

للمزيد اكتب في جوجل

بداية التعليمي



موقع بداية التعليمي كل ما يحتاجه **الطالب والمعلم** من ملفات تعليمية، حلول الكتب، توزيع المنهج، بوربوينت، اختبارات، ملخصات، اختبارات إلكترونية، أوراق عمل، والكثير...



SUPER CECAL 2

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MANUEL DOS SANTOS



مزار<mark>ة التعليم</mark> Ministry of Education 2023 - 1445

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SuperGoal 2 Student Book

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Scope and Sequence

| | Unit Title | Functions | Grammar |
|---|---|---|---|
| 1 | Are You Here on Vacation? Pages 2–9 | Greet people / Say goodbye Introduce yourself and others Ask for and give personal information Express thanks / Apologize Ask for and give directions | Simple present of the verb <i>be</i> Information questions: <i>how, what, when,</i> <i>where, who, why</i> Prepositions of place |
| 2 | What Are They Making? Pages 10–17 | Express approval and disapproval Talk about present ongoing activities | Present progressive Imperative for commands and instructions Prepositions of place |
| 3 | Who's Who Pages 18–25 | Describe professions Talk about professional goals | Simple present tense <i>Wh-</i> questions in the simple present Verb <i>want</i> + infinitive Relative pronouns: <i>who, that, which</i> |
| 4 | Favorite Pastimes Pages 26–33 | Describe daily activities and routines Ask about and tell how often you do activities Talk about abilities Describe hobbies | Questions with <i>how often</i> Frequency expressions: <i>once a week</i> , etc. Adverbs of frequency: <i>always, often</i> , etc. <i>Know how to</i> Gerunds and infinitives after verbs |
| 5 | ls There Any Ice Cream? Pages 34–41 | Talk about foods Order from a menu Express preferences with <i>would like</i> | Count/Noncount nouns Expressions of quantity: <i>some/any</i> Partitives <i>Too/Enough</i> |
| | EXPANSION Units 1–5 Pages 42–49 | Language Review Reading: Let the Games Begin Reading: Foods: Truths and Lies Writing: Write about a healthy/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 <i>why</i> and <i>because</i> Show agreement with <i>so</i> and <i>neither</i> | 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 <i>yes/no</i> and <i>wh-</i> information 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) | |
| isten and make inferences to identify speakers | /i/ and /ı/ | E-Learning Is Easy! | Describe how the Internet is a useful tool for students Write a script for a how-to video (Project) | |
| isten for specific information about a profession and career goals | Reduction of <i>want to</i> | Jobs and Employment in Saudi Arabia | Write about your dream job Write about people's occupations (Project) | |
| Listen for specific Reduction of <i>do you</i> information about free-time activities | | 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: Ju Writing: Write a | ch a healthful diet ust Another Day bout a typical day in a perso 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 The /h/ sound information about an accident | | 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) | |

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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: <i>whose</i> Pronoun: <i>one/ones</i> Quantitative: <i>too</i> Modal verbs: <i>can, may, could, might</i> |
| 11 | There's No Comparison Pages 90–97 | Make comparisons State opinions Talk about interesting facts | Comparative and superlative forms of adjectives Sothat/Suchthat |
| | EXPANSION Units 6–11 Pages 98–105 | Language Review Reading: Paris: The City of Ligh | nt |
| 12 | It's Going to Be Fun! Pages 106–113 | Ask about and describe vacations Plan a vacation | Future with <i>be going to</i> Information questions Position of adjectives Adverbs of manner |
| 13 | What's the Weather Like? Pages 114—121 | Talk about the weather Talk about seasons Talk about future activities Make predictions | Future with <i>will</i> Information questions Conditional with present and future forms Functions with <i>will</i> |
| 14 | Could You Do Me a Favor? Pages 122–129 | Make and respond to requests Make and respond to offers Give and take phone messages Expressions with <i>will</i> | 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 + <i>when</i> Adverbs of degree <i>Could</i> and <i>was/were able to</i> |
| 16 | Have You Ever? Pages 138–145 | Talk about activities you have and haven't done | Present perfect Present perfect versus simple past Review of present tenses and simple past |
| | EXPANSION Units 12–16 Biggs 146–153 | Language Review Reading: Success! Project: Research a role mode | 1 |

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| 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 abo 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 onli Write and design a department store advertisem (Project) |
| Listen for specific details from a tour guide | The er sound | Vision 2030 Kingdom of Saudi Arabia: Building a Brighter Future for All | Write about something from a book of records Present an ancient monument in your country (Project) |
| | - | search tourist sites in your 1g: The (Right) Answer | country |
| 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 <i>have</i> | Ships of the Desert | Write about someone who has had an exciting life Present an extreme sport or activity (Project) |
| حتاا قاازم ry of Education | Writing: Wri Project: Wri | g: Travel the World Over te about a place where you te a verse about world trave g: I Never Found Gold Until | el |

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12 It's Going to Be Fun!



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Listen and Discuss 🕖



What kind of vacation do you prefer? Check the adjectives and discuss with a partner.

| peaceful | popular | quiet |
|---------------------|-----------------------------------|-----------------|
| safe inexpensive | exciting/thrilling adventurous | exotic noisy |
| unusual | luxurious | relaxing |

SOME VACATION FAVORITES



GLOBAL TOURS has the VACATION FOR YOU!



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.

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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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!

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DESERT TOUR, JORDAN

Visit the spectacular ancient city of Petra. You're going to explore this magnificent archaeological site and see the wonderful buildings and tombs carved out in the rock.

ECOTOURISM IN THE MALAYSIAN RAINFOREST

Hike through the rainforest at Kinabalu Park and learn about one of the world's unique ecosystems. You're going to come into contact with thousands of different species of plants and animals, including an amazing variety of orchids.

Quick Check 🗸

- A. Vocabulary. List the adjectives used in the brochure.
- B. Comprehension. Answer the questions about the brochure.
 - 1. What does Global Tours offer?
 - 2. What can you do in the Red Sea?

3. What are visitors going to see in Petra?

4. What kind of vacation are you going to have in Malaysia?

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- 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?

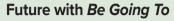
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12 It's Going to Be Fun!







Use be going to for the future, to talk about plans.

Affirmative (+) I'm going to travel to Jordan.

Yes-No Questions (?) Are you going to travel to Jordan?

Which countries is he going to visit?

Who is going to travel with them?

How long are they going to stay?

Information Questions

When is he going to leave?

How are we going to go?

Where am I going to stay?

Negative (-) I'm not going to visit Petra.

Short Answer (+) Yes, I am.

Short Answer (-) No, l'm not.

What are you going to do on your vacation? 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.

- Which suitcase are you going to take? e
 are they going to travel? ____
 are they going to do when he arrives? ____
 are they going to write to? ____
 are we going to stay? ____
 are they going to stay? ____
 are they going to stay? _____
 are they going to stay? _____
 are they going to stay? ______
 are they going to stay? ______
 are they going to stay? _______
 are they going to stay? _______
 are they going to stay? ________
- 5. _____ are we going to stay? ____
- 6. _____ are we going to get there? ____

- e. The red one. It's new.
- 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.

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| | backpack | jacket | sneakers |
|---|---------------------|------------|--------------|
| | bathing suit | jeans | suit and tie |
| | calculator | map | sunglasses |
| | camera | medicine | travel books |
| • | coat | money | T-shirt |
| • | credit card | • passport | visa |
| | hat | shirt | wallet |
| ï | Fiking boots | shorts | watch |



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C. Complete the article. Use the adjectives in the box.

| humid | dense | traditional | tropical | ancient | agricultural |
|---------|--------|-------------|----------|---------|--------------|
| coastal | unique | hospitable | local | fertile | interesting |

Jazan

Jazan, in southwestern Saudi Arabia, is a (1) ______ city on the Red Sea. It is the capital city of Jazan Province. Although it is a small province, it has a (2) _____ population of 1.7 million inhabitants. The terrain of the region is varied, consisting of mountains, (3) _____ plains, coasts, and islands. Jazan is famous for its (4) _____ products, especially its (5) _____ fruits like mango, figs, and papaya. The climate in the city of Jazan is very hot and (6) _____ in the summer, while temperatures in the mountains to the northeast are much cooler.



Jazan is one of the oldest regions in the country, dating back some 8,000 years, and is rich in heritage and (7) ______ monuments. There is an (8) ______ mix of architectural styles throughout the region. The buildings are in harmony with their environment and make use of (9) ______ materials, such as stone, mud, bricks, wood, and plants. One style that is (10) _____ to the Tihama coast is the Jazani hut. The region is also known for its (11) ______ handicrafts and its generous and (12) ______ people.

4 Listening <u>ဩ</u>

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? | | | |

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5 Pronunciation 💆

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

| | /æ/ | /ɑ/ |
|--------------|-----------------|------------------|
| | travel | exotic |
| •••• | glasses | p o pular |
| ارة التعـليم | j a çket | m o dern |

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12 It's Going to Be Fun!



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6 Conversation 🧕

- Agent: What kind of vacation are you looking for?
- Omar: I'm looking for a vacation in an exotic and exciting place. I love to meet people and learn about new cultures.
- Agent: How about India?
- **Omar:** It's a bit too crowded, and Indian food is not my favorite food.
- Agent: Do you like nature? We have ecological tours in the Costa Rican rainforest. You can stay in a treetop resort. It's a unique jungle experience. You're going to love it.
- **Omar:** I'm allergic to mosquitoes.
- Agent: Why don't you go to the Alps? You will experience French, Swiss, Italian, and German cultures.
- Omar: Actually, I want a place that isn't full of tourists. Somewhere off the beaten track.

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?





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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?





Before Reading

With a partner, write down what you know about Al-Hijr.

THE STONES OF

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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, AI-UIa 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.



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12 It's Going to Be Fun!





A. Read the email. Circle the adjectives. Underline the adverbs.

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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

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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.



In a group, plan a picnic. Present your picnic plan to the class. Use pictures and brochures.

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11 Form, Meaning and Function 🚺

Adverbs of Manner

Adverbs of manner are formed by adding *-ly* to an adjective. They express how something is done. Adverbs of manner usually go after the main verb or after the object of the main verb.

He drives **slowly**. He is reading the map **carefully**.

Adjectives that end in -l, double the *l*: carefully

Adjectives that end in consonant -y, change y to i: easy \rightarrow easily

Note: Some adjectives and adverbs have the same form:

He's a fast driver. He drives fast.We ate a late dinner. We ate dinner late.He's a hard worker. He works hard.The mountain is high. They climbed high.

Note: The adverb form of *good* is *well* and the comparative form is *better*: He's a **good** player. He plays **well**. He plays **better** than he did last year.

A. Rewrite the sentences. Use adverbs of manner.

| 1 | Adel is a careful driver. | Adel drives carefully. |
|-----|-----------------------------------|------------------------|
| 1. | Hameed has a loud laugh. | |
| 2. | We always eat an early dinner. | |
| 3. | Fadwa and Amal are slow readers. | |
| 4. | Saeed is a good tennis player. | |
| 5. | Sabah is a quiet speaker. | |
| 6. | ls Khalid a hard worker? | |
| 7. | Majid and Ali are fast runners. | |
| 8. | Learning English is easy for him. | |
| 9. | ls 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,
- I spent the week skiing _____ (8. fast) down the hills.
- A: What did you do in the evenings?
 B: I sat ______ (9. comfortable)
- B: I sat _____ (9. comfortable) by the fire and watched the التعليم (10. peaceful) outside.

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13 What's the Weather Like?



Listen and Discuss 📿

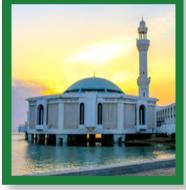


Which of these cities has weather most like yours?

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



Chicago, U.S.A

It gets very cold in winter, and it often snows. Chicago gets approximately 40 inches of snow (100 centimeters) per year. Temperatures often fall below zero Celsius, and even below zero Fahrenheit.

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 dearees 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).



extremely hot. I'll probably

visit my cousins in Abha

People's Plans

"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."



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It's hurricane season. Hurricane George will pass over the Gulf of Mexico, but will not cause any damage. It won't hit Mexico, but will stay over the gulf.

The Weather Forecast

It'll rain in Central America tomorrow. It may also rain in the Yucatan Peninsula in Mexico. Florida will be cloudy. The temperature will be around 86 degrees Fahrenheit—that's 30 degrees Celsius—in Miami.

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weather symbols

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rainy

snowy

cloudy

sunny

partly cloudy/ partly sunny windy

Quick Check 🗹

- **A. Vocabulary.** Write the words from these pages that relate to temperature.
- B. Comprehension. Answer the questions.
 - 1. Which city has hot summers?
 - 2. What's the temperature in Chicago in the winter?
 - 3. What will Tomi see in the spring in Kyoto?
 - 4. What is attractive about Canada in the fall?
- **5.** What will tomorrow's weather be like in Miami?

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- 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 <u>summer</u>?
- I'll probably visit my family in Abha.

13 What's the Weather Like?







Future with Will

FYL won't = will not

Use will to talk about something that you think will or will not happen in the future.

| Affirmative (+) | | | Negative (–) | | |
|--|---------|--|--------------|-------------------------------|---------|
| ' | | (+ will) | 1 | | |
| 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 | | |
| They 'll | | (they + will) | They | | |
| Yes-No Question (?) Will you travel next summer? | | Short Answer (+) Yes, I will. | | ort Answer (–) o, I won't. | |

Information Questions

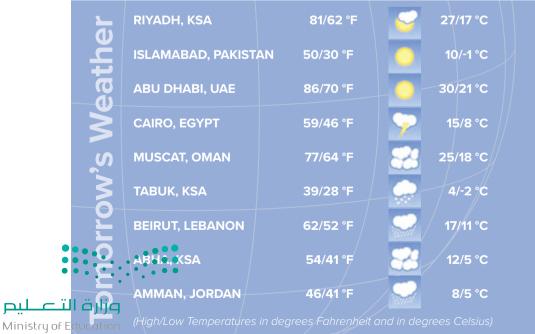
| What will you do in the summer? | I'll probably travel. |
|---------------------------------|-----------------------|
| Where will you go? | I'll go to Jordan. |
| How will you go? | Maybe I'll drive. |

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.



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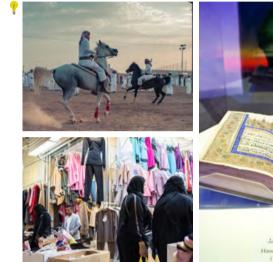


B. Ask and answer questions about your plans for the various times in the box.

| in the summer | in the winter | in the spring | in the fall | tomorrow | |
|----------------|---------------|---------------|-------------|---------------|--|
| on the weekend | next week | next year | on Saturday | in the future | |

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A: What will you probably do in the summer? B: I'll probably go horseback riding in Najran.











4 Listening <u></u>

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.

5 Pronunciation 🔤



A barometer measures changes in atmospheric pressure and helps to predict whether it will be wet or dry.

Listen to the /l/ sound. Then practice.

| | /1/ | | | | |
|---------------|-----------------|-------------------------------------|----------------|---------------------------------------|--|
| •••• | ' | d'll meet you at seven. | she 'll | She 'll go shopping next week. | |
| | you'll | You'll get cold. | we'll | We 'll have fun on the trip. | |
| رة التــــليم | ј д е'II | He 'll travel in the summer. | they'll | They 'll probably stay home. | |

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13 What's the Weather Like?



6 Conversation

| Tariq: | So, I hear you're going to move |
|--------|--|
| | to Abha. |
| Adel: | Yeah. I got a great job there. |
| Tariq: | What work will you do? |
| Adel: | I'm going to be a trainee in an |
| | international hotel. |
| Tariq: | When do you plan to move? |
| Adel: | I'll probably go next month. I want to |
| | spend the rest of the summer with my |
| | family before I move away. |
| Tariq: | How long will you stay? |
| Adel: | It depends. |

Tariq: Depends on what?

Your Ending

What is Adel's answer?

- (1) It depends on the salary there. Will I make enough money?
- (2) It depends on the weather. Will I like the cold winters?
- (3) It depends on the training. Will I learn enough to help my career?
- **4** Your idea: _

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?
- 4. What will you probably do after high school

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Real Talk

I hear = a way to introduce news It depends. = a way to say you are not certain

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.





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.



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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 |
|------|---------|--------------|-------------|
| | lbrahim | | |
| •••. | Felipe | | |
| ••• | Keith | | |

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13 What's the Weather Like?



9 Writing 🗾

A. Look at the pairs of synonyms. Which adjectives describe moods? Which describe weather? Complete each sentence with one suitable adjective from the boxes.

sleepy/tired miserable/depressed bored/indifferent energetic/lively happy/cheerful

dreary/gloomy pleasant/mild extreme/harsh cold/freezing hot/boiling



- 1. Please, turn up the heat. It's _____ in here.
- 2. Fahad went to bed late last night, so he feels _____
- 3. Because Noura was not interested in the conversation, she felt _____
- 4. Ahmed was so ______ when his team lost the championship.
- 5. I always smile when I'm in a _____ mood.
- 6. Camels can survive in the _____ conditions of the desert.
- 7. A healthy diet and an active lifestyle will make you feel more _____
- **8.** It's ______ in here. Can we turn on the air conditioner?
- 9. The weather in spring is usually _____, not too cold or too hot.
- 10. This morning was wet and _____, but the sun has finally come out.

Writing Corner

- 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.
- 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.



من الت الت Research the weather in a place you would like to visit. Present your findings to the class.

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Form, Meaning and Function 🧕



Conditional Sentences with Present and Future Forms

You can use conditional sentences with *if* to talk about causes and results.

Present Facts

Use the simple present tense in both clauses.

If it is sunny outside, I always wear sunglasses.

Water becomes ice if you put it in the freezer.

Future Facts

Use the simple present in the *if*-clause and the future with *will* in the result clause.

If their team wins, the fans will be happy.

The fans won't be happy if their team loses.

They won't play tennis if it rains.

If it doesn't rain, they'll play tennis.

Will they play tennis if it rains?

May/Might

Use *may/might* in the result clause to suggest something is possible, but not certain.

If Noura doesn't study, she might fail the test.

We might go skiing if there is enough snow.



A. Complete the sentences with the verbs in parentheses. Use the simple present or will.

1. If you ______ (heat) water to 100 degrees Celsius, it ______ (boil).

2. Imad ______ (stay) late tonight if he ______ (not finish) his work on time.

_____ (go) to university, what ______ (you / study)? 3. If you _____

4. The cell phone ______ (not work) if it ______ (not have) a battery.

5. If the temperature _____ (warm up), the snow _____ (melt).

6. If he _____ (not hurry), he _____ (miss) the bus and be late for school.

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7. If I ______ (not know) a word, I ______ (look) in my dictionary.

8. It ______ (get) dark if the sun ______ (go) down.

B. Complete the sentences with the present or future forms of the conditional.

Say how the weather makes you feel.

- 1. If the sky is dark and cloudy,
- **2.** If it's warm and sunny,
- 3. If it's hot and humid, _____

Say what you *will* or *won't* do or what you *may/might* do.

- 4. If I finish all my homework, _____
- **5.** If I go to university,
- 6. If it rains tomorrow, ____
- 7. If the weather is nice this weekend,

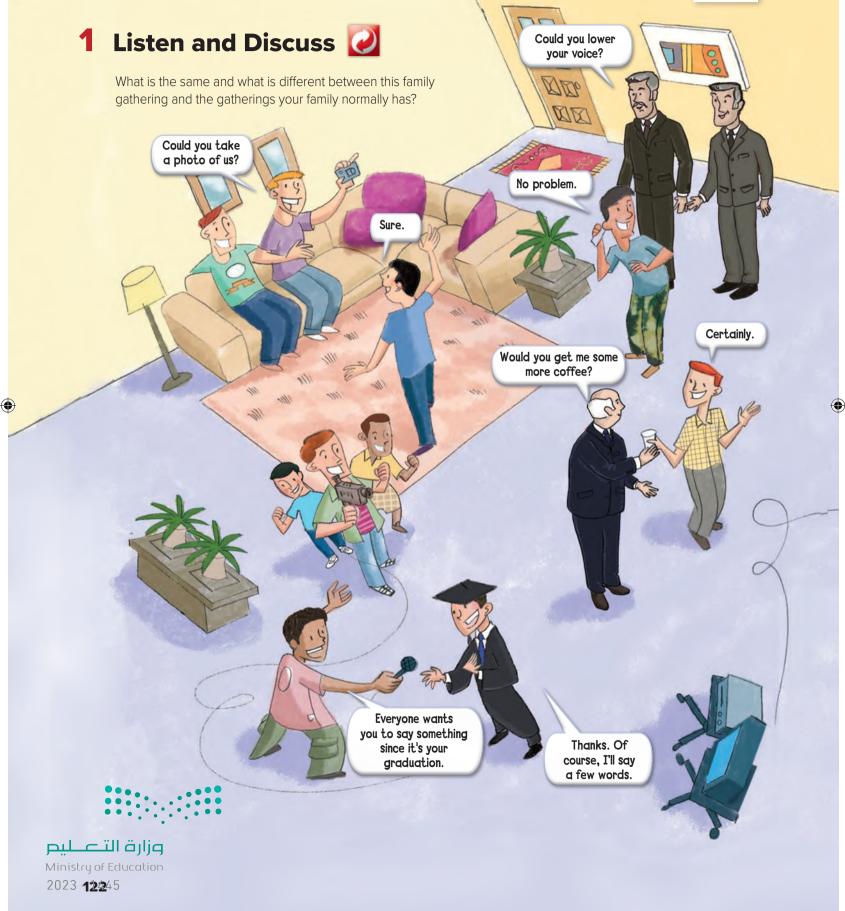
مناحتا ه، الأ the temperature is above 40°C, ______

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14 Could You Do Me a Favor?

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Quick Check 🗹

- A. Vocabulary. Read the conversations. Mark O for offers (when people offer help) and R for requests (when people ask for help).
- B. Comprehension. Answer about the picture.
 - 1. What does the boy with the camera want?
 - 2. What kind of drink would the old man like to have?
 - 3. What does the girl ask Sarah to bring from the kitchen?
 - **4.** What does the boy offer to do for the woman with the cake?
 - 5. What do the boys with the video camera want?

2 Pair Work 🔛

- A. Imagine you are at the family gathering. Make requests.
 - Will you lend me your camera?
 Sure. / Certainly. OR: Sorry, I can't.
- **B.** Imagine you are at the family gathering. Offer to do things.
 - 🔍 I'll get some more snacks.
 - Thanks.

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14 Could You Do Me a Favor?







Can, Could, Will, Would

Use can, could, will, or would for requests.

| Request | | | Agreeing | Refusing |
|---------|-----|----------|-------------|--------------------|
| Can | | | Sure. | Sorry. I can't. |
| Could | you | help me? | Certainly. | Not now. I'm busy. |
| Will | | | Of course. | |
| Would | | | No problem. | |
| | | | | |

I'll, Let me

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Use I'll or Let me when offering to do something.

| Offering | | Accepting | Refusing |
|----------|---------------------|-------------------|-------------------|
| I'II | carry that for you. | Thank you. | That's all right. |
| Let me | | You're very kind. | 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.

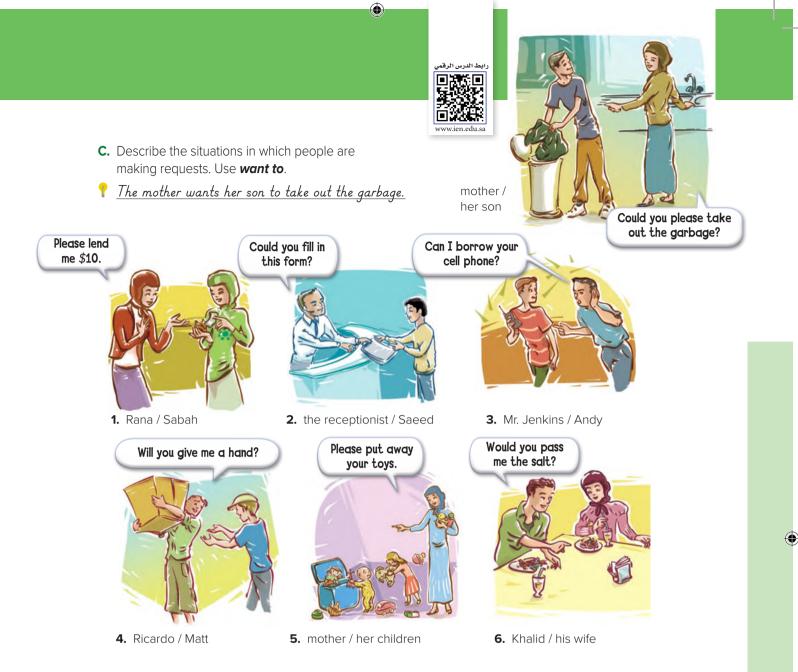
Tell her not to be late.

A. Write requests for the situations.

<u>Could you help me with this bag?</u> 📍 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. I'll wash them for you. 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. A friend needs to cook a steak, but doesn't know how. مال معلم المعلم الم

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D. Practice with a partner. Accept or refuse the above requests.

4 Listening <u></u>

Listen to the messages from Jason's telephone answering machine. Match each person with his message.

- **1.** ____ Jim
- **2.** ____ Andy I
- 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.



• Listen. Note the reduction of **could you** and **would you**. Then practice.

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| 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? |

14 Could You Do Me a Favor?





About the Conversation

- 1. What does Ali want Sultan to do?
- 2. What is Fahd calling about?
- 3. What does he want Sultan to do?

Your Turn

Role-play a conversation. Practice giving and taking telephone messages with a partner. Then give the message to a third person.

Real Talk

Will you do me a favor? = Will you help me with something? I have no idea. = I don't know.

7 About You 🔀

- Do you often receive text messages or email messages from your friends?
- 2. How do you usually keep in touch with your friends?

3. Do you normally return calls quickly? рц Ministry of Education 2023 12645

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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.

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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 cart Hameed wash his uniform?
- .5. What should Farah's younger brother and sister do?

Discussion

How do you help your family? How do they help you?

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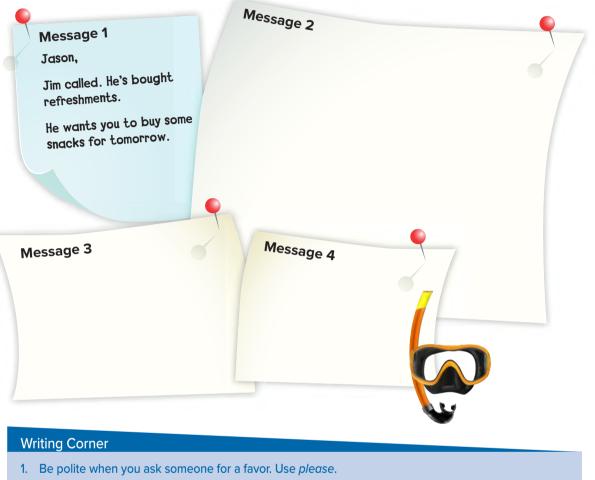
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14 Could You Do Me a Favor?



9 Writing 🚺

A. Listen to Jason's messages from page 125 again. Write a short note for each message. Only include the necessary information. The first one is done as an example.



- Could you **please** help me with my math homework this evening?
- 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.



In a group, write down the most common favors people ask. Present your ideas to the class.

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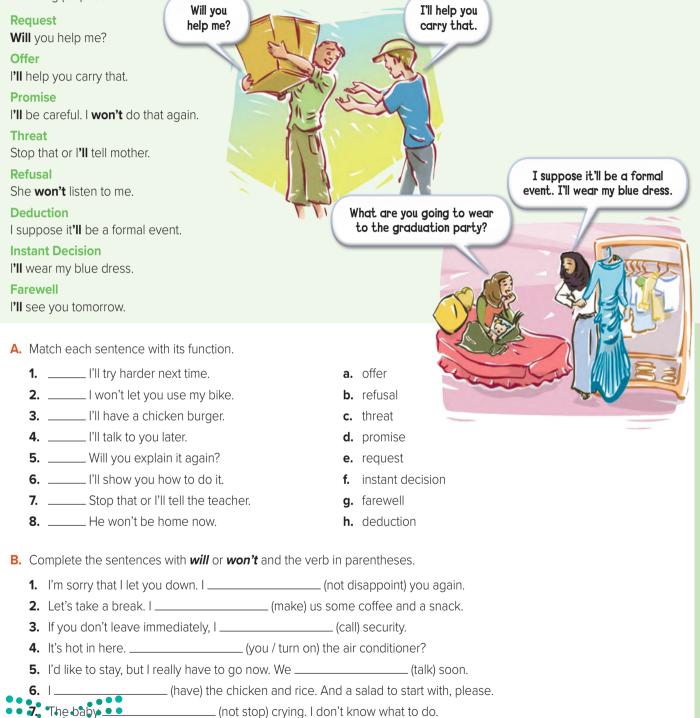


11 Form, Meaning and Function 🔘

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:

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8. We should wait. He _____ (not want) us to start without him.

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Ministry of Equedition with a partner. Create short dialogs for three of the situations above. 2023 - 1445

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15 Today's News





Did you ever hear an unusual piece of news on the radio or TV? Talk about it.



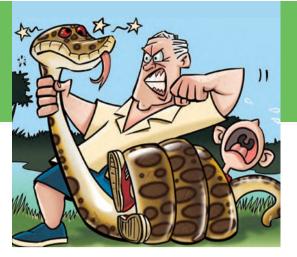
TUNED FOR BREAKING NEWS...STAY TUNED FOR BREAKING NEWS...STAY TUN



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."

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A 76-year-old grandfather saved his 8-year-old grandson from a 13-foot-long (4-meter-long) anaconda. The boy was playing with friends near a small river in Cosmorama, Brazil, when the snake attacked him. The boy's grandfather was working nearby. When the grandfather heard the boy's screams, he ran to the riverside and was able to get the animal off the boy. The fight between the



snake and the man continued. Finally, someone managed to give the grandfather a big knife, and the grandfather killed the snake. Our hero was very strong, because it normally takes five men to overpower and get control of a snake that size.

The NEWS @ FIVE



The last thing 17-year-old Ricardo Gordon remembers was that a storm was coming, and he was rushing to get inside. Next thing he knew, he was lying in a hospital bed. Here is what happened. Ricardo was listening to the live broadcast of the football game when lightning hit him. As a result, his hair and ears were burned, and he had dark spots all over his body. The wounds on his body followed the wire of his smartphone, from his ears down to his hip, where he was carrying the device. The electric current traveled from his smartphone to his headphones. Ricardo is lucky to be alive!

STAY TUNED 🍈

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?
- 3.• What was Ricardo doing when he was struck by lightning?

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- 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.



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15 Today's News







| Affirm | ative (+) | | | Nega | tive (–) | | | |
|----------------------|----------------------|--------------------|-------|----------------------|----------|-------------------|---------------------|---------|
| l He She It | was | sleep ing. | | l He She It | wasn't | sleep ing. | | |
| We You They | were | Sicop ing. | | We You They | weren't | | | |
| Yes-No | Questi | ons (?) | Short | Answei | rs (+) | Shor | t Answe | ers (–) |
| Was | l he she it | sleep ing ? | Yes, | l he she it | was. | No, | he she it | wasn't |
| Were | we you they | | , | we you they | were. | , | we you they | weren' |

Past Progressive + When

Use when to indicate that a longer, continuous action is interrupted by a shorter one.

Action 1: I was taking a shower. Action 2: The telephone rang. I was taking a shower when the telephone rang.

Q: What were you doing when I called you?

A: I was taking a shower.

A. Make sentences using when. Follow the example.

Jack / sleep // hear / noise Jack was sleeping when he heard the noise.

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- 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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Mr. Smith was mowing the lawn_____.

- **1.** Mrs. Smith _____.
- 3. Grandmother ______. 7. Little sister ______
- **4.** Big brother
- 5. Big sister ______.
- 2. Grandfather _____. 6. Little brother _____.

4 Listening 🛽

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Listen and match each conversation to a picture. Write the number next to the picture.















Listen. Note the word stress. Then practice. Ministry of Education 2023 - 1445

| 1st syllable | 2nd syllable | 3rd syllable |
|------------------|----------------------|----------------------|
| lightning | per for mance | elec tri city |
| lan guage | e le ctric | |
| | at tra ction | |

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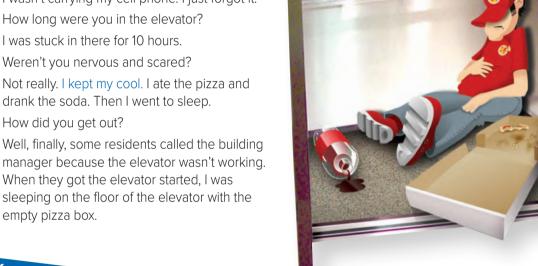
15 Today's News



6 Conversation



When they got the elevator started, I was



Real Talk

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kept my cool = didn't get stressed

empty pizza box.

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.



- 3. Were you ever in a blackout? What were you doing when it happened? What did you do?

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- 3. Did you ever hear about an unusual incident like the one in the Conversation? Describe it.
- <u>منا</u>رب بنام a situation where you couldn't communicate with anyone? Explain.

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Before Reading

Read the headline. What do you think the newspaper article is about?

The Herald

Age Means Nothing



Six-year-old Marta Garcia was sitting with her little three-year-old brother in the backseat of the family car as her dad prepared to get in the car and take the wheel. Suddenly a stranger appeared and pushed Marta's father out of the way. He wanted to steal the car. The father fought back, but the thief overpowered him and got in the car. Marta's father was holding on to the car door and screaming when the man started to drive down the road. He said later, "My children were in there. I wasn't going to let go." Finally he lost his grip on the car and fell onto the road. The car disappeared, and the father sat crying on the side of the road.

But Marta wasn't going to



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 ____



Do you think it's a good idea to try to stop a thief? Talk about it.

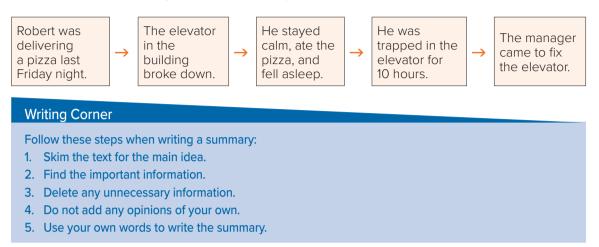
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15 Today's News



9 Writing 🚺

A. Look at the event chain diagram. What news story is it from in this unit?

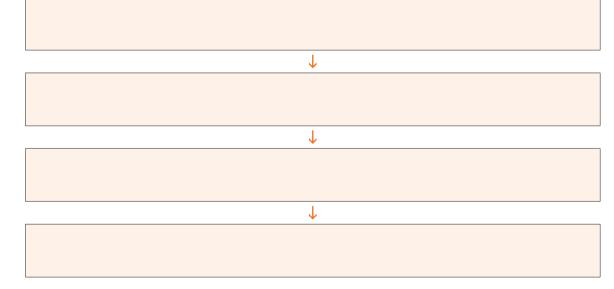


B. Read the summary of the news story. Can you think of another suitable headline?

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. Write your own headline for the story.

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Ministry of Educating an unusual news event and present it in your own words to the class.

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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.*

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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.



Could and Was Able To

We use could and was able to to talk about general ability in the past.

I **could** run fast when I was young. 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.
 - **4.** _____ Bill did extremely well on the test.
 - **5.** _____ Fahd's test result was quite good.
 - **6.** _____ Tom was just able to pass.



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.

75%

60%

58%

30%

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 enildren started walking back. Mr. Garcia was (**11.** very / absolutely) thrilled to see his children again. Marta is an (**12.** absolutely / extremely) brave girl.

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16 Have You Ever...?



1 Listen and Discuss 🧭

Look at some people's experiences. Mark the things you've done. Compare with a partner.

Have You Had an **Exciting**



Our reporter Scott Turner asks people about their experiences.

Scott: Have you ever been ▲ hang gliding?Omar: Yes, I have. I went last year. It was awesome.



- Scott: Have you ever flown in a small plane?
 John: No, never. This is my first time.
 - Scott: Have you ever eaten ► something weird?
 Qassim: Yes, we have. My family and I ate durian fruit in Malaysia.







Scott: Have you ever seen an unusual animal?
 Mark: Yes. I've seen a zorse. A zorse is half zebra, half horse.

Scott: Have you ever ridden a camel? Adnan: Yes, when I was in Egypt. 2023 **138**45

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| Scott: | Faisal, have you 🕨 🕨 |
|---------|----------------------------|
| | ever gone on a |
| | desert safari? |
| Faisal: | Yes, I have. |
| Scott: | When did you do it? |
| Faisal: | Two years ago near Riyadh. |
| | It was fun and exciting. |



Scott: Have you ever tried cliff hanging?Don: No, I haven't. No ropes, no harness. I'm not crazy.





Quick Check 🗹

- A. Vocabulary. Find words from the conversations in these categories: sports, foods, animals. Write them.
- B. Comprehension. Answer yes or no.
 - **1.** _____ John has flown in a small plane.
 - **2.** ____ Omar has been hang gliding.
 - **3.** _____ Adnan rode a camel in Egypt.
 - 4. ____ Qassim and his family have never
 - Don went cliff hanging last year.

_ Mark has never seen an odd animal.

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- 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.

16 Have You Ever...?







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.

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| Affirma | ative (+) | | | | | Negati | ve (–) | | | | |
|----------------|-----------|---------|----------|---------------|-------|-----------|---------|-------|--------|-------------|--|
| 've | | | | (I + have) | | 1 | haven't | | | | |
| You 've | | | | (you + have) | | You | | | | | |
| He 's | beer | n to | Bahrain. | (he + has) | | He | hasn't | been | to Bal | to Bahrain. | |
| She 's | | | | (she + has) | | She | | | | | |
| We 've | | | | (we + have) | | We | haven't | | | | |
| They 'v | e | | | (they + have) | | They | | | | | |
| Yes-No | Questio | ons (?) | | | Short | Answei | rs (+) | Short | Answe | rs (–) | |
| lave | | | | | | | have. | | | haven't | |
| | you | | | | | you | | | you | | |
| las | he | ever | been | to Bahrain? | Yes, | he | has. | No, | he | hasn't. | |
| | | | | | | | | | cho | | |
| | she | | | | | she | | | she | | |
| Have | she we | | | | | she we | have. | | we | haven't | |

• The present perfect is made up of the verb have and the past participle.

• To form the past participle of regular verbs, add -ed.

• Here are some irregular past participle forms:

| be – been | eat – eaten | go – gone | meet – met | see – seen | take – taken |
|------------------|--------------------|---------------------|----------------------|--------------------|------------------------|
| do – done | fly – flown | hear – heard | ride – ridden | swim – swum | write – written |

See the list of irregular verbs on page 180.

Note: Ever means "at any time." It is often used in questions with the present perfect.

Present Perfect versus Simple Past

Use the simple past to indicate a specific time in the past.

- I've been to Bahrain.
- I was in Bahrain last year.

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A. Complete the conversations. Then practice with a partner.

- 3. A: _____ Nasser ever gone snorkeling? 1. A: Have you ever _____ a snake? B: Yes, he has. B: No, I _____. Have you? A: _____ he like it? A: Yes, I _____ one in the desert. **B:** Werey erightened? B: No, he _____. He was scared. **2. A:** I _____ ants in Mexico years ago. 4. A: I've never _____ in a helicopter. کر التے لیم What did they taste like? B: I have. I _____ in one over the Red Sea. Ministry of Education They _____ spicy. A: I'd like to do that one day. 2023 14045
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- B. Work with a partner. Ask and answer about your experiences.
 - A: Have you ever gone ice-skating?
 - B: No, I haven't. / Yes, I have. I went ice-skating in the winter.



C. Tell about your partner's experiences to another classmate.

4 Listening <u>[</u>

Listen to Matt talking about his travel experiences. Mark the things he's done.

- **1.** _____ visited historic places
- 2. ____ climbed a volcano
- 3. ____ eaten grasshopper
- 4. ____ gone to Colombia
- **5.** ____ been to Nicaragua
- 6. ____ visited the Panama Canal area



Panama City 🔺



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Mayan ruins in Guatemala 🔺



Listen to the /v/ sound in *have* and **'ve**. Then practice.

You've flown in a plane.

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They**'ve** seen a shark. What **have** you done? Have you climbed a mountain? You haven't been to a museum?

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16 Have You Ever...?

6 Conversation



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- **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.

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





South Africa

"Gansbaai" is the Afrikaans word that means "goose bay."

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 | | |

A



"What was the most dangerous or most exciting experience you've ever had? was the most relaxing, peaceful experience you've ever had? ЪЦ Ministry of Education



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.

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Riding a camel is not the same as riding a horse. First, the rider must sit and balance himself about two meters above the ground on the camel's hump. Second, a camel walks differently than a horse. It moves the two right legs together, and then the two left legs. This can make the rider swing from side to side.

Riding a camel for the first time? Here are some helpful tips:

- 1. Wear sunscreen, long sleeves, and a hat for protection from the hot sun.
- 2. Wear long pants and socks to protect your legs from getting itchy.
- **3.** Always go riding with an experienced cameleer who knows the animal. Camels are emotional and will respond better if a familiar person is nearby.
- **4.** Get on when the camel is in a sitting position. Put one foot on a small stool and then throw your other leg over the camel's hump in one motion.
- **5.** When the camel stands up, hold on tight and grip your knees around the camel's sides. As the camel leans forward, lean back in the opposite direction to keep from falling.
- **6.** Sit and hold the reins confidently. Camels are intelligent and can sense if you are nervous.
- 7. Relax in the saddle and bend your knees at a 90° angle. This will help you balance as the camel swings you from side to side.
- **8.** After the ride, wait for the camel to sit down. Hold on. Lean back and then forward, just as you did when the camel stood up.

After Reading

- 1. Why are camels called "ships of the desert"?
- **2.** How is riding a camel different from riding a horse?
- 3. What are two characteristics of camels?
- 4. Which tip do you think is the most important and why?

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16 Have You Ever...?



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?

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Research an extreme sport or activity. Present the information to the class.



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11 Form, Meaning and Function 🔘

Review of the Present Tenses and the Simple Past

Simple Present

Use the simple present to talk about permanent actions like habits or routines. We often use frequency expressions such as: always, usually, often, rarely, never, every day, once a month, on weekends.

The students usually write a test every month.

Present Progressive

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

The students are writing a test at the moment.

Present Perfect

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

The students haven't written a test yet.

Simple Past

Use the simple past to talk about actions that were completed in the past. We often use time expressions such as: yesterday, last week, two days ago, a year ago, in the 19th century, in 2010.

The students wrote a test last week.

A. Choose the correct verb for each sentence.

- 1. Hameed _____ his horse, Smokey, almost every day.
 - a. rides **b.** is riding
- **2.** He _____ his horse Smokey because of its gray color. **a.** is naming **b.** named
- **3.** He ______ Smokey to become a champion jumper.
 - **b.** trains a. is training
- **4.** Hameed and Smokey _____ in two competitions so far. a. are
 - **b.** were
- **5.** They _____ the competitions, but they did guite well. a. didn't win **b.** don't win
- 6. Hameed ______ that they will win the next competition. **a.** is believing **b.** believes
- c. has ridden c. names c. trained c. have been c. haven't won
- c. has believed
- B. Put the verbs in parentheses into the correct forms of the present 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 ______ (take) a taxi.
 - 3. She _____ (lose) her keys, so now she _____ (search) the house to find them.
 - 4. So far she ______ (look) in her room, but the keys ______ (not be) there.
 - ____ (not eat) anything all day because we ______ (fast) for Ramadan. 5. We ____
 - 6. Oh, ne!¶t____ _____ (rain), and I ______ (leave) my umbrella in the car.
 - 7. I _____ (not know) why you're nervous. _____ (you / not ever / fly) in a plane?

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ق. They _____ (not use) cars in the 19th century. Today, people ______ (drive) their cars everywhere.

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EXPANSION Units 12–16

1 Language Review 🗹

- **A.** Use the correct form of the verb. For some items, more than one form is correct.
 - 1. It _____ (be) always cool in the mountains in the summer.
 - 2. Do you think it _____ (rain) tomorrow?
 - 3. I _____ (not believe) those weather reports. They're often wrong.
 - 4. What does Arshad ______ (plan) to do in the future?
 - 5. We _____ (call) you when we get to Abu Dhabi.
 - 6. It _____ (snow) when we left Montreal.
 - 7. They couldn't sail yesterday because there _____ (not be) any wind.
 - 8. Will you _____ (help) me with the decorations?
- B. Make predictions about the future. Answer the questions. Then compare with a partner.
 - 1. What kind of job do you think you'll have?
 - 2. When do you think you'll get married?
 - 3. How many children will you have?
 - **4.** Where will you live?
 - 5. Which team will be champion in your country this year?
 - 6. Where will you go on your next vacation?

C. Choose the appropriate sentence or expression for a polite answer.

- 1. Will you help me?
- **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. didn't see you.
 - 7. Can you pass me the bread, please? a. Get up and get it.

معلدتا هالو me carry that box for you. Ministry of Education

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- **b.** Certainly.
 - **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!

- 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.** That's very kind of you.

a. Why should I?

- D. Make the request. Use the word in parentheses.
 - Mr. White wants Tommy to wash the car. (can)

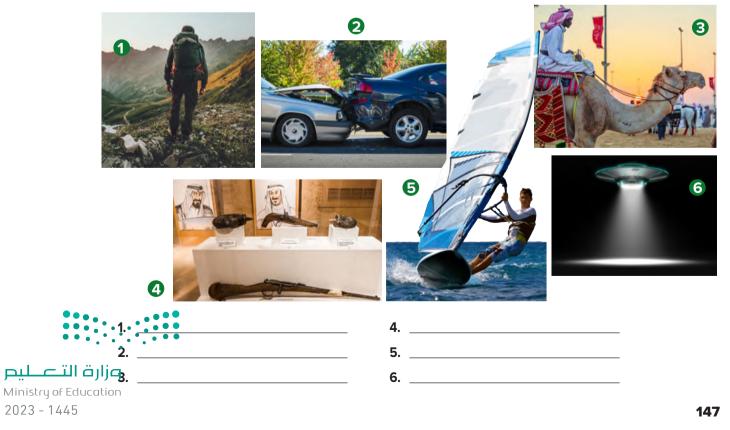
Tommy, can you wash the car?

- 1. Fadwa wants her sister to help her with the dishes. (will)
- 2. The children want their dad to drive them to the mall. (could)

- 3. Imad wants his mother to wash his uniform. (can)
- 4. Hanan wants her friend to do her a favor. (would)
- **E.** Use the words to write sentences with the past progressive.
- I / take a shower / when

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- 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.





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?

SUGGES



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.

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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

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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).



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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

1. List what each person has done to become successful.

| Sulaiman Al-Rajhi | Bill Gates |
|-------------------|------------|
| | |
| | |
| | |

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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.



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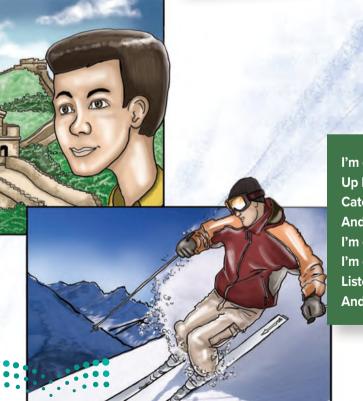
EXPANSION Units 12–16



Travel the World Over



l'm going to travel all around Europe, Ski the Alps at great heights. I'm going to climb the Eiffel Tower, And, in Madrid, watch the bull fights. I'm going to sail to the Greek islands, And taste Italian cuisine, Stroll through markets in London, And see the palace of the king.



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I'm going to explore all over Asia, Trek all along the Great Wall, Ride a rickshaw in Shanghai, Hike the Himalayas in Nepal. I'm going to ride elephants in India, Drive a 4x4 in Arabian sand, I'm going to smell the cherry blossoms, And take the bullet train in Japan.

I'm going to North and South America, Up high to Machu Picchu in Peru, Catch a cab in New York City, And cross the Great Lakes by canoe. I'm going to snowmobile in Alaska. I'm going to raft down the Amazon, Listen to the roar of Venezuelan Falls, And cruise right around Cape Horn.

> I'll go on wildlife safaris in Africa, Dive in Australia's Great Barrier Reef. I'm going to travel the world over, And see things beyond belief.

TAVI

GAXI

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.



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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?

Writing 💋

Write about a place where you want to travel and what you are going to do there.



• Write another verse for the chant about world travel.

Present it to the class.

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EXPANSION Units 12–16





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.

l've been a sailor, a waiter, a writer. l'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.

l've been a sailor, a waiter, a writer. teller, a driver, a fighter.

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United Kingdom Parliament



A beach in Jamaica



Mount Fuji in Japan

A



Sorbonne University in France

I Never Found Gold Anywhere Until I Got Back Home

What do you think the following expressions mean?

- **1.** I looked for happiness there.
- **2.** I've never found gold anywhere.
- **3.** I've never broken the law.

Comprehension

A. List the countries the speaker in the chant has been to and the jobs he has had.

| Countries | Jobs |
|-----------|------|
| | |
| | |
| | |

- B. Answer the questions.
 - 1. When did the man study in Paris?
 - 2. What did he do in London?
 - **3.** What did he do after he finished school?
 - 4. What did he do in the army?
 - **5.** Has he ever done anything wrong in his life?
 - 6. What kind of life has he had?

Writing

Write an interview with the man.

Discussion

- **1.** What do you think about the kind of life the speaker has had?
- 2. Would you like to have a life like his? Why or why not?
- **3.** Choose another title for the chant.



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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 fill in greet introduce pay (for) spell stay (in)

EXPRESSIONS

| Conversation openers Excuse me. How about you? How are you? How are you doing? It's good to see you. | Bye. Good night. See you tomorro Take care. | I'd like to introduce you to Let me introduce you to | Giving personal information How do you spell your (last) name? I'm from I was born in I was raised in |
|--|--|---|---|
| Expressing thanks Thank you so much. You're welcome. | Apologizing I'm so sorry. That's all right. | Asking for directions/ information Where are you from? Where can I find out about? | Offering Can I help you? |
| Real Talk Have a nice stay. | Here you are. | Where's? | Idioms on business on vacation |

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2 What Are They Making?

VOCABULARY

| Nouns | | | | Verbs | |
|--|--|--|-----------------------|---|---|
| actor balance cameraman crew detective | director documentary episode ladder location | martial arts scene script studio stunt | stuntman TV series | break come back feed film look around | run away smell (good) taste (bad) |

Expression of disapproval

EXPRESSIONS

Excellent. That's great You're doing fine.

Expressions of approval

No, that's wrong.

Real Talk

all by myself Not at all. So

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3 Who's Who

VOCABULARY

Nouns

| advertisement |
|---------------------|
| bridge |
| business management |
| call center |
| representative |
| college |
| company |
| computer programmer |
| computer science |
| customer service |
| deadline |
| design |
| engineer |
| executive |
| |

free time graphic designer marketing manager nurse pilot president psychologist salary salesperson sales representative tour travel agent waiter

Nouns— Work places

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advertising firm call center computer software company construction company furniture store hospital travel agency

Verbs

design organize produce boring crazy difficult easy exciting exotic frustrating fun interesting part-time satisfying stressful

Adjectives

EXPRESSIONS

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| Expressions of surprise/approval | Asking about someone's occupation | Real Talk |
|----------------------------------|-----------------------------------|-----------|
| That's cool. (slang) | What do you do? | yeah |
| Wow! | | You know |

4 Favorite Pastimes

VOCABULARY

| Nouns | | Verbs | | Adjectives | Adverbs of |
|--|--|---|--|---|---|
| current events dieting food court hobby | leisure pastime physical fitness preference text message video game | climb cook draw exercise go online hang out know how to | meet paint play (a sport) practice receive send work out | dangerous popular relaxing safe unusual | frequency always never often seldom sometimes usually |

EXPRESSIONS

Talk about ability

(I) know how to . . . (I) don't know how to . . .

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Real Talk

I see stuff like that You mean, . . . You must come along . . . sometime.

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5 Is There Any Ice Cream?

VOCABULARY

| Nouns—Food | ds and drinks Containers/ Adjectives | | | | |
|--|--|--|---|--|--|
| appetizer apple pie bean beverage carrot cheesecake | dessert dish fish fruit ice cream juice | onion order pasta potato rice salad | soup steak take-out food tea tomato turkey | Partitives a bottle of a cup of a glass of a piece of | baked fresh fried giant grilled roasted |
| chicken chocolate coffee cookie cucumber | lettuce main course meat menu milk | sandwich sauce seafood shrimp soft drink | vegetable water | Verbs drink order | steamed |

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EXPRESSIONS

Ordering food

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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.

Wishing someone enjoyment

Enjoy!

Real Talk

l'll have . . . Let me see.

EXPANSION Units 1–5

VOCABULARY

Nouns

| acne | dairy produ |
|-------------|-------------|
| brain | escape |
| brainpower | exception |
| brand | fat |
| butter | heart |
| calcium | ingredient |
| cholesterol | margarine |
| corridor | obesity |
| | |

product olive oil strife be opportunity substitute otion pressure tournament protein villain screams yogurt dient share arine sign ity slogan

look forward to

make oneself a bite

Verbs

ache grab admire hang up protect associate attend recommend attract reduce rush compete crawl out of tolerate (bed) wake up eliminate wave encourage

EXPRESSIONS

eo one's share fit in Pul تا ق الإطلاح

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What Was It Like? 6

VOCABULARY

| Nouns | | Nouns— | Verbs | Adjectives |
|--|--|--|--|--|
| admission artist astronaut calligraphy collection dinosaur discount exhibit experience gallery guide | heritage history message museum navigator planetarium safari sight space shuttle technology ticket | Kinds of technology aeronautics astronomy electricity navigation robotics transportation | admire call discover explore invite journey miss (something) prefer shake (hands) turn off win | amazing awesome closed contemporary daily delicious fantastic free natural original temporary vintage |
| EXPRESSIONS | | | | |

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| Expressions for asking for an opinion | Expressi |
|---------------------------------------|------------|
| How was it? | l'm so sor |
| What was it like? | |
| | |

sion of regret

rry (I missed it).

Real Talk

out of this world That's too bad. You did?

What Happened? 7

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VOCABULARY

| Nouns | | Verbs | Adjectives | | Adverb |
|--|---|------------------------------|--|-------------------------------|--|
| accident corner driver | motor vehicle passenger police officer | break cause crash | angry busy happy | sad scared sleepy | ago fortunately |
| driver's license fault injury insurance intersection | scene stop sign SUV traffic light washing machine | happen hit put ride | hurt injured nervous relieved | surprised tired worried | Pronouns anything no one nothing |
| mess | witness | | | | someone |

EXPRESSIONS

Request for a conversation

Can I talk to you?

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Expression for telling about a problem

I have some good news and some bad news.

Real Talk

Don't lose your cool. It'll only take a minute. The thing is . . . What's up?

8 What's Wrong?

VOCABULARY

| Nouns | Nouns—Illnesses | Nouns—Part | s of the body | Verbs | Adjectives |
|---|--|---|--|---|---|
| aspirin illness liquid medicine pain patient prescription | cold cough diarrhea earache fever flu headache | arm back chest ear eye foot, feet (<i>pl.</i>) hand | neck nose shoulder stomach throat tooth, teeth (<i>pl.</i>) | ache cough drink hurt rest sneeze vomit | awful common runny (nose) sick sore (throat) watery (eyes) |
| symptom | high temperature sore throat stomachache toothache | head knee leg mouth | | | |

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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

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VOCABULARY

| Nouns | Verbs—Activities | Verbs—Chores |
|---|--|--|
| chore free-time activity obligation | go bowling go for a drive go for a ride go out for dinner go shopping go swimming | babysit clean your room do the laundry dust iron the clothes mow the lawn |
| | hang out | take care of take out the garbage wash the dishes |
| EXPRESSIONS | | |
| | | |

| Making suggestions | Expressing obligation | Real Talk |
|---|-----------------------|---------------------|
| Let's What should we do? Why don't e .? | I have to | come on let down |
| | | |

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10 It's a Bargain!

VOCABULARY

| Nouns | | Nouns— Clot | hing and accessorie | 25 | Verb |
|--|--|--|---|---|---|
| appliance bargain | habit housewares | backpack bag | earrings jewelry | skirt suit | trust |
| brand department electronics escalator eye shadow furniture | leather makeup perfume pillowcase price sheet | belt blouse boots bracelet casual wear coat | necklace outerwear raincoat ring scarf, scarves <i>(pl.)</i> shirt | sunglasses sweatpants sweatshirt tie umbrella wallet | Adjectives cheap comfortable expensive |
| gold | store directory | dress | shoe | windbreaker | |

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EXPRESSIONS

Idioms be on sale make payments

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Real Talk Do you mind + *-ing*? Not at all. Not really. stuff

11 There's No Comparison

VOCABULARY

| Nouns competition | glass | oryx | Nouns— Measurement | Verbs bark | Adjectives architectural | luxurious |
|--|--|---|---|---|---|---|
| creature diamond doorknob element falcon faucet | habitat height karat marble member mirror | prey sail shark species suite wonder | words foot, feet (<i>pl.</i>) kilograms meter pounds | exist fall out fear feature grow install | convenient crowded dangerous endangered extinct friendly | popular precious predatory sensitive smart spectacular |
| laucet | minor | wonder | Adverbs approximately especially | last recharge reintroduce replace weigh | gold-plated hard | tall worldwide |
| EXPRESS | IONS | | | | | |

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EXPANSION Units 6–11

VOCABULARY

| Nouns |
|-------|
|-------|

antique arch architect collection conquest enclosure entrance

landmark observation deck pyramid renovation tower

Verbs

acquire

depart

possess

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bulletproof illuminated

Adjectives

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 |
|-------|
|-------|

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art gallery coral reef cuisine culture ecosystem ecotourism habitat herd

| jungle | tomb |
|--------------|----------|
| marine life | trail |
| mosquito | trekking |
| oasis | variety |
| resort | view |
| safari | village |
| scuba diving | wildlife |
| theme park | |

EXPRESSIONS

Idiom come face to face (with)

come into contact (with)

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Actually

Real Talk

off the beaten track

Verbs

carve

explore

hike

Adjectives adventurous experience allergic ancient awesome coastal ecological ethnic

exotic inexpensive magnificent peaceful quiet thrilling unique

13 What's the Weather Like?

VOCABULARY

| Nouns | | Verbs | Adjectives | Adjectives— | Adverbs |
|--|--|--|--|---|---|
| barometer cherry blossom damage degree display fall | leaf, leaves (pl.) rain season snow spring summer | cause pass over rain snow vary | breathtaking magnificent unpredictable | Weather words cloudy cold cool dry hot | absolutely extremely partly (cloudy) probably quite |
| forecast gulf humidity hurricane | temperature weather winter | | | sunny warm windy | Preposition below |

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EXPRESSIONS

| Asking about the weather | Real Talk |
|---------------------------|------------------|
| What's the weather like ? | l hear |
| | It depends |

14 Could You Do Me a Favor?

VOCABULARY

Nouns gathering napkin snack voice

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Verbs lend lower borrow

EXPRESSIONS

Making and responding to requests

Certainly. Could you . . . ? I'm sorry. No problem. Of course.

Sure. Will you . . .? Would you . . .?

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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

l have no idea. Will you do me a favor?

15 Today's News

VOCABULARY

| Nouns | | Verbs | | Adjectives |
|--|---|--|---|--------------------------------------|
| anaconda attraction crowd device electric current headphones hero hip | knife lightning parrot scream snake storm wire wound | attack be fired burn deliver kick out manage overpower remember | risk rush shock shriek warn | empty improper strong stuck |

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EXPRESSIONS

Idioms **Real Talk** break down keep your cool get control of

16 Have You Ever . . . ?

VOCABULARY

| Nouns | Verbs | Adjectives | Adverb |
|--|------------------------|----------------------|----------|
| cage camel cliff hanging desert safari hang gliding harness rope shark diving volcano zebra | dive knock throw | frightening weird | up close |
| EXPRESSIONS | | | |
| | | | |

Idiom Have you ever heard of ...?



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definitely scared to death To be honest You're out of your mind!

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EXPANSION Units 12–16

VOCABULARY

| Nouns | | | Verbs | Adjectives | Prepositions |
|---|---|--|--|--|-----------------------------|
| achievement agreement belief billionaire cab candidate canoe charity effort | fascination fighter fortune happiness height industry law philanthropist rickshaw | rifle roar sailor success tank war wealth 4x4 | cross cruise drop out enroll establish expand found give away invest raft | academic entire generous humanitarian reliable respected shy sociable successful | around beyond through |
| EXPRESSIO | NS | | recognize set up | | |

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Idioms

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break the law come into contact with team up with the world over

snowmobile stroll support trek



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Unit 1 Self Reflection

| Things that I liked about Unit 1: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
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| Things that I found easy in Unit 1: | Things that I found difficult in Unit 1: |
|-------------------------------------|--|
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| Unit 1 Checklist | l can do this very well. | l can do this quite well. | I need to study/ practice more. |
|---|-----------------------------|------------------------------|------------------------------------|
| greet people and say goodbye | | | |
| introduce myself and others | | | |
| ask for and give personal information | | | |
| express thanks and apologize | | | |
| ask for and give directions | | | |
| use the simple present of the verb <i>be</i> in the affirmative and negative and in <i>yes/no</i> questions and short answers | | | |
| use the information questions <i>how, what, when, where, who,</i> and <i>why</i> | | | |
| use prepositions of place | | | |

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

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Unit 2 Self Reflection

| Things that I liked about Unit 2: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
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| Things that I found easy in Unit 2: | Things that I found difficult in Unit 2: |
|-------------------------------------|--|
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| Unit 2 Checklist | l can do this very well. | l can do this quite well. | l need to study/ practice more. |
|--|-----------------------------|------------------------------|------------------------------------|
| express approval and disapproval | | | |
| talk about present ongoing activities | | | |
| use the present progressive in the affirmative and negative and in information questions, <i>yes/no</i> questions, and short answers | | | |
| use the imperative for commands and instructions | | | |
| use prepositions of place | | | |

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

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Unit 3 Self Reflection

| Things that I liked about Unit 3: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
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| Things that I found easy in Unit 3: | Things that I found difficult in Unit 3: |
|-------------------------------------|--|
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| Unit 3 Checklist | l can do this very well. | l can do this quite well. | I need to study/ practice more. |
|--|-----------------------------|------------------------------|------------------------------------|
| describe professions | | | |
| talk about professional goals | | | |
| use the simple present in the affirmative and negative | | | |
| ask wh- questions in the simple present | | | |
| use the verb <i>want</i> + infinitive | | | |
| use the relative pronouns who, that, and which | | | |

| My five favorite new words from Unit 3: | If you're still not sure about something from Unit 3: |
|---|---|
| | read through the unit again |
| | listen to the audio material |
| | study the grammar and functions from the unit again |
| | ask your teacher for help |

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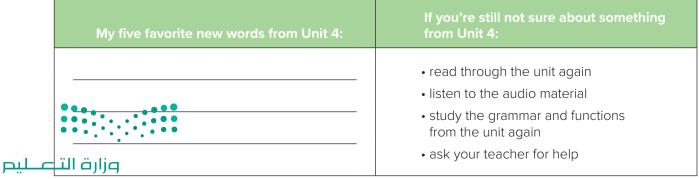
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Unit 4 Self Reflection

| Things that I liked about Unit 4: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
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| Things that I found easy in Unit 4: | Things that I found difficult in Unit 4: |
|-------------------------------------|--|
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| Unit 4 Checklist | l can do this very well. | l can do this quite well. | I need to study/ practice more. |
|---|-----------------------------|------------------------------|------------------------------------|
| describe daily activities and routines | | | |
| ask about and tell how often one does activities | | | |
| talk about abilities | | | |
| describe hobbies | | | |
| ask questions with how often | | | |
| use the frequency expressions once a week, etc. | | | |
| use the adverbs of frequency always, often, never, usually, sometimes, and seldom | | | |
| use the expression know how to | | | |
| use gerunds and infinitives after verbs | | | |



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Unit 5 Self Reflection

| Things that I liked about Unit 5: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
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| Things that I found easy in Unit 5: | Things that I found difficult in Unit 5: |
|-------------------------------------|--|
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| Unit 5 Checklist | l can do this very well. | l can do this quite well. | l need to study/ practice more. |
|--|-----------------------------|------------------------------|------------------------------------|
| talk about foods | | | |
| order from a menu | | | |
| express preferences with would like | | | |
| use count and noncount nouns | | | |
| use the expressions of quantity some and any | | | |
| use partitives | | | |
| use too and enough | | | |

| My five favorite new words from Unit 5: | If you're still not sure about something from Unit 5: |
|---|---|
| | read through the unit again listen to the audio material study the grammar and functions from the unit again ask your teacher for help |

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Unit 6 Self Reflection

| Things that I liked about Unit 6: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
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| Things that I found easy in Unit 6: | Things that I found difficult in Unit 6: |
|-------------------------------------|--|
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| Unit 6 Checklist | l can do this very well. | l can do this quite well. | I need to study/ practice more. |
|---|-----------------------------|------------------------------|------------------------------------|
| ask and answer questions about past activities | | | |
| describe past activities | | | |
| express an opinion | | | |
| use the simple past of <i>be</i> in the affirmative and negative and in information questions, <i>yes/no</i> questions, and short answers | | | |
| use the simple past of regular and irregular verbs in the affirmative and negative and in information questions, <i>yes/no</i> questions, and short answers | | | |
| use intensifiers with adjectives | | | |

| My five favorite new words from Unit 6: | If you're still not sure about something from Unit 6: |
|---|--|
| | read through the unit again listen to the audio material |
| | study the grammar and functions from the unit again |
| | ask your teacher for help |

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Unit 7 Self Reflection

| Things that I liked about Unit 7: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
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| Things that I found easy in Unit 7: | Things that I found difficult in Unit 7: |
|-------------------------------------|--|
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| Unit 7 Checklist | l can do this very well. | l can do this quite well. | I need to study/ practice more. |
|---|-----------------------------|------------------------------|------------------------------------|
| retell an event | | | |
| express feelings | | | |
| give reasons with why and because | | | |
| show agreement with so and neither | | | |
| use there was/there were | | | |
| use the adverb ago | | | |
| use the pronouns <i>someone, no one, nothing,</i> and <i>anything</i> | | | |
| use the conjunctions because and so | | | |

| My five favorite new words from Unit 7: | If you're still not sure about something from Unit 7: |
|--|---|
| مرابع التعليم التعليم | read through the unit again listen to the audio material study the grammar and functions from the unit again ask your teacher for help |

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Unit 8 Self Reflection

| Things that I liked about Unit 8: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
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| Things that I found easy in Unit 8: | Things that I found difficult in Unit 8: |
|-------------------------------------|--|
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| Unit 8 Checklist | l can do this very well. | l can do this quite well. | I need to study/ practice more. |
|--|-----------------------------|------------------------------|------------------------------------|
| ask and talk about health | | | |
| name parts of the body | | | |
| talk about illnesses and their symptoms | | | |
| make suggestions and give advice | | | |
| use should/shouldn't | | | |
| use clauses with <i>when</i> | | | |
| use subject/object pronouns and possessive adjectives/pronouns | | | |

| My five favorite new words from Unit 8: | If you're still not sure about something from Unit 8: |
|---|---|
| | read through the unit again listen to the audio material study the grammar and functions from the unit again ask your teacher for help |

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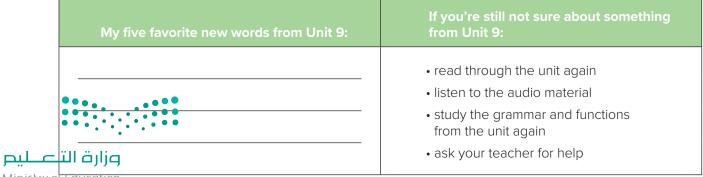
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Unit 9 Self Reflection

| Things that I liked about Unit 9: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
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| Things that I found easy in Unit 9: | Things that I found difficult in Unit 9: |
|-------------------------------------|--|
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| Unit 9 Checklist | l can do this very well. | l can do this quite well. | I need to study/ practice more. |
|---|-----------------------------|------------------------------|------------------------------------|
| talk about free-time activities and chores | | | |
| make suggestions | | | |
| express obligation | | | |
| make excuses | | | |
| use should, why don't/doesn't, and let's for suggestions | | | |
| use the construction go + verb + -ing | | | |
| use have to/had to and don't/didn't have to | | | |
| use <i>must</i> and <i>mustn't</i> for obligation and prohibition | | | |



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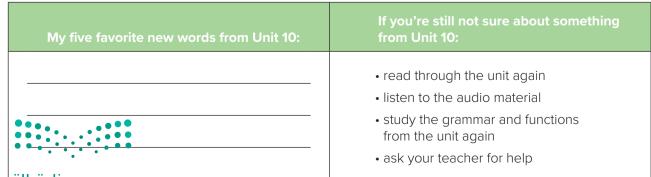
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Unit 10 Self Reflection

| Things that I liked about Unit 10: | Things that I didn't like very much: |
|------------------------------------|--------------------------------------|
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| Things that I found easy in Unit 10: | Things that I found difficult in Unit 10: |
|--------------------------------------|---|
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| Unit 10 Checklist | l can do this very well. | l can do this quite well. | I need to study/ practice more. |
|--|-----------------------------|------------------------------|------------------------------------|
| talk about shopping | | | |
| identify possessions | | | |
| express preferences | | | |
| use possessive adjectives | | | |
| use possessive pronouns | | | |
| use the question word whose | | | |
| use the pronoun <i>one/ones</i> | | | |
| use the quantitative too | | | |
| use the modal verbs can, may, could, and might | | | |



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Unit 11 Self Reflection

| Things that I liked about Unit 11: | Things that I didn't like very much: |
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| Things that I found easy in Unit 11: | Things that I found difficult in Unit 11: |
|--------------------------------------|---|
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| Unit 11 Checklist | l can do this very well. | l can do this quite well. | I need to study/ practice more. |
|---|-----------------------------|------------------------------|------------------------------------|
| make comparisons | | | |
| state opinions | | | |
| talk about interesting facts | | | |
| use the comparative and superlative forms of adjectives | | | |
| express cause and effect with sothat and such that | | | |

| My five favorite new words from Unit 11: | If you're still not sure about something from Unit 11: |
|--|---|
| | read through the unit again listen to the audio material study the grammar and functions from the unit again ask your teacher for help |

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Unit 12 Self Reflection

| Things that I liked about Unit 12: | Things that I didn't like very much: |
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| Things that I found easy in Unit 12: | Things that I found difficult in Unit 12: |
|--------------------------------------|---|
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| Unit 12 Checklist | l can do this very well. | l can do this quite well. | l need to study/ practice more. |
|---|-----------------------------|------------------------------|------------------------------------|
| ask about and describe vacations | | | |
| plan a vacation | | | |
| use the future with <i>be going to</i> in the affirmative and negative and in <i>yes/no</i> questions and short answers | | | |
| ask information questions with be going to | | | |
| use adjectives in the correct position | | | |
| use adverbs of manner | | | |

| My five favorite new words from Unit 12: | If you're still not sure about something from Unit 12: |
|--|---|
| | read through the unit again listen to the audio material study the grammar and functions from the unit again ask your teacher for help |

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Unit 13 Self Reflection

| Things that I liked about Unit 13: | Things that I didn't like very much: |
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| Things that I found easy in Unit 13: | Things that I found difficult in Unit 13: |
|--------------------------------------|---|
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| Unit 13 Checklist | l can do this very well. | l can do this quite well. | I need to study/ practice more. |
|--|-----------------------------|------------------------------|------------------------------------|
| talk about the weather | | | |
| talk about seasons | | | |
| talk about future activities | | | |
| make predictions | | | |
| use the future with <i>will</i> in the affirmative and negative and in <i>yes/no</i> questions and short answers | | | |
| ask information questions with will | | | |
| use the conditional with present and future forms | | | |

| My five favorite new words from Unit 13: | If you're still not sure about something from Unit 13: | |
|--|---|--|
| | read through the unit again listen to the audio material | |
| | study the grammar and functions from the unit again | |
| | ask your teacher for help | |

وزارة التعطيم

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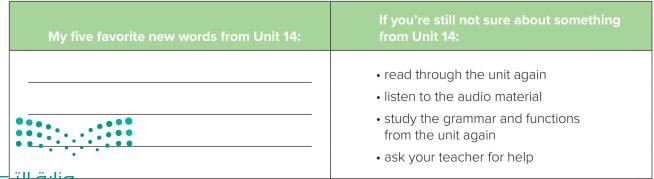
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Unit 14 Self Reflection

| Things that I liked about Unit 14: | Things that I didn't like very much: |
|------------------------------------|--------------------------------------|
| | |
| | |
| | |
| | |

| Things that I found easy in Unit 14: | Things that I found difficult in Unit 14: |
|--------------------------------------|---|
| | |
| | |
| | |
| | |

| Unit 14 Checklist | l can do this very well. | l can do this quite well. | l need to study/ practice more. |
|--|-----------------------------|------------------------------|------------------------------------|
| make and respond to requests | | | |
| make and respond to offers | | | |
| give and take phone messages | | | |
| use the modal verb <i>will</i> in expressions | | | |
| use can, could, will, and would | | | |
| use I'll and Let me | | | |
| use the construction <i>want</i> + object noun/pronoun + infinitive | | | |
| use the construction <i>tell</i> and <i>ask</i> + object noun/pronoun + infinitive | | | |



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Unit 15 Self Reflection

| Things that I liked about Unit 15: | Things that I didn't like very much: |
|------------------------------------|--------------------------------------|
| | |
| | |
| | |
| | |

| Things that I found easy in Unit 15: | Things that I found difficult in Unit 15: |
|--------------------------------------|---|
| | |
| | |
| | |
| | |

| Unit 15 Checklist | l can do this very well. | l can do this quite well. | I need to study/ practice more. |
|---|-----------------------------|------------------------------|------------------------------------|
| talk about the news | | | |
| ask and answer questions about past ongoing activities | | | |
| tell narrative stories in the past | | | |
| use the past progressive in the affirmative and negative and in <i>yes/no</i> questions and short answers | | | |
| use the past progressive + <i>when</i> | | | |
| use adverbs of degree | | | |
| use could and was/were able to | | | |

| My five favorite new words from Unit 15: | If you're still not sure about something from Unit 15: |
|--|---|
| مرابع مرابع التعليم | read through the unit again listen to the audio material study the grammar and functions from the unit again ask your teacher for help |

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Unit 16 Self Reflection

| Things that I liked about Unit 16: | Things that I didn't like very much: |
|------------------------------------|--------------------------------------|
| | |
| | |
| | |
| | |

| Things that I found easy in Unit 16: | Things that I found difficult in Unit 16: |
|--------------------------------------|---|
| | |
| | |
| | |
| | |

| Unit 16 Checklist | l can do this very well. | l can do this quite well. | I need to study/ practice more. |
|--|-----------------------------|------------------------------|------------------------------------|
| talk about activities I have and haven't done | | | |
| use the present perfect in the affirmative and negative and in <i>yes/no</i> questions and short answers | | | |
| use the present perfect versus the simple past | | | |
| use the present tenses and the simple past correctly | | | |

| My five favorite new words from Unit 16: | If you're still not sure about something from Unit 16: |
|--|---|
| | read through the unit again listen to the audio material study the grammar and functions from the unit again ask your teacher for help |





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Irregular Verbs

| Base Form | Simple Past | Past Participle |
|-------------|-------------|-----------------|
| be | was / were | been |
| become | became | become |
| blow | blew | blown |
| buy | bought | bought |
| come | came | come |
| cut | cut | cut |
| do | did | done |
| drink | drank | drunk |
| drive | drove | driven |
| eat | ate | eaten |
| fall | fell | fallen |
| feed | fed | fed |
| fight | fought | fought |
| find | found | found |
| fly | flew | flown |
| | | |
| get | got | gotten |
| give | gave | given |
| go | went | gone |
| hang | hung | hung |
| have | had | had |
| hear | heard | heard |
| hold | held | held |
| hurt | hurt | hurt |
| know | knew | known |
| leave | left | left |
| lend | lent | lent |
| lose | lost | lost |
| make | made | made |
| mean | meant | meant |
| meet | met | met |
| рау | 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 |
| | slept | |
| sleep | spoke | slept |
| speak | • | spoken |
| spend | spent | spent |
| steal | stole | stolen |
| swim | swam | swum |
| take | took | taken |
| teach | taught | taught |
| think | thought | thought |
| throw | threw | thrown |
| • wake (up) | woke (up) | woken (up) |
| wear | wore | worn |
| win | won | won |
| write | wrote | written |

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SUPERGOAL 2 Audio Track List

| | CD1 | | | |
|----|-----------------------------------|--|----------------------------|--|
| | Track | Unit | Stu | udent Book Section |
| | 2 3 4 5 6 | Unit 1 Unit 1 Unit 1 Unit 1 Unit 1 | 1 4 5 6 8 | Listen and Discuss Listening Pronunciation Conversation Reading |
| | 7 8 9 10 11 12 | Unit 2 Unit 2 Unit 2 Unit 2 Unit 2 Unit 2 Unit 2 | 1 2 4 5 6 8 | Listen and Discuss Pair Work Listening Pronunciation Conversation Reading |
| | 13 14 15 16 17 18 | Unit 3 Unit 3 Unit 3 Unit 3 Unit 3 Unit 3 | 1 2 4 5 6 8 | Listen and Discuss Pair Work Listening Pronunciation Conversation Reading |
| | 19 20 21 22 23 24 | Unit 4 Unit 4 Unit 4 Unit 4 Unit 4 Unit 4 | 1 2 4 5 6 8 | Listen and Discuss Pair Work Listening Pronunciation Conversation Reading |
| | 25 26 27 28 29 30 | Unit 5 Unit 5 Unit 5 Unit 5 Unit 5 Unit 5 | 1 2 4 5 6 8 | Listen and Discuss Pair Work Listening Pronunciation Conversation Reading |
| | 31 32 33 | EXPANSION Units 1–5 | 2 3 6 | Reading Reading Chant Along |
| | CD2 2 3 4 5 6 7 | Unit 6 Unit 6 Unit 6 Unit 6 Unit 6 Unit 6 | 1 2 4 5 6 8 | Listen and Discuss Pair Work Listening Pronunciation Conversation Reading |
| | 8 9 10 11 12 13 | Unit 7 Unit 7 Unit 7 Unit 7 Unit 7 Unit 7 Unit 7 | 1 2 4 5 6 8 | Listen and Discuss Pair Work Listening Pronunciation Conversation Reading |
| •• | 14 15 16 | Unit 8 Unit 8 Unit 8 Unit 8 | 1 2 4 5 | Listen and Discuss Pair Work Listening Pronunciation |

| 20 21 22 23 24 25 | Unit 9 Unit 9 Unit 9 Unit 9 Unit 9 Unit 9 Unit 9 | 1 2 4 5 6 8 | Listen and Discuss Pair Work Listening Pronunciation Conversation Reading |
|----------------------------------|---|----------------------------|--|
| 26 | Unit 10 | 1 | Listen and Discuss |
| 27 | Unit 10 | 2 | Pair Work |
| 28 | Unit 10 | 4 | Listening |
| 29 | Unit 10 | 5 | Pronunciation |
| 30 | Unit 10 | 6 | Conversation |
| 31 | Unit 10 | 8 | Reading |
| 32 33 34 35 36 37 | Unit 11 Unit 11 Unit 11 Unit 11 Unit 11 Unit 11 Unit 11 | 1 2 4 5 6 8 | Listen and Discuss Pair Work Listening Pronunciation Conversation Reading |
| 38 | EXPANSION | 2 | Reading |
| 39 | Units 6–11 | 4 | Chant Along |

CD3

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| 2 3 4 5 6 7 | Unit 12 Unit 12 Unit 12 Unit 12 Unit 12 Unit 12 Unit 12 | 1 2 4 5 6 8 | Listen and Discuss Pair Work Listening Pronunciation Conversation Reading |
|----------------------------------|---|----------------------------|--|
| 8 9 10 11 12 13 | Unit 13 Unit 13 Unit 13 Unit 13 Unit 13 Unit 13 Unit 13 | 1 2 4 5 6 8 | Listen and Discuss Pair Work Listening Pronunciation Conversation Reading |
| 14 15 16 17 18 19 | Unit 14 Unit 14 Unit 14 Unit 14 Unit 14 Unit 14 | 1 2 4 5 6 8 | Listen and Discuss Pair Work Listening Pronunciation Conversation Reading |
| 20 21 22 23 24 25 | Unit 15 Unit 15 Unit 15 Unit 15 Unit 15 Unit 15 Unit 15 | 1 2 4 5 6 8 | Listen and Discuss Pair Work Listening Pronunciation Conversation Reading |
| 26 27 28 29 30 31 | Unit 16 Unit 16 Unit 16 Unit 16 Unit 16 Unit 16 | 1 2 4 5 6 8 | Listen and Discuss Pair Work Listening Pronunciation Conversation Reading |
| 32 33 34 | EXPANSION Units 12–16 | 2 4 7 | Reading Chant Along Chant Along |

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SuperGoal 2 Workbook

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SUPER GOAL2 WORKBOOK

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MANUEL DOS SANTOS



مزارة التعليم Ministry of Education 2023 - 1445

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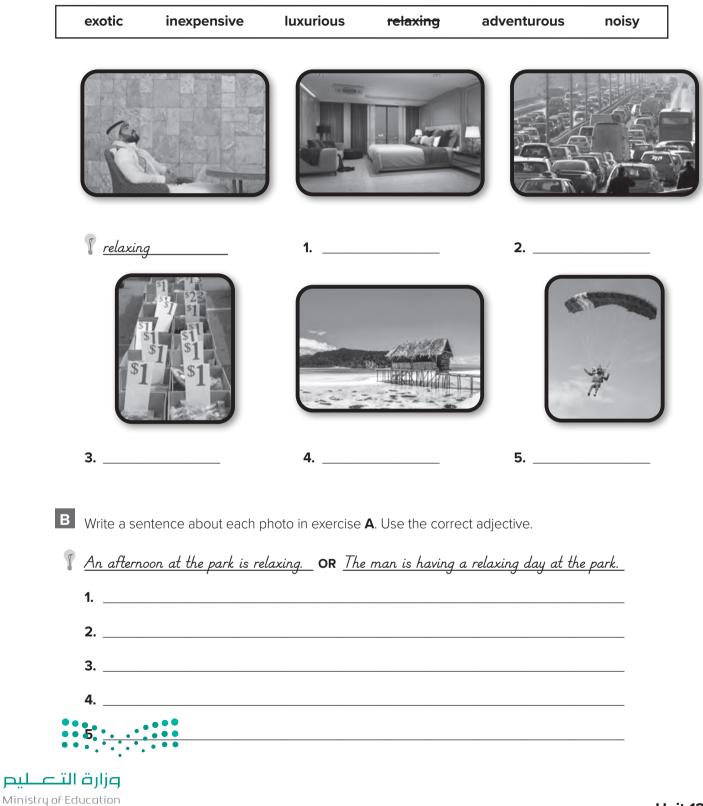
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Term3

A Look at the photos. Describe each photo with an adjective. Use the adjectives in the box.

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| ook at the sch | nedule. Wr | rite sentence | es. Use the | future with g | going to. | |
|-----------------|-------------|-----------------|-------------|---------------|-------------|----------|
| M | lalaysian S | un Tours: Ima | d and Faisa | l's Schedule | ÷, |). E |
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| Imad and | Imad: | Imad and | Imad and | Imad: | Imad and | Imad and |
| Faisal: | climb a | Faisal: | Faisal: | visit museums | Faisal: | Faisal: |
| fly to Malaysia | mountain | go to the beach | go sailing | Faisal: | go on a | fly home |
| | Faisal: | | | go diving | jungle trek | |
| | go fishing | | | | | |

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Monday / Imad / visit the museums

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On Monday, Imad isn't going to visit the museums.

- 1. Tuesday / Imad and Faisal / go to the beach
- 2. Thursday / Faisal / go diving
- 3. Saturday / Imad / go sailing
- 4. Friday / Imad and Faisal / go on a jungle trek
- 5. Monday / Imad and Faisal / visit the museums
- 6. Thursday / Faisal / go fishing
- 7. Monday / Imad / climb a mountain

D You are going to Malaysia on vacation. Write what you are going to take and not going to take. Use the words in the box or use your own ideas.

| | passport | boots | sandals | umbrella | coat | sunglasses |
|---------------------------------------|---------------------------------|--------------|--------------------|-----------|-----------|------------|
| | Going To Ta | ke | | Not Going | g To Take | |
| 5 | <u>I'm going</u> | to take sand | als. | | | |
| • | | •• | | | | |
| لتے لیم | وزارة ا | | | | | |
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E Complete the conversation. Use *What*, *When*, *Which*, *How*, *Where*, *Who*, and *How long*.

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| Mr. Tyler: | (1) | 's your name? |
|------------|----------------------|--|
| Adnan: | My name is Adnan | Abdullah. |
| Mr. Tyler: | (2) | are you going? |
| Adnan: | I'm going to Orland | do, Florida. |
| Mr. Tyler: | (3) | are you going to stay with? |
| Adnan: | I'm going to stay w | ith my uncle. |
| Mr. Tyler: | (4)uncle's house? | are you going to get to your |
| Adnan: | I'm going to take a | taxi. |
| Mr. Tyler: | (5) | are you going to stay in Florida? |
| Adnan: | I'm going to stay fo | pr about a week. |
| Mr. Tyler: | (6) | are you going to do in Orlando? |
| Adnan: | I'm going to visit D | isney World. |
| Mr. Tyler: | (7) | airport are you going to fly out of? |
| Adnan: | I'm going to fly out | of Orlando Airport to go to New York. |
| Mr. Tyler: | (8) | are you going to leave the United Stat |
| Adnan: | I'm going to leave | next month. |
| Mr. Tyler: | Welcome to the Ur | nited States. Have a nice vacation. |



F Answer the questions.

Thank you.

Adnan:

- 1. Who is Adnan going to stay with in Florida?
- 2. What is Adnan going to do on his vacation?
- 3. Where is Adnan going to fly to after his stay in Orlando?

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When is Adman going to leave the United States?

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G READING

Read the email.

| To: Sul | Reply Reply to all Forward Delete Print rashid@supergoal.com oject: re: vacation |
|-------------------|---|
| Hi | Rashid, |
| | we are you? You're going to have a lot of fun skiing in June. And I love your idea! Let's definitely spend the sekend together in the fall. It's going to be perfect after my vacation to Malaysia and yours to Dubai. |
| ora ho lt's | ave more information about my trip. First, we're going on a river safari to see wildlife like monkeys, angutans, and elephants. Our next adventure is climbing Mount Kinabalu. We're going to hike for five urs and stay overnight at a rest house. Early the next morning, we're going to climb all the way to the top. going to be a wonderful view at sunrise. I'm a little afraid, but we're going to have an experienced guide the climb. Finally, we're going to relax at the beach for a few days. |
| | going to pack warm clothes for our climb—sweatpants, a sweater, and a good pair of hiking boots. Are u going to pack warm clothes, too? Of course, I'm also going to take some shorts and T-shirts. |
| Yo | u and I are going to have great summer vacations! And we're going to have a great fall vacation, too! |
| All | my best, |
| Sa | eed |
| Ar | iswer the questions. |
| | Who is going to go skiing in the summer? Where? |
| 2. | What is Saeed going to do on his vacation? |
| 3. | How long is Saeed going to climb before he reaches the rest house? |
| | |

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H WRITING

Imagine you are going to take a vacation. Write about it. Where are you going to go? Who is going to go with you? What are you going to go? Which kind of vacation

going to do? Which kind of vacation Is it going to be—adventurous or rolaving? How?

or relaxing? How? مراح القالي Ministry of Education 2023 - 1445

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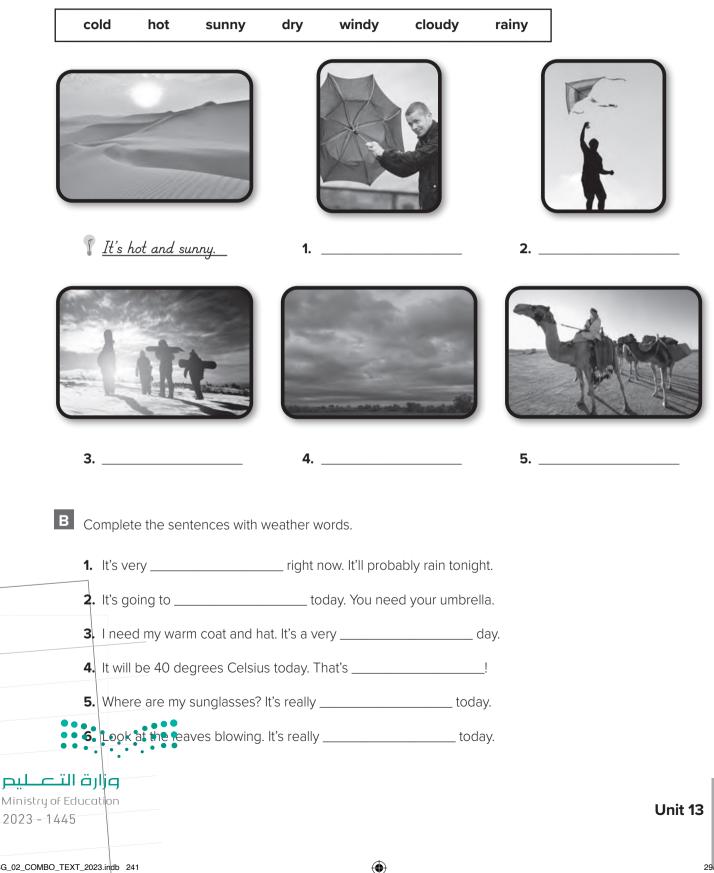
| My | Vacation | |
|--------|----------|--|
| | | |
| | | |
| | | |
| | | |

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13 What's the Weather Like?

Α Look at the photos. Describe the weather. Use words in the box. Use some words more than once.

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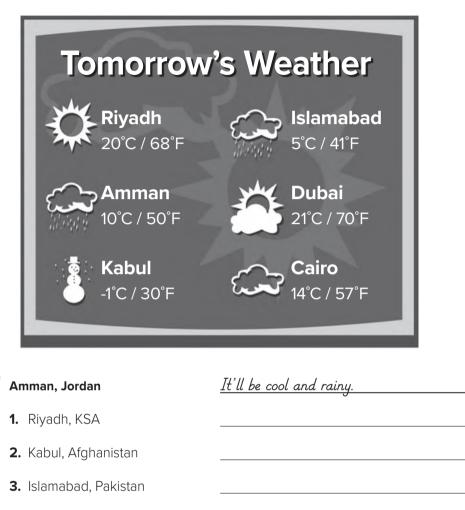
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13 What's the Weather Like?



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4. Dubai, UAE

5. Cairo, Egypt

D Answer the questions.

- 1. What is the weather like today?
- 2. What will the weather be like tomorrow?



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E Look at the photos. Answer the questions. Use the future tense with *will* and short answers.

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- Will it rain this afternoon? No. it won't.
- 1. Mark is faster than Alberto. Will he win the race?
- 2. It's 18°C and sunny. Will I need my coat?
- 3. Thomas does his English homework every day.Will he pass the big test?







F Write a question for each answer. Use the future tense with *will*.



What will Richard's uncle eat on vacation?

Richard's uncle will probably eat fast food.







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1. _

I'll probably play football this weekend.



3.

After college? Maybe I'll try to find a job in an engineering firm.

G READING

Read the story.

Omar is living in a dorm at college this year. He really likes his classes, but he doesn't like living in the dorm. It's noisier in the dorm than it was at home. It's harder for him to study in the dorm, too. He likes his roommate, Fred. They hang out together a lot, and they both like to run in the morning. Omar and Fred are now good friends. But Fred never helps clean the room. He leaves his clothes and books all around. Their room is always messy. Omar eats in the college cafeteria, and he doesn't like the food there. There aren't any cooking facilities in the dorm. Omar's uncle's family lives near the college. They invited Omar to live with them next year.

Answer the questions. Give your opinions.

- 1. Where will Omar live next year?
- 2. Will he eat in the college cafeteria next year?
- 3. Will his room be clean or dirty next year?
- 4. Will his room be noisy or quiet next year?

 (\bullet)

Write about the weather where you live. What will it be like in six months? What will you probably wear? What will you probably do?





14 Could You Do Me a Favor?

A Look at the photos. Complete the conversations with the expressions in the box.

I'll tell her.

Could you lower your voices? Let me help you carry that. Of course, I'll say a few words.

۲

Can I borrow your cell phone? Could you take a photo of me?



- A: <u>Could you lower your voices?</u> 1
 - B: Sure.



2. A:

 (\bullet)

B: Thank you.



4. A: ____

B: Certainly.

B: No problem.

1. A: _____

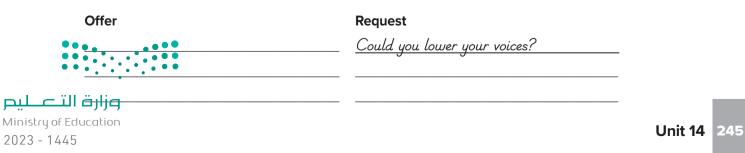


- 3. A: Everyone wants you to say something.
 - B:



5. A: Would you tell your mother to bring some plates? B: Of course.

B Put the expressions from exercise **A** in the correct column.

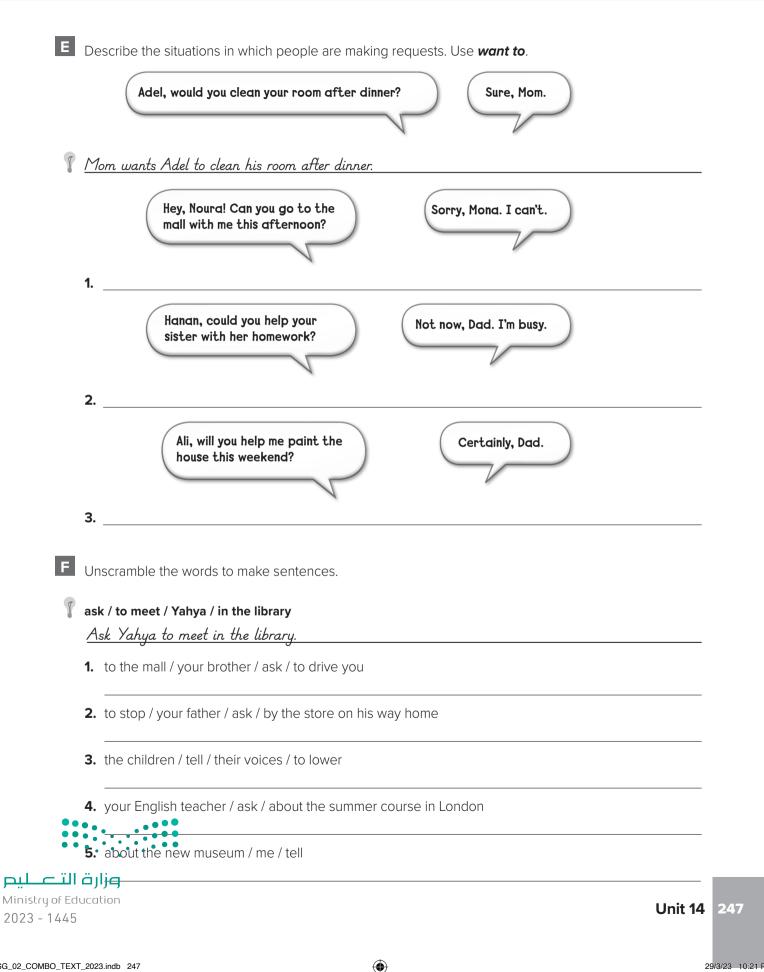


14 Could You Do Me a Favor?

| Q: <u>Could I have a sandwich?</u> A: <u>Of course</u>. | |
|---|---|
| | |
| 2. Q: | |
| | |
| _ | |
| D Read each story. Write the conversation | |
| D Read each story. Write the conversation | ٦. |
| D Read each story. Write the conversation | ો. avy suitcase. A porter who works at the hotel offers |
| Read each story. Write the conversation A customer at the hotel is carrying a heat to carry the suitcase. The customer refu | ો. avy suitcase. A porter who works at the hotel offers ses his offer. |
| Read each story. Write the conversation A customer at the hotel is carrying a heat to carry the suitcase. The customer refu Porter: Let me carry that for you. | ો. avy suitcase. A porter who works at the hotel offers ses his offer. |
| Read each story. Write the conversation A customer at the hotel is carrying a heat to carry the suitcase. The customer refute Porter: <u>Let me carry that for you.</u> Customer: <u>That's all right.</u> | n. avy suitcase. A porter who works at the hotel offers ses his offer. |
| Read each story. Write the conversation A customer at the hotel is carrying a heat to carry the suitcase. The customer refuered Porter: <u>Let me carry that for you.</u> Customer: <u>That's all right.</u> A small girl wants a box of cookies for the suitcase. | n. avy suitcase. A porter who works at the hotel offers ses his offer. from a high shelf at a supermarket. She can't get |
| Read each story. Write the conversation A customer at the hotel is carrying a heat to carry the suitcase. The customer refue Porter: <u>Let me carry that for you</u>. Customer: <u>That's all right</u>. A small girl wants a box of cookies for the box. A tall woman offers to get to the box. | n. avy suitcase. A porter who works at the hotel offers ses his offer. from a high shelf at a supermarket. She can't get he cookies for her. The girl accepts her offer. |
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| Read each story. Write the conversation A customer at the hotel is carrying a heat to carry the suitcase. The customer refue Porter: <u>Let me carry that for you</u>. Customer: <u>That's all right</u>. A small girl wants a box of cookies for the box. A tall woman offers to get to Woman: Girl: Faris and Ali are leaving the office. For the store of the | n. avy suitcase. A porter who works at the hotel offers ses his offer. from a high shelf at a supermarket. She can't get he cookies for her. The girl accepts her offer. |
| Read each story. Write the conversation A customer at the hotel is carrying a heat to carry the suitcase. The customer refue Porter: <u>Let me carry that for you</u>. Customer: <u>That's all right</u>. A small girl wants a box of cookies for the box. A tall woman offers to get to woman: Girl: Faris and Ali are leaving the office. For home. Faris refuses the offer. | n. avy suitcase. A porter who works at the hotel offers ses his offer. from a high shelf at a supermarket. She can't get he cookies for her. The girl accepts her offer. Faris doesn't have a car. Ali offers to give Faris a ride |
| Read each story. Write the conversation A customer at the hotel is carrying a heat to carry the suitcase. The customer refue Porter: <u>Let me carry that for you</u>. Customer: <u>That's all right</u>. A small girl wants a box of cookies for the box. A tall woman offers to get to woman: Girl: Faris and Ali are leaving the office. For home. Faris refuses the offer. Ali: | n. avy suitcase. A porter who works at the hotel offers ses his offer. from a high shelf at a supermarket. She can't get he cookies for her. The girl accepts her offer. Faris doesn't have a car. Ali offers to give Faris a ride |
| Read each story. Write the conversation A customer at the hotel is carrying a heat to carry the suitcase. The customer refue Porter: <u>Let me carry that for you</u>. Customer: <u>That's all right</u>. A small girl wants a box of cookies for the box. A tall woman offers to get to woman: Girl: Faris and Ali are leaving the office. For home. Faris refuses the offer. Ali: | n. avy suitcase. A porter who works at the hotel offers ses his offer. from a high shelf at a supermarket. She can't get he cookies for her. The girl accepts her offer. Faris doesn't have a car. Ali offers to give Faris a ride |
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G READING

Read the conversation.

Farah: Hi, Amal. Thanks for the invitation to the graduation party. Can I do anything to help?

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- Amal: Sure. Could you bring some fruit salad?
- Farah: Of course. Would you like me to bring a cake, too?
- Amal: No, thanks. I already bought one.

Farah: Do you need any sandwiches?

Amal: I'll make sandwiches. But please bring some ice cream.

Farah: OK. I'll get some ice cream at the store. Should I come early to help?

Amal: No, you don't have to. But could you bring some paper plates?

Farah: Certainly. Do you have enough forks and spoons?

Amal: Yes, I do. Wait a minute. Could you bring some plastic cups?

Farah: No problem. And I'll bring a few bottles of soda.

Amal: Thank you. That would be great! I forgot about drinks.

Farah: Super! I'll see you tomorrow!

Amal: Great! Oh, one more thing. Could you bring your cookbooks? I want to learn new recipes.

Farah: Of course. I can't wait!

Write **T** for **True** or **F** for **False**.

- 1. _____ Amal wants Farah to bring some fruit salad.
- 2. _____ Farah is going to bring some ice cream.
- **3.** _____ Amal wants Farah to bring some paper cups.
- 4. _____ Farah isn't going to bring any soda.
- **5.** _____ Farah can't bring her cookbooks.

| Ministrue of Education 248 Unit 14 2023 - 1445 | Graduation F Me: My Friend: | Vans |
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15 Today's News

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Look at the photos of what people were doing this weekend. Complete the stories. Use the words in the box.

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| knife | storm | scream | attractions |
|-------|-------|--------|-------------|
| snake | crowd | wound | lightning |

1. My mother has a bandage on her finger. It's not a

large ______, but it hurts. She was cutting some vegetables for dinner and cut her finger with the ______.

- **3.** I have a very funny story. My uncle is a big man. He is strong and works at a construction site. A worker found a ______ under a rock. He showed

it to my uncle. Immediately everyone heard a very loud ______. They all turned to see what was happening. Well, my uncle is very afraid of those long reptiles!



4. Last night, I looked out my window and saw my neighbor's house on fire.

Just before that, we had a really bad

_____. The sky turned very dark. There was lots of thunder and rain. And during this time, my neighbor's house was hit by _____, which caused the fire.





Unit 15 249



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15 Today's News

B Look at the picture. What wasn't/was happening at the park yesterday? Use the past progressive.

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man under the tree / eating cookies

The man under the tree wasn't eating cookies.

He was reading a newspaper.

- 1. two boys / playing tennis
- 2. boy with cap / sleeping
- **3.** father and son / watching TV

4. mother and daughter / reading books

5. man with the hat / eating ice cream

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C Look at the photos of what people were doing. Answer the questions. Use short answers.

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1. Was he eating pizza?



2. Was he taking a test?



3. Were they doing their homework?



4. Were they skiing?

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D Make sentences using *when*. Then write questions for the sentences.

Badria / sleep // phone / ring

Badria was sleeping when the phone rang. What was Badria doing when the phone rang?

1. they / swim // rain / start

2. Ibrahim / do his homework // mother / call him for dinner

3. the car / go too fast // traffic light / turn red

4. we / watch the news on TV // lights / go out

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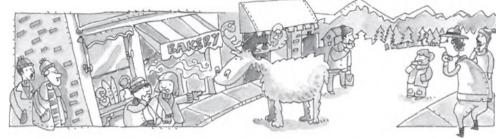
Ministry of Education 2023 - 1445

15 Today's News

E READING

Read the story.

Some friends of mine live in Alaska. They told me this story. My friends were really surprised last Tuesday afternoon. They



were playing football after school when a moose walked across the football field! They stopped and stared. They followed the moose. When the moose walked across the park, some adults and children were picking up litter. They, too, stopped and stared. They followed the moose. When the moose crossed the street, some children were sitting in a school bus. They got out and followed the moose. Then the moose walked in front of a police car. The police officer was talking on his phone when he saw the moose. Finally, the moose walked to the bakery. It stood there and was smelling the bread. Everyone thought the moose was hungry and wanted some food. The entire town stopped and was watching the moose. People asked, "What can we do to help the moose? We need to get it back to the forest." Someone had an idea! Soon after, the moose was walking out of town following the bread truck!

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Answer the questions.

- 1. What were the writer's friends doing when they saw the moose?
- 2. What were the people in the park doing when they saw the moose?
- 3. What were the children doing when they saw the moose?
- 4. What was the police officer doing when he saw the moose?
- 5. What was the moose doing in front of the bakery?

| F WRITING Write a news article about something you saw or read about. What were people | |
|---|------------------|
| doing when the event happened? Give your article a title, too. | |
| | |
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16 Have You Ever...?

A Look at each group of words. Circle the word that doesn't belong.

| 1. fish | shark | lobster | camel |
|-------------------|---------------|---------------|---------------------|
| 2. football | baseball | hang gliding | basketball |
| 3. bungee jumping | swimming | water skiing | surfing |
| 4. driving a car | cliff hanging | riding a bike | riding a motorcycle |

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B Look at the photos. Complete the sentences.



1. Have you ever gone _____?

2. Ali has been _____. He went to France last year, and his father took photos.

3. Paul has never tried _____,

but it's his brother's favorite sport.

Unit 16 253



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16 Have You Ever...?

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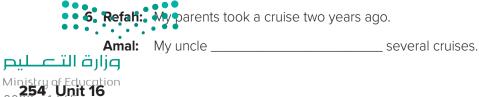
Complete the chart. Use the correct forms of the verbs.

| Present | Simple Past | Past Participle |
|---------|-------------|-----------------|
| | was / were | |
| do | | |
| | ate | |
| | | gone |
| | saw | |
| swim | | |
| | took | |
| write | | |

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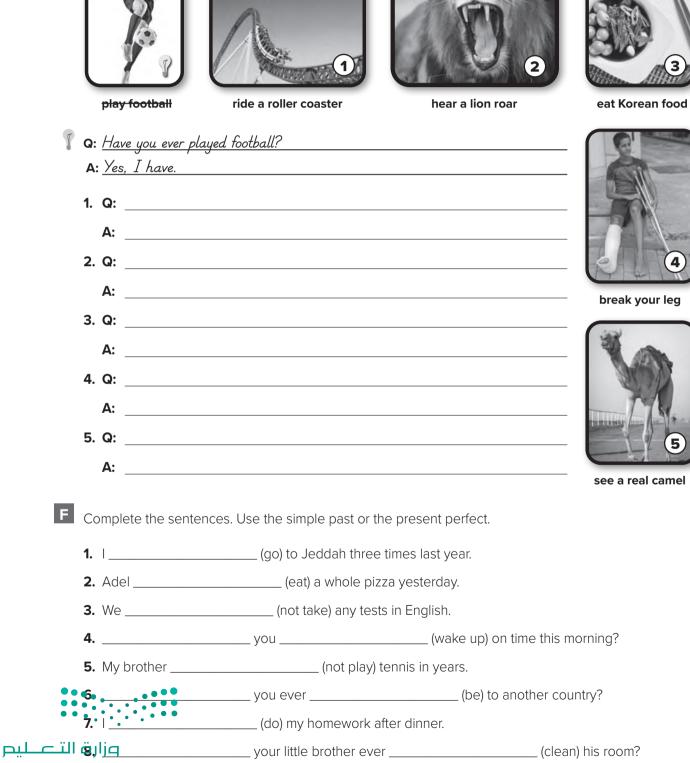
D Complete the conversations. Use the present perfect.

- **1. Asma:** I visited Qasr Al-Masmak last year.
 - Hanan: I ______ Qasr Al-Masmak several times.
- **2. Faisal:** I rode a motorcycle last week.
 - Majid: That's nothing. I ______ a motorcycle many times.
- **3. Ali:** I swam in the Red Sea on my vacation.
- Tariq:
 That's great! My brother ______ there before, too.
- 4. Yahya: I saw a volcano near Madinah in Harrat Khaybar.
 - Imad: My father ______ volcanoes in three different countries.
- **5. Fahd:** I ate pizza when I was in Naples, Italy.
 - Saeed: My family and I ______ pizza there, too.









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E Ask and answer about your experiences. Use the phrases from the photos. Write short answers.

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G READING

Read the article.

Fly Like a Bird

Today we can fly in a plane. We can fly in a spaceship. And we can fly attached to a large kite—a hang glider. The modern hang glider has a very long history. It starts in China during the time of Emperor Wenxuan of Northern Qi. Around the year 550, the emperor used prisoners to be his test pilots. Then in 875, Abbas Ibn Firnas, who was 65 years old at the time, flew a "considerable distance" near Córdoba, Spain. He crashed and hurt his back. A century and a half later, in 1010, a man in England named Eilmer of Malmesbury jumped from a tower attached to a kite. He flew 200 meters before he crashed and broke both legs. These early flights ended in disaster because the gliders were not designed properly. These pioneers based their gliders on a bird's wing, but they didn't understand how a bird's wing works.

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In the 1880s, a German named Otto Lilienthal built a glider, and it did actually work like a bird's wing. He became known as the father of modern hang gliding. He made over 2,000 flights with his hang glider. Unfortunately in 1896, he fell 17 meters during a flight and broke his spine. He died the next day.

Yet Lilienthal inspired two brothers in the United States-the Wright brothers. Lilienthal's work influenced their first experiments. And thanks to the Wright brothers and Otto Lilienthal, we can fly from one country to another in several hours or less.





Write T for True or F for False.

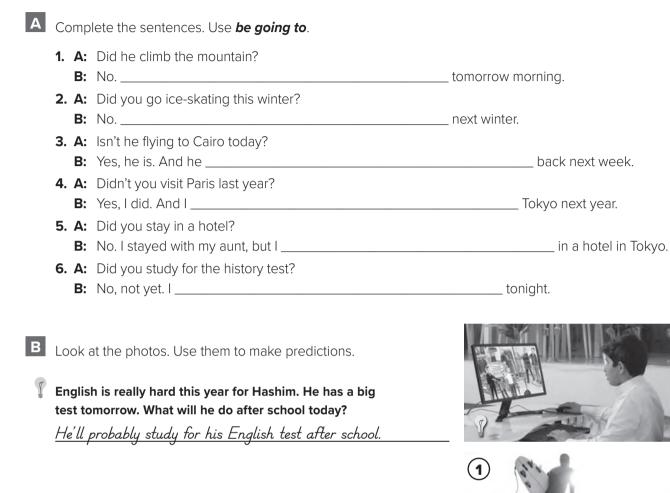
- **1.** _____ Hang gliding first started in China.
- 2. _____ An Englishman broke his arms when he crashed his hang glider.
- 3. _____ Many people understood how a bird's wing works long before the 1880s.
- **4.** _____ Otto Lilienthal is the father of modern hang gliding.
- **5.** _____ The Wright brothers never heard about Lilienthal.

| Imagine what it is like to go hang gliding. Write about it. | A Hang Gliding Adventure |
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Mini 202

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EXPANSION Units 12 – 16



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- Jack enjoys this time of year. Every day is sunny and hot, and he goes to the beach. What will he do at the beach tomorrow?
- 2. It rained all last week. Now it's sunny and warm, and the grass is really tall at Fahd's house. What will Fahd do tomorrow?
- **3.** Johnny got a new camera from his parents. He is always outside with it. What will he do outside tomorrow?

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وزارة التعطيص

EXPANSION Units 12 – 16

| Α | mina's Request: | Sahar, would you carry my books? |
|----|---|--|
| Sa | ahar's Offer: | Let me carry your books to class. |
| 1. | | |
| 2. | good laptop. H | o buy a new laptop, but he needs help. He doesn't know how to choose a is friend, Saeed, knows a lot about computers and technology. |
| 3. | Imad is really g there is a big te Majid's Reque Imad's Offer: | |
| 4. | There's a new Adel's Reques Khalid's Offer: | |
| М | ake sentences v | vith the past progressive and the simple past. Use when . |
| F | ahd / work (wher |) storm / hit |
| F | ahd was workir | ng when the storm hit. |
| 1. | Hameed / swim | n (when) rain / start |
| 2. | Qassim / read (| when) bus / arrive |
| 3. | Fatima / cook c | linner (when) power / go out |
| 4 | Amira / sleep (v | vhen) phone / ring |

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EXPANSION Units 12 – 16

| q: <u>Have you and your famil</u> | y ever visited another o | country? | |
|---|--|---|--|
| A: <u>Yes, we have.</u> OR <u>No, a</u> | we haven't. | | |
| 1. you / ever / go / to the des | sert | | |
| Q: | | | |
| A: | | | |
| 2. your father / ever / ride / c | amel | | |
| | | | |
| | | | |
| 3. you / ever / eat / Indian for | | | |
| | | | |
| | | | |
| your friend / ever / see / a Q: | | | |
| | | | |
| | | | |
| | | | |
| A: | | | |
| A: | each sentence. | | |
| A:Choose the correct verb for e | each sentence. hiking in the mour | itains. | |
| A: Choose the correct verb for e 1. If it rains tomorrow, they a. don't go | each sentence. hiking in the mour b. won't go | itains. c. haven't gone | |
| A: Choose the correct verb for e 1. If it rains tomorrow, they a. don't go | each sentence. hiking in the mour b. won't go tiful fish when he was se | itains. c. haven't gone cuba diving. | |
| A: Choose the correct verb for e 1. If it rains tomorrow, they a. don't go 2. Ahmed many beau a. was seeing | each sentence. hiking in the mour b. won't go tiful fish when he was se b. has seen | itains. c. haven't gone cuba diving. c. saw | |
| A: Choose the correct verb for e If it rains tomorrow, they a. don't go 2. Ahmed many beau a. was seeing | each sentence. hiking in the mour b. won't go tiful fish when he was se b. has seen | ntains. c. haven't gone cuba diving. c. saw n an airplane. | |
| A: Choose the correct verb for e If it rains tomorrow, they a. don't go Ahmed many beau a. was seeing I'm nervous because this i a. am flying | each sentence. hiking in the mour b. won't go tiful fish when he was so b. has seen s the first time I i b. have flown | ntains. c. haven't gone cuba diving. c. saw n an airplane. c. will fly | |
| A: Choose the correct verb for e If it rains tomorrow, they a. don't go Ahmed many beau a. was seeing I'm nervous because this i a. am flying | each sentence. hiking in the mour b. won't go tiful fish when he was so b. has seen s the first time I i b. have flown | ntains. c. haven't gone cuba diving. c. saw n an airplane. c. will fly | |
| A: Choose the correct verb for e If it rains tomorrow, they a. don't go Ahmed many beau a. was seeing I'm nervous because this i a. am flying When he was young, my beau a. played | each sentence. hiking in the mour b. won't go tiful fish when he was se b. has seen s the first time I i b. have flown prother many spo b. was playing | ntains. c. haven't gone cuba diving. c. saw n an airplane. c. will fly orts. c. has played | |
| A: Choose the correct verb for e 1. If it rains tomorrow, they a. don't go 2. Ahmed many beau a. was seeing 3. I'm nervous because this i a. am flying 4. When he was young, my beau | each sentence. hiking in the mour b. won't go tiful fish when he was se b. has seen s the first time I i b. have flown prother many spo b. was playing | ntains. c. haven't gone cuba diving. c. saw n an airplane. c. will fly orts. c. has played | |

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