



FIRST SEMESTER

LEVEL 2

LESSON 1

STUDENT NAME: _____

STUDENT ID: _____

LESSON 1 level 2

Reading Lesson Adapted From QSkills2 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. _____ things that are known by everyone, famous
2. _____ connecting with people all around the world online
3. _____ chatting directly by typing and they can respond right away
4. _____ A group_of World Wide Web pages linked to each other online
5. _____ To exchange information and feelings

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

What do you think the article will say about why social networking websites are popular? Check (✓) your answers.

- because people like to connect with each other
- because the websites are free to use
- because people enjoy using computers

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

Match the three pictures with the three paragraphs.



The Popularity of Social Networks

- 1 Every morning Sarah turns on her computer. First, she checks her email. Then, she visits a **social networking** website to find out what her friends are doing. On this **website**, she reads news from her friends. For example, she may look at comments her friends made about movies, books, and other friends. On her profile page, Sarah writes a short message about what she is doing. Like many young people, Sarah enjoys meeting and communicating with others on social networks. These websites let people see what their friends are doing and thinking.
- 2 Every day, more and more people are using social networking sites and they are used all around the world. In Japan, the top site is Mixi. In Europe, it is Bebo. The most **popular** social networking site in Latin America is Orkut. In the United States, the top site is Facebook. In fact, Facebook is one of the most popular social networking sites in the world. A Harvard University student started Facebook in 2004 and in just a few years, there were more than 400 million users.
- 3 Why has social networking become popular so quickly? One reason for this is that people like to be social. We like to **communicate** with other people. We make friends with people in school, at work, and online. Most people like to stay in contact with their friends and family. We use cell phones, email, **instant messaging**, and websites to learn what our friends are doing. The internet is a good way to communicate and social networking sites help us to do this in many ways.

Reading Exercise 2. CREATED BY SEU CURRICULUM TEAM

Read the sentences. Then number them in the order the information appears in the article.

- ___ a. Sarah enjoys meeting and communicating with others on social networks.
- ___ b. One reason for this is that people like to be social.
- ___ c. We use cell phones, email, instant messaging and websites to learn what our friends are doing.
- ___ d. In the United States, the top site is Facebook.
- ___ e. We make friends with people at school, at work and online.
- ___ f. In Japan, the top site is Mixi.
- ___ g. On this website, she reads news from her friends.

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

Answer the following question from the article

1. What is the most popular site in Latin America? In Europe?

2. When did Facebook start?

3. When Sarah turns on her computer, what does she check first?

4. Who started Facebook?

5. Where does Sarah write short messages about what she is doing?

6. How long did it take for Facebook to have more than 400 million users?

Grammar and Writing Adapted from QSkills2 pg.18

Grammar Exercise 1. CREATED BY SEU CURRICULUM TEAM

Write T (true) or F (false) according to the meaning of the sentence about the Present Simple

1. ____ We can use the Present Simple to talk about routines.
2. ____ The Present Simple describe events that took place in the past.
3. ____ The Present Simple is used when people discuss likes and dislikes.
4. ____ The Present Simple cannot be used to talk about facts and general truths.
5. ____ We use the Present Simple to talk about an action that is happening now.

Grammar Exercise 2. CREATED BY SEU CURRICULUM TEAM

A. Complete the sentences by changing the verb in the brackets to the Present Simple form.

1. Most high school students _____ (have) cell phones and the Internet.
2. I never _____ (write) letters on paper to my friends anymore.
3. I _____ (use) the Internet for five hours every day.
4. Every Summer Sarah _____ (visit) her sister in Japan.
5. Sarah's sister _____ (like) to use Facebook.
6. I _____ (know) how to use all the social networking websites.
7. Sarah _____ (chat) to her friends by email.

B. Match the Present Simple verbs to complete the sentences

a. I like	1. emails to my sister every day
b. Sarah writes	2. my Facebook page in the mornings
c. I check	3. instant messages to her friends
d. I send	4. to contact my friends by using Bebo

Writing Exercise 1. CREATED BY SEU CURRICULUM TEAM

Change the past verbs into Present Simple verbs and use them to make your own sentences.

Present Simple verb

Full sentence

Ex. went go

I go to school early.

Present Simple verb

Full sentence

made _____

emailed _____

texted _____

talked _____

sent _____

Writing Exercise 2. CREATED BY SEU CURRICULUM TEAM

Read the paragraph. All the capital letters are missing, add them in. There are four verbs that need to be changed into the Present Simple. Some of the words below can be contracted (e.g. Do not – don't).

i do not liked social networking websites. i thought they make people waste their time. My sister thinks that they are very helpful and that mixi is a good site. i will told her to spend less time on it. because she is on social networking websites all the time, she forgets to do her homework. if i spend too much time chatting online to my friends, i got behind on my EF. my teacher tells me off when I do not do enough work on my EF. That is why I try to stay away from some social networking websites.

Writing Exercise 3. CREATED BY SEU CURRICULUM TEAM

Write 3 sentences about your morning routine

Ex: I **eat** breakfast at 8 o'clock in the morning.

1. _____
2. _____
3. _____

Communicative Exercise 1. CREATED BY SEU CURRICULUM TEAM

Now read the 3 routines 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, nice to meet you.

Student B: What do you do in the morning?

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

Communicative Exercise 2. CREATED BY SEU CURRICULUM TEAM

In pairs, tell a partner 5 things you do every day at school or work.

Communicative Exercise 3. Class Debate CREATED BY SEU CURRICULUM TEAM

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

- In KSA people spend more time on websites chatting than talking to their family members at home
- Face book and twitter are websites that people waste a lot of time using
- The Arab's tradition of passing on information orally is fading away due to social media.....



FIRST SEMESTER
LEVEL 2
LESSON 2

STUDENT NAME: _____

STUDENT ID: _____

Level 2 Lesson 2

Created by SEU Curriculum Team

Lead In - Tell your partner three things that you like about your phone

Vocabulary Exercise 1. Created by SEU's curriculum team

Unscramble the letters to make a word that can be found in the reading. Use the meanings below to help you find the words in the article.

Ex: kepas / speak / using words to communicate

erndwo		thinking that something may happen
capaipinolt		you save it into your phone or computer to do a task
btnignefeit		getting a lot of help from
dlo iodnehasf		an old style that people used to use
woshngi off		to display something to prove it's better than what others have

Gist Reading Task Created by SEU's curriculum team

Put the names of the three phones into the correct spaces in the article.



I-Phone 5
I-Sight Panorama camera
4inch Retina Display

MY NEW PHONE IS HELPING ME LEARN ENGLISH

We asked three SEU students how smart phones are helping them learn English. This is what they said.

Aisha (S110000111)

My _____ is really helping me learn English. Most of time when the teacher writes on the board, most of the time I am typing BBM's to my friends or looking up words in the dictionary until the teacher finishes writing. But I don't do this all the time. My teacher saw me one time and asked me "are you playing games during my class?" I told her "no, I am searching for new words in the dictionary application." To be honest, my BBM is helping me with typing in English.

Khadijah (S110000222)

Smart phones are getting more popular at SEU because they are using E-learning to teach English. For this reason, many students are



Galaxy Note 2
S pen
Full HD Camera

buying them. For example, my _____ is helping me do my EF work. I have the EF application on my phone, so I am doing more activities than everyone in my class. I am thinking about new applications now to download to help me more with English. I wonder if Black Board is creating a new application for their Instant Messenger?

Ahmad (S110000333)

I am benefitting a lot in English with my smart phone. I am not showing off, but I think my _____ is the best phone. I like my phone because it has a nice big screen. Now Samsung is making phones like mini touchpads. I'm not using the old fashioned pen and paper to take notes any more. I use my S pen and writing application to take notes in class. Now we are planning next week's presentations, so I am thinking about using my HD video for our video presentations. I think my teacher is looking forward to seeing my presentation.



Blackberry Torch
Sliding Keyboard
5mp Camera

Reading Exercise 1. Created by SEU's curriculum team

Which students from the article said the sentences below? Write their names in the spaces.

1. Smart phones are getting more popular at SEU because they are using E-learning to teach English.

2. I think my phone is the best phone.

3. To be honest, my BBM is helping me with typing in English.

4. I think my teacher is looking forward to seeing my presentation.

5. I have the EF application on my phone, so I am doing more activities than everyone in my class.

6. When the teacher writes on the board, most of the time I am typing BBM's to my friends.

Reading Exercise 2. Created by SEU's curriculum team

Answer the questions.

1. Why does Ahmad like his phone? _____
2. What is Ahmad thinking of using for his presentation next week? _____
3. What two things does Ahmad use to take notes in class? _____
4. What two things does Aisha do when the teacher writes on the board? _____
and _____
5. Which student does more EF activities than everyone in her class? _____
6. Who thinks their phone is the best phone? _____

Grammar Exercise 1. Created by SEU's curriculum team

Read the sentences below. Are these actions happening right now? Answer true or false.

1. I am texting (T/F)
2. She types (T/F)
3. I use my phone a lot (T/F)
4. It is working (T/F)
5. She is sitting in her English class (T/F)
6. He is driving to University(T/F)
7. She writes BBM's all the time (T/F)
8. They are standing outside the classroom(T/F)

Grammar Exercise 2. Created by SEU's curriculum team

Re-order the words to make sentences in the Present Continuous.

1. helping /is/learn/her/English/ It _____
2. using/not/ She/is/dictionary/the _____
3. playing/?/you/Are/games _____
4. phone/ringing/The/is _____
5. taking/is/He/photos _____
6. activities/doing/is/many/She/EF/ _____

Writing Exercise 1. Created by SEU's curriculum team

Change the verbs into Present Continuous and write them in the spaces below.

1. She is _____ (sit) at the table.
2. He is _____ (look) at his smart phone.
3. They are _____ (walk) to the University.
4. It is not _____ (rain) today.
5. Are they _____ (help) you?
6. I am _____ (play) football.
7. She is _____ (show) her phone to her friend.

Writing Exercise 2. Created by SEU's curriculum team

Put the words below into the correct spaces and change the verbs in the () to Present Continuous.

sister/She/he/she/They/it

Ahmad is _____ (help) his _____ with her new phone. Aisha likes her phone, but _____ (try) to learn about its features. _____ (have) fun using their new phones. _____ will take her phone to University tomorrow. Ahmad knows how to use the programs on his phone better than his sister because _____ is always playing with them. Using phones in the University can help students learn English, and _____ is a good way to use smart phones.

Writing Exercise 3. Created by SEU's curriculum team

Look at the pictures and make Present Continuous sentences describing what is happening.

Ex / Pic 1 : The kids are playing Play Station.











Controlled Speaking Exercise 1. Created by SEU's curriculum team

Choose five pictures. Use Present Continuous sentences to tell what is happening in the pictures. Let your partner guess which picture you are talking about.



Authentic/Freer Speaking Exercise 2. Created by SEU's curriculum team

Think of a friend or a family member who is not in this classroom. Think about what they are doing at this very moment. Tell your partner five things that you think they may be doing. Use the Present Continuous.

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

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

- The I-Phone has more benefits than the Samsung Galaxy phone when using it as a learning tool for education.....
- The easiest phone to use for texting is the BlackBerry
- Buying a new phone every year to keep up with new technology is something good for all students



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FIRST SEMESTER

LEVEL 2

LESSON 3

STUDENT NAME: _____

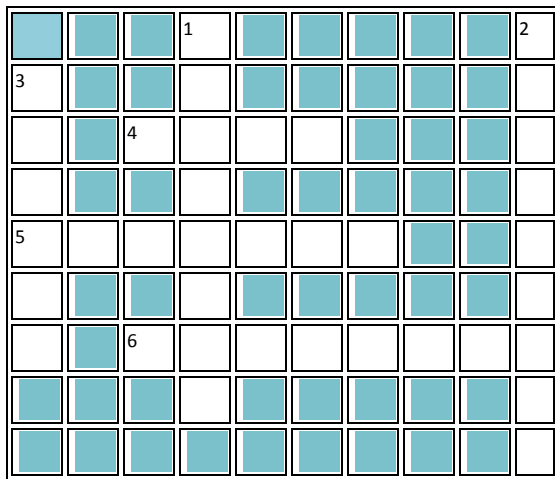
STUDENT ID: _____

Level 2 lesson 3 - Adapted from RW 2 Unit 2

Theme: How colors make us feel

Vocabulary Created by SEU's curriculum team

Complete the crossword by using some of the **bold** words from the article.



Across

4. Verb: to make healthy
5. Noun: a strong feeling such as anger
6. Noun: the way of doing things; ideas and beliefs of the people in a country

Down

1. Noun: a group of colors
2. Adjective: something true for everyone in the world
3. Verb: to change the way people feel or act

How colors make us think and feel



What does the color pink make you think of? How does the color blue make you feel? What color room makes you feel relaxed? Why do hospital doctors wear white coats?

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

1. Each person may have a different answer to these questions, but we can agree that colors **affect** everyone. We think **carefully** about color when we choose our clothes or choose paint for a room. But most of the time we don't think about how color affects us. For example, the color of a room may affect our **emotions**. We may not realize that colors have many different meanings.
2. Colors in nature have **universal** meaning. For example, trees and plants are green so the color green always makes us think of life and nature. Blue, the color of the sky, oceans, and lakes, makes us think of air and water. Colors in the red **spectrum** – yellow, orange, and red – are warm colors. Those colors may give us a feeling of warmth and comfort or feelings of anger. **Colors** in the blue spectrum – colors such as blue, green and purple – are cold colors. They can give us calm or sad feelings. These ideas about color are similar all around the world.
3. People have known about the power of color for a long time. Old **cultures** in China, Egypt, and India used colors to help sick people. A long time ago, people believed that each color had the power to **heal**. For example, people used to believe that the color blue helps to make pain go **away**. Even today, some people say that colors can help people feel better. But, tests show that even though coolers can change the way a person feels, they cannot help sick people.
4. Colors also have different meanings in different cultures. A color can mean good feelings in one culture but bad feelings in another culture. For example, in the United States, the color white means goodness. It is the color of a bride's wedding dress. However, in India, China, and Japan, white can mean death. Green is the color of dollars in America, so green may make Americans think of **money**. But in China, green can mean losing respect. Different colors sometimes have the same **meaning** in different cultures. In European cultures, purple is the color of royalty for kings and queens. In Asia, yellow is the color of royalty. Sometimes, one color will have many different meanings in one culture. For **example**, in North America, red can mean stop or danger, but this color can also mean love.

Most people do not know how much color affects them. It can affect how people think, feel, and act. Some colors, like the colors in nature, can have the same meaning for everyone. Other colors have different meanings in different cultures.



Gist reading Q:Skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

Match these headings to the correct paragraphs.

- a. Cultural meaning
- b. Universal meaning
- c. Colors in health
- d. Colors affect everyone

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

Read the statements. Write (T) True or (F) False.

- 1. ____ Most of us don't think about how colours affect us.
- 2. ____ A colour only has one meaning.
- 3. ____ For people around the world, colours in nature have similar meanings.
- 4. ____ A long time ago, some people believed that colour could help the sick.
- 5. ____ Colours do not affect our emotions.

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

Look at the colors listed in the chart below. Write the meanings for each color. Look at the article to check your answers.

<u>Blue</u> eg. air	<u>Green</u>	<u>Red</u>	<u>Yellow</u>	<u>White</u>

1. What is the colour of royalty in European cultures? In Asia?

2. In the United States, what is the colour of a bride's wedding dress?



If you find a word you don't know in a text, you can use the **context** to help you understand the meaning of the word. The context is the other words near the unknown word. Looking up every new word in the dictionary will slow your reading. Instead, use the context to help you understand the general meaning of a word.

It was a **joyful** celebration. Everyone was very happy.

The red sign told me that there was **danger** and some possibility of injury.

From the context, you can understand that the word **joyful** means *very happy*. From the example, you can understand that **danger** means *a chance that someone might get hurt*.

Read the sentences from the article. Underline the words that give the context for the bold word in each sentence.

1. Those colors may give us a **feeling** of warmth and comfort or feelings of anger.
2. For example, trees and plants are green, so the color green always makes us think of life and **nature**.
3. Blue, the color of the sky, **oceans**, and lakes, makes us think of air and water.
4. In the United States, the color white means goodness. It is the color of a **bride's** wedding dress.
5. In European cultures, purple is the color of **royalty** for kings and queens.

Grammar Exercise1. Created by SEU's curriculum team

Think about the meanings of the two conjunctions, *or* and *but*. Put the sentences below into the correct part of the table.

1. It's cold but not windy.
2. I am getting a blue car or a black car.
3. The classroom walls are yellow, but at the other university the walls are green.
4. We could go to University today or we could stay at home and do our EF.
5. I think I will wear my jacket today, but if I feel hot I will take it off.
6. I will keep these books, but I will buy some more next week.

There is a choice involved	The two parts of the sentence contrast each other

Grammar Exercise 2. Created by SEU's curriculum team

Put the conjunctions *but*, and *or*, into the spaces below.

1. I don't know if I should get a blue shirt _____ a red shirt.
2. I could buy both shirts, _____ I won't have any money left.
3. I like the color blue, _____ I think green is better.
4. Red means love _____ it can mean stop.

Writing Ex. 1. Created by SEU's curriculum team

Read the paragraph below and put the missing (4) commas in the correct places.

I don't know if I should I buy the blue tables or the red tables. I want them to match the walls of the classroom. We could paint the classroom walls white or we could paint them yellow to make it bright for the students. I want it to be a light color but I also want it to look bright. The room is a bit too small but I am sure we can make it look nice if we choose the right colors for it. I will have to get small tables or a small desk so that everything can fit into the classroom. It will be a lot of work but I am sure it will look great when I have finished. It will look small but nice.

Writing Ex. 2 Created by SEU's curriculum team

Write four sentences using the two conjunctions *but* and *or*. Write about any topic related to colors.

Ex: *I never wear black, but I love black cars.*

1.

2.

3.

4.

Controlled Speaking Created by SEU's curriculum team

Read Writing Exercise 2 to three classmates.

Freer Speaking Created by SEU's curriculum team

Tell your partner about your likes and dislikes with food. Use the conjunctions *but* and *or*. Try to use some of the sentences from Writing Ex 2 without reading from the paper.

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

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

- The colors pink and purple shouldn't be worn by men
- Colors can be used to manipulate most people.....
- Colors don't have a good or bad effect on people



FIRST SEMESTER
LEVEL 2
LESSON 4

STUDENT NAME: _____

STUDENT ID: _____

Lesson 4 Level 2

Adapted from Q:Skills RW pages 46-50

Tell your partner about a time when someone was rude to you. What did you do? What happened?

Vocabulary Exercise Created by SEU's curriculum team

Draw lines to match the words on the left to the pictures

behaving

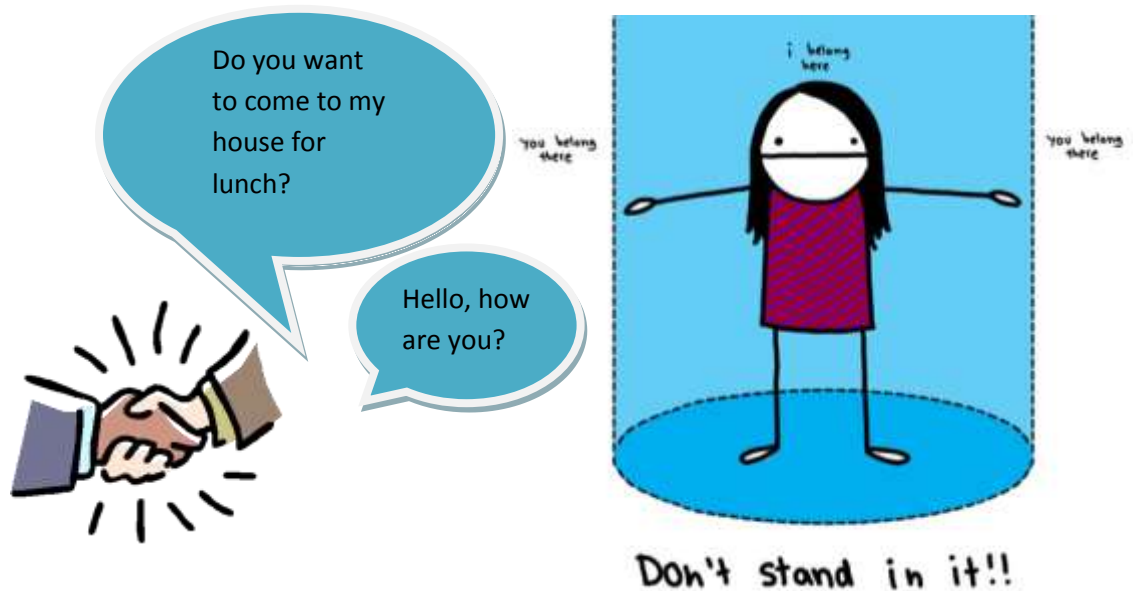
greet

firmly

respect

personal space

invites



Draw one picture in each box to represent the two words without pictures.

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PREVIEW READING 1

This is an article from a travel magazine that talks about politeness in different cultures. It gives examples from North America, the Middle East, Latin America, and Asia.

What do you think the magazine will say about politeness in these different places?

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



- 1 Most people want to be polite. Being polite means **behaving** well around others and knowing how to **greet** people and talk to them. Different cultures have different ideas about what is polite. What is polite in one country may not be polite in another country. Travelers need to understand the different cultures in the countries they travel to.
- 2 For example, when people meet, they often shake hands. How long should a handshake be? Should you hold the other person's hand gently or **firmly**? In the United States people like to shake hands firmly for only a few seconds. In some Arab countries people hold the other person's hand gently for a longer time. Handshaking is different in different cultures around the world.
- 3 What about eye contact? In some countries, you show **respect** when you look at someone directly in the eye. In other parts of the world, to look at someone directly is rude. To be respectful, a person looks down at the ground.
- 4 There are also cultural differences in the way people use **personal space**. When two people are talking, should they stand close together or far apart? In North America people stand about an arm's length away from each other when they have a conversation. But, in some Arab and Latin American countries, people stand closer.
- 5 Around the world, cultures have different ideas about giving gifts. In the United States, if someone gives you a gift, you should open it while they are with you. So, they can see how happy you are about getting their gift. In China, you should open a gift after the person is gone.
- 6 Another cultural difference is time. If someone **invites** you to dinner at their house at 6p.m., what time should you get there? Should you get there early, late, or exactly on time? In Germany, it is important to arrive on time. In Argentina, polite dinner guests usually arrive about 30 to 60 minutes after the time of the invitation. In Saudi Arabia, a wedding invitation at 8pm usually means the party will start around midnight.
- 7 If you are going to live, work, or study in another country, it is important to learn the language. But it is also important to learn about cultural differences. This way, you can be polite and show respect to others. Being polite can be good for making friends, good for traveling and good for business, too.

Reading Exercise 1 Created by SEU's curriculum team

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

- ___ 1. Ideas about what is polite are the same all over the world.
- ___ 2. People make eye contact in different ways in different cultures.
- ___ 3. Most people are comfortable with the same amount of personal space.
- ___ 4. Being on time is important in all cultures.
- ___ 5. Different cultures have different ideas about giving gifts.
- ___ 6. It's only important to know what is polite in your own country.

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

Circle the answer to each question.

1. How do people in the United States prefer to shake hands?
 - a. firmly for a short time
 - b. gently for a short time
 - c. firmly for a long time
2. How closely do people in Latin America or the Middle East like to stand while talking?
 - a. at an arm's length
 - b. more than an arm's length
 - c. more closely than an arm's length
3. What should you do if someone in China gives you a gift?
 - a. open it in front of the person
 - b. wait until the person has left before opening it
 - c. open the gift immediately
4. You are invited for dinner at 7:00 p.m. in Germany. What time should you arrive?
 - a. 6:45 p.m.
 - b. 7:00 p.m.
 - c. 7:30 p.m.

5. If you show that you understand cultural differences and politeness, how will people feel?
- comfortable and respected
 - uncomfortable and awkward
 - polite and happy

Grammar Exercise 1 Created by SEU's curriculum team

Look at the sentences below. Underline all the subjects and circle all the verbs. Put a tick (✓) next to the sentences if the subject and verbs agree and a cross (x) next to sentences where they don't agree

- ____. 1 My mother shows me how to be polite.
- ____. 2 My friends likes different cultures.
- ____. 3 Travel magazine about culture are very useful.
- ____. 4 There is one cultural difference between the two countries.
- ____. 5 There is a lot of books about respecting other people.
- ____. 6 My teacher always say please and thank you.
- ____. 7 People learn good ideas about being polite from their parents.

Grammar Exercise 2 Created by SEU's curriculum team

Complete the sentence with the correct form of the verb. The first one has been done for you.

- My mother lives (live) in a different country.
- There _____ (be) a book about being polite and greeting people.
- My children _____ (love) to learn about respecting others.
- People _____ (use) the internet to get all kinds of information about other countries.
- This travel magazine _____ (give) helpful advice about how to be polite in different cultures.

Grammar in the Reading Created by SEU's curriculum team

Scan the article for two sentences with a plural verb and subject and two sentences with a singular verb and subject.

1. (Plural) _____.
2. (Plural) _____.
3. (Singular) _____.
4. (Singular) _____.

Writing Exercise 1 Created by SEU's curriculum team

Read the paragraph below and add six missing full stops. Correct the six subject-verb agreement errors.

In my opinion, the most annoying thing that some people do is talking on cell phones. People is talking on their cell phones all the time My brother always interrupt our conversations and answer his phone People like my brother doesn't care about being polite People talk on cell phones in restaurants and in doctor's offices There is times when cell phones are very annoying Cell phones ring and interrupts our thoughts People need to show more respect for others.

Writing Exercise 2 Created by SEU's curriculum team

Who teaches you how to be polite? What do they teach you? Write five sentences about these special people. They can be friends, relatives or strangers. Focus on using correct subject verb agreements.

Ex. My mother teaches me how to be honest.

1. _____
2. _____
3. _____
4. _____
5. _____

Communicative Exercise 1 Created by SEU's curriculum team

Read Writing Exercise 2 to three classmates.

Ex. Dialogue

Student A : My mother teaches me how to be honest.

Student B: Wow, my mom helps me with polite English words.

Student A: My brother orders me to clean up after I eat.

Student B: Cool, well my dad does that.

Communicative Exercise 2 Created by SEU's curriculum team

Discuss in your group what being polite in Saudi Arabia means. What do you know about being polite in other countries and cultures? Use correct subject-verb agreements.

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

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

- A universal code of manners should be established around the world so the whole world can agree on what's polite and what's rude.....
- When traveling to another country the foreigner should adapt to the manners of the foreign country and not the opposite.....
- The government should enforce upon the people the codes of conduct, so the society can grow as a whole in politeness.....



FIRST SEMESTER

LEVEL 2

LESSON 5

STUDENT NAME: _____

STUDENT ID: _____

Level 2 Lesson 5

Adapted from Q-skills 3 pgs. 75-87

Tell your partner what you did yesterday.

Vocabulary Exercise 1. Created by SEU's curriculum team

Match the pictures with the words in bold from the article. Write the word above the picture.



AMERICA'S BELOVED BEST FRIEND

1 Oprah Winfrey was born on January 19th 1954. She lived on her grandmother's **farm** in Mississippi until she was five years old. Life on the farm was simple and she enjoyed it. Her grandmother was a very kind woman and she taught her to read at an early age.

2 When she was six years old, she was sent to Milwaukee and she lived there with her mother. When she was 14 she moved to Tennessee to live with her father. Her father was a strict man, and he made Oprah work hard because he wanted her to do well in life. Oprah did well in school and when she was 17 she won a **scholarship** to Tennessee State University. After a short time, she left University and started working on TV, as a **reporter**.

3 In 1976 she started working on her first **talk show**, *People Are Talking*. Oprah felt that this job was perfect for her and she enjoyed it very much. In 1984, she got her own talk show and in less than a year, her show became the most popular talk show. In 1985 they gave the show a new name -*The Oprah Winfrey Show*.

4 Over the next few years, her show won many **awards** and became more and more popular not just in America, but all over the world. Soon, Oprah started acting and she made a few movies. In 1986 Oprah made her own movie and TV company, Harpo Productions. Oprah also made her own magazines which were very popular.

5 Oprah talked about many topics on her shows; she talked about healthy living and taught people how they could help themselves with difficulties and problems in their lives. These topics made her shows more interesting and more popular. Oprah Winfrey was named one of the "100 Most **Influential** People of the 20th Century" by *Time* magazine, and in 1998 she was given an award. She was the first African-American woman to become a **billionaire**. But, Oprah thought it was important to use her money to help others in South Africa and the people who watch her shows.

6 Today, Oprah Winfrey has many homes all across America. She is the richest African-American of the 20th century. She has been called "the most **powerful** woman in the world." Many people think that she helped Barack Obama become president because she supported him and went with him to events before he became president.



Reading Exercise 1 Created by SEU's curriculum team

Circle the main ideas of the article.

1. a. Oprah is popular all over the world.
b. Oprah is only popular in America.
2. a. Oprah kept all her money.
b. Oprah used her money to help others.
3. a. Oprah felt that going to university was perfect for her.
b. Oprah felt that being on TV and being in talk shows was perfect for her.

Reading Exercise 2 Created by SEU's curriculum team

1. Oprah won a scholarship to go to which university?

2. What was she the first African American to become?

3. What was the name of Oprah's movie and television company?

Complete the table about Oprah's life by using information from the article.

Year	Event
1954	
	She started working on her first talk show , <i>People Are Talking</i>
1984	
1985	
	Oprah made her own movie and TV company
1998	

Grammar Exercise 1 Created by SEU's curriculum team

Write (T) True or (F) False next to the sentences below.

1. ___ We can add – (*ed*) on the end of all infinitive verbs to make them Past Simple.
2. ___ We use the Past Simple to talk about actions that started in the past and finished in the past.
3. ___ We use the Past Simple to talk about actions that are happening right now.
4. ___ Some verbs are irregular and we cannot add –(*ed*).

Grammar Exercise 2. Created by SEU's curriculum team

Write the Past Simple forms for these infinitive verbs. Circle all the regular verbs.

1. Work _____
2. Start _____
3. Stop _____
4. Go _____
5. Think _____
6. Help _____
7. Be _____
8. Teach _____
9. Act _____

Writing Exercise 1. Created by SEU's curriculum team

Use the Past Simple verbs from Grammar Exercise 2 to complete the sentences. Correct the five spelling mistakes.

1. Oprah _____ in some movies.
2. She _____ to liv with her mother.
3. Oprah _____ peple in South Africa with her money.
4. She _____ her own TV compny.
5. Oprah _____ as a reportr.
6. Her grandmother _____ her to read.
7. She _____ a student at Universtiy.
8. Oprah _____ this was a perfect job for her.
9. After a short time, Oprah _____ going to University.

Writing Exercise 2. Created by SEU's curriculum team

Form groups. Each student says one infinitive verb, then everyone has to change it into Past Simple and write one sentence.

1. _____
2. _____
3. _____
4. _____
5. _____

Communicative Exercise 1. Created by SEU's curriculum team

Use these Past Simple regular and irregular verbs to make a short story. Tell your partner your story.

Woke

Ate

Travelled

Saw

Ran

Helped

Communicative Exercise 2. Created by SEU's curriculum team

Tell your partner a funny story that happened to you in the past. Use past verb forms, regular and irregular.

Communicative Exercise . 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.

- People who are born poor then earn their wealth are more successful than people born with money.....
- A person that is born rich has more advantages in life than someone born in poverty.....
- People like Oprah become rich because of luck and chance and not hard work.....



FIRST SEMESTER
LEVEL 2
LESSON 6

STUDENT NAME: _____

STUDENT ID: _____

Level 2 Lesson 6

Created by SEU's Curriculum team

Lead in - Today our topic is the most famous American Muslim. Discuss with your partner who you think this is.

Listening Exercise 1 Created by SEU's curriculum team

Watch the video and answer the questions.

Who is the most famous American Muslim?

_____.

What country did the most famous American Muslim travel to? What city did he land in?

_____.

What religious ritual did the most famous American Muslim complete there?

_____.

Listening Exercise 2. Created by SEU's curriculum team

Read the sentences below then watch the video again. Fill in the blanks with the correct missing words.

1. In _____ he travelled to Saudi Arabia.
2. He had been studying orthodox _____.
3. _____ helped him enter the city of Makkah.
4. _____ was the name on his passport.
5. He continued to use the name _____ after Hajj.

Vocabulary Exercise. Created by SEU's curriculum team

Match the meanings with the bold words from the reading.

Did a very good job	
To show that you like....	
Saying and thinking bad things about....	
Great	
Can change other people's ideas and thoughts	
Ideas about country, religion, style	

The Most Famous American Muslim

1. Malcolm X was born in 1925 in Nebraska, USA. His family was large and they were very poor. His childhood was difficult and Malcolm left school when he was 15 years old. Malcolm had no interest in education and did not want an educational future for himself so he left school when he was fifteen years old.
2. As Malcolm grew older, he started to see how difficult life was for black people in the USA. He saw that black people were not given the same education, not given the same jobs and not given the same **respect** as white people were in the USA. Malcolm was the kind of person that helped people and he wanted to make things better for black people in the USA.
3. Malcolm was a **powerful** and **influential** speaker. Because he was such a good speaker, he quickly became famous. He used this skill to be helpful to black people. He was **successful** in getting the world to see what was happening to black people in America.
4. Malcolm spoke to many reporters and he went on many news talk shows to share his ideas. Many people would agree that he was very **critical** about white people before he became a Muslim. But when Malcolm became Muslim in 1964 and completed the Hajj, many of his ideas changed. He always wanted white people to be more respectful to black people, but after Hajj he realised that being angry at all white people was the wrong thing to do and would not help black people.
5. Doing the Hajj had a big impact on Malcolm's personal and **cultural** ideas. He saw that no person, white or black, was better than another person. In the Hajj he saw that all people, white and black, rich and poor, and people from all over the world were all mixed together. They all dressed in the same clothes (ihram) and they all did the Hajj together and all people of every skin colour were treated the same. He learned that Islam was the only thing that could help black people in America.
6. After Malcolm completed the Hajj in 1964, he went back to America to share his new ideas with white people and black people in America. Malcolm had some big plans for some changes that he wanted to make in America. But he did not get the chance to complete his plans. On February 21st 1965 Malcolm X was shot and killed in Manhattan whilst standing on stage in front of 400 people.



Reading Exercise 1. Created by SEU's curriculum team

Read the sentences and mark them (T) true or (F) false.

- ___ Malcolm X was a good speaker.
- ___ He did not help black people.
- ___ He was famous across America.
- ___ Malcolm X did not want to change anything in America.

Reading Exercise 2. Created by SEU's curriculum team

Answer the questions.

1. Where was Malcolm X born?

2. What three things were not the same for white and black people in America?

3. When did Malcolm leave school?

4. Was Malcolm critical about white people before or after he became a Muslim?

5. When did Malcolm complete the Hajj?

6. What did Malcolm learn while on Hajj?

7. Where was Malcolm X killed?



A **suffix** is a letter or group of letters at the end of a word. A suffix changes the form of a word. Common suffixes for changing a noun to an adjective are *-ful* and *-al*.

Nathaniel's favorite **color** is purple.

noun

Elizabeth loved to draw **colorful** pictures.

adjective

The researcher finished the **experiment** in one month.

noun

The tests were **experimental**, and they didn't prove anything.

adjective

Understanding suffixes can help you increase your vocabulary. If you know the meaning of a noun, then you may be able to also understand its adjective form.

Noun

Adjective

cheer

cheerful

joy

joyful

education

educational

nation

national

Sometimes when you add a suffix, there are spelling changes to the noun form.

Noun

Adjective

biology

biological

finance

financial

Adapted from Q:Skill RW 2 page 37, Q:Skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

Language Exercise 1. Created by SEU's curriculum team

Look at the sentences and put a tick (✓) if it's correct or a cross (✗) if it is incorrect.

1. We can change nouns into adjectives by adding –ful.
2. To change a noun into an adjective we never add –al.
3. We can add –ful or –al to change nouns into adjectives.
4. We can add –ful or –al to change adjectives into nouns.

Language Exercise 2 Created by SEU's curriculum team

Change the following nouns into adjectives by adding –ful or –al.

Help _____

Power _____

Influence _____

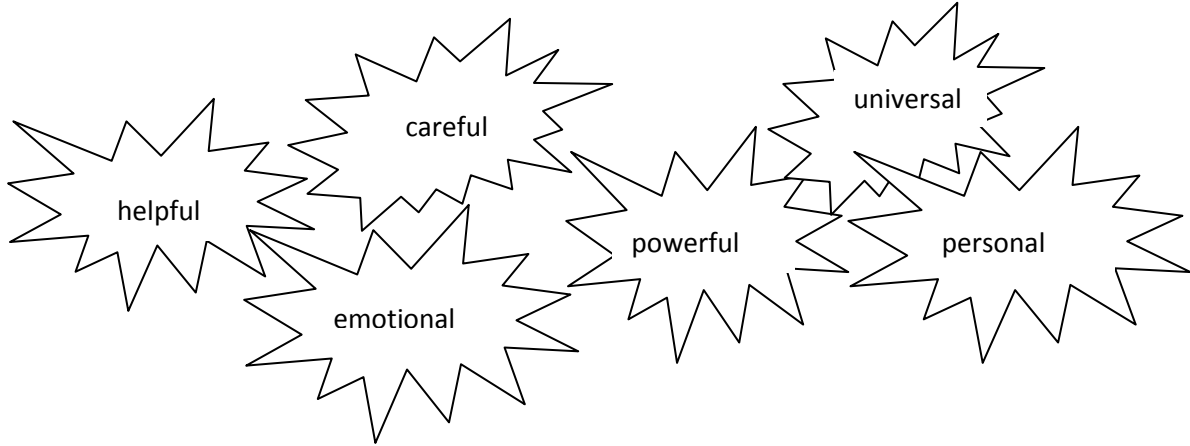
Respect _____

Critic _____

Person _____

Writing Exercise 1. Created by SEU's curriculum team

Put the adjectives into the right places. Re-write the paragraph with correct capitalization.



malcolm x was a _____ speaker. malcolm had to be _____ because many people wanted to kill him. When malcolm x died, it was a sad and _____ time for america. Malcolm x was known all over the world, not just in america, his popularity was _____. he tried to be _____ to black people. malcolm x had his own _____ ideas about how islam could help all people in america.

Writing Exercise 2. Created by SEU's curriculum team

Change these nouns into adjectives by adding -ful or -al. Then use them to make your own sentences.

Color _____

Pain _____

Truth _____

Globe _____

1. _____
2. _____
3. _____
4. _____

Communicative Exercise 1. Created by SEU's curriculum team

Read your sentences from Writing Exercise 2 to a partner.

Communicative Exercise 2. Created by SEU's curriculum team

Discuss the following topics in groups.

- Did you know about Malcolm X before today? If so how?
- What's your opinion about him?
- Name one thing that you heard today that was beneficial.
- Do you know anyone like him today?

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

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

- Racism around the world has decreased over the last century
- People who accept Islam from countries like America and Britain have a stronger impact on people who were born Muslim and not the opposite.....
- Racism starts in the home and not with the individual.....



FIRST SEMESTER
LEVEL 2
LESSON 7

STUDENT NAME: _____

STUDENT ID: _____

Level 2 Lesson 7

Adapted from Q:Skills 2 RW pages 83-97

Lead In – Do you know anyone who owns a family business? What kind of business is it? Do you think it is successful?

Pre-listening Q:Skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

Complete the sentences with the words below

closing

1917

children's

useful

metal or plastic device

- 1 A zipper is a that temporarily joins two edges together.
- 2 Zippers are both and decorative.
- 3 The modern-day zipper was designed by Gideon Sundback in .
- 4 The first commercial use of the zipper was for rubber boots.
- 5 Zippers were first put in clothing in the 1930s to it make it easier for them to dress themselves.

Listening Exercise 1. Q:Skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

Answer the questions below

1. What does the business sell?

2. Is the business a family business?

3. Who works in the business with Jeff?

Listening Exercise 2. Created by SEU's curriculum team

Circle the correct answers

1. When did the business start?
 - a. Almost 60 years ago
 - b. Almost 70 years ago
 - c. Almost 7 years ago
2. How many floors of zippers do they have?
 - a. 3
 - b. 33
 - c. 13
3. The zippers come in 500 different _____
 - a. Styles
 - b. Sizes
 - c. Colors
4. Zippers are not just on his shelves, they are also in his _____
 - a. Home
 - b. Blood
 - c. Bag
5. Eddy is Jeff's _____
 - a. Brother
 - b. Cousin
 - c. Father

6. Jeff's father says the case for zippers is open and _____

- a. Closed
- b. Shut
- c. Finished

7. Jeff and Eddy's zipper business is _____

- a. Still there
- b. Soon going to close
- c. Finished

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

Put the bold words into the correct spaces below

corporation (n.) a big company

courage (n.) not being afraid, or not showing that you are afraid when you do something dangerous or difficult

design (v.) to plan and develop how something will look

expand (v.) to become bigger, or make something become bigger

expert (n.) a person who knows a lot about something

manage (v.) to control someone or something

strength (n.) a good quality or ability that someone or something has

unity (n.) a situation in which people are working together or in agreement

1. Danilo and Katia showed a lot of _____ when they left their country to open a business in France.
2. We hired an artist to help us _____ our new home.
3. Mr. Gibbs is a(n) _____ on restaurant management. He has managed restaurants for 20 years and has written a book on the subject.
4. The Smiths have a strong sense of _____ in their family. They always take care of each other.
5. Our business only has six employees now, but we think it will _____ a lot over the next few years.
6. Pablo's greatest _____ is his ability to keep a positive attitude when times are difficult.
7. Ford, a car company, is an extremely large _____.
8. Ms. Lee is a great teacher. I don't know how she can _____ all of those children.



Family Unity Builds Success

1. When her five daughters were young, Helene An always told them that there was **strength** in **unity**. To show this, she held up one **chopstick**, to mean one person. Then she easily broke it into two pieces. Next, she tied three or four chopsticks together, to mean family. She showed the girls it was hard to break the tied chopsticks. This lesson about family unity stayed with the girls as they grew up.
2. Helene An and her family own a multi-million-dollar restaurant business in California. However, when Helene and her husband Danny left their home in Vietnam in 1975, they didn't have much money. They moved their family to San Francisco. There they joined Danny's mother who owned a small Italian sandwich shop. The An family started with a small idea and never dreamed of the success they have today.
3. After they arrived in the United States, Helene and Danny's mother, Diana, changed the sandwich shop into a small Vietnamese restaurant. They called it Green Dragon, which is a sign of good luck in Vietnam. The restaurant was very popular, and they **expanded** from 20 seats to 70. The five daughters helped work in the restaurant when they were young. Their mother told them that they all had to work hard if they wanted to have successful lives and make their family stronger. Helene did not want her daughters to always work in the family business because she thought it was too difficult.
4. After a few years, the daughters all finished studying in college and went away to get their own jobs. But, one by one, the daughters all came back to work in the family business. They opened more new restaurants in Los Angeles. The daughters thought of new names and styles for all of their restaurants. Sometimes, people in the family did not agree with each other, but they always worked together to make the business a success. Daughter Elizabeth says, "Our mother taught us that if we want to be successful we must have unity, and to have unity we must have peace. Without the strength of the family, there is no business."
5. Their business got bigger and bigger and the business became a **corporation** in 1996. This also made the family stronger. Helene is the **expert** on cooking, Helene's husband Danny An is good at making decisions. Their daughter Hannah is good with computers. Hannah's husband Danny Vu is good at thinking of new ideas and doing research. Hannah's sister Elizabeth is good at painting pictures and she **designs** the insides of the restaurants. Their sister Monique is good at **managing**. Elizabeth says "If you're going to work as a family, you have to know what you're good at. We work well together because we all have different strengths."

6. Now the An's corporation makes more than \$20 million every year. They started with only a small restaurant, but they had big dreams and they worked together. Helene says "Every day I see all the members of my family working together and this gives me the **courage** to do more."



The An family restaurant, Green Dragon



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

Circle the answer to each question.

1. What is the main idea of paragraph 1?
 - a. Family businesses can have problems.
 - b. There is strength in working together as a family.
 - c. Only family businesses are successful.
2. What is the main idea of paragraph 5?
 - a. By 1996, their business was a large corporation.
 - b. Different family members have strengths that help the business.
 - c. The family members don't know what they are good at.
3. What is the main idea of the entire article?
 - a. Any family can become a big success.
 - b. Family members have different strengths.
 - c. A family that has unity can be successful.

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

Match each family member with the correct skill.

- | | |
|--------------------|---------------------------|
| <u>e</u> 1. Helene | a. managing |
| ___ 2. Danny An | b. design |
| ___ 3. Hannah | c. making decisions |
| ___ 4. Danny Vu | d. computers |
| ___ 5. Monique | e. cooking |
| ___ 6. Elizabeth | f. new ideas and research |

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

Grammar

Comparative and superlative adjectives



Comparative adjectives describe the difference between two things.

For adjectives with one syllable, use **adjective + er**. *Than* often follows comparative adjectives.

- | | | |
|------|---|--------|
| tall | → | taller |
| safe | → | safer |
| big | → | bigger |

If an adjective ends in one vowel and one consonant, double the consonant, as in *big* → *bigger*. If the adjective ends in *-e*, just add *-r*.

For most adjectives with two or more syllables, use **more + adjective**.

- | | | |
|-------------|---|------------------|
| common | → | more common |
| traditional | → | more traditional |

For two-syllable adjectives that end in *-le*, add *-r*.

- | | | |
|--------|---|---------|
| simple | → | simpler |
|--------|---|---------|

For two-syllable adjectives that end in *-y*, change the *-y* to *i* and add *-er*.

- | | | |
|--------|---|----------|
| pretty | → | prettier |
| funny | → | funnier |

Superlative adjectives describe three or more things.

For most adjectives that have one syllable, use **the + adjective + -est**.

tall	→	the tallest
big	→	the biggest
safe	→	the safest

For two-syllable adjectives that end in *-le*, use **the** and add **-st**.

simple	→	the simplest
--------	---	--------------

For two-syllable adjectives that end in *-y*, change the *y* to *i*, use **the** and add **-est**.

pretty	→	the prettiest
funny	→	the funniest

For most adjectives with two or more syllables, add **the + most + adjective**.

informal	→	the most informal
realistic	→	the most realistic
traditional	→	the most traditional

Note: Some adjectives are irregular.

good	→	better	→	the best
bad	→	worse	→	the worst

Created by SEU's curriculum team

Answer (T) true or (F) false for the sentences below

- ___ To make one syllable adjectives into comparative adjectives we sometimes add *-er*
- ___ After comparative adjectives, we never use the word 'than'
- ___ If the adjective ends in *-e*, we add *-er*
- ___ If the adjective is one syllable and it ends in *-e*, we add *-r*
- ___ We use the word 'more' before adjectives with two syllables or more

Language Exercise 2. Created by SEU's curriculum team

Complete the table. Change the adjectives into their comparative forms.

One syllable adjectives	Comparative form
It is a nice business than it used to be.	
The restaurant used to be small than it is now.	
Helene is short than her daughters.	
It is now _____ simple than before to start a family business.	
It took long than we thought to change the design of the restaurant.	
Danny An is tall than all the people in his family.	
The restaurant is now large than all other Vietnamese restaurants.	
Helene's daughters are young than her.	
In a family business, the workers are _____ helpful than in other businesses.	
Elizabeth An is old than her sisters.	


Writing Exercise 1. Created by SEU's curriculum team

Complete the letter about the family business with the correct comparative adjective. Change the words that can be contracted (for example, cannot – can't)

Dear Mother,

I am happy that I went away to college to study and did not stay in the family business for too long. But, now that I have been working for a different business for a few years, I want to come home again. I am thinking about some ideas I have for our restaurant. I am thinking of names and designs. I cannot think of a nice __ name than Green Dragon, what do you think of this name? I also have a new design idea to give the restaurant a cute __ look. I want it to look _____ powerful so I will use strong __ and dark __ colours than we have now. I think it needs to look _____ colorful than it does now, so I will use many different strong colours.

I miss you and I hope to be home soon!

 Elizabeth An

Writing Exercise 2. Created by SEU's curriculum team

Look around the classroom. Write 6 sentences using comparative adjectives to explain differences between you and your classmates.

Ex. I am taller than my partner.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Communicative Exercise 1. Created by SEU's curriculum team

Look at the different restaurants below. Describe the differences between these restaurants to your partner using comparative adjectives.



Communicative Exercise 2. Created by SEU's curriculum team

Discuss the questions below in your group. Use comparative adjectives in your discussion.

1. Compare family businesses to other businesses. What do you think are the pros and cons of each?
2. Do you think family businesses are more successful than other businesses? Why? Or why not?

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

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

- Family businesses last longer and are more successful in Saudi Arabia than non family owned businesses
- People who have great ideas and try to open businesses with including their family are selfish.....
- Family businesses have a bad impact on family bonding and they eventually break up the family.....



الجامعة السعودية الإلكترونية
Saudi Electronic University



FIRST SEMESTER

LEVEL 2

LESSON 8

STUDENT NAME: _____

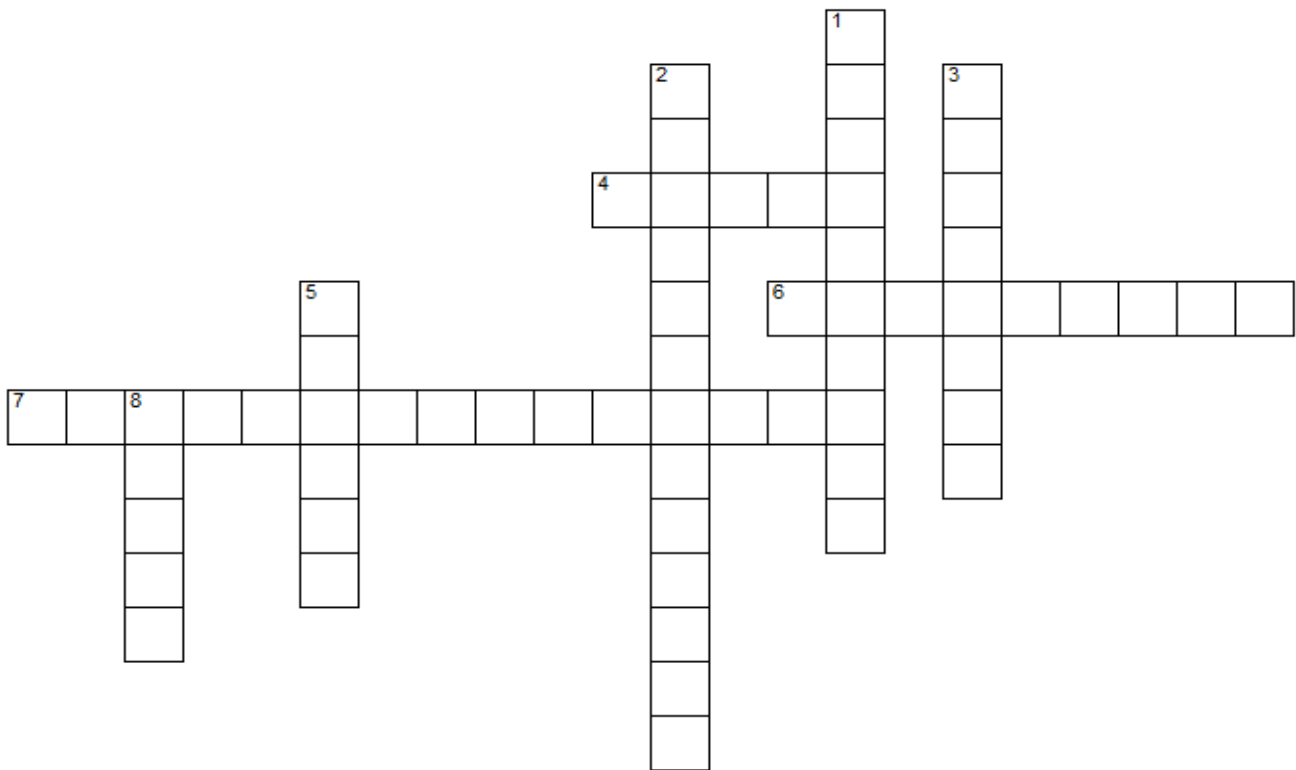
STUDENT ID: _____

Level 2 Lesson 8

Created by SEU Curriculum Team and Adapted from Q: skills RW pg 92.

Vocabulary Exercise. Created by SEU's curriculum team

Solve the puzzle with the words in **bold** from the article. Use the definitions below as your guide.



ACROSS

- 4 A hard metal used for making buildings
- 6 Places that help people
- 7 A place where a person can change money for different countries

DOWN

- 1 Has the most money
- 2 Outside the country
- 3 People on Hajj or Umrah
- 5 A Bachelors
- 8 Related to the King or Queen

The Al Rajhi Family Business



1. Al Rajhi bank is one of the most famous banks in Saudi Arabia. It is the largest and most successful bank in Saudi Arabia. The bank was started by Sulaiman Abdul Aziz Al Rajhi and his brother Saleh Abdul Aziz Al Rajhi. Al Rajhi bank is a family business; there are four brothers in the business. Abdullah Abdul Aziz Al Rajhi and Mohammed Abdul Aziz Al Rajhi also help to make the business successful.
2. Sulaiman Abdul Aziz Al Rajhi was born in 1921. He went to King Abdulaziz University and attained his Bachelor's **degree**. Sulaiman's older brother Saleh was born in 1920. In the 1930's these two brothers started a small **foreign exchange** business for **pilgrims** travelling between Makkah and Madinah. Over the years, their business grew and they started opening banks.
3. The most important thing to the Al Rajhi family was that the banks they owned would work in a completely Islamic way and they used the Islamic Shariah law to think about how their banks would work. After 50 years of working within Saudi Arabia, the Al Rajhi family decided to grow their business and start businesses in other countries. They opened a bank in Malaysia; this was their first **international** bank. Later, they opened a bank in Indonesia.
4. Over the years, the Al Rajhi family won many awards for their successful banks. They also won an award for keeping their banks based on the Islamic Shariah law. As the banks became more and more successful, the Al Rajhi family became more and more famous and wealthy. The family decided to use their money to help others. They started many **charities** and are also famous for helping the poor. The Al Rajhi family found many ways to help charities in Saudi Arabia and in many other Arab countries.
5. Many people think that the Al Rajhi family is the **wealthiest** non **royal** family in the KSA. Today, the Al Rajhi bank is the largest Islamic bank in the Arab world with 600 banks in Saudi Arabia. Now the Al Rajhi family has made other successful businesses such as **steel** businesses for making buildings. Having these other businesses has made the family more successful.

Reading Exercise 1. Created by SEU's curriculum team

Circle the correct answer to each question.

1. What is the main idea of paragraph 2?
 - A. The business won awards
 - B. People like to go on Hajj and Umrah
 - C. They started as a small business

2. What is the main idea of paragraph 4?
 - A. They started to open businesses outside Saudi Arabia
 - B. They won awards and used their money to help charities
 - C. They had many banks

3. What is the main idea of the entire article?
 - A. The Al Rajhi family is a successful and large family business
 - B. All businesses should be large
 - C. Every business should be a family business

Reading Exercise 2. Created by SEU's curriculum team

Answer the questions

1. When was Sulaiman Abdul Aziz Al Rajhi born?

2. What did they win an award for?

3. How many brothers were in the family business?

4. Where did they open their first international bank?

5. How many Al Rajhi banks are there in Saudi Arabia?

6. When did they start businesses in other countries?

7. Did any of the brothers go to University? Which university?

Listening Exercise 1. Created by SEU's curriculum team

Watch the entire video without sound. Discuss with a partner what you think the video is about.

Listening Exercise 2. Created by SEU's curriculum team

Answer the questions from the video.

1. Who are the two people who own the business?

2. What is the business?

3. Did Gabriel change the business? How?

Listening Exercise 3. Created by SEU's curriculum team

Read the sentences and fill in the blanks with the missing words from the video.

1. We have been here for _____ years.
2. We are _____ to be in this beautiful town.
3. When we started building it, it was a magic _____.
4. Not only were we starting a business, but our first _____ was born.
5. I jokingly say that's how they _____ me into the restaurant business.
6. The thing that is _____ when we grow older is not to be in the way.
7. Since Gabriel has come in, there has been a lot of _____.

Language Exercise 1. Created by SEU's curriculum team

Look at question 5 in listening Exercise 2. What do you think Gabriel means when he said 'that's how they roped me into the restaurant business?'

Place a (✓) next to the correct meaning of the underlined part of Gabriel's sentence

1. ___ Gabriel felt like he had no choice, he felt that he had to work in the business.
2. ___ Gabriel needed to use ropes to help the business.
3. ___ Gabriel's father tied him to the restaurant with a rope.
4. ___ Gabriel did not work in the family business.
5. ___ Gabriel started to work in the family business because his family pressured him.

Language Exercise 2. Created by SEU's curriculum team

Mark the sentences (T) *True* if they use the phrase 'roped into' correctly.

Mark them (F) *False* if they do not use 'roped into' correctly.

- 1) ___ . I didn't want to help my father with the business, but he said he would pay me if I did. This is how I got **roped into** doing it.

___ . I always wanted to help my father with the business, so one day I asked him if I could work in his business. I was **roped into** it.
- 2) ___ . I was **roped into** starting my own business because no one in my family wanted me to start my own business.

___ . I was **roped into** starting my own business, because my father gave me a lot money and he said I had to use it to start my own business.
- 3) ___ . I was **roped into** helping my mother clean the house. She said she would make my favourite cake if I helped her.

___ . I wanted to help my mother clean the house. I told her that I would make a cake for her when we finished cleaning. I was **roped into** making the cake.

Writing Exercise. Created by SEU's curriculum team

Write about a time when you got roped into doing something. Use correct punctuation.

Communicative Exercise 1. Created by SEU's curriculum team

Read your writing exercise to 3 students.

Communicative Exercise 2. Created by SEU's curriculum team

Share your stories with your group and discuss:

- Would you ever rope someone into doing something? Why?
- What are the pros and cons of being roped into something?

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

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

- Like Mr. Al-Rajhi, Saudi Arabians have equal opportunity to change their financial status from poor to rich
- Hard work pays off more than having personal connections.....
- Al-Rajhi is the best bank in Saudi Arabia and there are no close competitors.....



FIRST SEMESTER
LEVEL 2
LESSON 9

STUDENT NAME: _____

STUDENT ID: _____

Level 2 Lesson 9

CREATED BY SEU'S CURRICULUM TEAM / ADAPTED FROM Q-SKILLS LS UNIT 6 page 93

Vocabulary Exercise. Created by SEU's curriculum team

Match the bold words to their correct meanings

1. Worldwide	A. Items/things to buy or sell
2. Auction	B. Groups of similar things
3. Cheaper	C. Uses technology
4. Locally	D. A place attached to some houses that most people use to put their car in
5. Garage	E. All over the world
6. High tech	F. A way of selling something to get the highest price
7. Goods	G. Less money than.....
8. Categories	H. The area near my home

Pre - Listening Exercise. Created by SEU's curriculum team

You are going to watch a video about internet shopping.

Which internet shopping website do you think the video is about?

Listening Exercise 1. Created by SEU's curriculum team

Answer the questions about the video

1. EBay is _____
 - a. An internet auction website
 - b. A shop that sells cars

2. You can buy _____ on EBay
 - a. Almost anything
 - b. Only cars

3. _____ can sell used goods on EBay
 - a. Any person
 - b. Only shops

4. EBay is good for _____
 - a. People who want to save their money
 - b. People who have a lot of money to spend

Listening Exercise 2. Created by SEU's curriculum team

Put the sentences in the correct order from the video

_____ Wherever we can get it cheaper, we go for it

_____ Almost anything can be put up for sale and somebody, somewhere might want it

_____ So it too strong for me to say you clean up on EBay?

_____ In the driveway, the minivan is from EBay

__ 1 __ EBay now has 135 million users worldwide

_____ A Ford Mustang sells every 34 minutes

Listening Exercise 3. Created by SEU's curriculum team

Answer the questions

1. How often does a watch sell on EBay? _____
2. How often does a diamond ring sell on EBay? _____
3. What does Andre have in his garage?

4. Write four things that Andre and Valerie won from EBay auctions

5. How much did their vacuum cleaner cost?

6. How much did the minivan cost?

7. How many categories are there on EBay?

Language Exercise 1. Created by SEU's curriculum team

Place a tick (✓) next to the correct meaning of the underlined parts of the statements from the video.

1. Almost anything can be put up for sale and somebody somewhere might want it

_____ to let people know that you want to sell something

_____ to buy something new

_____ to try to sell something

_____ to sell something cheaper

2. Wherever we can get it cheaper, we go for it

_____ we stay away from something

_____ we try to get something

_____ we find ways to attain something

_____ we leave it and look for something different

3. So is it too strong for me to say you clean up on EBay?

_____ to say with a loud voice

_____ Is it too much for me to say...?

_____ not 100% sure about what I'm saying, so I'm guessing

_____ to speak very fast

4. **So is it too strong for me to say you clean up on EBay?**

_____ You buy a lot of things that are cheap and useful on EBay

_____ You waste a lot of time on EBay

_____ to get great deals on many items

_____ You buy things on EBay that help you clean your home

5. **For 195 dollars, you can't beat it**

_____ you can't hit it

_____ you can't do better than it

_____ you can't find anything cheaper

_____ you can't get away from it

Language Exercise 2. Created by SEU's curriculum team

Mark the sentences (T) true if they used the underlined part of the statements from Language Exercise 1 correctly or (F) false if they did not use them correctly.

1. _____ He wants to sell his house. Soon it will be **put up for sale**.
2. _____ I don't want to get a big house, so I will **go for it**.
3. _____ He is always working, **is it too strong** to say that he works too hard?
4. _____ She is not good at shopping. She spends too much money and only buys a few things. She **cleans up** in the mall.
5. _____ He did not get a good score in his test. His score was very low. I think it will be hard for you to **beat it**.

Writing Exercise 1. Created by SEU's curriculum team

Complete the sentences below using the correct underlined part of the statements from language exercise 1. Put full stops and capital letters in the correct places.

1. you always find many nice clothes to buy during the sales, you _____ at the clothes shops during discount week.
2. i think you can get a good grade in your STEP test. if you want a high score, you should work hard and _____

3. every time I see you, you are busy doing EF assignments. _____ to say that you spend all of your free time doing EF?
4. he did so many activities last week in EF, he did 800 i think no student can _____
5. my sister just got a new computer, but she doesn't like it. so, i think it will be _____

Writing Exercise 2. Created by SEU's curriculum team

Write 3 of your own sentences using the underlined part of any 3 statements in language exercise 1

1. _____

2. _____

3. _____

Communicative Exercise 1. Created by SEU's curriculum team

Share your sentences from writing exercise 2 with your partner.

Communicative Exercise 2. Created by SEU's curriculum team

Discuss the topics below in pairs then in groups.

- A. The pros and cons of shopping on the internet from sites such as EBay.
- B. How has technology changed shopping in your life?
- C. How is technology changing shopping around the world?

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

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

- Shopping online makes people very lazy and has no true benefit
- People who shop online waste more money and time than those who do traditional shopping
- Shopping online is only a trend that will fade away in the next few years.....



FIRST SEMESTER
LEVEL 2
LESSON 10

STUDENT NAME: _____

STUDENT ID: _____

Level 2 Lesson 10

CREATED BY SEU'S CURRICULUM TEAM / ADAPTED FROM Q-SKILLS LS UNIT 8 page 131 &155-156

Vocabulary Exercise. Created by SEU's curriculum team

Match the bold words to their correct meanings.

1. History	a. The part of the mind that helps us think and see with our minds
2. Storytellers	b. Jump
3. Goal	c. Walked into a place without meaning to
4. Wandered	d. Everything in the past
5. Leap	e. Made up, not real
6. Completely	f. People who tell stories
7. Transports	g. Path or way
8. Course	h. Something we aim for and try to work for
9. Fictional	i. Totally or fully
10. Imagination	j. Takes someone or something from one place to another

Pre – Listening Exercise. Q:Skills 2 LS pg 131 Unit 8 video

You are going to watch a video about a writer who talks about what is important for writers, what do you think he will say?

Listening Exercise 1. Q:Skills 2 LS pg 131 Unit 8 video Created by SEU's curriculum team

Answer the questions

1. Does the writer like reading?

2. Does he care about his readers?

3. Did the writer say that all people should write books?

Listening Exercise 2. Q:Skills 2 LS pg 131 Unit 8 video

Read the statements. Choose *true* or *false*.

- 1 A good story holds your interest from beginning to end.
 True False
- 2 A good story always has a happy ending.
 True False
- 3 A fictional story describes people and events that come from the writer's imagination.
 True False
- 4 Storytellers have existed since the beginning of history.
 True False
- 5 A good way to get people interested in a story is to tell the ending first.

Listening Exercise 3. Q:Skills 2 LS pg 131 Unit 8 video

Circle the correct answer

1. My goal is to write the kind of books that I like to _____
 - a. think about
 - b. read
 - c. write
2. I like to write books that do _____
 - a. one thing
 - b. two things
 - c. three things
3. I try to write books that are the best I could possibly write at that _____
 - a. moment
 - b. instant
 - c. time

4. They are the kind of book that if I wandered into a _____
 - a. bookshelf
 - b. bookshop
 - c. bookstore

5. You want to read this book, this is the kind of book you _____
 - a. want
 - b. like
 - c. need

6. I love a book that you can completely _____ into
 - a. fall
 - b. drop
 - c. sink

7. It sort of describes a whole _____
 - a. place
 - b. world
 - c. country

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

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

1. If I wandered into a bookstore and I was trying to decide what to buy. This would be the book that would leap out at me.
 - a. ___ This book gets my attention
 - b. ___ This book looks boring
 - c. ___ This book is different and stands out from the other books
 - d. ___ This book always falls off the shelf

2. I love a book that you can completely sink into.
 - a. ___ A book that fell in the water
 - b. ___ A book that you can throw away into the sea
 - c. ___ A book that you can completely get involved in
 - d. ___ A book that you can get your mind into

3. I love a book that you can get lost in.
 - a. ___ A book that you keep losing
 - b. ___ A book that makes you forget about the world around you
 - c. ___ A book that makes you think totally about the story and nothing else. When you are reading it
 - d. ___ A book that you will lose interest in

4. I love a book that totally transports you to another world
 - a. ___ A book that makes you feel like you are in the story
 - b. ___ A book that comes from another country
 - c. ___ A book that you only read when you are travelling
 - d. ___ A book that makes you use all of your imagination to make the story feel real

Language Exercise 2. Created by SEU's curriculum team

Use the underlined parts of the statements from language exercise 1 in the spaces below. For 5-8, make your own sentences using the same four parts of the underlined statements

1. Every time I walk into this shop, it _____ me into the world of fashion.
2. I can't think of the right present to buy for my friend. So I will just go to the mall and see what will _____ out at me, and just buy that for her.
3. Whenever I do my math homework, I have to think really hard and I don't have time to think about anything else. I just have to totally _____ in it.
4. I love painting and drawing in my free time because it is so relaxing. When I paint in the evenings, I can totally _____ it because it's nice and quiet.
5. _____

6. _____

7. _____

8. _____

Writing Skill

Writing a narrative



A **narrative** is a story or a description of an event. The following are important elements in a narrative.

- When you write a narrative, include a description of the **setting**. It should be clear when and where the story occurs.
- Show a clear **sequence** (the order in which things happen). Use time order words to make the story sequence clear to your readers. (See Unit 6, page 117.)

After lunch, I was very sleepy, so I decided to close my eyes.

When I woke up, it was dark outside and everyone was gone.

- Include **sensory details** that describe what your characters *see, hear, feel, smell, and taste*. Descriptive words will help the reader visualize and experience the narrative.

The hot soup **smelled strongly** of pepper and onions, reminding him of home.

- A. Read the story. Then circle the words that help to show the sequence of events. Underline the words that show sensory details.**

At the beginning of the folktale, Aladdin was only a poor boy dressed in old clothes. When he went into a cave, he found a shiny lamp glowing in the dark. He gently picked it up and rubbed it. Suddenly, a large magical genie appeared. The genie was huge and spoke in a deep voice. The genie explained that Aladdin could have three wishes. After Aladdin left the cave, his life became an exciting adventure. Later, because of his wishes, Aladdin became rich and powerful. Finally, he was able to marry a princess and live in a beautiful palace.

Writing Exercise 2. Q:Skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

- B. Imagine what happened next. Use your own ideas to complete each of the sentences below.**

1. When I opened the front door, _____.

2. As soon as the man walked into the room, _____.

3. After my credit card was stolen, _____.

4. Before I jumped into the deep water, _____.

5. When I opened the mysterious letter, _____.



C. Fill in the blanks. Use your imagination to add sensory details. Use descriptive words to help describe the senses in parentheses.

1. (smell) The smell of _____ cake _____ reminded Jonathan of _____
his grandmother's kitchen .
2. (hearing) The sound of _____ made Sossi think of _____.
3. (taste) Sam ate the hot soup. It tasted _____.
It filled his mind filled with memories of _____.
4. (sight) When she saw the beautiful _____, Peggy thought that it looked like _____.
5. (feel) When Victoria got into her bed after a long day, it felt _____.
_____ . It made her think of _____
_____.

Communicative Exercise 1. Created by SEU's curriculum team

Share your sentences from writing exercise 2 with your partner.

Communicative Exercise 2. Created by SEU's curriculum team

Discuss the topics below in pairs then in groups.

- A. The first English book you completely read and the effect it had on you.
- B. Your favourite non-fiction book and author.
- C. Your favourite fiction book and author.

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

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

- These days with all the hardships of reality, kids should read more fiction books than nonfiction books
- Creativity is something that a person is born with and not taught
- Reading from a physical book has more benefits than using digital and audio books.....



FIRST SEMESTER
LEVEL 2
LESSON 11

STUDENT NAME: _____

STUDENT ID: _____

Level 2 Lesson 11

Adapted from Q:Skills LS pages 149-154

Vocabulary Exercise. Created by SEU's curriculum team

Match the bold words to their correct meanings

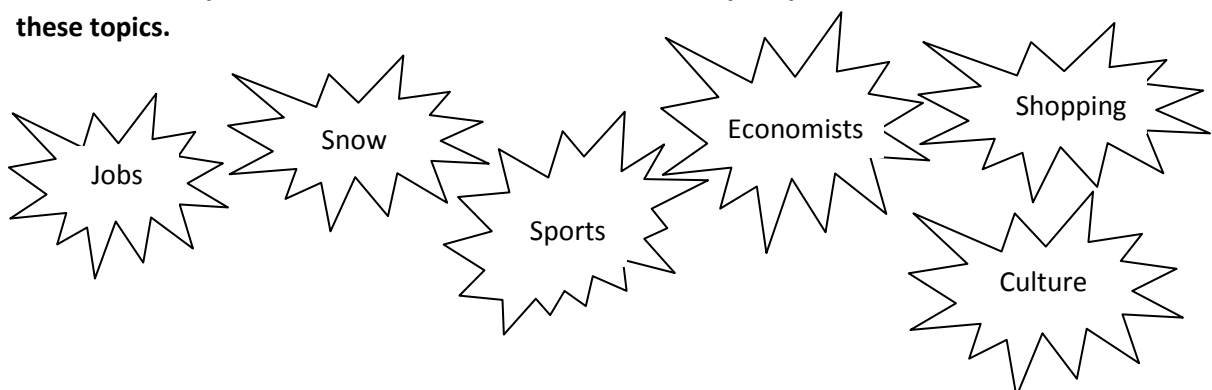
1. Gains	A. Mistakenly/incorrectly/wrongly
2. Employers	B. How fast or slow something is going
3. Predict	C. The number of people without jobs
4. Pace	D. People who study the making, buying and selling of goods
5. Mother Nature	E. Guess
6. Survey	F. Companies or people who give salaries to their workers
7. Inaccurately	G. Increase of money
8. Economists	H. A list of questions to answer about your opinion on something
9. Unemployment	I. The weather and nature

Pre - Listening Exercise Q:Skills 2 pg 149 LS

You are going to watch a video about unemployment. What do you think the video will say about this?

Listening Exercise 1 Q:Skills 2 pg 149 LS

Which of the topics below are discussed in the video? Tell your partner what the video said about these topics.



Listening Exercise 2. Created by SEU's curriculum team

Put the sentences in the correct order from the video.

- ___ Snowstorms clobbered the East Coast last month.
- ___ Bleak numbers may be partly Mother Nature's fault
- ___ Retail sales and factory orders both saw gains last month
- ___ Unemployment is also expected to edge up slightly
- 1 Employers slashed another fifty thousand jobs last month
- ___ There are some encouraging signs the economy is bouncing back

Listening Exercise 3. Created by SEU's curriculum team

Answer the questions by putting the words from the list into the correct spaces below.

unemployment

laid – off

clouded

slashed

bleak

1. _____ rose after the stock market collapsed in 2008.
2. Many workers were _____ when their companies closed.
3. Some global companies remained in business, but _____ their workforce.
They now have much fewer workers.
4. Employment numbers were _____. Many families suffered.
5. The employment statistics for March were not clear. The numbers were probably _____ by bad weather that caused people to stop looking for work.

Language Exercise 1. Created by SEU's curriculum team

Put a tick next to the correct meaning of the underlined part of the statements from the video.

1. Unemployment is also expected to edge up slightly from 9.7 to 9.8%

 Unemployment will go down a little
 Unemployment will go up a little
 Unemployment will go down a lot
 Unemployment will go up a lot

2. Employers slashed another fifty thousand jobs last month –

 Employers got rid of a small number of jobs
 Employers got rid of many jobs
 Employers reduced the number of jobs
 Employers increased the number of jobs

3. Some economists suggested that bleak numbers may be Mother Nature's fault–

 high numbers
 low numbers
 numbers that mean no hope and reduced chances for the future
 numbers that mean good hope for the future

4. Snowstorms clobbered the East Coast last month

 Snowstorms did nothing to the East Coast
 Snowstorms caused some damage in the East Coast
 Snowstorms helped the East Coast
 Snowstorms kept on hitting the East Coast

5. There are some encouraging signs the economy is bouncing back

 The economy keeps changing
 The economy is getting stronger
 The economy is getting weaker
 The economy is improving and getting better

Language Exercise 2. Created by SEU's curriculum team

Mark the sentences (T) true if they used the underlined part of the statements from Language Exercise 1 correctly or (F) false if they did not use them correctly.

1. ___ When it rained heavily all last month, the university's roof nearly broke. The rain **clobbered** the building.
2. ___ My friend got sick last week and now she is sicker than before. She is not getting better. She is **bouncing back**.
3. ___ Last week my employer told me that my salary has been **slashed**. I'm happy because now I will get paid a lot more.
4. ___ The number of doctors at the hospital is expected to **edge up** next year. The hospital will have a small increase in the number of doctors.
5. ___ He failed all of his exams. Now his future is **bleak** and his chances of becoming a doctor in the future are very low.

Writing Exercise 1. Created by SEU's curriculum team

Fill in the spaces below using the correct underlined part of the statements from Language Exercise 1. Form contractions (e.g. did not – *didn't*) where possible.

1. I will not buy the latest new phone now. I think I will buy it later when the prices get _____.
2. The big train crashed into the car. The car was smashed into tiny pieces and got _____ by that big train.
3. She does not spend enough time studying. Her chances of passing the STEP test look _____.
4. We did not have enough books in our bookshop this week. Next week we will _____ the number of books we get.
5. My younger brother broke his leg last week, but he was trying to run around today. He is _____ quickly.

Writing Exercise 2. Created by SEU's curriculum team

Write 3 of your own sentences using the underlined part of any 3 statements from Language Exercise 1. Then Share your sentences from writing exercise 2 with your partner.

1. _____

2. _____

3. _____

Listening Skill Understanding spoken numbers



It's important to understand numbers that are said as words. They often provide important details. Numbers larger than 1,000 can be spoken in two different ways.

- [one thousand three hundred = thirteen hundred = 1,300
- [two thousand five hundred = twenty-five hundred = 2,500

In numbers larger than 100, the word *and* is often added. *And* does not change the meaning.

- [one hundred and thirty-five = one hundred thirty-five = 135
- [four hundred and twelve = four hundred twelve = 412

The word *point* is used for a decimal point.

- [one hundred point two = 100.2
- [ninety-eight point six = 98.6



CD 3
Track 14

A. Listen to the speech. Work with a partner. Write the number for each item you hear. Then practice saying the numbers.



1. Pi: _____
2. A prime number: _____
3. Height of Mt. Everest: _____ meters
4. Distance to the moon: _____ kilometers
5. Population of the United States: _____
6. Population of the world: _____



B. Work with a partner. Read the sentences for your partner to write the numbers. Then listen and write your partner's numbers.

1. The oldest person I know is _____ years old.
2. The longest trip I ever took was about _____ kilometers (miles).
3. There are _____ pounds in one kilogram.
4. There are _____ centimeters in one inch.
5. If I had \$ _____, I'd buy _____.

Communicative Exercise 2. Created by SEU's curriculum team

Think about the video and discuss in groups:

- How does unemployment affect a country?
- What can countries do to reduce unemployment?

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

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

- People who are unemployed because jobs aren't available should be given money by the government.....
- Most unemployed people are unemployed because of laziness or lack of drive for success.....
- The high unemployment rate in Saudi Arabia is totally because of Foreign employees.....



FIRST SEMESTER

LEVEL 2

LESSON 12

STUDENT NAME: _____

STUDENT ID: _____

Level 2 Lesson 12

Adapted from Q:Skills RW page 185

Vocabulary Exercise. Created by SEU's curriculum team

Read the sentences and circle the answer that best matches the meaning of each bold word.

1. She got sick last week, but now she is feeling better. She is **recovering**.
 - a. Getting back to full health and bouncing back
 - b. Getting worse

2. She caught a bad **virus** that is making her feel sick.
 - a. Something that comes inside the body and makes a person sick
 - b. A kind of pain

3. He has so much work to do and not enough time. He is **struggling** to do it all.
 - a. To do something that is easy
 - b. Trying to do something that is difficult

4. Her disease is **severe**. She may die soon.
 - a. Very strong
 - b. Not strong

5. He will know exactly what to do about this problem. He is an **expert** in this.
 - a. Someone who knows a lot about one subject
 - b. Someone who cannot help

6. He cut his arm last week and did not cover the cut. Now he has an **infection** in his arm.
 - a. Big cut
 - b. When a virus has entered

7. She cut her finger, but it was only a **mild** cut. She will be fine.
 - a. Something small, not serious
 - b. A sharp knife

8. Hundreds of people got coughs and colds last winter. It was a **pandemic**
 - a. When people don't get better after feeling sick
 - b. When lots of people are sick at the same time

9. His face is red and hot. This is clear **evidence** that he has a fever
 - a. Disease
 - b. Something that shows what is true

Pre - Listening Exercise. (Q:Skills book 2 Reading & Writing p.185)

You are going to watch a news report about a disease that killed many people. How many diseases can you think of? Which disease do you think the video is about?

Listening Exercise 1 (Q:Skills book 2 Reading & Writing p.185)

Answer the questions about the video.

1. Which disease is the video about?
 - a. Diabetes
 - b. Heart disease
 - c. Bird flu

2. Is the disease dangerous?
 - a. Yes
 - b. No
 - c. It was before, but not now

3. Which country is the report discussing?
 - a. France
 - b. Japan
 - c. Turkey

Listening Exercise 2. Created by SEU's curriculum team

Choose the correct answer to the questions below.

1. It's the first country outside Asia to report the disease in _____.
 - a. Birds
 - b. Cats
 - c. Humans

2. So far, _____ have died and more than a dozen people have been infected.
 - a. Many
 - b. Two
 - c. Three

3. Dr. Tim Uyeki is an influenza _____ with the CDC.
 - a. Expert
 - b. Doctor
 - c. Professor

4. There's no evidence that these viruses are spreading from _____ to _____.
 - a. Human
 - b. Man
 - c. Person

5. The bad news is that we now have a _____ country that is reporting human cases.
 - a. Third
 - b. Fifth
 - c. Sixth

6. It's too _____ to really conclude anything.
 - a. Late
 - b. Early
 - c. difficult

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

The following article is a FAQ (Frequently Asked Questions) page from an online health website about the flu. What symptoms of the flu do you already know about?

Flu FAQ (Frequently Asked Questions)

1. What is the flu?

The flu, short for influenza, is a virus that passes from person to person. Every year, millions of people miss work and school because of the flu. Usually people get the flu in the winter months. In hot countries, the flu usually happens in the rainy months. People in all countries get the flu and it happens all over the world.

2. What are the symptoms of the flu?

The symptoms of the flu include fever, cough, sore throat, body aches, headaches, chills and tiredness. These symptoms usually show up quickly, within three to six hours of catching the virus. With the flu, you may start the day feeling fine, but after a few hours your symptoms will show and you will start feeling terrible.

3. What's the difference between the cold and the flu?

Both illnesses are related to breathing, but they are caused by different viruses. The symptoms of both are similar but flu symptoms can be much worse and include a high fever and body aches. Cold symptoms include a runny or blocked nose and a cough. With a cold, you may get a slight fever, but most of the time, cold symptoms are milder than flu symptoms and only last for about seven days. The flu can last up to two weeks. Flu is more likely to become serious and the person may need to go to the hospital.

4. Who gets the flu and what is a flu epidemic?

The flu is common all over the world. In the United States 5% to 20% of the population get the flu every year. After you have the flu, you will never get sick again from the same virus. However, new flu viruses appear every year. A flu epidemic is when many people have the flu at the same time, and the number of infected people increases very quickly. Worldwide, flu epidemics result in about 250,000 to 500,000 deaths every year.

5. Why is the flu dangerous and how does it spread?

The flu is dangerous for babies, adults over 65 years old, and people with poor health. These people may not be able to fight the virus and can become extremely sick. Coughing or sneezing spreads flu viruses from person to person. A virus can live on surfaces such as a table for up to 24 hours. Once a person gets infected, they can infect others quickly.

6. How can I avoid getting the flu?

There are many things you can do to stay healthy and stop the spread of the flu.

- Wash your hands often with soap and water. Hand washing is the best way to stop flu viruses from spreading.
- Cover your nose and mouth with a tissue when you cough or sneeze. Throw the tissue in the garbage after you use it.
- Avoid touching your eyes, nose or mouth. Viruses can spread this way. Avoid sick people.
- If you are over the age of 65, you should get the flu vaccine.

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

Circle the answer to each question.

1. What is the main purpose of this Web page?
 - a. To tell people detailed information about flu deaths around the world
 - b. To tell readers how to wash their hands
 - c. To make readers feel scared of the flu
 - d. To provide basic information about the flu and how to prevent it

2. Why is it important to avoid people who are sick with the flu?
 - a. They should stay in bed
 - b. They could infect you with the flu
 - c. They might not have washed their hands
 - d. You may infect them and make them sicker

3. According to the FAQ sheet, what can you infer?
 - a. Governments give free flu vaccines
 - b. People don't know what the flu is
 - c. The flu is the biggest health problem in the world
 - d. Understanding the flu is important for people around the world

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

A. Answer the questions about the reading below

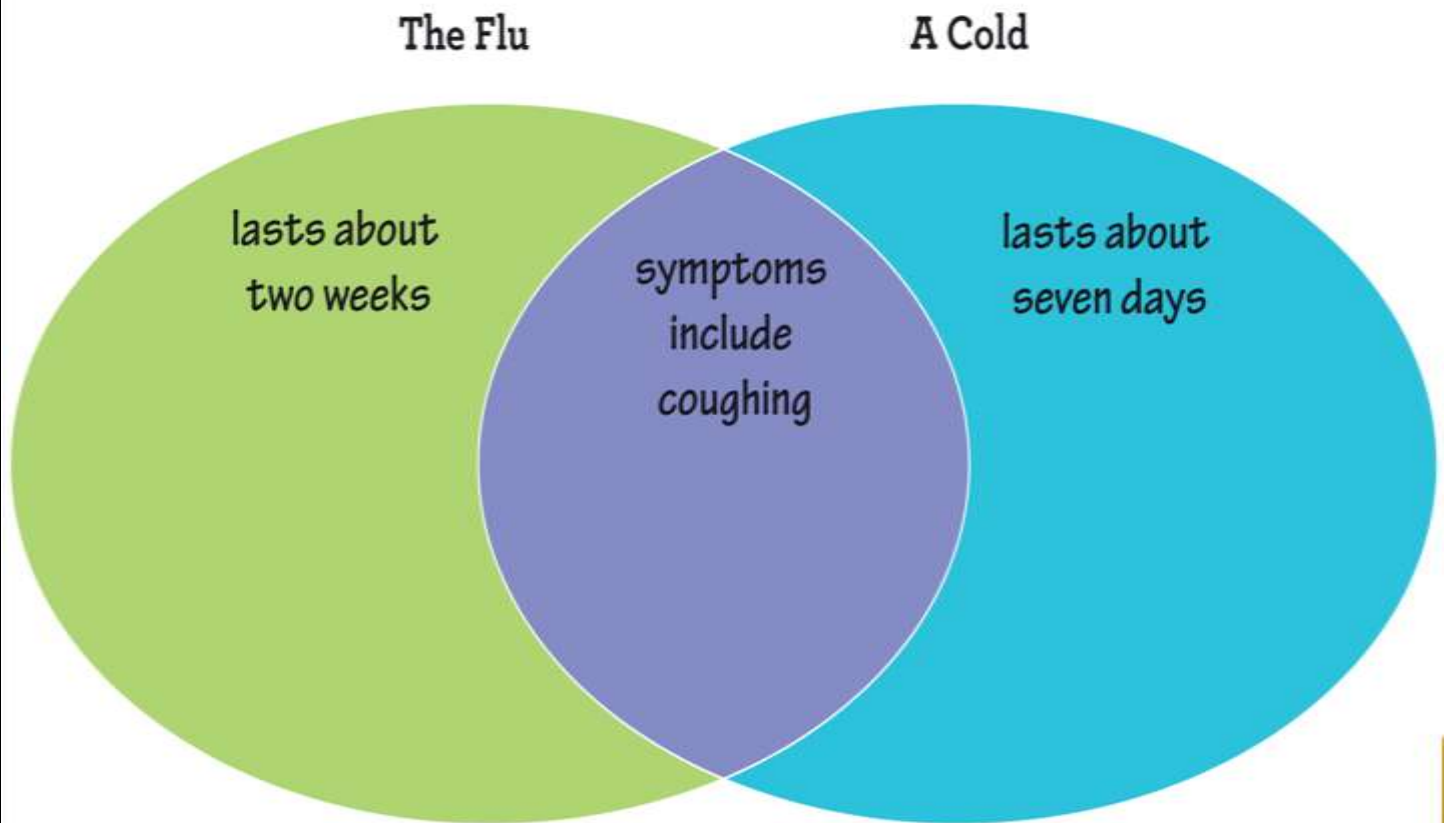
1. What percentage of people in the United States gets the flu every year?

2. Why is the flu more dangerous for old people?

3. If you are infected with the flu, how long will it be before you show the symptoms?

4. How can you prevent the flu from spreading?

- B. Compare symptoms of the flu and the cold. Write facts about the cold in the right side of the circle and write facts about the flu in the left side of the circle. Write facts that are true for the cold and the flu in the middle.



Adverbs of manner and degree



An **adverb of manner** describes how something is done or how something happens. It usually comes after the verb or object.

Our team played hard and won the game easily.

verb adverb verb object adverb

Language Exercise 1. Created by SEU's curriculum team

Choose the best adverb to use in the spaces below.

1. When my little sister got sick, my mother complained she was crying too _____.
 - a. Loud
 - b. Loudly

2. I can't understand all this information about how viruses work. I'm _____ confused.
 - a. Extremely
 - b. Extreme

3. I watched my grandparents _____ chat to the doctors.
 - a. Happily
 - b. Happy

4. Aisha _____ recovered from her cold.
 - a. Quick
 - b. Quickly

5. Old people and babies recover _____ from the cold or the flu.
 - a. Slow
 - b. Slowly

6. The Web page has some _____ useful information about staying healthy.
 - a. Very
 - b. Easily

Language Exercise 2. Created by SEU's curriculum team

Write the adverb form of the adjectives below

1. Bright →

2. Easy →

3. Quick →

4. Success →

5. Extreme →

6. Patient →

7. Bad →

Writing Exercise 1. Created by SEU's curriculum team

Write the adverbs from Language Exercise 2 in the correct spaces below

1. The sun shines _____ during the day.
2. I waited _____ for the doctor to arrive.
3. He _____ completed his studies.
4. He _____ ran home so he wouldn't be late.
5. He lifted up the chair _____.
6. She fell and hurt herself _____.
7. She was _____ worried about whether she would pass her test.

Writing Exercise 2. Created by SEU's curriculum team

Write three of your own sentences using three adverbs from writing exercise 1.

1. _____

2. _____

3. _____

Communicative Exercise 1. Created by SEU's curriculum team

Work with a partner for this role play. Student A will be a doctor and student B will be the patient. Use the Web page to help you.

Student A must:

- a) Ask the patient about their symptoms.
- b) Ask the age of the patient and decide if they need a vaccine.
- c) Tell the patient some ways to help prevent spreading the virus.

Student B must:

- a) Pretend to have the cold or the flu. Tell the doctor your age.
- b) Describe your symptoms to the doctor.
- c) Ask the doctor about other things you can do to prevent spreading your cold/flu to the people around you.

Communicative Exercise 2. Created by SEU's curriculum team

Debate/discuss in groups:

- Who is responsible for teaching us how to stay healthy? Is this our own responsibility or the government's?
- Is it important to learn about diseases? Why?
- What diseases would you like to learn more about?

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

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

- People who have the flu should be banned from attending school and work
- Just as people don't leave home without their wallet, they shouldn't leave home without hand sanitizer.....
- Flu shots should be mandatory for all citizens during the Flu season.....



FIRST SEMESTER
LEVEL 2
LESSON 13

STUDENT NAME: _____

STUDENT ID: _____

Level 2 Lesson 13

CREATED BY SEU'S CURRICULUM TEAM / ADAPTED FROM Q-SKILLS LS UNIT 7 page 113 LS and 126-128 RW

Vocabulary Exercise. Created by SEU's curriculum team

Match the words to their correct meanings

1. tissue	a. human life and mankind
2. embedded	b. a boat or ship
3. entangled	c. man-made and not natural
4. civilization	d. uncomfortable, not nice
5. synthetic	e. beginning or start of something
6. fragments	f. to infect, poison and make something worse
7. unsettling	g. tangled, tied and wrapped around
8. vessel	h. skin
9. dawn	i. to completely become part of something
10. pollute	j. tiny small pieces

Pre - Listening Exercise. Created by SEU's curriculum team

You are going to watch a video about how humans have influenced and changed the oceans and natural areas around the world. Tell your partner some examples of how humans have changed the natural parts of the world such as forests and oceans.

Listening Exercise 1 (Q:Skills book 2 - Listening and Speaking p.113)

Circle the correct answers from the video.

1. How have humans changed the ocean?
 - a. Humans have improved it
 - b. Humans have made new ways to travel across it
 - c. Humans are not taking care of it

2. What was the main problem in this part of the ocean?
 - a. Floating fish
 - b. Floating trash
 - c. Floating vessels

3. What is the main material they found?
 - a. Plastic
 - b. Metal
 - c. Wood

Listening Exercise 2. Created by SEU's curriculum team

Read the sentences from the video below . Fill in the missing information.

1. The research vessel Alguita was more than _____ miles from land.
2. I saw objects floating by; toothbrushes, _____ , soap bottles.
3. Charles Moore found floating trash from much of the _____.
4. The trash was found in a patch of ocean called the _____ Pacific Gyre.
5. As plastic ages, it crumbles, leaving so many tiny _____ that Moore found.
6. To jellyfish, the plastic particles seem like _____.
7. I saw that it had _____ coloured plastic fragments inside.
8. When we talk about Charles Moore, we really have to look in the mirror. We need to look at _____

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

This is a magazine article about the growing problem of too much trash. It discusses some of the reasons for this and suggests some possible solutions.

The author uses the term "throwaway society." What do you think "throwaway society" means?

- It's a society that recycles a lot.
- It's a society that throws away a lot.
- It's a society that isn't important.

Read the magazine article.



Think Before You Toss

"Why don't you just take them to the shoe repairman? He'll put new soles¹ on, shine them up, and they'll be good for many more years," my grandfather suggested. I was complaining that my favorite shoes were falling apart after only six months.

"Grandpa, that shoe repairman went out of business years ago. No one repairs shoes anymore. And really, I don't mind. I'd rather buy a new pair of shoes, even if they don't last² that long."

"Nothing's built to last anymore," he sighed.

1. Perhaps Grandpa has a point. In our modern world, when something wears out, we will throw it away and just buy a replacement. If a shirt is torn or a coffee machine breaks, it is going to be thrown away instead of repaired. The problem is that countries around the world have growing mountains of trash because people are throwing out more trash than ever before. For example, in the U.S., the amount of trash per person nearly doubled from 1960 to 2000.
2. How did we become a throwaway society? Firstly, it is now easier to replace an item than to spend time and money to repair it. Because of modern technology, companies can make products quickly and cheaply. So, we would rather buy something new than repair it. Even if we did want to repair it, many items like TV's and computers are almost impossible to repair because they contain so many tiny and complicated parts. It's easier to throw these items away and buy new ones, than fix them.
3. Another reason is our love of disposable products. As busy people, we are always looking for ways that will save time and make our lives easier. Disposable products such as paper plates, plastic cups and cameras are not designed to last. Companies know that we will buy them over and over again. These disposable products are contributing to our trash problem.
4. The growing problem is also made worse by the fact that we love to buy new things. We always want the latest clothes, the best TV's, and latest cell phones. Advertisements persuade us that newer is better, and that we will be happier with the latest products.
5. All around the world we can see the results of this throwaway lifestyle. To lessen the amount of trash and protect the world we live in, governments are encouraging people to recycle materials like paper, plastic, and glass. However, only a small portion of what can be recycled will actually be recycled. For example, in the U.K. about 60% of household trash can be recycled, while only 18% actually is.

6. Another solution to the growing problem may be to repair the things we own instead of throwing them away and replacing them. Maybe we should start thinking about how to fix things to make them last longer. We also need to think more carefully about how we spend. Do we really need the latest clothing styles when our closets are full of clothes? Repairing our items and changing our spending habits is going to reduce the amount of trash and help improve the world we live in.

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

Answer the questions below using the information from the article.

1. The author says that we are a throwaway society, what does that mean?
 - a. We are a society that improves the world we live in
 - b. We are a society that wants to recycle
 - c. We are a society that throws many things away
 - d. We are a society that does not use disposable products
2. According to the article, what is happening to the amount of trash?
 - a. It is growing
 - b. It is reducing
 - c. It is spreading into the ocean
 - d. Companies are trying to reduce it
3. According to the article, what will help solve the problem?
 - a. Finding new places to put all the trash
 - b. Giving old items away to charity
 - c. Recycling
 - d. Buying new things all the time

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

Answer the questions below.

1. Which items are almost impossible to repair?

2. In the U.K. how much of a households trash actually gets recycled?

3. Which products are making the problem worse because they are easy to throw away?

4. What are governments doing about this growing problem?

5. Why would we rather buy new items, than fix old ones?

6. What are some things we can do to help solve the problem?

7. What kind of materials can be recycled?

8. Are advertisements making the problem worse? How?

Future time clauses



A **future time clause** is a dependent clause that can be added to a main clause to talk about a future event. Future time clauses begin with a conjunction like *when*, *as soon as*, *after*, *before*, or *not... until*.

I'll recycle this bottle **when** it is empty.

I'm going to change my TV **as soon as** I have enough money.

Mark will take out the garbage **after** he cleans the kitchen.

I'll let you know **before** I throw those books out. You might want some of them.

I **won't** buy a new camera **until** this one breaks.

Use *will* or *be going to* in the main clause.

I'll **paint** the fence before it starts looking old.

Clovis **isn't going to repair** his computer until the new parts arrive.

Use the simple present in the future time clause. Do not use *will* or *be going to*.

✓ I'll help you fix your bike after I **finish** lunch.

✗ I'll help you fix your bike after I **will finish** lunch.

Language Exercise 1. Created by SEU's curriculum team

Read the sentences below and mark them T (true) or F (false) according to the correct meaning and form of the grammar.

1. ___ We use will and going to in the future time clause
2. ___ We use will and going to to talk about actions we have done in the past
3. ___ We use will and going to to talk about actions we want to do in the future
4. ___ A future time clause can be added to a main clause
5. ___ We use past simple in the future time clause
6. ___ We do not use will or going to in a future time clause
7. ___ Future time clauses come before conjunctions such as *when, after, before*

Language Exercise 2. Created by SEU's curriculum team

A. **Underline the future time clause and circle the main clause for all the sentences below.**

1. I will go out with my friends when I finish the report
2. I will go to the recycling centre after I throw the trash out
3. I am going to the shops before I clean the house
4. He is going to repair the TV when he gets a chance
5. She will buy new clothes after she throws her old ones away
6. I will think about the world before I buy new things.

A. **Answer the questions below.**

1. Look at the sentences above. What tense is the future time clause always in?

2. Does the future time clause begin with a conjunction?

3. Which three conjunctions are used in the sentences above?

Writing Exercise 1. Created by SEU's curriculum team

Complete the sentences with a future clause or a main clause. Remember to use *will* or *going to* where necessary. Find and correct the four spelling mistakes below

1. Whn I get a new TV, _____ (I/give/my old one/away)
2. _____ (after/she/mend/the cover) this couch will look great.
3. I'm goin to sell my car _____ (before/it/break down/again).
4. (When/he/have/enough time) _____ he is going to buy a new laptop.
5. After she repairs my glasses _____ (they/be/as good as new).
6. I will think abot what I am doing now _____ (before/I/toss/things/in the trash).

Writing Exercise 2. Created by SEU's curriculum team

Write three of your own sentences using future clauses and main clauses. Use the conjunctions *when*, *after* and *before*

1. _____

2. _____

3. _____

Communicative Exercise 1. Created by SEU's curriculum team

Think about the video and the effects of trash and modern materials, such as plastic, on the world. Tell your partner what other ways humans are damaging the world we live in.

Communicative Exercise 2. Created by SEU's curriculum team

Debate/discuss in groups:

- What kind of things do you throw away? What habits could you change to throw away less?
- Who is responsible for taking care of the world we live in?
- What will happen in the future if we don't change our ways?

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

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

- Citizens of all countries should be forced to pay to have people to pick up their trash. Also the heavier the trash the more money they would pay
- It's always better to buy new products rather than fix old ones.....
- One person's trash is another person's treasure. So therefore people should throw away fairly new things so poor people can enjoy them.....



FIRST SEMESTER
LEVEL 2
LESSON 14

STUDENT NAME: _____

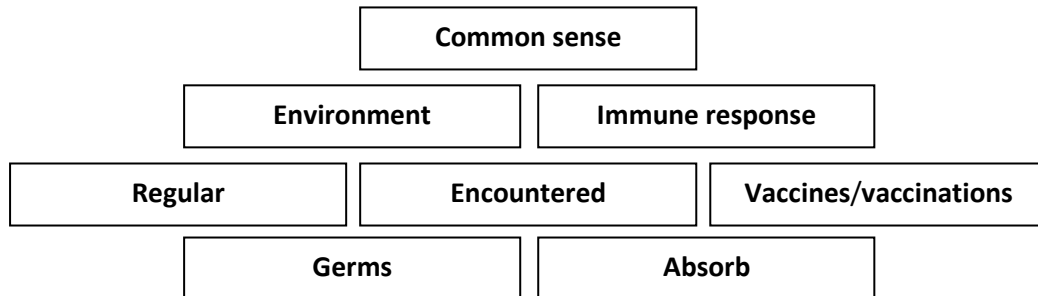
STUDENT ID: _____

Level 2 Lesson 14

Adapted from Q:Skills 2 RW & LS Unit 10

Vocabulary Exercise. Created by SEU's curriculum team

Write the words into the sentences below



1. Everything around us is part of the _____.
2. I would like to recover from infections easily. I want an excellent _____.
3. I learn quickly in class because I _____ everything the teacher says.
4. In dirty, unclean places there are many _____. If you catch them you might get sick.
5. He went into the desert at night and _____ some strange animals.
6. We are having a party but it's only a small short party so we will just wear _____ clothes.
7. When I was a child, I got many _____ from the doctors to protect me from diseases.
8. If you are not sure what to do, just use your brain and look at what is happening around you. Just use your _____.

Pre - Listening Exercise

You are going to watch a video about how to prevent young children from getting diseases. How important do you think vaccines are?

Listening Exercise 1 (QSkills book 2 - Listening and Speaking p.169)

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

1. ___ Dirt is bad for children.
2. ___ Children should wait until they get older if they want vaccines.
3. ___ Washing your hands with soap and water is helpful.

Listening Exercise 2.

Read the questions below. Watch the video and answer the questions using information from the video.

1. Are vaccines important?

2. What should you wash your hands with?

3. What is important for children to do every day?

4. If children get vaccines, what will happen when they meet germs?

5. How many simple immune boosts does the doctor have?

Pre - reading

Some viruses are man-made, such as those that infect your computer. Tell your partner some things you do to keep your computer safe from viruses.

More Than a Game

1. In 2005, a new virus caused a severe pandemic, with hundreds and thousands of deaths around the world. Travellers and pets spread this deadly virus in only a few hours, and it seemed unstoppable. Luckily, the pandemic happened in the online gaming world and those that died were game characters, not real people. The pandemic? A blood virus. The place? *World of Warcraft*, an online computer game with over 6.5 million players at the time the virus spread.
2. *World of Warcraft* is one of the most popular online games in the world. Players move their characters, known as avatars, around the game's imaginary world. The avatars explore new places, fight scary monsters, and interact with other players. In 2005, the game maker, Blizzard Entertainment Inc., made a very powerful virus and put it in a few of the game's areas as a challenge for the better players. The company tried to keep the virus in only certain areas, but just as would happen in real life, the virus spread and could not be controlled.

3. Nina Fefferman and Eric Llofgren are scientists who studied the game virus. They found that the game virus was very similar to a real virus. Within hours of the virus being put into the game, it spread quickly to many other areas of the game's world and got into the game's main cities.
4. In the real world, people can travel quickly and easily by air, the avatars in *World of Warcraft* could do the same. Because the virus was very strong, it quickly spread to all areas of the game's world. Sick and infected avatars did not keep away from other avatars, so they infected other everywhere they went. The virus also spread to the avatars pets. Soon dead avatars were everywhere in *World of Warcraft*. Blizzard Entertainment tried to stop the virus and told players not to come online or play the game until the pandemic was over. But players were very interested to see the virus and so they went to the infected areas of the game to see what was happening. When they did this, they became infected and died. So the virus was able to spread very fast because the healthy avatars did not stay away from the sick ones. Finally, Blizzard Entertainment had to reset the whole game and bring the dead avatars back to life.
5. Fefferman and Lofgren believe that it's important to study how people behave during a pandemic. Learning about viruses and making vaccines is important for stopping the spread of diseases. Experts say that knowing how to slow the spread of a pandemic is very important for global health. Pandemics in online games help experts to study how people behave during pandemics and study what kind of decisions people make when a pandemic is happening. Fefferman and Lofgren are working with Blizzard to use viruses in other games so that experts can learn more about human behaviour in a pandemic.

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

Answer the questions below about the article

1. Where did the virus take place?
 - a. In a small city
 - b. In a Playstation game
 - c. It happened online in *World of Warcraft*
2. What happened to the characters that became infected?
 - a. They stopped playing the game
 - b. They became sick and died and also infected other players
 - c. They recovered and helped other players
3. How did Blizzard Entertainment finally stop the virus?
 - a. They reset the game and had to bring the dead avatars back to life
 - b. They had to ask experts about how to stop the virus
 - c. The infected players stopped playing the game and so the virus stopped spreading

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

Complete the flow chart with details from the reading

In _____
1
makers of _____
2
introduced a virus into the game.

At that time, the game had
more than _____
3
players worldwide.

Blizzard Entertainment
introduced the virus as an
exciting challenge for the
_____ players.
4

The virus spread throughout
the game within a few
_____.
5

Sick _____
6
spread the disease to other
players.

Soon the disease spread to
_____, too.
7

The only solution to
the pandemic was to
_____.
8



A **collocation** is a group of words that frequently go together. Some collocations are made up of a verb + a preposition. Here are some common verb + preposition collocations with the prepositions *on*, *to*, and *in*.

- comment on (to give an opinion about)
- contribute to (to give a part to the total of something)
- increase in (to become or make something larger)
- participate in (to share or join in)
- succeed in (to manage to achieve what you want, do well)
- in response to (an answer or reaction to something)
- in favor of (to support somebody or something, to prefer)
- in common (like or similar to somebody or something)

Using collocations will help your speaking and writing sound more natural

Language Exercise 1. Created by SEU's curriculum team

Answer the questions about collocations with (T) true or (F) false

1. ___ Collocations include a verb and a preposition
2. ___ The preposition always comes before the verb
3. ___ You must look at the preposition and the verb together to understand the meaning of the collocation
4. ___ If a collocation is made of a verb + preposition, for example 'succeed in' then it is still correct if we swap the verb and preposition around to make 'in succeed.' This is still a collocation.

Language Exercise 2. Created by SEU's curriculum team

Circle the collocations in the sentences below.

1. My sister is going to apply to SEU next year.
2. I will arrive in Paris at 6:00pm.
3. The doctor will decide on a vaccine for her.
4. Experts are trying to learn more about diseases so they can succeed in stopping pandemics.
5. People should not travel to places where there are pandemics happening.
6. Doctors and experts agree on the importance of stopping pandemics.

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

Complete the sentences below with the correct collocation. Use the information about collocations after reading exercise 2 to help you.

comment on	contribute to	increase in	in favor of
participate in	succeed in	in response to	in common

1. A cold and the flu have some things _____. For example, they can both be passed from one person to another.
2. My mother told me she liked my new dress, but she didn't _____ my new haircut. Maybe she doesn't like it.
3. The scientists need 50 people to _____ a study for a new flu vaccine. They will pay each person \$500.
4. There's been a(n) _____ cases of the flu this winter. It's much worse than last year.
5. Eating lots of green vegetables can _____ your overall health.
6. Sofia nodded her head _____ my question.

7. If you want to _____ becoming an Olympic athlete, you have to train very hard.
8. Keiko was not _____ of the new proposal, so she voted against it.

Writing Exercise 2. Created by SEU's curriculum team

Write three of your own sentences using 3 collocations from writing exercise 1. Use correct punctuation and capital letters where necessary.

1. _____

2. _____

3. _____

Communicative Exercise 1. Created by SEU's curriculum team

Take 3 collocations from writing exercise 1 that you did not use in writing exercise 2. Think of new sentences using these collocations and tell your sentences to your partner.

Communicative Exercise 2. Created by SEU's curriculum team

Discuss in small groups:

- ❖ In *World of Warcraft*, some players entered the infected areas just because they wanted to see what was happening. Do you think this would happen in a real pandemic? Explain.
- ❖ Imagine that a disease spreads quickly and becomes a global pandemic. What kinds of problems will there be for the government and for doctors?
- ❖ The flu can spread rapidly in schools and universities. What can a school or university do to prevent the spread of the flu?

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.

- Vaccines should be made mandatory by the government for all children
- Video games help spread bad ideas and make people live in fear.....
- Travellers who return from countries that have been affected by an epidemic should be quarantined at the airport.....



FIRST SEMESTER
LEVEL 2
LESSON 15

STUDENT NAME: _____

STUDENT ID: _____

Level 2 Lesson 15

Adapted from Q:Skills RW page 106 LS Page 103

Vocabulary Exercise. Created by SEU's curriculum team

Put the bold words into the correct spaces below

Dining (v.) having dinner

Digital (adj.) computerised and high tech

Waiter (n.) people who take your order and serve you food in a restaurant

Socialise (v.) chat/talk/mix with other people

Concept (n.) an idea

Hover (v.) stay close, near a place or person

Decor (n.) the design in a place

1. I think that business is an interesting _____. I will start my own business one day.
2. I will change the _____ in my house because I'm getting bored with how it looks right now.
3. You should ask the _____ to bring us more drinks.
4. The banks have connected everything to computers. They don't use pen and paper anymore. It's all _____ now.
5. I need to talk to my teacher today, so I will _____ around after class.
6. I don't like to _____, so I don't go to parties.
7. I like to go to restaurants that have friendly waiters; it makes _____ nice and enjoyable.

Pre - Listening Exercise. Created by SEU's curriculum team

Tell your partner about the most interesting restaurant you have ever been to.

Listening Exercise 1 (QSkills book 2 – Reading and Writing p.103)

Watch the video and answer (T) true or (F) false

1. ____ The restaurant uses new technology
2. ____ The restaurant is for people who love to socialise
3. ____ The customer thought it was a bad idea

Listening Exercise 2. Created by SEU's curriculum team

Watch the video again and fill in the spaces below

1. A computerised ordering system that connects the customer directly to the _____.
2. But at this place they don't hover and tell you their _____.
3. It's been described as a restaurant that works like an _____. It's also been called the perfect choice for a diner who doesn't want to _____.
4. You can't actually get on _____ or Google from here.
5. With a digital dining menu that includes computer games and a map of the _____ system.
6. We want to put the customer in a position where they could _____ when they want.
7. It's quite good _____ to be able to play around with the _____ of your table.

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

You are going to read a business message from a restaurant manager to some of his employees who work as waiters in his restaurant. The message is about some new kind of technology that the restaurant is going to use. What do you think the new technology will be in the restaurant? More than one answer is possible.

- Customers will pay their own bills using a credit card at a computer monitor.
- Customers will enter their order at their table using a computer monitor.
- Customers will use their cell phones to order at their table.



DATE: May 3
TO: Servers
FROM: Mark McCormick, Dining Room Manager
RE: New touch-screen ordering

1. At Restaurant Z, we are known as a cool, modern place for people who want a very special experience. We are always looking for better ways to serve our customers and make their experience special. Next month, we will make a change that will make us different to all other restaurants. We will start touch screen ordering. You need to know about this new technology.
2. This is how it works: Each table will have its own computer with a touch screen. Customers can see the menu with descriptions and photos on the screen. To start, the customer puts their credit card into the computer and uses the touch screen to put in their order. Then the computer will ask the customer if they want to order any other extra items such as desserts and drinks. When the customer is finished ordering, they push a button to send the order to a computer in the kitchen. Won't that make your job as a waiter easier? All you have to do is bring the food to the table when it's ready! Finally, paying the bill is quick and easy because the customer can do by themselves. This exciting new technology will improve our customers experience in our restaurant and increase your tips!
3. How will this change affect you? Maybe you are thinking that you might lose your job, you won't! In fact, you will be able to serve more customers every night. These high tech computers not only look cool, they reduce the number of tasks you have to do. Here are some questions and answers:

Q: *How will this make my job easier, as a waiter?*

A: Firstly, customers can order quickly, so we can serve more customers in less time. Secondly, when customers order, the computer asks them if they want to order anything extra. Research shows that when this happens, customers order more. So customer bills will be 15-20 percent higher. With more customers ordering more food, you will get more money in tips! Finally, customers can't blame you for any mistakes in their orders because they place their own orders! Won't that be nice?

Q: *Will customers really want to do their own ordering?*

A: Yes, I think that most of our customers will love it! If a customer wants the normal service, we will provide it, but these computers will be so much fun that everyone will want to use them! The photos will be excellent and the descriptions will make their mouths water. Most of our customers are good at using technology and they enjoy using the latest technology.

Q: *What other things can customers do on these computers?*

A: They'll have fun games and internet access. They can also send messages to friends and take photos of themselves at the table.

4. We will be having training for employees to show you how this new technology works, next Tuesday from 9:30-11:00a.m. I look forward to showing you how all this works!

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

Answer the questions below about the article

1. What change does the restaurant manager want to make?
 - a. He wants to make the restaurant staff work harder
 - b. He wants to make a new way for customers to pay
 - c. He wants to use new technology to make the restaurant more fun for customers

2. What is the main idea of paragraph two?
 - a. To explain how the new technology works
 - b. To describe how customers will pay their bills
 - c. To explain that the new technology will help the restaurant earn more money

3. What is the main idea of the question and answer section?
 - a. Customers will order more food
 - b. The new computers will take away the waiter's jobs
 - c. The new computers will make waiters and customers happy

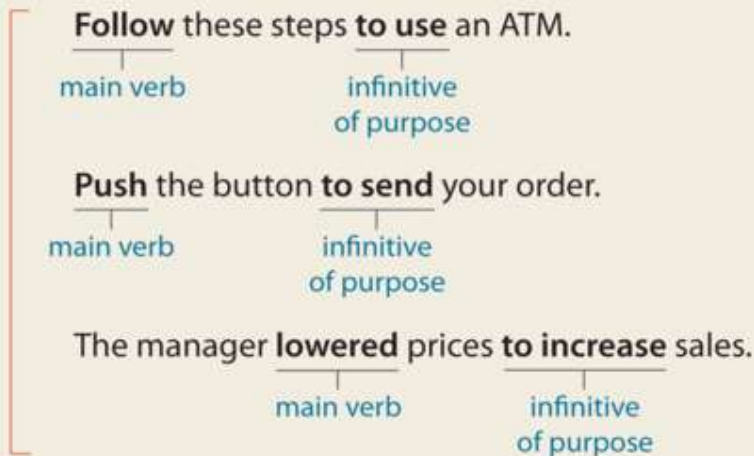
Reading Exercise 2. Q:Skills R&W Margot F. Gramer and Colin S. Ward OUP 2011

Complete the sentences below about the memo

1. The date of the memo is _____
2. The restaurant will start using touch screen ordering _____
3. In addition to the menu on the screens, customers can also see _____
4. The training will take place _____
5. The new technology will increase customer bills by _____
6. The memo was written by _____



An **infinitive** is *to* + the base form of a verb. We sometimes use infinitives to show the purpose of an action. **We call these infinitives of purpose.** An **infinitive of purpose** is usually separated from the main verb in a sentence. Infinitives of purpose can be used with most action verbs.



Sometimes an infinitive of purpose comes before the main verb.



Not all infinitives are infinitives of purpose. An infinitive of purpose has the same meaning as “in order to.” If you insert the phrase “in order to,” it will help you figure out if an infinitive is one that shows purpose.

Infinitive of purpose:

- He called me **to apologize**.
- He called me **in order to apologize**. (same meaning)

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

A. Underline each infinitive of purpose in the paragraph. Remember, not every infinitive shows purpose.

I make lemonade for my own enjoyment, even though it's easy to buy it at the store. First, I get six lemons to make lemonade. Then I cut the lemons in half and squeeze out the juice. I pour the juice through a strainer to take out the seeds. Next, I add about a half a cup of sugar to a cup of hot water to dissolve the sugar. Finally, I mix the lemon juice, sugar water, and several more cups of water in a pitcher. I add lots of ice to make it cold. It's delicious, and it's my family's favorite summer drink.

Language Exercise 2. Created by SEU's curriculum team

Underline the main verb and circle the infinitive of purpose in the below sentences

Put the infinitives of purpose into the correct spaces below

To bring	To teach
To use	To place
To increase	To eat

1. I go to the restaurant _____ food.
2. She uses the computer _____ an order.
3. He wants to use the computers in the restaurant _____ the money the restaurant makes.
4. He put the new technology in the restaurant _____ more customers.
5. You need to know about this new technology _____ it in the restaurant.
6. The waiters will get training _____ them about the new computers.

Writing Exercise 1. Created by SEU's curriculum team

Complete the sentences using infinitives of purpose

1. I go shopping new clothes.
2. She ran down the stairs.....for her mother.
3. He picked up the phone..... his father.
4. He made a joke..... his friends laugh
5. I go to the university..... English

Writing Exercise 2. Created by SEU's curriculum team

Write three of your own sentences using some of the infinitives of purpose from writing exercise 1

1. _____

2. _____

3. _____

Communicative Exercise 1. Created by SEU's curriculum team

Read your sentences from writing exercise 2 to your partner

Communicative Exercise 2. Created by SEU's curriculum team

In groups, make a list of 5 different infinitives of purpose. Make 5 different sentences with them.

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

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

- Using technology in restaurants is more important than the quality of the food
- The traditional waiter can never be replaced by computers.....
- Technology in restaurants has a negative effect on socializing during meals.....