



# FIRST SEMESTER

## LEVEL 1

### LESSON 1

STUDENT NAME: \_\_\_\_\_

STUDENT ID: \_\_\_\_\_

## Level 1 Lesson 1

### Adapted from Q:Skills RW1 Unit 1

#### **Vocabulary Exercise.** Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

1. She had a 30-year **career** as a nurse at City Hospital.
  2. We always **plan** our August vacation in June. We decide where to go.
  3. I wish you **success** in your new job.
  4. Good nurses have the **skill** to help people who are sick.
  5. It is a difficult problem. I cannot **solve** it.
  6. They think of great names for products. They are very **creative**.
  7. I have a difficult **decision**. Should I get a job or go to college?
- 
- a. \_\_\_\_\_ (verb) to decide what you are going to do and how
  - b. \_\_\_\_\_ (noun) a choice made after thinking
  - c. \_\_\_\_\_ (noun) a job that you learn to do and then do for many years
  - d. \_\_\_\_\_ (noun) the act of doing very well
  - e. \_\_\_\_\_ (verb) to find the answer to a question or a problem
  - f. \_\_\_\_\_ (noun) a thing you can do well
  - g. \_\_\_\_\_ (adjective) to have many new ideas or to be good at making things

#### **Pre - reading .** Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

**This is a Web page for people who are looking for work. Preview the Web page. Then complete the sentences.**

1. This is the Web page of a \_\_\_\_\_.  
a. university                      b. career center                      c. newspaper
2. The young person wants to find \_\_\_\_\_.  
a. a job                                      b. a school                                      c. an office
3. The Web page has \_\_\_\_\_ steps.  
a. two                                      b. three                                      c. four

# Winter Hill Career Center

## The Right Job for You

What kind of work do you want? What are your skills? What are your interests?

The Winter Hill **Career** Center can help you choose a career!

After you take the test, meet with us. We can help you find work that matches your skills and interests.

[Step 1: Take the career test](#)

[Step 2: Choose possible careers](#)

[Step 3: Visit us and \*\*plan\*\* your career](#)

### Step 1: Take the career test

This is the Winter Hill Career Center test. It matches you with possible careers. It is important that your skills and interests match your career. Happy workers have more **success**. Check (✓) your **skills** and interests to find your worker type<sup>1</sup>.

Type 1	<input type="checkbox"/> I like to be <b>outside</b> . <input type="checkbox"/> I am good with my hands. <input type="checkbox"/> I fix things around the house.	Type 4	<input type="checkbox"/> I like to talk to different people. <input type="checkbox"/> I often plan activities. <input type="checkbox"/> I like to help people.
Type 2	<input type="checkbox"/> I like to <b>solve</b> problems. <input type="checkbox"/> I like to learn new information. <input type="checkbox"/> I like science.	Type 5	<input type="checkbox"/> I like to talk. <input type="checkbox"/> People usually listen to me. <input type="checkbox"/> I make <b>decisions</b> easily.
Type 3	<input type="checkbox"/> I like art and music. <input type="checkbox"/> I often talk about feelings. <input type="checkbox"/> I am <b>creative</b> .	Type 6	<input type="checkbox"/> I follow directions carefully. <input type="checkbox"/> I am good with details. <input type="checkbox"/> I am good with numbers.

### Step 2: Choose possible careers

Which type of worker are you? Look at the boxes with checks (✓). Any section with two or three check marks is your type. Look below for some possible careers for your worker type. Do any of the careers look good to you? We can help you decide.



**Type 1:** carpenter, construction worker



**Type 2:** doctor, nurse



**Type 3:** hairdresser, chef



**Type 4:** teacher, tour guide



**Type 5:** lawyer, business person



**Type 6:** accountant, salesclerk

### Step 3: Visit us to plan your career

**Reading Exercise 1.** Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

**Why do people visit the Winter Hill Career Center? Circle two reasons.**

- a. They are not happy with their jobs.
- b. They are happy with their jobs.
- c. They want to be students.
- d. They want to learn about different jobs and careers.

**Reading Exercise 2.** Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

**Read the sentences and circle the correct answer. Use the information from the reading**

- 1. I like to help people. I often plan activities.  
a. teacher                      b. carpenter
- 2. I like to talk. I make decisions easily.  
a. accountant                b. lawyer
- 3. I'm creative. I like art and music.  
a. hairdresser                b. doctor
- 4. I'm good with numbers. I follow directions carefully.  
a. accountant                b. teacher
- 5. I like science. I like to solve problems.  
a. doctor                      b. construction worker
- 6. I'm good with my hands. I like to fix things around the house.  
a. chef                         b. carpenter

## Verbs + infinitives (*like, want, and need*)



*Like, want, and need* are common verbs. A noun/noun phrase or an infinitive form of a verb (*to* + base form of the verb) often follows *like, want, or need*.

Noun phrase	Infinitive
I like <b>my career</b> .	I like <b>to help</b> people.
I want <b>a career</b> .	I want <b>to be</b> a doctor.
I need <b>a good job</b> .	I need <b>to work</b> .

### Language Exercise . Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

**A.** Underline the noun phrases and circle the infinitives after the verbs *like, want, and need*.

1. I want to be a chef in a restaurant. I like to work with people. I like good food. I am creative.
2. I want to be an accountant. I like to solve problems in math. I like to work with details. I need good pay.
3. I want to be a truck driver. I like big trucks. I like to work alone. I want to see the country. I need to move around.
4. I want to be an office worker. I like regular hours. I like people. I need a job in an office.

## Writing Exercise 1. CREATED BY SEU CURRICULUM TEAM

Complete each sentence with an infinitive verb. Use contractions where possible.

1. I like \_\_\_\_\_
2. I do not like \_\_\_\_\_
3. I want \_\_\_\_\_
4. I do not want \_\_\_\_\_
5. I need \_\_\_\_\_
6. I do not need \_\_\_\_\_

## Writing Exercise 2. CREATED BY SEU CURRICULUM TEAM

Complete the six sentences above with a noun or noun phrase. For example, I like to eat white chocolate.

## Communicative Exercise 1. CREATED BY SEU CURRICULUM TEAM

Think about a job you would like to have in the future. Tell your partner about this job and why you want it. Use to + infinitive after *like, want or need*

## Communicative Exercise 2. CREATED BY SEU CURRICULUM TEAM

Look at the pictures below. Choose three without your partner knowing your choices. Describe each job to your partner. Your partner has to guess which picture you are describing.



## Communicative Exercise 3. Class Debate CREATED BY SEU CURRICULUM TEAM

Debate the following topics in pairs, groups, and as a class. Each student must disagree for the sake of debate even if it goes against their real opinion.

- The best job to have is the one that pays you the most money.....
- Famous people, such as football players and movie stars, get paid too much.....



# FIRST SEMESTER

## LEVEL 1

### LESSON 2

STUDENT NAME: \_\_\_\_\_

STUDENT ID: \_\_\_\_\_

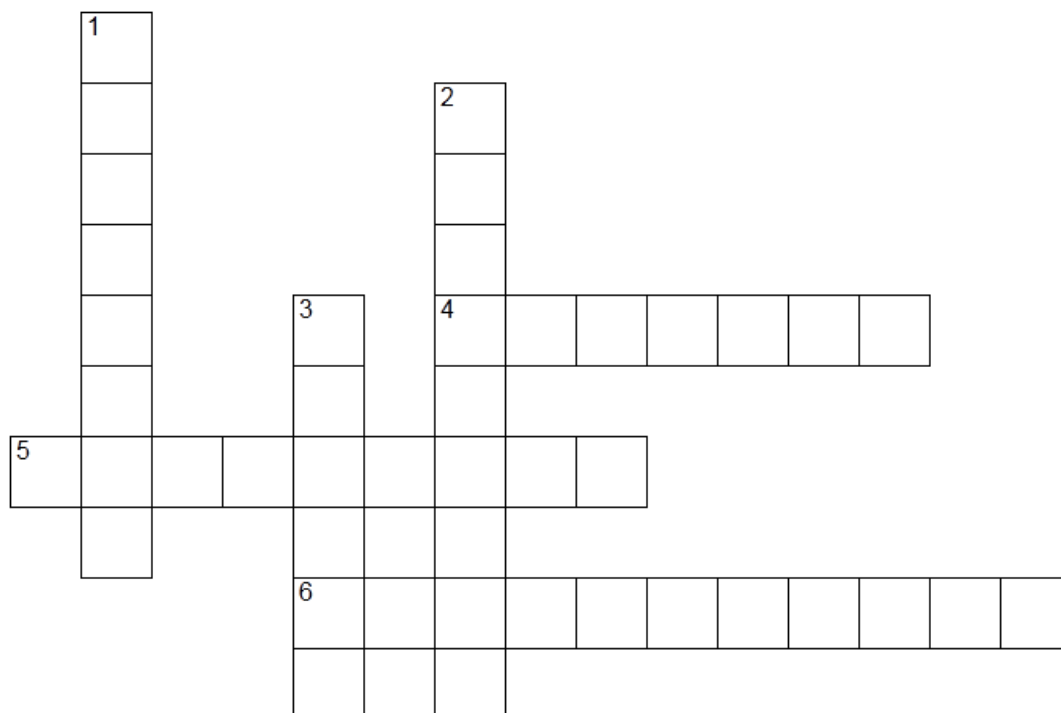


## Level 1 Lesson 2

Adapted from Q:Skills R&W 1 Unit 1 pg 11-21

### **Vocabulary Exercise.** CREATED BY SEU CURRICULUM TEAM

Complete the crossword using some of the bold words from the article



#### ACROSS

- 4 A group of people that work together in a business
- 5 People thinking and talking a lot about something
- 6 Products that work by electricity, such as phones and computers

#### DOWN

- 1 Things that a company sells to make money
- 2 Tells information about someone or something
- 3 When something is joined or connected to something else

**Pre - reading .** Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

This is an online article about how a product got its name.

Look at the title and photos. Check (✓) the answer you think is true.

What product is the article about?

- a type of phone       a type of fruit

# Naming the BlackBerry®

1. The **company** Lexicon Branding helps companies find good names for their **products**. A good name is easy to say. A good name **describes** a product well. And a good name gives people a new way of thinking about a product.
2. The Canadian company RIM makes **electronics**. In 2000, RIM had a new product. It was a small phone with e-mail and internet. They named it *PocketLink*. This name described the product. The product was easy to carry in a pocket, and it **linked** to other phones and to the internet. But RIM did not like the name *PocketLink*. They **wanted** a name that sounded nicer and was **different** to other names.
3. Lexicon thought of a new name. The name was *BlackBerry*. A blackberry is a small, black fruit. The blackberry fruit links to other blackberries on vines when it grows. The BlackBerry® looks similar to a blackberry. It is small and black. A BlackBerry® can link to another BlackBerry® on the internet. The name *BlackBerry* describes the product well.
4. People think of good things when they think about blackberries. Blackberries are easy to pick. They are fun to eat. The fruit is very tasty. Most people do not think that electronics are fun and easy. The name *BlackBerry* changes the way people think about the product. Lexicon Branding's **website** says, "A good name gets your **attention**. A great name changes your thinking."
5. The word *blackberry* also looks and sounds nice. The letter *b* is easy to say. The two *bs* in *black* and *berry* have a nice sound. The name BlackBerry also looks good with two capital *Bs*.
6. *BlackBerry* is a good name because it is different; no other product has the name. With so many electronics, it is difficult to get attention. But thanks to Lexicon Branding, the name *BlackBerry* gets a lot of attention.



**Reading Exercise 1.** Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

Read the statements. Write *T* (true) or *F* (false).

- \_\_\_ 1. Blackberries grow on the Internet.
- \_\_\_ 2. A good product name can help a company.
- \_\_\_ 3. Fruit and electronics are similar.
- \_\_\_ 4. The name *BlackBerry* is popular.

**Reading Exercise 2.** Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

Why is *BlackBerry* a good name? Scan Reading 2. Then check (✓) the reasons.

- \_\_\_ 1. It describes the product well.
- \_\_\_ 2. It is popular with young people.
- \_\_\_ 3. It changes your thinking.
- \_\_\_ 4. It is similar to the names of other electronics.
- \_\_\_ 5. It has a nice sound.
- \_\_\_ 6. It looks good.
- \_\_\_ 7. It is easy to say.
- \_\_\_ 8. It is an old name.

## Simple present statements with *be*

Affirmative	Negative
I am tall.	I am not short.
You are a grandfather.	You are not young.
He is at work.	He is not at home.
She is at work.	She is not at home.
It	It
We	We
You are sisters.	You are not cousins.
They	They

### Language Exercise 1. CREATED BY SEU CURRICULUM TEAM

Circle the correct verb.

1. It (is/are) a phone
2. You (am/are) a nice person
3. She (am not/is) a good teacher
4. I (is not/am not) in the company
5. He (is/am) young
6. We (am/are not) at the party
7. They (is not/are not) electronics

### Language Exercise 2. CREATED BY SEU CURRICULUM TEAM

Use the correct pronoun in the spaces below to make affirmative sentences. Use the table to help you.

1. Sara is late for school. \_\_\_\_\_ got out of bed late.
2. Ali should get a new phone. \_\_\_\_\_ needs a new phone.
3. Me and Khadijah are good friends. \_\_\_\_\_ always chat together for hours.
4. Mariam and Asma have the same mother and father. \_\_\_\_\_ are sisters.
5. My name is Ahmad. \_\_\_\_\_ am 10 years old.

## Writing Exercise 1. CREATED BY SEU CURRICULUM TEAM

Change the sentences below into negative sentences. Correct the spelling mistakes.

1. I am very smalll

\_\_\_\_\_

2. They ar in the mall

\_\_\_\_\_

3. She is at the univrsity

\_\_\_\_\_

4. He is in English class

\_\_\_\_\_

5. We are studnts

\_\_\_\_\_

## Writing Exercise 2. CREATED BY SEU CURRICULUM TEAM

Write one affirmative sentence and one negative sentence using any of the pronouns from the table. Use the correct verb form. Make your own sentences.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

## Communicative Exercise 1. Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

**BRAINSTORM** Work in groups. Think of as many names for each topic as you can

Names for People	Names for Products	Names for Places
Emma	Mustang (car)	Dallas, Texas

## Communicative Exercise 2. CREATED BY SEU CURRICULUM TEAM

Introduce yourself to a classmate you're unfamiliar with. Tell your classmate something interesting about yourself. Use affirmative and negative sentences when describing yourself. Change partners three times and now talk about yourself and your previous partner. Also, use the pronouns (I, we, you, they, he, and she + am/is/are).

Example Conversation:

**Student A:** Salams /Hello, I am Hani/Hanan. I am from Abha.

**Student B:** Salams/Hi Hani/Hanan. I am Ahmad/Afrah. I am from Jedda. Nice to meet you.

### Switch

**Student A:** Salams /Hello, I am Hani/Hanan. I am from Abha. He/She is Ahmad/Afrah from Jedda.

**Student C:** Salams/Hello Hani/Hanan. I am Sari/Sarah. I am from Riyadh.

## Communicative Exercise 3. Class Debates CREATED BY SEU CURRICULUM TEAM

Debate the following topics in pairs, groups, and as a class. Each student must disagree for the sake of debate even if it goes against their real opinion.

- The most important thing for the product is to have a good name rather than good quality.....
- People shouldn't be allowed to copy the names of famous companies. This tricks customers to buy their product.....e.g. Al-Baik , copied name (Al-Bait).....



# FIRST SEMESTER

## LEVEL 1

### LESSON 3

STUDENT NAME: \_\_\_\_\_

STUDENT ID: \_\_\_\_\_

## Level 1 Lesson 3

### Adapted from Q:Skills 1 R&W Unit 1 pg. 6-10

#### **Vocabulary Exercise.** CREATED BY SEU CURRICULUM TEAM

Here are some words from the reading. Read the sentences, then write each bold word next to the correct meaning

1. Let's **choose** a name for our new baby girl. Do you like Amina or Fatima?
2. In China, it is an old **tradition** to name a child after it is born.
3. Many families have three living **generations**. There are grandparents, parents, and children.
4. Many of my **relatives** have the same name. My grandmother, aunt, and sister are all named Hajar.
5. Some families make a new name that no else has. They **create** a name for their child.
6. He is writing a **poem** about how happy he is to have his own children
7. That name has a nice **sound**. It's nice to say and hear.

- a. \_\_\_\_\_ (noun) people in your family.
- b. \_\_\_\_\_ (noun) all the people in a family of about the same age.
- c. \_\_\_\_\_ (verb) to decide which thing or person you want
- d. \_\_\_\_\_ (noun) something you hear
- e. \_\_\_\_\_ (noun) the way people do something for many years
- f. \_\_\_\_\_ (noun) words written in short lines to show ideas and feelings
- g. \_\_\_\_\_ (verb) to make something new

#### **Pre – reading.** CREATED BY SEU CURRICULUM TEAM

This is a magazine article about different ways people in the world name children.

Look quickly at the article. Which three groups of people is the article about? Write them below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



# Naming Around the World

1. There are many ways to **choose** a name for a child. These **traditions** are from three groups of people.

## Chinese Naming Tradition

2. Many Chinese names have three parts: the family name (or last name), the **generation** name, and the given name (or first name). The last name comes from the father's family. There are not many different last names in China. More than half of all Chinese people have one of these last names: Chen, Lin, Huang, Lee, Zhang, Wu, Wang, Cai, or Lui.
3. The generation name comes from the words in a **poem**. Traditionally, each family has its own "generation poem." The first generation uses the first word in the poem for its generation name. The second generation uses the second word, and so on.
4. The first name can be almost any Chinese word. Many girls' names are words for beauty or flowers and boys' names are words for strength and health. Chinese people don't usually name their children after famous people or **relatives**.

## African-American Naming Tradition

5. Today in the United States, many African Americans have European last names. Some choose European first names for their children, but many do not. Some choose African names. Some choose Arabic names. Some **create** a whole new name for their child.
6. Parents first choose a name, and then they change it a little to make it more interesting. For example, they start with the name *Mark* and then add *quon* to create the new name *Marquon*. Other parents choose a name that has a nice **sound**.

## Spanish Naming Tradition

7. In Spain, a name usually has three parts: the first name, the father's last name, and the mother's last name. Traditionally, parents give their children the grandparents' first names. They name the first boy after the father's father. They name the first girl after the father's mother. Parents name the second boy after the mother's father and the second girl after the mother's mother. The child's name tells the family history.

## Reading Exercise 1. CREATED BY SEU CURRICULUM TEAM

Read the statements. Write *T* (true) or *F* (false).

- F 1. People all over the world name children the same way.
- \_\_\_ 2. People in the same family usually share the same last name.
- \_\_\_ 3. A person's name can tell a story about that person's family.
- \_\_\_ 4. Most naming traditions are the same.

## Reading Exercise 2. CREATED BY SEU CURRICULUM TEAM

Read the statements. For each statement, check (✓) the tradition(s) the reading talks about.

	Chinese	African American	Spanish
1. The sound of the name is important.		✓	
2. The first name means something in the language.			
3. The first name is from a relative.			
4. Family members in the same generation share a name.			
5. The last name is from the father.			
6. The last names are from the mother and father.			
7. The parents create a name for the child.			



A **noun** is a person, place, or thing. Nouns can be **proper nouns** or **common nouns**.

A proper noun is the name of a person, place, or thing. Proper nouns are always capitalized. This means some or all of the words begin with capital letters.

A common noun is a word for any person, place, or thing. Common nouns are usually only capitalized at the beginning of a sentence.

### Proper Nouns

Maria Perez

Tokyo

New Zealand

Spanish

### Common Nouns

woman

city

country

nationality

Note: Many proper nouns have more than one word. Small words such as *the* and *of* are not usually capitalized in proper nouns.

☐ the English Channel      the Gulf of Mexico

### Language Exercise 1. CREATED BY SEU CURRICULUM TEAM

Underline all the proper nouns in the article.

### Language Exercise 2. CREATED BY SEU CURRICULUM TEAM

Capitalize the proper nouns in the paragraph. There are 12 capitals to correct.

chicago

I like the name of my city, chicago. The city is in the state of illinois in the united states of america. The name came from the native americans. Some native americans lived near a river called the chicago river. The word *chigagou* comes from their language. It means *field of onions*. A long time ago, onions grew next to the river. I like the name because it is interesting.

There is no other place in the world with the same name.

**Writing Exercise 1.** Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

Read each pair of nouns. Which is the common noun? Which is the proper noun? Write each proper noun with a capital letter

- |                   |                 |                |
|-------------------|-----------------|----------------|
| 1. boy            | william         | <u>William</u> |
| 2. broadway       | street          | _____          |
| 3. computer       | toshiba         | _____          |
| 4. subaru         | car company     | _____          |
| 5. friday         | day of the week | _____          |
| 6. hard rock cafe | restaurant      | _____          |
| 7. november       | month           | _____          |
| 8. paris          | place           | _____          |
| 9. teacher        | ms. andrews     | _____          |
| 10. mountain      | mount everest   | _____          |

**Writing Exercise 2.** CREATED BY SEU CURRICULUM TEAM

Choose a noun pair from Writing Exercise 1 and make two sentences using the common and proper noun. For example, *there is a boy called William.*

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

**Communicative Exercise 1.** CREATED BY SEU CURRICULUM TEAM

In groups, make a list of ten proper nouns and ten common nouns. Do not use the same nouns from the exercises above

PROPER NOUNS	COMMON NOUNS
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

**Communicative Exercise 2.** CREATED BY SEU CURRICULUM TEAM

Tell your partner about a country or town you would like to travel to. Why would you like to go there?

**Communicative Exercise 3. Class Debate** CREATED BY SEU CURRICULUM TEAM

Debate the following topics in pairs, groups, and as a class. Each student must disagree for the sake of debate even if it goes against their real opinion.

- The father should always have the right to name the boys and the mother should name the girls.....
- The grandparents should never have the right to name their grandchildren.....
- When a children become young adults they should have the right to change their names legally.....



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الجامعة السعودية الإلكترونية  
Saudi Electronic University



# FIRST SEMESTER

## LEVEL 1

### LESSON 4

STUDENT NAME: \_\_\_\_\_

STUDENT ID: \_\_\_\_\_

## Level 1 Lesson 4

### Adapted From Q:Skills 1 R & W Unit 3

#### **Vocabulary Exercise.** CREATED BY SEU CURRICULUM TEAM

Match the words to their correct meanings.

1. Festival	a. 1,000,000
2. Mixing	b. Place where you live
3. Population	c. When people gather together in the streets to do something fun
4. Foreign	d. The number of people living in a place
5. Million	e. Small outdoor shops
6. Neighborhood	f. From outside the country
7. Markets	g. Bringing things together

#### **Pre – reading.** Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

This is a Web page from a London travel website.

Look at the title, headings, pictures, and captions. What does the website say about London? Check (✓) the answer.

- 1. London is fun for families.
- 2. There are people from many different countries in London.
- 3. People from London like to visit many countries.

Read the Web page.

# The World in a City

## London

1 Do you plan to visit London? There are many English places to see. There are many interesting things to see, sounds and foods too. London is a city with many different groups of people with foods, clothes, traditions, and many other things from around the world. In a visit to London, you see the world.

## Population

2 The **population** of the city of London is about seven million. Over two **million** of these people are from **foreign** countries. People speak over 300 different languages in London.

## Eat

3 There is food from more than 55 different countries in London's restaurants. There is even food from countries such as Tanzania, Peru, and Mongolia. At food **markets**, you can buy vegetables and fruits from all over the world.

## See

4 In the **neighbourhoods** of London, there are people from many countries with many different ways of living. You can go to **festivals** and see different clothing and dances. You can go to London's many museums and see old and new art from all over the world.

## Hear

5 In London there are people from all over the world, so you can hear all the different languages that they speak. In London, all of these languages are brought together in one city. Many of these people speak their own language with some English words. In London, you can hear languages **mixing** together.



A festival in London

The following are the top ten countries of origin<sup>2</sup> for today's immigrants in London:

1. India
2. Ireland
3. Bangladesh
4. Jamaica
5. Nigeria
6. Pakistan
7. Kenya
8. Sri Lanka
9. Ghana
10. Cyprus



London's food markets have fruits and vegetables from all over the world.



**Reading Exercise 1.** Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

Circle the best answer to each question

1. How many sections are there?
  - a. 2
  - b. 6
  - c. 5
  
2. Does the heading of each section give you an idea of what the section is about?
  - a. Yes
  - b. No
  - c. Sometimes
  
3. What does the picture at the top of the page tell you about London?
  - a. English people like to dress the same
  - b. People from other countries live in London
  - c. London is big
  
4. Which section of the web page gives the overall main idea of the web page?
  - a. Section 1: London
  - b. Section 2: Population
  - c. Section 4: See

**Reading Exercise 2.** Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

Circle the answer that best completes each statement.

1. About \_\_\_\_\_ foreign-born people live in London.
  - a. seven million
  - b. two million
  - c. three hundred
  
2. People in London speak over \_\_\_\_\_ languages.
  - a. 55
  - b. 250
  - c. 300
  
3. Most foreign-born people in London come from \_\_\_\_\_.
  - a. India, Ireland, and Bangladesh
  - b. Jamaica, Nigeria, and Pakistan
  - c. Turkey, Spain, and the United States



## Language Exercise 2. CREATED BY SEU CURRICULUM TEAM

**A. Underline all the examples of *there is* and *there are* in the web page. Circle all the nouns that come after them. What do you notice?**

When we talk about single nouns, we use *there* \_\_\_\_\_.

When we talk about plural nouns, we use *there* \_\_\_\_\_.

**B. Circle the correct nouns in the sentences below**

1. There is a big (park/parks) in London.
2. There are different (language/languages) in London.
3. There is no quiet (street/streets) in the city of London.
4. There are no (person/people) in the markets today.
5. There is a (festival/festivals) in the town centre today.
6. There are no (vegetable/vegetables) left.
7. There is no (restaurant/restaurants) on North Street.
8. There are no (shops/shop) open today.

## Writing Exercise 1. CREATED BY SEU CURRICULUM TEAM

**Write the correct verb into the spaces below. There are 7 full stops missing from the paragraph, add them in.**

In London today, there \_\_\_\_\_ one million Muslims In New York City today, there \_\_\_\_\_ about three million people from other countries There \_\_\_\_\_ many reasons why people move to big cities like London and New York There \_\_\_\_\_ good jobs There \_\_\_\_\_ a good chance to make good money Sometimes people want to move because there \_\_\_\_\_ a problem in their home country In big cities like London and New York, there \_\_\_\_\_ always a place to stay

## Writing Exercise 2. CREATED BY SEU CURRICULUM TEAM

**Complete the sentences below with your own information**

1. There are \_\_\_\_\_
2. There is \_\_\_\_\_
3. There are no \_\_\_\_\_
4. There is no \_\_\_\_\_

## Communicative Exercise 1. CREATED BY SEU CURRICULUM TEAM

In groups discuss:

- If you could move to another country and start a new life, where would you move to and why?
- What would you do there?
- Do you want to visit London? Why?

## Communicative Exercise 2. CREATED BY SEU CURRICULUM TEAM

Here are some pictures of London city centre. Work with a partner. Make a sentence using *there is* or *there are* to describe what you see in the picture. Take turns making sentences. For example, in the first picture, we could say “there are many windows”





### Communicative Exercise 3. Class Debate CREATED BY SEU CURRICULUM TEAM

Debate the following topics in pairs, groups, and as a class. Each student must disagree for the sake of debate even if it goes against their real opinion.

- London is more suitable for Saudi Arabians to visit than New York.....
- Saudi Arabian culture should become more mixed and colourful like London.....



# FIRST SEMESTER

## LEVEL 1

### LESSON 5

STUDENT NAME: \_\_\_\_\_

STUDENT ID: \_\_\_\_\_

## Level 1 Lesson 5

### Adapted from Q:Skills 1 R&W Unit 3 pg. 51-57

#### **Vocabulary Exercise.** Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

Write each bold word next to the correct meaning.

1. John doesn't have any friends. He is **lonely**.
  2. I used to work in a restaurant, but now I have my **own** restaurant.
  3. Children need their parents to **support** them. They need food, money, love, and many other things.
  4. Many people from Bangladesh live in London. They have a large **community** there.
  5. This bank has offices all over the world, not just in Nigeria. It is an **international** bank.
  6. My clothing business is **successful**. I sell a lot of clothes everyday and I make a lot of money.
  7. He lives in London, but he is from Nigeria. He is an **immigrant**.
- a. \_\_\_\_\_ (noun) a group of people who are together, for example, because they have the same interests or background.
  - b. \_\_\_\_\_ (verb) to help someone to live by giving them things like money, a home, or food.
  - c. \_\_\_\_\_ (noun) someone who moved to another country.
  - d. \_\_\_\_\_ (adjective) unhappy because you are not with other people.
  - e. \_\_\_\_\_ (adjective) belonging to a particular person.
  - f. \_\_\_\_\_ (adjective) doing very well at something
  - g. \_\_\_\_\_ (noun) when two or more countries are connected by something

#### **Pre – reading.** Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

You are going to read a magazine article that tells the stories of three immigrants.

Skim the article. Then write *T* (true) or *F* (false) for each statement.

- \_\_\_ 1. The three immigrants all tell about living in London.
- \_\_\_ 2. They all tell about things that happen in their lives.
- \_\_\_ 3. The three immigrants work together and are friends.

# Immigrant Stories

---

## Immigrants in London – Why are they in London? Are they happy to live here? Do they plan to stay? Read their stories and find the answers!

### Story 1: Sun Yun Wing

1. I am Sun Yung Wing, I am from Hong Kong. I left because there were not many jobs there. So I came to London when I was 20 years old. There were many problems at first. The language was hard, and the weather was cold and rainy. I was **lonely** because my family wasn't with me. But there were good things about living in London. There were many jobs and good pay.
2. My first job was in a restaurant, now I have my **own** Chinese restaurant. I work there with my wife. We work very hard. We have three children. They have good jobs. They do not want to go and live in Hong Kong. Now, our life is here. This is our home.

### Story 2: Basher Ali

3. I am Baser Ali. I am from Bangladesh. I came to England in 1980 with my wife and two small children. I was 25 years old. There were many jobs in England. It was the best way to **support** my family. My first job in England was in factory. At night, I went to school. There were classes in English and business. I was happy to be a student. Now I have my own very **successful** clothing business. I help my Bangladeshi **community** in England. I send money to my relatives and community in Bangladesh. I have good children. They work in my business. We have success in England.

### Story 3: Aspara Asuquo

4. I am Aspara Asaquo, I'm from Nigeria. I came to London in 2003 with my husband. I was 45 years old. My husband works for an **international** bank here in London. We came here for his career.
5. I was a business woman in my country. Here, there were no good jobs for me. After two years, my husband said, "This is a different country. This is your new life. You need to start from the beginning again." Now, I'm an office worker. The pay isn't good but I like the people.
6. Our children go to university in England. My husband and I plan to return to Nigeria, but our children plan to stay here. There have many good friends here. It is always sad to say goodbye, but for my husband and me, Nigeria is our home.



Sun Yun Wing with his wife



Basher Ali



Aspara Asuquo



**Reading Exercise 1.** Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

Circle the answer to each question

**Sun Yun Wing**

1. Is he happy living in England?    Yes    No  
2. Does he plan to stay?    Yes    No

**Basher Ali**

3. Is he happy living in England?    Yes    No  
4. Does he plan to stay?    Yes    No

**Apara Asuquo**

5. Is she happy living in England?    Yes    No  
6. Does she plan to stay?    Yes    No

**Reading Exercise 2.** Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

Read the stories again. Check (✓) the problems and successes of each immigrant. You may check (✓) more than one person for each statement.

	Sun Yun Wing	Basher Ali	Apara Asuquo
1. I was lonely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The language was hard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. There were no good jobs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I was sad without my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have a business in England.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I help my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. My children go to university in England.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. My children have good jobs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Grammar *there was / there were*

When talking about the location of something or someone, you can use *there + be*. In most sentences, the verb comes after the noun phrase. With *there + be*, *be* comes before the noun phrase.

### Simple past

**There was** a clothes store on the corner      **There were** clothes stores on the corner

*be*      noun phrase

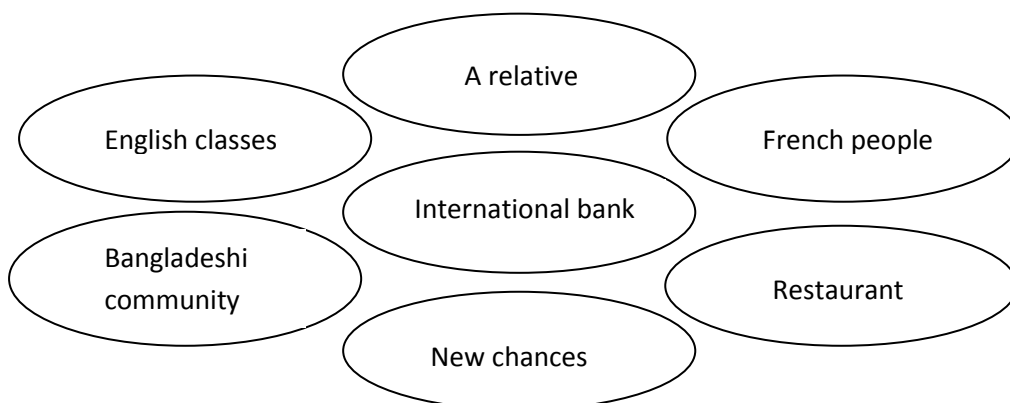
*be*      noun phrase

One way to make *there + be* sentences negative is to add *no*.  
**There was no** pet store in my old neighborhood.  
**There were no** tall buildings on Broadway back then.

### Language Exercise 1. CREATED BY SEU CURRICULUM TEAM

Put the correct noun phrases into the spaces below

1. There was no \_\_\_\_\_ to cook and work in.
2. There were \_\_\_\_\_ for my children in London, I wanted them to have a good future.
3. There were no \_\_\_\_\_ in Bangladesh and I wanted them to learn the language.
4. There was an \_\_\_\_\_ in London for my husband to work in.
5. Before 1980, there was no \_\_\_\_\_ in London.
6. There was \_\_\_\_\_ of mine who had lived in London since 1985.
7. There were \_\_\_\_\_ living in my community.



## Language Exercise 2. CREATED BY SEU CURRICULUM TEAM

### Circle the correct verb

1. In 1880, there (was/were) 12,000 Italians in New York City.
2. In 1980, there (was/were) a new international bank in London.
3. There (was/were) a good university for my children to go to.
4. There (was no/were no) good jobs in Bangladesh.
5. There (was/were) English and business classes in London.
6. There (was/were) one relative living in London in 1995.
7. There (was/were) a restaurant in London that I worked at.
8. There(was no/were no) chance to study in my home country.

## Writing Exercise 1. CREATED BY SEU CURRICULUM TEAM

### Complete the sentences with your own information. Use the correct nouns.

1. There were \_\_\_\_\_
2. There was \_\_\_\_\_
3. There were not \_\_\_\_\_
4. There was not \_\_\_\_\_

## Writing Exercise 2. CREATED BY SEU CURRICULUM TEAM

### Think about the last place you visited. It could be a restaurant or a mall etc. Write two sentences describing it. Use *there was* and *there were*.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

## **Communicative Exercise 1.** CREATED BY SEU CURRICULUM TEAM

Say two new sentences to your partner describing the same place you thought of in Writing Exercise 2.

## **Communicative Exercise 2.** CREATED BY SEU CURRICULUM TEAM

Think of a place you know that now looks different to how it used to look. Describe how it used to look to your partner.

## **Communicative Exercise 3. Class Debate** CREATED BY SEU CURRICULUM TEAM

Debate the following topics in pairs, groups, and as a class. Each student must disagree for the sake of debate even if it goes against their real opinion.

- A person born in a foreign country shouldn't be called a native.....
- People have the right to settle in any country they want and practice their traditional ways anywhere.....
- Saudi Arabia should be more welcoming to immigrants who want to settle and live in the vast open areas.....



# FIRST SEMESTER

## LEVEL 1

### LESSON 6

STUDENT NAME: \_\_\_\_\_

STUDENT ID: \_\_\_\_\_

## Level 1 Lesson 6

### Adapted From Q:Skills 1 R& W Unit 4 pgs. 61- 74

#### **Vocabulary Exercise.** CREATED BY SEU CURRICULUM TEAM

Match the word in bold to their correct meanings.

1. Scholarship	a. A place outside where people keep the animals they own
2. Government	b. The person who decides if people go to jail or not
3. Judge	c. Finishing university
4. Foster	d. A free university education
5. Farm	e. When people fight against other people
6. Graduation	f. When a family decides to open their home to a person who needs it
7. War	g. The people who decide what happens in a country

#### **Pre – listening.** (QSkills1 Reading & Writing p.61) CREATED BY SEU CURRICULUM TEAM

You are going to watch a video about a woman who was given a scholarship to study in University. Do you know anyone who was given a scholarship to study in a university? Tell your partner.

#### **Listening Exercise 1** (QSkills1 Reading & Writing p.61) CREATED BY SEU CURRICULUM TEAM

Watch the video. Answer the questions with (T) true or (F) false

1. \_\_\_\_ The story had a happy ending
2. \_\_\_\_ She did not come from a poor family
3. \_\_\_\_ Going to university was something very special for her
4. \_\_\_\_ It was easy for her to go to university

## Listening Exercise 2 . CREATED BY SEU CURRICULUM TEAM

Watch the video again fill in the missing words from the video.

1. These students are marching to their \_\_\_\_\_ from Brown University.
2. Shantana had a long \_\_\_\_\_ journey to reach this point in her life.
3. When she was 11 years old her grandmother died and her mother \_\_\_\_\_ the house.
4. One time she even went to \_\_\_\_\_.
5. Luckily, a \_\_\_\_\_ put her into a good foster home.
6. She graduated first in her \_\_\_\_\_.
7. They decided to give her \_\_\_\_\_ dollars to go to Brown University in Rhode Island.
8. This past June at the age of 25 she graduated from Brown \_\_\_\_\_ school, a truly happy ending.

### Pre – reading. Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

**This is an old story from China. It teaches a lesson about positive and negative thinking.**

**Look at the three pictures. What events happen in the story? Do you think they are good or bad events?**

**Read the story.**

# The Lost Horse

1 An old man lived on a small farm with his son. They had just one horse. One day the horse ran away. All the man's neighbours said, "What bad news! Your horse ran away!" The old man said, "Bad news? Good news? Who knows?"



2 A month later, the old man's horse came back to the farm with another horse. All the man's neighbours said, "What good news! Now you have two horses!" The old man said, "Bad news? Good news? Who knows?"

3 The next day, the farmer and his son decided to use the new horse for farm work. The man's son tried to sit on the new horse. He fell and broke his leg. All the man's neighbours said, "What bad news! Your son is hurt." The old man said, "Bad news? Good news? Who knows?"

4 Then a war started between the old man's country and the country next to it. The government needed all the country's young men to fight in the war. Men from the government came to the old man's community. They took all the young men to fight in the war. But they didn't take the old man's son because his leg was broken. Many of the young men died in the war. After three months, the boy's leg got better. All the man's neighbours said, "What good news! Your son didn't go to war and now his leg is better!" The old man said, "Bad news? Good news? Who knows?"





## Reading Exercise 1. Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

### Circle the answer to the questions

1. Who doesn't think news is good or bad?
  - a. The neighbors
  - b. The old man
  - c. The old man's son
2. What is the main idea of the story?
  - a. Good news always comes after bad news
  - b. If you think good things will happen, then good things will happen to you
  - c. Good news can become bad news. Bad news can become good news

## Reading Exercise 2. Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

Read the sentences. Put the sentences in order from the story (1-6)

- \_\_\_ a. The country went to war
- \_\_\_ b. The horse came back with another horse
- \_\_\_ c. The men from the government didn't send the boy to war
- 1 d. The horse ran away from the farm
- \_\_\_ e. The boy fell off the new horse
- \_\_\_ f. The boy's leg got better

### Simple past



#### Regular verbs

Use the **simple past** to talk about actions that happened in the past.

- To form the simple past of regular verbs, add *-ed* to the base form of the verb.

I **expected** the good news. I **listened** to my friend.

- For verbs ending in *e*, just add *-d*.

I **served** lunch and dinner at a busy restaurant. I also **prepared** takeout orders.

## Language Exercise 1. CREATED BY SEU CURRICULUM TEAM

There are 3 Simple Past regular verbs in the article. Find them and write them in their Present Simple forms below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Language Exercise 2. CREATED BY SEU CURRICULUM TEAM

Change these Present Simple verbs into Past Simple

1. Agree →
2. Use →
3. Smile →
4. Visit →
5. Talk →
6. Ask →
7. Answer →

## Writing Exercise 1. CREATED BY SEU CURRICULUM TEAM

Write the Simple Past verbs in the spaces below. Correct the three spelling mistakes.

I \_\_\_\_\_ (like) the video about Shantana. I was hapy that the story \_\_\_\_\_ (end) happily for her. I could see that she \_\_\_\_\_ (want) to do well in her life. She \_\_\_\_\_ (work) so hard in scool and college. She \_\_\_\_\_ (finish) university when she was 25 years old. This gave her good chnces for the future. I was happy that she got a scholarship. The scholarship \_\_\_\_\_ (help) her very much.

**Writing Exercise 2.** CREATED BY SEU CURRICULUM TEAM

Write two of your own sentences using two regular Past Simple verbs from Language Exercise 2.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

**Communicative Exercise 1.** CREATED BY SEU CURRICULUM TEAM

Have a conversation with your partner. One student will be Student A and the other is Student B. When you have finished, swap roles and do it again

Student A: Why did you decide to go to university?

Student B: I **decided** to go to university because.....

Student A:

**Communicative Exercise 2.** CREATED BY SEU CURRICULUM TEAM

Tell your partner what you did yesterday. Use Past Simple regular verbs

**Communicative Exercise 3. Class Debate** CREATED BY SEU CURRICULUM TEAM

Debate the following topics in pairs, groups, and as a class. Each student must disagree for the sake of debate even if it goes against their real opinion.

- People should avoid giving bad news to others even if it's important.....
- Bad news and good news should be responded to in the same way.....



# FIRST SEMESTER

## LEVEL 1

### LESSON 7

STUDENT NAME: \_\_\_\_\_

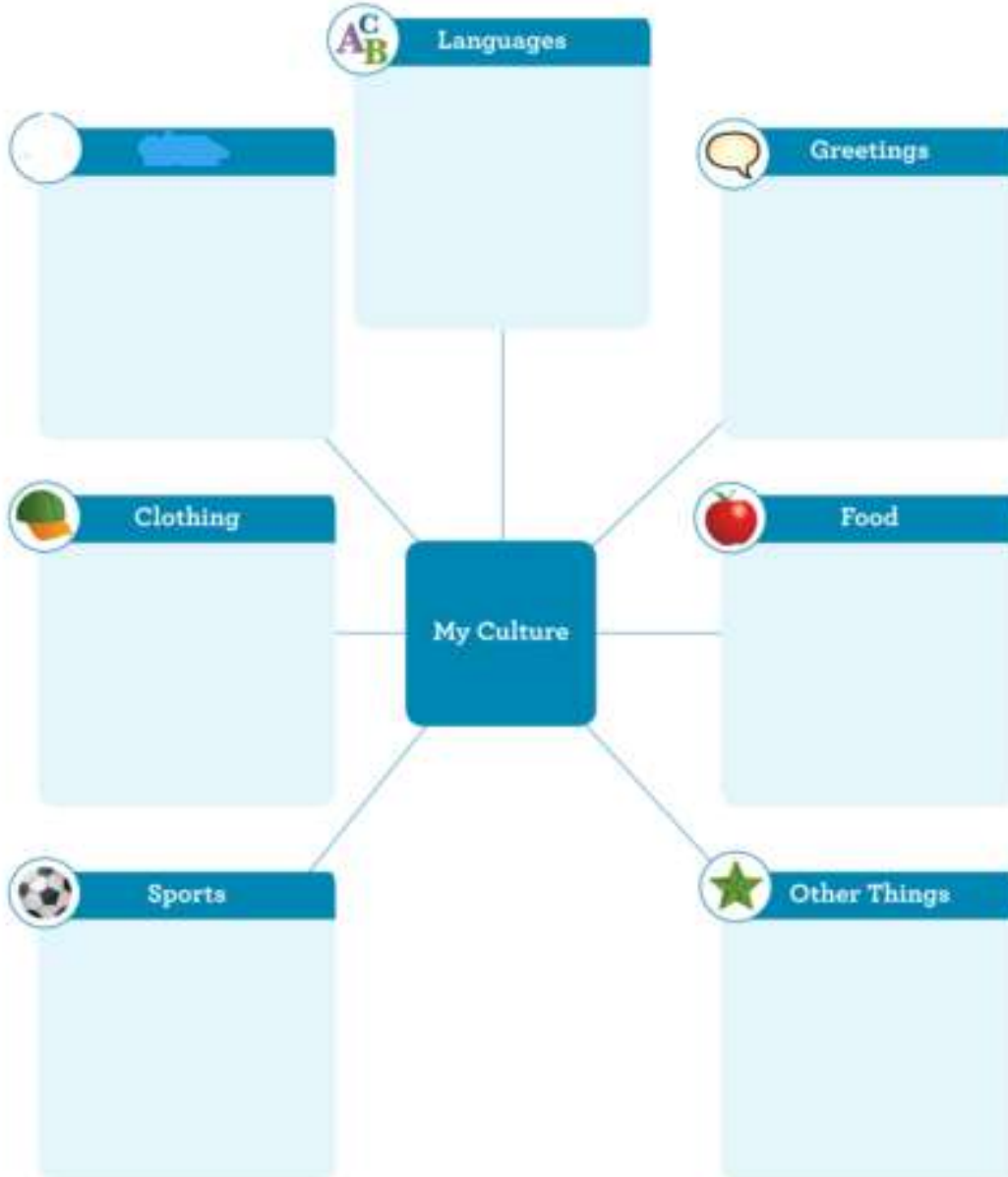
STUDENT ID: \_\_\_\_\_

# Level 1 Lesson 7

CREATED BY SEU'S CURRICULUM TEAM / ADAPTED FROM Q-SKILLS LS UNIT 3 page 45-57

## Warm Up Exercise. Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

- C** What are some things that make your culture different from other cultures? Write your ideas in the chart.



- D** Work in a group. Use your chart from Activity C and present one interesting fact about your culture to your group.

**Vocabulary Exercise 1.** Pg 153 LS Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

Work with a partner. Here are some words from the listening. Circle the answer that best matches the meaning of each bold word.

- |                      |                |                   |               |
|----------------------|----------------|-------------------|---------------|
| 1. River Bank (n.)   | saving         | money             | <b>border</b> |
| 2. Development (n.)  | to build       | to break          | learning      |
| 3. Exists (v.)       | to leave       | to return         | to live       |
| 4. Exercise (n.)     | truth          | training          | crash         |
| 5. Farmers (n.)      | work on a farm | sells fruits      | buys food     |
| 6. Market (n.)       | products       | place to buy food | mall          |
| 7. Neighborhood (n.) | area nearby    | a city            | a state       |
| 8. Courtyard (n.)    | hidden area    | secret area       | open area     |

**Listening for Gist.** CREATED BY SEU CURRICULUM TEAM

Look at the video for the first 20 seconds without sound. Discuss the following questions with a partner.

- What do you think this video is about?
- In which country was the video filmed?
- Tell your partner five things you saw in the video.

**Cloze Exercise.** CREATED BY SEU CURRICULUM TEAM

Watch the first 21 seconds of the video. Fill in the blanks with the correct missing words.

Narrator: This is Shanghai, \_\_\_\_\_. Shanghai started as a small \_\_\_\_\_ village on the \_\_\_\_\_ of the Yangtze River. Now, it is the \_\_\_\_\_ city in China and the seventh largest city in the \_\_\_\_\_.

**Listening for Specific Information.** Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

Watch the video again. Mark each statement *T* (true) or *F* (false). Correct any false statements.

1. \_\_\_ Shanghai started as a small fishing village.
2. \_\_\_ The city is located on the coast of the Pacific Ocean.
3. \_\_\_ It is the second largest city in China.
4. \_\_\_ It is the tenth largest city in the world.
5. \_\_\_ Shanghai is a 100-percent modern city.
6. \_\_\_ Traditional houses are tall and far apart.

**Listening for Details.** CREATED BY SEU CURRICULUM TEAM

Answer the following questions with the correct details.

1. Shanghai has grown at a very fast rate since \_\_\_\_\_.
2. In most cities growth takes 100 years, but in Shanghai it takes \_\_\_\_\_.
3. What exists together in Shanghai? \_\_\_\_\_ and \_\_\_\_\_.
4. What is tai chi? \_\_\_\_\_.
5. Farmers bring \_\_\_\_\_ and \_\_\_\_\_ to traditional markets.

Grammar

Part 2 *It's* + adjective + infinitive



***It's* + (not) adjective + infinitive**

You can make statements with *It's* + (not) **adjective** + **infinitive** to talk about behavior and customs. The infinitive is *to* + **the base form of a verb**.

**It's polite to say** "thank you."

**It's rude to show** the bottom of your feet.

**It's common to wear** a white wedding dress.

**It's not common to wear** a green wedding dress.

**It's OK to use** your first name.

**It's not OK to use** your nickname.

Note: *It's* is the contraction of *it + is*.



**B. What are customs in your culture or another culture you know? Write one sentence for each topic in the box. Use *It's* + (not) adjective + infinitive.**

eating/drinking

greetings

visiting someone's home

gestures

holidays

workplace/office

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



## Language Exercise 2. Q:Skills 1 LS pg. 57

### Pronunciation

### The schwa /ə/ sound



CD 1  
Track 35

The schwa /ə/ is the most common vowel sound in English. It sounds like the *a* in *about* /ə'baʊt/. We pronounce the vowel in many unstressed syllables (or parts of words) with the schwa /ə/ sound. The schwa /ə/ is never in a stressed syllable.

In these examples, the vowels in red are pronounced with a schwa /ə/ sound.

avoid    cultural    custom    international    problem



CD 1  
Track 36

**A. Listen and repeat these words. Then underline the schwa sound in each word.**

1. avoid
2. botottom
3. coonsiderate
4. mistake
5. personality
6. positive
7. similar
8. telephone

## Writing Exercise 1. Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

**A. Work in a small group. Ask and answer the questions in the chart. Take notes and share your information with the rest of the class.**

1. Do you know the history of the city you come from? How old is it? Who were the first people to live there?

2. What is the largest city in your country? Where is it located? Is it the financial or political capital? What is the second largest city?

3. Does your hometown have both old and modern neighborhoods? Are they next to each other?

4. What do traditional houses look like?

5. Are there still traditional markets for food and clothing? Do you shop in them?

**Communicative Exercise 1.** CREATED BY SEU CURRICULUM TEAM

Read your answer to Language Ex 1B to three classmates. Compare the differences in your answers. Discuss if you agree or disagree with their answers.

**Communicative Exercise 2.** CREATED BY SEU CURRICULUM TEAM

Read your answer to Writing Ex 1 to three classmates. Compare the differences in your answers. Discuss if you agree or disagree with their answers.

**Communicative Exercise 3. Class Debate** CREATED BY SEU CURRICULUM TEAM

Debate the following topics in pairs, groups, and as a class. Each student must disagree for the sake of debate even if it goes against their real opinion.

- Saudi Arabia is developing very fast and its people feel they are benefitting.....
- By 2030 Saudi Arabia will be the most developed country in the Middle East.....



# FIRST SEMESTER

## LEVEL 1

### LESSON 8

STUDENT NAME: \_\_\_\_\_

STUDENT ID: \_\_\_\_\_

## Level 1 Lesson 8

CREATED BY SEU'S CURRICULUM TEAM / ADAPTED FROM Q-SKILLS LS UNIT 3 page 45-57

### Vocabulary Exercise

**carefully** (*adverb*) a way of doing something so you don't make a mistake

**confused** (*adjective*) not able to think clearly, not understanding

**die** (*verb*) to stop living

**invite** (*verb*) to ask someone to come to a party or to your house

**offended** (*adjective*) angry or unhappy because someone does something you don't think is polite

**rude** (*adjective*) not polite

**upset** (*adjective*) unhappy or worried

**wedding** (*noun*) a special event when two people get married

1. There is a new student from France in our English class. We should \_\_\_\_\_ him to our house for dinner tomorrow.
2. I saw Asiah crying after class today. She looked very \_\_\_\_\_.
3. Abdullah was an hour late and he didn't call, isn't that very \_\_\_\_\_?
4. In the Middle East, you should always say *yes* when someone offers you something. If you say *no* the person may be \_\_\_\_\_.
5. When I \_\_\_\_\_ my parents will be very sad.
6. Colours are an important part of a \_\_\_\_\_. Many women wear a white dress, but in some countries, women wear red.
7. I didn't understand English well when I visited Ireland. When people spoke I felt a little \_\_\_\_\_.  
But I still had a great time.
8. Watch people \_\_\_\_\_. Then you won't make a mistake.

**Listening Exercise 1.** (Q:Skills 1 Speaking & Listening p.52 CD1 Track 29)

Listen to the stories. Then check (✓) the topic of each story.

- |  |  |
|--|--|
| 1. <input type="checkbox"/> a. choosing a gift | 3. <input type="checkbox"/> a. giving business cards |
| <input type="checkbox"/> b. standing close     | <input type="checkbox"/> b. business meetings        |
| <input type="checkbox"/> c. shopping           | <input type="checkbox"/> c. getting a job            |
| 2. <input type="checkbox"/> a. visiting a home |  |
| <input type="checkbox"/> b. birthday gifts     |  |
| <input type="checkbox"/> c. giving flowers     |  |

**Listening Exercise 2.** (Q:Skills 1 Speaking & Listening p.52 CD1 Track 30)

Read the statements. Then listen again. Write *T* (true) or *F* (false).

- \_\_\_ 1. João knew the woman in the bookstore.
- \_\_\_ 2. It's OK to stand very close to other people in the United States.
- \_\_\_ 3. Russians usually give one, three, or five flowers.
- \_\_\_ 4. Tanya was offended by the gift from her co-workers.
- \_\_\_ 5. Rick didn't bring business cards to the wedding.
- \_\_\_ 6. In the U.S., it's OK to take a business card with one hand.



### ***Should and shouldn't***

To form a sentence, use a subject + *should/shouldn't* + the base form of a verb.

I	
You	
He / She	<b>should</b> learn customs of other countries.
We	<b>shouldn't</b> make too many cultural mistakes.
You	
They	

Note: *Shouldn't* is the contraction for *should + not*.

Use *should* to say that it is good to do something.

In Japan, you **should** take a business card with two hands.

When something is not good to do, we use *shouldn't*.

You **shouldn't** give six or eight flowers in Russia.

### **Language Exercise 1.** CREATED BY SEU CURRICULUM TEAM

**A. Underline the subject in each sentence below. Circle *should/shouldn't* and underline the base form verb**

1. You shouldn't eat chips every day.
2. I should talk to my friend.
3. They should teach their children.
4. You shouldn't drive when you feel tired.
5. We should learn about other countries.
6. I shouldn't walk in the streets at night.

**B. Look again at the sentences above. Answer the questions below with Y/N (Yes/No)**

1. Is it a good idea to eat chips every day? \_\_\_\_
2. Is it a good idea to talk to my friend? \_\_\_\_
3. Is it a good idea to teach children? \_\_\_\_
4. Is it a good idea to drive when you feel tired? \_\_\_\_
5. Is it a good idea to learn about other countries? \_\_\_\_
6. Is it a good idea to walk in the streets at night? \_\_\_\_

**Language Exercise 2.** CREATED BY SEU CURRICULUM TEAM

**A. Mark these sentences with (✓) if the grammar is correct or (✗) if it's incorrect**

1. I sleep should at 11:30pm \_\_\_\_
2. He should study in the United States \_\_\_\_
3. Should go you to the hospital \_\_\_\_
4. They shouldn't bring flowers \_\_\_\_

**B. Put the words in the correct order to make sentences.**

1. I/learn/should/English \_\_\_\_\_
2. fast/you/shouldn't/drive \_\_\_\_\_
3. should/ Russia/visit/we \_\_\_\_\_

**Writing Exercise 1.** CREATED BY SEU CURRICULUM TEAM

Below are 3 subjects and 3 base form verbs. Use them with *should* or *shouldn't* to make the first part of the sentences below.

I	Take
Read	You
We	Walk

1. \_\_\_\_\_ books.
2. \_\_\_\_\_ every day.
3. \_\_\_\_\_ a vacation.

**Writing Exercise 2.** CREATED BY SEU CURRICULUM TEAM

Write 2 of your own sentences. Use *should* in sentence 1 and *shouldn't* in sentence 2.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

**Communicative Exercise 1.** CREATED BY SEU CURRICULUM TEAM

Tell your partner about some small problem you have at the moment. Your partner will give you some advice about what you should/shouldn't do about this.



## **Communicative Exercise 2.** CREATED BY SEU CURRICULUM TEAM

Work with your partner. Think about the listening exercise. Different countries have different things that you should and shouldn't do. Discuss with your partner some things that you should and shouldn't do in Saudi Arabia.

## **Communicative Exercise 3. Class Debate** CREATED BY SEU CURRICULUM TEAM

Debate the following topics in pairs, groups, and as a class. Each student must disagree for the sake of debate even if it goes against their real opinion.

- **Foreigners shouldn't be forced to learn about new customs before visiting new countries.....**
- **The way people give gifts in all cultures should be accepted and not taken as disrespectful because in the end it's a kind gesture.....**



# FIRST SEMESTER

## LEVEL 1

### LESSON 9

STUDENT NAME: \_\_\_\_\_

STUDENT ID: \_\_\_\_\_

## Level 1 Lesson 9

Adapted from Q:Skills 1 LS pgs 67-74

### **Vocabulary Exercise.** CREATED BY SEU CURRICULUM TEAM

Match the words below to the pictures. Which one of the words does not have a picture? Ask your teacher what this word means.

Fell (verb)

Rope (noun)

Climb (noun)

Cut (verb)

Climbers (noun)

Suddenly (adverb)

Mountain (noun)



**Pre- listening Exercise.** QS Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011



Joe Simpson

### A Bad Situation with a Happy Ending

You are going to listen to the amazing true story of mountain climber Joe Simpson. Read the title of the story. What do you think happened to Joe Simpson? Check (✓) your guess.

- He got lost in the mountains and never returned.
- He climbed a mountain faster than any other climber.
- He fell and broke his leg but was able to return to camp.

**Listening Exercise 1** (QSkills1 Speaking & Listening p.68 CD1 Track 38)

Answer the questions below.

1. What part of his body did Joe break?

\_\_\_\_\_

2. What did Simon cut to make Joe fall?

\_\_\_\_\_

3. Did Joe die?

\_\_\_\_\_

**Listening Exercise 2.** (QSkills1 Speaking & Listening p.68 CD1 Track 39)

Read the statements. Then listen again. Write *T* (true) or *F* (false).

- \_\_\_ 1. Joe Simpson is from the United States.
- \_\_\_ 2. Joe Simpson and Simon Yates were mountain climbers.
- \_\_\_ 3. Simpson broke his leg near the top of the mountain.
- \_\_\_ 4. Yates saw Simpson fall off the side of the mountain.
- \_\_\_ 5. Simon Yates cut the rope.
- \_\_\_ 6. Joe Simpson had enough food and water for three days.
- \_\_\_ 7. When Simpson came out of the ice, he was far from the camp.
- \_\_\_ 8. Yates was at the camp when Simpson arrived.

**because and so**



Use *because* and *so* to connect a reason with a result—that is, to give the reason for a situation or an event.



## Language Exercise 1. CREATED BY SEU CURRICULUM TEAM

Mark the sentences with T (true) or F (false).

- \_\_\_1. We use a comma when we put *because* in the middle of a sentence
- \_\_\_2. When we use *so* in the middle of a sentence we put a comma before it
- \_\_\_3. We put the reason before the result when we use *because*
- \_\_\_4. We put the result after the reason when we use *so*
- \_\_\_5. We use *because* and *so* when we want to link a result with a reason

## Language Exercise 2. CREATED BY SEU CURRICULUM TEAM

A. Tick (✓) the sentences below if they used *because* and *so* correctly.

- \_\_\_1. I want to be a climber so it's fun
- \_\_\_2. I want to be a doctor because I want to help people
- \_\_\_3. Farooq likes camping in the mountains, so he goes every weekend
- \_\_\_4. He broke his arm because he couldn't write
- \_\_\_5. I was late to work because I woke up late
- \_\_\_6. She washed the clothes so they were not clean
- \_\_\_7. She was hungry because she ate lots of food

B. Underline the reason and circle the result in the sentences above.

**Writing Exercise 1.** CREATED BY SEU CURRICULUM TEAM

**A. Write *because* and *so* into the correct spaces below. Use commas in the right places.**

1. The mountain was very big \_\_\_\_\_ it took many days to get to the top.

It took many days to get to the top \_\_\_\_\_ the mountain was very big.

2. I travel to many different countries \_\_\_\_\_ I climb big mountains.

I climb big mountains \_\_\_\_\_ I stay healthy.

3. He is a mountain climber \_\_\_\_\_ he is away from home alot.

He is away from home a lot \_\_\_\_\_ he is a climber.

**B. Go back to Language Exercise 2 and correct the incorrect sentences.**

**Writing Exercise 2.** CREATED BY SEU CURRICULUM TEAM

**Below, there is a reason and a result. Use them to make one sentence using *so* and one sentence using *because*.**

I work hard in my English class

I have good grades

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

## Communicative Exercise 1. CREATED BY SEU CURRICULUM TEAM

Tell your partner the story of what happened to Joe and Simon in your own words.

## Communicative Exercise 2. Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

Discuss the questions in a group.

1. What were the bad events in the story? What events made it have a happy ending?
2. Why did Simon Yates cut the rope? Do you think it was the right choice or the wrong choice?

## Communicative Exercise 3. Class Debate CREATED BY SEU CURRICULUM TEAM

Debate the following topics in pairs, groups, and as a class. Each student must disagree for the sake of debate even if it goes against their real opinion.

- If two people are in a life or death situation the one that has the chance to survive should always leave the other without thinking it over.....
- People should be banned from extreme sports that cause death.....





# FIRST SEMESTER

## LEVEL 1

### LESSON 10

STUDENT NAME: \_\_\_\_\_

STUDENT ID: \_\_\_\_\_

## Level 1 Lesson 10

CREATED BY SEU'S CURRICULUM TEAM / ADAPTED FROM Q-SKILLS LS UNIT 4 page 70-77

### **Vocabulary Exercise 1.** Q:skills 1 R&W Margot F. Gramer and Colin S. Ward OUP 2011

Match the words in bold with the correct meanings.

1. Oh, no! My mother's birthday was yesterday, and I **completely** forgot.
  2. I feel so lucky to be alive. I always want to **remember** what happened.
  3. Diana had an **accident**. She fell down and broke her arm.
  4. Get down from there! You should be more careful. You're going to **get hurt** someday.
  5. Mr. Clark is an **expert** on mountain climbing. He wrote a book about his experience.
  6. Gina has a great **attitude** about life. She doesn't worry about anything.
  7. Thank you very much. I really **appreciate** all of your help.
  8. I can't tell you where I'm going. It's a **secret**.
- a. \_\_\_\_\_ (*noun*) the way you think or feel about something
- b. \_\_\_\_\_ (*noun*) something you must not tell people
- c. \_\_\_\_\_ (*noun*) something bad that happens by chance
- d. \_\_\_\_\_ (*verb*) to be thankful for something
- e. \_\_\_\_\_ (*noun*) a person who knows a lot about something
- f. \_\_\_\_\_ (*adverb*) totally
- g. \_\_\_\_\_ (*phrasal verb*) feel pain in a part of the body
- h. \_\_\_\_\_ (*verb*) to keep something in your mind or bring something back into your mind

## PREVIEW LISTENING 2

### Make Your Own Happy Ending

You are going to listen to a radio interview with Ellen Sharpe, the author of *Make Your Own Happy Ending*. What advice do you think she is going to give people about how to be happy? Check (✓) your guess.

- Appreciate the positive things in your life.
- Have more fun and buy lots of things.

### Listening for Gist. Q:Skills 1 LS pg 71 CD 1 track 42

Listen to the audio then discuss your prediction from the Preview-Listening Exercise with a partner.

### Listening for Specific Information. Q:Skills 1 LS pg 71 CD 1 track 42

## LISTEN FOR MAIN IDEAS

Read the statements. Then listen and circle the main idea.

1. The book gives people a secret for how to be happy.
2. The book says that it's important to appreciate the positive things in life.
3. The book teaches people how to avoid accidents.
4. The book tells stories about happy people.



## LISTEN FOR DETAILS

Read the questions. Then listen to the interview again. Circle the correct answer for each question.

### **Tip** for Success

Information questions appear on many tests. The *Wh-* word at the beginning of a question will tell you what kind of information to listen for.

1. When did Ellen Sharpe's accident happen?
  - a. At five years old
  - b. About five years ago
  - c. About five months ago
2. Why did the accident happen?
  - a. Sharpe was looking for her cell phone in the car.
  - b. Sharpe's boss called to ask why she was late.
  - c. Another driver was driving too fast.
3. Who came to the hospital every day?
  - a. Sharpe's mother and her brother
  - b. Sharpe's parents and her friends
  - c. Sharpe's parents and her brother
4. What happened to Sharpe after the accident?
  - a. She got a good job.
  - b. She had a lot of friends.
  - c. She changed her attitude.

**Language Exercise 1.** Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

Look at the expressions below. Match the correct meanings to each expression.

1. Uh-huh/ Mm hmm/ I see	a. To respond to bad news
2. Really?/ Wow!/ That's interesting	b. To show you are listening
3. Oh, no! How awful!/ That's too bad./ I'm sorry to hear that	c. To respond to good news
4. Congratulations!/ That's great! / I'm sorry to hear that	d. To show interest

**Language Exercise 2.** Q:Skills 1 LS pg 77 CD 1 track 49



**A.** Listen to the excerpts from Listening 2. Complete them with expressions from the Speaking Skill box.

Ellen Sharpe: I saw people who had a lot of things, and I thought they were happy. I didn't appreciate my life.

Interviewer: \_\_\_\_\_. So, how did you become an expert on happiness?

Ellen Sharpe: Well, about five years ago, something happened that completely changed me.

Interviewer: \_\_\_\_\_.? What happened?

Ellen Sharpe: I don't remember everything, but I woke up in the hospital.

Interviewer: \_\_\_\_\_.

Ellen Sharpe: My parents and my brother came to visit me every day. Every time I saw them, I felt happy. They were all there when I really needed them.

Interviewer: \_\_\_\_\_! It sounds like this experience really changed your attitude.

Ellen Sharpe: That's what the book is about. I want to help other people be happy, too.

Interviewer: \_\_\_\_\_. That's great advice, Ellen.

## Writing Exercise 1. CREATED BY SEU CURRICULUM TEAM

Make your own sentences with the expressions from Language Ex 1. Choose one expression from each column.

Ex: Student A: I scored 100 on the last math exam.

Student B: Wow! That's great.

1. Student A: \_\_\_\_\_

Student B: \_\_\_\_\_

2. Student A: \_\_\_\_\_

Student B: \_\_\_\_\_

3. Student A: \_\_\_\_\_

Student B: \_\_\_\_\_

4. Student A: \_\_\_\_\_

Student B: \_\_\_\_\_

## Communicative Exercise 1. CREATED BY SEU CURRICULUM TEAM

Choose a partner and practice your sentences from Writing Ex 1. Each partner should read their work. Change partners three times.

## Communicative Exercise 2. Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

### **WHAT DO YOU THINK?**



**A.** Discuss the questions in a group.

1. Think about an experience that made you feel really happy. What happened?
2. The message of Sharpe's book is to appreciate the positive things in your life. What are some things you appreciate in your life?

## Communicative Exercise 3. Class Debate CREATED BY SEU CURRICULUM TEAM

Debate the following topics in pairs, groups, and as a class. Each student must disagree for the sake of debate even if it goes against their real opinion.

- **The more knowledge you have, the happier you will be.....**
- **It is impossible to be happy all the time.....**



# FIRST SEMESTER

## LEVEL 1

### LESSON 11

STUDENT NAME: \_\_\_\_\_

STUDENT ID: \_\_\_\_\_



## Level 1 Lesson 11

Adapted from Q:Skills 1 LS pages 83-89

### **Vocabulary Exercise 1.** Q:Skills LS pg. 83 Unit 5 video

Watch the Unit 5 introduction video. Fill in the missing numbers in each sentence. Then watch the video again to check your answers.

one      15      thirty-nine      40      tenth      once

1. There are \_\_\_\_\_ places that everyone should see at least \_\_\_\_\_ during their lifetime.
2. Number \_\_\_\_\_ is Times Square in New York.
3. \_\_\_\_\_ million visitors go to Times Square every year.
4. The \_\_\_\_\_ most visited site is the Grand Bazaar in Istanbul, Turkey.
5. The Grand Bazaar has \_\_\_\_\_ million visitors every year.

### **Vocabulary Exercise 2.** CREATED BY SEU CURRICULUM TEAM

Fill in the blank with the correct vocabulary word.

1. If you travel to Mexico, you should try the \_\_\_\_\_ food.  
a. animal                      b. local                      c. tour                      d. people
2. Suddenly, the building started to \_\_\_\_\_. We all ran outside.  
a. shaking                      b. moving                      c. shake                      d. Moved
3. Too many visitors could \_\_\_\_\_ these very old houses.  
a. destroy                      b. hurting                      c. fix                      d. Buy
4. Many big cities have problems with \_\_\_\_\_. Cars and buses make the air dirty.  
a. traffic                      b. pollution                      c. gas                      d. transportation
5. Many countries need \_\_\_\_\_ to help the local economy.  
a. population                      b. travelling                      c. tourists                      d. travel
6. Do you think it's \_\_\_\_\_ to travel alone?  
a. danger                      b. safely                      c. dangerous                      d. dangerously
7. What kind of \_\_\_\_\_ is that? It's such a colorful bug.  
a. animal                      b. bird                      c. reptile                      d. insect
8. Some city buses don't need to use gas. They're \_\_\_\_\_.  
a. electric                      b. fast                      c. full                      d. cheap

**Pre - Listening Exercise.** Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011



## PREVIEW LISTENING 1

### Places in Danger

You are going to listen to a podcast of a travel program called “Places in Danger.” The program talks about the negative effects of tourists visiting three famous places. Why do you think they are in danger?

Look at these famous places.



1 Taj Mahal, India



2 Galapagos Islands, Ecuador



3 The Great Pyramid, Egypt

**Listening for Gist.** Q:Skills 1 LS pg 86 CD 2 track 3

Listen to the audio and discuss your answers to the Pre-Listening Exercise with a partner.

**Listening for Specific Information.** Q:Skills 1 LS pg 86 CD 2 track 3

## LISTEN FOR MAIN IDEAS

Read the items. Then listen to the podcast. Circle the best answer to complete each main idea.

1. The Taj Mahal became darker because of
  - a. bicycles near the building.
  - b. millions of tourists walking on it.
  - c. pollution from cars and buses.
2. In the Galapagos Islands, planes and boats
  - a. bring insects that don't belong there.
  - b. carry dangerous liquids.
  - c. have a lot of accidents.
3. The Great Pyramid is in danger because
  - a. it's made of many stones.
  - b. cars and buses shake the ground.
  - c. too many tourists walk there.

**Listening for Detail.** Q:Skills 1 LS pg 87 CD 2 track 4

## LISTEN FOR DETAILS

Read the sentences. Then listen again. Circle the correct information to complete each sentence.

1. The Taj Mahal was built for the (wife / daughter) of the Indian leader.
2. Only bicycles and electric (buses / cars) can go near the Taj Mahal.
3. The Galapagos Islands are home to thousands of (people / animals).
4. In the Galapagos Islands, airlines spray liquids to kill dangerous (insects / plants).
5. The Great Pyramid is fragile because of its (size / age).
6. Tourists must (drive / walk) to the Pyramid.

**Language Exercise 1.** Q:Skills 1 LS pg. 87-88

### Listening Skill Understanding numbers and dates

It's important to understand numbers when you listen, for example, when you listen to detailed information on a TV or radio program or during a lecture.

Numbers ending in *-teen* or *-ty* can be difficult. You need to listen carefully for the stress patterns in these numbers. That way you can be sure you understand the numbers correctly.

- In numbers ending in *-ty*, the first syllable is stressed: FIF-ty.
- In numbers ending in *-teen*, the stress is on the last syllable: fif-TEEN.



Listen to these pairs of numbers.

14 / 40   15 / 50   16 / 60   17 / 70   18 / 80   19 / 90



Listen to these large numbers.

453	four hundred fifty-three
3,227	three thousand two hundred twenty-seven
15,609	fifteen thousand six hundred nine
275,000	two hundred seventy-five thousand
8,250,000	eight million two hundred fifty thousand



Listen to these dates.

1700 →	seventeen hundred	1989 →	nineteen eighty-nine
1809 →	eighteen oh nine	2011 →	twenty eleven (two thousand eleven)

## Language Exercise 2. Q:Skills 1 LS pg. 88



### Tip for Success

To practice listening for numbers and dates, watch the news in English every day. If you watch videos of the news online, you can repeat them many times.

### A. Listen to these excerpts from Listening 1. Circle the numbers you hear.

1. The Taj Mahal was built in (632 / 1632) by the leader of India. He built the amazing white building for his wife after she died. It took (2,000 / 20,000) workers and many years to finish the building. Each year, over (30,000 / 3,000,000) tourists visit this amazing white building.
2. The Galapagos Islands are in the Pacific Ocean near South America. The (19 / 90) main islands are home to thousands of plants and animals. About (17,500 / 175,000) tourists visit the islands every year.
3. The Great Pyramid is (450 / 4,500) years old. It is (137 / 1,037) meters high. Workers used over (200,000 / 2,000,000) stones to build the pyramid.

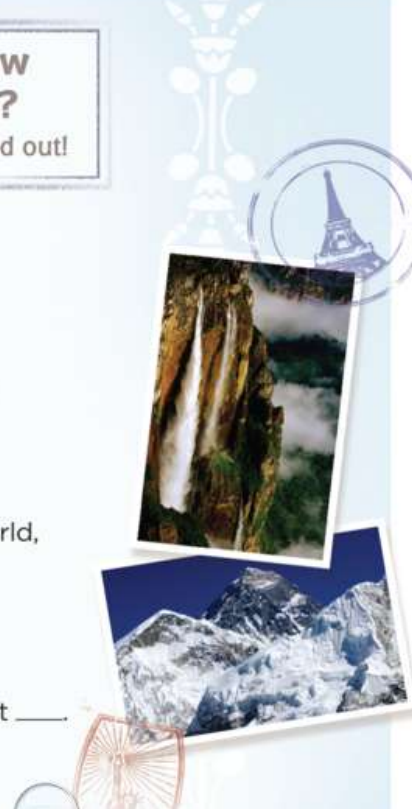
## Writing Exercise 1. Q:Skills 1 LS pg. 89 CD 2 Track 9

Complete the travel quiz with a partner. Listen and check your answers.

### What do you know about the world?

Take this travel quiz, and find out!

1. Mt. Everest is \_\_\_\_ meters high.  
a. 850  
b. 8,850  
c. 9,580
2. The Eiffel Tower in Paris was built in \_\_\_\_.  
a. 1599  
b. 1702  
c. 1789
3. Burj Khalifa, the tallest building in the world, is \_\_\_\_ meters tall.  
a. 818  
b. 880  
c. 8,018
4. The population of New York City is about \_\_\_\_.  
a. 83,000  
b. 8,300,000  
c. 63,000,000



5. Only \_\_\_\_ tourists are allowed inside the Great Pyramid every day.
  - a. 13
  - b. 30
  - c. 300
6. The Colosseum in Rome, Italy was built around the year \_\_\_\_ .
  - a. 17 CE
  - b. 70 CE
  - c. 700 CE
7. There are \_\_\_\_ islands in the Philippines.
  - a. 717
  - b. 7,107
  - c. 71,000
8. Angel Falls in Venezuela is the world's tallest waterfall. It's \_\_\_\_ meters tall.
  - a. 979
  - b. 1,065
  - c. 2,500



### Communicative Exercise 1.

Read the travel quiz with the correct answers to three classmates. Practice pronouncing the numbers correctly.

### Communicative Exercise 2. Created by SEU's curriculum team

Think about the listening exercises and discuss the questions below.

### Q WHAT DO YOU THINK?

Discuss the questions in a group.

1. Were you surprised about the problems at these places? Why or why not?
2. Think of one more idea to help each place. Then share it with the class.
3. Name some famous places in your country. Do tourists cause any problems there?

### Communicative Exercise 3 . Class Debate Created by SEU's curriculum team

Debate the following topics in pairs, groups, and as a class. Each student must disagree for the sake of debate even if it goes against their real opinion.

- To preserve the Kingdom of Saudi Arabia, tourists should be restricted to visiting Mecca and Medina only.....
- Tourism should increase in the Kingdom of Saudi Arabia. If that happened, more money could be spent developing the poor villages.....



# FIRST SEMESTER

## LEVEL 1

### LESSON 12

STUDENT NAME: \_\_\_\_\_

STUDENT ID: \_\_\_\_\_

## Level 1 Lesson 12

### Adapted from Q:Skills 1 R&W pages 79-97

#### **Pre – listening.** (Q:Skills Reading & Writing p.83)

You are going to watch a video about summer vacation time. What do you like to do in your summer vacation?

#### **Listening Exercise 1** (Q:Skills Reading & Writing p.83)

Answer (T) true or (F) false about the video.

1. \_\_\_\_\_ Children want a longer vacation
2. \_\_\_\_\_ Children need more time to learn so they should go to school in summer
3. \_\_\_\_\_ Children want to move the vacation time to winter, not summer
4. \_\_\_\_\_ Children should not have vacation in the summer

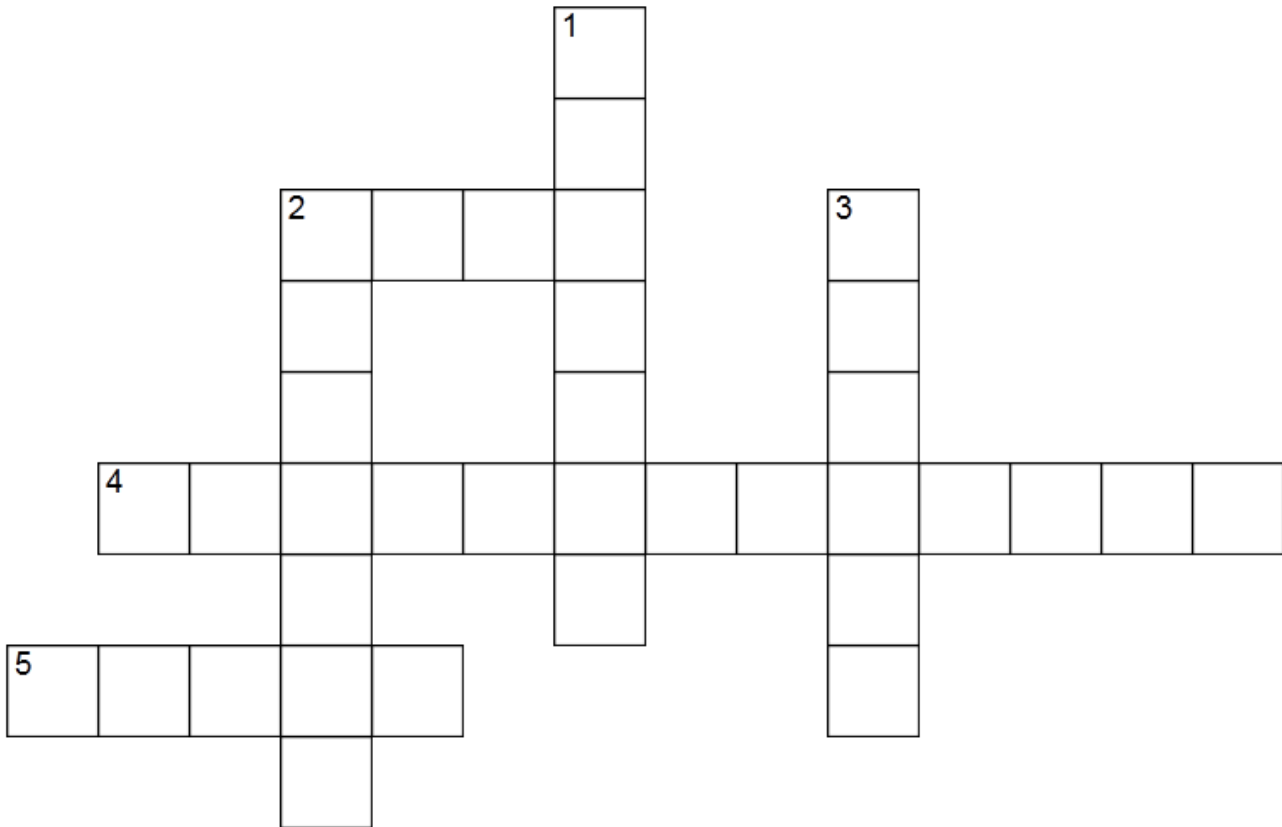
#### **Listening Exercise 2.** (Q:Skills Reading & Writing p.83)

Read the sentences below from the video. Watch the video and put the sentences in the correct order.

- \_\_\_ a. They say children should be in school all year round because they need more time to learn
- 1 b. Which is better for children? Having the summer off, or going to school in the summer?
- \_\_\_ c. Today, most children do not live on farms
- \_\_\_ d. Years ago, schools had long summer vacations
- \_\_\_ e. Many educators today think that long summer vacations are unnecessary

**Vocabulary Exercise.** CREATED BY SEU CURRICULUM TEAM

Complete the crossword puzzle using some of the bold words from the reading.



**ACROSS**

- 2 A fun place where people go to cook, sleep outdoors, and stay for some time.
- 4 Chances for something
- 5 To misuse or abuse something,

**DOWN**

- 1 People who know a lot about one subject
- 2 To try to do better than someone else
- 3 To go over the same work again



# Letters to the Editor

## Yes to a Longer School Year

### To the Editor:

1. Why do our children have 11 weeks of summer vacation? Many years ago, 85 percent of Americans **worked** on farms. Children needed **summer** vacation because they helped with the farm work. Today, only 3 percent of Americans worked on farms. But our children still have long summer vacations. We have to change the school schedule.
2. American students lose one or two months of learning because of the summer vacation. Away from school for so many weeks, students forget what they learned. **Experts** say that students lose math skills and reading skills. At the **beginning** of school in September, teachers need to **review** last year's studies for the first four to six weeks of school. This is a **waste** of classroom time. Summer vacations are not great **opportunities** for learning. Most parents work outside of the home. They cannot be with their children during the long summer months. Some families can pay for summer **camp**, but many cannot. Most children stay home and watch TV. Most children do not learn **anything** in the summer.
3. Students in the United States do not have a high number of school days. Many other **countries** have more. The average number of school days in Japan is 243. In the United States, the average number is only 180. Our children need more time in school and less vacation time. Then they **compete** in the world today.

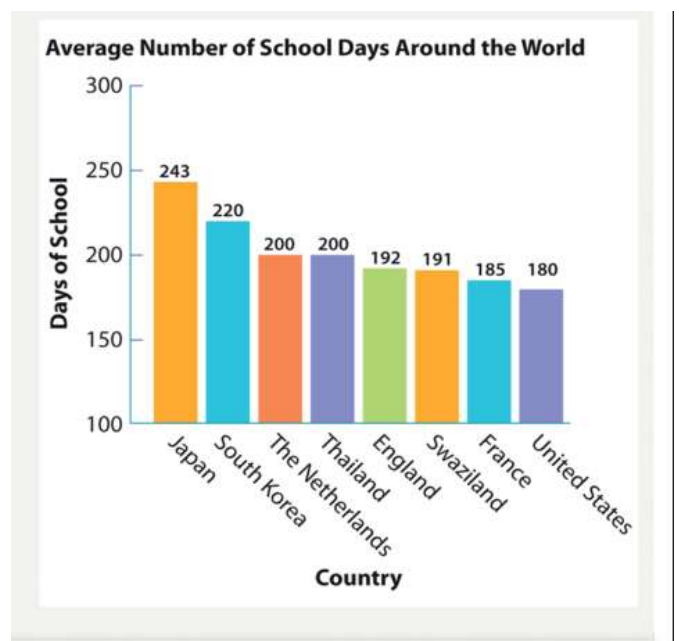
James Walsh, Teacher  
Lincoln Elementary School, Waterville

## Vacations Are a Way of Learning

### To the Editor:

4. I think that children should not have longer school year. I think that people learn everywhere, not just in school. Children need to see the world and vacations are a good opportunity for children to see the world outside of school. They can learn to do things they can't learn in a classroom. They can learn to swim and ride bikes. Some can get summer jobs, some can go on camps. They can help their communities and spend time with their families.
5. Long summer vacations give families time together. During the school year, everyone is busy. But in the summer vacation, everyone has free time together. Long vacations are good for families.

Linda Smith, Parent  
Waterville schools



**Reading Exercise 1.** Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

Read the two letters again. Which are main ideas of James Walsh's letter? Which are main ideas of Linda Smith's letter? Check (✓) the box.

	James Walsh	Linda Smith
1. Long summer vacations are not necessary for our children today.	<input type="checkbox"/>	<input type="checkbox"/>
2. Long summer vacations are great learning opportunities.	<input type="checkbox"/>	<input type="checkbox"/>
3. Children lose learning skills over the long summer vacation.	<input type="checkbox"/>	<input type="checkbox"/>
4. It is not a good idea for the town to change the vacation rules.	<input type="checkbox"/>	<input type="checkbox"/>

**Reading Exercise 2.** CREATED BY SEU CURRICULUM TEAM

**A. Circle the answer that best completes each statement**

- James Walsh says that, many years ago, most children used their vacation time to \_\_\_\_\_.
  - Work on the farm
  - Go to summer camp
  - Learn to swim
- James Walsh says that most parents \_\_\_\_\_ during summer months.
  - Travel
  - Work
  - Are with their children
- Linda Smith says that children should \_\_\_\_\_ during their summer vacations.
  - Spend more time in the classroom
  - Study more maths and English
  - See the world
- Linda Smiths thinks children need \_\_\_\_\_.
  - More sleep
  - Many vacations during the year
  - To learn things outside of school

**B. Look at the bar graph in the reading text and answer the questions.**

1. How many days of school do children in Swaziland have? \_\_\_\_\_
2. How many days of school do children in France have? \_\_\_\_\_
3. How many days of school do children in Thailand have? \_\_\_\_\_
4. Which country has 243 school days? \_\_\_\_\_
5. Which country has 220 school days? \_\_\_\_\_
6. Which country has 180 school days? \_\_\_\_\_

**Grammar** Sentences with *because*



You can combine two sentences with *because*. *Because* introduces the reason for a situation or state.

Bob is a doctor. (reason) → He cannot take long vacations. (situation)  
Bob cannot take long vacations **because** he is a doctor.  
**Because** Bob is a doctor, he cannot take long vacations.

**Language Exercise 1.** CREATED BY SEU CURRICULUM TEAM

Read the sentences below. Underline the situation and circle the reason in each sentence

1. Haroon goes to university because he wants to study computer skills.
2. Ruqayah gets no vacation because she is working hard to be a nurse.
3. Because Fatimah is trying to save money, she has two jobs.
4. Zaynab is going on vacation because she needs a break.
5. Because Ibraheem is too young, he doesn't go to school yet.
6. Because Qassim has a new car, he can travel during his vacation

**Language Exercise 2.** Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011



**A.** Write two sentences with *because*. Remember that *because* introduces the reason.

1. People need a break from work. → People take vacations.

a. People take vacations because they need a break from work.

b. Because people need a break from work, they take vacations.

2. Truck drivers work long hours. → They have a lot of job stress.

a. \_\_\_\_\_

b. \_\_\_\_\_

3. Some employees don't have paid vacation. → Some employees don't take vacations.

a. \_\_\_\_\_

b. \_\_\_\_\_

4. Some employees have family needs. → Some employees have special schedules.

a. \_\_\_\_\_

b. \_\_\_\_\_

## Writing Exercise 1. CREATED BY SEU CURRICULUM TEAM

Put commas in all the right places and fill in the spaces with 'because.'

Now I am happy \_\_\_\_\_ I have finished school for the summer. \_\_\_\_\_ my father likes the desert we will go camping. Tomorrow my father will drive us to a quiet part of the desert. All my family is going \_\_\_\_\_ we all have vacation in the summer. \_\_\_\_\_ all my family is going we will take the big car. We will stay there for a few days and then we will go to Dubai \_\_\_\_\_ my sisters want to do lots of shopping.

## Writing Exercise 2. CREATED BY SEU CURRICULUM TEAM

Write two sentences with your own information. In one sentence use 'because' at the start and in the other sentence, use because in the middle. Remember to use commas when necessary

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

## Communicative Exercise 1. CREATED BY SEU CURRICULUM TEAM

Read your sentences from Writing Exercise 2 to your partner.

## Communicative Exercise 2. CREATED BY SEU CURRICULUM TEAM

- In groups discuss: Do you agree with James Walsh or Linda Smith?
- Work with a partner. Look at the photos. Which vacation activities do you like best? Take turns telling your partner about your favourite activities.



going to the beach



visiting famous places



Camping in the desert



visiting family

### Communicative Exercise 3. Class Debate

Debate the following topics in pairs, groups, and as a class. Each student must disagree for the sake of debate even if it goes against their real opinion.

- Saudi Arabian students shouldn't have 4 vacation breaks a year because it wastes time.....
- Prep year students should have a longer study semester and only a one-month summer vacation.....



# FIRST SEMESTER

## LEVEL 1

### LESSON 13

STUDENT NAME: \_\_\_\_\_

STUDENT ID: \_\_\_\_\_

# Level 1 Lesson 13

CREATED BY SEU'S CURRICULUM TEAM / ADAPTED FROM Q-SKILLS LS & RW UNIT 8

## Vocabulary Exercise 1. Q:Skills 1 LS Pg. 167 Unit 8 Video LS



### VOCABULARY

Here are some words from Listening 1. Read the sentences. Write each bold word next to the correct definition.

1. He didn't study but he got an A on the test. Did he **cheat**?
2. The teacher took a **survey** to find out how many students use the Internet. All of the students answered *yes*.
3. **According to** a magazine article, most people tell lies sometimes.
4. Recent **technology**, such as the Internet and cell phones, make communication fast and easy.
5. About a **quarter** of the class is international students.
6. Many musicians want to **prevent** people from getting music for free on the Internet.
7. I want to get a good **grade** on my final exam in math.
8. I feel sad when I hear stories about children who don't have enough food. I think it's wrong for children to **suffer**.

- a. \_\_\_\_\_ (*noun*) the number or letter that shows how well you have done in school
- b. \_\_\_\_\_ (*verb*) to do something that is not honest or fair
- c. \_\_\_\_\_ (*noun*) questions to find out what people think or do
- d. \_\_\_\_\_ (*noun*) knowledge about science and about how things work
- e. \_\_\_\_\_ (*fraction*) twenty-five percent
- f. \_\_\_\_\_ (*verb*) to feel pain, sadness, or another unpleasant feeling
- g. \_\_\_\_\_ (*phrase*) as something or someone says
- h. \_\_\_\_\_ (*verb*) to stop someone from doing something or to stop something from happening



## Listening for Gist. Q:Skills LS Pg.144 CD 3 track 3



### PREVIEW LISTENING 1

#### Dishonesty in Schools

You are going to listen to a TV news report about cheating in schools.

What percentage of U.S. high school students do you think say they cheat?

- 25%       50%       75%

Listen to the first 30 seconds of the news report. Check to see if you chose the correct percentage.

## Listening for Specific Information. Q:Skills LS Pg.144 CD 3 track 3



### LISTEN FOR MAIN IDEAS

Read the paragraphs. Then listen and check (✓) the paragraph that best summarizes the main idea of the news report.

- \_\_\_ 1. Many countries have problems with cheating. Some universities in China stop wireless phone messages, so students can't send text messages.
- \_\_\_ 2. Cheating is a problem in many schools. New technology makes it easier to cheat. Schools and teachers are thinking of ways to stop cheating.
- \_\_\_ 3. Teachers believe their students are honest, so they feel upset when students cheat. Students who cheat receive a zero on their work.

**Listening for Details.** Q:Skills LS Pg.144 CD 3 track 4



## LISTEN FOR DETAILS

Read the sentences. Then listen again and circle the best answer to complete each sentence.

1. According to the survey, 75 percent of (high school / university) students cheat in school.
2. The survey found that (less than / more than) half of students copy reports from the Internet.
3. The reporter is interviewing teachers at a (high school / university).
4. Some of Ms. Smith's students used cell phones to (send messages / call classmates) with the test answers.
5. Ms. Smith thinks it may be (possible / impossible) to prevent students from using the Internet or sending text messages.
6. A university in (China / Europe) put cameras in all of its classrooms.

**Pre-Reading Exercise.** Pg 182 RW Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

## PREVIEW READING 1

This is a magazine article about the different kinds of lies people tell.

Preview the article. Check (✓) two topics you think you will read about.

Topics

- |   |   |
|---|---|
| <input type="checkbox"/> how to tell a lie          | <input type="checkbox"/> what to do when a person lies to you |
| <input type="checkbox"/> the lies people often tell | <input type="checkbox"/> why people tell lies                 |

# The Lies People Tell

Most people don't **admit** it, but people often tell lies. These are nine lies people often tell.

## Lie 1: "You look great!"

A woman asks her husband, "Does my hair look OK?" The husband doesn't like it, but he says something nice. He says, "You look great!" Why? He wants his wife to be happy. He doesn't want to hurt her feelings.

## Lie 2: "I didn't do it!"

A boy breaks a cup. His mother asks, "Who broke the cup?" The boy says, "I didn't do it." Why? The boy did something wrong. He is afraid of the **punishment**. He tells a lie so he doesn't get in **trouble**.

## Lie 3: "He came to work on time."

Lina works in an office. Another worker in her office, Pete, has trouble with his car. Pete often arrives late to work. The **boss** is not happy with him. The boss asks Lina, "Did Pete come to work on time today?" He didn't, but Lina says, "Yes." Why? She lies to protect him.



"I didn't do it."

## Lie 4: "The cat went to a farm."

The family cat dies. "It went to a farm to play with other cats," say the parents. They don't say the cat died. Why not? They lie to protect their children from the truth. They think it will hurt too much.

## Lie 5: "You won't get any gifts!"

A boy hits his little sister at his birthday party. The parents say, "Stop! You won't get your gifts if you hit her again!" This is not true. They plan to give their son his gifts even if he **continues** to behave badly<sup>1</sup>. Why do they tell a lie? They lie to **control** their son.

## Lie 6: "The fish was three feet long!"

Joe is telling a story about his fishing trip. He says a fish he caught was three feet long, but it wasn't really very big. Why? He lies in order to tell a more interesting story.

## Lie 7: "I can speak three languages."

Pamela tells her classmates, "I can speak three languages." She can really speak only two languages. Why does she lie? She wants to make a good impression<sup>2</sup> on her new classmates. Pamela wants them to think she is very intelligent.

## Lie 8: "This special price is for today only."

A store ad says it has special prices on **furniture** for today only. The truth is that the price is the same every day. Why does the store lie? It lies in order to make more money.



People tell lies for different reasons.

Customers buy more furniture when they believe the prices are special for one day only.

## Lie 9: "Her boss fired her from her last job!"

A man tells people at work that a new worker's boss fired her from her last job. This is not true. The man tells the lie to hurt the other worker's **reputation**.

**Reading Exercise 1.** Pg 145 RW Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011



## MAIN IDEAS

Why do people lie? Check (✓) the seven reasons from the article.

- 1. They want to be famous.
- 2. They want to protect someone.
- 3. They don't want to hurt someone's feelings.
- 4. They want to make a person laugh.
- 5. They want to make a good impression.
- 6. They want to make more money.
- 7. They don't want to get in trouble.
- 8. They want to control a child.
- 9. They want to get a job.
- 10. They want to hurt someone's reputation.

**Reading Exercise 2.** Pg 146 RW Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011



## DETAILS

In the Unit 4 Reading Skill on page 66, you learned that good readers make inferences. Circle the best inference for each lie from Reading 1.

1. "You look great!"
  - a. The man cares about his wife.
  - b. The man likes short hair.
2. "I didn't do it!"
  - a. The child's parents punish the child when he does something wrong.
  - b. The child breaks things often.
3. "The cat went to a farm."
  - a. The family will get a new cat.
  - b. The children loved the family cat.
4. "Her boss fired her from her last job!"
  - a. The man doesn't like the new worker.
  - b. The new worker changes jobs a lot.

**Language Exercise 1.** Pg 147-148 RW Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

**Pronouns** take the place of nouns and avoid repetition.

- ✓ Brian says **he** is coming here tomorrow. (subject pronoun)
- ✗ Brian says **Brian** is coming here tomorrow.
- ✓ Brian says to call **him** this evening. (object pronoun).
- ✗ Brian says to call **Brian** this evening.

Here are the subject and object pronouns.

Subject Pronouns	Object Pronouns
I	me
you	you
he	him
she	her
it	it
we	us
they	them

To understand a pronoun, you need to identify the noun it refers to. The noun a pronoun refers to is called its **referent**. Look for

- a noun that comes **before** the pronoun. (It may be in a different sentence.)
- a noun that **agrees with** the pronoun in gender and number (For example, *he* agrees with *brother*, *she* does not; *it* agrees with *book*, *they* does not.)

If there are two or more possibilities, use the context to help you decide.

- My sisters like to ride in sports cars, but they don't enjoy driving **them**.

It does not make sense for *sisters* to be the object of the verb *drive*. In this sentence, *them* refers back to *cars*.

Look at these examples.

- Alice didn't do her homework. She lied to her teacher.
- The machine doesn't work. It doesn't turn on.
- Jim is very popular. His classmates like him.
- The girls said, "Look at us!"



**A. Read the sentences and look at the pronouns in bold. Circle the noun the pronoun refers to.**

1. People say **they** always tell the truth.
2. A small lie can grow big. **It** has a life of its own.
3. Children start to lie at age four or five. **They** lie to get out of trouble.
4. Janet Cooke lied about the schools she went to. **She** said she went to very famous schools.
5. Writer Stephen Glass lied in his stories. He lied to make **them** more interesting.

**Language Exercise 2.** Pg 148 RW Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011



**B. Read the excerpts from Reading 1 and look at the pronouns in bold. Then circle the noun each pronoun refers to.**

1. A woman asks her husband, "Do you like my hair?" The husband doesn't like **it**, but **he** says, "You look great!" Why? He wants **her** to be happy.
  - a. **it**: woman / hair / husband
  - b. **he**: woman / hair / husband
  - c. **her**: woman / hair / husband
2. Lina works in an office. Another worker in her office, Pete, often has trouble with his car. The boss is not happy with **him**. **He** asks Lina, "Did Pete come to work on time today?" Lina says, "Yes." Why? **She** wants to protect him.
  - a. **him**: Lina / Pete / boss
  - b. **He**: Lina / Pete / boss
  - c. **She**: Lina / Pete / boss
3. The family cat dies. "**It** went to a farm to play with other cats," say the parents. Why? **They** want to protect their children from the truth. The parents think **it** will hurt too much.
  - a. **It**: cat / parents / truth
  - b. **They**: cat / parents / truth
  - c. **it**: cat / parents / truth
4. A boy hits his little sister at his birthday party. The parents say, "Stop! **You** won't get your presents if you hit **her** again." This is not true. **They** plan to give him the presents, even if he continues to behave badly.
  - a. **You**: boy / sister / parents
  - b. **her**: boy / sister / parents
  - c. **They**: boy / sister / parents

**Writing Exercise.** CREATED BY SEU CURRICULUM TEAM

Write five sentences with the pronoun replacing the noun.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

**Communicative Exercise 1.** CREATED BY SEU CURRICULUM TEAM

Read your sentences from the Writing Exercise in pairs. Change partners 3 times and discuss if you agree or disagree with your partner's sentences.

## Communicative Exercise 2. Pg 146 RW Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

### WHAT DO YOU THINK?



**A.** Check *OK* or *Not OK* for each lie from Reading 1.

	OK	Not OK
1. "You look great!"	<input type="checkbox"/>	<input type="checkbox"/>
2. "I didn't do it!"	<input type="checkbox"/>	<input type="checkbox"/>
3. "He came to work on time."	<input type="checkbox"/>	<input type="checkbox"/>
4. "The cat went to a farm."	<input type="checkbox"/>	<input type="checkbox"/>
5. "You won't get any gifts."	<input type="checkbox"/>	<input type="checkbox"/>
6. "The fish was three feet long!"	<input type="checkbox"/>	<input type="checkbox"/>
7. "I can speak three languages."	<input type="checkbox"/>	<input type="checkbox"/>
8. "This special price is for today only."	<input type="checkbox"/>	<input type="checkbox"/>

**B.** Discuss the questions in a group. Then choose one question and write three to four sentences about it in your notebook.

1. What is one lie from the chart in Activity A that you feel is OK? Why do you think so?
2. What is one lie from the chart in Activity A that you feel is not OK? Why do you think so?

## Communicative Exercise 3. Class Debate CREATED BY SEU CURRICULUM TEAM

Debate the following topics in pairs, groups, and as a class. Each student must disagree for the sake of debate even if it goes against their real opinion.

- Not all lies are bad lies.....
- A Husband and wife to lie to each other if it helps save their marriage.....





**FIRST SEMESTER**  
**LEVEL 1**  
**LESSON 14**

STUDENT NAME: \_\_\_\_\_

STUDENT ID: \_\_\_\_\_

# Level 1 Lesson 14

CREATED BY SEU'S CURRICULUM TEAM / ADAPTED FROM Q-SKILLS 1 LS & RW Unit 8

## **Vocabulary Exercise 1.** Q:skills 1 LS Pg. 146 Q:skills Margot F. Gramer and Colin S. Ward OUP 2011



### VOCABULARY

Here are some words from Listening 2. Read the sentences. Circle the best definition for each bold word.

1. If you find money in the street, I think you should take it to the police. Even if it's just a **little bit** of money.
  - a. a large amount
  - b. a small amount
2. I found a great article online. Is it OK to use part of it in my report? I don't want to use the whole article—just a **section** of it.
  - a. a part of something
  - b. all of something
3. I'll finish my final report this week. It's a 20-page paper, and I have 15 pages **so far**.
  - a. until now
  - b. last year
4. Police officers have a big **responsibility**. They have to keep the city and its people safe.
  - a. a free-time activity
  - b. an important job to do
5. To tell a **lie** is not an honest thing to do.
  - a. something you say that you know is not true
  - b. something you say to appreciate another person
6. It only costs around one dollar to **download** a song on this website.
  - a. make a copy from the Internet
  - b. put a picture on the Internet
7. Sorry. You can't park here. It's **illegal**. This is a no-parking zone.
  - a. OK sometimes
  - b. not allowed by law
8. Teachers don't really know how many of their students cheat. That's because many students cheat on tests, but they don't **get caught**.
  - a. be found doing something wrong
  - b. find a report on the Internet

## Listening for Gist. Q:skills 1 LS Pg. 146 Q:skills Margot F. Gramer and Colin S. Ward OUP 2011



### PREVIEW LISTENING 2



#### What's the Right Thing to Do?

You are going to listen to three conversations. One conversation is about school, one is about getting a job, and one is about using the Internet. What are ways people are sometimes dishonest in those situations? Add one idea to each.

At school: sharing test answers.

Getting a job: lying about your education.

Using the Internet: putting false information on a website.

## Listening for Specific Information. Q:Skills 1 LS Pg. 147 unit 8 CD 3 track 6



### LISTEN FOR MAIN IDEAS



Read the items. Then listen to the conversations. Circle the answer that tells what each person did.

1. André
  - a. copied his friend's test answers.
  - b. copied his friend's report.
  - c. copied articles from the Internet.
2. Stephen
  - a. told a lie to his manager at work.
  - b. gave false information on his resume.
  - c. made a mistake when he was a server.
3. A woman
  - a. downloaded 24 articles without paying.
  - b. sold music on the Internet for two million dollars.
  - c. downloaded 24 songs without paying.

## Listening for Details. Q:Skills 1 LS Pg. 147 unit 8 CD 3 track 6



### LISTEN FOR DETAILS

Read the items. Then listen again and circle the answer that best completes each sentence.

1. André is writing a report about
  - a. languages in different countries.
  - b. education in England.
  - c. English education in different countries.
2. For his report, André used
  - a. sections of different articles.
  - b. a whole article.
  - c. two different articles.
3. At Horizon Restaurant, Stephen was a
  - a. server.
  - b. manager.
  - c. server and manager.
4. Stephen thinks what he did
  - a. is very wrong.
  - b. isn't really a lie.
  - c. probably won't help him get the job.
5. According to the article, the woman had to pay
  - a. \$80,000 for each song.
  - b. \$8,000 for each song.
  - c. \$80 million total.
6. At the end of the conversation, Drew thinks
  - a. downloading music without paying for it is wrong.
  - b. downloading music without paying for it isn't so wrong.
  - c. musicians make too much money.

**Pre-Reading Exercise.** Q:Skills 1 RW Pg 150 Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

**Tip for Success**

Internet chat rooms are a good place to practice writing in English. Many English language students do this. Don't worry about mistakes. People only want to know what you think.



**PREVIEW READING 2**

You are going to read postings in an Internet chat room. In this chat room, parents talk about some of the problems they have with their children.

Skim the posts. What is Marisa worried about? Check (✓) your answer.

- not teaching soccer to her son
- not telling the truth to her son
- not punishing her son

**Reading Exercise.**



Marisa

Is it ever OK for a parent to lie to a child? My 10-year-old son plays soccer. He's not very good, but he loves it. Yesterday he played very badly. When he finished the game, he said, "Did I play well?" I said, "Yes! You're a great soccer player!" Did I do the right thing?



Bay212

Yes, you did the right thing. You told your son a white lie<sup>1</sup>. Your **purpose** was to make him feel good. Now he's ready to play soccer again.



Bernie

In my **opinion**, you should be honest. Your son wanted to know the truth. He knew he didn't play well. In time, he will learn not to believe you. He will not **trust** you. He will not **respect** you. Honesty is the first step to a good parent-child **relationship**.



Missy

You lied to make your son feel better, but you missed an opportunity to teach him a life lesson. People need to work hard for what they want. Maybe next time you can say, "No, you didn't play well today. Great soccer players **practice** a lot. Let's go practice." The truth will make him strong and a good soccer player.

The screenshot shows a forum thread with four posts. Each post includes a profile picture, a name, and a text message. The posts are as follows:

- Post 1:** Profile picture: A yellow starburst on a blue square. Name: **Pixie**. Text: "What do you say to him when he plays a good game? Do you lie and say that he is a really great player so he believes you? Every lie **requires** five more lies."
- Post 2:** Profile picture: A yellow smiley face. Name: **HueyBoy**. Text: "You worry too much. White lies are a necessary part of life. We need to lie to **avoid** hurting each other."
- Post 3:** Profile picture: A sunflower. Name: **Linda**. Text: "I don't think there is ever a good reason to lie to our children. I want my children to become honest adults. Children learn honesty from the examples they see. We need to be honest in order to teach honesty to our children."
- Post 4:** Profile picture: A stylized green 'P' logo. Name: **Parviz**. Text: "Children need honesty from their parents. Parents need to avoid lying, but they don't need to tell the whole truth. Next time, when your son asks, 'Did I play well?' you can say, 'What do you think?'" Then your son can tell you what he thinks. That way, everything you say is true, and you avoid truth that hurts."

**Reading Exercise 1.** Q:skills 1 R&W Pg 151 RW Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011



**MAIN IDEAS**

Complete the chart. Check (✓) Yes or No.

Is it OK for Marisa to lie to her son about his soccer ability?	Yes	No
1. Bay212	<input type="checkbox"/>	<input type="checkbox"/>
2. Bernie	<input type="checkbox"/>	<input type="checkbox"/>
3. Missy	<input type="checkbox"/>	<input type="checkbox"/>
4. Pixie	<input type="checkbox"/>	<input type="checkbox"/>
5. HueyBoy	<input type="checkbox"/>	<input type="checkbox"/>
6. Linda	<input type="checkbox"/>	<input type="checkbox"/>
7. Parviz	<input type="checkbox"/>	<input type="checkbox"/>

**Reading Exercise 2.** Q:skills 1 R&W Pg 152 RW Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011



**DETAILS**

Look at Reading 2. Why is it OK for Marisa to lie? Why is it not OK? Write all the reasons in the chart.

Reasons It's OK to Lie	Reasons It's not OK to Lie
The son feels good about himself.	The son won't trust his mother.

**Language Exercise 1.** Q:skills 1 R&W Pg 152 RW Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

**Vocabulary Skill**

**Collocations**



**Tip for Success**

You can use a collocations dictionary to help you learn common collocations. You can also find collocation information in most dictionaries.

Collocations are words that often go together.

- ✓ make the bed
- ✗ do the bed
- ✓ do the dishes
- ✗ make the dishes

In the examples, *do the bed* and *make the dishes* are possible grammatically, but speakers do not use these words together. *Make the bed* and *do the dishes* are the collocations that we use. Learning common collocations will help you speak and write more naturally.



**A.** Complete each collocation with a word or phrase from the box. These collocations are in Readings 1 and 2.

- |                    |                   |
|--------------------|-------------------|
| someone's feelings | the right thing   |
| the truth          | a good impression |
| in trouble         | a story           |
| a lie              |                   |

1. tell \_\_\_\_\_
2. tell \_\_\_\_\_
3. tell \_\_\_\_\_
4. make \_\_\_\_\_
5. do \_\_\_\_\_
6. hurt \_\_\_\_\_
7. get \_\_\_\_\_

## Language Exercise 2. Q:skills 1 R&W Pg 153 RW Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011



B. Complete each sentence with a word or phrase from the box.

truth      stories      the right thing  
feelings      a good impression      trouble

1. He lies so often. I never know when he is telling me the \_\_\_\_\_.
2. I'm sorry I lied. I didn't want to hurt your \_\_\_\_\_.
3. Sometimes it's hard to do \_\_\_\_\_, but it's important to try.
4. Jim tells funny \_\_\_\_\_. I always laugh when he tells the one about the fish.
5. My parents know I lied. I really don't want to get in \_\_\_\_\_.
6. She answered the boss's questions very well. She made \_\_\_\_\_.

## Writing Exercise. Q:skills 1 R&W Pg 154 RW Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

### Writing Skill Writing concluding sentences



A good **concluding sentence** closes the paragraph. Sometimes it tells the reader the main idea again. It does not add new information.

Sometimes we lie for good reasons. We lie to make people feel good. We lie to make our stories more interesting. We lie to protect the people we love. **There are times when a lie is better than the truth.**

Note: Concluding sentences are important in long paragraphs. Sometimes, concluding sentences are not necessary in short paragraphs.



A. Complete each paragraph with the correct concluding sentence from the box.

- a. Every day, adults lie to get out of trouble.
- b. It's OK to lie if it makes someone feel good.
- c. Only truth can protect the people we love.
- d. When a person avoids the truth, the person is lying.



1. Some lies seem OK, but they can hurt people in the end. We tell these small lies to make people happy. We tell these lies to protect the people we love. In the end, the truth always comes out. In the end, the people we love are hurt and unhappy.

Only truth can protect the people we love.

2. Not only children lie to avoid punishment. Sometimes a fast driver lies to avoid a ticket from a police officer. Sometimes an employee lies to avoid trouble with the boss. Sometimes a friend lies to avoid making a friend angry.

3. A half-truth is a whole lie. For example, a wife wants to go on a family vacation. The husband asks, "Can we pay for this vacation?" The wife knows it is very expensive, but she says, "Yes, we can pay for it." She's thinking, "We can pay for it with credit cards." She doesn't explain the whole truth.

4. The only bad lies are the lies that hurt. Some people like to believe lies. They know the lies are not true, but they like to think they are. For example, someone says, "You make the best cup of coffee in the world." That probably isn't true, but it feels good to hear.



**B. Write a concluding sentence for each paragraph. Then read your sentences to a partner.**

1. Honesty is always the right way. Some people say that if the purpose of the lie is good, then the lie is OK. I don't think so. To have a good relationship, you need to respect and trust a person. It's not possible to trust and respect someone who lies.

2. I have a good friend named Alex. He is very honest with me. If I make a mistake, he tells me. I always know he will tell me the truth. I trust him.

3. It's important to be honest, but it's also important to be kind. Sometimes we have to make a decision between the two. In situations when the truth can hurt, I think it is better to say nothing.

### Communicative Exercise 1. CREATED BY SEU CURRICULUM TEAM

Read your sentences from the Writing Exercise B in pairs. Change partners 3 times.

### Communicative Exercise 2. Pg 174 RW Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011



## WHAT DO YOU THINK?



**A. Discuss the questions in a group.**

1. Which person in Reading 2 do you agree with? Why?
2. Which person in Reading 2 do you disagree with? Why?

### Communicative Exercise 3. Class Debate CREATED BY SEU CURRICULUM TEAM

Debate the following topics in pairs, groups, and as a class. Each student must disagree for the sake of debate even if it goes against their real opinion.

- People should never lie, even if the other person's feelings get hurt.....
- Lying will always lead to stealing.....



# FIRST SEMESTER

## LEVEL 1

### LESSON 15

STUDENT NAME: \_\_\_\_\_

STUDENT ID: \_\_\_\_\_

## Level 1 Lesson 15

CREATED BY SEU'S CURRICULUM TEAM / ADAPTED FROM Q-SKILLS 1 LS & RW Unit 9

### **Vocabulary Exercise 1.** Pg. 161 LS Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

1. Especially <input type="radio"/>	a. (verb) to say yes to something
2. Progress <input type="radio"/>	b. (verb) to decide to do something differently, to change your plan
3. Accept <input type="radio"/>	c. (adverb) more than usual or more than others
4. Remain <input type="radio"/>	d. (adjective) able to change easily
5. Change your mind <input type="radio"/>	e. (noun) a chance to do something
6. Flexible <input type="radio"/>	f. (noun) improvement or development
7. Opportunity <input type="radio"/>	g. (noun) a popular saying that many people know and say, which teaches an important lesson
8. Proverb <input type="radio"/>	h. (verb) to say yes to something

### **Listening for Gist.** Q:Skills 1 LS Pg.162



#### PREVIEW LISTENING 1

##### Attitudes about Change

You are going to listen to a group of international university students discussing proverbs about change. What do you think these proverbs mean?

Match each proverb to its meaning.

- |   |   |
|---|---|
| ___ 1. Life is what you make of it.           | a. You can change at any age if you want to.    |
| ___ 2. You can't teach an old dog new tricks. | b. You can do anything you want to in life.     |
| ___ 3. It's never too late to change.         | c. You can't change easily after a certain age. |
| ___ 4. All change is progress.                | d. Change is always good.                       |

**Listening for Specific Information.** Pg. 163 unit 9 CD 3 track 14



CD 3  
Track 14

**LISTEN FOR MAIN IDEAS** 

Read the statements. Then listen and check (✓) the statement that is true about the students.

- \_\_\_ a. They agree with all of the proverbs.
- \_\_\_ b. They don't like to make changes in their lives.
- \_\_\_ c. They are happy they came to the U.S. to study.
- \_\_\_ d. They are afraid to move to another country.

**Listening for Details.** Pg. 163 unit 9 CD 3 track 15 Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011



CD 3  
Track 15

**LISTEN FOR DETAILS** 

Listen again. Complete each proverb. Then write the country each is from.

1. An old \_\_\_\_\_ will not learn how to \_\_\_\_\_.  
Country: \_\_\_\_\_
2. One who \_\_\_\_\_ look ahead \_\_\_\_\_ behind.  
Country: \_\_\_\_\_
3. A \_\_\_\_\_ man changes his mind, but a fool \_\_\_\_\_.  
Country: \_\_\_\_\_
4. To change and to \_\_\_\_\_ are two \_\_\_\_\_ things.  
Country: \_\_\_\_\_



## PREVIEW READING 2

You are going to read postings on the *Across the World* magazine blog. The magazine asked readers to post stories from their countries.

Which country is each person from? Scan the blog and write the countries.

Astrid: \_\_\_\_\_

Yasa: \_\_\_\_\_

Min Joo: \_\_\_\_\_

## Becoming an Adult

Home

Log in

### Welcome to the *Across the World* blog!

FRIDAY, AUGUST 3

comments 0

- 1 *Across the World* magazine would like you to post your stories to our blog. What does becoming an adult mean in your country? Tell us your stories!

### Becoming an adult in Norway

SUNDAY, AUGUST 5

comments 6

- 2 My name is Astrid, and I live in Norway. In my country, there is a **celebration** called *Russ* when students finish high school. I **participated** in the *Russ* celebration this year. It began on May 1 and ended on May 17. We wore clothes that **represented** our studies in school; for example, I wore red. All students who studied math wore red. We wore red clothes every day for 17 days. On the last day, we put on hats and walked in a parade<sup>1</sup>. At the end of the celebration, I was not a child anymore. I was an adult.



High school graduates in Norway enjoy their *Russ* celebration.

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## Becoming an adult in Papua New Guinea

MONDAY, AUGUST 6

comments 20

- 3 I am Yasa from Papua New Guinea. In my country, boys have a monthlong event called *Kovave*. When I was about to become a man, my uncles asked me to come into the forest to **collect** nuts with them. While I was walking in the forest, other men from the **village** surprised me and put a *Kovave* mask on my head. The *Kovave* mask represents spirits<sup>2</sup> in the forest. After the men put the mask on me, they **chased** me and some other boys with masks back to the village. For a month, the other boys and I wore the masks in the village. After a month, we had a big party with food and gifts. Then we went to the forest to **burn** our masks. After we returned to the village, we were men.



Boys in Papua New Guinea wear their *Kovave* masks.

## Becoming an adult in Korea

WEDNESDAY, AUGUST 8

comments 36

- 4 I am from Korea. My name is Min Joo. I turned 19 years old this year, so I participated in my country's coming-of-age<sup>3</sup> **ceremony**. The ceremony started in the tenth **century**. At that time, the young prince<sup>4</sup> received new adult clothes to show that he was not a child anymore. This celebration became popular in the 14th century. In 1999, the government made the third Monday in May, Coming-of-Age Day. Now all 19-year-olds participate in the ceremony on that day. I wore a special Korean dress and walked with friends to the ceremony. My family gave me flowers and many gifts. Now I am an adult in Korea. I can drive, vote, and marry without my parents' permission.



On Coming-of-Age Day in Korea, men and women wear special Korean clothes.

### Reading Exercise 1. Pg 162 RW CD 3 track 14 Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

#### MAIN IDEAS

Read the statements. Write *N* (Norway), *P* (Papua New Guinea), or *K* (Korea).

- \_\_\_ 1. People here have a *Russ* celebration.
- \_\_\_ 2. Only boys participate in the celebration in this country.
- \_\_\_ 3. There is a celebration called *Kovave* in this country.
- \_\_\_ 4. The celebration in this country is for 19-year-olds.
- \_\_\_ 5. The celebration here happens at the end of high school.
- \_\_\_ 6. The celebration here is called Coming-of-Age Day.

## Reading Exercise 2. Pg 173 RW CD 3 Track 15 Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011



### DETAILS

Circle the answer that best completes each statement.

1. The *Russ* celebration in Norway is \_\_\_\_\_ long.
  - a. one week
  - b. two weeks
  - c. more than two weeks
2. The colors of clothes in the *Russ* celebration represent students' \_\_\_\_\_.
  - a. studies
  - b. hats
  - c. teachers
3. In Papua New Guinea, boys go into the forest with \_\_\_\_\_ when they are ready to become men.
  - a. their fathers
  - b. their uncles
  - c. their brothers
4. The boys' *Kovave* masks represent spirits of the \_\_\_\_\_.
  - a. parents
  - b. village
  - c. forest

## Language Exercise 1. Pg 177 RW Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

### Grammar

### Clauses with *after* and *after that*



You can use *after* or *after that* when you write about a series of events. The word *after* makes it clear to the reader that one thing happened first and then another thing happened.

#### **After**

*After* combines two sentences into one. It comes before the first event. It can either begin the sentence or come in the middle of the sentence.

*After* I got a good job, I moved out of my parents' house.  
I moved out of my parents' house *after* I got a good job.

#### **After that**

Use *after that* to connect a second sentence to a first one. It comes in the second sentence and indicates a second event. It can come at the beginning or the end of the sentence.

I got my driver's license at 16. *After that*, I really felt like an adult.  
I got my driver's license at 16. I really felt like an adult *after that*.





**A.** For each sentence or pair of sentences, circle the first event and underline the second event.

1. After I turned 18, I graduated from high school.
2. I moved to New York after I finished college.
3. I had my first child when I was 25. After that, I wanted another child.
4. After the coming-of-age ceremony, my friends and I went to a party.
5. After I voted for the first time, I felt like a responsible adult.
6. I learned how to drive after I turned 18.

**Language Exercise 2.** Pg 179 RW Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011



**B.** Read the sentences. Write a sentence with *after* or two sentences with *after that*.

1. First event: We got married.  
Second event: My wife and I moved to California.  
(*after*) \_\_\_\_\_
2. First event: I went to my coming-of-age ceremony.  
Second event: I still didn't feel like a real adult.  
(*after*) \_\_\_\_\_
3. First event: I moved out of my parents' house when I was 19.  
Second event: I had a difficult time.  
(*after that*) \_\_\_\_\_
4. First event: I turned 16 last year.  
Second event: I started being more responsible.  
(*after that*) \_\_\_\_\_

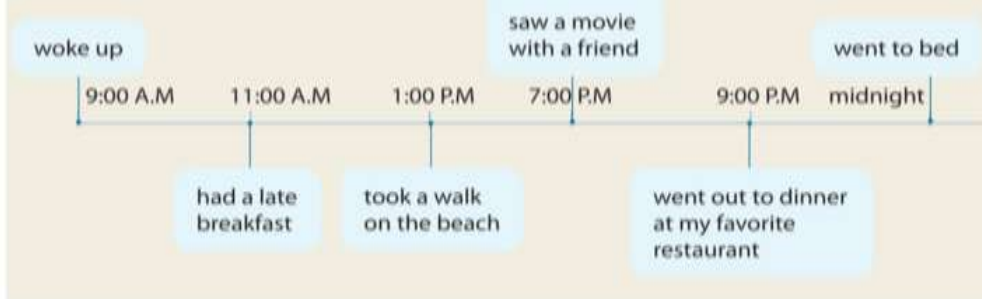
## Writing Exercise. Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

### Writing Skill Making a timeline to plan your writing



A **timeline** is a list of important events and the times that they happened. You can make a timeline to help you write a narrative—a story.

Here is a timeline of someone's perfect day.



Here is a paragraph based on the timeline. Notice that you can add details to your paragraph that are not included in your timeline. Use your timeline only as a guide for your writing.

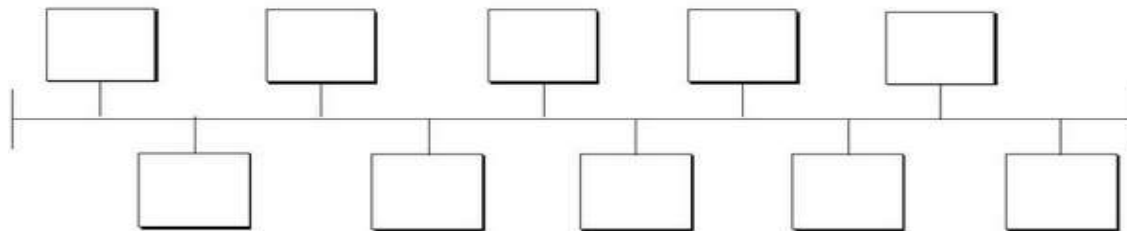
I had a perfect day off last Saturday. I woke up at 9:00 a.m. I read a book for a little while. Then I had a late breakfast at 11:00 a.m. At 1:00 p.m., I took a walk on the beach. It was a beautiful day. After that, I called a friend and invited her to dinner and a movie. At 7:00, I saw the movie with my friend, and at 9:00, we had dinner at my favorite restaurant. After dinner, I was really tired. I went to bed at midnight.

#### Tip Critical Thinking

Activity A asks you to **construct**, or make, a timeline about your perfect day. To make or construct something new, you have to put information together in a different way. This can help you understand your ideas better.

- A. Make a timeline to show your perfect day in your notebook. Write a short note about each important event. Then tell a partner about your day.**
- B. Write at least six sentences about your perfect day in your notebook. Use your timeline, any other information you told your partner, and any other details you want to add.**

**Timeline**



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## Communicative Exercise 1. CREATED BY SEU CURRICULUM TEAM

Read your sentences from the Writing Exercise in pairs. Change partners 3 times.

## Communicative Exercise 2. Pg 174 RW Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

### **WHAT DO YOU THINK?**

 **A. Discuss the questions in a group.**

1. How do people in your country usually define *adult*?
2. Does your culture or one you know have a ceremony of some kind to celebrate becoming an adult? Explain it.

## Communicative Exercise 3. Class Debate CREATED BY SEU CURRICULUM TEAM

Debate the following topics in pairs, groups, and as a class. Each student must disagree for the sake of debate even if it goes against their real opinion.

- In Saudi Arabia, children become adults very quickly and don't enjoy their childhood like other cultures.....
- After High School, Saudi students aren't ready to enter college because they aren't adults yet.....