



**FIRST SEMESTER**  
**LEVEL 3**  
**LESSON 1**

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

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

## LESSON 1 LEVEL 3

### Reading Lesson Adapted From QSkills3 Pg. 6-8

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

*Fill in the blank with the correct words highlighted in bold in the article.*

1. \_\_\_\_\_ (adj.) connected to social practices, art, clothing, or literature.
2. \_\_\_\_\_ (n.) the feeling that you are sure about your own beliefs or abilities.
3. \_\_\_\_\_ (v.) to make someone admire and respect you.
4. \_\_\_\_\_ (n.) a set of qualities used to compare, and measure the value of things.
5. \_\_\_\_\_ (v.) to choose something.
6. \_\_\_\_\_ (n.) a person you do not know.
7. \_\_\_\_\_ (v.) to enjoy and understand the value of someone or something.
8. \_\_\_\_\_ (adj.) unpleasant or insulting.
9. \_\_\_\_\_ (v.) to show or explain how to do something.
10. \_\_\_\_\_ (v.) to keep something at the same level.

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

Preview Reading 1

This is a magazine article. It gives advice on how to make a good first impression. Read the title and headings. What ideas do you think the article will suggest as ways to get other people to like you?

- ✓ Show people you are interested in them?
- ✓ Try to impress people with your stories?

# How to Make a Strong First Impression

1. You've heard it before: You only have one chance to make a first impression. According to research, we have about ten seconds with **strangers** before they form an opinion on us.

## Body Language and Appearance

2. **Demonstrate** a good attitude with your body. When you first walk into a room, show **confidence**. Stand up straight and look other people in the eye. If you smile frequently, it will make other people more comfortable. They will think you are friendly.
3. Appearance is important. Several years ago, a professional colleague offered to meet me for lunch. I wore a sport coat and tie. He showed up in shorts and sandals. The message I received was: "Bill, meeting you is a rather ordinary experience. I don't need to present a businesslike appearance. "Not surprisingly, that was the last time I met with him. True, **standards** for appropriate clothing have changed a lot. Maybe the best advice I can share came from someone I met. She said, "I don't dress for the job I have now; I dress for the job I want to have."

## Voice

4. The way you speak also affects the first impression you make. Listeners judge our intelligence, our level of **cultural** knowledge, even our leadership ability by the words we **select---** and by how we say them. Your listeners hear your tone of voice before they begin listening to your words. Speak clearly and loudly enough so that people can hear you. Change the pitch of your voice to avoid a dull monotone. Show expression in both your voice and your face. And try not to speak too quickly.

## Conversation Skills

5. The greatest way to make a good first impression is to demonstrate that the other person, not you, is the center of attention. When you are only interested in talking about yourself, other people don't feel that you **appreciate** them. Show that you are interested in others. Then new acquaintances will want to see you again. Recently I went to a conference. At lunch, my wife and I sat with several people we didn't know. While most of the people made good impressions, one man did not. He talked about himself the entire time. No one else got a chance to speak. Unfortunately, he probably thought we were interested in his life story. We decided to avoid him all weekend. I like this definition of a bore: "Somebody who talks about himself so much that you don't get to talk about yourself."
6. You'll **impress** other people when you practice good listening skills. Give interested responses: "Hmmm...interesting!" "Tell me more, please." "What did you do next?" Your partner will welcome your help in keeping the conversation going. You also show you're a good listener when you **maintain** steady eye contact. Think about how you feel when someone you are talking to looks around the room. You think the person would rather be talking to someone else. Try to use the name of the person you've just met frequently. "Judy, I like that suggestion." "Your vacation must have been exciting, Fred." You show that you have paid attention from the start, catching the name during the introduction. Equally important, you'll make conversations more personal by including the listener's name several times.

7. Finally, avoid making other people uncomfortable. Be careful with jokes. Something you think is funny may be **offensive** to others. You don't want to hurt someone's feelings. Also, don't disagree with someone you have just met. If you disagree too much in your first conversation, the other person may think you are just too different. When you know the person better, you can express another opinion.

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



## MAIN IDEAS

Read the statements. Write *T* (true) or *F* (false), according to the reading.

- T   1. Appearance is important in making first impressions.
2. You should speak in a soft voice.
3. People will like you better if you show interest in them.
4. You should ask questions and make comments to show you are listening.
5. It's a good idea to tell a few jokes when you meet someone for the first time.

**Reading Exercise 3.** Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011



**DETAILS**

Answer these questions.

1. What are some ways you can make a good impression with your body language?  
\_\_\_\_\_
2. If you wear very casual clothing to a meeting, what message do you give?  
\_\_\_\_\_
3. How does the way you speak affect a listener's impression of you?  
\_\_\_\_\_
4. Why should you maintain eye contact with people when you talk with them?  
\_\_\_\_\_
5. What is one way to show you are paying attention?  
\_\_\_\_\_
6. Why should you avoid disagreeing with people you have just met?  
\_\_\_\_\_

**Language Exercise 1.** Created by SEU's curriculum team

*Match the following verbs with the correct advice given in the article.*

|                   |  |
|-------------------|--|
| A. Think          | _____ a good attitude with your body                           |
| B. Show           | _____ straight and look other people in the eye                |
| C. Demonstrate    | _____ the pitch of your voice to avoid a dull monotone         |
| D. Stand up       | _____ that you are interested in others                        |
| E. Avoid          | _____ interested responses                                     |
| F. Don't disagree | _____ about how you feel when someone .....                    |
| G. Try            | _____ making other people uncomfortable                        |
| H. Give           | _____ to use the name of the person you've just met frequently |
| I. Change         | _____ with someone you have just met                           |

**Language Exercise 2.** Created by SEU's curriculum team

*Arrange the following words in the correct order to make an imperative sentence.*

1. your meeting every before teeth brush

\_\_\_\_\_

2. casually interview dress for don't the

\_\_\_\_\_

3. a note the always next you thank send day

\_\_\_\_\_

**Writing Exercise 1.** Created by SEU's curriculum team

*Change the following verbs to the imperative form (base form) and complete the sentence with your own advice.*

*Imperative                      Imperative sentence*

Ex: Opening            open            Open the door for me please.

*Imperative (base)*

*Imperative Sentence*

Listening            \_\_\_\_\_

\_\_\_\_\_

Sat                    \_\_\_\_\_

\_\_\_\_\_

Was                   \_\_\_\_\_

\_\_\_\_\_

Decided            \_\_\_\_\_

\_\_\_\_\_

Drives                \_\_\_\_\_

\_\_\_\_\_

Studies              \_\_\_\_\_

\_\_\_\_\_

Believed            \_\_\_\_\_

\_\_\_\_\_

**Writing Exercise 2.** Created by SEU's curriculum team

*Below you will find 10 mistakes in the paragraph, 5 grammatical mistakes (related to the imperative form) and 5 punctuation mistakes (related to capitalization, periods, and commas). Correct all errors found in the paragraph.*

Michael is a good friend of mine from high school We have been friends for fifteen years. i always like to give him advice. I always tell michael "taking care of himself drived safely and avoiding talking to strangers". He also gives me advice by telling me to wearing clean clothes and brushed my hair before bed. finally, I hope we will stay best friends forever.

**Writing Exercise 3.** Created by SEU's curriculum team

*Write 5 pieces of advice to a friend who just recently got married using imperative sentences.*

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

### **Communicative Exercise 1.** Created by SEU's curriculum team

*Now read the 5 pieces of advice you wrote to 5 different classmates.*

#### **Conversation Dialogue:**

*Student A: Hello, how are you?*

*Student B: Hello, I'm fine and you?*

*Student A: Great, can I give you some advice about your new marriage?*

*Student B: Sure, **go** ahead. (imperative)*

***Student A: then begins reading answers to Writing Exercise 3 to Student B.***

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

*In pairs, tell a partner one thing you would like to be advised about and your partner will give you authentic advice using the imperative form of verbs.*

### **Communicative Exercise 3. Class Debate**

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

- All people should be judged according to their first impression .....
- Learning how to impress people is a form of deception.....
- The most important thing in a job interview is a person's CV not how well a person speaks or dresses.....





**FIRST SEMESTER**  
**LEVEL 3**  
**LESSON 2**

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

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

## Lesson 2

Adapted from Q-skills 3 pgs. 11-13,18-20

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

Scan the article and find the antonyms of the words listed below. The words are highlighted in bold in the article.

|    |                      |
|----|----------------------|
| 1. | <b>Late</b>          |
| 2. | <b>Failure</b>       |
| 3. | <b>Dismiss</b>       |
| 4. | <b>Irresponsible</b> |
| 5. | <b>Minimize</b>      |
| 6. | <b>Doubt</b>         |
| 7. | <b>Formal Speech</b> |
| 8. | <b>Strength</b>      |



## PREVIEW READING 2

This is an article from a career magazine. It discusses what to do and what not to do during a job interview. Read the title and the first sentence in each paragraph.

Check (✓) all the things you think the article will say you should do at a job interview.

- a. Find out as much as you can about the job.
- b. Wear your most comfortable clothing.
- c. Don't smile; you want the interviewer to take you seriously.
- d. Let the interviewer do all the talking.
- e. Interrupt the interviewer when you have something important to say.



1 You finally got that call you have been waiting for—an interview for a new job. At first, you will probably feel overjoyed<sup>1</sup>, but as the interview gets closer, you are likely to get more and more nervous about the big day. Experts say that you only have 30 seconds to make a good first impression at a job interview. The key to a successful interview is to be prepared and stay **professional** at all times. To make sure

you do your best, remember these ten tips:

2 *Be prepared.* Learn as much as you can about the company before the interview. Go to the business's website and read it so you are aware of how things work there. Think of questions the interviewer might ask you and practice your answers with a friend. Know how to discuss both your strengths and your **weaknesses** because you will be asked about both!

3 *Dress the part.* If you walk in wearing jeans and a T-shirt, you are not likely to get the position. Wear clothing that is neat, clean, and presentable. Most companies **expect** applicants to wear business clothes, such as a shirt and tie or a nice suit. Dressing well shows that you are serious about the job.



4 *Be **punctual**.* Arriving late to an interview can be deadly. No employer wants to hire someone who is not **responsible** enough to come to work on time. Get to the interview 10–15 minutes early to help yourself relax before you step into the office.

5 *Make eye contact.* Look your interviewer in the eye when you greet him or her and keep eye contact throughout the entire interview. Keeping eye contact shows the other person that you are both honest and confident.

6 *Be polite.* Sit up straight when you are being interviewed, listen carefully to what the interviewer is saying, and avoid using **slang** or bad words. If you don't understand a question, ask politely, "Could you please repeat that?" When you are polite, you appear more professional and are more likely to get the job.

7 *Don't interrupt<sup>2</sup>.* Interrupting is **considered** rude. Let the interviewer finish what she or he is saying. If you have something important to say, try to remember it and wait for a moment of silence to speak up.

8 *Find shared interests.* Try to notice what the interviewer finds important. Listen for topics that you both know something about and discuss them. If you can't think of anything, nod<sup>3</sup> yes or agree with points that the interviewer makes.

9 *Sell yourself.* Don't be afraid to talk about your **accomplishments**. Employers want to hire people who are successful and confident

in their abilities. However, be careful not to **exaggerate**. Do not lie about past job responsibilities. You don't want employers to ask your old boss about things you never did!

10 *Stay positive.* Avoid complaining about a bad boss or job you had before. Being negative can make employers worry that you are not a team player, or that you don't work well with others. And remember to smile. Smiling shows you are easygoing and enthusiastic.

11 *Ask questions.* At the end of the interview, ask specific questions about the job or company, such as "What kind of work can I expect to be doing the first year?" or "Where do you see the company five years from now?" You want to show the employer that you have done your **research** and that you care about working there.

12 Interviewing is not easy, but it is easier when you know what to do and what to expect. If you stay honest and professional, you will get yourself one step closer to the job you want. Oh, and one more thing: don't forget to breathe!

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



## MAIN IDEAS

Complete the T-chart with *Dos* and *Don'ts* of job interviewing, according to the article.

| Job Interview <i>Dos</i> | Job Interview <i>Don'ts</i> |
|--------------------------|-----------------------------|
| Dress professionally.    | Don't be negative.          |
|                          |                             |
|                          |                             |
|                          |                             |
|                          |                             |
|                          |                             |
|                          |                             |
|                          |                             |
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|                          |                             |

**Reading Exercise 3.** Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011



## DETAILS

Read the statements. Write *T* (true) or *F* (false). Then correct each false statement to make it true according to the article.

- \_\_\_ 1. Learn as much as you can about the company before the interview.
- \_\_\_ 2. Most companies expect applicants to wear casual clothes to an interview.
- \_\_\_ 3. Get to the interview 30–40 minutes early so you can start the interview early.
- \_\_\_ 4. Keeping eye contact shows the interviewer that you are a good listener.
- \_\_\_ 5. It's OK to lie a little bit about a past job in order to impress your interviewer.
- \_\_\_ 6. Avoid complaining about a good or bad boss you had before.
- \_\_\_ 7. At the end of the interview, tell the interviewer a personal story.

## Real conditionals: present and future

The **present real conditional** is used to talk about general truths, habits, and things that happen again and again. It is formed by using the simple present in both the *if* clause (the condition) and the result clause.

*if clause* *result clause*  
If you **walk** in wearing jeans and a T-shirt, you **are not likely** to get the position.

You can also use a modal (*may, might, would, could*) in the result clause.

*if clause* *result clause*  
If you **disagree** too much in your first conversation, the other person **may think** you are just too different.

The **future real conditional** is used to talk about what will happen under certain conditions. The *if* clause gives the condition. The result clause gives the result. The future real conditional is formed by using the simple present in the *if* clause and the future with *will* or *be going to* in the result clause.

*if clause* *result clause*  
If you **smile** frequently, it **will make** other people more comfortable.

*if clause* *result clause*  
If you **stay** honest and professional, you **will get** one step closer to the job you want.

You can also use *when* or *whenever* instead of *if* for both the present real conditional and future real conditional.

*when clause* *result clause*  
When you **take care of** yourself, you **feel** better!

*result clause* *when clause*  
You'll **impress** other people when you **practice** good listening skills.

*when clause* *result clause*  
When you **are interested** in other people, they **will probably be** interested in you.

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



**A. Underline the *if* or *when* clause and circle the result clause.**

1. People want to be around you when you have good listening skills.
2. If you tell a joke, you could offend someone.
3. When you dress appropriately, people take you seriously.
4. You are more likely to make a good impression if you are confident and prepared.
5. If you don't ask questions, people may not think you're interested in what they're saying.

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



**B. Complete each sentence with the correct form of the verb in parentheses. There may be more than one correct answer.**

1. If they offer me the job, I think I will take it. (take)
2. I \_\_\_\_\_ better when I exercise regularly. (feel)
3. If a student pays attention in class, the teacher \_\_\_\_\_ a good first impression of her or him. (have)
4. If you \_\_\_\_\_ unprepared, the interviewer might think you are not serious. (come)
5. He probably won't pass if he \_\_\_\_\_. (not, study)

## Writing Exercise 1.

A. Please complete the following paragraph with your own ideas using the correct grammar rules for the real conditional.

Orientation is the most difficult day of the year for me. Normally it is full of instructions and rules. I remember 5 things my instructor said to me. He said "I have to warn you about the strict rules of the University and the consequences for breaking rules. If you are late, \_\_\_\_\_ . When you do not prepare for lessons , \_\_\_\_\_ . You will be sent home from school \_\_\_\_\_ . You are responsible for your belongings \_\_\_\_\_ . You are expected to ask for permission \_\_\_\_\_ ." I guess he must have read about 20 consequences, but I only remembered 5.

B. There are 7 subjects and verbs that can be made into contractions. Find the seven examples from the paragraph above and re-write the sentence with the contracted form of the verbs.

Ex: I am at home. I'm at home.

He does not know English He doesn't know English.

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



## **Writing Exercise 2.**

Create your own job interview 101 article with a minimum of 50 words. (Use the actual article as a guide)

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### Communicative Exercise 1.

Read Writing Exercise 2 to three of your classmates.

### Communicative Exercise 2. Complete my sentence

In pairs, practice finishing your partner's sentences. Begin with *if/when* clauses or result clauses. Depending on the situation use the *present real conditional* or the *future real conditional*.

**Ex. Student A:** Complete my sentence! *If I eat 7 hamburgers at McDonalds.....*

**Student B:** *You will have a stomach ache for 2 days. (laughs)*

**Student A:** *Someone may think I am crazy .....*

**Student B:** *If you wear a winter coat in the summer time in Riyadh.*

*Switch roles and continue the exercise then change partners 3 times.*

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

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

- The scariest meeting of a person's lifetime is their first job interview .....
- There should be more classes available in KSA for learning job interview skills .....
- All employees should be forced to bring a recommendation letter from their previous employer.....



**FIRST SEMESTER**  
**LEVEL 3**  
**LESSON 3**

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

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

## Level 3 Lesson 3

Adapted from Q-skills 3 pgs. 49-52

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

Scan the article and find the synonyms of the words listed below. The words are highlighted in bold in the article.

|     |                            |
|-----|----------------------------|
| 1.  | <b>Symbol</b>              |
| 2.  | <b>Buy</b>                 |
| 3.  | <b>Sure</b>                |
| 4.  | <b>Income</b>              |
| 5.  | <b>Spend</b>               |
| 6.  | <b>Number of customers</b> |
| 7.  | <b>Reliable</b>            |
| 8.  | <b>Strength</b>            |
| 9.  | <b>Growth</b>              |
| 10. | <b>Appearance</b>          |

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

Read the headings. What do you think is the purpose of the article? Check (✓) your answer.

- to explain the sport of Formula 1 car racing
- to encourage businesses to invest in car racing

Read the article.



## Fast Cars, Big Money

### Does your business need a boost?

- 1 Imagine 350 million people seeing your company **logo** every year. Imagine that number growing even higher every year. Imagine being part of one of the most prestigious<sup>1</sup> and glamorous<sup>2</sup> sports in the world and making millions of dollars at the same time. Sound attractive? Hundreds of companies have already discovered the financial benefits of **sponsoring** Formula 1 racing. When you choose to sponsor a team, you can be **assured** that your company will grow financially and globally.

### Why are companies interested?

- 2 Companies have realized that investments in the sport of auto racing can bring them huge **profits**. Businesses, including banks, hotels, and telecommunication companies, **invest** tens of millions of dollars every year to sponsor race teams. Hundreds of millions of people watch car races every year. For companies, this is an enormous **market**.
- 3 Cars race around the track with company logos stuck to the doors, hood, and trunk, and people notice. Corporate sponsors can invest \$5 million in a race team and make \$30 million

or more from car advertising. The costs are cheap compared to the profits. Sponsoring a team also shows the financial **stability** of your company. Race cars can cost tens of millions of dollars, and race teams can spend up to \$300 million a year. Companies who invest in race teams are showing the world that they are powerful and **dependable**.

### Why is investing now a good idea?

- 4 Much of Formula 1's current success comes from its **expansion** to global markets. Although most races are in Europe, today there are races in the Middle East and Asia. Companies support worldwide expansion because it gives them new



Formula 1 race car

customers in emerging markets. They can push their brand<sup>3</sup> globally. Many companies have already invested in Formula 1's most recent host locations, including Bahrain, Abu Dhabi, and Singapore. As a result, they have been able to expand their business to the Middle East and Asia. These areas of the world are full of business opportunities, and Formula 1 racing has brought them more growth and success. Expanding overseas also shows that your company has a global message, which is important in today's global economy.

### Why should my company invest?

5 Thanks to a strong business mentality, Formula 1 racing has become a profitable sport for corporations to invest in. The global economy is always changing, but the industry has succeeded by finding new ways to make more money. Sponsoring a team will not only bring your company profits, but will also improve your company's **image** as a business that is stable and global-minded. Take advantage of this wonderful business opportunity, and enjoy being part of this glamorous, thrill-seeking<sup>4</sup> sport. Vroom vroom!

<sup>3</sup> **brand**: the name of a product that is made by a particular company

<sup>4</sup> **thrill-seeking**: trying to find pleasure in excitement

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



### MAIN IDEAS

Read the sentences. Write the correct paragraph number next to each main idea.

- 1   a. By sponsoring a Formula 1 team, a company will grow financially and globally.
- \_\_\_ b. Formula 1 sponsorship is profitable and shows that a company is powerful and reliable.
- \_\_\_ c. Sponsors can make a lot of money from car advertising.
- \_\_\_ d. Formula 1 racing is a good investment today because of its expansion to global markets.
- \_\_\_ e. Sponsorship brings companies profits and improves their image.



## DETAILS

**Cross out the incorrect answer.**

1. Why should companies be interested in advertising with Formula 1?
  - a. Investing in Formula 1 racing makes a company look powerful.
  - b. The costs of investing are higher than the profits.
  - c. Millions of people will see a company's advertisements.
  - d. Corporate sponsorship shows a business is dependable.

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2. What are some other reasons that companies should invest in Formula 1 racing?
  - a. Formula 1 racing is a fun and glamorous sport for everyone.
  - b. Companies can make a lot of money from Formula 1 racing.
  - c. Sponsorship will improve a company's global image.
  - d. Sponsoring a race team shows that a company is dependable.
3. Why is investing now a good idea?
  - a. Formula 1 racing is expanding to the Middle East and Asia.
  - b. Companies can advertise in emerging markets.
  - c. A global message is important in today's economy.
  - d. Companies can push their brand in Europe.



## WHAT DO YOU THINK?



**Discuss the questions in a group. Then choose one question and write five to eight sentences in response.**

1. Do you think sponsoring Formula 1 racing is a good or bad investment? Explain.
2. Do you think that businesses that sponsor sports like car racing would be as successful without giving sponsorship money? Why or why not?

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

Place an (✓) next to the sentences that represents an action that started in the past and is (or may be) still going on.

1. \_\_\_ Saudi Arabia's government has placed many speed bumps in the streets to stop drifting and speeding.
2. \_\_\_ The 2012 Hyundai Accent sold more than any car in Riyadh.
3. \_\_\_ The Jeddah Raceway had a fantastic car show.
4. \_\_\_ Bahrain has built a stadium for Formula 1 race competitions.
5. \_\_\_ Companies have realized that investments in the sport of auto racing can bring them huge profits.

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

Re-arrange the following sentences. Find them in the article and underline them. Find two more examples from the article of the Present Perfect and write them in questions 4 and 5.

1. **been / they / expand / able / business / to / their / have /As a result**

\_\_\_\_\_.

2. **financial / discovered / companies / of / already / Hundreds / have / benefits**

\_\_\_\_\_.

3. **succeeded / money / by finding / new ways / The industry / to make / has / more**

\_\_\_\_\_.

4. \_\_\_\_\_.

5. \_\_\_\_\_.



**Writing Exercise 1.** Adapted from Wikipedia, CREATED BY SEU CURRICULUM TEAM

**A. Read the following paragraph. Change all verbs to the correct form of the Present Perfect.**

Drifting is an illegal racing sport that \_\_\_\_\_ (become) popular over the last few years in Riyadh. The police \_\_\_\_\_ (made) great efforts to stop the young drifters. The illegal sport \_\_\_\_\_ (be) named *Tafheet, Hajwalah, or Farfarah in the Middle East*. To combat the drifters the government \_\_\_\_\_ (place) speed bumps in popular neighborhoods. Stopping *Tafheet* \_\_\_\_\_ (*prove*) to be impossible, but the police \_\_\_\_\_ (promised) to keep up the fight.

**Writing Skill**

**Organizing an opinion paragraph**



An **opinion paragraph** is a paragraph in which you explain how you feel about a topic. For example, you might explain whether you agree or disagree with a particular idea. The goal of writing an opinion paragraph is to help the reader understand your opinion. Begin your opinion paragraph with a topic sentence that clearly expresses your opinion. Then give reasons and examples that support your opinion. End your paragraph with a concluding sentence that restates your opinion.

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**Topic sentence:** Driving in Riyadh has become a lot better.

**Reason 1:** The roundabouts have become much safer now.

**Example:** The government has placed traffic lights at the roundabouts, so all cars stop at the roundabout until the light turns green. So the accidents outside SEU are fewer now.

**Reason 2:** People drive a lot slower on the main intersection of Khalid bin Waleed and Dammam road.

**Example:** The government has put new cameras up that give all violators a 300SAR fine for running the red light.

**Concluding sentence:** Driving in Riyadh has improved and we need to thank the government

CREATED BY SEU CURRICULUM TEAM

- A. Read the opinion paragraph. What is the writer's opinion of the use of high beam lights for passing another car in Saudi Arabia? Underline the topic sentence. Then put a check mark ( ✓ ) next to the reasons and examples.

## The High Beam System

Drivers have misused their high beams and caused more harm than good in KSA. First of all, high beams have been made to help improve the vision of drivers at night or during heavy fog not to signal for passing. Drivers in Saudi Arabia use their headlights to give a warning that they are speeding and they want to pass. Using these high beamed lights has caused serious damage to the vision of many drivers. Many drivers now have to wear glass because of weakness caused by these flashers. Also, driving with the high beams on has also created many accidents due to driver being blinded by oncoming headlights. Many foreign drivers have had nightmares about these so called "Flashers" speeding behind them and riding their bumpers. Drivers need to be educated about how, and when, to use the high beams because they are harming their society.



CREATED BY SEU CURRICULUM TEAM

**B. Complete the outline with information from the paragraph in Activity A.**

**1. Topic sentence:** \_\_\_\_\_

**2. Reason and example:**

Reason 1: First of all, high beams have been made to help improve the vision of drivers at night or during heavy fog, not to signal for passing.

Example: \_\_\_\_\_

Reason 2: \_\_\_\_\_

Example: \_\_\_\_\_

Reason 3: \_\_\_\_\_

Example: \_\_\_\_\_

**3. Concluding sentence:** \_\_\_\_\_

\_\_\_\_\_

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

**A. Choose one of the two topics from the writing section, and think about your opinion about the topic. Then follow the steps below. Two Present Perfect sentences must be used.**

**1. Topic sentence:** \_\_\_\_\_

\_\_\_\_\_

**2. Reason and example:**

Reason 1: \_\_\_\_\_

\_\_\_\_\_

Example: \_\_\_\_\_

Reason 2: \_\_\_\_\_

\_\_\_\_\_

Example: \_\_\_\_\_

Reason 3: \_\_\_\_\_

\_\_\_\_\_

Example: \_\_\_\_\_

2. **Concluding sentence:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

**Read writing exercise 2 to three of your classmates.**

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

**Find a student who has a different opinion than yours. Try to convince the student with your reasons and examples mentioned in Writing Ex 2. (Without your paper in hand)**

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

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

- The Police should fine all High Beam users 1000 SAR for misuse .....
- Drifting should become a national sport in KSA and the best drifters should receive endorsement deals and make lots of money .....
- Foreign drivers are the best drivers in KSA.....



**FIRST SEMESTER**

**LEVEL 3**

**LESSON 4**

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

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

## Level 3 Lesson 4

Adapted from Q-skills 3 pgs. 53-62

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

Match the following words to the picture that portrays its meaning by drawing lines. These words are from Reading 2.

1. Exception
2. Motion
3. Demanding
4. Recovering
5. Sign



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

Circle the answer that best matches the meaning of each bold word or phrase.

1. Putting kids in sports at a young age is a growing **trend** in many countries today.  
a. new profession    b. expensive    c. general change
2. We cancelled the soccer game **due to** the rain. It was too wet and dangerous to play.  
a. because of    b. in order to    c. late for
3. Athletes who play sports **aggressively** get hurt more frequently than athletes who don't.  
a. forcefully    b. quietly    c. quickly
4. Competitive athletes must have **dedication** because it takes a lot of time and hard work to be successful in sports.  
a. money    b. skill    c. commitment

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

Read the title of the article and the title of each paragraph. Close your books and discuss what you think the author mentions about child athletes.

## Practice Makes ... Pain?

1 At 10, Courtney Thompson was a top-ranked gymnast in New Hampshire. She had been doing flips since she was one and had her heart set on competing in the Olympics. She practiced four and a half hours a day, six

days a week, often repeating the same move 100 times. Her **demanding** schedule took a toll<sup>1</sup>. It got to the point where Courtney could barely straighten her elbows unless she put ice on them. On January 12, 2005, she had to



Young gymnast

stop in the middle of a floor routine. "I jumped up and grabbed my arm. It hurt really bad."

- 2 Doctors discovered that Courtney's constant workouts had caused the cartilage, or connective tissue, in her elbow to separate from the bone. She had surgery on both arms and went through months of painful rehabilitation<sup>2</sup>. Courtney's experience is part of a growing **trend** in youth sports—kids and teens were starting to have the same type of injuries that only professional athletes used to have. Experts say kids are pushing their bodies to the limit, practicing sports too hard for too long. The exhausting schedules often lead to dangerous injuries that could keep young athletes from competing—permanently.

### Under Strain

- 3 According to experts at *The Physician and Sportsmedicine* journal, between 30 and 50 percent of youth sports injuries are **due to** overuse. Overuse injuries are caused by repetitive **motion** that, over time, puts more stress on a body part



Children playing soccer

than it can handle. The tissue or bone eventually breaks, stretches, or tears.

- 4 Danny Clark ended up with an overuse injury last year. The teen baseball player from Altamonte Springs, Florida, hurt himself by throwing 80 pitches in a single game after two months of not pitching at all. The sudden repetitive action tore Danny's rotator cuff. The rotator cuff is a group of four muscles and the tendons that connect them to bones in the shoulder. Afterward, he couldn't pitch for two months and needed five months of physical therapy.

### Too Much, Too Soon

- 5 Experts say injuries such as Danny's are on the rise, in part because more and more kids are leaving casual sports for organized team competitions that require hours of practice and game time. "Kids [are] playing sports more **aggressively** at younger ages," explains James Beaty, an orthopedist in Memphis, Tennessee.
- 6 Kevin Butcher, a 15-year-old soccer player from Fort Collins, Colorado, is no **exception**. He plays soccer three or four times a week for nine months a year. His **dedication** pays off—last year he helped lead his team to a state championship. But his success came with a price. "Last year, I sprained my ankle a few times, dislocated<sup>3</sup> a bone in my foot, and broke both sides of my pelvis<sup>4</sup>," Kevin says. The first time he broke his pelvis, Kevin didn't realize it for about a month. He played through the pain until doctors forced him to rest. When he dislocated a bone in his foot, a physical therapist put the bone into place, bandaged his foot, and let him play the next day.

### Knowing Your Limits

- 7 Not every kid who plays sports ends up with serious injuries. Experts say the key to avoiding injury is paying attention to your body. Feeling sore after practice is OK, but sharp pain is a warning **sign** that shouldn't be ignored. Kevin learned that lesson while **recovering** from his second broken pelvis in less than a year. "There's definitely a glory in playing through pain, but I think there is a limit. You just have to know when to stop."



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



**MAIN IDEAS**

Look back at the reading. Then complete the statements.

1. Children in youth sports have more injuries today because \_\_\_\_\_.
2. Many injuries are due to \_\_\_\_\_.
3. Organized team competitions cause more injuries because \_\_\_\_\_.
4. Child athletes can avoid injury by \_\_\_\_\_.

**Reading Exercise 3.** Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011



**DETAILS**

Scan Reading 2. Complete the chart with the missing information.

| Name                 | Home          | Sport           | Injury   |
|----------------------|---------------|-----------------|--|
| 1. Courtney Thompson | New Hampshire |                 |  |
| 2.                   |               | baseball player |  |
| 3.                   |               |                 | sprained ankle,<br>dislocated bone,<br>broken pelvis |

## Language Exercise 1. CREATED BY SEU CURRICULUM TEAM

Answer the following True/False questions.

1. \_\_\_ When the subject of a sentence is plural the verb is singular.
2. \_\_\_ If the subject is singular we use *does not* + the base form of the verb for negative statements.
3. \_\_\_ When the subject of a sentence is singular the verb is singular.
4. \_\_\_ When the subject is plural we use *do not* + the base form for negative statements.
5. \_\_\_ the be verb (are) is used for singular subjects.
6. \_\_\_ the be verb (is) is used for plural subjects.
7. \_\_\_ Collective nouns like the word *team* usually take singular verbs.

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



A. Read the paragraph. Correct the ten mistakes in subject-verb agreement.

The first one has been done for you.

### Beauty and Sacrifice

Ice dancing is a beautiful sport, but ~~requires~~ <sup>requires</sup> it ~~require~~ a number of sacrifices. must pay for lessons, ice time, and costumes, which can be thousands of dollars. This make the sport very expensive. Ice dancing are also difficult on the body. If dancers does not skate carefully, they can get hurt. Many dancers gets injuries from falling on the ice or repeating the same motions too many times.

For young dancers, most days is composed of skating, school, and homework. Competitive dancers needs to practice for five to six hours every day. Dancers usually skate early in the morning, so they always need to go to bed early. A dancer who do not get enough sleep will not perform well. In addition, ice dancing cost a lot of money. Dancers

It is not easy being a competitive ice dancer, but the sacrifices is worth it to those who love this glamorous sport.



## Writing Exercise 1. CREATED BY SEU CURRICULUM TEAM

Write two example sentences for each of the following subject-verb agreement situations related to sports. The first one is completed.

### Singular subjects with the Simple Present

1. (Basketball) My brother loves to play basketball.
2. (Baseball) \_\_\_\_\_ (not).

### Plural subjects with the Simple Present

1. (Volleyball) \_\_\_\_\_.
2. (Football) \_\_\_\_\_  
(not).

### The Simple present of *be* (Singular)

1. (Running) \_\_\_\_\_.
2. (Skiing) \_\_\_\_\_ (not).

### The Simple Present of *be* (plural)

1. (Jogging) \_\_\_\_\_.
2. (Dancing) \_\_\_\_\_ (not).

### Collective Nouns

1. (Ice hockey) \_\_\_\_\_.
2. (In-line skating) \_\_\_\_\_ (not).

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

Write a personal letter to King Abdullah requesting one change you would like in KSA regarding sports. Focus on subject-verb agreement.

*Dear King Abdullah,*

*Sincerely,*

---

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

Read Writing Exercise 2 to three of your classmates.

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

In groups of three discuss your opinion about sports in KSA. What do you think will help encourage Saudi people to play more sports? What new sport would you like to see played more in KSA?

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

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

- Young children should be banned from playing sports that can potentially harm them .....
- If a child's body is developed enough to play professional sports, then their age shouldn't stop them from earning a salary.....
- Sports distract children from learning in school.....



**FIRST SEMESTER**  
**LEVEL 3**  
**LESSON 5**

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

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

## Level 3 Lesson 5

### Adapted from Q-skills 3 pgs. 75-87

A. Watch the video. Which statements describe Muncie Middle School and which ones describe the Waldorf School? Write *M* for *Muncie* and *W* for *Waldorf*.

1. \_\_\_ Students can't play video games at recess.
2. \_\_\_ Students live in a very technology-focused area called Silicon Valley.
3. \_\_\_ All students use a laptop at school.
4. \_\_\_ Students use notebooks to revise essays.
5. \_\_\_ Students live in Indiana.
6. \_\_\_ Students use hands-on materials.
7. \_\_\_ Administrators think there is plenty of time for students to learn technology.
8. \_\_\_ Students feel education should not be based on technology.
9. \_\_\_ Teachers feel that computers can be a toy and a tutor, but not a teacher.
10. \_\_\_ Administrators feel like the school is a pioneer for education in the future.

B. Which school do you think is better—Muncie Middle School or Waldorf School? Give four reasons for your choice. Then share your opinion with the class. How many people think Muncie is better? How many people think Waldorf is better?

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

# Living Outside the Box

## VOCABULARY

Here are some words from Reading 2. Read their definitions. Then complete the email message. Use each word once.

**confession** (*n.*) a statement that you have done something bad, wrong, or unexpected

**discover** (*v.*) to find or learn something new or unexpected

**eventually** (*adv.*) in the end; after a long time

**experiment** (*n.*) a scientific test that is done in order to prove something or get new knowledge

**lifestyle** (*n.*) the way that you live

**occasion** (*n.*) a particular time when something happens

**rare** (*adj.*) not done, seen, or happening very often

**regret** (*v.*) to feel sorry that you did something or that you did not do something

**survive** (*v.*) to continue to exist, especially in or after a difficult situation



Hey Laura,

You haven't heard from me for a while. I'm emailing you because I have lost my cell phone. But don't worry! In fact, I have to make a(n) \_\_\_\_\_: (1)  
I don't miss it at all! Losing it allowed me to \_\_\_\_\_ that I am happier (2)  
without it! At first, I didn't think I could \_\_\_\_\_ without having my cell (3)  
phone always with me. I used to have it with me all the time—even at the beach  
and at the movies. I used it to take photos at every special \_\_\_\_\_, (4)  
like my cousin's wedding. I did consider buying a new one at first, but then I  
thought it would be fun to be one of those \_\_\_\_\_ people who (5)  
doesn't own a cell phone. It was my own little \_\_\_\_\_. I wanted (6)  
to test myself. \_\_\_\_\_, I found that I was happier—and safer— (7)  
without it. I don't drive and text anymore, and I have more time for myself. I  
don't \_\_\_\_\_ my decision to live cell-free. In fact, I love my new (8)  
\_\_\_\_\_. Talk to you soon—just don't call my cell! (9)

Miss you lots,

Megan

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



## PREVIEW READING 2

You are going to read an article from an online newspaper. In the article, the author describes her experiences living without a television for one full winter.

Read the title and look at the photographs. Do you think the author will say that giving up watching TV was a positive or negative experience? Check (✓) your answer.

- positive
- negative

# Living Outside the Box

1 I once unplugged the TV for a month. It was summer, the season of long walks, barbecues, and reruns. But I knew if I really wanted to prove I could avoid evening television, I'd have to **survive** a New England winter without it. In the darkest, coldest months, I would no longer be able to escape. This winter, I had my test.

2 A year ago I moved into my own place. It was just a few minutes away from my former roommate—and her television. Friends offered me a spare TV, but I said no. Living alone was an opportunity to choose how I wanted to live. And I thought that being TV-free would help me do all those things I wanted to do but didn't have time for.

3 I wondered if I would feel lonely, but decided it would be better not to try to spend time with my "friends" on TV. In the first month or so, I got away from my favorite shows by visiting real friends. **Eventually**, I didn't know what TV shows were on when. I could no longer join in conversations at my office about popular shows.

4 I kept telling people it was an **experiment**: "We'll see how it goes this winter," I'd say. I considered buying a small TV to keep in the closet and bring out on special **occasions**. But for all I was missing, I could feel positive changes. I found myself reading lots of books. I had thought that I was too tired to read after a long day at work, but not too tired to watch TV. Now I had more time to read and sleep. I also started doing volunteer work almost every week instead of every few months. I called friends who usually heard from me only at the holidays. Sometimes I even enjoyed that **rare** thing called quiet.

5 The goal wasn't to give up all entertainment. I can play DVDs on my laptop, so when a blizzard was on its way, I lined up in a video store with everybody else. Instead of channel-surfing and watching something I would later **regret**, I caught



up on some great films. I found myself resensitized<sup>1</sup>. I was no longer watching images without noticing their speed.

- 6 Sometime during the winter, the season I thought would be the most difficult, I **discovered** I had crossed the line from experiment to **lifestyle**. Finally, I put up a painting on the only living room wall that could have a TV. A friend came over for the first time, took the tour, and then sat down on the couch with a slightly puzzled look. Looking around the room, she asked, "So, don't you have a TV?"
- 7 Whenever I explain my TV-free home, I tell people I'm not judging anyone else's TV-viewing choices (after all, I'm glad my friends don't mind me sitting in front of their screens every once in a while). The response is often a **confession**. For example, one co-worker said she can't help turning her TV on for background noise when her husband is out of town. Others express camaraderie<sup>2</sup>, saying they hardly ever turn theirs on.
- 8 I don't know how long my new lifestyle will last. I might suddenly want to reconnect with pop culture and documentaries. And if I have children, I think I'd want them to learn, as I did from my parents, how to view with moderation<sup>3</sup> and a critical<sup>4</sup> eye. But if I do make space for a TV someday, I'm more confident now that I'll still find time and space for me.



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



### MAIN IDEAS

Read the sentences. Then number them in the order that the ideas appear in Reading 2.

- \_\_\_ a. She started to notice positive changes in her life.
- \_\_\_ b. She lived without TV for a month.
- \_\_\_ c. She's confident that she can watch TV in moderation now.
- \_\_\_ d. She decided to live alone, so she could choose how to live.

### Reading Exercise 3. Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011



## DETAILS

Read the statements. Write *T* (true) or *F* (false). Then correct each false statement to make it true.

- F 1. She first stopped watching TV in the ~~winter~~ <sup>summer</sup>.
- \_\_\_ 2. Her family offered her an extra TV.
- \_\_\_ 3. She did not know when her favorite shows were on.
- \_\_\_ 4. She considered putting a small TV in her closet.
- \_\_\_ 5. She started doing volunteer work every few months.
- \_\_\_ 6. She is sure that she will buy a television in the future.

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

**Synonyms** are words that have similar meanings. Learning synonyms will increase your vocabulary and will give your writing more variety.

- People's lifestyles have changed because of the Internet.
- People's habits and behaviors have changed because of the Internet.

Be careful when choosing synonyms because they do not always have exactly the same meaning. A synonym can have a more general meaning or a more specific meaning.

- **General:** Millions of transactions occur on the Internet every day.
- **Specific:** Millions of people make purchases on the Internet every day.

*Transactions* is more general because it can mean buying or selling. *Purchases* is more specific because it means buying only.

**Tip for Success**

A **thesaurus** is a book that lists synonyms. Remember that words can have multiple meanings. When you check a thesaurus, make sure you look for

**A. Rewrite each sentence by replacing the bold word or phrase with the correct synonym from the box.**

|                       |             |           |
|-----------------------|-------------|-----------|
| benefits              | experiments | rare      |
| <del>discovered</del> | limitations | realistic |
| eventually            |             |           |

1. Millions of people have **found** the online world of Second Life.  
Millions of people have discovered the online world of Second Life.
2. Second Life's gaming experience is **lifelike** due to its high-tech graphics.  
\_\_\_\_\_
3. Are there any **disadvantages** to having more online friends than real friends?  
\_\_\_\_\_
4. It is **unusual** for many people not to use technology in their daily lives.  
\_\_\_\_\_
5. Researchers have created **tests** that study whether men and women use technology differently to escape from the real world.  
\_\_\_\_\_
6. Giving up television is difficult, but **in the end**, it can have many **advantages**.  
\_\_\_\_\_

*Second Life is a virtual video game played online.*

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



**B.** Read each pair of sentences. Look at the synonyms in bold. Write **G** next to the sentence that uses a more general synonym. Write **S** next to the one that uses a more specific synonym.

1. a. G Second Life gives people the **opportunity** to build their dream house.  
b. S Second Life gives people the **freedom** to build their dream house.
2. a. \_\_\_ People **talk** with online friends in chat rooms.  
b. \_\_\_ People **interact** with online friends in chat rooms.
3. a. \_\_\_ **I am not upset about** giving up television for a month.  
b. \_\_\_ **I don't regret** giving up television for a month.
4. a. \_\_\_ It is impossible to **explore** all the islands in Second Life.  
b. \_\_\_ It is impossible to **travel to** all the islands in Second Life.
5. a. \_\_\_ People can make real estate **sales** to residents.  
b. \_\_\_ People can make real estate **transactions** with other residents.

**Language Exercise 3.** Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011



**C.** Write sentences using five pairs of synonyms from Activity A or Activity B.

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



# WRITING

## Writing Skill

### Writing a summary



A **summary** is a shorter version of the original text. When you write a summary, you tell the reader the main ideas of the text in your own words. Here are some things to remember when you write a summary.

#### A good summary:

- is in your own words (using synonyms and similar language)
- gives a basic outline of what the reading is about
- presents the main ideas in the same order as they appear in the reading
- only includes supporting **details** that are necessary to understand the main points
- is usually a paragraph in length and much shorter than the original reading

#### A good summary does not:

- include entire sentences that are copied from the reading
- contain any personal opinions or feelings you have about the reading
- include unnecessary **details**



**B. Check (✓) the six sentences that best summarize the ideas in Reading 2. Reread the article first if you need to.**

- \_\_\_ 1. She called friends, read books, and did volunteer work more often.
- \_\_\_ 2. The author decided to escape from TV as an experiment and eventually enjoyed the benefits of it.
- \_\_\_ 3. One of her co-workers said she watches TV when her husband is gone.
- \_\_\_ 4. She thought that being TV-free would help her get to know herself better.
- \_\_\_ 5. She did activities she didn't have time for when she watched TV.
- \_\_\_ 6. The author probably shouldn't stop watching television completely.

UNIT 4 | How has technology affected your life?





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

Read your partner's summary of your Writing Exercise 1. Then take turns asking and answering the questions below.

- Do you agree with my summary? Why or why not?
- Did I leave anything important out? If so, please explain.
- Did I use the correct synonyms to keep the same meanings you expressed?
- Please give me some advice on how you would've liked your story summarized.

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

In groups, summarize your own story from memory. The story should end with an open discussion. Each member of the group should give their opinion about all stories.

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

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

- Life without television is more interesting than life with it .....
- The Internet is the perfect replacement for the television.....
- Watching television has more negative effects than positive ones .....



**FIRST SEMESTER**  
**LEVEL 3**  
**LESSON 6**

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

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

## Level 3 Lesson 6

CREATED BY SEU'S CURRICULUM TEAM

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

Circle the correct answers for the questions below.

- Most people beg for money out of \_\_\_\_\_.  
a. hungry                      b. desperation                      c. poor
- Whenever I leave my neighborhood I feel out of my \_\_\_\_\_.  
a. state of mind                      b. work area                      c. comfort zone
- As children we never focused on one sport. We \_\_\_\_\_ in this and that.  
a. dabbled                      b. played                      c. dribbled
- \_\_\_\_\_ and admit you cheated on the last Communication Skills test.  
a. come clean                      b. honestly                      c. Innocence
- I use to be a drinker and drug \_\_\_\_\_, but I have been \_\_\_\_\_ for 5 years.  
a. user/rehab                      b. addict/sober                      c. taker/cleaned
- Most \_\_\_\_\_ are very \_\_\_\_\_ people. They deal with \_\_\_\_\_ in the end with no money, family, or friends.  
a. drunks/poor/arrested  
b. winos/abusive/owing  
c. alcoholics/miserable/bankruptcy

## Listening for Gist. CREATED BY SEU CURRICULUM TEAM

Look at the sign in the video "Change for Life". What do you think this video is about? Choose one of the answers below. Then discuss your choice with a partner. The correct answers will be provided in the next exercise.

- ❖ A poor person becoming rich.
- ❖ A person on drugs who changed his/her life for the better.
- ❖ A non-religious person becoming religious.

## Cloze Exercise . CREATED BY SEU CURRICULUM TEAM

Listen to the first 12 seconds of the video. Fill in the blanks with the correct missing words.

Introduction from the host of the show:

Hey \_\_\_\_\_, Mark Harrigan here. \_\_\_\_\_ to the \_\_\_\_\_.

Today I have a \_\_\_\_\_ from a \_\_\_\_\_ client named \_\_\_\_\_,

And he has \_\_\_\_\_ agreed to \_\_\_\_\_ his story in the \_\_\_\_\_ of  
\_\_\_\_\_ others.

## Listening for Specific Information. CREATED BY SEU CURRICULUM TEAM

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

- \_\_\_ 1. Adam started smoking marijuana at nine years old.
- \_\_\_ 2. At 17 he moved to Florida and things got better.
- \_\_\_ 3. He started going to jail after he cleaned records in a record store.
- \_\_\_ 4. After a year in jail he learned his lesson.
- \_\_\_ 5. He was released from jail in April.
- \_\_\_ 6. Adam is an alcoholic.

## Listening for Details. CREATED BY SEU CURRICULUM TEAM

Answer each question with the correct answer.

1. Where was Adam born and raised? \_\_\_\_\_.
2. Adam graduated from marijuana to \_\_\_\_\_ and \_\_\_\_\_.
3. At what age did he start shooting heroin in his arm? \_\_\_\_\_.
4. What city was Adam talking about when he made the following statement "As soon as I got here it started just going down hill very, very rapidly"? What does the word **it** mean in the previous statement? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.
5. What event took place when Adam was 18 years old going on 19? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.
6. Immediately after being released from prison, what did Adam return to doing first?  
\_\_\_\_\_.
7. What was the difference between his first time on the needle and his last time?  
\_\_\_\_\_.

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

Place a (✓) next to the correct meaning of the underlined part of Adam's statement.

**Adam: "After that year you would think that I would have learned my lesson."**

- \_\_\_\_. The speaker agrees 100% with everything mentioned.
- \_\_\_\_. The speaker is happy with the outcome.
- \_\_\_\_. The speaker is frustrated about what happened.
- \_\_\_\_. The speaker imagined the event would actually happen.
- \_\_\_\_. The event that took place is exactly what he expected.
- \_\_\_\_. The speaker is using mockery and sarcasm.
- \_\_\_\_. The event that took place is the opposite of what was imagined.

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

Circle the best answer to complete the dialogue between two people.

**Person A: Oh boy! It's raining outside and I forgot my umbrella.**

**Person B: Yeah! You would think \_\_\_\_\_.**

- a. your always prepared.
- b. To bring one next time you see black clouds in the sky.
- c. Bringing an umbrella will protect you from getting wet.

**Person A: I stayed up watching movies all night, so I failed my exam this morning.**

**Person B: I'm shocked! You would think that \_\_\_\_\_.**

- a. someone in your shoes would spend the night studying.
- b. watching movies would make you pass the exam.
- c. for the next exam you don't need to review at all.

**Person A: Yesterday was my first day in New York City, and I got lost going to the gym.**

**Person B: That happens all the time. You would think \_\_\_\_\_.**

- a. There should be tour guides on every corner for newcomers.
- b. A big city such as New York would be hard to get lost in.
- c. People should tell you where to go.

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

**Explain Adam's quote below in 50 words or less.**

**"It gets better if you work at it. But gets worse if you don't."**

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

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

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

In groups discuss the following:

- ❖ What advice would you give a person addicted to food?
- ❖ What advice would you give a shopaholic?
- ❖ What advice would you give a person addicted to prescription pills?
- ❖ What advice would you give a person addicted to drifting (*Tafheet*)?
- ❖ What advice would you give a person addicted to staying up all night?
- ❖ What advice would you give a person addicted to coffee?

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

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

- Only people with weak personalities get addicted to things .....
- All addictions are bad addictions .....
- Every human being has at-least one thing there addicted to .....





**FIRST SEMESTER**  
**LEVEL 3**  
**LESSON 7**

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

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

## Level 3 Lesson 7

CREATED BY SEU'S CURRICULUM TEAM / ADAPTED FROM Q-SKILLS UNIT 5 page 89

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

Fill in the blank with the correct word.

**Violating**

**Purse**

**Assumption**

**Abnormal**

**Mysteriously**

**Norm**

**Finders Keepers**

**Anthropologist**

1. An \_\_\_\_\_ is a person who deals with the origins and beliefs of humankind.
2. The \_\_\_\_\_ in Saudi Arabia is to kiss on the cheeks while greeting.
3. A 1000 SAR \_\_\_\_\_ disappeared out of my \_\_\_\_\_ when I was shopping in Grenada Mall.
4. We make a/an \_\_\_\_\_ for things we aren't sure about.
5. \_\_\_\_\_ means when you find a lost item, you don't have to return it to the owner .
6. People who keep shops open during prayer time are actually \_\_\_\_\_ the religious law in KSA. Most people obey the law, so shopping at prayer time is very \_\_\_\_\_ in KSA.

## Listening for Gist. CREATED BY SEU CURRICULUM TEAM

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

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

## Cloze Exercise . CREATED BY SEU CURRICULUM TEAM

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

Reporter:

You can call this \_\_\_\_\_ of \_\_\_\_\_.

These are just a \_\_\_\_\_ of the more than \_\_\_\_\_ umbrellas

turned in every year to this city's \_\_\_\_\_ lost and found. Drop something in a

\_\_\_\_\_, leave it in a hotel, it'll probably end up here. In Japan, the rule is not

\_\_\_\_\_.

## Listening for Specific Information. CREATED BY SEU CURRICULUM TEAM

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

1. \_\_\_\_ The most common item turned in to Tokyo's Central Lost and Found is wallets.
2. \_\_\_\_ The rule Japanese follow when they find something is finders keepers.
3. \_\_\_\_ A total of 24 million dollars in cash from wallets and purses was handed in.
4. \_\_\_\_ The norm in Tokyo is to take something that you find.
5. \_\_\_\_ The assumption in Tokyo is that you have to trust people.
6. \_\_\_\_ Showing empathy for someone means to think about how the person would feel.

## Listening for Details. CREATED BY SEU CURRICULUM TEAM

Answer the following questions with the correct details.

1. What happened to the 24 million dollars in cash that was found? \_\_\_\_\_  
\_\_\_\_\_.
2. Answer the following questions about the *mysterious* money that was found.
  - a. How much was it? \_\_\_\_\_.
  - b. Where was it found? \_\_\_\_\_.
  - c. Who found it? \_\_\_\_\_.
  - d. What happened to the money after it was found? \_\_\_\_\_  
\_\_\_\_\_.
3. What happened to Anthony Trotter? \_\_\_\_\_  
\_\_\_\_\_.
4. What did Anthony mention to be *the norm*? What did he say would be *abnormal*?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.
5. David Slater is a cultural \_\_\_\_\_.
6. Who made the statement below? \_\_\_\_\_

*“You try to do right by the other person, you try to do right by society”*

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

Place a (✓) next to the correct meaning of the underlined part of statement.

1. “He has a bad habit of leaving his motorcycle on the street with the keys in it. Try that in New York.”

- \_\_\_ Go to New York and try it and nothing will happen.
- \_\_\_ If you tried the same thing in New York the opposite would happen.
- \_\_\_ You’re lucky you’re in Japan because in New York your bike would get stolen.
- \_\_\_ It would be a fun thing to try in New York.

2. “Let’s measure Japan’s honesty in hard cold cash.”

- \_\_\_ Paper money without checks.
- \_\_\_ Money that was inside of the refrigerator.
- \_\_\_ Money that became wet then dry.
- \_\_\_ Paper money without a credit card.
- \_\_\_ cash only, no coins, no coupons, no debt receipts.

**3. "We're talking big bucks."**

- \_\_\_ A very big male deer.
- \_\_\_ A lot of money.
- \_\_\_ A loud sound made by animals.
- \_\_\_ Loads of cash.

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

**Complete the sentence with the correct underlined statement from Language Exercise 1. Make your own sentences for 4,5 and 6 using the same three underlined statements.**

1. Rich people all have \_\_\_\_\_.
2. When I go to the SAMBA ATM machine, I take out \_\_\_\_\_.
3. In Saudi Arabia we fill up our SUVs for 60 SAR. Oh really! \_\_\_\_\_ in America.
4. \_\_\_\_\_.
5. \_\_\_\_\_.
6. \_\_\_\_\_.

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

**A. Correct the ten mistakes found in Japan’s unwritten social contract.**

**“Japan’s unwritten social contract.”**

The Assumption is you has to trust the people who are around you. If you do something such as kept that wallet, break into that house, or drove off with that motor bike, your violating the trust. you can expect that when you wallet is lost someone was going to pick it up, and returned it with you.

**B. Write 25 words about good things that happen in Saudi Arabia that are not enforced by the law but from the good manners of the people.**

**“Saudi Arabia’s unwritten social contract”**

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

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

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

The video showed how your culture can affect how you react to situations. Think about your country's culture. Read each situation below. What would people in your country do? Discuss your answers in small groups.

1. A person forgets his/her wallet on table at Dunkin Donuts.
2. Someone leaves their car running with the keys inside and goes to enjoy lunch at Herfy's.
3. An innocent person witnesses a young teenager stealing from a local store.
4. Someone forgets 100,000 SAR in the seat of an unlocked car in the parking lot of SEU.
5. A brand new I-phone 5 is left in a taxi.

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

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

- There is a big difference between the mannerism of the elders and the youth in KSA.....
- Society has more of an impact on young people than their parents.....
- A person can change the ideologies of society but society can't change the ideologies of a person .....



**FIRST SEMESTER**  
**LEVEL 3**  
**LESSON 8**

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

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



## Level 3 Lesson 8

CREATED BY SEU'S CURRICULUM TEAM / ADAPTED FROM Q-SKILLS LS UNIT 5 page 85

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

Match each word to the correct definition.

|                 |   |   |
|-----------------|---|---|
| 1. Accessory    | E | A) related to difficulty and pain                             |
| 2. Necessity    |   | B) a thought or idea formed in the mind                       |
| 3. Entrepreneur |   | C) to present something as a gift                             |
| 4. Concept      |   | D) to spread from person to person                            |
| 5. Donates      |   | E) a thing that is added to something to make it more useful. |
| 6. Devastating  |   | F) unable to live or survive without it                       |
| 7. Afflicted    |   | G) a person who organizes businesses                          |
| 8. Stigma       |   | H) to make something worse by irritating it                   |
| 9. Contagious   |   | I) to be bothered by pain and suffering                       |
| 10. Aggravate   |   | J) related to disorder and helplessness                       |

### Listening for Gist. Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

Label each statement *True* or *False*. Give reasons for each answer.

- 1 A business entrepreneur is a person who starts a business in order to make money, or a profit.  
 True  False
- 2 A business has to make money, or a profit, for its owner(s).  
 True  False
- 3 Businesses owners have to donate some of their profits to help society.  
 True  False

- 4 A social entrepreneur is a person who starts a business to help a social cause, such as providing access to health care or fighting poverty.
- True  False
- 5 A social business uses the profits, or money, it makes to help a social cause.
- True  False

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

Watch the first 21 seconds of the video. Put this conversation in the correct order from the video. Write the name of the speaker next to each statement. The two speakers are The Reporter and Mikosky.

- A. \_\_\_ "Internet entrepreneur Blake Mikosky is on a mission." \_\_\_\_\_
- B. \_\_\_ "You know, we take it for granted in the U.S. We have so many shoes, and when you give some of these children a pair of shoes, I mean, it is like a prized possession. It's not an accessory. It's a necessity. You need a smaller size." \_\_\_\_\_
- C. 1 "You like it?" **Mikosky**  
 \_\_\_ "Oh, this would be good. Eighteen" \_\_\_\_\_
- D. \_\_\_ "This child is getting his first pair of shoes." \_\_\_\_\_

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

C. Watch the video again. Listen for the words or phrases that are listed on the left. What do they mean? Match them to the correct meaning on the right.

- |                            |   |
|----------------------------|---|
| 1. ___ take it for granted | a. person who starts a business         |
| 2. ___ entrepreneur        | b. made money                           |
| 3. ___ on a mission        | c. expect something to be a certain way |
| 4. ___ turned a profit     | d. something to help someone            |
| 5. ___ social well-being   | e. state of health and happiness        |
| 6. ___ betterment of       | f. acting with a goal in mind           |

## Listening for Details. CREATED BY SEU CURRICULUM TEAM

Answer the following questions with the correct details. Fill in the blanks where necessary.

1. What is "TOMS" short for in the company name TOMS Shoes? \_\_\_\_\_
2. When are TOMS Shoes donated to a child in need? \_\_\_\_\_  
\_\_\_\_\_
3. How many pairs of shoes are expected to be given away by the end of the year? \_\_\_\_\_
4. What country is the reporter and Mikowsky visiting? \_\_\_\_\_
5. As many as \_\_\_\_\_ of the countries \_\_\_\_\_  
people are affected by podoconiosis.
6. What are the effects of the disease podoconiosis? \_\_\_\_\_  
\_\_\_\_\_
7. Is podoconiosis contagious? \_\_\_\_\_. How do people become infected  
with it? \_\_\_\_\_

## Language Exercise 1. CREATED BY SEU CURRICULUM TEAM

Place a (✓) next to the correct meaning of the underlined part of statement.

### 4. "You can bet ..."

- \_\_\_\_\_ to guarantee that something happened.
- \_\_\_\_\_ to gamble or to pay money in order to win a prize by chance.
- \_\_\_\_\_ to hit something very hard.
- \_\_\_\_\_ to be sure about something.

### 5. "The word is getting out"

- \_\_\_\_\_ to write words on a wall in a public place.
- \_\_\_\_\_ news that used to be hidden is becoming known to everyone.
- \_\_\_\_\_ to escape from a place.
- \_\_\_\_\_ the spreading of information between people.

6. "The chief shoe giver"

\_\_\_ a person who is the best at something.

\_\_\_ the leader of a tribe.

\_\_\_ a person who does more than other competitors.

\_\_\_ a person who cooks in a restaurant.

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

Complete the sentence with the correct underlined statement from Language Exercise 1.  
Make your own sentences for 4, 5 and 6 using the same three underlined statements.

7. My father owns the most businesses in Saudi Arabia, so he is the \_\_\_\_\_  
of business owners here.

8. All of the students thought that we were going to take the TOEFL for our final exam,  
but now \_\_\_\_\_ that we will take the STEP exam.

9. Today is a rainy cold day in Riyadh, \_\_\_\_\_ most people will go to  
Al-Thumamah and barbecue for the day.

10. \_\_\_\_\_.

11. \_\_\_\_\_.

12. \_\_\_\_\_.

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

A. Correct the eight spelling mistakes below.

**“Social Entrepreneur.”**

This is a person who has the entrepreneurial gift and spirat to create somthing out of nothing. A person who does businness for all the right reasons, not just to make a prufit. It’s for the sowcial well bein and betterment of whoever your fokusing on.

B. Write 25 words about a business plan you would start to become a “Social Entrepreneur”.

**“My Social Entrepreneurship”**

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

Read your answer to Writing Exercise 1b to three classmates. Compare the differences in your answers. Discuss your opinion about your partner’s topic.

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

Imagine you are Blake Mikoski and you want to persuade other business owners to help society. In groups, explain how your business works and what your goals are. Try to persuade your group members to join your business.

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

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

- People should be fined by authorities for throwing away good clothing and shoes .....
- The government should enforce taxes in KSA on big businesses to feed and clothe the poor people in villages.....
- It’s better to be an owner/entrepreneur than a worker.....



**FIRST SEMESTER**  
**LEVEL 3**  
**LESSON 9**

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

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

## Level 3 Lesson 9

CREATED BY SEU'S CURRICULUM TEAM / ADAPTED FROM Q-SKILLS RW UNIT 6 page 113

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

Fill in the blanks with the correct words.

**Paraphernalia    Treat    Crossroads    Flagship    Iconic    Prestigious    Marketing**



Java Café is an upcoming Coffee shop in Saudi Arabia. They are masters at \_\_\_\_\_ for those who love to drink coffee and have a \_\_\_\_\_ on the go. The \_\_\_\_\_ symbol helps Saudis recognize the shops. Java Café shops can be found alongside highways and on university campuses, but the \_\_\_\_\_ store is located on Old Airport road. The \_\_\_\_\_ taste of a cappuccino is quite different from the customary Arabic Coffee known as (Kahwa). The youth are at a \_\_\_\_\_ between clinging to their roots of drinking traditional Kahwa or being cool and sipping on a delicious Frappuccino. As Java Café becomes more famous they will begin to sell more \_\_\_\_\_ so their product can become more recognized.

### **Pre - Listening Exercise.** CREATED BY SEU CURRICULUM TEAM

You are going to watch a video about advertising. What is your personal definition of advertising?

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

**D. Watch the video again. Listen for each sentence below. Fill in the blank with the word that goes with the underlined word to complete each collocation.**

1. Pop-Tarts have been the go-\_\_\_\_\_ breakfast treat.
2. Kelloggs felt it was time to freshen \_\_\_\_\_ the brand.
3. Times Square is an iconic \_\_\_\_\_.
4. The grand \_\_\_\_\_ of the Pop-Tart store points out at least one old-school rule of retail, still holding its \_\_\_\_\_ in the Internet age. The true \_\_\_\_\_ of retail status is still physical space in a prestigious place.

**E. Think about the main idea of this video. Then watch the video again. Summarize the main idea in three sentences.**

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**Listening for Specific Information.** CREATED BY SEU CURRICULUM TEAM

**Watch the video again. Choose the correct answers.**

1. **What kind of kids ate Pop-Tarts for breakfast?**  
a) Energetic      b) Athletic      c) American      d) Young
2. **About how many square feet of Pop-Tart paraphernalia can be found in Times Square?**  
a) 30,000      b) 3,000      c) 300      d) 300,000
3. **How old were the Pop-Tarts in the cupboard?**  
a) 3 years      b) 30 years      c) 13 years      d) 39 years
4. **How many millions of people visit Times Square each year?**  
a) 46      b) 20      c) 26      d)36



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

Answer the following questions with the correct details. Fill in the blanks where necessary.

8. How did Kellogs freshen up the Pop-Tart brand? \_\_\_\_\_  
\_\_\_\_\_.
9. What connection did the speaker make with paraphernalia and Sushi? \_\_\_\_\_  
\_\_\_\_\_.
10. What statement did the Reporter use to support that Times Square is the crossroads of the world? \_\_\_\_\_.
11. What old school rule is still holding its own in the internet age? \_\_\_\_\_  
\_\_\_\_\_.
12. What did the following underlined statement mean? "How are you going to get excited about a new flavor of Pop-Tarts™, you know, when you, when you think about the 30-year old ones that are really hard and in your cupboard". \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

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

Place a (✓) next to the correct meaning of the underlined part of the statement.

7. "the go to breakfast..."

- \_\_\_ something done as a daily routine.
- \_\_\_ to leave one place and go to another place .
- \_\_\_ the thing that is always available when nothing else is available.
- \_\_\_ the final exit.

8. "Time to freshen up the brand..."

- \_\_\_ to buy fruits right from the tree.
- \_\_\_ to make something new and exciting.
- \_\_\_ to make a change for the better.
- \_\_\_ going outside to smell the morning air.

9. **"In this day and age"**

- \_\_\_ nowadays.
- \_\_\_ how old a person is.
- \_\_\_ the day a person was born.
- \_\_\_ The recent atmosphere and times we live in.

10. **"At least one old school-rule"**

- \_\_\_ an old school building.
- \_\_\_ established in the past.
- \_\_\_ old people attending college.
- \_\_\_ traditional with a historical origin

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

Complete the sentence with the correct underlined statement from Language Exercise 1. Make your own sentences for 5, 6, 7 and 8 using the same four underlined statements. Read your answers to three classmates. Compare the differences in your sentences. Discuss your favorite idiom, and why you chose it?

- 13. I've been invited to a wedding this evening, so I have to run home and \_\_\_\_\_ . I'm glad I went shopping yesterday.
- 14. I'm not into the new fashion trends, I am really \_\_\_\_\_ .
- 15. \_\_\_\_\_ a good friend is hard to come by.
- 16. When all else fails, Medina is \_\_\_\_\_ city for peace and tranquility.
- 17. \_\_\_\_\_ .
- 18. \_\_\_\_\_ .
- 19. \_\_\_\_\_ .
- 20. \_\_\_\_\_ .

## Writing Exercise 1. CREATED BY SEU CURRICULUM TEAM

A. Correct the eight spelling mistakes below.

### “Advertising”

The Grand Opening of the Pop-Tart™ store pointz up at least one old-school rule of retail, still holden its own in the Internet age The true mark of retail status is still fysical spase in a prestigious place. Is it effective.

## Communicative Exercise 1. CREATED BY SEU CURRICULUM TEAM

Check answers to Writing Exercise 1 with a partner.

## Communicative Exercise 2. CREATED BY SEU CURRICULUM TEAM

In groups, discuss the following scenario. Imagine you were given the opportunity to freshen up your favorite Saudi Arabian company by advertising in Times Square (New York City).

- What company would you choose to take to America?
- How would you freshen up the company before going to America?
- How would you advertise in America? (Commercials, billboards, flagship store etc.....)

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

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

- Breakfast is the most important meal of the day .....
- The Western style breakfast of cold cereal, milk, and fruits is more healthier than the typical Middle Eastern breakfast of assorted cheeses, oily eggs, powered sugar, and white bread.....
- The new Coffee shops such as Java Café and Starbucks are destroying the Arab’s traditional coffee time gatherings.....



**FIRST SEMESTER**  
**LEVEL 3**  
**LESSON 10**

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

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

## Level 3 Lesson 10

CREATED BY SEU'S CURRICULUM TEAM / ADAPTED FROM Q-SKILLS LS UNIT 6 page 105

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

Match the words with the correct meanings.

|                       |  |
|-----------------------|--|
| 1. Frontier (n)       | a. A distinctive smell                               |
| 2. Descended (v)      | b. Exactly as mentioned                              |
| 3. Subliminally (adv) | c. A general agreement                               |
| 4. Inevitably (adv)   | d. Great, or of importance                           |
| 5. Aroma (n)          | e. Certain to happen                                 |
| 6. Consensus (n)      | f. The outer limit in a field                        |
| 7. Literally (adv)    | g. Affecting the mind without the person being aware |
| 8. Significant (adv)  | h. To pass from higher to lower                      |

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

You are going to watch a video about advertising. What is the strangest type of advertising you've ever witnessed?

**Label each statement *True* or *False*. Give reasons for your answers.**

- 1 The average human being can tell the difference between 10,000 different smells.  
 True  False
- 2 Men have a stronger sense of smell than women on average.  
 True  False
- 3 Your sense of smell is better at night than in the morning.  
 True  False

- 4 As people get older, their sense of smell gets better. Grandparents are more likely to have better senses of smell than their grandchildren.
- True  False
- 5 Our sense of smell is more connected to memory and emotion than any other sense.
- True  False

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

Watch the video. Summarize the marketing plan that was used in the video.

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**Listening for Specific Information.** CREATED BY SEU CURRICULUM TEAM

Watch the video and listen for the sentences below. Fill in the blanks with the words in the box to complete each sentence.

scent    floodgates    aroma    nose    frontier

7. He entered a new \_\_\_\_\_ in advertising.
8. Stickers that constantly release the \_\_\_\_\_ of chocolate chip cookies were put up in several San Francisco bus shelters.
9. It's an experiment in what the ad people call \_\_\_\_\_ marketing.
10. There is nothing new about using smell to sell. Trying to lead people by the \_\_\_\_\_ subliminally is a growing advertising technique.
11. It's going to open the \_\_\_\_\_, and inevitably there are going to be a lot of bad smells the consensus will say that "this stinks" literally.

## Listening for Details. CREATED BY SEU CURRICULUM TEAM

Answer the following questions.

1. Describe the subliminal advertising technique \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.
2. Why is the smell of chocolate chip cookies significant for the "Got Milk" crew? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

## Language Exercise 1. CREATED BY SEU CURRICULUM TEAM

Place a (✓) next to the correct meaning of the underlined part of the statement.

### 1. "to lead people by the nose..."

- \_\_\_ to give someone commands and instructions.
- \_\_\_ to guide someone to you.
- \_\_\_ to pull someone.
- \_\_\_ to attract.

### 2. "to open the floodgates..."

- \_\_\_ a place where the water runs through.
- \_\_\_ a door or an entrance to a place.
- \_\_\_ to start something that will be difficult to stop.
- \_\_\_ lots of opportunities that weren't previously available.

### 3. "I thought that was just me"

- \_\_\_ To think you're the only person to experience something.
- \_\_\_ To think deeply about yourself.
- \_\_\_ To think about oneself a lot.
- \_\_\_ To believe that no one shares the same thoughts and actions as you.

**4. "This stinks"**

\_\_\_\_\_ a bad smell.

\_\_\_\_\_ a bad idea.

\_\_\_\_\_ a terrible odor.

\_\_\_\_\_ a suggestion that no one agrees with.

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

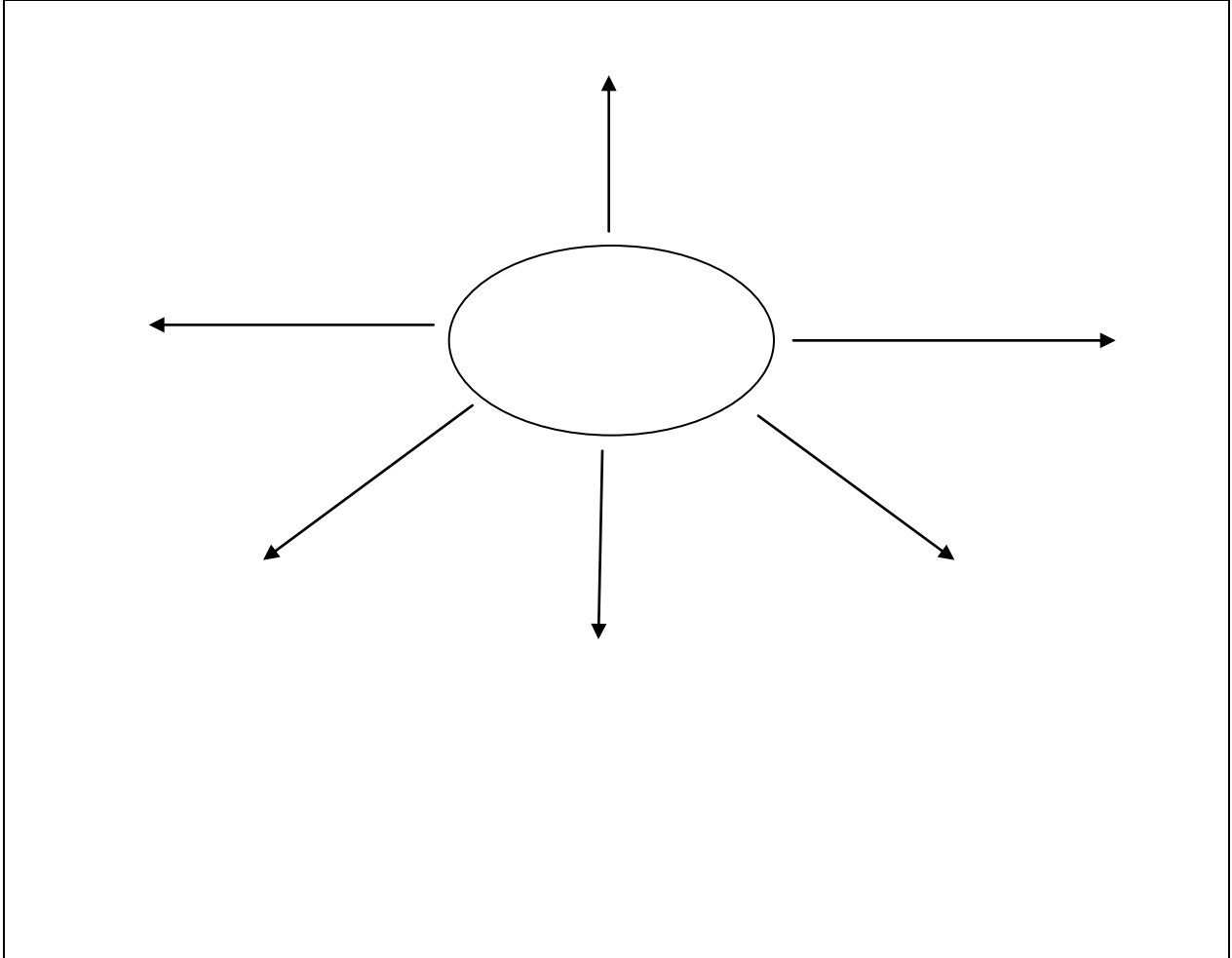
**Complete the sentences with the correct underlined statements from Language Exercise 1. Make your own sentences for 5, 6, 7 and 8 using the same four underlined statements. Read your answers to three classmates. Compare the differences in your sentences. Discuss your favorite idiom, and why you chose it?**

21. The outfit that my friend chose for me to wear \_\_\_\_\_ . I will return it to the store.
22. One of the oldest tricks parents use is \_\_\_\_\_ their children to do their homework by telling them they will give them a sweet snack afterwards.
23. \_\_\_\_\_ who heard the loud boom until others began looking around .
24. If one student begins using a cell phone in class \_\_\_\_\_ will open. Then all students will begin using their phones.
25. \_\_\_\_\_ .
26. \_\_\_\_\_ .
27. \_\_\_\_\_ .
28. \_\_\_\_\_ .



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

In pairs, use your imaginations to invent a new way to market Arabic coffee to the world. Place your ideas on the mind map below.



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

Join another pair and discuss the ideas on your mind maps for advertising Arabic coffee to the world.

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

Each pair should stand up in front of the class and present their advertising ideas to their classmates.

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

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

- Advertising is a form of manipulation and isn't necessary for selling products.....
- Mass advertising in an unfair advantage that established wealthy companies have over newer less established companies .....
- If you compare McDonald's to Al-Baik, Al-Baik is famous for its delicious food while McDonald's is only famous due to spending billions of dollars a year on advertising.....



**FIRST SEMESTER**  
**LEVEL 3**  
**LESSON 11**

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

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

## Level 3 Lesson 11

CREATED BY SEU'S CURRICULUM TEAM / ADAPTED FROM Q-SKILLS LS UNIT 8 page 148-153

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

Match the words with the correct meanings.

|                          |  |
|--------------------------|--|
| 9. Tend to (phr.)        | i. Careful to do something correct and well            |
| 10. Attract (v.)         | j. Usually happening together; closely connected       |
| 11. Conscientious (adj.) | k. The introduction of new things or ideas             |
| 12. Surroundings (n.)    | l. To cause someone to go somewhere                    |
| 13. Hand in hand (phr.)  | m. Able to move or be moved easily                     |
| 14. Innovation (n.)      | n. A part of a country or the world                    |
| 15. Mobile (adj.)        | o. Everything that is near or around you ; environment |
| 16. Region (n.)          | p. to usually do or be something                       |
| 17. Agreeable (adj.)     | q. To have or do what is necessary for something       |
| 18. Satisfy (v.)         | r. Pleasant; nice                                      |

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

Fill in the blanks with the correct words from the chart.

1. The city of Bangalore, India, is in a(n) \_\_\_\_\_ that is known for technology jobs.
2. It's important to like where you live, since your \_\_\_\_\_ affect your happiness.
3. Some cities like Seoul or Vancouver are centers for creativity and \_\_\_\_\_. There are lots of artists and other creative people in these cities.
4. Young people especially are very \_\_\_\_\_ and don't mind traveling to find a job.
5. In manufacturing jobs, you often have to work closely and get along with other people, so being \_\_\_\_\_ is an important quality.
6. Before you can even be considered for some jobs, you need to \_\_\_\_\_ certain basic requirements.
7. Famous sites such as the Taj Mahal and the Colosseum \_\_\_\_\_ millions of visitors every year.
8. You can depend on an employee who is \_\_\_\_\_ to always do a good job.
9. A strong economy usually goes \_\_\_\_\_ with low unemployment. When the economy is doing well, there are lots of jobs.
10. Generally speaking, people with similar personalities \_\_\_\_\_ like similar jobs.

**Pre - Listening Exercise.** CREATED BY SEU CURRICULUM TEAM

Think about your city and use 5 of the vocabulary words above to describe it in 20 words.

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**Listening for Gist.** Q:Skills LS pg.150 CD3 track 3. CREATED BY SEU CURRICULUM TEAM

Listen to the first 2 minutes of the report. What title would you give it? Share your answers in pairs.

Title: \_\_\_\_\_

**Listening for Specific Information.** Q:Skills LS pg.150 CD3 track 3.

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

Read the statements. Then listen to the report. Write *T* (true) or *F* (false) according to what Professor Florida says.

- \_\_\_ 1. Richard Florida thinks it doesn't really matter where you live.
- \_\_\_ 2. Richard Florida thinks that choosing where you live may be the most important decision you make.
- \_\_\_ 3. People with similar personalities often live in the same city.
- \_\_\_ 4. Creative people are not more likely to live in one place over another.
- \_\_\_ 5. Changes in the economy may influence where people live.
- \_\_\_ 6. The patterns that Richard Florida talks about are only in the United States.

## Listening for Details. Q:Skills LS pg.150 CD3 track 3. Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

Listen again. Match the city or group of cities with the kind of work it is known for according to the report.

- |  |                          |
|--|--------------------------|
| ___ 1. Boston, San Francisco, Seoul            | a. finance               |
| ___ 2. Atlanta                                 | b. sales                 |
| ___ 3. Chicago                                 | c. manufacturing         |
| ___ 4. Los Angeles and Wellington, New Zealand | d. technology            |
| ___ 5. New York, London, Hong Kong             | e. automobile production |
| ___ 6. Guadalajara and Shanghai                | f. film production       |

## Language Exercise 1. LS Pg. 152 CD3 track 5 Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

### Listening Skill Understanding figurative meaning



**Literal** language refers to words or phrases that mean exactly what they say. **Figurative** language refers to using language in a different way, using comparisons.

- The building was **crying out** to be painted.  
The building is compared to a person complaining. It needed paint very badly.
- Ideas can **take off** in the right environment.  
Ideas are compared to a bird or an airplane. Ideas can be free to develop.



Listen to this excerpt from Listening 1.

- These cities are **magnets** for people who are curious, but who may also like to work alone. The location may **spark** their innovation.

Magnets attract things made of iron. Cities are compared to magnets, but in this case, they attract people, not iron.

**Spark** means to set fire to, so the location is being compared to the cause of a fire—it starts their imaginations working.

Understanding figurative meaning will help you better understand television and radio, formal speeches, and everyday idioms.

**A.** Read the sentences in the box, in which the bold words are used with their literal meaning. Then compare the sentences below, in which the same words are used with a figurative meaning. Complete the comparisons that follow. Discuss your answers with a partner.

Plants **grow** well in sunlight.  
Your **heart** beats, sending blood throughout your body.  
The rocket took off from the **launching pad** this morning.  
I planted some **seeds** a few weeks ago, and I already have flowers.

1. Tall apartment buildings **grow** from the hills surrounding the city.  
(Apartment buildings are compared to plants.)
2. Music is the **heart** of Nashville, Tennessee, so it attracts lots of musicians and music lovers. (Nashville, Tennessee, is compared to a(n) \_\_\_\_\_.)
3. Boston is known for its innovation in technology. The city is seen by many as a **launching pad** for new ideas in the field. (New ideas are compared to \_\_\_\_\_.)
4. The **seeds** of independence in Argentina were planted in Buenos Aires.  
(Independence is compared to \_\_\_\_\_.)



**Language Exercise 2.** LS Pg. 153 CD3 track 6 Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

**B. Listen to the sentences. Complete each sentence with the word you hear.  
Then complete the comparison.**

1. My mother is the \_\_\_\_\_ of our family.  
A *family* is compared to a(n) \_\_\_\_\_.
2. I'm not sure what I am going to do, but I have the  
\_\_\_\_\_ of an idea.  
An *idea* is compared to a(n) \_\_\_\_\_.
3. The vending machine \_\_\_\_\_ all of my money.  
The *machine* is compared to a(n) \_\_\_\_\_.
4. I can't believe it's so late. The time just \_\_\_\_\_ by.  
*Time* is compared to a(n) \_\_\_\_\_.

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

Use 5 phrases of your choice from Language Ex (1-2) to make 5 sentences of your own.

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

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

Read your sentences from the Writing Exercise to 3 of your classmates.

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

**Discuss the questions in a group.**

1. Do you agree with Richard Florida's opinion that people with similar personalities tend to live in certain cities? Why or why not?
2. Think about a city you know. What types of jobs and people is it known for? Does it fit Richard Florida's theory?

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

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

- The world has become a global village, so there is no major difference in lifestyle from one major city to another.....
- Living in Riyadh can makes people less patient and more frustrated because of the lifestyle.....
- Jeddah is the heart of the social life in KSA.....



**FIRST SEMESTER**  
**LEVEL 3**  
**LESSON 12**

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

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

## Level 3 Lesson 12

CREATED BY SEU'S CURRICULUM TEAM / ADAPTED FROM Q-SKILLS LS UNIT 8 page 153-157 and 159-163 RW

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

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

- |                      |            |             |                 |
|----------------------|------------|-------------|-----------------|
| 1. artificial (adj.) | falsely    | manufacture | <b>man-made</b> |
| 2. celebrate (v.)    | excellent  | honor       | success         |
| 3. character (n.)    | behave     | attractive  | personality     |
| 4. direct (adj.)     | truth      | honest      | communicate     |
| 5. lively (adj.)     | interest   | exciting    | bore            |
| 6. precise (adj.)    | exact      | confusion   | clarify         |
| 7. provide (v.)      | give       | loss        | equipped        |
| 8. reveal (v.)       | hidden     | secretly    | uncover         |
| 9. update (v.)       | revision   | modernize   | incorrect       |
| 10. value (n.)       | acceptable | belief      | think           |

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



## PREVIEW LISTENING 2

### Buenos Aires, Beijing, and Dubai

You are going to listen to three writers give descriptions of cities they know well—Buenos Aires, Beijing, and Dubai. What do you know about these cities?

**Listening for Gist.** Pg. 154 CD3 track 7 LS Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

Listen to the first 2 minutes of the report. Summarize what you heard about Buenos Aires to a partner.

**Listening for Specific Information.** Pg. 154 CD3 track 7 LS

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

Listen to the descriptions of the three cities. Match the cities with their descriptions.



Buenos Aires



Beijing



Dubai

- |                         |   |
|-------------------------|---|
| ___ ___ 1. Buenos Aires | a. a city where the people work for success                                 |
| ___ ___ 2. Beijing      | b. a city where an old village is near very modern buildings                |
| ___ ___ 3. Dubai        | c. a city of cultural innovation  |
|                         | d. a city of change, but where the character of the people remains the same |
|                         | e. a city of music and art  |
|                         | f. a city where the maps are constantly changing                            |

## LISTEN FOR DETAILS

Read the sentences. Then listen again. Write *BA* (Buenos Aires), *B* (Beijing), or *D* (Dubai) next to each sentence.

- \_\_\_ 1. Many musicians and writers come to this city.
- \_\_\_ 2. This city has the tallest skyscraper in the world.
- \_\_\_ 3. Fifteen million people live in this city.
- \_\_\_ 4. The writer Jorge Luis Borges set his stories in this city.
- \_\_\_ 5. The people are very direct and have strong opinions.
- \_\_\_ 6. It's hard to walk through the city if you don't know your way.
- \_\_\_ 7. The tango comes from this city.
- \_\_\_ 8. There is a man-made island in this city.



## PREVIEW READING 1

This is an article from a news website. It describes a brand-new city that is being built in Abu Dhabi, one of the emirates that make up the United Arab Emirates.

Read the first and last paragraphs. Check (✓) the kinds of energy you think this new city will use.

- |                                      |                               |                                |
|--------------------------------------|-------------------------------|--------------------------------|
| <input type="checkbox"/> oil         | <input type="checkbox"/> wind | <input type="checkbox"/> solar |
| <input type="checkbox"/> electricity | <input type="checkbox"/> coal | <input type="checkbox"/> water |

## New Zero-Carbon City to Be Built

1. The desert sands of Abu Dhabi seem an unlikely place to build an environmentally sound city. A desert is not the first place that comes to mind when you think of “sustainability”. In addition, Abu Dhabi, part of the United Arab Emirates, is one the largest oil producers in the world. But unlikely or not a new “eco-city” is being built there. Masdar, meaning “the source” in Arabic, will be the first zero-carbon city, meaning the amount of CO<sub>2</sub> released into the air will be close to zero.
2. Masdar City will cost \$22 billion to build and will use many different forms of energy, including solar and wind. The entire city will be powered by these renewable forms of energy. The first part of this project is the construction of one of the largest solar energy plants in the world. This plant will provide most of the energy for the entire city. When Masdar City is completed, it will be six square kilometers in size and will be the home to more than 50,000 people.
3. Masdar City will be unique not only in its sustainability, but in many other ways. First, there will be no cars within the city’s walls. A personal rapid transit (PRT) system will run under the city. A PRT is similar to a car, but runs on magnetic tracks. When you want to travel to another part of city, you step into your PRT, program it to go to one of the 1,500 stations, and then sit back and relax. Second, recycling is central to the development of the city. Even in the construction process, recycled materials will be used. Water will recycled and reused; for example, in the irrigation of crops, any unused water will be used again and again. Human waste will be recovered and reused to create soil that use be used in various parts of the city.
4. The city itself will be designed to fit in with its surroundings with narrow streets and building styles reminiscent of ancient cities in the area. The city is situated so that it gets a great deal of sun on one side, while breezes off the Gulf help to cool it on the other.
5. Many people and companies around the world have joined the project. The prestigious Massachusetts Institute of Technology will have a branch of its college in the city, the Masdar Institute of Science and Technology (MIST). It will recruit the best students from around the world to do research, chiefly in the area of alternative energy. Additionally, companies such as General Electric in the United States and Sun Tech, a Chinese solar panel manufacturer, have joined to help make Masdar a reality. This has become a truly global project.

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



**MAIN IDEAS**

Circle the answer that best completes each statement.

1. According to the reading, it's unexpected that Abu Dhabi would build an eco-city because \_\_\_\_\_.
  - a. the weather is beautiful there
  - b. it produces a lot of oil
  - c. it's such a small place
2. Masdar will be unique because of \_\_\_\_\_.
  - a. its recycling program
  - b. its new alternative energy sources
  - c. its highways
3. What will be the main focus of study at the new college in Masdar?
  - a. the arts
  - b. new medical breakthroughs
  - c. alternative energy

**Reading Exercise 2.** Pg 161 RW Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011



**DETAILS**

Reread Reading 1. Then answer the questions.

1. How much will it cost to build Masdar City?  
\_\_\_\_\_
2. How large will the city be?  
\_\_\_\_\_
3. How many people will live in Masdar City?  
\_\_\_\_\_
4. Why will there be no cars in Masdar?  
\_\_\_\_\_



**Language Exercise 1.** Pg 156 LS Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

Read the sentences. Circle the answer that best matches the meaning of each bold phrase.

- 1. I **came to** San Francisco when I was twenty.
  - a. arrived in
  - b. woke up
- 2. I **came to** a few hours after the operation.
  - a. arrived in
  - b. woke up
- 3. Can you **bring up** some coffee?
  - a. start talking about
  - b. carry upstairs
- 4. Don't **bring up** that topic when you speak to Sandra. It upsets her.
  - a. start talking about
  - b. carry upstairs
- 5. Don't **go out**. It's raining.
  - a. go outside
  - b. do something social
- 6. Ann and I often **go out** on Friday nights.
  - a. go outside
  - b. do something social
- 7. I don't like to **deal with** student problems. I send them to the student counselor.
  - a. trade with
  - b. handle
- 8. The United States began to **deal with** China again in the 1970s, which was good for both economies.
  - a. trade with
  - b. handle
- 9. In the movie, the machine **turned into** a person.
  - a. made a turn into
  - b. became
- 10. After we **turned into** our driveway, we realized we had a flat tire.
  - a. made a turn into
  - b. became

**Language Exercise 2.** Pg 157 LS Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011



**B. Complete each sentence with a phrasal verb from Activity A.**

1. The man in the accident was unconscious, but he  
\_\_\_\_\_ after a few minutes.
2. Tokyo and London are very exciting cities. They have many fun places  
where you can \_\_\_\_\_ and have a good time.
3. I have a question about the assignment that I want to  
\_\_\_\_\_ in class today.
4. I think some cities can \_\_\_\_\_ tourists better  
than others.
5. Now that the city is safer and cleaner, I think it will  
\_\_\_\_\_ a popular place for tourists to visit.

Reading Skill

Making inferences



**Making inferences** means reading “between the lines” of a text. This means that a reader guesses something is true, based on what is written and on his or her knowledge about the topic. Making inferences is a very useful skill for reading. It’s a way to get more information from a text beyond what is written.

Read this sentence from Reading 1.

A desert is not the first place that comes to mind when you think of “sustainability.”

What can you infer from this sentence? What do you think of when you see the word *desert*? It’s hot in the desert. There isn’t much water. It can be difficult for plants and animals to survive there. You can use what’s written and what you already know to infer that it is not usual to think of sustainability in the desert.



**A. Read the sentences. Circle the inference that can be made from each statement.**

1. As more people move to cities, there is a tremendous strain on public transportation systems.
  - a. Trains and buses will need to run more frequently and will probably break down more often.
  - b. The systems are old and need to be repaired.
2. If cities are to survive into the 21st century, they need to become more sustainable.
  - a. They need to have more hotels and places for people to live; if they don’t, cities won’t survive.
  - b. Cities need to provide more of their own food and energy; if they don’t, they won’t survive.
3. One way to use less energy is to buy food that is produced locally.
  - a. Transporting food requires energy.
  - b. Food tastes better when it is grown close to home.
4. If cities are made more “walkable,” less energy will be used.
  - a. People will lose weight by walking more.
  - b. People won’t be taking forms of transportation that use fossil fuel if they’re walking.



**B.** Read the sentences about Reading 1. Check (✓) the inferences that can be made from the reading. Find the sentence(s) in Reading 1 that support the answers you checked.

- 1. There will be no roads in Masdar.  
First, there will be no cars within the city's walls.
- 2. You won't be able to leave the city.  
\_\_\_\_\_
- 3. It's very sunny in Abu Dhabi.  
\_\_\_\_\_
- 4. There will be no oil-powered energy plants in Masdar.  
\_\_\_\_\_
- 5. Students who come to study at MIST are interested in building another city like Masdar.

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

Read your sentences from the Writing Exercise in pairs. Check to see if your answers match.

**Communicative Exercise 2. Pg 162 RW Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011**



Discuss the questions in a group. Then choose one question and write five to eight sentences in response.

1. Would you like to live in a city with no cars? Why or why not?
2. Can you think of some advantages to living in a city like Masdar? Can you think of disadvantages?
3. The people who posted comments on the article have different opinions about Masdar. With whom do you agree? Explain.

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

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

- The deserts in KSA are sacred to the Bedouins and the Saudi Culture. Therefore, they shouldn't be developed and used for tourism .....
- Allowing foreigners to enter KSA and build new cities with definitely have a negative impact on the Saudi culture.....
- KSA should compete with countries like Dubai to become the most developed country in the Middle East .....



**FIRST SEMESTER**

**LEVEL 3**

**LESSON 13**

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

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

## Level 3 Lesson 13

CREATED BY SEU'S CURRICULUM TEAM / ADAPTED FROM Q-SKILLS 3 LS UNIT 9 page 167 LS and 183-185 RW

### **Vocabulary Exercise 1.** Pg. 167 Unit 9 Video LS CREATED BY SEU CURRICULUM TEAM

Match the words on the left to their meanings on the right.

- |                         |   |
|-------------------------|---|
| 1. ___ self-employed    | a. most important   |
| 2. ___ creditworthy     | b. small amounts of money lent to someone to start a business |
| 3. ___ highest priority | c. own your own business                                      |
| 4. ___ microloans       | d. able to receive loans                                      |
| 5. ___ mainstream       | e. accepted in society  |

### **Listening for Gist.** Pg.167 unit 9 video LS CREATED BY SEU CURRICULUM TEAM

Watch/Listen to the video again. Fill in the 10 blank spaces with the correct missing words.

**Reporter:** On a \_\_\_\_\_ evening in Chicago, a group of self-\_\_\_\_\_ women met Mohammad Eunice, a man who changed their lives with a **profound**<sup>1</sup> idea that turned banking logic on its \_\_\_\_\_.

**Eunice:** Yes, please. What banks are saying is the \_\_\_\_\_ are not **creditworthy**<sup>2</sup>. That's a big problem, and we are \_\_\_\_\_ to demonstrate that this is not \_\_\_\_\_.

**Reporter:** His \_\_\_\_\_ was born two decades \_\_\_\_\_, half a world away in Bangladesh. Eunice, an \_\_\_\_\_-trained economist, believed his people could escape **crushing**<sup>3</sup> poverty if they could borrow even \_\_\_\_\_ amounts of money for their own businesses.

<sup>1</sup> **profound:** very great

<sup>2</sup> **creditworthy:** able to be trusted to pay back money that is owed

<sup>3</sup> **crushing:** bad or severe

**Listening for Specific Information.** Pg. 167 unit 9 video LS CREATED BY SEU CURRICULUM TEAM

Watch/Listen to the video again. Choose the correct answers for the questions below.

1. How many decades ago was Eunice’s idea born?  
a. Two    b. Twelve    c. Twenty
2. Who has the highest priority for receiving loans from Eunice?  
a. A person with little                      b. A person with nothing                      c. A person with a lot
3. What is another name for a small loan?  
a. Micro-money                              b. Micro-bank                                      c. Microloan
4. Francine is one of \_\_\_\_\_ Chicago area women benefiting from Eunice’s vision.  
a. 50    b. 500    c. 400
5. How much money in loans does Francine Brown have?  
a. \$10,000                                      b. \$8,000    c. \$18,000

**Listening for Details.** Pg. 167 unit 9 video LS Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

The video presents a problem and a solution. Work with a partner to summarize the problem and solution. Then answer the questions and discuss them with your partner.

Problem: \_\_\_\_\_  
\_\_\_\_\_

Solution: \_\_\_\_\_  
\_\_\_\_\_

Who benefits from this solution? \_\_\_\_\_  
\_\_\_\_\_

If you could start your own business, what would it be? \_\_\_\_\_  
\_\_\_\_\_





## PREVIEW READING 1

You are going to read an article from a news magazine. The article tells the story of a girl from a very poor village in Uganda who became a college graduate with the help of people who donated money to an organization.

Read the first and last paragraphs. What kind of help do you think this girl received? Check (✓) your answers.

- money
- clothing
- food
- a tutor
- books
- an animal



## How a Ugandan Girl Got an Education

6. Among the proud students receiving diplomas at the 2008 graduation ceremony at Connecticut College was a young woman from Uganda named Beatrice Biira. And what makes her accomplishment so special is that she owes it all to a goat.
7. Beatrice grew up in the village of Kisinga in the mountains of Uganda. It is an extremely poor village, and Beatrice, the second oldest of six children, wanted very much to attend school, but her family didn't have the money to pay for it. In fact, the family was so poor that there was often not enough to eat. The only clothing Beatrice owned was a red dress that was cut open in the back so that she could grow into it.
8. All of this changed in 1993, when Beatrice was 9 years old, and her mother told her that, through the generosity of an organization name Heifer, they had received a goat. At the time, Beatrice could not see the value of something like a goat, especially when her mother told her that she would be responsible for caring for the goat.
9. Heifer International is a charity based in Little Rock, Arkansas which raises money to send animals to people in very poor countries. Its goal is to help people to become self-sufficient by providing them with the animals and the education needed to care for them. The people receiving their help have to make the commitment to pass the gift on to others. Beatrice's mother and others in her village had applied to Heifer to receive help. The help came in the form of 12 goats that were distributed to the people in their village. Beatrice's family received one of the these goats.

10. They named the goat Mugisa, which in Lokonzo, Beatrice's language, means "luck". And soon Beatrice realized how her luck would change because of this goat. Mugisa was pregnant when she came to Beatrice's family and soon gave birth to two more goats. The milk from the goats helped Beatrice and her siblings to get healthier, and they were soon able to sell the additional milk. The family earned enough money to send Beatrice to school.
  
11. Though Beatrice was much older than the other children in school, she didn't mind. She breezed through the early grades as an excellent student. One day in 1995 a study tour, sponsored by Heifer, came to visit Beatrice's village. Two women who accompanied the tour, Page McBrier and Lori Lohstoeter, were impressed by Beatrice's passion for learning. They were inspired by her story and decided to write a children's book about her. They called it *Beatrice's Goat*.
  
12. Beatrice continued to be an excellent student and won a scholarship to a high school in Kampala, the capital of Uganda. While Beatrice was a student there in 2001, *Beatrice's Goat* was published and became a very popular *New York Times* bestseller. Beatrice was asked by Heifer to go on a book tour to the United States. While on this trip, she met a woman, Rosalee Sinn, who would become a great help to her. Ms. Sinn and others helped her obtain a full scholarship to attend the Northfield Mount Hermon School in Massachusetts, a private preparatory school that had a program to help international students make the transition to college. For Beatrice, perhaps the biggest adjustment was the weather. She had never experienced cold weather before.
  
13. Despite the adjustments, Beatrice did very well at Northfield Mount Hermon, and while she was there, she applied to 11 colleges. She was accepted to half a dozen colleges, including some very prestigious ones. She decided to go to Connecticut College, where she won a scholarship. At first she wanted to become a veterinarian, but she soon decided to study economics and international studies. She wants to return to Uganda one day and use what she has learned to help her countrymen.
  
14. So in June 2008, there stood Beatrice in her cap and gown. This once very poor little girl from one of the poorest villages in the world was now a college graduate ---- all because of a goat!

**Reading Exercise 1.** Pg 184 RW Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

## MAIN IDEAS

Read the sentences. Write the correct paragraph number next to each main idea.

- \_\_\_ 1. Beatrice grew up in Uganda in a very poor family.
- \_\_\_ 2. Heifer International helps people by giving them animals and teaching them how to care for them.
- \_\_\_ 3. Beatrice's studies continued as she received scholarships to high school and a preparatory school.
- \_\_\_ 4. Her mother contacted Heifer, and life changed for Beatrice and her family.
- \_\_\_ 5. As a result of receiving a goat, Beatrice's family had enough money to send her to school.

**Reading Exercise 2.** Pg 185 RW Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

## DETAILS

Read the statements. Write *T* (true) or *F* (false). Then correct each false statement to make it true.

- \_\_\_ 1. Beatrice was happy when she learned about receiving a goat.
- \_\_\_ 2. Beatrice's mother had applied to an organization to get help.
- \_\_\_ 3. Beatrice's family soon had three goats.
- \_\_\_ 4. Beatrice had trouble learning in school because she was so much younger than the other children.
- \_\_\_ 5. Two women met Beatrice and decided to write a book about her, called *Beatrice's Story*.
- \_\_\_ 6. The biggest adjustment to studying in the United States for Beatrice was the food.
- \_\_\_ 7. She received a scholarship to go to a college in Connecticut.
- \_\_\_ 8. She graduated from college in 2008.

Vocabulary Skill

Using the dictionary



Definitions of similar words

Some words are similar in meaning, for instance, *creativity* and *productivity*.

People in jobs where they can show creativity and productivity are happier than those who aren't.

*Creativity* and *productivity* both have to do with making things, but they are also a little different. Look at their dictionary definitions.

**cre-a-tiv-i-ty** AWL /,kri:ɪ'tɪvəti/ *noun* [U] the ability to make or produce new things, especially using skill or imagination: *teaching that encourages children's creativity*

**pro-duc-tiv-i-ty** /,prɒdʌk'tɪvəti; ,prɒ-/ *noun* [U] the rate at which a worker, a company, or a country produces goods, and the amount produced: *More efficient methods will lead to greater productivity.*

When dealing with similar words, use a dictionary to decide which word is better to use in a particular context.

All dictionary entries are from the *Oxford American Dictionary for learners of English* © Oxford University Press 2011.

**A. Use your dictionary to compare the definitions of these pairs of words. Then match each word with its definition.**

1. \_\_\_ financial      \_\_\_ economical
  - a. not costing much money, time, or fuel
  - b. connected with money
  - c. having a great deal of money
  
2. \_\_\_ fun      \_\_\_ amusement
  - a. pleasure and enjoyment
  - b. hopefulness about the future
  - c. a feeling caused by something that makes you laugh
  
3. \_\_\_ sudden      \_\_\_ immediate
  - a. at high speed
  - b. happening or done without delay
  - c. happening quickly or when you don't expect it

**Language Exercise 2.** Pg 178 LS Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

**B. Complete each sentence with the correct word from Activity A.**

1. I think the car that uses less gas is the more \_\_\_\_\_ choice.
2. You can get advice from an accountant about \_\_\_\_\_ issues.
3. If you need \_\_\_\_\_ help, go to the emergency room of the hospital.
4. Some think that you can only find \_\_\_\_\_ in your relationships with people, but you can also find it through work.
5. We all thought Lisa liked her job, so her \_\_\_\_\_ decision to leave was a big surprise.
6. John and Tom had a lot of \_\_\_\_\_ playing soccer with their new neighbors.

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

Choose five words from Activity B. Write a sentence using each word.

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

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

### **Communicative Exercise 2.** Pg 185 RW Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011



Discuss the questions in a group. Then choose one question and write five to eight sentences in response.

1. Some good things happened after Beatrice's family received the goat: the goat produced milk, which helped make the family healthier, and the family sold the extra milk for money. What were some other benefits?
2. What qualities do you think Beatrice has that have helped her be successful in her goals?
3. Have you, or has someone you know, ever received a small amount of help that had big, positive results? Explain.

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

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

- Because of the tribal system in KSA job opportunities are more about who you know than what you know.....
- It's better to hire people you know rather than hiring a stranger.....
- Taking loans from banks in KSA has more disadvantages than advantages for new employees.....



**FIRST SEMESTER**

**LEVEL 3**

**LESSON 14**

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

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

## Level 3 Lesson 14

CREATED BY SEU'S CURRICULUM TEAM / ADAPTED FROM Q-SKILLS 3 LS UNIT 9 page 174-181 LS and 187-193 RW

### **Vocabulary Exercise 1.** Pg. 174 LS Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

**Match the bold word or phrase with the correct meaning.**

|  |  |
|--|--|
| 1. The <b>analysis</b> of the research shows that money doesn't make people happier. <input type="radio"/>                               | a. (n.) the state of being free and not controlled by another person         |
| 2. Sudden wealth is <b>associated with</b> stress. Many people who become rich quickly experience a lot of stress. <input type="radio"/> | b. (adv.) completely; fully  |
| 3. I have been working too much lately. I am afraid I will <b>burn out</b> . <input type="radio"/>                                       | c. (v.) to show clearly that something exists or is true; to prove something |
| 4. The researchers are going to <b>conduct</b> a research on money and happiness. <input type="radio"/>                                  | d. (n.) the careful examination of something                                 |
| 5. Mia likes a job with <b>independence</b> . She doesn't like anyone telling her what to do. <input type="radio"/>                      | e. (phr. v.) to become very tired by overworking                             |
| 6. Researchers used the results of their study to <b>demonstrate</b> that more money doesn't make people happier. <input type="radio"/>  | f. (v.) to do, carry out, or organize something                              |
| 7. One <b>outcome</b> of sudden wealth is a change in relationships. <input type="radio"/>   | g. (adj. + prep.) connected to; involved with                                |
| 8. The salesman was very <b>persuasive</b> . I bought the first car he showed me! <input type="radio"/>                                  | h. (n.) a result or effect of an action or event                             |
| 9. I'm <b>somewhat</b> unhappy at work, but not so much that I plan to quit my job. <input type="radio"/>                                | i. (adj.) to make someone do or believe something                            |
| 10. I was <b>wholly</b> to blame for the argument. You did nothing wrong. <input type="radio"/>  | j. (adj.) a little   |

### **Listening for Gist.** Pg.175 unit 9 video LS Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

## PREVIEW LISTENING 2



### Happiness Breeds Success...and Money!

You are going to listen to an interview with Sonja Lyubomirsky, a psychologist who does research on happiness. She is going to talk about the relationship between money and happiness.

What do you think she will say about the relationship between money and happiness? Check (✓) your ideas.

- Money can buy happiness.
- Happiness can lead to money.
- There is no relationship between money and happiness.



**Listening for Specific Information.** Pg. 175 unit 9 CD 3 track 18

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

Listen to the interview. Circle the answer that best completes each statement.

1. Lyubomirsky expected that happiness would be connected to \_\_\_\_\_.
  - a. money
  - b. personal relationships
  - c. work
2. The factor that is most associated with happiness is \_\_\_\_\_.
  - a. money
  - b. personal relationships
  - c. work
3. Lyubomirsky says that greater happiness leads to more \_\_\_\_\_.
  - a. relaxation
  - b. financial success
  - c. love
4. According to Lyubomirsky, how happy we are at work depends on \_\_\_\_\_.
  - a. the type of job we do
  - b. how old we are
  - c. who we work with
5. Lyubomirsky believes that money, happiness, and a good work environment are \_\_\_\_\_.
  - a. difficult to achieve
  - b. what everybody wants
  - c. all connected

**Listening for Details.** Pg. 176 unit 9 CD 3 track 19 Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

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

- \_\_\_ 1. Lyubomirsky and her colleagues looked at the research from 300 studies.
- \_\_\_ 2. Lyubomirsky has changed her ideas about what makes us happy.
- \_\_\_ 3. Our jobs have more of an effect on happiness than our personal relationships do.
- \_\_\_ 4. Happy people take fewer sick days than unhappy people.
- \_\_\_ 5. People who are happy when they are young will have lower salaries when they are older.
- \_\_\_ 6. Jobs that are creative and productive make people happier than jobs that are boring.

This is an article from a news website. It discusses the results of research done on the relationship between money and happiness.

Read the first sentence of each paragraph. What do you think the article will say? Check (✓) your answer.

- The more money you give away, the happier you will be.
- Giving away a small amount of money makes you happier than spending it on yourself.

## Money Makes You Happy— If You Spend It on Others

15. They say money can't buy you happiness, but new research published in the journal *Science* suggests that it can, if you spend it on someone else. "Simply making very small changes in how you spend money can make a difference for happiness," said Elizabeth Dunn, an assistant professor at the University of British Columbia, who led the research along with Michael I. Norton, an assistant professor at Harvard Business School. Studies of happiness have long found that, unless people are extremely poor, getting more money brings surprisingly small gains in positive feelings. The researcher **suspected** that perhaps the reason people weren't happier was not because of the money itself, but rather because of what they did with their money—mainly, spending it on possessions for themselves.
16. The research was done at a small Boston area medical supply company, where employees received bonuses averaging about \$5,000. The researchers **measured** their levels of happiness before and after receiving the money. What they found, said Norton, was that "the size of the bonus you get has no relation to how happy you are, but the amount you spend on other people does predict how happy you are."
17. The researchers used a five-point scale, asking people, "Do you feel happy in general?" There were five answers provided: yes, most of the time, sometimes, rarely, or no. They found that people could expect to go up a full point on the scale if they spent about a third of the bonus on others. Dunn said. She calls this "prosocial" spending. She continued with the example of Tim and Dan: They both answered the question that they were happy "sometimes" before receiving the bonus. If Dan spent a third of his bonus "prosocially" and Tim spent none in this way, the researchers would expect that after spending their bonuses, Dan would be happy "most of the time." This is exactly what happened.
18. The study fits in well with other current research that finds that helping others is the best way to help yourself. People who give more and are more socially connected are happier. "There's so much benefit to the person who contributes to others that I often think that there is no more selfish act than a generous act," said Tal Ben-Shahar, author of the book *happier* and teacher of a positive psychology course on happiness. Harvard's most popular class. During one week of the course, Ben-Shahar asks students to do five small acts of kindness a day. Examples of these could be giving change to homeless people, being nice to waiters or calling grandparents. "The effect of it is quite remarkable and lasts for much longer than a day," he said.

19. Similarly, the *Science* study found that spending a small amount of money could bring large results. In a separate experiment, the researchers gave college students either \$5 or \$ 20 and told them to quickly spend the money. Some were told to spend it on themselves—on a bill or a gift to themselves. And some were told to spend it on others—on a donation to charity, or a gift to someone else. The vast majority of the students predicted that they would be happier with \$20 than \$5.
20. That evening, the participants 'happiness levels were measured. But again, the amount of money did not matter. Those who spent it on themselves. "We don't want to suggest that more money would never matter," Dunn said. "It's just that in our studies we found that how people spent their money mattered at least as much as how much money they received. Indeed, there was no effect at all on the amount of money received (in the two studies)."
21. Part of the explanation could be that people tend to be made happier by experiences than by possessions, said Sonja Lyubomirsky, author of *The How of Happiness*. Americans tend to spend their money on possessions, she said, but research shows that the happiness from a bigger house or television set quickly decreases as people get used to the benefits and face the responsibility that comes with ownership. However, taking a friend out to lunch, say, is more of an experience and more likely to bring longer-lasting good feelings. Also, when a person acts kindly, she said. "There are social consequences: You might enhance your friendship. You might make new friends. People might reciprocate."

**Reading Exercise 1.** Pg 191 RW Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011



## MAIN IDEAS

Circle the answer that best completes each statement.

1. The research discussed in the reading dealt with money and its effect on people's \_\_\_\_.
  - a. happiness
  - b. health
  - c. generosity
2. Researchers found that people were happier if they spent part of their bonus on \_\_\_\_.
  - a. things/possessions for themselves
  - b. others
  - c. things/possessions for their families
3. Professor Tal Ben-Shahar asks students to do five small acts of kindness each day for a week. The effect of this on the students is \_\_\_\_.
  - a. positive
  - b. negative
  - c. neutral

4. In one experiment, students were given a small amount of money to spend on others or on themselves, and the results showed that those who spent it on others were \_\_\_\_.
  - a. happier
  - b. slightly less happy
  - c. wealthier
  
5. One reason for the results of the experiment is that when people spend money on others, \_\_\_\_.
  - a. the effect lasts longer than when they spend on themselves
  - b. they don't regret it
  - c. they don't waste money

**Reading Exercise 2.** Pg 192 RW Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011



## DETAILS

Match each question with the correct answer.

- \_\_\_ 1. What did the research in *Science* show?
- \_\_\_ 2. How did the researchers measure the employees' happiness?
- \_\_\_ 3. How did the first study fit in with other recent research?
- \_\_\_ 4. What did Professor Tal Ben-Shahar discover?
- \_\_\_ 5. What was the result of research involving college students who were given \$5 or \$20 to spend?
- \_\_\_ 6. What possible explanation is given for the results of the studies led by Dunn and Norton?
  - a. People are happier from experiences than from possessions.
  - b. The effect of giving lasted longer than expected.
  - c. It showed that small changes in spending affect happiness.
  - d. It showed that you help yourself when you help others.
  - e. The amount of money did not affect students' happiness.
  - f. They used a five-point scale.

Grammar

Types of sentences



In English, there are four main sentence types in normal speech.

|  |                            |
|--|----------------------------|
| <b>Declarative sentence</b> (a statement):           | I am trying to save money. |
| <b>Interrogative sentence</b> (a question):          | How do you save money?     |
| <b>Imperative sentence</b> (a direction or command): | Save your money.           |
| <b>Exclamatory sentence</b> (an exclamation):        | I saved so much money!     |

**Punctuation at the end of sentences**

Use periods with declarative sentences, question marks with interrogative sentences, and exclamation marks with exclamatory sentences.

Imperative sentences can end with either a period or an exclamation mark. An exclamation mark shows more emotion.

**A. Read the conversation. Write the sentence type (declarative, interrogative, imperative, exclamatory) next to each sentence. Then practice the conversation with a partner.**

- \_\_\_\_\_ 1. **Hong:** There are so many cars here!
- \_\_\_\_\_ 2. **Nan:** Yeah, I know. It's hard to believe we can finally afford a new one.
- \_\_\_\_\_ 3. **Hong:** I just wish we had gotten the money a different way than we did.
- \_\_\_\_\_ 4. **Nan:** Me, too. I didn't even know your uncle very well.
- \_\_\_\_\_ 5. **Hong:** Didn't you meet him at the wedding?
- \_\_\_\_\_ 6. **Nan:** Yes, but I only had a short conversation with him.
- \_\_\_\_\_ 7. **Hong:** I had no idea that he was going to leave us so much money.
- \_\_\_\_\_ 8. **Nan:** Speaking of money, hold my purse for a minute. I can't find my wallet!

Pronunciation Intonation in different types of sentences



Intonation varies according to **sentence type**. Learning intonation patterns can help you understand if a speaker is asking a question, giving a command, or making a statement.

**Declarative and imperative sentences:**

Declarative and imperative sentences have a falling intonation.

I am going to purchase a new home.

Please give me some advice.

**Exclamatory sentences:**

Exclamatory sentences have a rise-fall intonation.

This is fun!

**Interrogative sentences:**

Remember that interrogative sentences or questions have two intonation patterns. *Yes/no* questions have a rising intonation pattern.

Are you coming with me?

*Wh-* questions have a falling intonation pattern.

Why did you leave?



CD 3  
Track 20

**A.** Listen to the sentences. Check (✓) the type of sentence for each according to the intonation you hear.



1. a.  statement       *yes/no* question  
b.  statement       *yes/no* question
2. a.  command       *wh-* question  
b.  command       *wh-* question
3. a.  statement       exclamation  
b.  statement       exclamation

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

**B. Work with a partner. Read the situations below. Choose one situation and write a short conversation. Include each of the four sentence types at least once. Then practice your conversation with your partner.**

1. Two friends are arguing. One friend wants to borrow a large amount of money from the other, who does not want to loan it.
2. A person is telling a family member that she or he just got a new job with a much higher salary. Both are very excited.
3. A married couple is discussing what to do with a large amount of money they just inherited. One person wants to save it; the other wants to spend it.

## Communicative Exercise 1. CREATED BY SEU CURRICULUM TEAM

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

## Communicative Exercise 2. Pg 181 LS Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

### Speaking Skill

### Agreeing and disagreeing



There are certain phrases used for **agreeing and disagreeing**. It's important to know which phrases and expressions are appropriate for formal and informal situations. An informal conversation is very different from a formal discussion at college or at work.

Here are some phrases you can use when you want to agree or disagree in different situations.

#### Agreeing

I agree (completely).  
That's exactly what I think.  
That's a good point.  
That's right.  
I think so too.  
Absolutely!  
Yeah, I know!

formal

informal

#### Disagreeing

I disagree.  
I don't agree (at all).  
Sorry, but that's not my opinion.  
I don't feel the same way.  
I don't think so.  
No way!  
Oh, come on!

In pairs use the Agreeing and Disagreeing phrases to respond to your partner's favorites' list.

|                              |                             |
|------------------------------|-----------------------------|
| My favorite football team    | My favorite color           |
| My favorite food             | My favorite car             |
| My favorite fragrance        | My favorite book            |
| My favorite country          | My favorite kind of clothes |
| My favorite time of the year | My favorite holiday         |

CREATED BY SEU CURRICULUM TEAM

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

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

- Money is the key to happiness.....
- Money makes people respect and honor you more.....
- Money is the root of all evil.....
- People are happier saving money then spending it on other people.....
- The more money you have the more problems you get.....





**FIRST SEMESTER**  
**LEVEL 3**  
**LESSON 15**

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

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

## Level 3 Lesson 15

CREATED BY SEU'S CURRICULUM TEAM / ADAPTED FROM Q-SKILLS LS UNIT 10 page - and 203-211 RW

### **Vocabulary Exercise 1.** Pg 189-190 LS Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

Here are some words from Listening 1. Read the sentences. Circle the answer that best matches the meaning of each bold word.

1. Although it is very short, this guide to communicating online **adequately** covers all the basic skills you might need. I found it quite useful.
  - a. well enough
  - b. in detail
  - c. too quickly
  
2. In many cities, buildings are very tall because of space **constraints**. There isn't enough land to build wide, flat houses.
  - a. limits
  - b. regulations
  - c. preferences
  
3. Sorry I didn't call. The cell phone **coverage** up in the mountains wasn't good.
  - a. design quality
  - b. customer support
  - c. service
  
4. Sending text messages over the phone is a very **efficient** way to communicate. I think it's faster and easier than calling.
  - a. professional
  - b. effective
  - c. slow

5. You can **interpret** the painting of the Mona Lisa in different ways, because the reason she is smiling is unclear.
- believe
  - argue
  - understand
6. The **landscape** in the western part of United States is very dry and mountainous.
- summer weather
  - physical environment
  - highway system
7. My new computer can **process** information faster than my old one could.
- handle
  - understand
  - remember
8. For my vacation this year, I want to go to a **remote** island and relax on the beach. I really need to get away from all of the noise and stress.
- distant
  - popular
  - beautiful
9. The ability to speak a second language well **requires** practice. You have to speak a little every day.
- needs
  - allows
  - wants
10. The piano can be bright and lively, but if you press the soft pedal, it produces a much gentler **tone**.
- song
  - touch
  - sound

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



communicating in Silbo

## PREVIEW LISTENING 1

### An Unusual Language

You are going to listen to a lecture on Silbo. Silbo is a special language used in the Canary Islands, which are off the coast of North Africa.

How do you think Silbo might be different from other languages?

**Listening for Gist.** Pg. 154 CD3 track 7 LS Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

Listen to the first 2 minutes of the report. Summarize what you heard about *Silbo* with a partner.

**Listening for Specific Information.** Pg. 190-191 CD3 track 24 LS

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

Listen to the lecture. Circle the answer that best completes each statement.

1. Silbo is a language that uses \_\_\_\_\_ to communicate.
  - a. spoken words
  - b. hand signs
  - c. whistling

2. It was brought to the Canary Islands by \_\_\_\_\_ several hundred years ago.
  - a. Africans
  - b. Spaniards
  - c. birds
3. Silbo developed because the island has many \_\_\_\_\_ that cause communication problems.
  - a. native languages
  - b. hills and valleys
  - c. weather conditions
4. The professor says that conversations in Silbo \_\_\_\_\_.
  - a. have to be simple
  - b. are usually short
  - c. are just like ordinary conversations
5. People who use Silbo process the whistling and ordinary speech in \_\_\_\_\_ of the brain.
  - a. the same part
  - b. two different parts
  - c. a similar part

**Listening for Details.** Pg. 191 CD3 track 25 LS Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

## LISTEN FOR DETAILS



Listen again. Check (✓) the characteristics you hear.

- \_\_\_ 1. It is a spoken language.
- \_\_\_ 2. It consists of whistles that can make words.
- \_\_\_ 3. It has many different accents.
- \_\_\_ 4. It is the only language used in the Canary Islands.
- \_\_\_ 5. It is taught in schools.
- \_\_\_ 6. It can be used to express complex sentences.
- \_\_\_ 7. It has vowels and consonants.
- \_\_\_ 8. People use only their mouths to make the whistling noises.

## PREVIEW READING 1

This is a newspaper article. It discusses fears about texting. Look at the title of the article. Written out it would read, "To Be or Not to Be." It is a famous line in *Hamlet*, a play by William Shakespeare. The author uses this title to get readers to think about texting, whether it should exist now, and whether it will exist in the future.

Read the first paragraph. Do you think texting is going to remain a popular form of communication? Why or why not?

### 2b or not 2b?

1. As a new variety of language, texting has been condemned as *textese*, *slanguage*, a *digital virus*. Ever since the arrival of printing, people have been arguing that new technology would have disastrous consequences for language. People were worried about the introduction of the telegraph, telephone, and broadcasting. But has there ever been a linguistic phenomenon that has caused such curiosity, suspicion, fear, excitement, and enthusiasm all at once as texting –and in such a short space of time? Less than a decade ago, hardly anyone had heard of it.
2. People think that the written language seen on cell phone screens is new and alien but all the popular beliefs about texting are wrong. Its graphic distinctiveness is not a new phenomenon, nor is its use restricted to the young. Texting has added a new dimension to language use, but its long-term effect is minor. It is not a disaster.
3. Although many texters enjoy breaking linguistic rules, they also know they need to be understood. There is no point in paying to send a message if it breaks so many rules that it is not intelligible. Many texters change just the grammatical words (such as *you* and *be*). Also, conventional spelling and punctuation is always used when institutions send out information messages, as in this university text to students: "Weather Alert! No classes today due to snowstorm."
4. There are several distinctive **features** of the way texts are written that combine to give the impression of novelty, but none of them is, in fact, linguistically novel. Many of them were being used in chat room communication before the arrival of cell phones. Some can be found in precomputer informal writing, dating back a hundred years or more.
5. The most noticeable feature is the use of single letters, numbers, and symbols to represent words or parts of words, as with b (be) and 2 (to). They are called rebuses, and they go back centuries. Adults who condemn a "c u" in a young person's texting have forgotten that they once did the same thing themselves (though not on a cell phone).

6. Similarly, the use of initial letters for whole words, such as *n* for *no*, ... and *cmb* for *call me back*, is not at all new. People have been initializing common phrases for ages. *IOU* (I owe you) has been known from the year 1618. There is no difference, apart from the form of communication, between a modern kid's *lol* (laugh out loud) and an earlier generation's *asap* (as soon as possible).

7. In texts we find such forms as *msg* (message) and *xint* (excellent). Almost any word can be abbreviated in this way—though there is no **consistency** between texters. But this isn't new either. English has had abbreviated words ever since it began to be written down. Words such as *exam*, *vet*, *fridge*, and *bus* are so familiar that they have effectively become new words.

8. What novelty there is in texting lies chiefly in the way it takes some of the processes used in the past one step further. One characteristic runs through all these examples. The letters, symbols, and words are run together, without spaces (*cul8tr= See you later*). This is certainly unusual in the history of special writing systems.

9. Texters use deviant spellings—and they know they are deviant. But they are by no means the first to use such nonstandard forms as *cos* (*because*) or *wot* (*what*). These are so much a part of English literary tradition that they have been given entries in the Oxford English Dictionary. *Cos* is there from 1828 and *wot* from 1892.

10. The need to save time and energy is by no means the whole story of texting. Children quickly learn that one of the most enjoyable things you can do with language is to play with its sounds, words, grammar—and spelling. The desire to be playful is there when we text, and it is hugely powerful. Within two or three years of the arrival of texting, it developed a playful dimension. In short, it's fun.

11. An extraordinary number of prophecies have been made about the linguistic evils unleashed by texting. But five years of research (from a team at Coventry University in the U.K) has shown that, on the contrary, literacy improves. Researchers have found strong positive links between the use of text language and the skills that are needed for success in standard English in pre-teenage children. The children who were better at spelling and writing used the most texting.

12. Some people dislike texting. But it is only the latest example of the human ability to be linguistically **creative** and to change language to meet the **demands** of different situations. There is no disaster approaching. We will not see a new generation of adults growing up unable to write proper English. The language as a whole will not decline. In texting what we are seeing, in a small way, is language in evolution.

**Reading Exercise 1.** Pg 208 RW Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011



## MAIN IDEAS

Read the statements. Write *T* (true) or *F* (false). Then correct each false statement to make it true.

- \_\_\_ 1. Many people have condemned texting because they think it will have a bad effect on language.
- \_\_\_ 2. The type of language used in texting is new.
- \_\_\_ 3. Texters may use the language differently, but their messages are still understood.
- \_\_\_ 4. The only new feature of texting is the strange spellings of words.
- \_\_\_ 5. People have a strong desire to be playful, and texting is fun.
- \_\_\_ 6. Research shows that texting improves literacy.
- \_\_\_ 7. Texting is an example of how language evolves.

**Reading Exercise 2.** Pg 208 RW Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011



## DETAILS

Read the sentences. Order the details from 1 to 6 according to when they occur in the article.

- \_\_\_ a. Some features of the way texts are written date back 100 years or more.
- \_\_\_ b. IOU (I owe you) dates from the year 1618.
- \_\_\_ c. Researchers found that children who were better at spelling and writing used the most texting.
- \_\_\_ d. People were worried that the telegraph, telephone, and broadcasting would change language.
- \_\_\_ e. Single letters, numerals, and symbols used to represent words or parts of words are called rebuses.
- \_\_\_ f. Many texters change only grammatical words (such as *see*) in their messages.



Listening Skill Recognizing and understanding definitions



The definition of an unfamiliar word or phrase often comes immediately after it. When you hear an unfamiliar word, listen carefully for a pause, which often introduces a definition. Recognizing when a speaker is going to give a definition can help you learn new words and better understand the information you hear.

Listen to this excerpt from the professor's lecture and notice the definition.

The language is named Silbo, after the Spanish word *silbar*, **which means** "to whistle," and it is used in the Canary Islands.

Listen for these words and phrases which can introduce definitions.

or  
that is (i.e.),  
which means  
in other words,

Our brains are hard-wired to use speech. **In other words**, the ability to use speech is built into our brains. (*Hard-wired* means that an ability is built in.)

Some problems are solved and others created by the proliferation of social networking sites, **that is**, the rapid increase in social networking sites. (*Proliferation* means "rapid increase.")



**A. Listen to the sentences. Write the definitions you hear.**

1. phonetic system: \_\_\_\_\_
2. gestures: \_\_\_\_\_
3. syntax: \_\_\_\_\_
4. Braille: \_\_\_\_\_

**B. Choose three vocabulary words from the Listening Vocabulary 1 Exercise on page 1-2. Write a sentence with each word in context. Include a definition in each sentence.**

*Our brains can interpret, or understand, whistling as speech.*

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

**C. Work with a partner. Take turns reading your sentences and asking questions to confirm the definitions.**

*A: Our brains can interpret, or understand, whistling as speech.*

*B: So interpret means "understand?"*

**Language Exercise 2.** Pg 197 LS Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

**Vocabulary Skill**

**Idioms**



**Idioms** are phrases that have a different meaning than the literal meanings of the individual words. Look at these examples from Listening 2.

☐ **Out of the blue**, Pauline found a plastic bottle.

*Out of the blue* means "unexpectedly." For example, storms from a clear blue sky are unexpected.

☐ Communicating with a new friend from another state **is a snap** these days, thanks to the Internet and e-mail.

*To be a snap* means "to be really easy." For example, making a *snapping* noise with your fingers is really easy.

Learning idioms is an important way to increase your vocabulary. English speakers use them often. As you become more familiar with idioms, you will be able to understand conversations, television programs, radio broadcasts, and movies better.

**A. Work with a partner. Read the sentences. Then match each bold phrase with the correct definition.**

- \_\_\_ 1. I hope you have a great summer. **Drop me a line** sometime and tell me how you are doing.
- \_\_\_ 2. Mark seems very upset. I think he has something he needs to **get off his chest**.
- \_\_\_ 3. **Off the top of my head**, I don't have any ideas about what we should do.
- \_\_\_ 4. Sometimes I can't **hold my tongue**. I always want to say what I'm feeling.
- \_\_\_ 5. I'm **all ears**. How did your conversation with Professor Elliot go? I want to hear every detail!
- a. listening carefully
- b. without thinking first
- c. to keep quiet; not to say anything
- d. to talk about a problem
- e. to write someone a letter

**B. Complete the conversations with the idioms from Activity A. Then practice the conversations with a partner.**



1. **A:** I have to do a report. Where can I find out about languages that are dying out?

**B:** Hmm. I don't know \_\_\_\_\_ but we can look online.

2. **A:** I can't \_\_\_\_\_ anymore. I just have to say something.

**B:** That's probably not a good idea. I think you should keep quiet.

3. **A:** I can't wait for my vacation. I've never been to Australia.

**B:** Oh, you'll have a great time. \_\_\_\_\_ when you can, so I know how your trip is going.

4. **A:** I have something really interesting to tell you.

**B:** What is it? I'm \_\_\_\_\_.

5. **A:** Listen, I've got something I've got to \_\_\_\_\_.  
I'm really upset about it.

**B:** What is it? Tell me what's wrong.

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

Read your sentences from the Language Ex 3 in pairs. Check to see if your answers match.

### Communicative Exercise 2. Pg 209 RW Q:skills R&W Margot F. Gramer and Colin S. Ward OUP 2011



## WHAT DO YOU THINK?

Discuss the questions in a group. Then choose one question and write five to eight sentences in response.

1. Do you think texting has changed language? If so, do you think this is a good thing or a bad thing? Explain.
2. The author says that texting is an example of how creative humans can be with language. Do you agree or disagree with this statement? Why?
3. What do you think are the advantages of texting? What do you think the disadvantages are?

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

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

- The use of smart phones for texting and communicating has had a bad effect on the development of social skills here in KSA .....
- Texting someone is just as good as speaking to them on the phone.....
- Texting has become very addictive and a means of life in KSA.....