



تم تحميل الملف
من موقع **بداية**



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...

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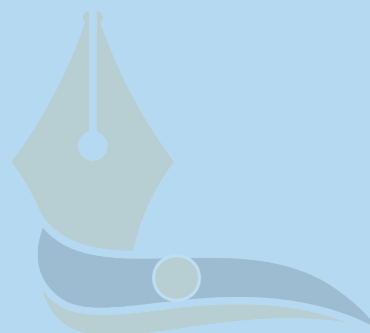


MEGA

GOAL2

بداية

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**Mc
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MegaGoal 2 Student Book

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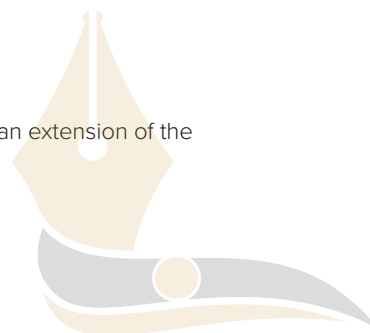
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Scope and Sequence

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

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

Scope and Sequence

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

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

5 Working 9 to 5



Each person is going to tell us a little bit about what their jobs entail. Can you guess what their jobs are?



1 Listen and Discuss

1. Name a few jobs that you think would be very rewarding. Explain. **Intern, receptionist, admin**
2. Name a few jobs that you think would not be satisfying at all. Explain. **Teacher, doctor, butcher**
3. Read the job descriptions and match them with the photos.

I often need to spend quite a lot of time researching the natural resources and materials of an area before I can design and start construction. I specialize in environmentally friendly buildings which utilize alternative sources of energy such as solar energy. **Ahmed Badri - Profession: Engineer**

I'll be the first to admit that I drive dangerously. Yet I've never gotten a ticket. No police officer has ever even told me, "I want you to slow down." Even though I spend a lot of time driving, I never really arrive at a destination.

Aston Sena - Profession: Race car driver

I am a keen and respectful observer of nature. I often spend a lot of time in the lab, but I enjoy fieldwork more. It is really rewarding to observe animals in their natural habitat and collect information. It helps us determine the status of the species; if it's endangered or not.

Khaled Hussain - Profession: Zoologist



I have recently been promoted and have a better income. I am now responsible for the surgical ward and I need to be on the job 24 hours a day, six to seven days a week. I need to make sure records are kept on treatment and progress, and advise doctors about patients' conditions. I also have to check and monitor supplies, equipment, materials, and medicine.

Fahd Khamis - Profession: Nurse



I spend a lot of time cutting and sewing, but I don't work with fabric. The people I work for never see me do my work. In fact, they are often asleep when I'm at work. But I have no doubt that they appreciate what I do. I certainly get a great deal of satisfaction from my job.

Walter Lee - Profession: Surgeon

When I am on night shift, I feel that I need to be more alert and keep an eye on the screen and my instruments at all times. I handle pressure well and I can cooperate with pilots effectively during emergencies. I have always been interested in aviation and electronics.

Ahmed Al Otaibi - Profession: Air traffic controller



surgeon



zoologist



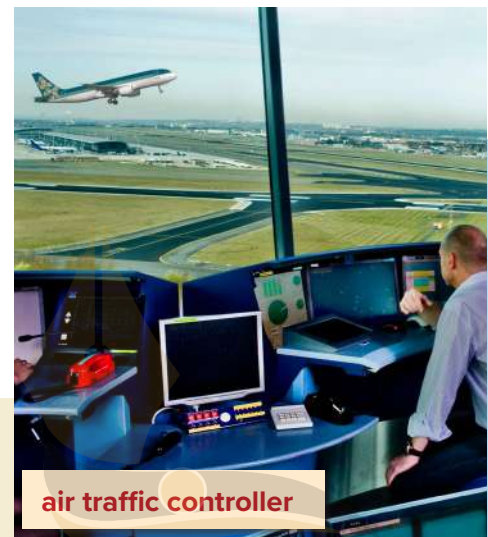
engineer



nurse



race car driver



air traffic controller

Quick Check ✓

A. Vocabulary. Match the words with their meanings.

- | | |
|--------------------------|----------------------------------|
| 1. <u>d</u> satisfaction | a. to work together well |
| 2. <u>e</u> status | b. money received or earned |
| 3. <u>f</u> entail | c. polite, showing consideration |
| 4. <u>g</u> appreciate | d. feeling of contentment |
| 5. <u>b</u> income | e. state or condition |
| 6. <u>a</u> cooperate | f. to involve or require |
| 7. <u>c</u> respectful | g. to be grateful for |

B. Comprehension. Name the job or job.

- Which job requires that the person has a medical degree?
- Which jobs require a person who has a license?
- Which job requires a person who has a license and a uniform?
- Which job requires the person has a license and a uniform?
- Which job requires the person has a license and a uniform?

The job is an air traffic controller
 The job is a surgeon
 The job is zoologist
 The job is a nurse
 The job is a car race driver

2 Pair Work

With a partner, create your own clues for two or three jobs. Read the clues to your class. See if your classmates can guess the jobs.



This job need to be patient and flexible. You could work at day or night. Also, most of your work is with pipes and glue and some other things
You must be very careful because if you are not, you die. You should know how to deal with electricity. Most of your work is with wires
The job needs from you to be an artist. You should know what is the latest style. You would work for men or women. You might cut their hair or color it as they want

- 1 He recommended that he bring his resume to the interview
- 2 I want you to tell me about any problems you have
- 3 It is imperative that the doctor wash his hands before entering the operating room
- 4 The boss demanded that he not be late again
- 5 If you're not feeling well, I insist that you go home early
- 6 I'd like you to consider applying for the job
- 7 My job counselor suggested that I look for a job in sales
- 8 It is essential that you not quit your job before you find a new one
- 9 The nurse requests that the waiting room be kept quite
- 10 It is important that race car drivers take the necessary safety precautions



↑ A. Rearrange the words and phrases to form sentences.

💡 asks / I work on the weekend / my manager often / that
My manager often asks that I work on the weekend.

1. he / that / bring his résumé to the interview / he recommended
2. I / to tell me / want / you / about any problems you have
3. that / it is imperative / wash his hands before entering the operating room / the doctor
4. not / demanded / the boss / he / be late again / that
5. that / you go home early / I / if you're not feeling well / insist
6. you / applying for the job / like / to consider / I'd
7. I look for a job in sales / suggested / that / my job counselor
8. not / that you / quit your job before you find a new one / it is essential
9. the waiting room / the nurse / that / be kept quiet / requests
10. that / race car drivers / it is important / the necessary safety precautions / take

B. Look at the pictures. What do you think is being said? Write a sentence for each using the subjunctive: *I'd like you / I want you + infinitive.*

🔑 *It is essential that we not be late for the meeting.*

- 1 It is essential that you trust your barber man
- 2 I'd like you show off today
- 3 I want you run to me fast
- 4 I'd like you close your eyes and not seeing the light
- 5 It is recommended that you stop smoking
- 6 I want you read this point
- 7 I'd like you understand me correctly



C. Write sentences for

1. Imagine you are a doctor. A patient smokes, and you know he is not healthy. What would you recommend?
2. Imagine you are a teacher. A student is not studying hard. What would you do? Write notes in class. Write your homework.

- 1 I recommended you that you stop smoking
I want you do some exercises every day
I'd like you eat only healthy food
- 2 It is essential that you study more than now
I'd like you do your homework every day
I want you keep silent inside the class



4 Conversation



Adnan: Hey, Rob. I'm **in a bind**. Can you **help me out**?

Rob: What's the problem?

Adnan: I'm supposed to work tomorrow, but there's something I've got to do. Could you **cover** for me?

Rob: You just asked me to cover for you on Monday. What's so important that I have to keep doing your job?

Adnan: OK, I'll tell you, but I'd appreciate it if you would **keep it to yourself**. I'm interviewing for another job, and I'm really close to getting it.

Rob: You were just hired here a few weeks ago. I can't believe you're thinking about leaving already.

Adnan: Yeah, I know. But the job I'm interviewing for is a dream job. I'd be a tester at a video game development company.

Rob: **No kidding?** Wow. Well, I still don't think it's right for you to **jump ship** like that, but all right. I'll cover for you.

Adnan: Thanks a lot. I'm going to **take off** now.

Rob: Hey, Adnan?

Adnan: Yeah?

Rob: If you get the job, do you think you could ask them if they need anyone else?

Adnan: **Will do.**

About the Conversation

1. Why does Adnan ask Rob to cover for him?
2. How does Rob initially react to the request?
3. What favor does Rob ask of Adnan?

Real Talk

in a bind = in a difficult situation

help me out = do me a favor

cover = take someone's place, often in a work situation

keep it to yourself = not tell anyone

No kidding? = Really?

jump ship = leave a job suddenly, usually to go to a new job

take off = leave

Will do. = short for "I will do it."

Asking for Favors

you could...?

and...

appreciate it if you would...

possible/too much trouble...?

chances you could...?

it...

Adnan asks Rob to cover for him because he has an interview at that time

Rob doesn't want to cover for Adnan at first as he covered for him recently

Rob asks Adnan for a favor which is to find out if the video game company needs someone else for the same job, he would be interested in that job

5 Listening

Listen to the results of a survey on job satisfaction.
Complete the chart.



Job	Majority Satisfied?	Reason
1. social workers	<input checked="" type="checkbox"/> Yes / No	Satisfaction from helping others
2. firefighters	<input checked="" type="checkbox"/> Yes / No	Exciting and protection others is satisfying
3. authors	<input checked="" type="checkbox"/> Yes / No	Creativity and flexibility
4. lawyers	Yes / <input checked="" type="checkbox"/> No	High stress and great responsibility
5. pediatricians	<input checked="" type="checkbox"/> Yes / No	Helping children and watching them grow up
6. cashiers	Yes / <input checked="" type="checkbox"/> No	Repetitive and efforts aren't appreciated
7. telemarketers	Yes / <input checked="" type="checkbox"/> No	Repetitive and efforts aren't appreciated

6 Pronunciation

In words ending with *-tion*, *-cian*, and *-sion*, the next-to-last syllable is stressed.
Listen and practice.

1. Firefighters are in second **position** with an impressive 80 percent **satisfaction** rating.
2. Not all prestigious **professions** did as well as expected.
3. Both **physicians** and lawyers scored only 48 percent each.
4. **Pediatricians** proved to be an interesting **exception**.
5. Fast food **preparation** workers have a 34 percent **satisfaction** rating.
6. Job **selection** is one of the most important **decisions** we make.

7 Vocabulary Building

A. You will see these words in the reading on pages 78 and 79. Match the words with their meanings.

- | | |
|-------------------------|--|
| 1. <u>g</u> analyze | a. disease or sickness received from someone or something |
| 2. <u>c</u> determine | b. exactly the same |
| 3. <u>f</u> identifying | c. to decide or discover |
| 4. <u>h</u> allergens | d. confined, kept under restraint or control |
| 5. <u>b</u> identical | e. a natural talent or ability |
| 6. <u>e</u> flair | f. determining what something is |
| 7. <u>d</u> captive | g. to study closely |
| 8. <u>a</u> infection | h. substances that cause sensitivity or reactions in some people |

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



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8 Reading 

Before Reading

Read the passages and make a list of the unusual jobs.

Snow researcher, card writer, ideal flavorist, elephant, pedicurist



When you were a kid, what did you want to be when you grew up? Perhaps a doctor, a teacher, or a firefighter? You probably didn't consider becoming a greeting card writer or a snow researcher (a person who collects ice crystals in snow to analyze the effect of pollution on an area of snowfall). Yet thousands of people around the world earn a living performing unusual jobs that most people have never even heard of.

Take Lily Martinez, for example, she has a job that girls around the world would dream about doing—if they only knew about it! Martinez is a doll fashion designer. She remembers, “As a girl, I would design one-of-a-kind outfits for my dolls.” Her work is very similar to the work of regular fashion designers. She analyzes fashion trends, chooses fabrics, draws design sketches, and keeps a close eye on the styles of Paris and New York. Only she does all this to create clothing for 11 ½-inch (29-centimeter) dolls!

Do you have an artistic flair and an interest in science? Do you have a strong sense of taste, smell, and imagination? Then you might make an ideal flavorist. A flavorist is a person who creates natural and artificial flavorings that go into foods. Their work entails first identifying the individual chemicals found in nature. Then they recreate the flavors using different chemical combinations. Such manufactured flavors often last longer, have a stronger flavor, and smell better than flavors found in nature. These flavors can also avoid the allergens sometimes contained in natural flavors.

According to Carol Militescu, a senior flavorist, there is not one single way to create a flavor. “Different chemical combinations can make the same flavor. You might think the flavors are identical, but how you put the chemicals together makes them very different.” Militescu says that to be a successful flavorist, it is essential that you “think outside the box.”



- 1 **Martinez's job is a fashion designer**
- 2 **She draws pictures of her designs, chooses fabrics, watches fashion TV shows and studies fashion trends**
- 3 **The flavorist is the person who creates and makes natural or artificial flavors for food**
- 4 **It has a lot of benefits such as making the food lasts longer, smells better, has fewer allergens and has stronger flavor**
- 5 **It entail scraping the bottom of the elephant's feet to get rid of dirt, rocks, calluses, and shaping the nails**
- 6 **Because captive elephant can't wear down their nails naturally and the dirt could cause .infections**

Answer the questions.

1. What is Lily Martinez's job?
2. What are some of her responsibilities?
3. Describe what a flavorist does.
4. What are some of the benefits of manufactured flavors?
5. What does giving an elephant a pedicure entail?
6. Why is it important to give pedicures to captive elephants?

9 Speaking

1. What do you think of the jobs described in the reading? Do you find any of them interesting? Why? Why not?
2. Think about the list of unusual jobs in the chart. Have you ever heard of them? Find out what they are and complete the chart with the information.

The unusual job		What is it?	What does it entail?	Do I like it or not?
1	odor judger	Smell's Judger	Choose the best smell	Yes, I do
2	golf ball diver	Get the golf ball in water	Be good in water diving	No, I don't
3	cheese sprayer	Gives cheese to others	Be patient	No, I don't
4	gum buster	Take care of people's gum	Be a doctor	No, I don't



10 Writing

A. Read about some more unusual jobs and complete the job title. Work in pairs. Compare your ideas in class.

Noise consultants consultants: The people who advise construction companies and manufacturers on vibration and noise problems and suggest solutions.

Painting authenticators authenticators: The people who differentiate between true/authentic and fake paintings.

Riding consultants consultants: The people who advise riders on how they can have the most comfortable horseback ride with the most suitable riding accessory.

1. Read the

- What r
- What l
- Which
- What i

**1 An arborist is a kind of official tree carer or tree doctor
He needs to have a bachelor degree that relates to a related major**

2. What is :

- Are id
- Does :
- neces
- Does :

**He must be methodical, patient and hard working
His employment prospects are quite promising because of greener alternatives and current trends**

3. Look at :

- I, you, he*
- Paragi
- Paragi

**2 Yes, information and ideas are presented clearly
Yes, he does. For instance, as the more you know about trees the better you will be able to do what is expected of you, a related bachelor's degree**

4. Notice v

- the wr
- object

Yes, it is

5. Are ther

- conjur
- combi
- use of

**3 para 1: I
para 2: you
para 3: they
para 4: I**

**4 para 1 and para 4
para 2 and para 3**

5 Yes, there are. Passive forms are used to preset objective information

**6 . Although, and, for example, in order words
To become an arborist, it is essential that, I think**

The Job

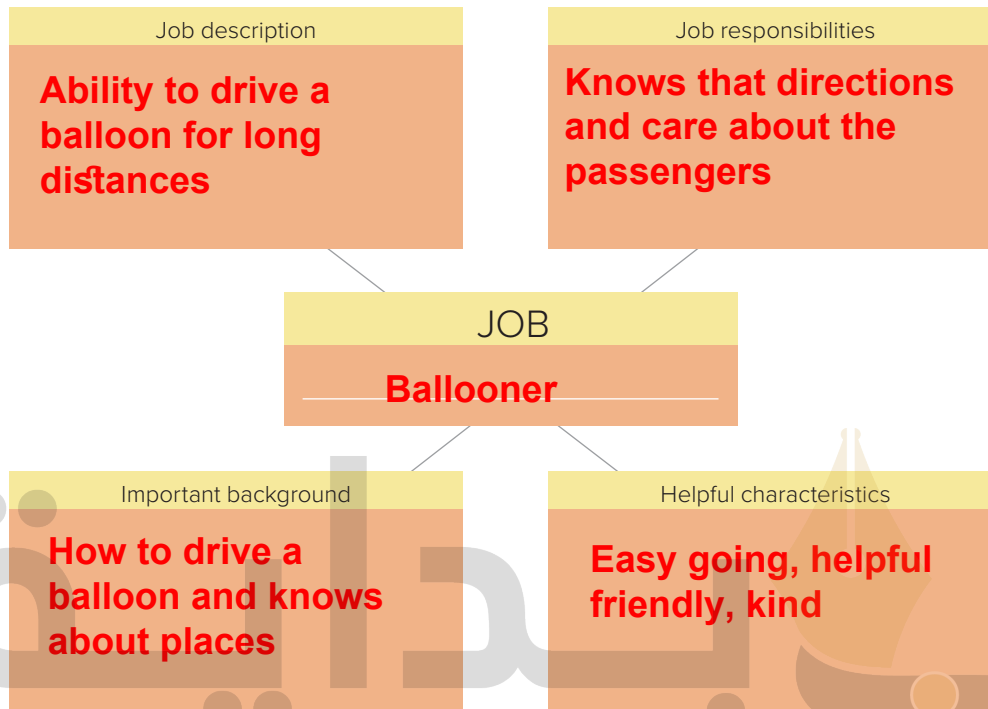
Although my f
kind of job. I v

To become a
as the more y

Arborists are
prune, plant,
experts in th
career in orc

I think it's pe
patient, met
there will be

- B. 1.** Write an essay about an unusual job you might like to have.
- 2.** Before you write, think about and/or find on the Internet:
- a description of the job
 - the background you should have for this job
 - personal characteristics that would help you perform the job effectively
- 3.** Use the chart to help you brainstorm and organize your information.



B. Ballooner

Nowadays, you could hear about many jobs that have never been existed before. You could not imagine that these jobs are real. You could hear about taster who taste food for people. You could hear about friender who becomes your friend when you need to. However, one of these jobs is a ballooner

A ballooner is the person who could take you to any place that you like with his balloon. The person must be able to drive a balloon. Also, he must have enough experience in driving balloons. Moreover, he should know the distances and able to read maps from above because he might drive for days. The job requires from the person who want to work as a ballooner to be easygoing as he will spend a lot of time with the passengers. Also, he must be friendly to make good impression about him to the passengers. Moreover, he must be helpful because some passengers might be in need for help To sum up, being a ballooner is not easy and it needs many things to have. That is what I have wanted to do for a long time. What do you think



11 Form, Meaning and Function



Tag Questions

We use tag questions to check information. We use an auxiliary verb and a subject personal pronoun. With an affirmative sentence, use a negative tag. With a negative sentence, use an affirmative tag.

- | | |
|---|---|
| You will go to the bank, won't you? | They invested in the property market, didn't they? |
| You won't work this Saturday, will you? | He didn't get the job, did he? |
| There's a cash machine on Main Street, isn't there? | It was the night shift you wanted, wasn't it? |
| They are not going to go look for another job, are they? | You are working today, aren't you? |

Polite Ways to Ask for Information with *Can*, *Could* and *Would*

- | | |
|--|--|
| Excuse me, can (could) you tell me where the bank is? | Would you be able to tell me where the bank is? |
| Can (Could) you tell me where the bank is? | Would you mind telling me where the bank is? |

Polite Ways to Make Requests with *Can*, *Could* and *Would*

- | | |
|---|----------------------|
| Q: Can you give me your credit card details, please? | A: Certainly. |
| Q: Could you help me? | A: Of course. |
| Q: Would you open the window, please? | A: Sure. |

A. Read the conversation between the bank teller and a customer. Use *could*, *would* and question tags to complete the conversation.

A: Excuse me, I'd like to withdraw 500 euro from my account in 50 euro notes.

B: Of course, Madam. (1) **could / can** I have a form of identity, please?

A: Sure. Here you are.

B: Thank you. So you want the total amount in 50 euro notes, (2) **don't** you?

A: Yes, that's right.

B: Is there anything else I can do for you today, Madam?

A: Yes, please. I'd also like to change some American dollars into SAR? You charge commission, (3) **don't** you?

B: Yes, Madam, we do. Our rates are displayed on the board.

A: I see, thanks. (4) **would** you mind telling me how many SAR I will get for 1,000 dollars?

B: Of course. At today's exchange rate you will get ...

B. Work with a partner. Imagine you are using some of the words and ideas in the box. Role-play the conversation and take turns to be the customer and the teller.

pay a utility bill • make a deposit
order a new debit card • open a new account
apply for a credit card • buy health insurance

B: Of course. At today's exchange rate you will get 3000 SRA

A: Wow, that is nice

B: Actually dollar is stronger than SRA

A: That is why 1000 dollars equals 3000 SRA

B: Would you like to do something with money

A: Yes, I would like to make an International payments

B: I could help you madam. Our bank pays International payments

A: That is great. What about buying health insurance

B: I am sorry madam. I can't help you in that

A: Ok, no problem. I am going to open a saving account

B: Ok. in five minutes we will be done



12 Project

1. Research and prepare a presentation for your class on **Great Jobs and Careers**.
2. Work in pairs or groups. Decide on three great jobs, then search and collect information about each.
3. Use the organizer to make notes. Then use your notes to prepare a PowerPoint presentation or a poster.
4. Present in class.



Job title	1 <u>Noodlist</u>	2 <u>Ballooner</u>	3 <u>Friender</u>
Duties and activities	Create new flavor of noodles	A balloon's driver	Be a friend to others
Requirements	Be good in cooking	Can drive a balloon	Can make friends fast
Personal characteristics	Artistic and creative	Has an info about places	friendly and kind
Employment prospects	Prepare a dish of noodles	Drives balloon	Interview for half an hour
Career prospects			

When you prepare a PowerPoint presentation, remember to:

- think of your audience and what they might want to know
- select key points and words
- use appealing visuals and a few points on each slide
- rehearse in your group and make changes

13 Self Reflection

Things that I liked about Unit 5:	Things that I didn't like very much:
_____	_____
_____	_____

Things that I found easy in Unit 5:	Things that I found difficult in Unit 5:
_____	_____
_____	_____

Unit 5 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
talk about jobs			
discuss job requirements and responsibilities			
ask for favors			
use the subjunctive			
use the expressions <i>I'd like you + infinitive</i> and <i>I want you + infinitive</i>			
make requests and ask for information			
express obligation, necessity and lack of necessity			
use tag questions			

My five favorite new words from Unit 5:	If you're still not sure about something from Unit 5:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

6 Going Green

رابطہ الدرس الرقمي



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1 Listen and Discuss

Read the questionnaire and then:

1. Write a definition for **Go Green**.
2. Write some ways a person can **Go Green**.

- 1 **Go Green is to try your best to protect the Earth and make it last longer**
- 2 **Stop the pollution, recycle things**

Are You?

1. What do you do when you finish using your computer for the day?

- a. I leave the computer on so that I don't have to wait for it to boot up the next morning.
- b. I put the computer in "sleep" mode.
- c.** I turn the computer off, so it doesn't waste any energy at all.

2. When you go shopping, what kind of bag do you use for your groceries?

- a. I put all my groceries into double plastic bags.
- b.** I put them into brown paper bags.
- c. I wouldn't consider using anything but the reusable canvas bags that I bring with me.

3. What kind of fruits and vegetables do you prefer eating?

- a. I prefer eating fruits and vegetables that look perfect. I don't mind if pesticides were used to grow them.
- b.** I prefer to eat organic fruits and vegetables when possible.
- c. I prefer to eat organic fruits and vegetables that I've grown myself.

4. What is the source of your drinking water throughout the day?

- a.** I buy individual bottles of water and drink them throughout the day.
- b. I buy one bottle of water and refill the bottle throughout the day.
- c. I fill a glass with water from a large reusable bottle throughout the day.

5. Do you recycle your garbage?

- a. Recycling takes too much effort. I just throw all of my garbage in the trash can.
- b. Sometimes I forget to recycle items, but I intend to get better about it.
- c.** I put all of my plastic, paper, glass, and metal garbage in recycling bins.

6. What would be your most important consideration when buying a car?

- a. I'd be most concerned with having a big, cool-looking car.
- b. I'd be most concerned with fuel efficiency.
- c.** Cars are bad for the environment. I just use public transportation, or my feet!

7. How do you set your air conditioner on a hot day?

- a. I hate being hot! I turn the air conditioner up until the house almost feels cold.
- b. I set the air conditioner at a comfortable temperature during the day and turn it down at night.
- c.** I set the air conditioner fairly low and dress in light clothing to keep cool.

8. Do you try to conserve water?

- a. I never think about water. I love taking long, hot showers.
- b.** I try to be aware of my water consumption. I take quick showers and turn off the tap while I'm brushing my teeth.
- c. I try hard to conserve water. I collect rainwater in a tank and use it for watering my garden.

B

- 1 We can conserve water by collecting rain water for use and not leaving the water running
- 2 Fuel efficiency should be considered when buying a car
- 3 The materials that can be recycled are paper, glass, metal and plastic
- 4 Farmers could make fruits and vegetables look perfect by using pesticides
- 5 The worst way to bring groceries to home is in plastic bags

Pair Work

- 1 A: What is the best way to save the planet
B: The best way is to stop the pollution
- 2 A: Give one thing that you could do to protect the Earth
B: I could implant some trees every summer
- 3 A: Why most people are concern about the environment
B: Because it would be difficult to live in the planet in the future

Quick Check

A. **Vocabulary.** Complete the sentences with these words:

conserve organic source
consumption pesticides air conditioner

1. It's freezing in here. Why is the _____ set so high? **air conditioner**
2. Half of the average family's energy _____ is used for heating and cooling their home. **consumption**
3. Farmers use **pesticides** to stop bugs and weeds from killing their crops.
4. **Organic** food is produced entirely without chemicals.
5. Pollution is the **source** of many environmental problems.
6. When the cost of electricity increases, people are more likely to **conserve** energy.

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

1. Name two ways you can conserve water.
2. What is something green to consider when buying a car?
3. What materials can be recycled?
4. How can farmers make fruits and vegetables that look perfect?
5. What's the worst way to bring home your groceries?

2 Pair Work

With a partner, create three more questions and answers to add to the quiz. Ask your classmates the questions and analyze their responses. How green is your class?



3 Grammar

Gerunds After Verbs

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

I recommend **turning off** the lights when you leave the room.

Our class enjoys **learning** about ways to help the environment.

We use gerunds after certain verbs, such as:

advise	enjoy	intend	quit
begin	finish	keep	recommend
can't stand	go	like	start
consider	hate	love	stop
continue	imagine	prefer	suggest

Infinitives After Verbs

An *infinitive* is *to* + the base form of a verb. Like gerunds, infinitives act like nouns and answer the question *what*.

Don't forget **to reuse** that plastic container.

Do they intend **to buy** a hybrid car?

We use infinitives after certain verbs, such as:

agree	continue	intend	offer	start
ask*	decide	learn	plan	try
attempt	expect*	like	prefer	want*
begin	forget	love	promise	
can't stand	hate	need*	remember	

*These verbs can be followed by an object before the infinitive.

They *want* **to plant** a garden. / They *want* us **to plant** a garden.

A. Circle the correct verb forms. Sometimes both the gerund and the infinitive are possible.

- Do you want (1. having / to have) a positive impact on the environment? I suggest (2. giving / to give) these steps a try:
- Do you hate (3. throwing / to throw) away old clothes in the garbage? Consider (4. giving / to give) clothes that no longer fit you to other people who can wear them.
- Quit (5. using / to use) disposable batteries. Begin (6. using / to use) rechargeable batteries.
- Learn (7. buying / to buy) products with less packaging. Attempt (8. buying / to buy) large containers of water, juice, and soda instead of individual serving-size containers.
- Learn (9. avoiding / to avoid) creating trash whenever possible. For example, when ordering food, avoid (10. taking / to take) any unnecessary utensils and napkins.
- Start (11. making / to make) a shopping list before you go shopping. This will help you stop (12. buying / to buy) things you don't need on impulse.
- Keep (13. reusing / to reuse) your supermarket bags.

B. Answer the questions with

1. Do you think cars will s
2. Do you think people w
3. What is something you
4. What is something har
5. What is something that
6. Would you ever consic
7. What is something you
8. What changes do you

- 1 No, I don't think that in the near future cars will stop running on gas
- 2 Yes, I think that people will begin to change their habits of consumption
- 3 I try to use less amount of water every day
- 4 I would like to quit using a lot of water
- 5 I always forget to not bring my things from the grocery in plastic bag
- 6 Yes, I would consider growing my own vegetable garden
- 7 I would stop buying things that made of plastic
- 8 I hope to see people use less water than now

C. Rewrite each sentence using the verb in brackets and a gerund or infinitive. Make any other necessary changes.

From now on Jack is going to use only fluorescent light bulbs. (start)
Jack is going to start using only fluorescent light bulbs.

1. We're going to set the air conditioner on a timer at night. (plan)
We plan to set the air conditioner on a timer at night
2. I don't really read newspapers. I like reading the news online better. (prefer)
I prefer reading the news online to reading newspaper
3. Arya thinks it's a good idea to print on both sides of the paper. (recommend)
Arva recommends printing on both sides of the paper
4. I can't believe I left the lights on again. (keep)
I can't believe I keep leaving the lights on
5. Gardening is one of my favorite activities. (enjoy)
Gardening is one of my favorite enjoyable activities
6. We should continue to find ways to use less energy. (keep)
We should keep finding ways to use less energy

D. Look at the picture. Write a paragraph about ways Faisal could change his habits to become more green. Use gerunds and infinitives.

*There are many things that Faisal can do to become more green.
First of all ...*

There are many things that Faisal can do to become more green. First of all, he should drink more of oranges juices that are organic. Also, he could drink other organic juices. Second, he could stop using plastic bags and replace them with paper bags that do not damage the environment. Third, he should collect his waste and separate the things that could be recycle. Moreover, he could use many things more than one time



4 Conversation

Jasim: That was a great garden barbecue! But there are soda cans everywhere. I'll help you clean up. Where do you keep your recycling bins?

Ibrahim: Nowhere. We don't recycle.

Jasim: You don't recycle! Why not?

Ibrahim: I don't know. It's just always seemed like it would be a **hassle**.

Jasim: Don't you think it would be a good idea to make the effort?

Ibrahim: **I guess**. I do feel kind of guilty about it. But then again, does it really make that much of a difference?

Jasim: Are you kidding? Recycling reduces energy consumption, lessens air and water pollution, and saves landfill space. It's a **no-brainer**.

Ibrahim: I just don't have the patience. It seems like a lot of extra work. It's so much easier to just **chuck** everything in the garbage than to sort it by material for recycling.

Jasim: That's a **lame** excuse. Recycling is a **piece of cake**. It becomes automatic before you know it.

Ibrahim: I suppose you're right. OK, OK. I'll start to recycle.

Jasim: Great! Hey, why are you throwing that can in the garbage?

Ibrahim: Whoops! Old habits are hard



Real Talk

a hassle = something that is inconvenient to do
I guess. = an unenthusiastic way of agreeing with someone
a no-brainer = a question or problem that has an obvious answer or solution
chuck = throw out
lame = bad, inadequate
a piece of cake = very easy

About the Conversation

1. How does the subject of recycling cc
2. What are some reasons Jasim gives
3. Why does Ibrahim say "Whoops" at t

Your Turn

Role-play with a partner. What is somett you do that is good for the environment Suggest to your partner that he/she do this, too. Give reasons and use phrases making suggestions.

- 1 **Ibrahim and Jasim are cleaning up after a party and they find a lot of soda cans everywhere**
- 2 **The Jasim's reasons are that recycling lessens water and air pollution, saves landfill space and reduces energy consumption**
- 3 **Because he threw a can into a garbage accidentally instead of recycling it**

If you don't mind, I'd like to suggest...

5 Listening

Listen to the information about glass recycling. Answer **true** or **false**.

1. **F** It takes 500 years for a glass bottle to decompose.
2. **T** Glass is made mostly from sand.
3. **F** Glass is not 100 percent recyclable.
4. **F** At recycling facilities, glass is separated by size.
5. **T** Crushed glass is called cullet.
6. **F** The manufacturer melts the glass at 500° Celsius.
7. **T** The liquid glass is poured into molds.
8. **F** Glass produced from recycled materials reduces related air pollution by 50 percent.



6 Pronunciation

Thought groups are meaningful phrases within sentences. They are usually made up of grammatical phrases such as relative clauses and noun, verb, and prepositional phrases. There is often a slight pause between thought groups. Listen and practice.

1. It takes / one million years / for a glass bottle / to decompose.
2. The process / of recycling glass / is quite simple.
3. This simple process / conserves both energy / and natural resources.
4. Recycling one glass bottle / saves enough energy / to light a 100-watt bulb / for four hours.

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7 Vocabulary Building

A. You will see these words in the reading on pages 92 and 93. Match the words with their meanings.

- | | |
|-------------------------|--|
| 1. e relying | a. loss of something for a specific purpose |
| 2. d utility | b. extremely large |
| 3. f bold | c. dedicated |
| 4. c committed | d. basic service supplied by a business or facility such as electricity or running water |
| 5. g perspective | e. depending on |
| 6. h harsh | f. strong and courageous |
| 7. b enormous | g. a way of seeing something |
| 8. a sacrifice | h. severe, difficult |

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



8 Reading

Before Reading

Read the passage and underline ways that your country can replace utilities such as electricity, natural gas, and water from the local supply systems.

Living Off the Grid

Imagine heating your home without relying on the local power plant. Wouldn't it feel good to meet your need for electricity without harming the environment? For a growing number of people, these ideas have become reality. Out of concern for the environment and a desire for self-reliance, these people have made the bold decision to live off the grid.



What exactly is "the grid"? The grid, short for "the power grid," is the linked system that supplies electricity to most homes and buildings in developed nations. Homes that are off the grid are not hooked up to the local power supply. Instead, they produce all of the energy they consume. As a result, people living off the grid avoid the environmental and financial costs that come with on-grid living.

The key to getting off the grid is replacing electricity supplied by a power plant with a renewable energy source, like wind or solar power. Buildings that use solar power have solar panels on the roof or near the building. When the sun's light hits the panels, the panels collect the energy. Wind power is collected by turbines, also known as windmills. When the wind blows, the blades move, producing energy which is turned into electricity by a generator.

Some people go even further off the grid. In addition to setting up a renewable energy source, they also have an independent source of water. They dig wells to access ground water or use a cistern, a type of tank, to collect rainwater. Those most committed to living off the grid may even lack garbage service. These people generally live a life that creates very little waste, growing their own organic fruits and vegetables, and raising chickens and goats for eggs and milk. By avoiding the consumption of packaged foods, they greatly reduce paper and plastic waste.

As challenging as it may be to live off the grid, most off-gridders feel that the benefits far outweigh the difficulties. Jorge and Ella Alvarez, off-gridders in northern Arizona say, "We love being off-grid. It's definitely hard work, but it puts everything in life into perspective. It's surprising to find just how much you can do without. Many people think we have a harsh and depressing lifestyle. Nothing could be further from the truth. We see living off the grid as a gift that has allowed us to be more in touch with nature and each other."

This view is shared by Wendy Johnston, a mother of three, living off the grid with her family in Ontario, Canada. Wendy recalls, "In the house I grew up in, we would leave lights on all day, the thermostat up at night, and water running without a second thought. I wanted my children to be raised with more respect for the environment and an awareness of the impact that they have on it. My children don't take energy for granted. I love the fact that they are learning how to take care of the earth while, at the same time, learning to be self-sufficient."



- 1 They are natural gas, water, and the electricity
- 2 The grid is the linked system that supplies electricity to most buildings and homes in developed nations
- 3 It works when the wind blows producing energy which turns by some generators into electricity
- 4 The reasons are the desire for self-reliance and the concern for the environment
- 5 They are the private well and the cistern to collect rain water
- 6 He or she could reduce waste by growing their own vegetables and fruits and growing animals for food

After Readi

Answer the que

1. What are some public utilities that most of us rely upon?
2. Define "the grid."
3. How does wind energy work?
4. What are some reasons people choose to live off the grid?
5. What are two alternatives to using a public water utility?
6. How could someone reduce his or her waste?



9 Speaking

1. Work in groups. Discuss how a family can live off the grid in your country and use the chart to make notes.
2. Compare and discuss your ideas in class.

Public utility		Which is the easiest/hardest to do without?	What is an alternative to it in your home?	What is the most challenging aspect of not having it?	Does this appeal to you or not? Why? Why not?
1	local electricity supply	✗	✓	✗	Yes, it is important
2	cooking and heating gas	✓	✗	✓	Yes, I need them
3	local water supply	✓	✗	✓	Yes, I'd die without

10 Writing

A. How important is packaging for things that are packaged?

1. Read the essay and answer the questions.
 - What did the writer think about packaging?
 - What did they do to reduce packaging?
 - What were the benefits of recycling?
 - Were there any problems?
2. What is your view on packaging?
 - Are ideas and information clear?
 - Does the writer use persuasive language?
 - Does the essay have a clear structure?
3. Look at the essay and identify the main idea of each paragraph: *I, you, we*.
 - Paragraph 1: ___
 - Paragraph 2: ___
 - Paragraph 3: ___
4. Notice which paragraphs
 - provide the writer's view?
 - provide objective information?
 - set the scene?
5. Are there any persuasive techniques used?
6. How are ideas and information presented?
 - conjunctions/linking words?
 - combined clauses?
 - use of pronouns?

Going Greener

I realized how sensible "going green" was when I started to reduce the amount of waste at home. In my family, we used to buy everything from all the packaging. As a family of three and we accumulate a bagful of waste every day. We decided to use a special disposable and recyclable materials, but I'm not sure it is always effectively recycled?

We decided to search for alternatives. We found out that there are many stores near the market that sold goods out of large canisters or bags. Rice, beans, flour, butter, cheese, and all are available off the counter.

A It is very important
 Yes, I am attracted to things that are packaged nicely
 Because the cover of anything gives the first impression about what is inside so it is very attractive

1 They used to have a lot of waste at home
 They decided to recycle the waste
 They could gain money and they could get more space in the kitchen
 No, there were not

2 Yes, they are very clear
 Yes, the writer presented them directly
 No, it doesn't fulfill my expectations

3 para 1: (I, we) Writer's view / Sets the scene
 para 2: (we) Objective information
 para 3: (we) Writer's view/ Objective information

4 para 2
 para 3
 para 1

5 Yes, there are
 They are used to present information or fact in an objective and they are used to focus on the action not the subject

6 Conjunctions/ linking words: But, on the other hand
 : itzifedfclhhses / sentences
 are invested in packaging as a way of making the product more attractive
 We are not sure it is always effective
 Use of pronouns: We, I

- B. 1. Write a letter to the editor of your local newspaper. Complain about your neighborhood and suggest how it could 'go greener.' With a partner, discuss the items below:
2. Think about things you do that are environmentally harmful. What do other people in your neighborhood do? What can your local council do to help you 'go greener'?
3. Use the chart to make notes and then use it to write your letter.
4. Exchange drafts/essays and edit.
5. Improve, change, and rewrite.

Environmentally harmful practices	'Go greener' practices	Steps our local council can take to help
Throw the garbage to the street	He should throw it to the waste bin	Supply the street with waste bins
Use plastic a lot and more than normal average	He should reduce using plastic and change it	Stick some posters that talk about quit using plastic
Fill his pool two times a day	He should decrease using water	Minimize the water portion to these who has pools

B

Dear Editor

I am writing to complain about the environment harmful. My neighbor put all of the garbage on the street. He throws them away from the waste bin. Also, he uses a lot of plastic items that are not necessary to be used. He uses more than a ton of plastic monthly. Moreover, he changes his big pool more than twice every day which is a very big mount of water

My neighbor must throw his garbage into the waste bin of the neighborhood and he should stop throwing the garbage on the street. In addition, he should use less plastic items since that damages the environment. Furthermore, he should use less water and stop changing his pool water many times a day

The council of the neighborhood must supply the neighborhood with many waste bins. Moreover, the council must spread posters on the walls that talk about the harm that is caused due to plastic. Finally, they must reduce the portion of water supply to those who has pools in their house

Sincerely

Mohammed Saeed



11 Form, Meaning and Function

Simple Present Tense

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

- The Saudi Riyal (SAR) **is** the official currency of the Kingdom of Saudi Arabia.
- It **takes** one million years for a glass bottle to decompose.
- My parents **don't read** printed newspapers anymore.
- Does** Oman **belong** to the United Arab Emirates?

Simple Present versus Present Progressive

Use the simple present to talk about habits or routines.

Use the present progressive for actions occurring now or for a temporary situation.

- The temperatures **change** with the seasons of the year. (*habit or routine*)
- The temperatures in the poles **are changing** drastically. (*happening now*)

PERMANENT

TEMPORARY

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

Note: Some verbs are not often used in the progressive form:

believe, forget, hear, know, like, love, need, prefer, remember, see, understand, want, realize.

Time Expressions for the Present

We are **currently** studying for examinations.
Most people recycle **these days**.

At present there are measures in place to tackle climate change.
Air travel is more affordable **now** than it was in the past.

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

1. Water **boils** at 100 °C (212 °F). (boil)
2. The water **is boiling**. Please turn it off. (boil)
3. The scientists _____ the cause of the problem. (not/understand) **don't understand**
4. _____ in your country in winter? (it/snow) **Does it snow**
5. The moon **goes** around Earth. (go)
6. What **do you think** of my idea? (you/think)
7. Currently, the number of immigrants in our country **is increasing** (increase)
8. Most people **realize** how important it is to conserve energy these days. (realize)
9. Dubai is part of the UAE, but it **doesn't have** as many oil reserves as Abu Dhabi. (not/have)
10. Ahmed has a part-time job on Saturdays, but he **isn't working** today. (not/work)

- B.** Look at the words and phrases in the box and complete the sentences with them.
- 1 **Climate change is getting worse these days. This increases getting worse**
 - 2 **Air travel is becoming easier and the number of flights increases day by day**
 - 3 **Deserts are getting bigger. They become wider and drier**
 - 4 **Lakes are getting fewer than before. Their numbers decrease day by day**

Lightbulb: *Flying is becoming easier and the number of flights increases day by day.*
Deserts are getting bigger. They become wider and drier.
Lakes are getting fewer than before. Their numbers decrease day by day.

climate change
deforestation

- 5 **Pollution is getting worse in cities. It causes a lot of damage to the environment**
- 6 **Rivers are getting dried year after year. They become less in numbers**

Conditional Sentences with Present and Future Forms

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

Present Facts

Use the *simple present tense* in both clauses.

If you **cook** an egg in the microwave, it **explodes**.

If you **put** water in the freezer, it **becomes** ice.

Future Facts

Use the *simple present* in the *if*-clause and the *future* with *be going to* or *will* in the result clause.

If we **don't take** measures now, the oceans **will** soon be completely depleted of fish.

If Imad **doesn't go** to college, he's **going to be** very sorry.

May/Might

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

If Noura doesn't do the homework, she **may fail** the class.

If Imad doesn't go to college, he **might not get** a good job.

I'd Rather

Use *I'd rather* (= *I would rather*) to talk about preferences.

A: Would you rather go to the mall now or later?

B: I'd rather go now.

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C. Complete the sentences about facts. Use the simple present or *will* in the second clause.

1. If you **heat** (heat) water to 100 degrees Celsius, it **boils** (boil).
2. If they **climb** (climb) up to 4,000 meters, they **will need** (need) oxygen.
3. If you **don't cross** (not cross) its path, the snake **will be bite** (not bite) you.
4. If we **get** (get) this HD television, we **will see** (see) the game better.
5. If you **mix** (mix) flour and water, you **end up** (end up) with batter.
6. If he **doesn't obey** (not obey) the speed limit, he **will get** (get) a ticket.

D. Work with a partner. Say what *will/might* happen in the following situations.

1. If we don't reduce carbon (CO₂) emissions, **the temperature of the Earth will increase**
2. If we teach young children in school about green issues, **they will help in protecting the Earth**
3. If we find alternative sources of energy, **the CO2 will decrease day by day**
4. If we dump chemicals into the river, **the water will be poisoned**
5. If we take the bus to school, **we will get faster there**
6. If we have time, **we could study more**
7. Your idea: **If you work hard. you will be rich**
8. Your idea: **If you take shower. you will sleep fast**



6 Going Green



12 Project

1. One of the goals of the G20 2020 Summit is to protect the planet. Design and make posters promoting **Going Green** in your school.
2. Work in pairs or groups. Research conditions, practices, and places in your school that are not environmentally friendly, e.g. rooms where the lights or air conditioners remain switched on when not in use, leaking taps that waste water, lack of litter bins in certain areas, etc.
3. Research and complete the chart with information and details about the place.
4. Use the organizer to make notes. Then use your notes to prepare your poster.

When you make a poster, remember to:

- research and find suitable photos and pictures, or draw your own; consider other options such as making a collage with a series of pictures/photos
- write short texts and/or slogans using your notes/ideas
- use font that is large enough for people to read when the poster is on the wall
- be selective; do not try to fit too much in because people who see it will miss the point you are trying to make
- print out or write texts on separate sheets of paper so you can compose your poster in a more imaginative manner
- include some realia, if appropriate, by gluing or attaching things to your poster, e.g. used up wrappers, used up markers, used up batteries, etc.



Let's go green!			
A condition, place, or practice in school that is harmful to the environment	The reasons it is harmful	What students can do to make it greener	Pictures/images we can use in our poster
Throw dirt	Spread dirt	Stop throw it	
Waste water	Lack of water	Save water	
Use plastic	Poisoned	Stop use them	
Break trees	Increase Co2	Implant trees	

13 Self Reflection

Things that I liked about Unit 6:	Things that I didn't like very much:
_____	_____
_____	_____

Things that I found easy in Unit 6:	Things that I found difficult in Unit 6:
_____	_____
_____	_____

Unit 6 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
evaluate how "green" I am			
discuss ways to be environmentally responsible			
make suggestions			
use gerunds after verbs			
use infinitives after verbs			
express preferences with <i>I'd rather</i>			
use simple present tense and the present progressive			
use conditional sentences with present and future forms			

My five favorite new words from Unit 6:	If you're still not sure about something from Unit 6:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

7 There's No Place Like Home

رابطه الدرس الرقمي



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1 Listen and Discuss



Home: is the place that you live in
House: is the building of the home

1. What do you think is the difference between a house and a home?
2. What are the most important things in your home? **My bedroom is the most important thing**
3. Describe both the interior and exterior of your dream home. **It should be wild from inside and fancy from outside**

1 What is home? A roof to keep out the rain? Four walls to keep out the wind? Floors to keep out the cold? Yes, but home is more than that. It is the laugh of a baby, the verse of a mother, the strength of a father, warmth of loving hearts, lights from happy eyes, kindness, loyalty, comradeship. Home is the first school . . . for young ones, where they learn what is right, what is good, and what is kind, where they go for comfort when they are hurt or sick; where joy is shared and sorrow eased; where fathers and mothers are respected and loved, where children are wanted; where the simplest food is good enough for kings because it is earned; where money is not as important as loving-kindness; where even the tea kettle whistles from happiness. **That is home!**

— Ernestine Schumann-Heink

2 No one realizes how beautiful it is to travel until he comes home and rests his head on his old, familiar pillow.
— Lin Yutang

3 Bricks and mortar make a house, but the laughter of children makes a home.
— Irish Proverb

4 The best way to keep children home is to make the home atmosphere pleasant—and let the air out of the tires.
— Dorothy Parker

5 A small house can lodge a hundred friends.
— Egyptian proverb

6 Home is
where the heart is.
— English proverb

7 There isn't enough
furniture in the
world to make a
house without love

8 A house is a home
when it shelters the
body and comforts

- 1 Ralph Waldo Emerson
- 2 The word Home is more general than the word House
- 3 Unknown
- 4 Dorothy Parker
- 5 Lin Yutang and Ernestine Schumann-Heink

Quick Check ✓

A. **Vocabulary.** Complete the sentences with one of these words:

atmosphere	loyalty	mortar
comfort	furniture	worn
lodge	shelter	

1. The people showed **loyalty** to the king by putting his face on the new coin.
2. When children have nightmares, mothers give **comfort** with loving words.
3. The museum has a quiet and peaceful **atmosphere**.
4. Some houses are built from bricks and **poverty**.
5. They had no money to buy **furniture**, so they used boxes as chairs.
6. We've had this couch too long. It's starting to look **worn**.
7. We used the tree for **shelter** during the storm.
8. A hotel with many rooms can **wealth** many people.

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

1. What's the best way to keep children at home?
2. What do you think is the difference between a house and a home?
3. What do you think is the real meaning of proverb 5?
4. Who wants to keep his or her kids at home?
5. Who sees home as a perfect place?

2 Pair Work

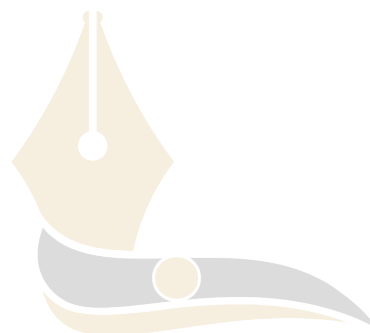
With a partner, write your own quote about home. Share it with the class.

"My home is just like a piece of heaven"



- 1 Our new apartment is in a small and brick building
- 2 The apartment has a wonderful, old and Egyptian rug
- 3 There are enormous and new window
- 4 Unfortunately, there are ugly, brown and velvet curtains in the living room
- 5 But there are lovely, yellow and silk curtains in the bedroom
- 6 The apartment has a large and normal dining room
- 7 It has beautiful, old and wood floors
- 8 The old-fashion, small and orange bathroom needs to be remodeled
- 9 The bedroom is painted a comforting and light blue color
- 10 A nice, large, and American family lives next door

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A. Rewrite each sentence, putting the adjectives in the correct order. Add commas where necessary.

! There is a (round / small) table in the kitchen.
There is a small, round table in the kitchen.

1. Our new apartment is in a (brick / small) building.
2. The apartment has a (old / Egyptian / wonderful) rug.
3. There are (new / enormous) windows.
4. Unfortunately, there are (ugly / velvet / brown) curtains in the living room.
5. But there are (lovely / silk / yellow) curtains in the bedroom.
6. The apartment has a (formal / large) dining room.
7. It has (wood / beautiful / old) floors.
8. The (old-fashioned / orange / small) bathroom needs to be remodeled.
9. The bedroom is painted a (comforting / light blue) color.
10. A (American / nice / large) family lives next door.

B. Use the words to write one c

💡 the elevator moves / slowly /

1. the lobby / dirty / clean
2. walls / thin / thick
3. the neighbors / inconsider
4. the neighbors talk / loudly
5. the painter painted / carel
6. the bed / soft / firm
7. the atmosphere / unfriend
8. the bus stop / far / close
9. the furniture / outdated / n
10. the mortar / wet / dry

C. Complete each sentence with an infinitive.

💡 I'm not tall enough to be a basketball player.

1. I'm tall enough I am tall enough to reach the too shelf.
2. I'm not tall enough I am not tall enough to see over the fence.
3. I'm too young I am too young to vote in the election.
4. I'm old enough I am old enough to make my own decisions.
5. I don't have enough money I don't have enough money to buy a car.
6. I speak enough English I speak enough English to order food in restaurant.

D. Look at the picture. Describe the houses using multiple adjectives.
Then give your opinion of the houses using **too** and **enough**.

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The houses have many windows. They are small but a lot
The houses are on the hill. They are brown and white In my opinion, they are
not wide enough for a big family to live in
They are too small





4 Conversation

- Ahmed:** Where are you going to live when you start college in the fall?
- Hameed:** I don't want to live on campus. There's too much noise when you're trying to study, and there aren't enough places to go when you want to socialize. So, I'm going to get an apartment off campus.
- Ahmed:** **Cool!** What kind of apartment do you have in mind?
- Hameed:** Well, I'm hoping to find a large, modern place with an extra bedroom for visitors. It has to have parking. And, of course, it has to have a washer and dryer.
- Ahmed:** **Hold on!** Do you have enough money for an apartment like that?
- Hameed:** Why? Do you think it would be very expensive?
- Ahmed:** You are clearly **out of touch** with rental prices! You need a **reality check**. An apartment like that will cost **an arm and a leg**.
- Hameed:** Like how much?
- Ahmed:** We're talking **megabucks**—maybe fifteen **grand** a month.
- Hameed:** Fifteen thousand riyals? I had no idea. I thought it would be a lot less than that.
- Ahmed:** Only if you want to live in a tiny apartment way outside of the city.
- Hameed:** Well, maybe I shouldn't be in such a rush to move out. I could live at home with my parents just for the first year...



Real Talk

- Cool!** = Great!
- Hold on!** = Stop for a moment!
- out of touch** = don't have a realistic idea
- reality check** = an assessment of how realistic something is
- an arm and a leg** = a large amount of money
- megabucks** = a large amount of money
- grand** = thousand

About the Conversation

1. What kind of apartment is Hameed
2. Why does Ahmed tell Hameed that
3. What decision does Hameed make

Your Turn

Role-play with a partner. Tell your partner something you are looking for, such as a university or a new computer. Use phrases from the box. Your partner will ask questions to find out more information.

I'm looking for...
What I have in mind is...
I have my heart set on...

I'd love to find...
I'm hoping to find...
It's essential that I find...

- 1 He wants a large modern apartment with extra bedroom, parking lot, washer and dryer
- 2 He will not be able to afford an apartment with those properties
- 3 He decides to keep living at home for another year

5 Listening

Listen to the real estate agent talk about important factors to consider when looking for an apartment to rent. Tick the factors mentioned.

- the neighborhood
- the number of windows
- the number of closets
- the number of lights
- the number of neighbors
- the size of the rooms
- the size of the building
- whether outdoor barbecues are allowed
- whether pets are allowed
- whether a parking spot is included



6 Pronunciation

In English, there are many two-syllable words whose part of speech and meaning change if you change the stress. Stress the first syllable of most two-syllable nouns. Stress the last syllable of most two-syllable verbs. Listen and practice.

- Finding the right apartment can have a big **impact** on your life.
- Paying rent that is too expensive for you can **impact** your lifestyle.
- Finding the right apartment doesn't have to be an overwhelming **project**.
- When you go to a job interview, you should **project** a sense of confidence.
- Be sure to read every word of the rental **contract**.
- Some people **contract** dangerous viruses while they are traveling abroad.

7 Vocabulary Building

A. You will see these words in the reading on pages 106 and 107. Match the words with their meanings.

- | | |
|-----------------------|---|
| 1. <u>c</u> asset | a. to care for, help, or encourage the development and growth |
| 2. <u>b</u> hub | b. the center of a region |
| 3. <u>a</u> nurture | c. a useful or valuable thing, person, or quality |
| 4. <u>e</u> cultivate | d. capacity for growth and development; possibility |
| 5. <u>d</u> potential | e. to improve or develop by study or training |

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

7 There's No Place Like Home



8 Reading

Before Reading

Work in pairs. Which do you think are the main strengths of the people and the economy of Saudi Arabia? Read the passage and underline all the positive features about people and the economy. **They think the environment that supporting the investments**

The Kingdom of Saudi Arabia is blessed with a significant wealth of natural resources, an Islamic, family oriented society and extraordinary opportunities for economic growth. The nation's Islamic faith, national identity, culture and heritage make it special and provide limitless potential for development.

The nation is honored to welcome and serve an increasing number of pilgrims and visitors, from across the globe, every year. The expansion of the Two Holy Mosques and the upgrading of services and facilities had helped to cater for 15 million visitors from its development until 2020. These improvements will continue to ensure that all pilgrims are well looked after when they visit.

The People

Saudi Arabia's 2030 vision is largely based on the ambition, determination and talents of its people and their Islamic values. It is important, therefore, for the members of the Saudi society to be supported by social, health care and educational systems in order to cultivate and nurture its children in the best way possible to prepare them for a promising future.

Cultural and entertainment projects will include the establishment of libraries, galleries, museums and the organization of different types of events and activities. Housing and community development projects will provide a pleasant, secure and sustainable environment for the citizens of the Kingdom.

An updated educational system will provide high quality learning and develop available talent and potential. Graduates will have the knowledge and skills required by the job market and access to many opportunities for professional development.

The Economy

The Kingdom's economy has great growth potential. A diversified and renewed business environment will offer employment opportunities to all citizens and attract new investors. Improved and updated services and facilities will attract small and large companies, interested in participating actively in a dynamic economy. Telecommunications and information technology will be updated and made available in urban and rural areas.

The Kingdom's strategic position that connects the waterways of three continents, Europe, Africa and Asia, will make it a leading trading and transportation port for cargo from different countries across the globe. Streamlined government services will facilitate the introduction of new business sectors and partners and support growth. Investment opportunities will be increased through privatization of state owned assets and agencies.

The Kingdom of Saudi Arabia will be a leading business hub with limitless opportunities for the development of new talent and creative enterprises.

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



- 1 The religious places that could be found in the KSA, the good quality of education system, the environment that supports the investment
- 2 Supporting the businessmen must take the biggest portion of the government support
- 3 All the activities that contains the whole family entertaining
- 4 The education system will focus on the weaknesses of the privacy generation and fix those mistakes
- 5 It will be the connection between the three continents specially in the power sector
- 6 The big support from the governments that support the investments

After Reading

1. What are the main strengths?
2. What kind of support is needed?
3. What types of events are planned?
4. How will the educational system be improved?
5. In what way will the King's Vision be implemented?
6. Which factors will affect the development?

9 Speaking

1. Work in pairs. Think about your family or an imaginary family in your city/town in 2030.
2. Make notes in the chart about:
 - members of the family (age, jobs, plans)
 - the area and the house they live in
 - technology and telecommunications
 - travel and entertainment activities
 - culture and education
3. Use your notes to compare ideas in groups or in class.

Family members	Area & Housing	Technology & Telecommunications	Travel & Entertainment	Culture & Education	Other
father	my house	phones	a doctor	
mother	my house	phones	a doctor	
sister	my house	phones	a nurse	



10 Writing

A. Look at the photos. Where do you think these houses are? What are they made of?

1. Read the text and find out.
 - What is adobe?
 - What is special about the house?
 - Are the back and front of the house similar? How do you know?
 - What is part of the floor made of? Why?
2. Read the text again, find out, and highlight.
 - Which rooms does the writer mention?
 - What can the writer see, smell, and feel in the house?
3. Would you want to live in a house with a glass floor? Why? Why not?



1 Adobe is a building that made of sand, water and some other material that shaped and left to dry in the sun

It's a beautifully designed and part of the building stretched to the end to the cliff

No,they are not. Because the both sides of the building are totally different

Apart of the floor is made of thick custom-designed glass to allow a unique view of the canyon below

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2 A spacious room that stretches in all directions and the kitchen
He can see the door, large windows, the street, the kitchen, and the amazing view

3 No, I would not. Because I like modern buildings

homes.

When you go through the door, you find yourself in a beautiful, spacious room with large windows and sunlight streaming in. Large windows are unusual for adobe homes. But this is no ordinary home. Part of the house juts out of the adobe shell that can be seen from the street and stretches to the end of a cliff. You



- B. 1. Choose a home to write about. It can be yours or another home you know well.
2. Remember/think about what you see, hear, feel, and smell in various rooms of the house.
3. Make notes in the chart and use them to write a descriptive essay about the house.

Rooms and other places	I can see	I can hear	I can feel and/or touch	I can smell
Exterior	flowers	children voices	walls	flowers
Garden	trees	Birds' voices	trees	sand
Living room	TV/VCR	Birds' voices	TV/VCR	flowers
Dining room	decorated	nothing	table	food
Kitchen	wild	noise	door	food
Study/den	nothing	nothing	nothing	nothing

B

Everyone has a house. They might be big or small. I am going to write about my house. We live in a three-room flat on the ground floor. There is a large dining hall, two bed rooms, kitchen and toilets. My father bought it ten years ago. Then, I was just four-year-old. It is large enough for all of us. We are just four persons in the family. I have one sister only. My parents believe in having a very small family

My house is built of bricks iron, tiles and marbles. The bathroom is also large, airy and tiled. It has a shower. The floor of my house is fully marbled. The kitchen of my house is large and comfortable. It is near the living room. One of its doors opens in a large balcony From there we have a beautiful view of a park and a playground

The drawing and dining rooms are tastefully decorated. The floor is covered with a thick woolen carpet. There are two big and beautiful paintings on the wall. We own a tape-recorder, a color TV set and a V.C.R. The dining table is circular with thick costly glass covering it. The dining chairs are high and very comfortable

In the other balcony there are a number of flower plants grown in big earthen pots. They include roses, jasmine, pagoda tree, money plant and cactus. They add to the beauty and grace of the house We have many fans, air pressure fan and an air cooler. All these things make my house a very nice place to live in



11 Form, Meaning and Function

Words Connected with Asking for, Understanding and Giving Directions

Some words and phrases we commonly use when asking for and giving directions are:

Asking For Directions	Giving Directions
Excuse me, I'm looking for ...	Turn left/right.
Could you tell me where ...is?	Take a left/right.
Can you tell me how to get there?	Take the first/second left ...
Am I headed in the right direction for ...?	Go straight for a few miles.
	Keep going until you see ...
	When you get to ... you'll see ...
	If you see ... you've gone too far.



Understanding Directions and Asking Someone to Repeat Something

Asking Someone to Repeat Something
Can/Could you repeat that, please?
Could/Would you say that again?
What did you say about ...?
Excuse me, but I didn't catch the last part/the part about...
I'm sorry. I didn't catch that.
Would you mind repeating that?

A. Fahd and Faisal are driving to a friend's home. Read the conversation. Complete the gaps with a word or phrase from the charts above.

Fahd: I don't know why Google Maps can't find Al Nadwa Street. I think we'd better stop and ask for directions. There's a gas station. Let's pull over and ask someone.

Faisal: Oh, all right.

Attendant: You look lost.

Fahd: You can say that again. (1.) We're lost

Attendant: I know this town like the back of my hand. Do you mean Al Safarat Road?

Faisal: Oh, yeah! That must be it. I just got the

Fahd: (2.) _____?

Attendant: It's not far. You need to (3.) _____
Then (4.) _____ for a
an ice cream shop. If you see the Tower
after the ice cream shop and you'll be

Faisal & Fahd: Thanks!

- 2 Can you tell us how to get there
- 3 Turn right
- 4 go straight
- 5 keep going until you see
- 6 you have gone too far
- 7 take the first right

B. Role-play with a partner. Imagine you are standing outside your school and it is very crowded and noisy. Ask your partner how to get to his or her home (or some other destination) from school. Your partner will give you directions. Ask your partner to repeat something. Use phrases from the charts above.



Expressing Requests, Offers, Promises, Warnings, and Spontaneous Decisions

Use *can* and *will* for requests. Use *will* for offers and promises.

Can you **tell** me where you live? Sure. I'll **draw** you a map.
Will you **drive** me home? Sorry, I can't. I have an appointment.

Use *will* for spontaneous decisions.

Now the children have left for college, this house is too big for us.
 I know! We'll downsize into an apartment.



The Future with Dependent Time Clauses: *When, Before, After, While, Until*

We can talk about a future event using a time clause with *when, before, after, while, and until*.

A present tense verb form (not a future form) is used in the time clause, and *will* is used in the main clause.

Don't worry. I'll take care of the children **until you get back**.
When he finishes work, he'll go straight home.
 I'll help him with his homework **while you wash** the dishes.
As soon as it stops raining, we'll leave.
 Dad **will** call mom at home **before we set** off on our return journey.

C. Put the verbs in parentheses in either the future tense (*will*) or the present tense.

I 'll call (call) you as soon as I get (get) home.

1. The company _____ (manufacture) the parts wh

2. He _____ (travel) the world before he _____

3. I _____ (run) to the store before it _____

4. When you _____ (drive) down the road, you _____

5. _____ you continue _____ (argue) wit

- 1 will manufacture / receive
- 2 will travel / gets
- 3 will run / starts
- 4 drive / will see
- 5 will / to argue / change

D. Read the conversation and write an appropriate ending using *will*. Compare with a partner.

Omar: Sultan, will you do me a favor?
Sultan: Sure. What do you want me to do?
Omar: If Fahd calls, tell him I'm not home. He always asks me to help him with the homework.
Sultan: Ok. No problem.

Fahd: Hello. This is Fahd. Can I speak to Omar?
Sultan: Hi Fahd. My brother's not here. Did you try his cell phone?
Fahd: Yes. I did. But there is no answer.
Sultan: Can I take a message?
Fahd: Yes. Please tell him I have free tickets for the football game tonight.
Sultan: That's very nice. I will tell him about the tickets



7 There's No Place Like Home

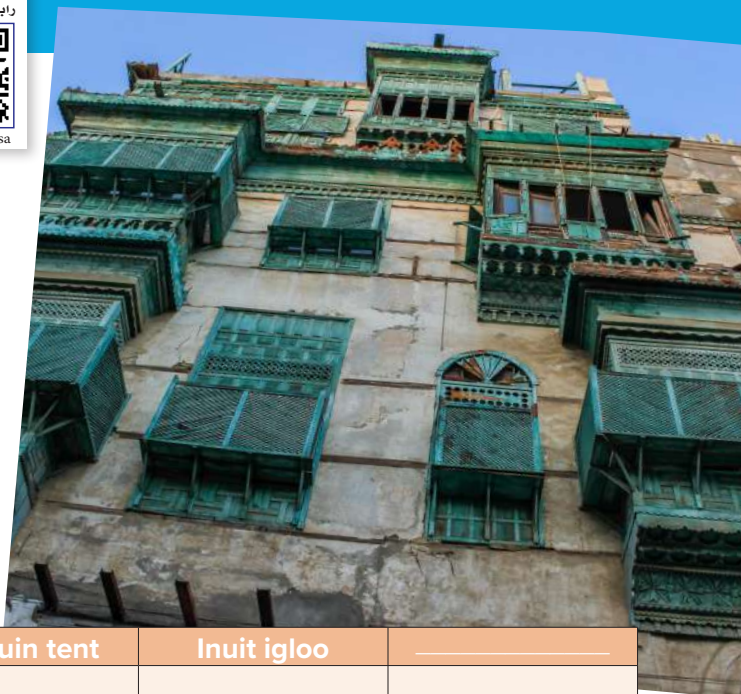
رابطه الدرس الرقمي



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12 Project

1. Research different types of houses in the world (Arab countries, Africa, Europe, China, etc.).
2. Find and list their features. Then note down their advantages and disadvantages in relation to the country/area where they are built.
3. Make notes in the chart and use them to make a PowerPoint or poster presentation for your class.
4. Select and use pictures.
5. Invite your classmates to comment and/or ask questions after the presentation.



Type of home	African hut	Bedouin tent	Inuit igloo	
Construction materials	wood	clothes	Ice	
Size and shape	8 meters' square	6 meters' square	5 meters' square	
Method/ease of construction	200 dollars	50 dollars	nothing	
Cost	
Number of inhabitants	2 rooms	1 room	1 room	
Rooms	
Cooking facilities	In 1 room	
Sleeping arrangements	cool	cold	cold	
Heating/cooling	
Lighting				
Special features				
Advantages				
Disadvantages				



13 Self Reflection

Things that I liked about Unit 7:	Things that I didn't like very much:
_____	_____
_____	_____

Things that I found easy in Unit 7:	Things that I found difficult in Unit 7:
_____	_____
_____	_____

Unit 7 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
talk about my dream home and feelings			
describe things I am looking for			
use adjectives in the correct order			
use <i>too</i> and <i>enough</i>			
give directions for places			
express requests, offers, promises, warnings; make decisions			
use dependent time clauses for the future: <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>until</i>			

My five favorite new words from Unit 7:	If you're still not sure about something from Unit 7:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

8 The Sporting Life

رابطه الدرس الرقمي



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1 Listen and Discuss

Make a list of what you already know about the Olympic Games. Then read the passage and underline the facts about the Games that are new to you.

Fascinating Olympic Facts

The ancient Olympic Games began in Greece in 776 B.C.E. and were held every four years until 393 C.E. It wasn't until about 1,500 years later, in the mid-1800s, that the games were revived in Greece. But the Olympics didn't become the event we know today until 1896, when a French historian named Pierre de Coubertin had the idea of making the games international, and founded the International Olympic Committee.

Medals weren't always a part of the Olympics. Giving medals to winners is a practice that began in 1896, and between 1896 and 1904, the top prize was a silver medal.

The youngest person that has ever competed in the Olympics was Dimitrios Loundras, a ten-year-old gymnast on the 1896 Greek gymnastics team.

Lighting the Olympic torch does not involve a match. It is lit using only the light of the sun and a special mirror.

At various times, the Olympics have included such unusual events as a swimming obstacle race, a tug of war, and live pigeon shooting.

The gold medal is not made of gold! It's actually 92.5 percent silver with a covering of six grams of gold.



The marathon is an event named after the run of a Greek soldier, Pheidippides. In 490 B.C.E., Pheidippides ran from Marathon to Athens (about 26 miles, or 42 kilometers) to deliver news about the Greeks' success in a battle. Running through the mountains and rocky land was extremely difficult. After Pheidippides arrived in Athens and delivered his news, he fell down and died. The first modern Olympics in 1896 included a race of 26 miles (42 kilometers), called a *marathon*, to commemorate Pheidippides' run.

Because the Greeks originated the Olympics, the Greek team always leads the procession of athletes during the opening ceremony of the Olympic Games. They are followed by the other teams in alphabetical order. The hosting country goes last.

Dropping sports from the Olympics is not uncommon. In fact, many popular sports have been dropped through the years, including rugby, golf, baseball, and softball. Adding a new event can only happen if another one is dropped.



Quick Check ✓

A. Vocabulary. Complete the sentences with one of these words:

commemorate marathon originated practice procession revived

1. The parade will begin with a **procession** of students marching down the avenue.
2. The board game chess **originated** in India in the 6th century.
3. The Eiffel Tower was built to **commemorate** the 100th anniversary of the French Revolution.
4. Thousands of runners participate in the **marathon** every year.
5. The new museum has **revived** tourism in our city.
6. The **practice** of exchanging rings during a wedding ceremony dates back to ancient times.

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

1. **false** The Olympic Games have occurred every four years since 776 B.C.E.
2. **false** The host country always leads the Olympic procession.
3. **true** A swimming obstacle race was once an Olympic sport.
4. **true** Before 1896, athletes who came in first place won a silver medal.
5. **false** The marathon commemorates an ancient Greek sporting event.
6. **true** Pheidippides fell down and died soon after completing his run.

2 Pair Work

Work with your partner to design a new Olympic flag. What will each color or symbol represent? Draw your flag and explain it to your classmates.



3 Grammar

Gerunds as Subjects

A gerund or a gerund phrase can be the subject of a sentence.

Swimming uses more muscles of the body than almost any other form of exercise.

Watching sports isn't nearly as fun as playing them.

Make a gerund or gerund phrase negative by putting *not* before it.

Not exercising is a sure way to gain weight.

Not warming up before you exercise can lead to injuries.

Note that a gerund subject takes a singular verb.

Getting in shape **takes** time and effort.

Superlative + Present Perfect

The present perfect can be used after a superlative.

This is **the most exciting** sporting event I've **been** to in a long time.

Who is **the best** football player you've **seen**?

A. Rewrite each sentence with a gerund or gerund phrase as the subject.

It is foolish to ride a motorcycle without a helmet.

Riding a motorcycle without a helmet is foolish.

1. It is easier to lose weight when you're physically active.

Losing weight is easier when you're physically active.

2. The thing that stops many people from being physically active is not having enough time.

Not having enough time stops many people from being physically active.

3. It gives a runner a sense of satisfaction to complete a marathon.

Completing a marathon gives a runner a sense of satisfaction.

4. It is difficult, but thrilling, to learn how to ski.

Learning how to ski is difficult, but thrilling.

5. The most important part of playing a sport isn't winning.

Winning isn't the most important part of playing a sport.

6. It is dangerous to scuba dive without proper training.

Scuba diving without proper training is dangerous.

7. It is not a good idea to swim after eating.

Swimming after eating is not a good idea.

8. It is gratifying to see your body become trimmer and stronger.

Seeing your body become trimmer and stronger is gratifying.

9. It is exciting to attend a live sporting event.

Attending a live sporting event is exciting.

10. It is disappointing not to get a chance to play for your team.

Not getting a chance to play for your team is disappointing.

B. Complete each sentence with a gerund or gerund phrase.

🔑 *Watching a training video* helps me to exercise.

1. **Eating healthy food** is a good idea.
2. **Exercising** gives me energy.
3. **Building a house** takes a long time.
4. **Joining a club** is one way to make friends.
5. **Helping others** makes me feel good about myself.
6. **Driving cars** is easy for some people, but difficult for others.
7. **Eating junk food** is something I try to avoid doing.
8. **Studying** is a bit boring.
9. **Wind surfing** is thrilling, but dangerous.
10. **Scuba diving** is something I want to try someday.



C. Answer the questions with a partner. Use superlatives + the present perfect.

1. What is the funniest joke you've ever heard?
2. What is the bravest thing you've ever done?
3. Who is the most admirable person you have ever known?
4. What is the most beautiful place you've ever visited?
5. What is the best film you've ever seen on TV?
6. What is the most embarrassing thing that's ever happened to you?
7. What is the greatest thing that's ever happened to you?

- 1 The joke that Ahmad told me is the funniest joke I've ever heard
- 2 Saving a woman's life from an accident is the bravest thing I've ever done
- 3 My mother is the most admirable person
- 4 Hawaii is the most beautiful place I've ever visited
- 5 Titanic is the best film I've ever seen on TV
- 6 Slipping and falling down the stairs is the most embarrassing thing
- 7 Meeting my best friend is the greatest thing that's ever happened to me

D. Identify the sport each piece of equipment comes from. Then write a sentence about the sport using either a gerund (phrase) as subject, or the superlative + the present perfect.

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1
Weight lifting: 150 kg is the heaviest weight I've ever lifted

2
Swimming: Swimming is the most exciting sport for me

3
Running: I go running for half an hour every morning

4
Cycling: Cycling makes your leg muscles strong

5
Skateboarding: skateboarding is dangerous so you should put on a helmet

6
Football: football is the most popular sport





4 Conversation

Coach: After two years of training, we're finally at the regional skating competition! How does it feel, Barry?

Barry: Actually, not so good. I'm not sure I'm **up for** this.

Coach: What are you talking about?

Barry: What if I **mess up**?

Coach: You're not going to mess up. You've been practicing day and night. You have your routine **down pat**. Skating in front of those judges is going to be a piece of cake. Now, I want you to take a deep breath and exhale. Trust me. You're going to knock their socks off.

Barry: Do you really think so?

Coach: **You bet!** I have total confidence in you. You have the **guts** and the talent to win this competition. There's no doubt in my mind that you can do it.

Barry: OK. I feel better. I'm **psyched**.

Coach: You'll be on in a few minutes. You should get your skates on. Where are your skates?

Barry: My skates? Oh no! I left them in the car!



Real Talk

up for = ready for
mess up = make a mistake
down pat = at the point of perfection
You bet! = Of course!
guts = courage
psyched = excited and psychologically prepared

About the Conversation

1. Where are Barry and his coach?
2. How does Barry feel at first?
3. How does his coach help him?
4. What's the problem at the end?

Your Turn

Role-play with a partner. Pretend you are about to do something you are nervous about, such as take an important exam, or give a presentation in front of the class. Your partner will offer encouragement and express confidence in you.

Encouraging and Expressing Confidence in Someone

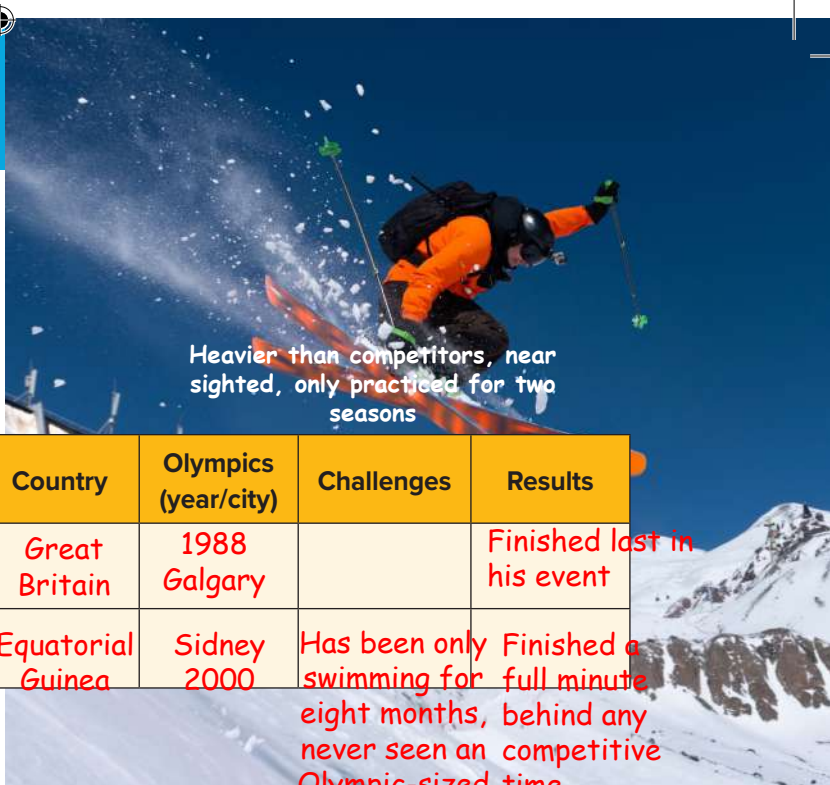
(I know) You can do it.	You'll do great.
I have confidence/faith in you.	You're going to knock 'em
There's no question in my mind...	dead/knock their socks off.
You've got what it takes.	

- 1 They are at the regional skating competition
- 2 He feels that he is not ready for the competition
- 3 He encourages him and gives him confidence
- 4 . Barry left his skates in the car

5 Listening

Listen to the profiles of unusual Olympic athletes and complete the chart.

	Nickname	Sport	Country	Olympics (year/city)	Challenges	Results
Eddie Edwards	The Eagle	Ski jumping	Great Britain	1988 Calgary		Finished last in his event
Eric Moussambani	The Eel	swimming	Equatorial Guinea	Sidney 2000	Has been only swimming for eight months, behind any ever seen an Olympic-sized time pool	Finished a full minute



6 Pronunciation

In English, the letters **th** can have different pronunciations. In the word **thank**, the **th** sound does not have a vibration. In the word **them**, the **th** sound does have a vibration. Listen and identify the **th** sounds.

- Every so often an Olympic **athlete** becomes famous not for being **athletically** gifted, but for *not* being **athletically** gifted.
- Take Eddie “**The Eagle**” Edwards, for example.
- Edwards was 20 pounds (9 kg) heavier **than** the next heaviest competitor.
- He wore his glasses even **though** they fogged up badly.
- Eddie is easily **the** worst ski jumper **that** has ever competed in **the** Olympics.
- Another example of an Olympic **athlete** who gained fame for his lack of skill is Eric “**The Eel**” Moussambani.

7 Vocabulary Building

A. You will see these words in the reading on pages 120 and 121. Match the words with their meanings.

- | | |
|----------------------------------|--|
| 1. c milestone | a. a skiing event that involves jumping off a long steep sloping platform through the air as far as possible |
| 2. i cross-country skiing | b. astonishing, amazing |
| 3. a ski-jumping | c. a very important event in the development of another event or course of events |
| 4. j merit | d. a sport that people go to watch |
| 5. g terrain | e. skiing downhill on skis with fixed heel binding |
| 6. f be interspersed with | f. be combined with / interrupted by something at regular intervals |
| 7. e Alpine skiing | g. a particular type of land |
| 8. h freestyle skiing | h. an acrobatic form of technical and aerial skiing |
| 9. b astounding | i. skiing across fields not down slopes |
| 10. d spectator (sport) | j. an advantage or positive feature |





8 Reading

Before Reading

Which winter sports have you watched, heard/read about, or participated in? Where are winter sports more popular? Why?

A country born on **SKIS**

Norway, a small country of 5.5 million inhabitants, has won more Winter Games medals than any other nation. It became the first country to win 100 Olympic gold medals, and reached the 300-medal milestone in the Winter Games of 2010.

Norwegians go cross-country skiing , ski-jumping , or downhill skiing on weekends, on holidays, and after work. When the snow starts melting in spring, they move it up to the mountains. And if there is no access to snow, they skate on ice. 2,500 lit tracks all over the country make it possible for people to ski in winter, although it gets dark early.


Norwegians have enjoyed skiing for thousands of years. A rock carving in Nordland County in the north provides evidence that the use of skis dates back to the Stone Age. Until about a century ago, skis were the only means of transport in winter and essential for hunting.



Skiing did not become a mass sport until the mid-1880s when the first competitions were arranged. Sondre Norheim, who is considered the father of modern skiing, was the originator of the Telemark skis, which are narrower in the middle than at the front and back and have stiff heel bindings. The shape made turning easier, and the heel binding allowed skiers to jump from rooftops or over rocks without losing their skis.

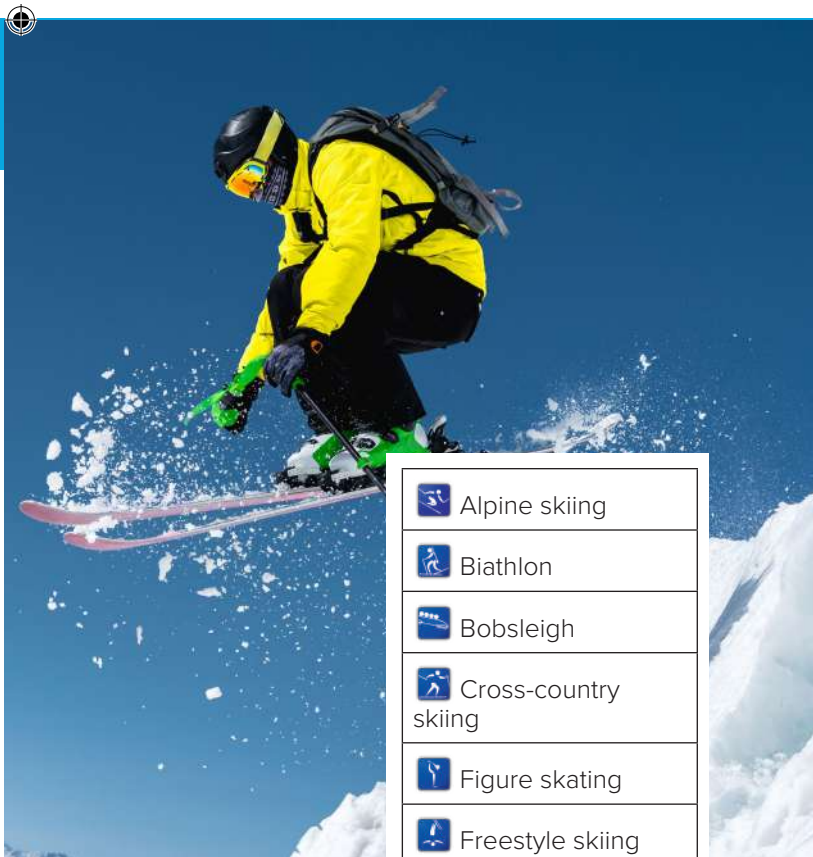
Polar explorers made skis known internationally and demonstrated their unique merits on terrain that

could not be crossed any other way. Roald Amundsen was the first man to reach the South Pole in 1911, on skis. Fridtjof Nansen crossed the Greenland interior on skis in 1880. Other explorers have followed the routes used by these two famous explorers and skied to both the North and South Poles.


Annual cross-country events are organized throughout Norway, attracting a great number of participants. Such events are not restricted to athletes, but include “keep fit” categories that allow more people to participate. Enjoying the exercise and nature is as important as achieving the fastest time and winning prizes in these events.


Biathlon  was first included in the Winter Olympic program in 1960. It is a cross-country skiing race interspersed with shooting contests. Norwegians are very strong cross-country skiers and have won most of the cross-country skiing medals in the Winter Olympics over the years.

Alpine skiing  has also gained a lot of followers, as has freestyle , which is a relatively newer sport. Norwegians are among the world’s best in freestyle.



	Alpine skiing
	Biathlon
	Bobsleigh
	Cross-country skiing
	Figure skating
	Freestyle skiing
	Ice hockey
	Luge
	Nordic combined
	Short track
	Ski jumping
	Speed skating

Speed skating  used to be a large spectator and participation sport on a par with cross-country skiing. Cross-country skiing, ski jumping, and Alpine skiing seem to have taken over and overshadowed speed skating, although Norwegian speed skaters are among the best in the world.

In winter in Norway, every sheet of ice is covered with children playing hockey  or skating. Indoor rinks are also used for skating and ice hockey. While other Scandinavians huddle around fireplaces, Norwegians bundle up and go out skiing. This could explain the reason why they have won such an astounding number of medals in the Winter Olympics.



After Reading

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

1. **true** Norwegians go cross-country skiing in their free time.
2. **false** The use of skis dates back to about a century ago.
3. **false** Telemark skis are narrower in the middle and have soft heel bindings.
4. **true** Amundsen was the first man to reach the South Pole in 1911.
5. **false** Annual cross-country events are restricted to “keep fit” categories.
6. **true** Speed skating used to be very popular.
7. **false** Norwegians are the best in Alpine skiing.
8. **true** Children skate and play hockey on sheets of ice.

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9 Speaking

1. Work in pairs or groups. Name at least two Olympic medalists from Saudi Arabia. Which sports did they compete in? Are these sports popular in your country?
2. Research and collect information about popular sports in your country. Make notes in the chart. Then use your notes to talk about the sports you have chosen.
3. What is your opinion? Do you enjoy watching or participating in some of these sports? Why? Why not?

Name of sport	Individual or team sport	How and where it is played	What the objective is	Why it is popular

Each team has six players: three forwards, two defensemen and a goaltender -

It is to score goals by shooting the puck into the opponent's net -

They use a long stick, a lot of padding and a helmet -

Players are not allowed to use their hands in order to redirect the puck unless they are in the defensive zone. They may redirect the puck with any other part of their bodies but not kick it

They are the boards surrounding the ice to keep the puck into the rink. They are used to push the opponents against the boarder in order to stop their progress

The puck is pushed with a stick or redirected with the player's bodies but neither kicked nor pushed by hand

From two to five minutes -

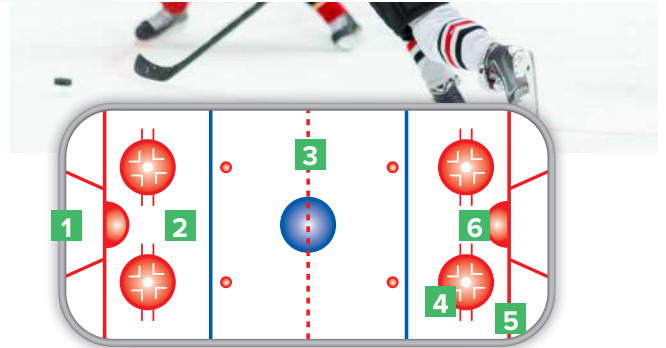
picture and guess. Compare ideas/information in class.

1. Read the first part of the text and label the different parts of the ice hockey rink (your team is on the left).
2. Read and find out. Then discuss/compare answers in class.
 - How many players does each team have? What kind of players are they?
 - What is the objective of the game?
 - What kind of equipment do players use?
 - What is allowed? What is not allowed?
 - What are "bodychecks"? Why are they used?
 - How does the puck move?
 - How long are penalties?
3. Use the appropriate words or phrases as headings.

Penalties
Players

Moving the puck
Stopping the game

Equipment
The Rink



1. goal posts
2. defending zone
3. neutral zone
4. attacking zone
5. goal line
6. crease

(1) The Rink

Ice hockey is played on a rink that is 200 feet (61 meters) long and 85 feet (26 meters) wide with painted lines to indicate various zones. The area behind the blue line of a team's side is called its **defending zone**. The area behind the opponent's blue line is the **attacking zone**, and the area between the two blue lines is the **neutral zone**. There are two sets of **goal posts** at either end of the rink with a net attached behind them. The red line between the two posts is the **goal line**. The area in front of the goal is called the **crease**.

(2) Players

Each team has three kinds of players: three **forwards** (the center and two wingers), two **defensemen**, and a **goaltender**.

(3) Equipment

The objective of the game is to score goals by shooting the **puck**, a hard rubber disk, into the opponent's net. The players control the puck with a long **stick** curved at one end. They also wear a lot of padding and helmets to avoid getting hurt.

(4) Moving the puck

Players are not allowed to use their hands in order to redirect the puck nor pass it to their teammates, unless they are in the defensive zone. They may redirect the puck with any other part of their bodies, but not kick it.

(5) Stopping the game

The boards surrounding the ice keep the puck in the rink and are used to "**bodycheck**" opponents, i.e. push them against the boards in order to stop their progress. Play can also be stopped if a goal is knocked out of position. It is then restarted with a **face-off**, i.e. two players face each other on the ice and try to gain control of the puck that an official drops to the ice.

(6) Penalties

If an offensive player interferes with a goaltender's defense he is given a **penalty** and sent to the **penalty box** for two to five minutes.

4. Check you have understood the instructions on how to play the game. Close your book and tell your partner.

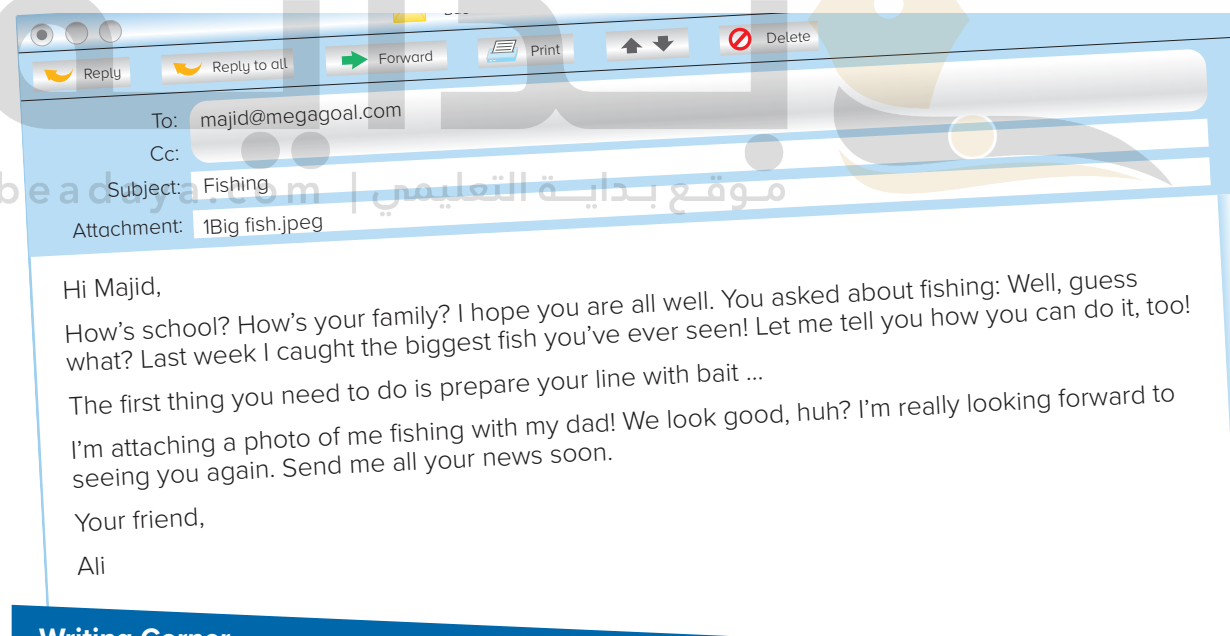
- B. 1.** Choose a sport or a recreational activity that you like doing.
2. Think about the sport or activity and make notes in the chart. Add more steps/stages if necessary.
3. Use your notes to write an email to your friend giving information about your sport or recreational activity.

Hello Salem

How are you? How is your family, I hope you are all OK. I want to tell you about last week basketball match. It was great. We won the match. Let me tell you about basketball. It is played in a 50X90 feet court. In the team there are five players who try to score goals in the hoop of the opposite team. Each team gets two points for scoring a goal. The match is divided to 4 quarters

I'm attaching a photo of me scoring a goal. I'm looking forward to hearing from you. Send me all your news soon

Your friend Ahmad



Writing Corner

When you write an email to a friend giving news and instructions:

- greet and sign off the email in an informal manner, e.g., Hi/Hello/Dear ...
- write as if you are speaking to your friend directly.
- give your news e.g., school, a recent activity you have taken up.
- if the reader doesn't know the sport or activity, give details about what's involved and the stages and steps.
- hand over the first draft to someone else to read and comment on.
- edit and rewrite.



11 Form, Meaning and Function



Present Perfect Progressive versus Present Perfect Simple

Use the present perfect progressive tense to talk about an action that started in the past and has a connection with the present time. The action may or may not have finished.

Use the present perfect progressive to emphasize the results of the action.

Use the present perfect progressive to say how long something has been happening.

Use the present perfect simple to say how many things have been done.

Present Perfect Progressive

How long **have** you **been learning** to ski?
I have **been learning** how to ski for six months.

Present Perfect Simple

I **have attended** five cross-country skiing events.

Time Expressions: How long ...?

Use the present perfect progressive tense with *for* to indicate the duration of the action: *for two months, for a year, for a long time.*

Use the present perfect progressive with *since* to indicate when the action began: *since yesterday, since last June, since 2010.*

Use the present perfect progressive with *all...* and *so on* to talk about the duration of the action, which may or may not have finished: *all day, all week, all month, all year, all my life.*

- A.** Read the words in the chart below and find the sport that connects them. Complete the chart below with the name of the sport.

1. <u>swimming</u>	2. _____	3. _____	4. _____	5. _____
goggles	board	snow	trainers	boots
swim hat	sea	slope	net	gloves
swimwear	swimwear	mountain	ball	shorts
flippers	sail	gloves	racket	ring
pool	wind	snow boots	shorts	mouth guard
		skis		

- B.** Compare your answers in exercise **A** with a partner. Ask and answer about different sports. Use the chart above for ideas and use the present perfect progressive tense.

- ⚡ A:** Do you know how to ski?
B: Yes, I do. **I have been skiing** since I was ten years old.
How about you?
A: I don't know how to ski, but I know how to play football.
B: How long **have you been playing** football?



Adverbs of Manner

Adverbs of manner express how something is done. They are normally formed by adding *-ly* to an adjective.

How did he explain? He explained **carefully**.

Sometimes an adjective and adverb have the same form.

He's a **fast** runner. → He runs **fast**. He's a **hard** worker. → He works **hard**.

The adverb form of *good* is *well*.

Can Ali dive? Yes. He's a **good** diver. He dives really **well**.



Comparative Forms of Adjectives and Adverbs

The comparative form of most one syllable adjectives and adverbs is formed by adding *-er*:
slow—slower; fast—faster; hard—harder.

Some comparative forms of adjectives are irregular: *good—better; bad—worse*

The comparative form of most two or more syllable adjectives and adverbs is formed by adding *more*:
difficult—more difficult; carefully—more carefully.

Adjective Comparative

The **youngest** athlete was **faster** than all the others. Football is **more thrilling** than basketball.

Adverb Comparative

The man climbed **higher** and **higher** up the mountain.

The earthquake got stronger and the walls shook **more violently**.

Than and As ... As

Use *than* to compare two people, animals, things, ideas or situations.

That athlete trains **harder than** all the other athletes.

Use *as ... as* to show two items are the same in some way.

Skiing is **as dangerous as** snowboarding.

Use *not as ... as* to show two items are not the same in some way.

The fold-up bicycle is **not as bulky as** a regular bicycle.

C. Read the advertisement for winter ski vacations. Complete the gaps with the appropriate word(s).

There is more to a winter trip than just skiing!

Are you thinking of going on skiing vacation? Do you ski as well (1. good) as your family? If not, then don't despair. There is lot more to a trip to the snow than (2.) skiing. There are lots of things you can do: snowboarding, bob-sled riding, snow scooting and the latest (3. late) craze, snow rafting.

Snowboarding is the most popular (4. popular) alternative to skiing. It is easier (5. easy) than skiing and a lot more fashionable (6. fashionable). Bob-sled riding can be a lot of fun, tiring and very scary! Why? Reaching speeds of up to 70 mph, it is a lot faster (7. fast) than skiing. This is not a sport for the faint-hearted! Snow scooting and snow rafting are fairly new sports. Both involve riding down mountain slopes at very high speeds. Snow scooters are a good (8. good) choice for those who like doing tricks. If you like riding with friends instead, then snow-rafting is the best (9. good) choice.

And remember, building a snowman is as fun as (10.) any sport!



12 Project

A long list of different sports and events are included in the Summer Olympics, such as:

Archery	Boxing	Equestrian	Gymnastics	Rowing	Table tennis	Volleyball
Athletics	Canoeing	Fencing	Handball	Sailing	Taekwondo	Water polo
Badminton	Cycling	Field hockey	Judo	Shooting	Tennis	Weightlifting
Basketball	Diving	Football	Pentathlon	Swimming	Triathlon	Wrestling

- Circle the ones that you are familiar with. Find out if your classmates know more about the sports/events that you are not familiar with.
- Work in pairs or groups.
 - Research and find out which sports/events are the most popular ones.
 - Choose two popular sports/events to research and collect information about.
 - Use the chart to make notes and select photos/pictures.
 - Design and make a poster to display on the wall of your classroom for your classmates to read.
 - Answer questions about your poster.



Name of sport/event	1. _____	2. _____
Date it was introduced in the Olympics		
History (place of origin, development, popularity, key people)		
Objective (of game/sport/event)		
First and latest gold medalists and countries of origin		
Current status in the Olympics and the World Championship		
Preparation of athletes (inclusion in the Olympics, semi-finals, or finals)		

13 Self Reflection

Things that I liked about Unit 8:	Things that I didn't like very much:
_____	_____
_____	_____

Things that I found easy in Unit 8:	Things that I found difficult in Unit 8:
_____	_____
_____	_____


Unit 8 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
talk about the Olympics, sports and athletes			
encourage and express confidence in someone			
explain steps in a process or game			
use gerunds as subjects			
use the superlative + present perfect			
use the present perfect progressive versus present perfect simple			
ask: <i>How long ...?</i>			
use adverbs of manner			
use comparative forms and structures with adjectives and adverbs			

My five favorite new words from Unit 8:	If you're still not sure about something from Unit 8:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

EXPANSION Units 5–8

1 Language Review

A. Write a response to each question. Include the word in parentheses and either **too** or **enough**.

 Why are you getting rid of this rug? (worn)

It's too worn.

1. Why can't we make a cake before the guests arrive? (time)

There isn't enough time

2. Why are you turning on more lights? (dark)

It is too dark

3. Why don't you like driving with him? (dangerously)

He drives too dangerously

4. Why don't you like this landscape? (trees)

There aren't enough trees

5. Why isn't he running in the marathon this weekend? (lazy)

He is too lazy

6. Why don't you like small rooms? (claustrophobic)

I am too claustrophobic

7. Why do you find him difficult to understand? (quickly)

He speaks too quickly


8. Why aren't you going to the game tonight? (tired)

I'm too tired

9. Why don't you like this couch? (comfortable)

It's not comfortable enough

B. Form sentences by combining items from Boxes A and B. Use a gerund as the subject of each sentence. You can use words from Box B more than once.

 *Losing your keys is irritating.*

Box A

fill out forms
litter
lose your keys
read about scientific discoveries
sit in a sauna
skydive
touch your ear with your tongue
witness a crime

Box B

boring
exciting
fascinating
frightening
impossible
irresponsible
irritating
relaxing

1. **Filling out forms is boring**

2. **Littering is irritating**

3. **Reading about scientific discoveries is fascinating**

4. **Sitting in a sauna is relaxing**

5. **Skydiving is frightening**

6. **Touching your ear with your tongue is impossible**

7. **Witnessing a crime is frightening**

8.



C. Use the words to write superlative + present perfect questions. Then ask and answer the questions with a partner.

interesting event / read about

A: *What is the most interesting event you've ever read about?*

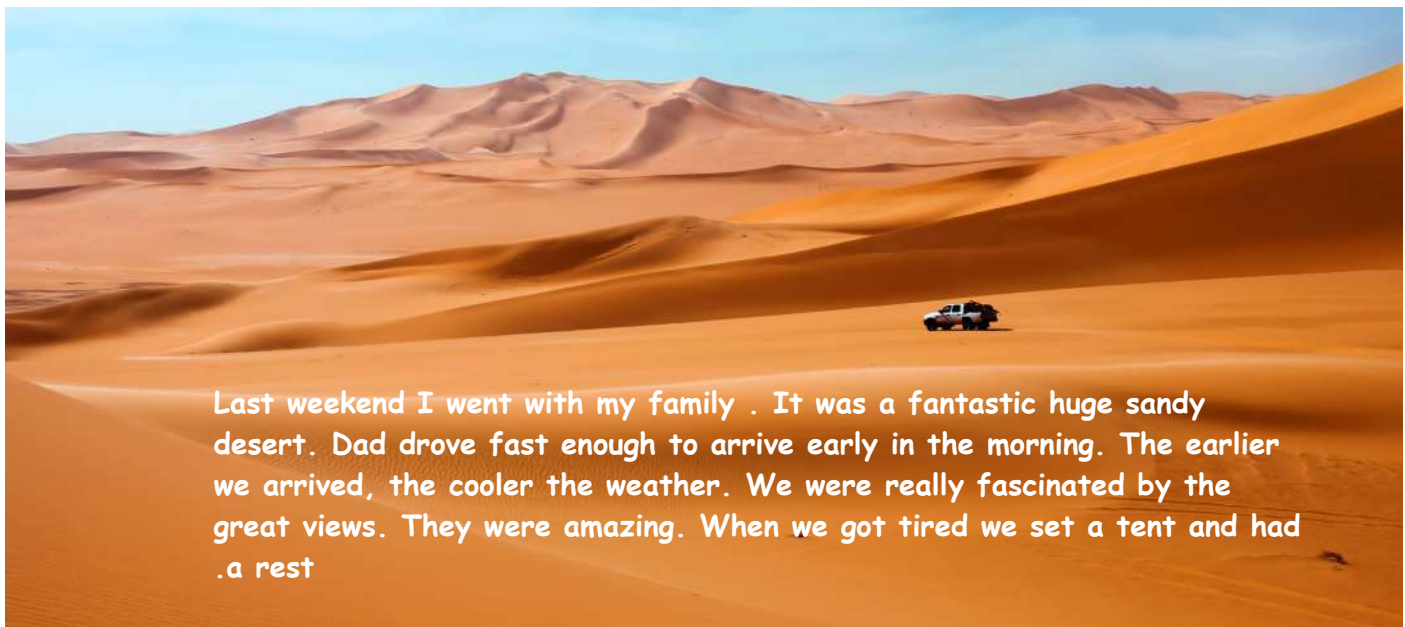
B: *The G20 2020 Summit hosted in Riyadh is the most interesting event I've ever read about.*

1. beautiful place / visit
2. exciting city / visit
3. tall building / see
4. good book / read
5. spicy food / eat
6. hard thing / do
7. famous person / meet
8. scary film / watch
9. far place / travel
10. thoughtful present / receive

D. Write a story about the picture. Use grammar

- | | |
|---|--|
| <input type="checkbox"/> multiple adjectives | <input type="checkbox"/> gerunds after verbs |
| <input type="checkbox"/> too and enough | <input type="checkbox"/> infinitive after verbs |
| <input type="checkbox"/> gerunds as subjects | <input type="checkbox"/> superlative and present perfect |
| <input type="checkbox"/> subjunctive | |

- D.
1. What is the most beautiful place you've ever visited?
- Hawaii is the most beautiful place I've ever visited
 2. What is the most exciting city you've ever visited?
- Paris is the most excited city I've ever visited
 3. What is the tallest building you've ever seen?
- Eiffel Tower is the tallest building I've ever seen
 4. What is the best book you've ever read?
- Hamlet is the best book I've ever read
 5. What is the spiciest food you've ever eaten?
- Indian food is the spiciest food I've ever eaten
 6. What is the hardest thing you've ever done?
- Painting my house is the hardest thing I've ever done.
 7. What is the most famous person you've ever met?
- Jacky Shan is the most famous person I've ever met
 8. What is the scariest film you've ever watched?
- Scream is the scariest film I've ever watched
 9. What is the furthest place you've ever travelled to?
- China is the furthest place I've ever travelled to.
 10. What is the most thoughtful present you've ever received?
- The most thoughtful present I've ever received is an ancient book.



Last weekend I went with my family . It was a fantastic huge sandy desert. Dad drove fast enough to arrive early in the morning. The earlier we arrived, the cooler the weather. We were really fascinated by the great views. They were amazing. When we got tired we set a tent and had .a rest



E. Write sentences using two or three adjectives to describe the following things.

💡 your school

It has expensive new computer labs.

1. your room

It has a beautiful new pink carpet

2. this book

It has wonderful modern topics

3. your favorite piece of clothing

It is an old black silk dress

4. a place to visit

It is a lovely big park

5. your favorite food

Kabsa is a traditional spicy Saudi dish

6. the last car you rode in

It's a big new red car

F. Use the verb or phrase in parentheses to rewrite each sentence a different way using the subjunctive.

💡 You should put on sunscreen before lying out in the sun. (recommend)

I recommend that you put on sunscreen before lying out in the sun.

1. You must take this medication every day to get rid of the infection. (it is essential)

2. Supporters of organic farming say farmers should not use pesticides on their crops. (suggest)

3. My mother tells people to take off their shoes before they enter our house. (insist)

4. When I have a dinner party, I tell each guest to bring an appetizer or a dessert. (ask)

5. If you want to conserve water, you should not leave the water running when you brush your teeth. (it is important)

6. The viewers wanted the TV station to broadcast the program again. (request)



G. Write a sentence that each person might say to the other using *I'd like you + infinitive* or *I want you + infinitive*.

💡 a customer to a tailor
I'd like you to shorten these pants about an inch.

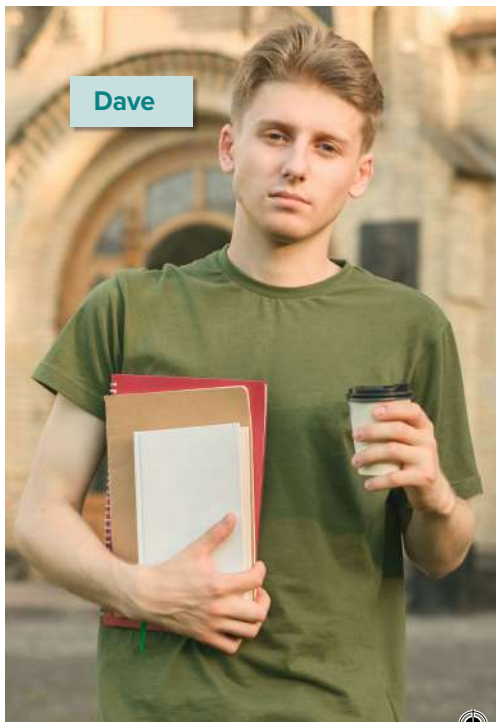
1. a dentist to a patient
2. a therapist to a client
3. a lawyer to a witness
4. a manager to a salesperson
5. a father to a teenage son
6. a photographer to a person being photographed

H. Circle the correct verb forms. Sometimes both the gerund and the infinitive forms are correct.

1. We enjoy (watching / to watch) silly game shows.
2. Did you agree (helping / to help) her plan the dinner?
3. After working for the company for 8 years, he's finally decided (getting / to get) a different job.
4. The gardener is going to quit (using / to use) pesticides on his vegetables.
5. I'm only planning (staying / to stay) here for an hour or two.
6. I avoid (buying / to buy) products that have a lot of packaging.
7. When did you start (noticing / to notice) the symptoms?
8. My supermarket just stopped (using / to use) plastic bags.
9. After winning the grand prize in racing, he needed (learning / to learn) to relax and take it easy.
10. I keep (having / to have) a dream about taking an exam that I'm not prepared for!

I. Look at the pictures. Write short paragraphs about Dave and Jasim.
Use the verbs from the box + a gerund or infinitive.

avoid	enjoy	keep	plan
decide	intend	learn	prefer



2 Reading

Before Reading

1. Has anyone ever played a trick on you? If so, explain what happened.
2. Have you ever played a trick on someone else? If so, explain what you did.

Can You Believe They Believed It?

In many countries around the world, the first day of April is a day for playing tricks and pulling pranks. Many of the most amusing and memorable tricks that have been played on this day have been perpetrated by the media.



Perhaps one of the funniest pranks to have ever been pulled off happened on April 1, 1957. On this day, a well-respected British news show called *Panorama* aired a segment focusing on a supposed spaghetti harvest in southern Switzerland! The anchorman explained that the mild winter had resulted in a huge spaghetti crop. As the anchorman gave details about the “spaghetti crop,” video footage was shown of Swiss people pulling fresh, long strands of spaghetti off of “spaghetti trees” and putting them in baskets.

Convincing viewers wasn’t very difficult. Apparently, this segment was realistic enough to fool a huge number of people. Hundreds of fascinated viewers called into the television station wanting to find out how they could grow their own spaghetti tree. They were told, “Place a sprig of spaghetti in a tin of tomato sauce and hope for the best.” As one studio worker remembers, “The more people called, the harder we laughed.”

Another nationally broadcast prank occurred in Sweden in 1962. At the time the country had only one television channel, and it broadcast in black and white. The station had their technical expert announce to the viewers that a new technology had been created. Astonished viewers listened as he explained that this technology would make it possible to see color images on their black and white television sets. Accomplishing this was easy, he assured the audience. He explained that all that viewers needed to do to convert their black and white televisions to color was to pull a nylon stocking over the screen. He also advised moving one’s head very carefully back and forth to see the best picture. Many viewers got excited, and thousands tried it. Today many Swedes still recall family members running around the house trying to find nylon stockings to place over their television set.





Another remarkable prank was pulled by an Australian news program in 1975. On the program that evening it was announced that Australia would be converting to “metric time.” It was explained that under metric time, there would be 100 seconds in a minute, 100 minutes in an hour, and 20 hours in a day. It was also explained that seconds would become *millidays*, minutes would become *centidays*, and hours would become *decidays*. The report had many convincing details, including an interview with South Australia’s deputy premier and a shot of Adelaide’s town hall clock, with its “new” 10-hour metric clock face. Many people fell for the trick. Some even got angry about it. One viewer was particularly irritated because, as he explained,

he had just bought a new clock and thought that it was now useless.

Sometimes it seems the sillier the hoax, the more likely people are to fall for it! So the next time you hear something that sounds too silly to be true, look at your calendar and make sure that it isn’t April first!

After Reading

A. Match the words to their synonyms.

- | | |
|------------------------|------------------------|
| 1. b prank | a. trick |
| 2. d supposed | b. practical joke |
| 3. f memorable | c. be responsible for |
| 4. e convert | d. apparent |
| 5. c perpetrate | e. change |
| 6. a hoax | f. significant |
| 7. g footage | g. TV or film coverage |

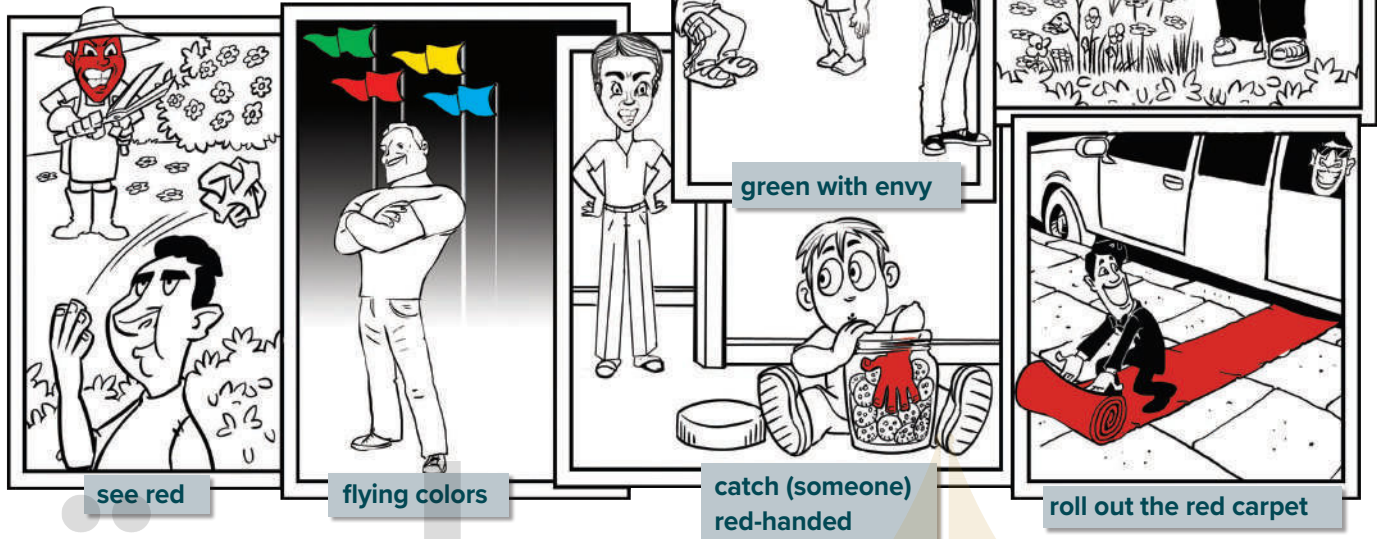
B. Answer the questions.

1. What do all of the tricks mentioned in the reading have in common?
2. What footage was shown on *Panorama* to support the spaghetti harvest trick?
3. What did the “technical expert” of Sweden’s television station instruct viewers to do on April 1, 1962?
4. What trick did an Australian news program play in 1975?
5. What convincing details did the Australian news program use to support their claim?

1. They have all been perpetrated by the media
2. It is a footage of Swiss people pulling fresh long strands of spaghetti off of “spaghetti trees” and putting them in baskets.
3. He instructed them to pull a nylon stocking over their TV screen to convert their black and white televisions to color, and move their heads carefully back and forth to see the best picture.
4. It was announced that Australia would be converting to “metric time”
5. An interview with South Australian’s deputy premier and a shot of Adelaide’s town hall clock, with its new 10-hour metric clock face.

3 Language Plus **Aa**

A. Complete each sentence with an idiom shown.
Be sure to put each idiom in the correct tense.



- The thief was **caught red-handed** with his hand still in the businessman's jacket pocket.
- Look at my garden. No matter how hard I try, nothing grows. I guess I don't have a **green thumb**.
- When I found out that my sister had taken my cell phone without my permission and then lost it, I **saw red**.
- When our grandparents came to visit, we took them to all the best restaurants in town. We really **rolled out the red carpet**.
- I passed the test in every subject with **flying colors**.
- He has my dream job. I was **green with envy** when he first told me about it.

4 Writing

Tools for Writing: Common Errors with Prepositions

Verbs that are followed by a certain preposition in English may be followed by a different preposition or no preposition at all in your language. In order to make sure your writing is grammatically correct, it is important to learn which verbs are used with which prepositions in English. Study the following verbs + prepositions.

look for

Can you help me **look for** my keys?
NOT: Can you help me look my keys?

ask for

We need to **ask for** some help.
NOT: We need to ask help.

depend on

We may not go. It **depends on** the weather.
NOT: It depends of the weather.

smile at

My mother was so proud. She kept **smiling at** me.
NOT: She kept smiling of me.

remind of

She **reminds** me **of** my grandmother.
NOT: She reminds me my grandmother.

congratulate on

She **congratulated** him **on** the new job.
Not: She congratulated him by his new job.

Writing Prompt

Write an expository essay about what different colors, symbols, customs, or gestures mean in your culture. Say what you think this shows about your culture. Include grammar points from Units 5–8.

In an expository essay, the writer explains, describes, or gives information about a subject.

Write Your Expository Essay

1. Decide whether you will write about colors, symbols, customs, or gestures in your culture. What do you think these show about your culture? This will be your topic sentence.
2. Use a chart to organize your ideas. Write your topic sentence in the center circle. Then write ideas which support this topic sentence in the surrounding circles.
3. Write a draft of your expository essay.
4. Have a partner read and comment on your draft. Use your partner's comments and suggestions to revise your essay.

Developing Your Writing: Body Paragraphs that Support the Topic Sentence

The paragraphs of an essay between the introduction and conclusion are called the *body* of the essay. Each body paragraph must have one main idea, as well as examples, definitions, facts, or statistics which support that main idea. The main idea of each body paragraph must relate to and support the topic sentence in the introduction.

As you write the body of your essay, ask yourself:

- Does each paragraph have one main idea?
- Is this main idea supported by examples, definitions, facts, and/or statistics?
- Does each paragraph support the topic sentence in the introduction?

Korean culture is conservative.

*Greetings:
bowing, no smiling,
no prolonged
eye contact*

Customs and Gestures in Korean Culture

To understand the perspective of Korean people, it is important to understand their customs and gestures. I believe that Korean customs and gestures show that the Korean culture is quite traditional and conservative.

One aspect of Korean culture that is traditional and conservative is greeting people. Korean people usually bow when they meet one another. When Koreans are introduced to someone for the first time, they generally do not smile. Smiling is reserved for informal occasions. Koreans also consider staring impolite. We prefer to make only brief eye contact. When meeting a Korean person, I suggest you avoid looking into his/her eyes for more than a moment or two...

5 Language Plus Aa



Match these idioms about sports to the pictures. Then use each idiom in a sentence of your own.

- _____ We had to **race against time** to complete the project on time.
- _____ Someone needs to **get the ball rolling**; we can't keep on talking about things and not take action.
- _____ You'd better ask Andy about how to get some stationery, he **knows the ropes**.
- _____ You need to **keep your eye on the ball** if you want things to run smoothly.
- _____ Having worked through the night we found out that the subject had changed so we had to **start from scratch** and make a new poster.
- _____ In her attempt to do the best she could, she **went overboard** and invited far too many guests to the wedding.

6 Writing موقع بداية التعليمي |

Tools for Writing: Avoiding Wordy Sentences

Wordy sentences can make it difficult for readers to understand your meaning. Try to write clear and direct sentences so that your ideas are easy to follow.

Avoid unnecessary repetition of words or ideas.

Wordy: All the clothes in her wardrobe are quirky and unusual.

Revised: Her wardrobe is quirky.

Delete unnecessary words and replace wordy phrases with more concise words.

Wordy: In spite of the fact that they don't have much in common, they still seem to get along.

Revised: Although they do not have much in common, they still get along.

Wordy Phrase

The reason...is that
An example is
In order to
In the event that
In spite of
Due to the fact that

Replace With

Because
For example
To
If
Although
Because

Wordy Phrase

At the present time
As a matter of fact
I think / I believe
In my opinion
In conclusion
The reason why

Replace With

Now
In fact
(nothing)
(nothing)
(nothing)
(nothing)

Writing Prompt

Write about a hoax. Explain the effect the hoax had. Include grammar points from Units 5–8.

Last year I got a phone call from a girl. She said that she saw me a couple of days ago in the park and that she liked me. I was astonished how daring she was. She told me that she wanted to meet me so that we can be friends.

We agreed to meet each other in a nearby restaurant at the weekend. I got really excited. On the big day I got my best clothes on ,bought a bouquet of flowers and went to the restaurant. I waited there for two hours but she didn't come. The longer I waited, the angrier I got.

Finally I saw three of my friends standing outside the restaurant and laughing. Then I realized that it was just a hoax.

Time Transition Words

afterward before finally suddenly
as soon as during next then

Cause and Effect Transition Words

because of due to since
as a result if ... then therefore

Comparison Transition Words

another way in the same way one way
as likewise similarly

Contrast Transition Words

although nevertheless still
however otherwise yet

The Man Who Thought He Had Inherited 12 Million Dollars

Martin received an email claiming that he had inherited a huge sum of money from a bank in an African country. The letter said that a wealthy relative had died and had left him all the money. The letter asked him to send all his details and bank account number to the address enclosed and he would be told how he could get the money.

Martin's dream was to be rich and be able to buy a lot of expensive things. So he...

Update

1 Listen and Discuss

- A.** What do you think?
What is a slouch detector? What are super foods? Which creatures are older than dinosaurs?
Do animals laugh? How old is cooking?
- B.** Read the texts and find out.



Have you noticed how often people, who spend a long time sitting at a desk, complain about back pain? When we've been sitting for a long time we are not conscious of our posture. Slouching affects the position of our neck and spine and causes back pains or even headaches. A small gadget that operates as a "slouch detector" comes to the rescue! The gadget monitors your neck and spinal position and buzzes, when the position is less than ideal! All you need to do is clip the gadget onto your shirt. However, you need to remember not to take any notice when the gadget buzzes for the wrong reason; for example when you lean over to answer the phone or get something from a drawer! Do you think the slouch detector is worth buying? Would you use it?

An Australian biogeneticist and his team began developing a vitamin-A-enriched banana to combat the destructive effects of vitamin A deficiency in sub-Saharan Africa. The banana was chosen as it made up a lot of the children's diet in the area, where about a third of the children under the age of 5 are at risk of going blind due to vitamin A deficiency. Provided that this type of "super banana" can actually be cultivated locally, and consumed by a substantial number of people, this type of food re-engineering might be extended to a wider range of products around the world. What do you think? Is intervening and reengineering crops a good idea?



Evidence has led scientists to suggest that early humans cooked their first hot meals more than 1.9 m years ago. The invention of cooking was a crucial factor in human evolution as it allowed our ancestors to expand their diet and to obtain more calories and nutrients from their food. Cooking softened food and made endless chewing redundant. This, according to scientists, resulted in the disappearance of large teeth which were replaced by smaller ones. It also reduced feeding times considerably and allowed early humans to develop different skills. According to Harvard evolutionary biologist, Richard Wrangham, controlling and using fire to cook was instrumental to the development of modern man. What do you think? *

* Adapted from: Organ, C. (2013). *Origins of cooking*. AccessScience. Available at: <https://www.accessscience.com/content/article/aYB130033>.



Hagfish, according to fossil records, have existed for over 300 million years. They are often called slime eels because of the slimy substance they produce, with the purpose of damaging the gills of predatory fish. As a result, hagfish have no natural enemies. The Coelacanth is the most famous “living fossil”. It was supposed to have become extinct in the Cretaceous period, along with the dinosaurs, until a live specimen was caught in South Africa in the late 1930s. Since then, more coelacanths have been seen and photographed. A second coelacanth species was found in Indonesia in 1999. Coelacanths can be up to 2 meters long and feed on smaller fish, in deep, dark waters. Did you know? Have you heard of other prehistoric animals that are still alive? *



Research findings support the belief that a number of animals laugh when tickled! Scientists believe that nonhuman primates not only laugh but also have a sense of humor. Koko was a famous gorilla in California who learned more than two thousand words and one thousand American Sign Language signs, and demonstrated the ability to use different meanings of the same word. When asked about things she thought were hard, she signed, “rock” and “work”! She also tied her trainer’s shoelaces together before signing “chase” and turning to walk away! What do you think?

* Adapted from: Schultze, H. (2019, December). Coelacanthiformes. AccessScience. Available at: <https://www.accessscience.com/content/article/a757501>.

2 Pair Work

Discuss the points raised at the end of each text. Express your ideas and agree or disagree. Use language you know and phrases from the box.

Expressing personal views/Making objective comments

I’m not sure I’d feel comfortable using a gadget that makes so much noise in public...

I don’t think I would, but I am sure many people would.

It sounds like a good idea, but there should be some restrictions ...

A lot of people will object to it, although it appears to solve ...

I’d have to do some research but I’m sure there are more ...

It’s hard to believe but one has to accept that ...



3 Conversation

Presenter: We're at the edge of the desert, waiting for the falcon hunters to arrive. And here they come... I thought their car was white... This must be them. They must have been on the road longer than expected ... Welcome back. It's great to see you again Mr. Ali.

Mr. Ali: Thank you. Good to see you too! I wasn't sure you'd be here.

Presenter: Of course I'm here. I can't wait to hear about your exploits. Have you had a successful hunt?

Mr. Ali: Have we, indeed! We have been more fortunate than we could have ever expected. This has been the best trip ever! I wish we could have gone on for another two weeks!

Presenter: But you must be exhausted! And you must have been in the sun a lot...

Mr. Ali: You can tell, can't you? Oh, well, we must be looking the part. What can you expect after weeks of camping in the desert, but that's the way we like it!

Presenter: And, now? What's next?

Mr. Ali: Now, we are going to see our clients. My falcons are spoken for, so I won't have to look around for buyers. This is also important in our business...having good clients and keeping them happy! And of course, we're going to have our truck cleaned and serviced before we do anything else!



Presenter: Do you think of the financial gain while you're hunting?

Mr. Ali: No, not really. I only think of the hunt. You can't catch falcons if all you think about is how you are going to sell them. Falcons deserve respect and admiration! I often feel we have the best of both worlds; making a decent living while doing something we genuinely enjoy. There can't be too many people who can claim that!

Presenter: You're quite right! I wish you continuing success in your endeavor and hope to catch up with you next year.

Mr. Ali: You're very welcome. It's really good to have the opportunity to talk about our trade and know that more people will hear about it.



Match functions and expressions/excerpts from the conversation.

Functions 	Expressions 
Make deductions <u>3</u>	1. I thought their truck was white... I wasn't sure you'd be here.
Actions that are done for one _____	2. And of course we're going to have our truck cleaned and serviced before we do anything else!
Report thought _____	3. This must be them. They must have been on the road longer than expected ...
Express enthusiasm _____	But you must be exhausted! And you must have been in the sun a lot. Oh, well, we must be looking the part.
Express regret/wishes _____	4. Have we, indeed! We have been more fortunate than we could have ever expected. This has been the best trip ever!
Strong agreement _____	5. I wish we could have gone on for another two weeks!
Focus on action (not doer) _____	6. My falcons are spoken for, so I won't have to look around for buyers. 7. You're quite right!

Your Turn

Role-play with a partner. Choose a celebrity to welcome at the airport.

4 Pronunciation

Listen and find examples for rising  or falling  intonation in the conversation. Identify attitude and/or feeling if relevant e.g. enthusiasm, regret, question, etc.

5 Listening

- A.** Talk about professional falcon hunters.
- equipment
 - hunting season
 - popular areas
- B.** You are going to listen to an interview with a professional falcon hunter. Answer *True* or *False*.

	<i>true</i>	<i>false</i>
1. Mr. Ali used to be a successful store owner.		
2. He didn't need to buy any equipment for falcon hunting.		
3. Falconry is a natural skill that cannot be acquired through training.		
4. Falconers camp in the desert or stay in hotels.		
5. Falcon hunting is a profitable profession.		



- C.** Listen again and make notes about falcon hunting trips.

Transport	
Accommodation	
Hunting areas	
Prey	
Competition	
Profit	
Training	

6 About You

1. How much do you know about falcon hunting?
2. What is your opinion about it as a profession?
3. What other questions would you have asked the falconer? Write them down.
4. Use your own questions and role-play an interview like the one above with a partner. You can choose a different profession to talk about.