doesn't (5) his cell phone. g? ortant. to interrupt. eting. When he left this morning, he took my ere.
Exercise 3		
Describe th	e situations, using the correct form of want t	o.
1. Teacher:	Amina, please write the answer on the boar	d.
·	her wants Amina to write the answer on th	he board.
2. Fahd: Al	nmed, will lend me your laptop?	
3. Mother:	Mona, can you wash the dishes after dinner	?
4. Father:	Children, would you please be quiet? I need	to work.
• • • • •	s: Please, don't give us so much homework •••••••••••••••••••••••••••••••••••	
وزارة التعــــــــــــــــــــــــــــــــــــ	, , , , , , , , , , , , , , , , , , , ,	

Exercise 1

Choose the best title for each news story. Saved by the Cell Lost and Found Missed Call Low Battery Thief Called Off Dangerous Call No Signal Light in the Tunnel $(1)_{-}$ $(2)_{-}$ A thief was caught at the Over 100 subway passengers Two men who stole \$20,000 National Gallery yesterday. The were trapped for 35 minutes from the Federal Bank on thief was stealing a valuable last night. The train was Tuesday were arrested. They painting when his cell phone traveling in a tunnel when the were running out when one of rang and caught the security power went out. There was no the robbers dropped his cell guard's attention. The guard signal, but they used their cell phone. The police used the immediately locked the doors phones to see in the dark until phone to find the thieves and and called the police. the power was restored. recover the money. (4) $(5)_{-}$ Four people are in hospital with minor injuries Rescue workers used an electronic tracking device to save a boy who was stuck under a after a car accident early this morning. A car drove building after it collapsed. The boy's cell phone through a red light and crashed into two other was sending a weak signal. The battery was low, vehicles. Witnesses said that the driver was talking but it was enough to find the boy. on his cell phone. **Exercise 2** Answer the questions about the news stories. 1. Why did the security guard notice the art thief? 2. What did the passengers do in the dark tunnel? 3. How did the police find the bank robbers? **4.** How did rescue workers find the boy? **5.** What was the cause of the car accident? **Exercise 3** Make sentences using **when**. Follow the example. I was doing my homework when you called. 📍 1. T/do/my homework//you/call 2. Ahmed / scuba dive // he / see / a dolphin 3. We / drive / over the bridge // our car / break down **4.** They / hike / in the mountains // they / get lost 5. My uncle / wait for us / at the airport // we / arrive وزارة التحكلم Ministry of Education

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Exercise 1							
	e sentences with	the present perfe	ct.				
you 2. My grand 3. I ne 4. They 5. Aunt Saba 6. We 7. I 8. Amal Exercise 2	ever hot father an electory ver all over ah a new re where I put two em	air ballooning? many famous pephant up close the world. They _ a huge meal for the frigerator. The old my glasses. I can alls to Noura, but	peopleyou?many phote family. one broke down. It find them anywhere. Noura not				
vrite senten		ne boys have or ha		Cava avalavina			
lua a al	Scuba diving	Hang gliding	Bungee jumping	Cave exploring			
lmad Second	<u> </u>	/					
Saeed Majid	Y	V		V			
Imad and Saeed have gone scuba diving, but Majid hasn't gone scuba diving.							
xercise 3 Inswer the o	questions. Then a	sk and answer wi	th a partner.				
	•	ou've ever eaten	•				
What's the most extreme thing you've ever done?							
How many times have you flown in a plane?							
. How man	y countries have y	you visited? Name	e them.				
. Have you	, * , • • • •	hing amazing? De	escribe it.				
•		ening experience?	? Describe it.				

SUPERGOAL 2 Audio Track List

	CD1			20	Unit 9	1	Listen and Discuss
	Track	Unit	Student Book Section	21	Unit 9	2	Pair Work
				22	Unit 9	4	Listening
	2	Unit 1	1 Listen and Discuss	23	Unit 9	5	Pronunciation
	3 4	Unit 1	4 Listening5 Pronunciation	24	Unit 9	6	Conversation
	4 5	Unit 1 Unit 1	5 Pronunciation6 Conversation	25	Unit 9	8	Reading
	6	Unit 1	8 Reading	26	Unit 10	1	Listen and Discuss
				27	Unit 10	2	Pair Work
	7	Unit 2	1 Listen and Discuss	28	Unit 10	4	Listening
	8	Unit 2	2 Pair Work	29	Unit 10	5	Pronunciation
	9 10	Unit 2 Unit 2	4 Listening5 Pronunciation	30	Unit 10	6	Conversation
	10	Unit 2	6 Conversation	31	Unit 10	8	Reading
	12	Unit 2	8 Reading	32	Unit 11	1	Listen and Discuss
				33	Unit 11	2	Pair Work
	13	Unit 3	1 Listen and Discuss	34	Unit 11	4	Listening
	14 15	Unit 3 Unit 3	2 Pair Work	35	Unit 11	5	Pronunciation
	16	Unit 3	4 Listening5 Pronunciation	36 37	Unit 11	6	Conversation
	17	Unit 3	6 Conversation	37	Unit 11	8	Reading
	18	Unit 3	8 Reading	38	EXPANSION	2	Reading
				39	Units 6–11	4	Chant Along
	19 20	Unit 4 Unit 4	1 Listen and Discuss2 Pair Work				
	20	Unit 4	4 Listening				
	22	Unit 4	5 Pronunciation	CD3			
	23	Unit 4	6 Conversation	2	Unit 12	1	Listen and Discuss
	24	Unit 4	8 Reading	3	Unit 12	2	Pair Work
	25	Unit 5	1 Listen and Discuss	4	Unit 12	4	Listening
	26	Unit 5	2 Pair Work	5	Unit 12	5	Pronunciation
	27	Unit 5	4 Listening	6	Unit 12	6	Conversation
	28	Unit 5	5 Pronunciation	_7	Unit 12	8	Reading
	29	Unit 5	6 Conversation	8	Unit 13	1	Listen and Discuss
	30	Unit 5	8 Reading	9	Unit 13	2	Pair Work
	31	EXPANSION	2 Reading	10	Unit 13	4	Listening
	32	Units 1–5	3 Reading	11	Unit 13	5	Pronunciation
	33		6 Chant Along	12 13	Unit 13 Unit 13	6 8	Conversation Reading
	CD2			14	Unit 14	1	Listen and Discuss
	2	Unit 6	1 Listen and Discuss	15	Unit 14	2	Pair Work
	3	Unit 6	2 Pair Work	16 17	Unit 14 Unit 14	4 5	Listening Pronunciation
	4	Unit 6	4 Listening	18	Unit 14	6	Conversation
	5	Unit 6	5 Pronunciation	19	Unit 14	8	Reading
	6	Unit 6	6 Conversation				
	7	Unit 6	8 Reading	20 21	Unit 15 Unit 15	1 2	Listen and Discuss Pair Work
	8	Unit 7	1 Listen and Discuss	22	Unit 15	4	Listening
	9	Unit 7	2 Pair Work	23	Unit 15	5	Pronunciation
	10	Unit 7	4 Listening	24	Unit 15	6	Conversation
	11	Unit 7	5 Pronunciation	25	Unit 15	8	Reading
	12	Unit 7	6 Conversation	26	Unit 16	1	Listen and Discuss
	13	Unit 7	8 Reading	20 27	Unit 16	2	Pair Work
	14	Unit 8	1 Listen and Discuss	28	Unit 16	4	Listening
	15.	Unit 8	2 Pair Work	29	Unit 16	5	Pronunciation
	16	Unit 8	4 Listening	30	Unit 16	6	Conversation
	17	Unit 8	5 Pronunciation	31	Unit 16	8	Reading
عليط	عزارة اللهـ	Unit 8	6 Conversation	32	EXPANSION	2	Reading
Ministry	19 of Education	Unit 8	8 Reading	33	Units 12–16	4	Chant Along
2022 -				34		7	Chant Along
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