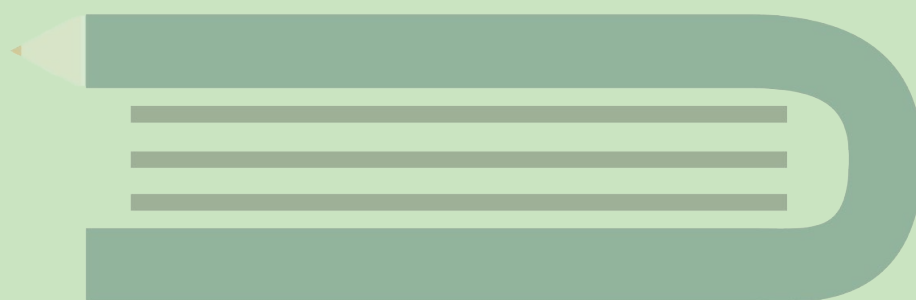


SUPER

GOAL 2



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MANUEL DOS SANTOS



SuperGoal 2 Student Book

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Scope and Sequence

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

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

Scope and Sequence

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

Listening	Pronunciation	Reading	Writing
Listen to phone conversations for excuses	Reduction of <i>have + to</i>	Someone Has to Do It!	Write about how parents and teenagers feel about homework Take a survey on common excuses (Project)
Listen to complete information in an ad	Linking adjacent sounds	The Best Place to Shop—and Be!	Compare shopping in a store and shopping online Write and design a department store advertisement (Project)
Listen for specific details from a tour guide	The <i>er</i> sound	Vision 2030 Kingdom of Saudi Arabia	Write about something from a book of records Present an ancient monument in your country (Project)
Project: Research tourist sites in your country Chant Along: The (Right) Answer			
Listen to vacation plans for specific information	<i>/æ/</i> and <i>/ɒ/</i>	The Stones of Al-Ula	Write an email describing a place you know or would like to visit Present a picnic plan (Project)
Listen for specific information from a weather report	The <i>/l/</i> sound	Can Weather Affect People's Moods?	Write about how the weather affects you Present the weather in a place you would like to visit (Project)
Listen for general understanding of phone messages	Reduction of <i>could you</i> and <i>would you</i>	Dear Daughter	Write a note to ask for a favor Write about common favors (Project)
Listen to conversations for general understanding	Word stress	Age Means Nothing	Write a summary of a news story Present an unusual news event (Project)
Listen for specific information about travel experiences	The <i>/v/</i> sound in <i>have</i>	Ships of the Desert	Write about someone who has had an exciting life Present an extreme sport or activity (Project)
Chant Along: Travel the World Over Writing: Write about a place where you want to travel Project: Write a verse about world travel Chant Along: I Never Found Gold Until I Got Back Home			

6 What Was It Like?

رابط الدرس الرقمي



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1 Listen and Discuss

Here is a list of museum exhibits in a city. Which ones interest you? Why?

THE “WHAT’S ON?” MUSEUM GUIDE

Pick the dates you would like to see the exhibit.
Search for tickets by date range (MM-DD-YYYY).

Search

Start Over

- About Us
- Exhibits
- Galleries
- Museums
- Sights
- Tours

MUSEUM OF CONTEMPORARY ART

THE WORLD OF MIRÓ

Temporary exhibit of works by the Spanish artist

May 3 – July 29
10 A.M. – 6 P.M.
Closed Saturdays
Tickets: \$5
Students free



MUSEUM OF NATURAL HISTORY

THE JURASSIC EXPERIENCE

JOURNEY THROUGH TIME AND
COME FACE-TO-FACE WITH A GIANT
TYRANNOSAURUS REX

Hours
Open daily
10 A.M. – 5 P.M.
Admission
\$6, \$8, \$11



ISLAMIC HERITAGE MUSEUM

ART OF THE PEN: ARABIC CALLIGRAPHY

Admire the beautiful art of Arabic calligraphy
and Holy Qur’anic verse

June 1 – August 15
Hours:
9 A.M. – 6 P.M.
Closed Sundays
Special discount
for school groups



MUSEUM OF SCIENCE AND TECHNOLOGY

THE SKY’S NOT THE LIMIT

Discover technology: past — present — future
Go on a safari through space

Museum
9 A.M. to 7 P.M.
Planetarium shows
6 P.M. and 7 P.M.
Schools only
11 A.M.



A إجابة

The exhibits that have student discounts on page ٣٢ are The World of Miro, Art of the Pen: Arabic Calligraphy, and perhaps the Natural History Museum

B إجابة

١. You can see dinosaurs at the Museum of Natural History.
 ٢. You can learn about calligraphy at the Islamic Heritage . Museum
 ٣. He went to the Science Museum .
 ٤. It was amazing .

حلول
 الحلول اون لاين
 h u l u l . o n l i n e

الإجابة في الأعلى

Quick Check ✓

- A. Vocabulary.** Mark the exhibits that have student discounts.
- B. Comprehension.** Answer the questions about the museums.
1. Where can you see dinosaurs?
 2. Where can you learn about calligraphy?
 3. Where did one of the boys go on the weekend?
 4. What was the Science Museum like?

2 Pair Work 

A. Ask and answer.

- What kind of museum do you prefer?
- I like history museums best.

B. Ask and answer about recent events you attended.

- What did you do last Saturday?
- I went to the Sports Museum.
- How was it?
- It was interesting. I really liked the football exhibit.



3 Grammar

Simple Past Tense: *be*

I
He **was** at home.
She

We
You **were** at home.
They

Information Questions (?)

How **was** the museum tour?
How **was** the guide?
What **were** the exhibits like?

Affirmative (+)

It **was** good.
He/She **was** great.
They **were** very good.

Negative (-)

It **wasn't** good.
He/She **wasn't** great.
They **weren't** very good.

Yes-No Questions (?)

Was the game exciting?
Were the players good?

Short Answers (+)

Yes, it **was**.
Yes, they **were**.

Short Answers (-)

No, it **wasn't**.
No, they **weren't**.

Simple Past Tense: Regular and Irregular Verbs

Information Questions (?)

What **did** you **do** last weekend?
Where **did** they **go** on Thursday?

Affirmative (+)

I **stayed** home.
They **went** to the beach.

Negative (-)

I **didn't stay** home.
They **didn't go** to the beach.

Yes-No Questions (?)

Did you/he/they **like** the museum?

Short Answers (+)

Yes, I/he/they **did**.

Short Answers (-)

No, I/he/they **didn't**.

Regular past tense verbs end in *-ed* in the affirmative. Most English verbs are regular.

Irregular Past Forms

buy— bought	eat— ate	go— went	meet— met	swim— swam
come— came	feel— felt	have— had	ride— rode	take— took
do— did	fly— flew	know— knew	see— saw	win— won
drink— drank	get— got	leave— left	sleep— slept	write— wrote
drive— drove	give— gave	make— made	spend— spent	

Note: See the list of irregular verbs on page 180.

A. Complete the conversations. Use the past tense of **be**. Then practice with a partner.

- A:** Where **was** the football game?
B: It **was** at King Fahd Stadium.
A: Which team won?
B: Saudi Arabia. They really **were** much better.
- A:** Where **were** you on Thursday night?
B: I **was** at a restaurant.
A: What **was** the food like?
B: It **was** Indian. It **was** delicious.

- A:** How **was** the exhibit?
B: It **was** very interesting. But the lines to get in **were** very long.





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

watched

Fahd: What **did** you **go** (1. do) yesterday?

Imad: I _____ (2. watch) the football game between the KSA and Belgium from 1994.

Fahd: **were** (3. be) there many people in the stadium that day?

Imad: Yes. It **was** (4. be) very crowded.

Fahd: **Did** Saudi Arabia **play** (5. play) well?

Imad: Yes, the team **played** (6. play) a fantastic game.

Fahd: **Did** they **win** (7. win) the game?

Imad: Yes. They **won** (8. win) by one goal!

C. Complete the paragraph. Use the past tense of the verbs in parentheses.

Last night the first episode of the series *Back to the Past* **was** (1. be) on Channel 5. It's an interesting science-fiction series about a scientist, Professor Sparks, and his fantastic time machine. He **wanted** (2. want) to travel to the future, but something **happened** (3. happen), and he **went** (4. go) back to the age of the dinosaurs. At first, the professor **was** (5. be) very excited. It **was** (6. be) an opportunity for him to study the Jurassic Period. Then Sparks **saw** (7. see) that he **didn't know** (8. not have) any food. He **didn't know** (9. not know) how to hunt, to fish, or to make a fire.

But he **had** (10. have) a Swiss Army knife, a box of matches, and... his brains. What **did** he **do** (11. do)? What do you think?

4 Listening

Listen to the radio reviews. Are they good (+) or bad (-)? Mark the correct column.

Did the reporter like...	Good (+)	Bad (-)
1. the football game?		✓
2. the restaurant?		✓
3. the modern art exhibit?		✓
4. the new shopping mall?	✓	

5 Pronunciation

Listen to the pronunciation of the past tense endings. Then practice.

/t/	/d/	/ɪd/
liked	played	visited
missed	happened	needed
watched	jogged	invited

6 What Was It Like?



6 Conversation

- Majid:** Where were you last night? I called you several times and left messages on your voice mail.
- Walid:** I was at home studying, and my cell phone was turned off.
- Majid:** *That's too bad.* I had invitations for the opening of



- . He was at home studying. ١
- . His cell phone was turned off. ٢
- He had invitations for the opening of. ٣
- . the new pizzeria
- . It was fantastic. ٤
- . It was great. ٥
- Yes, he does. ٦

الإجابة في الأعلى

About the Conversation

1. Where was Walid?
2. Why didn't he get Majid's messages?
3. Why did Majid call him?
4. What was the restaurant like?
5. What was the service like?
6. Does Majid want to go back?

Your Turn

Find out from your classmates what they did on the weekend.

Find someone who...	Name
stayed at home	
studied a lot	
cooked a meal	
played a sport	
went to a museum	
went to the mall	

7 About You

1. Did you ever go to an interesting museum? What was it like?
2. Did you ever go to a sports game? What was it like?
3. Did you ever see an interesting film on TV? What was it about?
4. Did you ever eat at a nice restaurant? What was it like?
5. What events are going on in your town this weekend?





8 Reading

Before Reading

What do you know about calligraphy? Can you write calligraphy?

ART OF THE PEN: ARABIC CALLIGRAPHY



This summer, the Islamic Heritage Museum is proud to present a special exhibit called *Art of the Pen*.

Calligraphy and the Holy Qur'an

The word *calligraphy* means “beautiful writing.” Arabic calligraphy has beautiful lines and shapes. But the true beauty of calligraphy is that it is used to write the holy words of the Qur'an. That is how and why the art of Arabic calligraphy started.

The first Arabic system of writing (script) was very simple. Then, with the spread of Islam, there was a need for a more expressive form of writing to communicate Allah's words in the Holy Qur'an.

It was important to have a clear script that all the people of Islam could easily read and understand.

Styles

Today, there are six main styles of Arabic calligraphy. One of the oldest styles is *Kufic* script. It has straight, geometric letters that make it easy to cut into wood or stone. This is the script calligraphers used to write the first copies of the

- ١ . It is used to write the holy words of the Qur'an.
- ٢ . It was important to have a clear script that all the people of Islam could easily read and understand
- ٣ . Kufic script has straight, geometric letters that are not connected.
- ٤ . Thuluth is often used to write the headings of surah and it is the script on the Saudi Arabian flag

الإجابة في الأعلى

1. What is so beautiful about calligraphy?
2. Why did the Prophet Mohammed, peace be upon him, need a clear system of writing?
3. How is *Kufic* script different from cursive scripts?
4. Where can you see examples of *Thuluth* script?

Do you know about historic examples of calligraphy? Tell about them.

6 What Was It Like?



9 Writing

- A. Think about a museum, performance, or sports event that you attended. Try to remember as many sensory details as you can. Write notes in the chart.

Sights	Sounds	Smells/Tastes	Touch/Feelings


Writing Corner

1. A narrative story usually describes the events in the order that they happened. It describes what the writer feels and senses, so the reader can imagine being there.
2. Use time words to show sequence: *when, as, while, before, and after*. If a time word begins the sentence, there is a comma after the time clause.
3. An exclamation point (!) shows strong feelings, like the writer is shouting.
4. Use quotation marks (“ ”) around the exact words that a person says.

- B. Read about Faisal’s experience at a horse race. Learn the meaning of the words in the box. Then, complete the paragraph with the words.

nervous crowd thundered shook silent paraded excited cheered

Last month, I went to a horse race for the first time. Before the race, my father and I walked by the stables to see the horses. While the jockeys (1) **paraded** past us, one of the horses jumped up on its back legs. The horse, named Prince, was very (2) **nervous**, but the jockey looked confident. I said to my father, “That’s the winner!” Then we pushed through the noisy (3) **crowd** to find a place near the track. The horses were ready to start, and suddenly the crowd was (4) **silent**. “They’re off,” shouted the announcer. The horses (5) **thundered** past us, and it felt like the ground (6) **shook**. They disappeared around the track, so I looked in my binoculars. Prince was in front by a neck! I started to jump because I was so (7) **excited**. As they crossed the finish line, the crowd (8) **cheered**. Prince was the winner by two lengths!



- C. Write about an interesting museum, performance, or sports event that you attended. Use your notes from the chart to describe what you sensed and how you felt.

10 Project

Check on the events in your town. Choose one, and make a brochure about it. Present your brochure to the class.

11 Form, Meaning and Function

Intensifiers

We use adverbs like *very*, *quite*, *really*, *pretty*, and *extremely* to make adjectives stronger. These adverbs are normally placed before the adjective.

It's a **very** interesting exhibit. Everyone was **pretty** excited.
It's a **really** interesting exhibit. Everyone was **extremely** excited.
It's **quite** an interesting exhibit. Everyone was **quite** excited.

Note: When there is a singular noun, *quite* goes before the article.

Intensifiers with Strong Adjectives

Strong adjectives are words like:

enormous; huge = very big	tiny = very small
brilliant = very clever	certain = very sure
excellent; wonderful; great = very good	awful; terrible = very bad
fantastic; amazing; awesome = very good	delicious = very tasty

We do not use *very* with strong adjectives. We can use adverbs like *absolutely*, *completely*, *totally*, *really*, *pretty*, and *quite*.

The cake is very tasty. The cake is **absolutely** delicious.
Are you really sure? Are you **totally/quite** certain?



A. Circle the correct word(s). In some cases, both words are correct.

The new pizzeria is (1. extremely / completely) popular. It's a (2. really / very) great place to spend the evening with friends. The decoration is (3. pretty / completely) awesome. The walls and the floor are (4. totally / quite) red, and the lights make it look like you're inside a volcano. The waiters are (5. absolutely / extremely) friendly, and the service is (6. very / quite) fast. There's a (7. quite / really) huge selection of pizzas on the menu, and the prices are (8. very / quite) reasonable. The Red Hot special is (9. absolutely / totally) delicious. So, invite your friends. It's (10. absolutely / very) fantastic!

B. Rewrite the sentences with different intensifiers and adjectives.

1. The exhibit was very good. We had a really good time.

The exhibit was extremely interesting. We had a totally awesome time

2. The exhibit was very bad. We had a very bad time.

The exhibit was quite boring. We had a completely terrible time

3. The food was very bad, and the service was very bad.

.The food was absolutely awful, and the service was quite slow

4. The pizza was very good, and the service was very good.

The pizza was really delicious, and the service was extremely friendly

5. That's a very good idea. It's very clever.

. That's a really great idea. It's absolutely brilliant

7 What Happened?



1 Listen and Discuss

1. Look at the photos. What do you think happened?
2. What causes traffic accidents in your country?

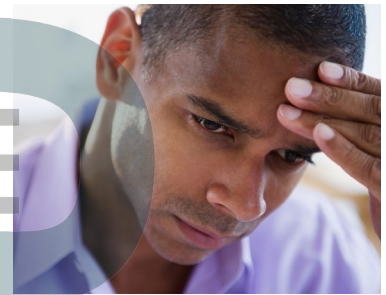
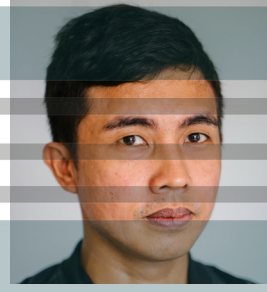
The Scene of the Accident

The accident happened 10 minutes ago.



Witness 1

I'm relieved that no one was hurt.



SUV driver

I was sleepy, and I didn't see the car coming.



Witness 2

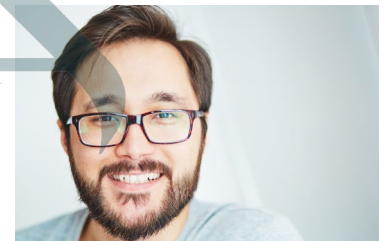
The car driver was on his cell phone. He didn't see the stop sign.

Car driver

I saw nothing. I'm really worried because I don't have any car insurance.

Passenger

I'm always nervous when I ride with him.



Police officer

I'm not surprised. This is the third accident here this week. Someone needs to put a traffic light at this intersection.



Case Number: ACC 05/04/12/3462
Incident: Motor Vehicle Accident
Reporting Officer: Officer James Smith



Police Report

There was another accident at the corner of Lake and Willow. The accident happened around 3:15 P.M. An SUV crashed into a car. Fortunately, there were no injuries. It was the car driver's fault because he didn't stop at the stop sign. He was talking on his cell phone.

Why are you so happy?

Feelings

Because I just got my driver's license.



happy



sad



tired



sleepy



angry



worried



nervous



scared

Quick Check ✓

A. Vocabulary. Match the words with the meaning.

- | | |
|--------------------------|-------------------------------------|
| 1. d witness | a. hurt from an accident |
| 2. c insurance | b. where two roads cross |
| 3. b intersection | c. payment for costs of an accident |
| 4. a injury | d. someone who saw an event |

B. Comprehension. Answer the questions. Use the information from the police officer and in the police report.

- When did the accident happen?
- Did the car stop at the stop sign?
- Were there any injuries?
- Was it the SUV driver's fault?
- How many accidents happened at this corner this week?

2 Pair Work

A. Ask and answer about the accident.

B إجابة

- It happened at around ٣:١٥ in .١
the afternoon
- No, it didn't .٢
- No, there weren't .٣
- No, it wasn't .٤
- Three accidents happened .٥
this week

7 What Happened?



3 Grammar

There Was / There Were

Singular

There was an accident. (+)

There wasn't a traffic light. (-)

Plural

There were three accidents this week. (+)

There weren't many cars in the street. (-)

Why / Because

Q: Why are you worried?

A: Because I have a test tomorrow.

Q: Why did the driver start to shout?

A: Because he was angry.

Adverb: Ago

They saw Ahmed in his office 10 minutes **ago**.

Pronouns: Someone, No One, Nothing, Anything

Someone helped the driver get out of the car. Did you hear **anything**?

Fortunately, **no one** was hurt in the accident. I didn't hear **anything**. I was asleep.

And **nothing** was wrong with the car.

A. Work with a partner. Ask and answer.

A: Why are the fans happy?

B: Because their team won the game.



. A

A: Why are the boys worried? .١

. B: Because they broke the window

A: Why is Nawal angry? .٢

. B: Because her sister ate her sandwich

A: Why are the parents sad? .٣

. B: Because their son is leaving home

A: Why is the officer surprised? .٤

. B: Because the boy isn't hurt



B. Complete the report. Use the past tense of the verbs in parentheses.

PD Witness Report

I _____ (1. be) across the road, and I _____ (2. see) what happened. The young man in the car _____ (3. not see) that _____ (4. there be) a stop sign on the corner because he was on his cell phone. He was surprised when the truck _____ (5. hit) him. His car _____ (6. crash) into a newsstand. Fortunately, _____ (7. there not be) many people in the street at the time. Mr. Raffi, the owner of the newsstand, was nervous and upset, but he _____ (8. not be) hurt. Two weeks ago, _____ (9. there be) another accident in the same place between a motorcycle and a taxi.

Signature: *Ryan McNeal*

C. Write your answers. Use **ago**. Then share answers with a partner.

- When did you last read a good book? I last read a good book two weeks ago on vacation.
- When did you last see a good exhibit? I last see a good exhibit two moths ago
 - When did you first use a computer? I first used a computer seven years ago
 - When did you last eat a delicious meal? I last eat a delicious food three days ago
 - When did you last go shopping? I last go shopping one week ago

D. Complete the sentences. Use **someone, no one, nothing**, or **anything**.

- I was there, but I didn't see anything.
- No one can say that I didn't try. I worked hard.
- Can some one please help me?!
- Why are you angry? I did nothing wrong.
- I'm surprised no one heard the loud crash.
- The children are bored because there's nothing to do here.

4 Listening

Answer **yes** or **no** about the accident.

Harry Skinner

- no The light was green for the truck.
- yes The truck hit the bus.
- yes No one was injured.
- yes In the end, everyone was OK.

Jill Black

- yes The light was green for the truck.
- yes The truck hit the bus.
- yes No one was injured.
- yes In the end, Jill is worried.

5 Pronunciation

Listen to the **h** sound. Then practice.

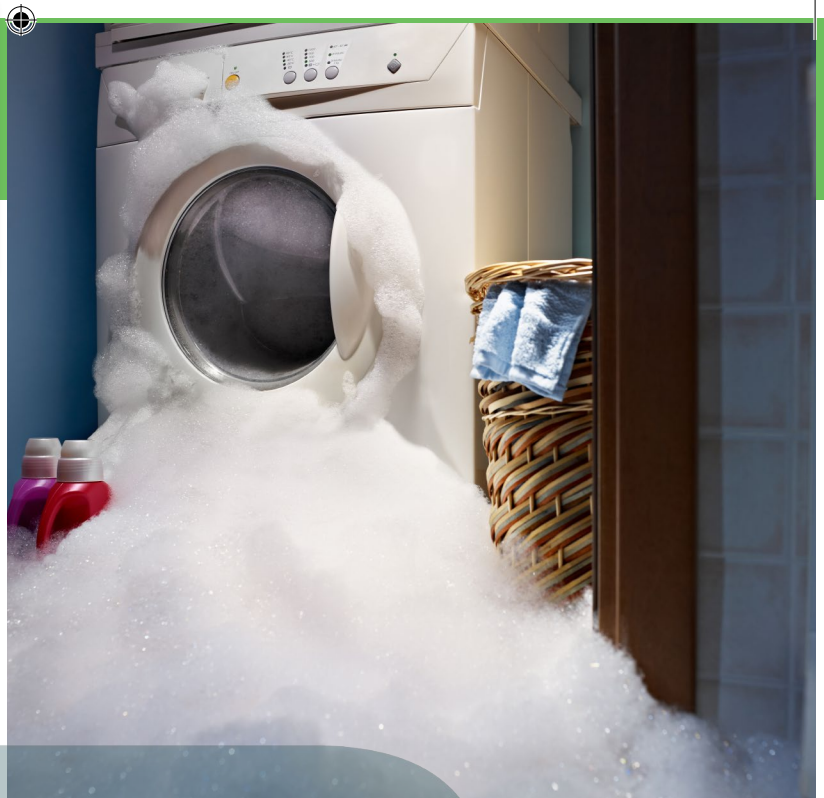
I'm **h**appy for you.
Are you **h**urt?
Is **h**e **h**ungry?

7 What Happened?



6 Conversation

- Daughter:** Mom, can I talk to you?
Mother: I'm busy right now.
Daughter: *It'll only take a minute.*
Mother: OK. *What's up?*
Daughter: Well, I have some good news and some bad news. Which one do you want to hear first?
Mother: Give me the good news.
Daughter: I got an A on my history report.
Mother: That's great. And what's the bad news?
Daughter: Now don't be angry, Mom. *Don't lose your cool*, please. *The thing is*, I broke the washing machine. There's soap and water everywhere!
Mother: You did what?



Your Ending

What is the daughter's reply?

- 1 Don't worry. I'll clean up the mess.
- 2 It wasn't my fault.
- 3 You need a new one, don't you?
- 4 Your idea: _____

Real Talk

It'll only take a minute. = It's going to be very quick.

What's up? = What's happening?

Don't lose your cool = Don't get angry

The thing is = The problem is

About the Conversation

1. What does the daughter want?
2. Why can't her mom talk to her?
3. What is the good news?
4. What is the bad news?

1 . She wants to talk to her mother.

2 . She's busy.

3 . The daughter got an A on her history report.

4 . The daughter broke the washing machine.

7 About You

1. Were you ever in an accident? Or do you?
2. How long ago was it?
3. What happened? Was anyone hurt?
4. How did you or the person you know feel after?

8 Reading

Before Reading

What does it mean to be “cool”? Discuss with a partner what things you can do to be cool.

So You Want to Be COOL

Are you worried about your clothes?

Are you nervous because you have to speak in front of the class?

Are you sad because someone said something bad about you?

Are you unhappy because you don't have many friends?

Teenage Express magazine offers some ideas on how to be cool.



- Think of your good qualities. List them. You're going to find that you have a lot of them!
- Take care of your appearance and your clothes. Keep your hair clean and well-groomed. Your clothes don't have to be expensive. They just have to look nice. Sometimes a comfortable, classic look is better than the latest extreme style.
- Compliment people and smile a lot. Meet new people and be friendly to them. Don't be shy. If you want to meet someone, go ahead and introduce yourself. People usually like an outgoing person.
- Be very nice to everyone. But if someone bothers you, defend yourself and say what you think. Never let anyone bring you down. Stand up for yourself.
- Ignore negative things people say about you. Be confident in who you are.
- Be yourself at all times, because trying to be someone else is not good. Being cool doesn't mean being someone you are not.
- Being cool does not mean being silly or stupid. So study hard and be smart. Learn useful information about a lot of topics. Your friends are going to respect and admire you for that.
- Be proud of your qualities and who you are. Remember, being cool is mostly a matter of attitude.

After Reading

Answer **yes** or **no**. Being cool means:

1. **yes** not worrying about what others think of you.
2. **no** wearing the latest fashion in clothes.
3. **yes** being friendly and sociable.
4. **no** not saying what you think.
5. **no** not studying and not doing well in school.

Discussion

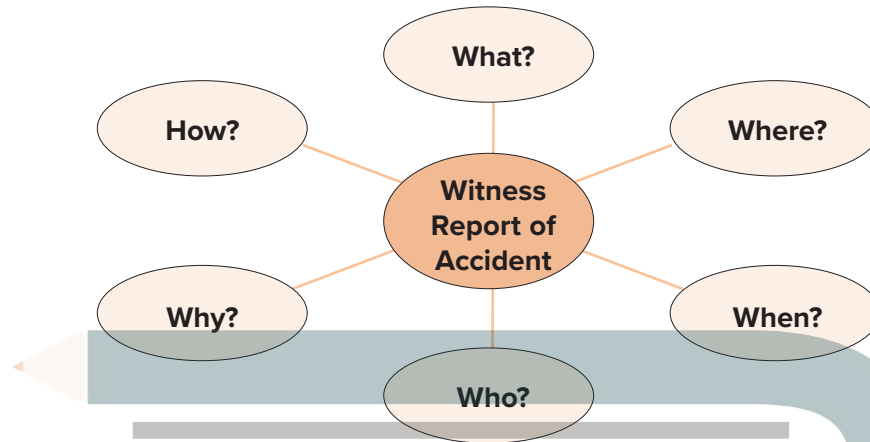
Which of the above things did you do in the past to be cool? What happened?

7 What Happened?



9 Writing

- A. Think about an accident that you saw or heard about. Draw a diagram like the one below on a piece of paper. Use your diagram to write notes about the accident.



Writing Corner

1. A witness report describes the events of an incident in the order they happened. It answers the five W's (who, what, where, when, why) and explains how the incident happened.
2. Use connecting words such as: *and*, *but*, *because*, *so*, and *when*.
I was in the park **when** the accident happened. There was ice on the road, **so** the driver lost control **and** hit a tree.

- B. Read the witness report. Does it answer who, what, where, when, why, and how?

I was in my living room when I saw smoke outside. I was worried, so I went out onto the balcony to have a look. I saw my neighbor, Mr. Dooley, in his yard. The smoke was from his barbecue. He waved to me, and I went back into the house to watch the six o'clock news. A few minutes later, I heard a loud explosion. This time I ran outside because I was really scared. There was a lot of smoke, and I couldn't see anything. Then I heard a cry for help. "Over here! I'm stuck in the fence. The gas tank caught fire, and the explosion threw me across the yard." Mr. Dooley was quite upset, but fortunately he wasn't badly hurt.



- C. Write your own witness report about an accident you saw or heard about. Use your notes from the diagram and ideas from this unit.

10 Project

Take a survey. Ask your classmates or friends what things make them happy, sad, scared, nervous, etc. Which things come at the top of the list?

11 Form, Meaning and Function



الإجابة عن سؤال C

He was injured in the crash, so he was taken to hospital. / He was .١

. taken to hospital because he was injured in the crash

The passenger wasn't wearing a seat belt, so she hit her head. / The .٢

. passenger hit her head because she wasn't wearing a seat belt

No one was hurt, so I'm extremely relieved. / I'm very relieved .٣

. because no one was hurt

Ahmed was riding too fast, so he fell off his bike./Ahmed fell off his .٤

. bike because he was riding too fast

The driver didn't stop at the traffic light, so the accident was his .٥

fault. / The accident was the driver's fault because he didn't stop at

the traffic light

A: I'm a careful driver.

B: So am I.

A: I have some good news.

B: So do I.

A: I just heard a crash.

B: So did I.

A: I'm not tired right now.

B: Neither am I.

A: I never lose my cool.

B: Neither do I.

A: I didn't watch the news last night.

B: Neither did I.

A. Complete the sentences with **so** or **because**.

- The driver was sleepy, **so** he didn't see the stop sign.
- Sam called the emergency services **because** there was an accident.
- "I was scared **because** he was driving too fast," said the witness.
- He doesn't have car insurance, **so** he is extremely worried.
- She wasn't injured in the crash **because** she was wearing a seat belt.
- There were many accidents, **so** they put traffic lights at the intersection.

B. Show agreement with the statements. Use **so** or **neither**.

- I don't have a driver's license. . Neither do I
- There's nothing to do. I'm bored. . So am I
- I always wear a seat belt in the car. . So do I
- I got injured in an accident. . So did I
- I'm not nervous about the test. . Neither am I
- I didn't see anything. . Neither did I



C. Join the sentences with **so** and **because**.

الإجابة في أعلى الصفحة

- He was injured in the crash. He was taken to the hospital.
- The passenger wasn't wearing a seat belt. She hit her head.
- No one was hurt. I'm extremely relieved.
- Ahmed fell off his bike. He was riding too fast.
- The driver didn't stop at the traffic light. The accident was his fault.



8 What's Wrong?



1 Listen and Discuss

1. What are the most common illnesses you know about?
2. What do you think happened to the boys on their school trip to the zoo? What happened to the girls on their school trip to the museum?

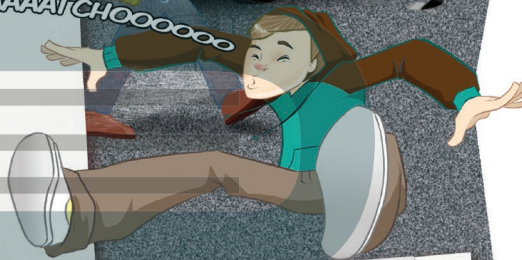
Bad THE SCHOOL TRIP



Name: Sam
Illness: cold
Symptoms: sneezing, watery eyes



Name: George
Illness: headache
Symptoms: head hurts



Name: Charles
Illness: cough
Symptoms: sore chest, long periods of coughing



Name: Peter
Illness: stomachache
Symptoms: diarrhea, vomiting



Name: Michael
Illness: earache
Symptoms: pain in the ear



Name: Sarah
Illness: flu
Symptoms: fever, runny nose



Name: Maria
Illness: sore throat
Symptoms: pain in the throat



Name: Sonia
Illness: toothache
Symptoms: tooth aches



FYI A normal body temperature is 98.6°F (37.0°C).

Quick Check

A. Vocabulary. Relate body parts to illnesses.

nose—runny nose, cold, sneezing

B. Comprehension. Answer **yes** or **no**.

1. yes Sarah has a high temperature.
2. yes Maria's throat is sore.
3. yes Peter's stomach hurts.
4. no The patient at the doctor's office doesn't have a fever.
5. yes The doctor says the patient should stay at home.

- . head ► headache, fever
- . eyes ► watery eyes, cold
- . mouth ► toothache
- . throat ► sore throat
- . ear ► earache
- . stomach ► stomachache, diarrhea,
- . vomiting
- . chest ► cough



3 Grammar

Should/Shouldn't

Use *should/shouldn't* to give and ask for advice.

Q: What **should** I do about my bad grades?

A: You **should** study more.

Q: What **should** I do when I have a stomachache?

A: You **shouldn't** eat so much.

Clauses with *When*

Q: What do you do **when** you have a cold?

A: I usually take some aspirin.

Q: What did you do **when** you had the flu?

A: I stayed in bed.

A. Work with a partner. Ask and answer the questions with *How do you feel when...?* Use the words in the box.

A: How do you feel when you lose something?

B: I feel angry and nervous.

A.

? **A:** How do you feel when you exercise. ١

. **B:** I feel great

? **A:** How do you feel when you eat a lot. ٢

. **B:** I feel sleepy

? **A:** How do you feel when you see or hear bad news on TV. ٣

. **B:** I feel afraid and worried

When I lose something, I look and look for it.

When I exercise, I usually drink a lot of water.

C. Work with a partner. Ask and answer questions. Use the adjectives in the box in exercise **A**.

A: I'm really angry.

B: Why?

A: Because I lost my keys.

D. Match the problem with the advice. Then practice with a partner.

A: I have a temperature.

B: You should take some medicine.

Problem

1. ~~d~~ I have a headache.
2. ~~a~~ We're very tired.
3. ~~e~~ Mariam has a stomachache.
4. ~~b~~ Ahmed has a toothache.
5. ~~f~~ The children have sore throats.
6. ~~c~~ Faisal is afraid of shots.

Advice

- a. You should take a rest.
- b. He should go to the dentist.
- c. He should take some pills instead.
- d. You should take some aspirin.
- e. She shouldn't eat anything right now.
- f. They should drink warm liquids.

4 Listening

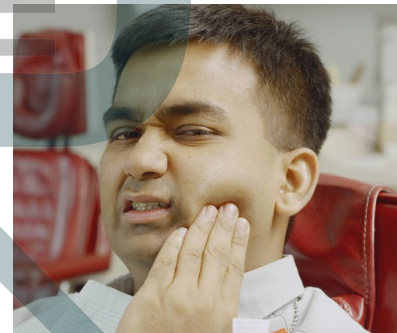
Listen to what is wrong with the person. Write the number next to the correct photo. Write the name of the illness next to the number.



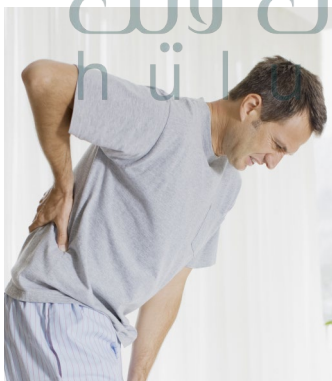
a. ٥ cold



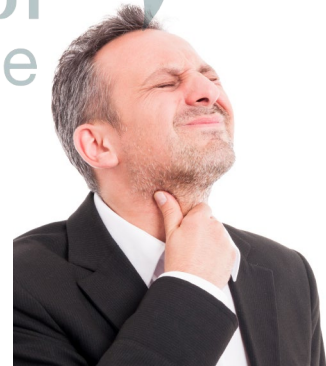
b. ٢ stomachache



c. ٤ toothache



d. ١- backache



e. ٣ .sore throat

5 Pronunciation

Listen to the initial consonant blends with **s**. Then practice.

sneeze

stomach

swallow

sleepy



6 Conversation



Omar: Hi, Bud. What's the matter? You don't look well.

Bud: Man, I feel terrible. I have a stomachache, and I feel like vomiting.

Omar: You should see a doctor.

Bud: **I just did.** He gave me a prescription for some medicine and said I should have only tea, toast, rice, **and things like that** for a while. It's probably something I ate.

Omar: What did you eat?

Bud: **Nothing much.** I ate dinner at an all-you-can-eat buffet. I had seafood, then I had steak, and for dessert, I had pudding followed by ice cream and chocolate fudge cake, and...

Oh, the thought of food makes me sick!

Omar: That's a shame! I wanted to invite you to go out for dinner.

Real Talk

I just did. = I did that a short time ago.

and things like that = and similar things (a way to give examples without naming lots of things)

Nothing much. = Not a great amount.

About the Conversation

1. How does Bud feel?
2. What's wrong with him?
3. What advice did the doctor give him?
4. What did Omar want to do?

. He feels terrible. ١

**He has a stomachache, and he feels. ٢
. like vomiting**

**He should take some medicine and. ٣
have only tea, toast, rice, and
. things like that for a while**

**He wanted to invite Bud to go out for. ٤
.dinner**

7 About You

1. Are you usually a healthy person?
2. When were you last ill?
3. What was the matter with you?
4. What did the doctor advise you to do?
5. What did you eat?



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8 Reading

Before Reading

What do you know about the common cold and the flu?

Atchoo! Is It a Cold or the Flu?

When your nose is blocked, your eyes are watery, your throat is sore, you are coughing and sneezing constantly, and you are shivering, then you have influenza, or the flu. Or is it just a common cold? The symptoms of both a cold and the flu are very similar, and very often the two illnesses are confused.

People get both illnesses in more or less the same way. A person sneezing or coughing transmits the infection through the air. Sometimes people with the virus wipe their noses or eyes with their fingers, and then touch objects around them, such as a doorknob, a telephone, a keyboard, or any other everyday object. Other people come into contact with these items with viruses on them, and pick up the viruses that way.

Colds usually last for five to seven days and are caused by viruses. The body's own defense mechanisms need to fight the viruses. Unfortunately, there are more than 80 different constantly mutating rhinoviruses. So vaccination against colds is impossible. Medicines provide temporary relief from symptoms, but they cannot cure the cold.

The flu has the same symptoms as the traditional cold. Additional symptoms are a high fever and severe muscle aches and pains. The effects of the flu can also be far more serious. It can cause pneumonia and kill its victims. In the past, the flu killed more people than any other viral disease. For example, 20 million people of all ages died in the 1919 flu epidemic. It actually affected younger people more than old because their bodies didn't have defenses against the virus. Nowadays, there are vaccines for the flu that protect from some viruses. Unfortunately, new viruses appear all the time.



After Reading

1. Write three things that are the same about colds and the flu.
2. How is the flu different from colds?



: Answers should contain any three of the following- ١

Your nose is blocked; your eyes are watery; your throat is sore; you are coughing and sneezing constantly; you are shivering

**Example: When people have the flu, they can have a high fever and - ٢
severe muscle aches and pains. The flu can cause pneumonia and kill its
.victims. There are vaccines for the flu but not for colds**





9 Writing

A. Read about heat exhaustion. Have a class discussion. What are the symptoms? Are there any other symptoms? Do you agree with the advice? Do you have any other advice?

Do you feel dizzy and weak? Are you sweating a lot? Do your muscles ache? Do you feel like vomiting? When you spend too many hours in the hot sun, you can suffer from heat exhaustion. For relief, follow this advice.

- You should get out of the sun. Find a cool or air-conditioned place.
- Take a cool shower or bath. You can also spray cool water on your skin.
- You should drink plenty of water, but don't drink quickly. You should drink small amounts slowly.
- You should rest. Lie down and put your feet up. This prevents shock or fainting.
- If the symptoms continue, you should see a doctor.



Writing Corner

1. Bullet points (•) help make a list clear and simple to read. For example, when there is a list of ingredients in a recipe or a list of symptoms for an illness.
2. When there is a list of instructions or steps to follow in a certain order, it is better to use numbers, and not bullet points.
3. With short phrases or words, do not use punctuation after each bullet point. When there is a complete sentence or sentences, use the correct punctuation.

B. What are some common symptoms of the flu? Write them in the chart. How can you relieve the symptoms? Write notes in the advice column.

Symptom	Advice
•	
•	
•	
•	

C. What should you do when you have the flu? Write about it. Use your notes from the chart and other ideas from this unit. Use bullet points for the symptoms or the advice.

10 Project

Research home remedies for common illnesses. Present your remedies to the class and discuss them.

11 Form, Meaning and Function

Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns
I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	its
they	them	their	theirs
you	you	your	yours
we	us	our	ours



Subject + Verb + Object

Subject Pronouns take the place of the subject in a sentence. They come before the verb.

Tom likes football. **He** likes football.

Object Pronouns take the place of the object in a sentence. They come after the verb.

Tom likes *football*. He likes **it**.

Possessive Adjectives show who owns something. They go before a noun.

Tom's favorite sport is football. **His** favorite sport is football.

Possessive Pronouns show ownership. They take the place of a noun.

It's not *Tom's football*. It's *my football*. It's not **his**. It's **mine**.

A. Replace the underlined words in the conversation with the correct pronouns or possessive adjectives.

Sam: AAA... Atchoo!

Dan: Sam, what's wrong with **(1)** Sam?

Sam: I think I caught a virus on the school trip. Everyone in my class caught **(2)** the virus. Charles had a cough. **(3)** Charles sat next to **(4)** Sam on the bus, so perhaps I caught **(5)** the virus from **(6)** Charles. It was cold at the zoo, and Mr. Parker told **(7)** my classmates and I to put on **(8)** my classmates' and my jackets. **(9)** Mr. Parker said that **(10)** my classmates and I should stay warm. Well, I didn't listen to **(11)** Mr. Parker. I didn't wear **(12)** my jacket and some of my friends didn't wear **(13)** my friends' jackets. Maybe that made **(14)** the virus worse.

Dan: **(15)** Sam should see a doctor.

Sam: I did. **(16)** The doctor gave **(17)** Sam a prescription for some medicine. **(18)** The doctor said I should take **(19)** the medicine three times a day. **(20)** The medicine tastes terrible!



9 Let's Go Out



1 Listen and Discuss

1. Which of the free-time activities and chores are most common in your country? Add others.
2. Which fun activities and chores do you do most often?



3 go for a drive

Free-Time Activities

Things you do for fun

1 go shopping



2 go bowling



4 go swimming



Your ideas: _____

CHORES

Things you have to do around the house (obligations)

1 clean your room



4 dust



6

take out the garbage



5 wash the dishes



2 mow the lawn

3 do the laundry



Your ideas: _____



Ali: What should we do this evening?
Badr: Why don't we hang out at the mall?
Ali: Good idea!

Mike: Come on, Josh. Let's go for a ride.
Josh: I can't. I have to clean my room.
Mike: Why don't you do it later?

Quick Check






A. Vocabulary. What free-time activities and chores do you usually do? Mark them. Compare your answers with a partner.

B. Comprehension. Answer **yes** or **no**.





1. **No** Badr wants to stay home this evening.
2. **Yes** Ali thinks it's a good idea to hang out at the mall.
3. **Yes** Josh has to do chores at home.
4. **No** Josh accepts the offer.
5. **No** Mike offers to help Josh.

2 Pair Work

A. Make and **respond** to suggestions.

-  What should we do on the weekend?
-  Let's go for a drive along the ocean.
-  OK. Good idea.
-  What do you want to do tonight?
-  Why don't we stay home and watch a film on TV?

B. Ask and **answer** about obligations.

-  What do you have to do today?
-  I have to do the laundry.
-  Let's go to the mall.
-  I can't. I have to babysit.



3 Grammar

Should, Why Don't/Doesn't...?, and Let's for Suggestions

Use *should* to ask for and give suggestions.

A: What **should** we do tonight?

B: I don't care.

A: What color sweater **should** I buy?

B: You **should** buy the green one.

You can also use *Why don't/doesn't...?* and *Let's* to make suggestions.

A: I'm cold.

B: **Why don't** you put on a sweater?

A: She's tired.

B: **Why doesn't** she take a rest?

A: **Let's** go out for dinner.

B: Yeah. Good idea.

A: **Why don't** we order a pizza?

B: No. **Let's** eat out instead.

To accept suggestions, you can say: *OK; That's a good idea; Sure; All right; or That sounds good.*

To politely refuse suggestions, you can apologize, say thank you, or suggest something else: *Sorry, I can't; Thanks, but maybe another time; or Let's... instead.*

Go + Verb + -ing

Go + verb + -ing is used for many free-time activities: *go cycling, go hiking, go skiing, go surfing, go horseback riding, etc.*

He **goes swimming** three times a week, and he sometimes **goes hiking** on the weekend.

Have to/Had to

Use *have to/had to* to express obligation.

A: Let's go to the mall.

B: I can't. I **have to** do my homework.

A: Why didn't you do your homework?

B: I **had to** visit a relative in hospital.

A. Work with a partner. Take turns. Make suggestions about things to do and then respond. Use the pictures and also use your own ideas.

A: Let's play tennis.

B: No. Let's go bowling instead. OR
Why don't we go bowling?

A: What should we do?

B: Let's play tennis. OR
Why don't we play tennis?

A: Let's go the amusemet park .\

B: No. Let's go horseback riding instead

A: What should we do ? .٢

B: Let's goout for dinner

?A: Why don't we go to an Italian restaurant



B. Complete the sentences with excuses. Use the reasons in the pictures.



- 💡 Omar can't play tennis today because he has to study for a test.
1. Amal is going to be a little late because she has to do the laundry.
2. Noura can't go shopping right now because she has to wash the dishes.
3. Brian can't go out this afternoon because he has to mow the lawn.
4. Adnan isn't going to football practice because he has to babysit.
5. Matt can't help them now because he has to clean the house.

C. Plan your "To-Do" list for the week.
Compare with a partner.

- 💡 Sunday I have to study English.



4 Listening

Saeed is inviting friends to go out. Listen to the invitations. Match the excuses.

- | | |
|---------------|---|
| 1. ___ Imad | a. has to babysit |
| 2. ___ Khalid | b. has to clean his bedroom |
| 3. ___ Jabir | c. has to visit his uncle in the hospital |
| 4. ___ Majid | d. has to study for a test |

5 Pronunciation

Listen to the reduction of **have + to**. Then practice.

What do you **have to** do today?
I **have to** clean my room.

Do you **have to** stay home tonight?
Yes. We **have to** do a lot of homework.



6 Conversation



About the Conversation

1. What does Fahd want to do?
2. Why doesn't Yahya want to go?

Your Turn

Invite a friend to go out. Make suggestions. Agree on a meeting place.

Your Ending

What excuse does Yahya give?

- 1 The problem is, my brother can't ride a bike.
- 2 We won't have fun if my little brother is around.
- 3 I can't **let down** my parents.
- 4 Your idea: _____

Real Talk

come on = used to encourage someone to do something

let down = disappoint someone

7 About You

1. What things do you have to do today?
2. What things did you have to do yesterday?
3. What things do you usually have to do?





8 Reading

Before Reading

What kinds of chores do you do at home?
Who decides the chores you do?



Parents complain that they have to tell teens to do their chores. They think that kids are irresponsible and don't want to do the chores. They want them to do chores on a schedule. Some think that teens should not get an allowance until they do their chores

Teens feel that their parents are always nagging them about chores. They think they can do the chores later, and not on a schedule

teens feel **their** parents are always nagging and complaining.

A major problem is that parents think that teens need to do the chores on **their** schedule, while the teens think, "Why do I have to do it now, when I can do it later?" **This** usually leads to unnecessary conflict between teens and their parents.

The general questions parents usually ask about chores are the following: Should teens have them? Should teens and parents agree on a list of chores together? Should teens have freedom to decide when to do **them**?

One mother says, "My daughter and I make a list of chores each week. That way **she** can organize her time for schoolwork, housework, and free time, too." Another

money, rather than just simply giving **them** an allowance." Some teenagers complain, "My friends don't have to do chores, so why should I?"

Normally parents expect their teenage sons and daughters to help around the house. But parents and teens have to agree on the kind of chores and when the teens have to do them. One mom's son wants to do his chores *after* he goes out with **his** friends, but then he's usually too tired. Another mother only lets **her** daughter see her friends *after* she finishes all the housework. But housework never ends! So what's the solution?

Teens and parents have to reach a compromise. There has to be common sense on both sides, don't you think?

After Reading

Write two lists: (1) What parents think about teens' chores, and (2) What teens think about their chores.

Discussion

In your opinion, how can teens and parents reach a compromise about chores?



9 Writing

A. Look back at the **Reading** on page 79. What do the bold-faced pronouns or possessive adjectives refer to?

- | | | | |
|------------------------|------------------------|-----------------------|-----------------|
| 1. It (in the title) | <u>housework</u> | 6. she (paragraph 4) | <u>daughter</u> |
| 2. their (paragraph 1) | <u>teens</u> | 7. He (paragraph 4) | <u>a parent</u> |
| 3. their (paragraph 2) | <u>parents</u> | 8. them (paragraph 4) | <u>teens</u> |
| 4. This (paragraph 2) | <u>a major problem</u> | 9. his (paragraph 5) | <u>sons</u> |
| 5. them (paragraph 3) | <u>chores</u> | 10. her (paragraph 5) | <u>mothers</u> |

Writing Corner

Subject and object pronouns and possessive adjectives help to link sentences in writing.

- Pronouns and possessive adjectives link ideas in sentences.
Most teenagers don't want to do chores when **their** parents expect **them** to.
- Pronouns help avoid repeating the same word or words.
One mother lets **her daughter** see **her** friends after **she** finishes the housework.
- Demonstrative pronouns like *this* and *that* can refer to one word or a whole idea.
Some teenagers refuse to do their chores. **This** can often lead to conflict.

B. Complete the paragraph with suitable pronouns or possessive adjectives.

Parents often complain that (1) their teenage children spend too much time on the Internet. (2) they think that (3) their children should do other activities such as reading books, playing a sport, or doing homework. On the other hand, teenagers feel that (4) their parents don't realize the importance of the Internet. For many teenagers, the Internet is a way to socialize and stay in touch with (5) their friends. (6) they also use (7) it to do research for school assignments. Besides that, teenagers surf the Internet to learn about things that interest (8) them and to learn more about the world in general.



C. Write about how parents and teenagers feel about homework. Remember to use pronouns and possessive adjectives to link sentences.

10 Project

Work in a group. Find out from your classmates the most common excuses for:

- | | |
|-------------------------|-----------------------------|
| 1. being late to school | 3. not doing their chores |
| 2. arriving home late | 4. not doing their homework |

11 Form, Meaning and Function

Must/Mustn't

The form of the modal verb *must* is the same for all subjects. It is followed by the base form of the main verb without *to*.

We use *must* to express obligation and necessity.

We **must** follow the rules. He **must** stop at the traffic lights.

We use *mustn't* to express that something is forbidden or not allowed.

You **mustn't** talk during the test. They **mustn't** park on the sidewalk.

Have To/Don't Have To

The form of *have to* changes to agree with the subject. It can also be used in the past tense as *had to*. It is followed by the base form of the main verb.

We use *have to* to express obligation and necessity.

They **have to** wear uniforms at school. She **has to** do her chores. I **had to** clean my room.

Do we **have to** be there early? **Does** he **have to** go now? **Did** you **have to** work late?

We use *don't have to* to say there is NO obligation; it isn't necessary. The past form is *didn't have to*.

You **don't have to** iron the socks. He **didn't have to** work yesterday.

A. Complete the sentences with *has to*, *must*, or *mustn't*.

- Omar **must/ has to** do his chores.
- He **musnt** hang out with his friends now.
- He **must/ has to** clean up the kitchen.
- He **must/ has to** wash the dishes.
- He **must/ has to** clean the floor.
- He **must/ has to** take out the garbage.
- He **musnt** talk on the phone now.
- He **musnt** be lazy and irresponsible.

B. Complete the sentences with the correct form of *must* or *have to*.

- Look how long the grass is! We really **must / has to** mow the lawn.
- Noura **mustnt** finish her assignment because it is due tomorrow.
- We **didnt havent to** go to school yesterday. It was Saturday.
- You **musnt** cross the street when the light is red.
- I **had to** babysit, so I didn't hang out with my friends yesterday.
- What time **do we have to** we **must we** leave for the airport? Our flight's at 10 a.m.
- Children **must / have to** eat a healthy breakfast every morning.
- Mother **doesnt have to** cook tonight because we're going out for dinner.
- How long **did** you **have to** wait for the bus this morning?
- We **musnt** forget to take our camera with us on vacation.



10 It's a Bargain!



1 Listen and Discuss

Where do you like to shop? Why? What do you look for when you shop: price, brand, or service?



Excuse me. Where can I find sheets and pillowcases?

In the Home Department, on the fourth floor.

SPECIAL ON RAINCOATS

How do I look in this windbreaker?

It's too big for you.

Whose backpack is that?

Oh, it's mine. Thank you!

OUTERWEAR
• SWEATSHIRTS
• SWEATPANTS
• WINDBREAKERS
• RAINCOATS
CASUAL WEAR

You should keep it with you at all times.

الجلود اون لاين
hulul.online

Quick Check

A. Vocabulary. Where can you find these items in the department store?




1. a blender and a microwave **electronics/appliances**
2. perfume **make-up**
3. sheets and pillows **home department**
4. a man's suit **men's department**

B. Comprehension. Answer about the people and the store.

1. Which pair of earrings does the girl prefer?
2. Whose bag is on the floor?
3. Where can the young man find sheets?
4. What's wrong with the windbreaker?

2 Pair Work

Ask and **answer** about the store.

-  Where can I buy a wallet?
-  In accessories. Wallets are on sale now.
-  Which coats do you like?

- The girl prefers the gold ones . ١
- The young man's bag is on the floor. ٢
- He can find sheets in the home department, ٣ on the fourth floor
- The windbreaker is too big for the man . ٤



3 Grammar

Possessive Adjectives

It's

my
your
his
her
our
their

 backpack.

Possessive Pronouns

It's

mine.
yours.
his.
hers.
ours.
theirs.

Question Word: *Whose*

Q: *Whose* backpack is this?
A: It's mine. It belongs to me.

Q: *Whose* glasses are these?
A: They're hers. They belong to that lady.

Pronoun: *One/Ones*

Q: Which coat do you like?
A: The green **one**.

Q: Which boots do you prefer?
A: The leather **ones**.

Quantitative: *Too*

This jacket is **too** small for me, and the shoes are **too** big.

A: Ask and answer.

A: Is this Ali's windbreaker?
B: Yes, it's his.



- A. A: Is this Hameed's suitcase?
- . B: Yes, it's his
- B. A: Is this Nura's perfume ?
- . B: Yes, it's hers
- C. A: Is this Amal's ecklace ?
- . B: Yes, it's hers
- DA: Are these Ahmed's socks ?
- B: Yes, they're his



B: Now ask and answer question *whose* for the items in exercise:

A: Whose windbreaker is this?
B: It's Ali's.

- A. A: Whose suitcase is this ?
- . B: It's Hameed's
- B. A: Whose perfume is this ?
- . B: It's Nura's
- C. A: Whose ecklace is this ?
- . B: It's Amal's
- D. A: Whose socks are these ?
- B: They're Ahmed's





C. Complete the conversation. Choose the correct words.

Mom: Are these (1. **your / yours**) socks?

Faris: They aren't (2. **my / mine**).
I think they're Ali's.
They're (3. **his / him**) size.

Mom: Are these (4. **your / yours**)?

Ali: No, (5. **my / mine**) socks don't
have holes. I think they're Fahd's.

Mom: Fahd, are these (6. **your / yours**) socks?

Fahd: Let me see. Yes, they smell like (7. **my / mine**).



4 Listening

Listen. Fill in the missing information in the ad.

Milford's SALE

Open from _____ A.M. to _____ P.M.

Weekend Only

All major credit cards accepted.

<p>WOOL</p> <p>_____ : _____ %</p> <p>\$29.99</p>	<p>discount on all</p> <p>RAINCOATS</p> 	<p>MEN'S DEPARTMENT</p> <p>Clearance Sale on _____</p> <p>from \$12</p>	<p>WOMEN'S SHOES</p> <p>Buy one pair, and get \$45.50</p> <p>_____ % off a second pair.</p> 
<p>SCARVES</p> <p>Buy _____, and get _____.</p>  	<p>PERSONAL COMPUTERS</p> <p>_____ % discount on Primus 230</p> 	<p>PERFUME AND MAKEUP</p> <p>Special _____ with all purchases</p>  	<p>JEWELRY</p> <p>FREE pair of _____ with purchase of a necklace and a ring.</p> 

5 Pronunciation

Certain sounds are often linked between words. This means they are pronounced together. Listen and practice.

The hats are on sale.

The child is in the toy department.

The shoes are too small.

The belt is on sale.



6 Conversation



Interviewer: I'm from *Teenage Express* magazine. We're doing a survey of teenage shopping habits. **Do you mind answering** a few questions?

Faisal: **Not at all.** What do you want to know?

Interviewer: Do you shop online?

Faisal: No, I never shop online.

Interviewer: Why not?

Faisal: I don't trust the security features on the Internet.

Interviewer: What about your friends?

Faisal: Very few shop online or make payments via the computer.

Interviewer: And do you like to buy designer clothes?

Faisal: **Not really.** I like clothes that aren't too expensive and that are comfortable.

Interviewer: And in general, what do you spend most of your money on?

Faisal: I spend my money mostly on food, video games, and... electronic **stuff.**

About the Conversation

1. What is the interviewer doing in the mall?
2. What does he want to know?
3. Why doesn't Faisal shop online?
4. What does he spend his money on?

The interviewer is doing a survey of teenage shopping habits . ١

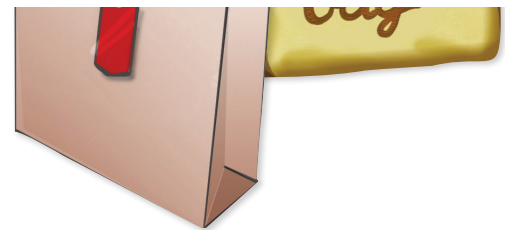
He wants to know if Faisal shops online . ٢

Faisal doesn't trust the security features on the Internet . ٣

Faisal spends his money on food, video games, and electronic . ٤

Your Turn

Do a similar survey about the shopping habits of your classmates. What do they spend their money on?



7 About You

1. Do you shop online? Why or why not?
2. What do you buy online?
3. Do you like to go shopping?
4. Where do you usually shop?
5. What are popular places for shopping?
6. What things do you spend your money on?
7. How much money do you spend each week?
8. What is the most expensive thing you have ever bought?

8 Reading

Before Reading

Look at the photos below. What do you think people can buy in these places?

The Best Place to Shop—and Be!

In an age where you can buy almost anything on the Internet, thousands of people all over the world still prefer to do their shopping in traditional places. In general, shoppers look for bargains, and the best prices are usually found in street markets. Many markets around the world have a similar lively atmosphere and sell nearly anything you can imagine from jewelry and clothes, fresh produce, spices, and fish, to carpets, electronics, and livestock.

Riyadh has some of the world's most beautiful modern shopping malls, with designer boutiques and brand names. But if you're looking for real bargains, you'll head for some of the traditional *souqs* in town. *Haraj** is a secondhand market just east of the city. Impress your friends and dress in Chanel and Armani for a fraction of the price, or get that new kitchen appliance you've been dreaming of. Many of the so-called "used" items aren't used at all—just don't tell anyone where you bought it.

Al-Bat'ha District is home to many traditional markets. Whether you are looking for electronics and watches, jewelry, perfume, furniture, car accessories, bicycles, or food—they sell it all at often ridiculous prices. For more traditional goods, antiques, and souvenirs check out Al-Thumairi near the Al-Masmak Fort. This

is particularly popular with tourists. And nearby is the Al-Deira market where everything is worth its weight in gold, literally. Looking for a camel? They come in all shapes, colors, and sizes at Souq Al-Jimal.



- 1. Street markets have the best prices. May have a lively atmosphere and sell similar things.
- 2. No, some items aren't used.
- 3. real bargains, a fraction of the price, ridiculous prices.
- 4. The cultural experience is the most interesting attraction. You can see and meet of people from around the world.

electronics, car parts, clothing, and toys.

After Reading

1. What is similar about street markets around the world?
2. Does Haraj only sell used items?
3. Which 3 words or phrases in the text mean low cost or inexpensive?
4. What is the most interesting attraction of traditional markets?

*FYI: For Your Information

9 Writing

A. Read the text. What are the advantages of shopping online?

It's convenient, quick, and easy; it takes just a few minutes to compare prices; A lot of e-stores guarantee the lowest price; they also make exchanges or refund your money when you are not satisfied

exchanges or refund your money when you are not satisfied with a product. Many people think e-shopping isn't safe, but that's not true. You need to choose well-known and secure websites. And you don't have to use a credit card because there are other ways to pay without giving personal information.

I usually buy electronic stuff, accessories for my bike, and sports clothes. I am never disappointed with the things I buy. Only once, I exchanged a bicycle helmet because it was too small. But that wasn't a problem. I think that I save money this way, because I only buy what I want. I don't spend money on things that I don't need.

Writing Corner

- In informal writing, the subject *you* can refer to any person or people in general.
You can save time when **you** shop online, but **you** can't see the product in person.
When **you** shop in a store, **you** can try clothes on before **you** buy them.

B. Complete the chart with notes about the advantages and disadvantages of shopping in a store and shopping online. What do you prefer? Why?

	Advantages	Disadvantages
Shopping in a store		
Shopping online		
My preference / Why		

C. Compare shopping in a store and shopping online. Write about the advantages and disadvantages of each. Say what you prefer. Use your notes from the chart and ideas from this unit.

10 Project

In a group, brainstorm ideas for a department store advertisement to attract teenagers. Write and design the advertisement. Display it in class.

11 Form, Meaning and Function

Can/May/Could

We use the modal verbs *can*, *may*, and *could* to ask for permission.
We use *can* and *may* to give permission and *can't* and *may not* to refuse.

FYI *May/Could* are more formal

Ask for Permission

Can I have another cookie?

May I use your computer?

Could we come with you?

Give Permission

Yes, you **can**.

Yes, you **may**.

Refuse

No, you **can't**.

No, you **may not**.

We also use *can* and *could* to make requests and offers.

Could you bring me some water?

We **can** gift wrap that for you.

May/Might

We use *may* and *might* to show possibility or uncertainty.

We **may** go shopping this evening. She **might** not come to class today.

A. Match the questions with the answers.

- | | |
|---|---|
| 1. <u>e</u> Can I try these shoes on? | a. Sure. Is this one big enough? |
| 2. <u>c</u> May I pay by check? | b. Good idea. How about Chinese? |
| 3. <u>f</u> Can you lend me some money? | c. Sorry, we only take cash and credit cards. |
| 4. <u>a</u> May I have a bigger bag, please? | d. Certainly. Do you like this color? |
| 5. <u>h</u> Could I see that gold necklace? | e. Yes. What size do you take? |
| 6. <u>b</u> Can we eat lunch in the food court? | f. That depends. How much? |
| 7. <u>d</u> Could you wrap this? It's a gift. | g. Of course. May I see your student card? |
| 8. <u>g</u> Could I have a student discount? | h. This one, with the diamond? |

B. Complete the conversation with *can*, *can't*, *could*, *may*, or *might*. Then practice the conversation with a partner.

- can / could / May**
- A:** (1) _____ I return this jacket, please? There's a hole in the sleeve.
- B:** We (2) can / could fix it for you.
- A:** No, thank you. (3) can / could / May just have my money back?
- B:** I'm sorry. We (4) can't give refunds, but you (5) can / could / May choose another item from the store. I (6) can / could show you some of our new jackets.
- A:** All right.
- B:** These two jackets are the same price...
- A:** No, no. It's for my son's graduation. He (7) may / might not like the color of this one. And that one (8) may / might be too big.
- B:** How about this one? It's a bit more expensive...
- A:** No, thank you. On second thought, (9) can / could you please fix the one I have?
- B:** Certainly. We'll have the jacket ready for you tomorrow morning. And I (10) can / could give you a ten percent discount the next time you shop here.



11 There's No Comparison



1 Listen and Discuss

Look at the headings and the photos.
What do you know about the topics?

Amazing Facts

The World's Most Popular Sport

Football is the most popular international team sport. It is much more popular than American football, basketball, or baseball. FIFA (Fédération Internationale de Football Association), the worldwide football organization, has approximately 7.1 million teams in 301,000 clubs, with 265 million players around the globe. It has more members than the United Nations. The World Cup is one of the most spectacular sporting events in the world. Every four years, over a billion people follow the month-long competition between the top 32 football-playing nations on TV.



The World's Most Expensive Hotel

The Burj Al Arab Hotel in Dubai is the world's most famous seven-star hotel. The hotel is an architectural wonder. It looks like a huge sail. Its height is 1,053 feet (321 meters), making it one of the world's tallest hotels. The Burj Al Arab (Arabian Tower) is built on a human-made island. It is the world's most luxurious hotel. It features marble and glass from Italy, 24-karat-gold-plated faucets and doorknobs, mirrors that turn into TV screens in the bathrooms, rotating beds, and all the latest technology. The cheapest suite is more than \$1,500 per night, and the most expensive suite can cost over \$25,000.





The Great White: The World's Most Dangerous Fish

The great white shark is one of the oldest living species on Earth—it existed 350 million years ago. It is the largest and the most dangerous predatory fish, and it is the most feared by humans. Great white sharks can grow up to 20 feet (6 meters) long and weigh up to 4,400 pounds (2,000 kilograms). They have about 3,000 teeth arranged in several rows. When the front teeth break or fall out, these teeth are replaced by others from the next row. Sharks' hearing is very sensitive, and they can hear their prey many miles away. They can also detect one part per million of blood in seawater.



Did you know?

- Tokyo is bigger than Shanghai and Mexico City. It is the world's biggest city with the most people.
- The banana is the most popular fruit in the world.
- Diamonds are the world's hardest elements and the most expensive precious stones.
- The Arabian Oryx is one of the most endangered species in the Arabian Peninsula. It was extinct in the wild in the 1970s, but it was saved by zoos and reintroduced to its habitat.
- The Peregrine Falcon is the fastest moving creature on Earth. It can dive at speeds of up to 200 miles (320 kilometers) per hour!

Quick Check

A. Vocabulary. Underline the adjectives used to compare in the readings.





most dangerous oldest

B. Comprehension. Answer **yes** or **no**.

1. **NO** The tallest hotel in the world is in Tokyo.
2. **NO** Baseball is the most popular team sport in the world.
3. **Yes** Bananas are more popular than mangoes.
4. **NO** Diamonds are cheaper than most precious stones.
5. **NO** Mexico City is the biggest city in the world.

2 Pair Work

Ask and **answer** questions about the information on these pages.

-  Which is the world's most dangerous fish?
-  It's the great white shark.
-  Is Mexico City bigger than Tokyo?
-  No, it isn't. It's smaller.

11 There's No Comparison



3 Grammar

Comparative and Superlative Forms of Adjectives

The Comparative

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

Imad is **tall**. Ahmed is **taller** than Imad.

Imad is **intelligent**. Ahmed is **more intelligent** than Imad.

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

B الإجابة

1. No, it isn't. It's shorter.

2. No, they aren't. They're more expensive.

3. No, it isn't. It's softer.

4. No, it isn't. It's smaller.

5. No, it isn't. It's safer.

6. No, they aren't. They're weaker.

good—better—the best; bad—worse—the worst

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

- Jeddah is _____ (interesting) place I know.
- Gold is _____ (heavy) and _____ (expensive) than mercury.
- I think that blue jacket looks _____ (good) on you than the red one.
- Summer is _____ (warm) and _____ (dry) time of the year.
- The clock tower of the Abraj Al-Bait Towers in Makkah is one of _____ (tall) buildings in the world.
- My room is _____ (quiet) room in the house. I can't hear any noise.
- The Taj Mahal in India is one of _____ (beautiful) buildings in the world.
- The Sahara Desert in Africa is much _____ (big) than the Arabian Desert.

B. Work with a partner. Disagree with the following statements.

A: The Panama Canal is older than the Eiffel Tower. (new)

B: No, it isn't. It's newer.

- The Amazon is longer than the Nile. (short)
- Bananas are cheaper than apples. (expensive)
- Steel is much harder than diamonds. (soft)
- China is larger than Canada. (small)
- Plane travel is more dangerous than car travel. (safe)
- Horses are stronger than elephants. (weak)

1. the most interesting

2. heavier/more

3. expensive better

4. the warmest /the driest

5. the highest

6. the quietest

7. the most beautiful

8. bigger



▲ diamonds

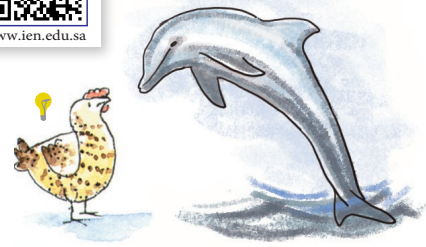


▲ steel



C. Work with a partner. Ask and answer. Give your opinion.

- A: Which is faster .١
- . B: I think a cheetah is faster than a horse
- A: Which is more difficult .٢
- . B: I think surfing is more difficult than rollerblading
- A: Which is more dangerous .٣
- B: I think driving is more dangerous than flying
- A: Which is more exciting .٤
- . B: I think sky diving is more exciting than sailing
- A: Which is more popular .٥
- B: I think football is more popular than rugby
- A: Which is easier .٦
- . B: I think English is easier than math



3. dangerous



6. easy

D. Work with a partner. Give your ideas or opinions on the topics in exercise C. Use superlatives.

I think cheetahs are the fastest animals on land.

4 Listening

Listen to the guide giving interesting facts about diamonds on a tour of a diamond mine. Answer **yes** or **no**.

1. ___ Diamonds are formed deep down in the Earth.
2. ___ You can't break a diamond with a hammer.
3. ___ The world's largest diamond was found in Britain.
4. ___ The Great Star of Africa weighs over 530 karats.

5 Pronunciation

Listen. Note the **er** sound at the end of the words. Then practice.

better faster hotter stronger

Summer is better than winter. Is a cheetah faster than a horse?



▲ Cullinan Diamond Mine, South Africa

11 There's No Comparison

رابط الدرس الرقمي



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6 Conversation

Ali: So, ... *What's new?*

Badr: I bought myself a computer.

Ali: What kind?

Badr: A laptop. Laptops are friendlier to use and are cheaper than

Badr says that laptops are friendlier to use and cheaper than other computers.

Ali prefers desktops because they are easier to use if you have to write and print a lot.

Ali doesn't like laptops because you have to recharge them all the time, and their screen is smaller.

Badr thinks that laptops are the best because you can surf the Net, send emails, and play games anywhere.



What's new? = Tell me about what happened to you recently.

About the Conversation

1. What does Badr say about laptops?
2. Why does Ali prefer desktops?
3. Why doesn't Ali like laptops?
4. Why does Badr think laptops are the best?

Your Turn

Work in a group. Choose a high-tech device or a sport. Argue for and against it with another group.

7 About You

1. What kind of computer do you prefer? Why?
2. Who is the youngest / oldest student in your class?
3. Who do you think is the smartest / best student?
4. Which is the hottest / coldest city in your country?
5. Which is the most famous city in your country?
6. Who is the best football player in your country?
7. Where can you eat the best food in your town?
8. What things are better or worse in your neighborhood now than five years ago?

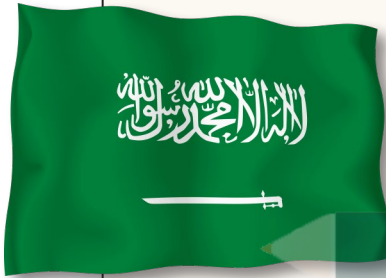




8 Reading

Before Reading

Imagine the Kingdom of Saudi Arabia in 2030. Read the text and find out about changes in the cities and towns, people, housing, jobs, schools, universities and more.



The Kingdom of Saudi Arabia has a great amount of natural resources, such as oil, gold, phosphate, uranium, and other valuable minerals. But more importantly, it is blessed with the strength,

potential, and ambition of its people. The children of the Kingdom's family-oriented, Islamic society will be the force of the future.

Families will receive all the support they need to raise their children according to Islamic values and help them develop their abilities. There will be more

Telecommunications and information technology will be developed in and around cities. This will make it easier for people to communicate across the globe and access information.

Government services will support the growth and development of private and non-profit organizations and help them to operate successfully.

Valuable mierals, for example, oil, gold, phosphate, uranium .^١

The Kingdom has a strong, family oriented, Islamic society .^٢

Social services will include health care and high quality education for all the citizens as well as libraries, galleries, and museums. There will also be cultural events and entertainment . activities

There will be opportunities for large and small businesses, new investors from other .^٤ countries and professional oppotunities for all . citizens

Technological development will improve communication and make it possible for people .^٥ . to access information through the internet

Quality services and facilities will attract investors from different .^٦

After Reading

1. Name some of the natural resources of Saudi Arabia.
2. What kind of society does the Kingdom have?
3. What type of social services, e.g. health care, education, and events will be available?
4. Describe the renewed business environment in 2030.
5. How will people benefit from technological development?
6. What will attract investors from other countries?

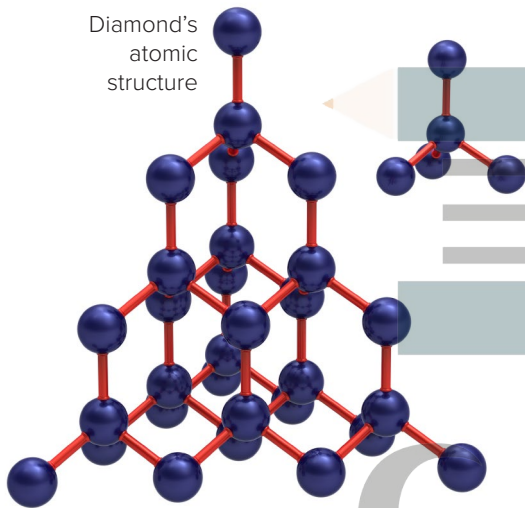


9 Writing

- A. Read the information in the **Writing Corner** with your teacher. Then, write the correct passive form (present or past) of the verbs in parentheses to complete the text.

Diamonds are the hardest natural substance on Earth. They are made (1. make) entirely of carbon. Graphite, which is used (2. use) to make pencils, is another material that is made (3. make) entirely of carbon, but it is one of the softest substances. The difference is the molecular structure that is formed (4. form) by the bonds between the carbon atoms.

Diamond's atomic structure



Diamonds are formed (5. form) under high temperature and pressure deep within Earth's crust. The process can take from one to three billion years. Then the diamonds are pushed (6. push) gradually to the surface by volcanic activity.

The Cullinan is the world's largest diamond. It was found (7. find) in South Africa in 1905. It weighed 3,106.75 karats (621.35 grams). It was cut (8. cut) into 9 large gemstones. The largest of the cut diamonds is called (9. call) the Great Star of Africa and weighs 530.2 karats. The Lesser Star of Africa is 317.4 karats. These diamonds belong to the British Crown, and they are part of one of the world's biggest collections of jewels.

Today, there is a man-made substance that is even harder than diamonds—the nanodiamond or diamond nanorods. The nanodiamond is produced (10. produce) by the compression of graphite. It is the hardest substance known to man.

Writing Corner

Use the passive to emphasize the action and not who or what does it.

- To make the passive, use the verb *be* and a past participle.*
Simple present: Diamonds **are made** entirely of carbon.
Simple past: The Cullinan diamond **was found** in Africa.
- Use *by* to show the agent (the person or thing that does the action).
Diamonds are pushed to the surface **by** volcanic activity.
The pencil was invented **by** an Italian couple named Bernacotti.

* See page 180 for a list of irregular verbs and past participles.

- B. Write about a place, a person, a thing, or an animal from a book of records. Say why it is the biggest, the best, the most wonderful, etc. Use the passive where possible.

10 Project

Do research on an ancient monument in your country. Present your research to the class.

11 Form, Meaning and Function

So...That/Such...That

So and *such* make the meaning of an adjective or adverb stronger.

So...that and *such...that* are used to show cause and effect.

so + adjective/adverb + *that*

He is **so** fast **that** he won the race.

He ran **so** quickly **that** he won the race.

so + *many* + plural count noun + *that*

He has **so many** books **that** he can hardly carry them.

so + *much* + noncount noun + *that*

I have **so much** homework **that** I can't go out tonight.

such + adjective + noun + *that*

It was **such** a difficult test **that** none of the students did well.

Ali is **such** a smart boy **that** he has the best grades in school.



A. Complete the sentences with **so** or **such**.

1. Diamonds are **so** hard that you can't break them with a hammer.
2. Sharks have **such** sensitive hearing that they can hear their prey miles away.
3. It is **such** a luxurious hotel that the cheapest suite is \$1,000 per night.
4. He came into the room **so** quietly that no one heard him.
5. The leather shoes were **such** a bargain that she bought three pairs.
6. Ahmed was **so** hungry that he ate three burgers and two sides of fries.

B. Complete the sentences with **so many** or **so much**.

1. Our neighbors made **so much** noise that I couldn't sleep last night.
2. There was **so much** traffic on the road that we arrived late.
3. I have **so many** books that they don't all fit in my bookcase.
4. He spends **so much** time working that he rarely sees his friends.
5. There are **so many** species of animals that it's impossible to count them all.

C. Combine the sentences with **so...that** or **such...that**.

1. The children were tired after their school trip. They fell asleep on the bus.
.The children were so tired after their school trip that they fell asleep on the bus .
2. It was a beautiful day. We decided to go for a drive in the countryside.
It was such a beautiful day that we decided to go for a drive in the countryside
3. There were many people in the supermarket. We had to wait in line for half an hour.
There were so many people in the supermarket that we had to wait in line for half an hour
4. The World Cup is a popular sporting event. Over a billion viewers watch it on TV.
The World Cup is such a popular sporting event that over a billion viewers watch it on TV
5. The Arabian Oryx was an endangered species. It was extinct in the wild.
.The Arabian Oryx was such an endangered species that it was extinct in the wild

EXPANSION Units 6–11

1 Language Review

A. How good is your memory? Answer the following questions about your past. Write complete sentences.

1. Who was your first-grade teacher? _____
2. Who were your best friends in primary school? _____
3. What was the first book you read? _____
4. When was the last time you ate in a restaurant? What did you eat? _____
5. How long ago did you have a haircut? _____
6. What did you have for breakfast yesterday? _____

B. Write what is wrong with the people in the pictures. Then write what they should or shouldn't do. Follow the example.



 Yahya / dentist



1. Mona / rest



2. the children / junk food



3. Farah / hot tea



4. Ali and Imad / medicine



5. Ahmed / go swimming

 Yahya has a toothache. He should go to the dentist.

. Moa has a headache. She should rest

The children have a stomachache. They shouldn't eat any junk food

. Farah has a cold. She should drink some hot tea

Ali and Imad have a cough. They should take some medicine

Ahmed has an earache. He shouldn't go swimming

C. Write answers. Use your own ideas.

1. Why are you so angry?

2. Why are you surprised?

3. Why are you relieved?

4. Why are you sad?

5. Why are you worried?

6. Why do you feel bored?

D. Complete the field trip report. Use the past tense of the verbs in parentheses.

FIELD TRIP REPORT

Timothy Brown, PE Teacher, Lakeside School

The junior class _____ (1. go) on a field trip to Camp Sunshine during the spring vacation. Unfortunately, we _____ (2. have) lots of problems on the trip. First, the bus _____ (3. break) down. When we finally _____ (4. arrive) at the camp late at night, we _____ (5. find) that the cabins _____ (6. not have) any heating. We _____ (7. be) cold all night, and Steve _____ (8. wake up) with a cold. That morning on our hike, Chuck _____ (9. eat) some wild berries in the forest and _____ (10. get) a stomachache. He _____ (11. take) some medicine, but he _____ (12. not feel) well after that. On the second day, Dan _____ (13. hurt) his knee playing football, and Mitch and Peter _____ (14. catch) Steve's cold. On the third day, Hussain _____ (15. feel) bad because of a terrible toothache. I _____ (16. give) aspirin to all of them. I'm a PE teacher, not a doctor. What do you do when everyone is sick on a trip? We _____ (17. pack) our bags and _____ (18. come) back home.



- . went . 1
- . had . 2
- . broke . 3
- . arrived . 4
- . found . 5
- . didn't have . 6
- . were . 7
- . woke up . 8
- . ate . 9
- . got . 10
- . took . 11
- . didn't feel . 12
- . hurt . 13
- . caught . 14
- . felt . 15
- . gave . 16
- . packed . 17
- . came . 18

EXPANSION Units 6–11

E. Use the information in the chart to answer the questions about the three cities. Write complete sentences.

	Dammam	Najran	Tabuk
Population	1,253,000 inhabitants	410,300 inhabitants	657,000 inhabitants
Location	coastal port	mountain oasis	hills, desert plains
Summer temperature	24–43° Celsius	27–39° Celsius	26–40° Celsius
Winter temperature	10–21° Celsius	10–24° Celsius	4–17° Celsius
History	20th century	4,000 B.C.E.	1,500 B.C.E.
Main industries	oil, shipping	agriculture (fruit)	agriculture, military
Universities	four	one	two
Cultural interest	museums, heritage village, public library	palace, museum, archaeological sites, traditional market	archaeological sites, historic mosque, castle
Recreation	large parks, beaches, water sports, sports centers, shopping	parks, sports centers, bowling alley	nature parks, hiking, camping, sand skiing, camel riding

1. Which city has the hottest summer weather?

. Dammam has the hottest summer weather

2. Which city is cooler in the winter, Najran or Tabuk?

. Tabuk is cooler than Najran in the winter

3. Which city do you think is the noisiest?

. I think Dammam is the noisiest because it has the most people

4. Which city has the most ancient history?

. Najran has the most ancient history

5. Which city do you think offers better paying jobs?

I think Dammam offers better paying jobs because its main industries are oil and shipping

6. Which city probably has fewer college students?

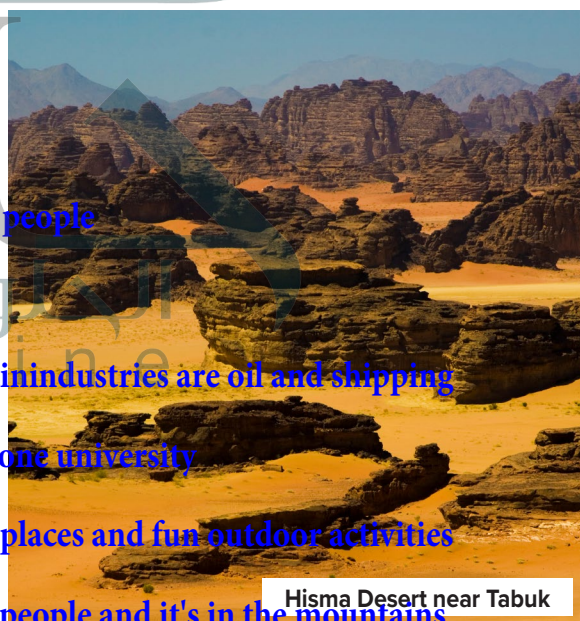
ajran probably has fewer college students because there is only one university

7. Which do you think is the most interesting town? Why?

I think Tabuk is the most interesting because it has historic places and fun outdoor activities

8. Which do you think is the nicest town to live in? Why?

,I think Najran is the nicest place to live in because it has fewer people and it's in the mountains

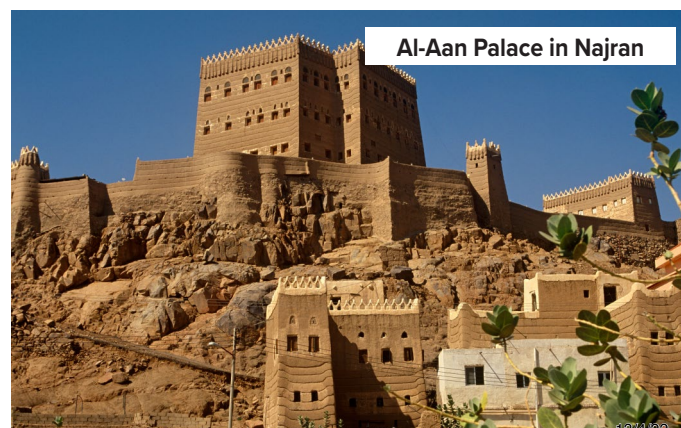


Hisma Desert near Tabuk



Corniche in Dammam

100



Al-Aan Palace in Najran

- F. Adnan is on vacation in New York City. Complete his postcard to a friend with the correct verbs.

New York, August 20

Dear Tariq,

I'm (1) writing this postcard in English because I (2) Have / Went to practice the language. New York City is a wonderful city, but it's really hot in August. There (3) are thousands of tourists here from all over the place. You always (4) see lots of people on the streets.

Yesterday I (5) went to the Statue of Liberty. It's very impressive. Tonight I (6) am going to see the lights in Times Square. Tomorrow the other students in the group and I (7) are going to visit the Empire State Building. Some people planned to (8) walk / climb/ go up the 1,860 steps to the top (like in the Eiffel Tower), but you (9) cant do that anymore. You (10) have to take the elevator.

I'm (11) having a great time. Wish you were here!

Your friend,
Adnan



- G. Complete the conversations with the correct possessive pronouns.

- | | |
|---|---|
| 1. A: Whose shoes are these?
Are they Dad's?
B: Yes, they're <u>his</u> . | 3. A: Don't eat that! It isn't <u>yours</u> .
B: Oh, yes it is. It's <u>mine</u> .
Mom gave it to me. |
| 2. A: Is that Mariam's perfume?
B: No, that isn't <u>hers</u> .
Her perfume is in the drawer. | 4. A: Is this your house?
B: Yes, it's <u>ours</u> .
My wife and I bought it last year. |

- H. Give excuses for the following. Use **have to**. Use your own ideas.

- 💡 I couldn't come to the park because I had to babysit my little brother.
1. He can't come to the football game because he has to do a report for school.
 2. I was late to class this morning because I had to wait for the bus.
 3. I didn't do my homework because I had to go to the dentist.
 4. She's not going shopping because she has to do her homework.
 5. I didn't call you back because I had to go out with my parents.

2 Reading 

Before Reading

Look at the photos and discuss what you know about the places.

Paris

Things to do in Paris

The City of Light

Eiffel Tower ▶

The Eiffel Tower is one of the world's most popular and well-known sites. It is named after its architect, Gustave Eiffel, and was built in 1889 for the Universal Exposition. The tower is 1,062 feet (324 meters) high and offers fantastic views of the city. Very often, visitors have to wait in line to take the elevator to the observation deck. But the wait is worth it. At night, the tower itself becomes a beautifully illuminated sculpture. The Eiffel Tower is the most-visited building in the world. It welcomes around 7 million visitors per year.



← The Louvre

The Louvre was originally a royal palace. In 1516, Leonardo da Vinci came to France as a painter for the Royal Court, and brought with him the painting of Mona Lisa. The king acquired it, and it became part of the royal collection. Today the painting stands in the Louvre in a climate-controlled enclosure behind bulletproof glass. In the 1600s, the Louvre was a palace that contained art and rich decorations, and it only opened as a museum in 1793. The renovation of the museum in 1981 made it even more beautiful, and a pyramid was built as an entrance. Today, the Louvre is the world's largest museum and possesses the world's largest and richest collection of art and antiques from around the world.



Arc de Triomphe and the Champs Elysées

The Arc de Triomphe is a magnificent site at the end of the Champs Elysées, and one of the most famous monuments of Paris. Napoleon I ordered the construction of the monument in 1806 to celebrate his conquests. He got the idea from the triumphal arches of the emperors in ancient Rome. The Arc de Triomphe is a landmark in Paris because of its size and beauty.

From the Arc de Triomphe, you can enjoy a walk along the Champs Elysées. There are many shops, restaurants, and cafés along this boulevard. Be sure you stop off at a crêpe stand on one of the side streets. The chocolate crêpes are absolutely wonderful!



Seine River Tours

Boat tours along the Seine run throughout the day and evening. Many include lunch or dinner. The boats depart from the Pont de l'Alma (on the Right Bank) or from the foot of the Eiffel Tower (on the Left Bank). You can see many attractions on the trip, such as the Île de la Cité in the middle of the river as well as some of Paris's famous bridges.



After Reading

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

1. yes Leonardo da Vinci brought a painting with him to France.
2. no The Louvre Museum is famous for its views of Paris.
3. yes The Eiffel Tower is the most popular tourist sight in the world.
4. no The Arc de Triomphe is famous because it has Napoleon's tomb.
5. yes The Île de la Cité is an island in the middle of the Seine River.

Discussion

1. You and a friend are going on vacation to Paris. Discuss what you're going to do there. Tell the class about it.
2. Compare Paris to other cities you know. Which city is best to visit? Why?

3 Project

Research some tourist sites in your country and make a presentation to the class.

4 Chant Along



The (Right) Answer



What do you do when you feel lonely?
What do you do when you feel blue?
Just come around and listen to me.
I've got the right answers for you.

Chorus

A little bit of hope is what you need—
A little bit of fun and lots of care,
A friendly person you can talk to,
A helping hand when no one's there.

What should you do in times of trouble?
What should you do when you are sad?
Why don't you bring me all your worries?
I'm sure that things can't be so bad.

Chorus

What can I do to make you happy?
What can I do to ease your pain?
What can I do to cheer you up,
And see you smiling once again?

Chorus



Vocabulary

A. Put the following words into one of the two categories.

lonely, blue, fun, hope, care, friendly, trouble, sad, worries, bad, happy, pain, smiling

Positive (+)	Negative (-)
, fun, hope, care, friendly, happy . smiling	, lonely, blue, trouble, sad, worries bad, pain

B. Find two positive expressions and two negative expressions in the chant. Write them in the blanks.

🔑 (+) *to ease your pain* (-) *to feel blue*

- (+) _____ . a little bit of fun
- (+) _____ . a little bit of hope
- (-) _____ . feel lonely
- (-) _____ . in times of trouble

Comprehension

A. Answer the questions.

- How is the boy feeling?
- What can his friend do to help him?
- Do you think the friend has the right answers?

1. He's feeling lonely and blue.

2. The friend has the right answers. He can give him a little bit of fun, a little bit of hope, lots of care, a friendly person to talk to, and a helping hand.

3. Yes, he does.

B. Write two sentences that show that the friend is trying to help.

🔑 *I've got the right answers for you.*

? Why don't you bring me all your worries

? What can I do to make you happy

? What can I do to ease your pain

DISCUSSION

- What do you do when you feel sad?
- Who do you normally discuss your problems with?
- Who can you ask for advice?
- What kind of advice do you give your friends?
- Think of another title for the chant.

