# Connect

## الإستماع والمناقشة

## 1 Listen and Discuss

**إقرأ النصوص أدناه وطابق كل مص بالعنوان الصحيح. اكتب العناوين في الفراغات**

Read the texts below and match each one with the correct heading. Write in the blank.

Technology
TV Around the World
Unusual Buildings
Working Days
Ecotourism
Going Green




### Technology

The paper vs. eBook debate, which has been going on for several years, does not seem to serve any real purpose. Digital has become an integral part of life; so much so, that we fail to notice it. Hard copies, on the other hand, are still available, but for how long?



### Unusual Building

The Makkah Clock Royal Tower is among the top tallest buildings in the world. The clock face is large enough to be seen from 25 kilometers away. Have you seen it?



### Ecotourism

Ecotourism allows travelers to observe and experience life and culture in a natural and often undisturbed location that lends itself to activities like hiking, climbing, rafting etc. This type of tourism often provides funds for conservation and contributes to the development of the local economy. Would you be interested in this type of travel?



### TV Around the World

Cable television is gradually being replaced by the Internet. Recent research indicates that a substantial number of cable subscribers in their late twenties to mid-thirties are planning to discontinue their cable TV subscriptions. On-demand viewing appeals a lot more to people who want to watch a show of their choice at a time that suits them best. What is your view?



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Part 1



## Working Days

It is not unusual for working people to complain about having to follow the same routine day in and day out. Come retirement time, however, a great number of them feel lost and suffer physically and psychologically through the absence of the same routine. Why do you think this happens?



## Going Green

Climate change has been a critical issue in recent years due to its destructive consequences caused by natural disasters, such as storms, hurricanes, flooding and landslides. Deciding to "go green" has presented a dilemma for countries which have to choose between immediate economic growth and greener policies. This has delayed timely action and prevented the implementation of "green" measures that can contribute to the reduction of carbon emissions. What is your view?

عمل ثنائي

## 2 Pair Work

أجب على السؤال في نهاية كل نص من النصوص أعلاه ثم ناقش. عبر عن رأيك وهل توافق أو لا توافق. استخدم العبارات الموجودة في المربع

Answer the question at the end of each text and discuss. Express your opinion and agree or disagree. Use phrases from the box.

على الطالب الإجابة ومثال على الحل في الصفحة التالية

| Expressing Opinion/ Feeling/ Preference - Agreeing/ Disagreeing |
|---|
| What do you think of ...? I think it's interesting / an amazing achievement. |
| What's your view on ...? I'm not sure. I can see why ... but I can't see eye to eye with ... |
| Don't you think it's an interesting / original ...? No, not really. |
| We're on the same page here. |
| I see your point but ... / I have no doubt that your view is valid, but I personally feel that... |
| I admire people who ... but I can't see myself doing it. |
| Which would you choose? I prefer... / I think I'd opt for ... / go for (conventional travel). |



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## 2 Pair Work

Answer the question at the end of each text and discuss. Express your opinion and agree or disagree. Use phrases from the box.

**Sample answers:**

**Technology:**

**I'm not sure I can see why people are still debating the point.**

**Ecotourism:**

**Absolutely, I'm very interested in ecotourism. I think ecotourism gives people a chance to see the amazing beauty of our world.**

**Unusual Building:**

**Yes, last year, I was in Makkah for Omra. I think Makkah Clock Royal Tower face is amazing achievement.**

**TV Around the World**

**It seems to me that the appeal of "Suits" is in the ease of watching. For me I want to watch a show of my choice at a time that suits me best.**

**Working Days**

**In my opinion, it often reflects the natural human tendency to seek novelty, purpose, and excitement.**

**Going Green**

**I think there is a lack of understanding and knowledge about green practices.**

المحادثة

## 3 Conversation

استمع وتدرب على قراءة المحادثة بشكل ثنائي

Listen and practice reading the conversation in pairs. Then act it out.

**Librarian:** Can I help you?
**Hashim:** Could you please tell me where I can find biology books and research documents?
**Librarian:** What exactly are you looking for?
**Hashim:** It's about a science project and I need to gather information, in order to create a timeline for biological research over the last 60 years or so.
**Librarian:** I see. That must be interesting. It can't be easy to collect all the information and choose the key items you need but I'm sure you'll manage. Go to aisle 5 and look up the biology section. I'm sure you'll find what you need.
**Hashim:** I hope so. Thanks for your help.
**Librarian:** One more thing! The research documents are in the reference section. You have to sign and get a key. You can look up what you need and read documents in the reference section, but you mustn't take anything out.
**Hashim:** Can I photocopy any pages?
**Librarian:** You'll have to check with me first. You are not allowed to photocopy old manuscripts.
**Hashim:** I understand. Thanks again.

*(an hour later)*

**Ali:** I've noticed you have to use a whole pile of books. Are you doing research?
**Hashim:** Yes, I'm trying to. But I'm not sure I can do it within the deadline. I'll need to spend days in the library, reading and making notes.
**Ali:** Don't you worry! Of course you'll make it. It seems impossible at first but you get used to it. Would searching online or using eBooks help?
**Hashim:** That would be awesome but all the computers are taken.
**Ali:** No, not really. How about using this one? I'm just about to leave.
**Hashim:** Are you sure?
**Ali:** Absolutely. I'll let the librarian know on my way out. You'd better move over right away before someone else takes it. Here, I'll help you move your things.
**Hashim:** Thanks a lot. I owe you big time!
**Ali:** Not, at all. I'm sure you'd do the same!

دورك

### Your Turn

Role-play a conversation like the one above with a partner. Use phrases from the box below.

مثل محادثة مع زميل كالمحادثة أعلاه. استخدم العبارات الموجودة في المربع

| Asking for and Giving Information / Instructions | |
|---|---|
| Could you please tell me where I can ... / where the ... is? Go to (aisle 5) and ... / walk down (aisle 3) and turn right ... | Can I photocopy ...? / Am I allowed to ...? / Is it all right if I ...? |
| What exactly are you looking for? Information / data ... / It's a project that I need ... | Obligation / Ability / Prohibition |
| Asking permission | You have to/need to sign ... |
| | You mustn't take anything out/touch anything ... |
| | You are not allowed to... |

على الطلب الإجابة وبمثال على الحال في الصفحة التالية



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## Your Turn

Role-play a conversation like the one above with a partner. Use phrases from the box below.

**Sample answers:**

**Role-play Conversation**

**Fatima:** Excuse me, I am sorry to trouble you, but could you tell me how I can get to the Main Campus?

**Asma:** Certainly. Are you fresher?

**Fatima:** Yes, I'm.

**Asma:** Why you want to go Main Campus? Do you have any problem?

**Fatima:** No. I want to meet some friends; they are at the main Campus.

**Asma:** Hmm, I think I know where it is.

**Fatima:** Is it far?

**Asma:** No, not really. Do you have a car, are you driving?

**Fatima:** No, I don't have a car.

**Asma:** Okay, actually it's only about 10 minutes walk.

**Fatima:** At first you tell me, how to go there on foot?

**Asma:** Okay. Go straight, turn left onto DA4 Road, walk straight to VX3 Tower then take right, there is the Main Campus.

**Fatima:** Thank you for suggesting to me.

**Asma:** It’s my pleasure. You can take help from me, anytime.

Sample answers in next page
مثال على الإجابة في الصفحة التالية

## 4 Listening الإستماع

### استمع إلى المحادثة ثم أجب عن الأسئلة

Listen to the conversation and answer the questions.

1. What is the relationship between the speakers? Are they friends, brothers, other?
2. How do you know?
3. Listen and practice the conversation in pairs.

**Omar:** You'd better have your eyes checked if you don't want to get into serious trouble.
**Imad:** Yes, I know they feel all dry and puffy.
**Omar:** Have you been sleeping well?
**Imad:** As well as possible! I've been staying up trying to finish my project, and spending a lot of time in front of the computer.
**Omar:** Do you take breaks? You need to take a break every hour.
**Imad:** I'd never get to the end of it that way.
**Omar:** Well, you won't have the eyesight you need to get to the end of it if you don't have breaks! Another reason for taking breaks is to prevent damage to your back from endless hours of sitting at your desk.
**Imad:** But I'm young. Older people tend to have back problems.
**Omar:** You're wrong there. People can cause themselves damage at any age. What has saved you so far is the fact that you work out and do sports.
**Imad:** Yes, my parents have said the same thing!



على الطالب الإجابة وأمثلة على الحوار في الصفحة التالية

## 5 About You عن نفسك

1. How many hours a day do you spend studying during exams?
2. How do you feel at the end of an examination period?
3. Which of the statements below do you agree with? Give reasons.
   - **A.** You'll do a better job if you stay up and work through the night.
   - **B.** You'll do a better job if you get some sleep and work in the morning.
4. What would you advise your friend to do/not to do when preparing for exams?
5. Role-play a conversation like the one above with a partner. Use phrases from the box.

**Warning / Advice**

You'd better ... if you don't want to get into serious trouble.

You'll do a better job/ have a better ... if you ...

You won't ... if you don't / You need to ... or else ...



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## 4 Listening

Listen to the conversation and answer the questions.

**Sample answers:**

1 . friends - older to younger friend: Omar, the first speaker must be older because he advises Imad about what he should or shouldn't do and warns him about the consequences.
2 . Instructor-student: possibly at university or technical college.Accept any answer that can be justified through content, attitude, and/or register/style of language used.

## 5 About You

**Sample answers:**

1 . At least 2 - 5 hours a day or more if possible (depending on the number of exams, difficulty of the material, and personal style).
2 . Usually, I feel a mix of relief, exhaustion, and uncertainty about results.
3 . I definitely agree with statement B, as sleep is crucial for cognitive function and performance.
4 . I would advise my friends to start studying early and focus on studying effectively, prioritize sleep and self-care, create a study plan, and practice past papers.
5 . Role-play conversation

- Student A: How many hours a day do you spend studying during exams?
- Student B: It really depends on the workload and the difficulty of the exams.
  Usually, I try to study at least 3-4 hours per subject per a day, with some additional time for reviewing notes and practice questions.
- Student A: How do you feel at the end of the examination period?
- Student B: Honestly, a mix of emotions. Relief is definitely there, but also of exhaustion and anxiety while waiting for the results.
- Student A: Which statement do you agree with more A or B?
- Student B: Definitely B as sleep is crucial for cognitive function and performance.
- Student A: What would you advise your friends to do when preparing for exams?
- Student B: I'd advise them to focus on studying effectively, prioritize sleep and self-care, create a study plan, and practice past papers.

# 1 Connected by Technology

رابط الدرس الرقمي

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## 1 Listen and Discuss

الإستماع والمناقشة

Read the Internet profiles of the three young people. Find two important details about each.

إقرأ الملفات الشخصية للثلاثة الشباب على الإنترنت وابحث عن حقيقتين مهمتين عن كل واحد منهم

**Sample answers:**

**Faisal Alharbi: spontaneous, likes to set challenges for himself.**

**Luke Mitchell: obsessed with technology, laid back**

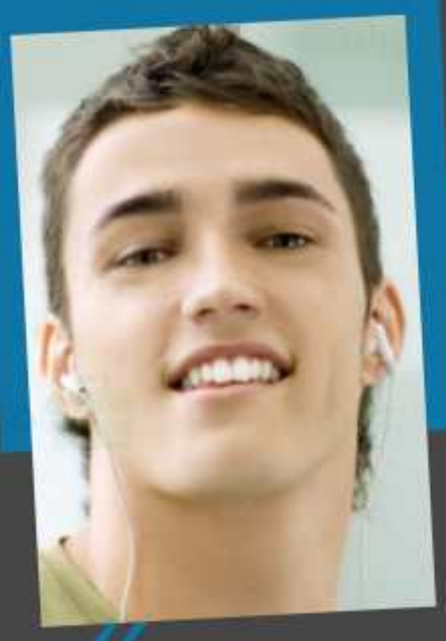
**Ahmed Al Ali: loves being outdoors, a good listener**



**Name:** Faisal Alharbi
**Gender:** Male
**Age:** 19
**Home:** Jeddah, Saudi Arabia

Send a Message
Add as Friend
Forward to Friend
Send a Smile

I believe in living life to the fullest. My friends call me "adventure boy" because I'm very spontaneous and I love to do new things. There's almost nothing I won't try once. For example, I've gone bungee jumping and parachuting! I've eaten shark fin soup and chocolate covered crickets! I like to set challenges for myself, and I've found that I can do anything I set my mind to. I'm also a very straightforward person. I say what I mean and I mean what I say. If you ask my advice, you're going to get it!



**Name: Luke Mitchell** **Age: 17**
**Gender: Male** **Home: London, England**

Send a Message
Add as Friend
Forward to Friend
Send a Smile

OK. So the first thing you should know about me is that I'm obsessed with technology and media. I have to be "plugged in" all the time. I spend hours each day on the Web and playing computer games. I'm a lot like my dad. He's a software engineer and he loves technology and spending time on the computer, too. It drives my mom crazy.

But just because I love technology doesn't mean I'm a loner. I'm always hanging out with my friends. Sometimes I spend hours talking with friends online. I'm a pretty funny guy and I like cracking people up. My approach to life is laid back. I like helping others lighten up and not take life so seriously.



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**A.**

**Sample answers:**

1. Luke
2. Ahmed
3. Faisal
4. Ahmed
5. Faisal
6. Luke
7. Luke

تحقق سريع

## Quick Check ☑

من تعتقد أنه من المرجح أن يقوم بالأعمال التالية: فيصل أو لوك أو أحمد؟

المفردات

A. **Vocabulary.** Who do you think would most likely do the following actions—Faisal, Luke, or Ahmed?

1. Chat with friends over the computer.
2. Go camping with friends.
3. Go bungee jumping.
4. Help a friend with a problem.
5. Share his honest opinion about a friend's problem.
6. Make a friend laugh about his problem.
7. Spend evenings watching TV with his friends.

ناقش المعني لهذه التعابير مع زميل ثم قرر أي من الأشخاص الثلاثة يصفه كل تعبير بشكل أفضل

الإستيعاب

B. **Comprehension.** Discuss the meaning of these expressions with a partner. Decide which person each proverb describes best—Faisal, Luke, or Ahmed.

1. Better late than never.
2. Nothing ventured, nothing gained.
3. Silence is golden.
4. The apple doesn't fall far from the tree.
5. Laughter is the best medicine.
6. Honesty is the best policy.

**B.**

1. Faisal
2. Faisal
3. Ahmed
4. Luke
5. Luke
6. Faisal

عمل ثنائي

## 2 Pair Work

1. Which person is most like you? Why? Which person is most unlike you? Why?
2. Write your own profile. Exchange and discuss your profile with your partner.

على الطالب الإجابة ومثال على الحل في الصفحة التالية



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## 2 Pair Work العمل الثنائي

من هو أكثر شخص يشبهك؟ و لماذا؟ و من هو أكثر شخص لا يشبهك؟ و لماذا؟

1. Which person is most like you? Why? Which person is most unlike you? Why?

**The person who is like me is my brother.**
**Because our personality looks like each other.**
**The person who is not like me is my friend.**
**Because he likes things that I don't and vice versa.**

2. Write your own profile. Exchange and discuss your profile with your partner.

اكتب معلوماتك الشخصية و بدلها مع زميلك ثم ناقشها

**Name: Mohammed Saeed.**
**Gender: Male.**
**Age: 23.**
**Home: Jeddah, Saudi Arabia.**



موقع واجباتي
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# 3 Grammar

## Auxiliary Verbs

الأفعال المساعدة تعمل جنباً إلى جنب مع الأفعال الأساسية. أكثر الأفعال المساعدة الشائعة هي: **do, have, and be**

Auxiliary verbs work together with main verbs. The most common auxiliary verbs are *do*, *have*, and *be*.

يستخدم الفعل المساعد **do** مع الحالات المنفية والأسئلة وكذلك مع الإجابات القصيرة المثبتة والمنفية. وهذه أمثلة توضح ذلك.

Use *do* with negative statements and questions and with affirmative and negative short answers.

She **doesn't** like social networking websites.
**Do** you send lots of text messages? Yes, I **do**. / No, I **don't**.
**Did** Thomas answer your email? Yes, he **did**. / No, he **didn't**.

يستخدم الفعل المساعد **have** مع الحالات المثبتة والمنفية في زمن المضارع التام والماضي التام. وهذه أمثلة توضح ذلك.

Use *have* with present perfect and past perfect affirmative and negative statements, questions, and short answers.

She **has** (not) created her own website.
**Has** she posted any photos yet? Yes, she **has**. / No, she **hasn't**.
**Have** you charged your cell phone? Yes, I **have**. / No, I **haven't**.
I **had** gotten his email an hour before he called me.

يستخدم الفعل المساعد **be** مع الحالات التقدمية المثبتة والمنفية والأسئلة والإجابات القصيرة في زمن المضارع و الماضي. وهذه أمثلة توضح ذلك.

Use *be* with progressive affirmative and negative statements, questions, and short answers.

She **is** (not) answering her cell phone.
**Is** your cell phone working? Yes, it **is**. / No, it **isn't**.
He **was** using his brother's cell phone yesterday.
**Were** you surfing the Internet last night? Yes, I **was**. / No, I **wasn't**.

يستخدم الفعل المساعد **be** مع حالات صيغة المجهولة المثبتة والمنفية والأسئلة والإجابات القصيرة. وهذه أمثلة توضح ذلك.

Also use *be* with passive affirmative and negative statements, questions, and short answers.

The Internet **is** (not) used by millions of people.
**Were** you given a password? Yes, I **was**. / No, I **wasn't**.

### ضع دائرة حول الفعل المساعد الصحيح لكل جملة

**A.** Circle the auxiliary verb in each sentence.

1. We are downloading an antivirus right now.
2. I do not check my email when I'm on vacation.
3. Online newspapers have become more popular than print newspapers.
4. Did you send her a message?
5. The Internet is used by millions of people each day.
6. My grandmother had never used the Internet before last week.
7. We have been online for a long time.

**B.** Write ***yes/no*** questions. أكتب سؤالاً لكل عبارة

I'm shutting the computer down now. *Are you shutting the computer down now?*

1. He found lots of good resources for his essay online.
2. She usually turns her cell phone off before class.
3. She's had that bicycle for a long time.
4. He's not answering his phone.
5. She has posted photos on her website.
6. We've downloaded the program we were looking for.

1. Did he find lots of good resources for his essay online?
2. Does she usually turn her cell phone off before class?
3. Has she had that bicycle for a long time?
4. Is he answering his phone?
5. Has she posted photos on her website?
6. Have you downloaded the program you were looking for?



موقع واجباتي
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## أكمل الجمل بإستخدام الصيغة الصحيحة لـ do, have, be

**C.** Complete the sentences with the correct forms of ***do***, ***have***, and ***be***.

**Leila:** (**1**) **Do** you still make your own jewelry?

**Ana:** Yes, I do. In fact, I (**2**) **have** turned my hobby into a business.

**Leila:** Really? (**3**) **Are** you selling your jewelry now?

**Ana:** Yes, I (**4**) **am**. I (**5**) **have** sold more than 50 pieces of jewelry online this year. My jewelry (**6**) **is** bought by people all over the world. Right now, I (**7**) **am** making a bracelet for a woman in Shanghai!

**Leila:** (**8**) **Did** you make that necklace you're wearing?

**Ana:** Yes, I (**9**) **did**.

**Leila:** It's lovely. (**10**) **Do** you have time to make one for me?

**Ana:** Of course.

**Leila:** How much (**11**) **does** a necklace like that cost?

**Ana:** I (**12**) **do** not accept money from friends! I'll make you a necklace, but (**13**) **do** not even think about paying me for it!

## إنظر إلى الصورة. قم بتأليف قصة عنها. استخدم جملاً تحتوي على أفعال مساعدة. أجب عن أسئلة مثل هذه

**D.** Look at the picture. Make up a story about it. Use sentences with auxiliary verbs. Answer questions like these:

- Who are these people?
- How long have they known each other?
- How long have they been here?
- What are they doing?

**Sample answer:** على الطالب الإجابة وهذا مثال على الحل

**Here's a simple story using auxiliary verbs and answering the guiding questions.**

**These three people are businessmen. They have been working together for many years. They are sitting in a meeting, and they are talking about a new project. They have been here for almost two hours, but they don't look tired. They are discussing some business plans, and they are trying to find the best solution. One of them is asking questions, and the others are giving their opinions. They have already made some important decisions, and they are planning to meet again tomorrow.**





موقع واجباتي

# 1 Connected by Technology

رابط الدرس الرقمي

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## 4 Conversation المحادثة

**Grandma:** What are you doing, Cara?

**Cara:** I'm texting Maria. I haven't seen her all week, so I'm just saying "hi."

**Grandma:** What's that beep?

**Cara:** It's Maria. She just sent a text message back to me.

**Grandma:** I don't understand. How on earth do you type what you want to say so quickly?

**Cara:** You don't actually type the words out. You use abbreviations and acronyms. Hold on. I'll show you. Right now I'm asking if she wants to come over and hang out.

**Grandma:** That's a lot to type.

**Cara:** Right. So instead I type "DYWT come ovr." Does that make sense?

**Grandma:** DYWT? What does that mean?

**Cara:** DYWT means "Do you want to." It's the first letter of each word.

**Grandma:** Oh. OK. Now what?

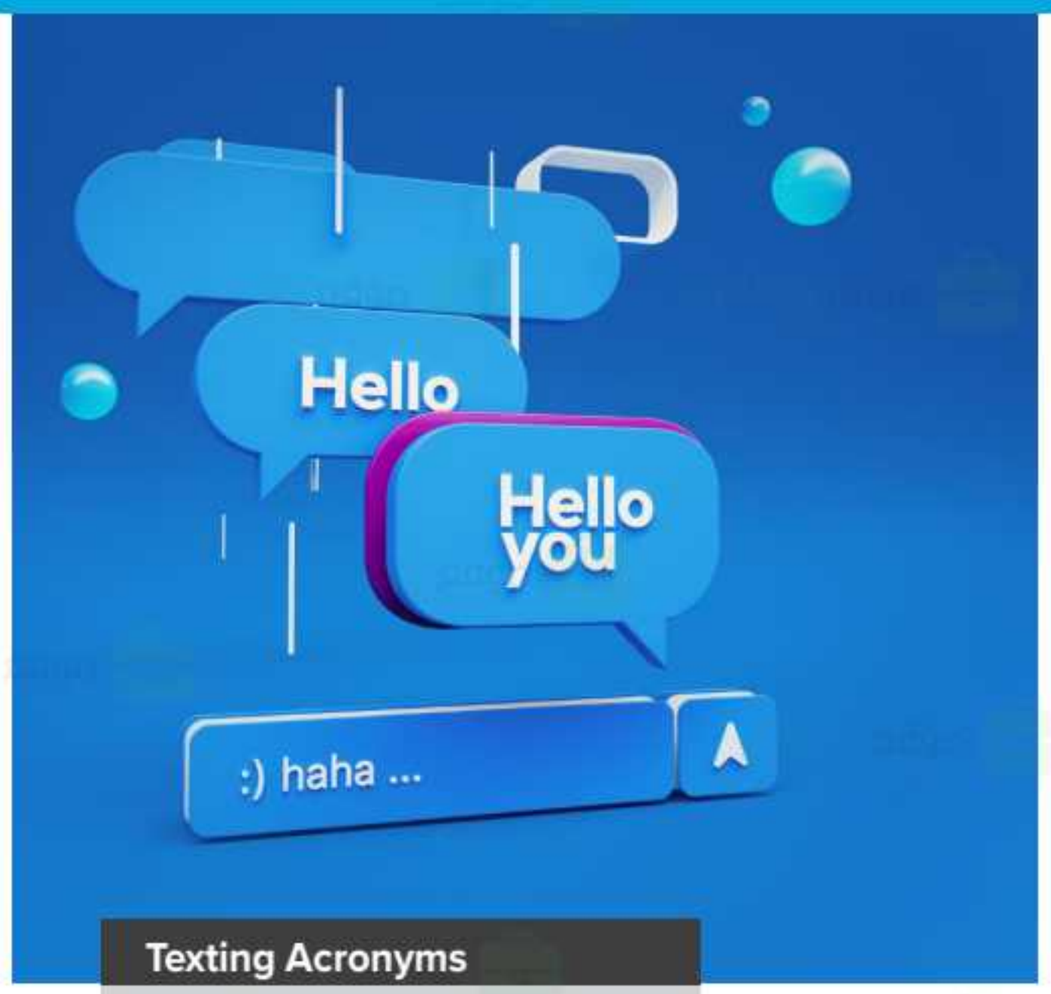
**Cara:** She'll respond in a second. *(beep)* There.

**Grandma:** What did she say?

**Cara:** (*spelling it out*) Gr8. B ovr n 10 mins.

**Grandma:** I think I get it. She's saying, "Great. Be over in ten minutes."

**Cara:** Now you've got the hang of it, Grandma!




**Texting Acronyms**

| | |
|---|---|
| WU? | What's up? |
| LOL | laughing out loud |
| B4N | bye for now |

**Real Talk**

How on earth? = How is it possible
Hold on. = Wait a moment.
hang out = spend time together informally
get it = understand
got the hang of it = started to understand something

## About the Conversation أسئلة حول المحادثة

بشكل ثنائي, اسأل وأجب عن الاسئلة ثم بدل الادوار

In pairs, ask and answer the questions. Then switch roles.

1. What doesn't the grandmother understand?
2. What acronym does the grandmother learn? What texting acronyms do you use?
3. Tell your partner about a time you explained something or learned something new from someone.

Answers in next page
الأجوبة في الصفحة التالية

## Your Turn دورك

قم بتمثيل محادثة مع زميل. اشرح لزميلك كيف يقوم بعمل شيئاً ما. استخدم العبارات من المربع ادناه لطلب التوضيح والتأكيد

Role-play with a partner. Explain to your partner how to do something. Use phrases to ask for clarification and confirm from the box.

على الطالب الإجابة ومثال على الحل في الصفحة التالية

**Asking For Clarification and Confirming**

| | |
|---|---|
| I don't understand. | How do you...? |
| Can you explain it? | What does that mean? |
| Does that make sense? | I get it. |



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## About the Conversation

In pairs, ask and answer the questions.
Then switch roles.

**Answers:**

1 . **The grandmother doesn’t understand how Cara types a text message so quickly.**

2 . **The grandmother learns the acronym, “DYWT,” or “do you want to."**

3 . **I once explained to my mom how to use WhatsApp. Or, I learned from my friend how to use Google Drive to share files.**

## Your Turn

Role-play with a partner. Explain to your partner how to do something. Use phrases to ask for clarification and confirm from the box.

**Sample answer:**

**Student A:** Can you show me how to solve this math problem?

**Student B:** Sure. First, you divide the number by 2.

**Student A:** I don't understand. How do you divide it?

**Student B:** You take the number and split it into two equal parts.

**Student A:** Oh, can you explain it with an example?

**Student B:** Yes, For example, 10 divided by 2 equal 5.

**Student A:** Okay, what does that mean for this problem?

**Student B:** It means the answer is 5. Does that make sense?

**Student A:** Yes, I get it. Thanks!

## الإستماع

## 5 Listening

استمع إلى حديث الأب لأبنه حول استخدام الجوال. اكتب الارقام

Listen to a father talk to his son about using his cell phone. Write the numbers.



**Answers:**

1 . 300
2 . 950
3 . $79
4 . $0.40
5 . $20
6 . one-third

1. How many cell phone minutes does Michael think he has used this month?
2. How many minutes has he actually used?
3. How much does it cost for 900 minutes?
4. How much does each additional minute over the plan cost?
5. How much does Michael's bill add up to this month?
6. How much of the bill does Michael's father suggest he pay?

## النطق

## 6 Pronunciation

When counting "teen" numbers, such as thirteen and fourteen, stress the first syllable. In most other cases, we tend to stress the last syllable in "teen" numbers. When using these words to talk about quantity, time, or money, stress the second syllable.

In "ten" numbers, such as twenty and thirty, always stress the first syllable.

Listen and repeat the sentences. Circle the correctly stressed numbers.

| | | |
|---|---|---|
| 1. | SEVENteen | sevenTEEN |
| 2. | FORty | forTY |
| 3. | FIFteen | fifTEEN |
| 4. | THIRteen | thirTEEN |
| 5. | THIRty | thirTY |

## البناء التركيبي للمفردات

## 7 Vocabulary Building

ستجد هذه الكلمات في القراءة في الصفحة 12 و 13. ضع كل كلمة تحت تصنيف من التصنيفات الموجودة في الجدول

**A.** You will see these words in the reading on pages 12 and 13. Put each word into a category in the chart.

| | | | |
|---|---|---|---|
| asthma | extraordinary | paramedics | unique |
| cyber | networking | posted | virtual |

| Related to Computers | Synonym for "Special" | Related to Health |
|---|---|---|
| networking<br>virtual<br>cyber<br>posted | unique<br>extraordinary | asthma<br>paramedics |

تحقق من أجوبتك مع زميل. إذا لم تفهم معنى الكلمة, تحقق منها في القاموس

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



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رابط الدرس الرقمي

## 8 القراءة Reading

### قبل القراءة Before Reading

هل ساعدك الإنترنت يومًا ما في مقابلة صديق أو إعادة التواصل معه؟ اشرح ذلك

Has the Internet ever helped you meet or reconnect with a friend? Explain.

**Sample answer:**
**Yes, the Internet helped me reconnect with an old school friend. We met again on social media and now we chat every week.**

# AMAZING INTERNET CONNECTIONS

We all use the Internet to connect with people. Using email, social networking sites, and instant messaging are ordinary ways that people connect. But at times, the Internet has been used to connect ordinary people in extraordinary ways.

## SAVING A LIFE



12-year-old Sean Redden from Denton, Texas, was in on the Internet, playing a cyber fantasy world game. Suddenly someone came online, asking for help. The person said she was a Finnish business student who was locked in her college's computer lab. She said she was having an asthma attack and couldn't breathe.

Redden wasn't sure if this was part of the game as sometimes a few people lie on the Net. However, as he later told the *Dallas Morning News*, he decided it was, "too real to be a joke." So Redden called the police. With the additional help of international phone operators, Finnish paramedics found 20-year-old Tara Laintinen and gave her the medical attention she needed. Without the Internet and the efforts of a 12-year-old boy half a world away, she might not have survived.

## FINDING YOUR DOUBLE



It was just an ordinary night on a crowded subway car for Patrick Swales, a 21-year old web designer in New York City. The car had just stopped at a station and the doors opened. Suddenly, he saw himself waiting at the platform. But the clothes were not really his style. What was he doing waiting there? He should be in the car. But he was in the car! By the time he realized that he had just run into his double, the doors had shut and they were moving. At that instant, their eyes met. Disbelief, amusement, wonder were all conveyed in that one look! They both raised a hand in an attempt to catch each other but it was too late.

Shaken by the encounter and determined to find his double, Patrick came up with a unique idea. He created a website called subwaymydouble.com. He posted his own photo and a description of the man he had seen in the subway, in the hope that someone would see it and make contact. He got the call two days later.

Now Patrick and his double are best friends. His name is Manuel and he is in New York studying web design! Patrick and Manuel have decided to take themselves out of the public eye, so they have stopped updating the site. Patrick posted this message on the website: "In our best interest, there will be no more updates to this website. Unlike popular TV series, you will have to continue the story yourselves. Best wishes to all and may you find your double someday."



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## REUNITED... 60 YEARS LATER

Asma, a 75-year-old grandmother of eight, enjoyed telling her grandchildren stories about her youth. These stories usually featured Sabah, Asma's best childhood friend. Asma and Sabah had been as close as sisters. Then, when the girls were 15, Sabah's family moved away and the girls lost contact. But Asma never forgot her childhood friend.

One day, Asma was telling her 13-year-old grandchild, Ali, a story about Sabah, when Ali asked, "Why don't you try to find her?" Ali got out his laptop and showed Asma how to surf the Web. A mere 30 minutes later, they had found Sabah! Asma's hands trembled as she dialed her old friend's phone number. When Sabah answered and Asma identified herself, Sabah burst into tears. By coincidence, Sabah was now living nearby.

Sixty years later, the women are inseparable once again. "My life has improved dramatically since Asma found me," says Sabah. "I never feel lonely anymore."

Adds Asma, "It's as if we had never been apart. Sixty years have made no difference to our friendship!"

These are just a few of the incredible ways people have been brought together by the Internet. Every day there are more. Who knows what amazing Internet stories are unfolding at this very moment.

على الطالب الإجابة ومثال على الحل في الصفحة التالية

### بعد القراءة
### After Reading

1. In your own words, explain how Sean Redden saved Tara Laintinen.
2. What do you think of the way Patrick Swales found his double? Would you ever do something like this? Why? Why not?
3. Think about the story of Asma and Sabah. Is there someone you would like to be reunited with? Who and why?
4. What do all of the stories have in common?

### التحدث
### 9 Speaking

اعمل ضمن ازواج أو مجموعات. فكر في مميزات وعيوب الإنترنت. دون ملاحظات في الجدول. ناقش أفكارك في الصف

Work in pairs or groups. Think about the advantages and disadvantages of the Internet and make notes in the organizer. Discuss your ideas in class.

على الطالب الإجابة وهذا مثال على الحل

| | Advantages | Disadvantages |
|---|---|---|
| 1 | Easy to find information | 1. Wastes time if used too much |
| 2 | Connects people quickly | 2. Can be unsafe or have bad content |
| 3 | Online shopping and services | 3. Less face-to-face communication |
| 4 | Helps in studying and learning | 4. Health problems from long screen time |



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## After Reading

1. In your own words, explain how Sean Redden saved Tara Laintinen.
2. What do you think of the way Patrick Swales found his double? Would you ever do something like this? Why? Why not?
3. Think about the story of Asma and Sabah. Is there someone you would like to be reunited with? Who and why?
4. What do all of the stories have in common?

### Sample answer:

1 . Sean was playing a game online when a girl asked for help. She was having an asthma attack. He called the police, and they found her in time and saved her life.

2 . I think it was creative and interesting. I might do something like this if I really wanted to find someone, but I would be careful about using the Internet.

3 . Yes, I would like to be reunited with an old school friend because I miss spending time with them.

4 . All the stories show how the Internet helps people connect in amazing and unexpected ways.

# 1 Connected by Technology

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## الكتابة
## 10 Writing



انظر إلى الصور ثم عرف التعلم الحضوري والتعلم عبر الإنترنت

**A.** Look at the photos and define face-to-face and online learning.

1. Do you know anyone who is studying online? Would you prefer to learn online? Why? Why not?
2. Do you prefer to communicate with your teacher and classmates face-to-face? Why? Why not?
3. What are the differences?
4. Read the text and answer the questions:
   - What is the trend for university courses?
   - What kinds of students opt for online courses?
   - Why do some students enroll in face-to-face courses?
   - Which type of course is more successful?
5. Read the text again and find out which paragraph:
   - presents information about face-to-face courses
   - sets the scene and introduces the topic
   - presents information about online courses
   - rounds up issues

على الطالب الإجابة ومثل على الحل في الصفحة التالية



# Learning Face-to-Face and Online

There have been significant changes in education due to technology. The Internet has played a determining role in transforming the face of education as we used to know it. More and more universities and colleges offer face-to-face and Online course modes or blended versions that combine classroom face-to-face and email, social networking, or synchronous e-learning.

Research has shown that students choose different options, depending on individual preferences, learning styles, and practical considerations. For example, working adult students prefer online courses as they offer the flexibility that they need to combine learning with work. In other words, individuals, whose time and/or mobility are restricted, are happier with online courses.

On the other hand, a large number of students enroll in face-to-face courses as they feel that face-to-face instruction and communication with peers will help them understand concepts better and learn more effectively. They are not opposed to using email or social networks to communicate with peers but not with their instructor. On the contrary, online students find it easier to communicate with instructors by email as it frees them of inhibitions they might have about asking questions or raising issues face-to-face.

Both groups defend their respective choice wholeheartedly. This is further demonstrated by success rates and learning outcomes. So, given a positive attitude to technology and the necessary skills, students will benefit from online courses as much as their counterparts in face-to-face contexts. What remains to be seen is if such courses will also benefit interpersonal skills and help people perform as members of a team.



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## 10 Writing

**A.** Look at the photos and define face-to-face and online learning.

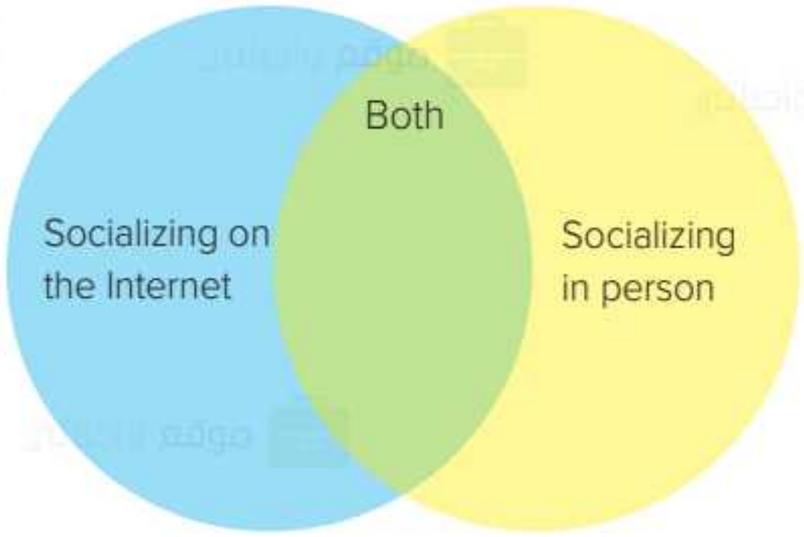
**Sample answer:**

1. Yes, I know some of my friends learning online. I personally prefer to study F2F learning because online learning commonly causes tension in our body.
2. Heavily depends on the situation. If it's my teacher or classmates, sure, I'd prefer to communicate face to face because it's more personal and fun, and you can see people's expressions and enjoy real experiences.
3. The differences: In F2F conversations, we can identify the tone of voice and use body language to understand the content of messages. But online communication does not have that luxury.
4. 
   - The trend for university courses combines classroom face-to-face and email, social networking, or synchronous e-learning.
   - Working adult students prefer online courses as they offer the flexibility that they need to combine learning with work.In other words, individuals, whose time and/or mobility are restricted, are happier with online courses.
   - Because they feel that face-to-face instruction and communication with peers will help them understand concepts better and learn more effectively.
   - Depends on the benefits of courses for students that will benefit their
5. 
   - Presents information about F2F courses: paragraph 3 (see example above)
   - Sets the scene and introduces the topic: paragraph 1: significant changes in education due to technology, Internet/determining role/ transforming face of education/ universities and colleges/F2F/ Online course mode/ blended/ synchronous e-learning
   - Presents information about online courses: paragraph 2 and end of paragraph 3: choose different options, individual preference,practical considerations/ flexibility/ combine learning and work
   - Rounds up issues: paragraph 4: both groups/defend choice/success rates/ learning outcomes/benefit from online courses /face-to-face contexts.

## إدرس المخططات أدناه. ما هو موضوع النقاش الظاهر في كليهما؟

على الطالب الإجابة وهذا مثال على الحل في الصفحة التالية

**B.** Study the charts below. What is the topic for discussion shown in both?




1. Write an essay comparing and contrasting the two ways of socializing and say which you prefer and why.
2. Think about the features of socializing with friends in person or face-to-face and socializing on the Internet. Make notes in the chart below. Are there things that you can do in both cases?
3. Use your notes to write the essay.
4. Exchange and read each other's draft essays. Suggest improvements.
5. Revise, improve, and re-write your essay.

**على الطالب الإجابة وهذا مثال على الحل**

| Socializing in person/ features | Socializing online/features | Same | Different |
|---|---|---|---|
| • Relies on nonverbal cues | • Nonverbal cues are often absent or limited | Talk with friends | 1. In person: real activities and face-to-face contact |
| • Rapid and fluent exchange | • Relies on written text | Share ideas and feelings | |
| • More personal and fun | • Share photos and videos | | 2.Online: quick, easy, and long-distance communication |
| • Characterized by its unique and irreplaceable nature | • Easier to connect with faraway friends | Make plans together | |

*Socializing Online and In Person*

*In some ways socializing on the Internet is similar to socializing in person. For example, whether you are actually with your friends or on the Internet you can ...*

### Writing Corner

In an essay, you often have to discuss the similarities or differences between two different situations, opinions or ideas:

- use phrases to say what is similar; Likewise ..., In the same way ..., Similarly ..., as well as, ...both ...
- use phrases to say what is different; In contrast, ..., However, ..., On the other hand, ...,
- provide examples to illustrate what you mean with phrases like:

  For example, as in ..., such as ..., in other words...

Underline examples of phrases used in the text on page 14 for comparison and contrast and explain why they are used.

*Paragraph 4, line 1: Both groups defend... is used to compare.*

- use phrases to state your preference and give reasons why: Personally, I prefer ..., I'd rather ...than ..., because ..., The reason for this is ...



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**B.** Study the charts below. What is the topic for discussion shown in both?

**Sample answer:**

**The topic is socializing in person and socializing on the Internet.**

**1.** Write an essay comparing and contrasting the two ways of socializing and say which you prefer and why.

**Sample answer:**

## Socializing in Person and Socializing Online

**There are two main ways to socialize: in person and on the Internet. Socializing in person means meeting friends face-to-face, going out together, or doing activities like sports. It is more personal and fun because you can see people's expressions and enjoy real experiences, Socializing online means chatting, sharing photos, or sending messages anytime, even if friends are far away. It is fast and easy, but less personal. Online socializing differs from socializing in person in several ways that can impact how people interpret each other. Overall, Socializing in person is characterized by its unique and irreplaceable nature, providing a higher level of social connection and positive affect compared to virtual interactions. However, there are similarities. Both ways allow us to talk with friends, share ideas, and make plans. I prefer socializing in person because it feels more real and enjoyable, but I also use the Internet to stay in touch with friends who live far away.**

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# الصيغة والمعنى والوظيفة
# 11 Form, Meaning and Function

## صيغ المقارنة والتفضيل للصفات
## Comparative and Superlative Forms of Adjectives

### The Comparative

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

Email is a **fast** way to communicate.
Instant messaging is **faster** than email.
Print newspapers are **popular**.
Online newspapers have become **more popular** than print newspapers.
Smartphones are **expensive**.
Cell phones are **less expensive**.

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

### The Superlative

Use *the* + adjective + *-est* or *the most / least* + adjective to make the superlative.

Face-to-face courses are **the fastest** way to learn.
Our online courses are **the most popular**.
F2F courses are expensive. Blended learning is **less expensive**.
Our short online course is **the least expensive** way to study.

Some adjectives have irregular comparative and superlative forms.

**good–better–the best** **bad–worse–the worst**

**أكمل الجمل بإستخدام صيغ المقارنة أو التفضيل للصفات بين الاقواس. استخدم the قبل صيغة التفضيل**

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

1. The clock tower of the Abraj Al-Bait Towers in Makkah is one of **the tallest** (tall) buildings in the world.
2. Social networking is **the best** (good) way to stay connected with friends.
3. The Taj Mahal in India is one of **the most beautiful** (beautiful) buildings in the world.
4. **the most popular** (popular) online video game on the market is 'Big Ideas 2'.

**انظر إلى العبارات واختر الخيار الافضل. اعمل مع زميل. اعطي رأيك مع ذكر بعض الاسباب. استخدم صيغ المقارنة والتفضيل**

**B.** Look at the statements and choose the best option. Work with a partner. Give your opinion with some reasons. Use comparatives and superlatives.

**In my opinion, laptops are a waste of money. Tablets are cheaper and less heavy...**



1. *Laptops / tablets* are a waste of money.
2. The best way to make new friends is *by using social media / joining a school club.*
3. *Car / Plane* travel is more dangerous than *car / plane* travel.
4. Nowadays, people prefer to *shop online / shop at the mall.*
5. The best way for young children to learn is by *using technology such as computers, laptops and tablets / reading books.*
6. It is better to *take a train or a bus / drive* to college.
7. On weekends, I prefer to see *family / friends*.



على الطالب الإجابة ومثال على الحل في الصفحة التالية



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**B.** Look at the statements and choose the best option. Work with a partner. Give your opinion with some reasons. Use comparatives and superlatives.

**Sample answer:**

1 . I think tablets are more of a waste of money than laptops because laptops are more useful for studying.

2 . In my opinion, joining a school club is the best way because it is more personal than social media.

3 . I think car travel is more dangerous than plane travel because planes are the safest way to travel.

4 . In my opinion, shopping online is more popular than shopping at the mall nowadays because it is easier and faster.

5 . I think reading books and is the best way for your children to learn because it is more helpful for focus than technology.

6 . It is better to take a bus than to drive because it is cheaper and safer.

7 . I prefer to see my family because family time is more important than anything else.

### *Need to Be (Done)*

The TV **needs to be fixed**. (= Someone needs to fix the TV.)
The car seats **need to be cleaned**. (= Someone needs to clean the car seats.)

### *Have/Get Something (Done)*

Use *have* or *get*, with the past participle, when someone else performs the service for you.

The rooms need to be decorated. — We're **having/getting** the rooms **decorated**.
The air conditioner needs to be repaired. — We're going to **have/get** the air conditioner **repaired**.
The house needed to be painted. — We **had/got** the house **painted**.

### Past Participles as Adjectives

break–**broken** — The cell phone was **broken**. I threw away the **broken** cell phone.
crack–**cracked** — The tablet's screen was **cracked**. I got the **cracked** screen replaced.
damage–**damaged** — The laptop was **damaged**. The computer technician fixed the **damaged** laptop.

أكمل المحادثة. استخدم الصيغة الصحيحة للافعال بين الاقواس ثم تدرب على المحادثة مع زميل

**C.** Complete the conversation. Use the correct form of the verbs in parentheses. Then practice the conversation with a partner.

**Khaled:** I **have had** (1. have) this car for six months, and it gives me all kinds of problems.
**Joe:** What is it this time?
**Khaled:** It **isn't starting** (2. not start) in the mornings.
**Joe:** Maybe it's because of the cold, or the battery **might be** (3. might/be) low. It probably needs **to be recharged** (4. recharge).
**Khaled:** It isn't that. I just **had (a new battery)** (5. have/put in) a new battery **put in**, and it still won't start. I think the starter needs **to be repaired** (6. repair).
**Joe:** Is there anything else wrong with the car?
**Khaled:** Yes, the exhaust pipe **is falling off/fell of** (7. fall) off, and the radiator is leaking. They both need **to be fixed** (8. fix).
**Joe:** Is your car under warranty?
**Khaled:** Yes, it is.
**Joe:** Then you shouldn't worry. We'll **have** everything **fixed** (9. have/fix) for you.
**Khaled:** That's what you **said** (10. say) the last time.



تحدث عن الامور التي تنجزها بإنتظام أو تحتاج لإنجازها أو ستنجزها قريبًا. استخدم الافكار من المربع

**D.** Talk about what you *get (have) done* regularly or *need to get (have) done*, or *will get (have) done* soon. Use the ideas in the box.

| |
|---|
| create a website • fix my printer<br>service my smartphone • print my digital photos<br>replace the screen on my tablet |



**Sample answer:** على الطالب الإجابة وهذا مثال على الحل

**D. I regularly get my smartphone serviced. I also need to fix my printer, and soon I will get the screen on my tablet replaced.**



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## 12 Project المشروع

حضر عرضًا تقديميًا لصفك حول الأشياء التي تقوم بها على الإنترنت

Prepare a presentation for your class on **Things to Do on the Internet**.




ضمن مجموعات, ناقش الأشياء التي تقوم بها على الإنترنت. استخدم القائمة ادناه للمساعدة وأضف أفكارك

**1.** Work in groups. Discuss things that you do on the Internet. Use the list below to help you and add your own ideas.

| | | | | | |
|---|---|---|---|---|---|
| Interactive games | ☐ | Blogs | ☐ | Add your own ideas: | |
| Competitions | ☐ | Videos | ☐ | **Read news and articles** | |
| Problem solving | ☐ | News | ☐ | **Play interactive games** | |
| Role-play games | ☐ | Information | ☐ | | |
| E-shopping | ☐ | Education | ☐ | | |
| Social networks | ☐ | Download programs | ☐ | | |

كيف تستخدم الأشياء التالية؟ اذكر بعض المميزات والعيوب ثم أضف أفكارك الخاصة

**2.** How do you use the following? What are some of the advantages and disadvantages? Add your own ideas to the list.

| | Use | Advantages | Disadvantages |
|---|---|---|---|
| Social networks | | | |
| Blogs | | | |
| Threads/discussions | | | |
| Electronic articles | | | |
| Videos | | | |
| Information | | | |
| Websites | | | |

على الطالب الإجابة وبمثال على الحل في الصفحة التالية

ما شعورك تجاه الإنترنت كوسيلة؟ ما مدى موثوقيتها؟ هل تنصح بإستخدامها كمصدر موثوق للمعلومات؟ لماذا؟ ولم لا؟

**3.** How do you feel about the Internet as a medium? How reliable is it? Would you recommend it as a reliable and valid source of information? Why? Why not?

كيف تساهم الإنترنت في التعلم؟ وهل هي فعالة؟

**4.** How does the Internet contribute to learning? Is it effective?

استخدم ملاحظاتك لتحضير عرض بوربوينت أو ملصق. اعمل ضمن مجموعات أو بشكل ثنائي

**5.** Use your notes to prepare a PowerPoint presentation or a poster. Work in groups or pairs.

**6.** Present in class. قدم عرضك للفصل

When you prepare a PowerPoint presentation, remember to:

- focus on your audience: think about what they would like to hear or find out about
- focus on your content: be selective, use visuals and/or examples
- focus on your slides: plan what you are going to include on each slide (up to 5 points)



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موقع واجباتي

# 12 Project

Prepare a presentation for your class on **Things to Do on the Internet**.

**Sample answer:**

على الطالب الإجابة وهذا مثال على الحل

| | Use | Advantages | Disadvantages |
|---|---|---|---|
| **Social networks** | Social media is all about connecting with other people | Easy to connect with friends | Can waste a lot of time. Potential addiction |
| **Blogs** | Help to develop and attract more quality leads to all pages of your site | Share ideas and opinions | Not always reliable |
| **Threads/ discussion** | Threads enable multitasking in a single application. | Thread creation puts a load on the system | Account Deletion Challenges |
| **Electronic articles** | Used to electronic document with a particular content | Efficient communication and connectivity | Less physical interaction |
| **Videos** | Display of moving visual media | Fun and educational | Some videos are not useful |
| **Information** | Provides knowledge and surplus information | Access to information and knowledge | Leads to the insecurity of information and data loss |
| **Websites** | sharing information about hobbies and interests. | Access to a vast array of mass media and content | Lack of Personal Interaction and technical costs |

3. How do you feel about the Internet as a medium? How reliable is it? Would you recommend it as a reliable and valid source of information? Why? Why not?

**Sample answer:**

**The Internet is useful but not always reliable. I recommend checking trusted sources.**

4. How does the Internet contribute to learning? Is it effective?

**Sample answer:**

**It is effective because it gives fast information, online lessons, and practice activities.**

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## 12 Project

Prepare a presentation for your class on **Things to Do on the Internet**.




Internet is not just a source of information but you can pay bills, shop online, book your tours, search for jobs, promote your business, communicate, sending and receiving money and doing researches. Internet has become an important part of our life, today, life without the Internet is very difficult. Because of the Internet students were able to study without any risks during covid19 . The Internet has become the biggest platform where people can utilize their ideas and use them in any way they want that's why Internet is very important , I will give you a story happened to my father in his childhood , when my father was 10 years old my grandfather gave my father a very important paper and asked him to deliver that paper to his manager, my father went out while it was raining , suddenly he fell down and that paper got wet and damaged, my grandfather was really sorry that the paper got totally wet and wasn't deliver to his manager. The purpose of this story just to tell you how important the Internet is and, how Internet is safe and easy to send data. You just need a single click to send a document, messages or files safely. As a student there are many things to do on the Internet such as:

1- Research work : I keep researching for useful articles that are related to my subject.

2- Communication: I always communicate with my friends around the world using Internet.
I keep in touch with all my classmates using chatting application.

3- Entertainments: playing video games and other games.

4- Online business: I sometimes do shopping online through Amazon and eBay platforms



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# 13 Self Reflection



أكتب ما هي الأشياء التي أعجبتك في الوحدة الأولى

| Things that I liked about Unit 1: |
| --- |
| |

أكتب ما هي الأشياء التي لم تعجبك في الوحدة الأولى

| Things that I didn't like very much: |
| --- |
| |

أكتب ما هي الأشياء التي وجدتها سهلة في الوحدة الأولى

| Things that I found easy in Unit 1: |
| --- |
| |

أكتب ما هي الأشياء التي وجدتها صعبة في الوحدة الأولى

| Things that I found difficult in Unit 1: |
| --- |
| |

يقوم الطالب هنا بتقييم نفسه بالاجابة على الأسئلة في الجدول:
يوضح إذا كان قادراً على فعل هذه الأشياء أو لا ويوضح إذا كان يريد أن يذاكر ويمارس أكثر.

| Unit 1 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
| --- | --- | --- | --- |
| ask for clarification and confirm | | | |
| discuss using technology for communication | | | |
| talk about personality characteristics | | | |
| use the auxiliary verbs *do*, *have*, and *be* | | | |
| use the comparative and superlative | | | |
| talk about what needs to be done | | | |
| use *have/get* something done | | | |
| use past participles as adjectives | | | |

يكتب الطالب أفضل خمس كلمات تعلمها من الوحدة الأولى

| My five favorite new words from Unit 1: | If you're still not sure about something from Unit 1: |
| --- | --- |
| | • read through the unit again<br>• listen to the audio material<br>• study the grammar and functions from the unit again<br>• ask your teacher for help |



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# 2 Crime Doesn't Pay

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## الإستماع والمناقشة

على الطالب الإجابة وبناء على الحوار في الصفحة التالية

## 1 Listen and Discuss

**ناقش جريمة أو جريمتين مشهورتين. من كان متورطاً في هذه الجرائم؟ ماذا حدث؟ أين ومتى حدث ذلك؟**

1. Discuss one or two famous crimes. Who was involved? What happened? Where and when did it happen?

**إقرأ عناوين الصحف. ثم إقرأ مقالات الصحف عن الجرائم الغبية. أي عنوان يناسب أي مقالة؟**

2. Read the newspaper headlines. Then read the newspaper articles about foolish crimes. Which headline matches which article?

**ناقش المقالات. برأيك أي مجرم هو الاكثر غباءً؟ ولماذا؟**

3. Discuss the articles. Which criminal do you think is the most foolish? Why?

a **British Burglar Says "Sorry" With Flowers**

b *Killer Sentenced to Die for Second Time*

c Credit Card Thief Signs Own Name

d *The Impatient Inmate*

e **Paper Boy Steals Truck to Speed Up Deliveries**

f **Criminals with Big Plans, Small Car**

### 1 The Impatient Inmate

GRAYSON, California, USA — An inmate who was just a day away from being released from jail fled the county prison on Thursday, according to the Grayson sheriff's department. When Bob Newton, 32, saw a gate that had been opened for a truck, he couldn't resist the opportunity to escape. Deputy Royjindar Singh saw Newton run through the gate and disappear into a cornfield. Newton is being pursued by a K-9 unit, a helicopter, police deputies, and the California Highway Patrol. Newton had been serving a five-day sentence for a misdemeanor reckless driving charge. When caught, Newton could now face up to a year in state prison.

### 2 Criminals with Big Plans, Small Car



KUALA LUMPUR, Malaysia — Malaysian police reported on Tuesday that two armed robbers stole a car, then hijacked a security van with $1.3 million inside. However, the robbers encountered a problem when they tried to transfer the money to their getaway car. The car the robbers had stolen was a compact car. It was so small that it could not carry all of the cash, and the robbers were forced to abandon more than half of it!



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## 3 Credit Card Thief Signs Own Name



ROSARIO, Argentina — Argentine police didn't have much of a challenge finding a man accused of using a stolen credit card. The man used the credit card, then signed his own name on the receipts! The credit card was reported stolen from an unlocked apartment last month. According to the police, Alfredo Ramirez, 21, had used the credit card to buy a cappuccino at a coffee house and to buy milk and cereal at a grocery store. The next time he tried to use the stolen card, it was declined and seized. Ramirez has been charged with three counts of unauthorized use of a credit card.



## تحقق سريع
## Quick Check ☑

### طابق الكلمات مع معانيها — المفردات

**A. Vocabulary.** Match the words with their meanings.

| | | |
|---|---|---|
| 1. c decline | a. | without permission |
| 2. a unauthorized | b. | to leave or give up something |
| 3. b to abandon | c. | to refuse |
| 4. f inmate | d. | a minor crime |
| 5. d misdemeanor | e. | to take control of a moving vehicle by force |
| 6. e hijack | f. | a prisoner |

### الإستيعاب — اجب بصح أو خطأ

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

1. false *Credit Card Thief Signs Own Name* talks about a prisoner breaking out of prison.
2. true *Credit Card Thief Signs Own Name* reports the story of a credit card theft.
3. true *Criminals with Big Plans, Small Car* is about a hijacking and a robbery.
4. true *Criminals with Big Plans, Small Car* tells the story of robbers who did not prepare well for their crime.
5. false *The Impatient Inmate* reports on a robbery.

## عمل ثنائي
## 2 Pair Work

**فكر في قصة عن جريمة سمعتها أو قرأت عنها في الاخبار. أحكيها لزميلك شارحًا تفاصيل القصة**

Think of a crime story that you heard or read about in the news. Tell your partner about it, explaining the details.

على الطلب الإجابة ومثال على الحل في الصفحة التالية



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موقع واجباتي

## 1 Listen and Discuss

**Sample answer:**

1 . **Famous crimes**

- One famous crime was the bank robbery by Bonnie and Clyde in the USA during the 1930s. They robbed banks and stores, and it ended when the police caught them.

2 . **Headlines and articles**

- Story 1:The Impatient Inmate
- Story 2:Criminals with Big Plans, Small Car
- Story 3:Credit Card Thief Signs Own Name

3 . **Most foolish criminal**

- I think the most foolish criminal was the one who went back to the crime scene, because it made it easy for the police to catch him.

## 2 Pair Work

**Sample answer:**

I read about a man who stole a car in Jeddah. The police used cameras to track him, and they caught him within two hours. The car was returned to its owner, and the thief was arrested.

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## 3 Grammar القواعد

### المبني للمجهول
### The Passive

Use the passive to put the focus on an action, rather than who did the action.
The passive is formed with *be* (any tense) + past participle.

The crime **was committed** early in the morning.
The murder weapon **has been found**.
The murderer **will be brought** to justice.

To include who did the action, use the preposition *by*.

The burglar **was arrested *by the police***.

**Note:** Newspapers often use the passive to report crime stories.

### الماضي التام والماضي التام المستمر
### Past Perfect and Past Perfect Progressive

We use the past perfect to talk about an activity or event that was completed before another activity or event in the past.

Reiko **had forgotten** to lock the door before she left the house.
The criminal **had** already **escaped** by the time the police arrived.

We use the past perfect progressive when the activity was in progress at the time another activity or event happened in the past.

Juan **had been getting** cash from the ATM when he was mugged.
The driver **had been swerving** between lanes when the police officer stopped him.

### أعد كتابة جمل المبني للمعلوم كجمل مبنية للمجهول

**A.** Rewrite the active sentences as passive sentences.

Police found the suspect wearing a cow costume.
*The suspect was found wearing a cow costume.*

1. A 92-year-old grandmother chased and caught the criminal.
2. The police discovered 54 money boxes in the suspect's home.
3. Police found the suspect hiding in a trash can.
4. The jury found the suspect guilty of stealing $40,000 worth of bananas.
5. The police will fine him for littering the sidewalk.

Sample answers in next page
مثال على الإجابة في الصفحة التالية

### اكتب عناوين الصحف كجمل كاملة في صيغة المبني للمجهول

**B.** Write the newspaper headlines as full, passive sentences.

Killer Sentenced to Die for Second Time
*A killer has been sentenced to die for the second time.*

1. Man Accused of Driving Stolen Car to Court
2. Man Jailed for Driving Too Fast
3. Break-In Suspect Found Asleep in House
4. Man Found Guilty of Stealing Candy from Child
5. Man Arrested for Not Paying Library Fines
6. Businessman Fined $35 for Illegal Parking





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**A.** Rewrite the active sentences as passive sentences.

**Answers:**

1 . The criminal was chased and caught by a 92-year-old grandmother.
2 . Fifty-four money boxes were discovered in the suspect's home.
3 . The suspect was found hiding in a trash can.
4 . The suspect was found guilty of stealing $40,000 worth of bananas.
5 . He will be fined for littering the sidewalk.

**B.** Write the newspaper headlines as full, passive sentences.

**Sample answer:**

1 . A man has been accused of driving a stolen car to court.
2 . A man was jailed for driving too fast.
3 . A break-in suspect was found asleep in the house.
4 . A man has been found guilty of stealing candy from a child.
5 . A man has been arrested for not paying library fines.
6 . Some businessmen have been fined $35 for parking illegally.

## اجمع الجمل لتكوين جملة واحدة في صيغة الماضي التام أو الماضي التام المستمر

**C.** Combine the sentences to create one past perfect or past perfect progressive sentence.

(1st) Marco was walking down a poorly lit street. (2nd) He was mugged.
*Marco had been walking down a poorly lit street* when *he was mugged*.

1. (1st) Tania was talking on the phone. (2nd) She heard an intruder in the house.
**Tania had been talking on the phone** when **she heard an intruder in the house.**
2. (1st) He was a trusted politician. (2nd) He was arrested for stealing state funds.
Before **he was arrested for stealing state funds, he had been a trusted politician.**
3. (1st) Luckily, I installed an alarm. (2nd) The robbery took place.
**Luckily, I had installed an alarm** before **the robbery took place.**
4. (1st) He was jogging. (2nd) He got into his car.
Before **he got into his car, he had been jogging.**
5. (1st) My wallet was stolen. (2nd) I didn't have any money.
**I didn't have any money** because **my wallet had been stolen.**

## أكمل المقالة الصحفية بإستخدام الصيغة الصحيحة للأفعال. لبعض الأجوبة, يمكن استخدام صيغ الماضي البسيط والماضي التام

**D.** Complete the newspaper article with the correct form of the verbs. For some answers, both the simple past and the past perfect forms are possible.

### Would-Be Robber Forgets Important Detail

STANTON, Texas—John Wilkinson, 24, **attempted** (**1.** attempt) to rob the Stanton Drug Store yesterday. Wilkinson **had spent** (**2.** spend) weeks planning every detail of the robbery. He **had bought** (**3.** buy) a ski mask to cover his face. And right before the robbery, he **had taken** (**4.** take) the license plate off his car. Wilkinson **felt** (**5.** feel) confident that he **had planned** (**6.** plan) the perfect robbery. The robbery itself **went** (**7.** go) off without a hitch. The problems began when Wilkinson **tried** (**8.** try) to get away. Wilkinson **ran** (**9.** run) to his car. He **had left** (**10.** leave) it parked and running in front of the pharmacy. He **tried** (**11.** try) to get in the car but the door wouldn't open. Wilkinson **discovered** (**12.** discover) that he **had made** (**13.** make) an incredibly stupid mistake. He **had thought** (**14.** think) so much about the robbery, that he **locked/had locked** (**15.** lock) his keys in the car by mistake!

## انظر إلى الصورة. قم بتأليف قصة عنها. اجعل القصة تتضمن جملاً في صيغة المبني للمجهول والماضي التام والماضي التام المستمر

**E.** Look at the picture. Make up a story about it. Include passive, past perfect, and past perfect progressive sentences. Answer these questions:

- What had the man been doing earlier in the day?
- Why had the police officer pulled the car over?
- Do you think the man was arrested? Why or why not?

**على الطالب الإجابة ومثال على الجل في الصفحة التالية**





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**E.** Look at the picture. Make up a story about it. Include passive, past perfect, and past perfect progressive sentences. Answer these questions:

**Sample answer:**

**A short and simple story with passive voice, past perfect, and past perfect progressive included:**

**A man was driving his car in the city. Earlier in the day, he had been drinking coffee and texting his friend, so he was not paying full attention. Suddenly, he lost control and a girl was hit while crossing the street.**

**The police officers arrived quickly. They pulled the car over because the man had been driving carelessly and the accident had already happened. The girl was taken to the hospital by ambulance. I think, the man was arrested, because he had not been following the traffic rules and someone was hurt.**

# 2 Crime Doesn't Pay

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## 4 Conversation المحادثة

**Albert:** When traveling in cities, I used to worry about being pickpocketed. Then I learned how pickpockets do it. That taught me how to prevent it from happening to me.

**Ali:** So how do they do it?

**Albert:** Well, to begin with, they look for someone on the street who has stopped to look at buildings or people. That's one of the reasons tourists are an easy mark.

**Ali:** Then what happens?

**Albert:** The pickpocket will often pretend to bump into the victim by accident. He might act as if he's dizzy. He may ask where you're from, act really friendly, and try to shake your hand.

**Ali:** Then what?

**Albert:** At this point, he might pretend to lose his balance and fall against you. Like this *(falling over)*.

**Ali:** Then what?

**Albert:** That's it. You've let your guard down, and consequently, he's nabbed your wallet.

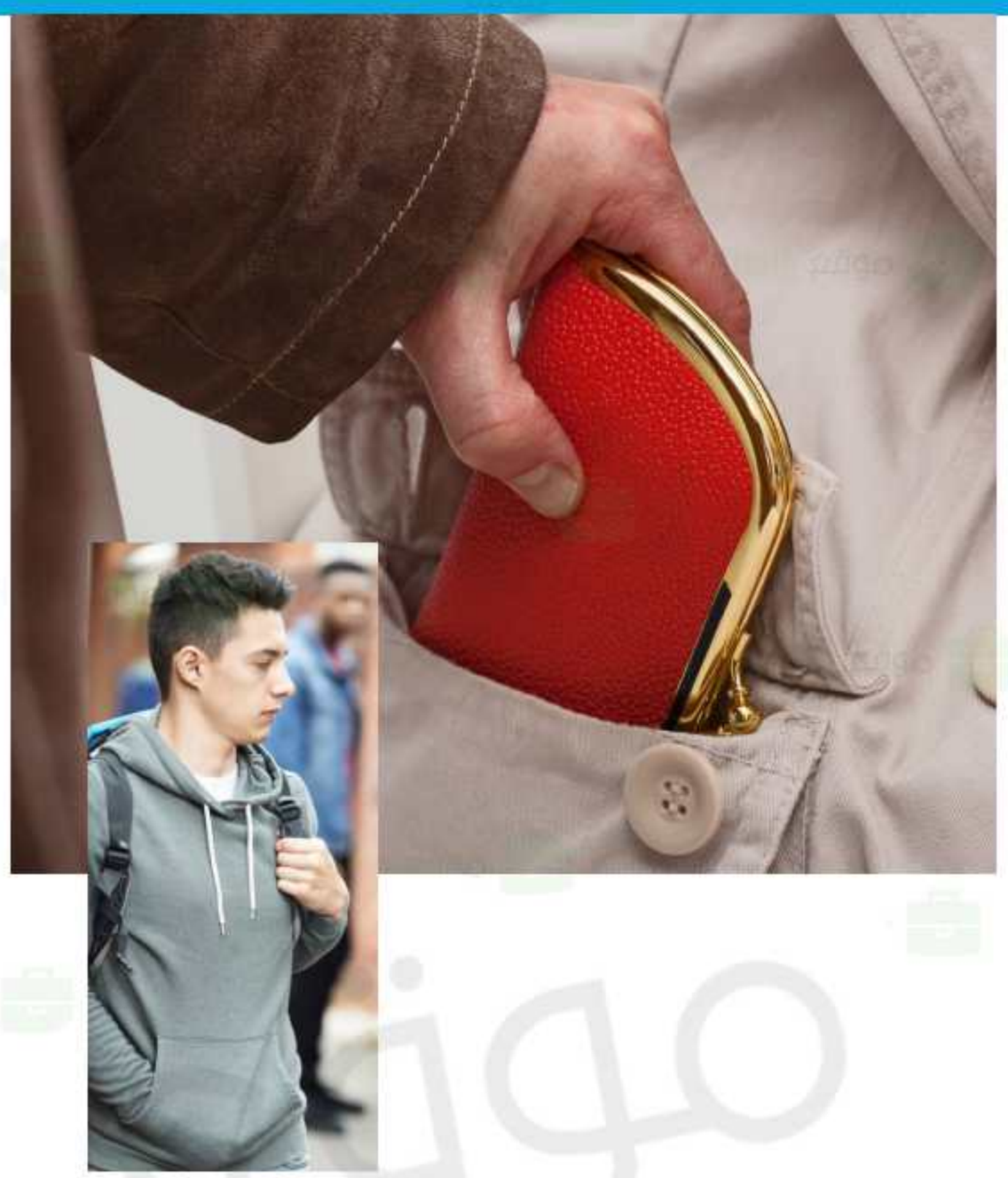
**Ali:** Are you kidding? Come on. My wallet couldn't possibly be stolen that easily.

**Albert:** Are you sure?

**Ali:** I'm positive.

**Albert:** Then what's this in my hand?

**Ali:** My wallet!



**Real Talk**

easy mark = likely victim(s)
by accident = not on purpose
let your guard down = not be careful enough
nabbed = stolen
Are you kidding? = Are you joking?
Come on. = Please be serious.
I'm positive. = I'm certain.

## دورك
## Your Turn

**قم بتمثيل محادثة مع زميل. فكر في عملية ما لعمل شيء ما. اشرح الخطوات لزميلك. ستخدم العبارات الخاصة بالترتيب الموجودة في المربع**

Role-play with a partner. Think about a process for doing something. Explain the steps in the process to your partner. Use the phrases for ordering from the box.

| Ordering | |
|---|---|
| To begin with... | At this point... |
| Once... | Consequently... |

على الطلاب الإجابة ومثل على الحلول في الصفحة التالية

## أسئلة حول المحادثة
## About the Conversation

1. What crime are the people talking about?
2. How does the crime happen? Explain the steps.
3. Have you or anyone you know ever been pickpocketed or robbed? What happened?

Answers in next page
الأجوبة في الصفحة التالية



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موقع واجباتي

## About the Conversation

**Answers:**

1. They are talking about pickpocketing.
2. Look for someone who isn't walking; pretend to bump into the victim by accident; shake victim's hand, act really friendly;take wallet and walk away.
3. No, I never been robbed.

## Your Turn

Role-play with a partner. Think about a process for doing something. Explain the steps in the process to your partner. Use the phrases for ordering from the box.

**Sample answer:**

**Student A:** Can you explain what happened in the robbery last night?

**Student B:** Yes. To begin with, two men entered a small shop late at night.

**Student A:** What did they do?

**Student B:** At this point, they threatened the shopkeeper and asked for money.

**Student A:** That's scary!

**Student B:** Once they got the cash, they tried to run away.

**Student A:** And then?

**Student B:** Consequently, the police caught them on the street and arrested them.

## الإستماع
## 5 Listening

استمع إلى المحاضرة عن السلامة. دون ملاحظات ثم أجب عن الأسئلة

Listen to the lecture on safety. Take notes and then answer the questions.

1. Complete the chart. أكمل الجدول

| Things you can do to stay safe | Tick ☑ the things you do |
|---|---|
| Things you can do to stay safe: Keep valuables out of sight. | ☑ |
| Travel with another person. Stay alert. | ☑ |
| Avoid unfamiliar locations. | ☐ |
| You can recognize dangerous people or situations. | ☑ |
| Take a self-defence class | ☑ |

2. Why is it important to stay alert?

**2. It's important to stay alert to avoid accidents and protect yourself.**

3. Which of these safety precautions do you already take? Will you start taking others?

**3. I already take all safety precautions and I'll start taking other more secured and efficient ways.**

## النطق
## 6 Pronunciation

When a word ends with the same consonant sound that the next word begins with, the two sounds are linked. Listen and repeat the sentences. Practice linking the consonants.

1. Thanks for coming to our safety tip**s s**eminar.
2. This class will give you important **t t**ips.
3. To prevent yourself **f f**rom being mugged, keep valuables out of sight.
4. Don't let your guar**d d**own.
5. I mus**t t**travel to an unfamiliar area.

## البناء التركيبي للمفردات
## 7 Vocabulary Building

| | | |
|---|---|---|
| assume | grim | pavement |
| coincidence | installed | suspect |
| display | insured | |

ستجد هذه الكلمات في القراءة في الصفحات 28 و 27. أكمل كل جملة بكلمة من هذه الكلمات

A. You will see these words in the reading on pages 26 and 27. Complete each sentence with one of these words.

1. That watch is valuable. You should have it **insured** in case it's ever stolen.
2. The police are looking for the **suspect**. He has dark hair and was wearing a green shirt.
3. The news about the plane crash was **grim**. There were no survivors.
4. I was just thinking of Tom when I bumped into him on the street. What a **coincidence**!
5. Alex had a new house alarm **installed** to keep his home safe.
6. My brother fell on the **pavement** at the skateboard park and broke his wrist.
7. I **assume** that I'm meeting her at the usual time. But maybe I'd better check.
8. The department store has a beautiful vacation **display** in their window.

تحقق من أجوبتك مع زميل. إذا لم تفهم معنى الكلمة, تحقق منها في القاموس

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



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# 2 Crime Doesn't Pay

## القراءة 8 Reading

### قبل القراءة Before Reading

What mystery or crime stories have you read?
Talk about the characters and the story.

**Sample answer:**
**I read a mystery story called The Adventure of the Speckled Band by Arthur Conan Doyle. The main character is Sherlock Holmes, a detective, and his friend Dr. Watson. They help a young woman whose sister died mysteriously. Holmes investigates the house and finds that the stepfather used a snake to try to kill her.**
**The mystery is solved, and the criminal is caught.**

ما هي القصص أو الجرائم الغامضة التي قرأتها؟ تحدث عن الشخصيات والقصة



# Crime Puzzles

## The Case of the Stolen Jewels

Detective Colmes was at the coffee shop around the corner when he learned that Jones's Jewelry had been broken into. He arrived at the scene of the burglary in moments.

Mr. Jones, the owner of the store, explained what had happened. "I arrived this morning to open up the store. As I walked up to my shop, I noticed a lot of broken glass on the pavement. I looked up and realized that the display window had been broken." Colmes looked out the broken window at the sidewalk, littered with glass. Mr. Jones continued, "Then I saw that all of the jewelry from the display window was gone. The doors were still locked, so this must be where the burglar broke in!"

"Why didn't the alarm go off?" asked Colmes. "It's a strange coincidence," said Mr. Jones. "I removed our old alarm system yesterday and made an appointment to have a new one installed today."

Colmes looked around at the empty jewelry cases. "I assume your jewelry was insured?"

"Of course!" said Mr. Jones. "Thank goodness for that!"

Colmes nodded and said, "Mr. Jones, I believe there was a crime indeed. And it was committed by you."

What crime does Colmes suspect Mr. Jones of committing? Why?

## The Case of the Bowling Alley Murder

The Center Street Bowling Alley, the oldest bowling alley in the city, closed at midnight. At 4:00 A.M., the janitor found a terrible sight: a man with a knife in his back lying in one of the lanes. Detective Colmes quickly arrived at the scene with a swarm of police officers.

"Anybody know the victim?" asked Colmes. "I do," said one of the officers. "That's Bob Reynolds. He's running for councilman. He and Mike Jenner have been having a bitter campaign battle."

"Perhaps we should pay Mr. Jenner a visit," said Colmes. Before leaving the bowling alley, Colmes took his cell phone out of his pocket and left it behind.

On arriving at Mike Jenner's house, Colmes told Jenner, "I have some grim news. Bob Reynolds has been murdered."

"No! I can't believe it!" cried Jenner.

"We'd like to speak with you about the murder. But first, I need to get back to the police station to file the report. Can you meet me at the station?"

"Of course. I'll help in any way I can."
"I'll give you a call." Colmes patted his pocket. "Uh oh, I must've left my cell phone at the bowling alley. Would you mind picking it up and bringing it with you to the station?"

Jenner looked confused, but said, "Sure. I'll do anything to help with the investigation."

Later that day, Jenner brought Colmes's cell phone to the station. He was arrested and charged with murder. Why?





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**Answer**
**The Case of the Stolen Jewels:**
Detective Colmes suspects that Mr. Jones took the jewelry himself and pretended that there had been a burglary so he could collect insurance money. The broken window is Colmes's clue. If someone had broken into the shop, the broken glass should have been on the inside of the shop. Since it was outside the store, the window must have been broken from inside.

**Answer**
**The Case of the Bowling Alley Murder:**
Detective Colmes never told Mr. Jenner in which bowling alley the murder took place. Yet Mr. Jenner knew which bowling alley to go to for Colmes's phone. Mr. Jenner must have known where the murder took place because he was there!

## بعد القراءة
## After Reading

Answer ***true*** or ***false***. أجب بصح أو خطأ

1. **false** Detective Colmes was at the police station when he heard about the robbery.
2. **false** The broken glass was inside the store.
3. **false** The Center Street Bowling Alley is the only bowling alley in the city.
4. **false** Mike Jenner was Bob Reynolds's friend.
5. **true** Colmes left his cell phone at the bowling alley on purpose.

## 9 Speaking التحدث

تحدث عن صفات المحقق الجيد. اعمل بشكل ثنائي أو ضمن مجموعات
اكتب أفكارك في المنظم أدناه. استخدم المنظم للنقاش في المجموعة أو في الصف
على الطالب الإجابة وهذا مثال على الحل

1. Talk about the characteristics of a good detective. Work in pairs or groups.
2. Write your ideas in the organizer below. Use the organizer to discuss in groups or in class.

| Crimes that a detective investigates | Characteristics needed to solve crimes | Do I have these characteristics? |
|---|---|---|
| 1. Theft / Robbery | • Observant, smart, patient | Yes / No |
| 2. Murder / Suspicious accidents | • Observant, patient,brave | Yes / No |
| 3. Missing person | • Logical, brave, good memory | Yes / No |
| 4. Fraud / Cybercrime | • Smart, careful, problem-solving | Yes / No |
| 5. Organized Crime | • Observant, patient,brave | Yes / No |
| 6. Financial Crimes | • Smart, careful, good memory | Yes / No |



MG_02_COMBO_TEXT_2025.indb 27 24/4/25 10:08 PM

# 2 Crime Doesn't Pay

رابط الدرس الرقمي

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## الكتابة
## 10 Writing

إقرأ عنوان المقالة أدناه وقرر لمن هو موجه. أذكر الأسباب لإجابتك

**A.** Read the title of the article below and decide who it is addressed to. Give reasons for your answer.

CHARGING YOUR CELL PHONE, CAN GET YOU IN TROUBLE!



Answers in next page
الأجوبة في الصفحة التالية

1. Read the article and answer the questions.
   - Why did the burglar leave the house in a hurry?
   - What did the police find?
   - How did they discover the identity of the burglar?
2. Read the article again and answer the questions.
   - How does it begin?
   - Are all the events presented in the order they happened (chronologically)? Why? Why not?
3. Find out which paragraph/s focus on:
   - the police investigation
   - the burglary
   - the arrest
4. How many past forms can you find?
5. Are there any passive forms? Why? Why not?

A burglar was arrested after leaving his cell phone at the house that he broke into. The man was going through the rooms, looking for valuables, when he heard someone unlock the door and enter the house. So, he jumped out of a window and fled to avoid getting caught.

The police searched the house later, looking for prints and other clues to help them identify the man. All of a sudden, one of the owners pointed to a cell phone plugged into one of the sockets, charging, and said that he had never seen it before and did not know who it belonged to. The police checked with the rest of the family and confirmed that it did not belong to any of them.

One of the police officers had an idea. He called a contact listed in the phone memory, and told the person that the owner of the phone had been in an accident, so the police were trying to get in touch with friends and family. The man was identified. He was later arrested and charged with a total of 12 burglaries!



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# 10 Writing

A. Read the title of the article below and decide who it is addressed to. Give reasons for your answer.

**Sample answers:**

**A. It is addressed to cell phone users, to warn them about the risks of leaving their phones unattended.**

1. Read the article and answer the questions.

**Answers:**

- **Because he heard someone enter the house and he didn't want to get arrested.**
- **They found a cell phone that did not belong to anyone in the family, plugged into a socket.**
- **One of the police officers called a contact listed in the phone memory and the man was identified.**

2. Read the article again and answer the questions.

**Answers:**

- **A burglar …broke into.It begins with the final event and the reason that led to it to raise reader interest and expectations.**
- **Mostly yes, but some details about the police investigation are added later for explanation.**

3. Find out which paragraph/s focus on:

**Answers:**

- **paragraph 2:police, searched, prints, clues, identify the man**
- **paragraph 1:arrested, broke into, looking for valuables**
- **paragraph 3:police officers, idea, get in touch, identified,arrested and charged with 12 burglaries**

4. How many past forms can you find?

**Answers:**

- **was arrested, broke into, was going through , heard, jumped, fled,searched, pointed, had never seen…etc., i.e. all the past forms in the text**

5. Are there any passive forms? Why? Why not?

**Answers:**

**There are a few passive forms. For example: A burglar was arrested (paragraph 1) and the man was identified, was arrested/charged.**

**The passive forms are used to focus on the burglar and the burglary and not the person or people who acted, in this case the police, because it is understood that the police investigated the case and caught the burglar.**

اكتب قصة لصحيفة أو موقع إلكتروني تصف جريمة. اختر جريمة حقيقية أو تخيلية.
يجب أن تكون الجريمة ذات طابع غبي أو احمق وغير عنيفة

**B. 1.** Write a story for a newspaper or web article describing a crime. Choose a real or imagined crime. The crime should be a foolish, non-violent one.

قبل أن تكتب, اجب عن الأسئلة الخمسة حول الجريمة: من الذي قام بالجريمة؟ وما هي الجريمة؟
وأين حدثت؟ ومتى حدثت؟ ولماذا؟ استخدم المخطط الخماسي لمساعدتك على التفكير وتدوين الملاحظات

**2.** Before you write, answer the five "Ws" about this crime: ***Who***, ***What***, ***Where***, ***When***, and ***Why***. Use the pentagon chart to help you think and make notes around it.

على الطالب الإجابة وهذا مثال على الحل




على الطالب الإجابة في الصفحة التالية

Sample answers in next page
مثال على الإجابة في الصفحة التالية

**3.** Decide on a headline for your article.
**4.** Use your notes to write the first draft of the article.
**5.** Exchange and edit your drafts.
**6.** Re-write, check, and submit or post.

### 3. "Careless Thief Leaves Smartphone Behind in Riyadh Shop!"

Title: _____

The _____ was the target of an attempted robbery yesterday. However, the robber...

## Writing Corner

When you write an article, a story for a newspaper or magazine:

- open with an account of an event that has happened recently; if a reader is attracted by the first few lines, they are more likely to read the whole story.
- notice that articles which provide the account of an event do not usually present things in natural order (chronologically); Use a variety of verb tenses to jump back and forth in past time: What happened? What had happened?; What was going to happen (but probably didn't)?; What has happened?
- use time markers to help your reader follow the order of events in the narrative: Before...; Later that day ...; Soon after ...; When ...; While ...; and so on.
- bear in mind that such articles are usually quite 'dense', i.e. they contain a lot of information in little space



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B. **1.** Write a story for a newspaper or web article describing a crime. Choose a real or imagined crime. The crime should be a foolish, non-violent one.

**4.** Use your notes to write the first draft of the article.

## Sample answer:

## First Draft of the Article

### "Careless Thief Leaves Smartphone Behind in Riyadh Shop!"

**A man named "J.B" tried to steal a smartphone from a small electronic shop in Riyadh last Tuesday. He thought no one was watching, but he left the phone on the counter and ran away in a hurry. The shop owner quickly called the police. Officers arrived and caught "J.B" near the street. Luckily, no one was hurt, and the phone was returned to the shop. The police said "J.B" had been careless and warned that foolish crimes often end quickly with arrest.**

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## الصيغة والمعنى والوظيفة
# 11 Form, Meaning and Function

### زمن الماضي البسيط
**Simple Past Tense: *Be***

How **were** the burglars caught?
There **were** security cameras everywhere.
**Was** the pickpocket sorry for his crime?
Yes, he **was**. He apologized to the victim.

### زمن الماضي البسيط: الافعال المنتظمة والافعال الشاذة
**Simple Past Tense: Regular and Irregular Verbs**

What **did** the police **do**?
They **arrested** the criminal.
They **didn't arrest** the man.
Where **did** they **go** after they were arrested?
They **went** to the police station.
They **didn't go** to the police station.

### تعابير الوقت للماضي
**Time Expressions for the Past**

The armed robber stole a car **yesterday**.
Nathalie forgot to lock the door **last night**.
The burglar went to jail **in 2006**.
I went to Oman three years **ago**.

### used, would الماضي بإستخدام
**The Past with *Used to* and *Would***

We use *used to + be* to talk about past states that are no longer true:
**Q:** What **did** you **use to be** afraid of when you were younger?
**A:** I **used to be afraid** of elevators. I always took the stairs instead.

We use *used to + verb* and *would + verb* to talk about past habits that are no longer true:
**Q:** **Did** you **use to** travel a lot in your job?
**A:** Yes, I **used to (would) travel** to a new place every year. I **didn't use to like** it much and now I prefer to stay in one place.

### أكمل المحادثة. استخدم زمن الماضي للأفعال بين الأقواس ثم تدرب على المحادثة مع زميل

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

**Fahd:** What **happened** (1.happen) to you yesterday?
**Imad:** I **went** (2. go) to the Falcon's football game and a pickpocket **stole** (3. steal) my wallet.
**Fahd:** Oh no! **did** (4.do) you call the police?
**Imad:** Yes, and they **caught** (5.catch) the thief!
**Fahd:** That's great! How **did** (6.do) they catch him?
**Imad:** There **were** (7.be) security cameras everywhere.



### اعمل مع زميل. اسأل واجب حول كيف تغيرت حياة عمر. استخدم used to and didn't use to

**B.** Work with a partner. Ask and answer about how Omar's life has changed. Use *used to* and *didn't use to*.

**A:** *How often **did** Omar **use to** watch crime dramas on TV?*
**B:** *He **used to watch** crime dramas every day. He **didn't use to do** anything else!*

1. Omar watched TV every day. Now he goes to the gym.
2. Omar ate a lot of junk food. Now he eats fruit instead.
3. Omar was overweight. Now he isn't.
4. Omar was always tired. Now he has more energy.
5. Omar didn't sleep well at night. Now he sleeps more soundly.



Sample answers in next page
مثال على الإجابة في الصفحة التالية



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موقع واجباتي

# 2 Crime Doesn't Pay

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**B.** Work with a partner. Ask and answer about how Omar's life has changed. Use *used to* and *didn't use to*.

**A:** *How often **did** Omar **use to** watch crime dramas on TV?*
**B:** *He **used to watch** crime dramas every day. He **didn't use to do** anything else!*



1. Omar watched TV every day. Now he goes to the gym.
2. Omar ate a lot of junk food. Now he eats fruit instead.
3. Omar was overweight. Now he isn't.
4. Omar was always tired. Now he has more energy.
5. Omar didn't sleep well at night. Now he sleeps more soundly.

**1.**
**A: What did Omar use to do every day?**
**B: he used to watch TV every day. He didn't use to go to gym.**

**2.**
**A: What did Omar use to eat?**
**B: He used to eat a lot of junk food. He didn't use to eat fruit.**

**3.**
**A: What did Omar use to look like?**
**B: Omar used to be overweight. He didn't use to be slim.**

**4.**
**A: What did Omar use to feel?**
**B: Omar always used to feel tired. He didn't use to have much energy.**

**5.**
**A: How did Omar use to sleep?**
**B: Omar didn't use to sleep well. He used to be awake most of the night.**



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## الماضي المستمر
## Past Progressive

We use the past progressive when we describe what was happening at a specific time in the past.
**Q:** What were you doing at three o'clock today? **A:** I was driving home from work.

We use the past progressive when we talk about a temporary state or action.
**Q:** Have you always lived in Riyadh? **A:** No. A few years ago, I **was living** in Dubai.
**Q:** What **were** you **doing** in Dubai? **A:** I **was working** at a hotel.

We use the past progressive with *always* to describe a repeated or annoying action.
My neighbor's son **was always getting** into trouble when he was younger.

We use the past progressive to describe a long action that is interrupted by a short action.
I **was working** on my computer when suddenly the power **went out**.

We use the past progressive to describe two actions that were happening at the same time.
While I **was studying**, my brother **was watching** TV.

**إقرأ الحوار بين الشرطي والسيد جون ويلكنسون. أكمل الفقرات بإستخدام زمن الماضي البسيط أو الماضي المستمر للأفعال بين الأقواس**

**C.** Read the interview between the policeman and Mr. John Wilkinson. Complete the paragraphs with the simple past tense or the past progressive form of the verb in parentheses.

**Policeman:** What *were* you *doing* (1. do) at 3 P.M. yesterday, Mr. Wilkinson?
**John:** I **was** (2. be) in the 'Supermarket.' I **was buying** (3. buy) milk.
**Policeman:** Who **were** you **shopping** (4. shop) with at that time?
**John:** I **wasn't shopping** (5. shop) with anyone. I was alone.
**Policeman:** At 3 P.M., a security guard saw you outside the 'Ski and Snow' store. You **were parking** (6. park) your car. Is that true, Mr. Wilkinson?
**John:** Oh yes, that's right. At 3 P.M. I **was parking** (7. park) my car. But I **didn't go** (8. go) to the 'Ski and Snow' store to buy a ski mask. I **went** (9. go) to the 'Supermarket'...
**Policeman:** What **did** you **buy** (10. buy) at the 'Supermarket' Mr. Wilkinson?
**John:** I **was buying** (11. buy) some cheese.
**Policeman:** Why **did** you **take** (12. take) the license plate off your car when you were parked next to the 'Snow and Ski' store, Mr. Wilkinson?
**John:** Ermmmm... I .... don't know.
**Policeman:** Why **did** you **say** (13. say) that you **weren't buying** (14. buy) a ski mask at the 'Snow and Ski' shop, Mr. Wilkinson?
**John:** Ermmm... I..... didn't say that. Did I say that? I meant .....
**Policeman:** **Did** you **rob** (15. rob) the Stanton Drug Store yesterday, Mr. Wilkinson?



**مع زميل ناقش إن كنت تعتقد أن جون ويلكسون مذنب أو برئ. أعط بعض الأسباب إعتمادًا على الحوار في التمرين C**

**D.** With a partner, discuss if you think John Wilkson is guilty or innocent. Give some reasons why based on the interview in exercise **C**.



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# 12 Project

المشروع

اختر وابحث في احد المواضيع التالية

1. Choose and research one of the following topics:
   - **Famous Crimes** جرائم مشهورة
   - **Famous Frauds** عمليات احتيال مشهورة
   - **Famous Blunders** أخطاء فادحة مشهورة
   - **Intellectual Property Crimes** جرائم الملكية الفكرية

2. Work in pairs or groups. Collect information from different sources and make notes in your organizer.

اعمل بشكل ثنائي أو ضمن مجموعات. اجمع المعلومات من مصادر مختلفة ودون الملاحظات في المنظم

3. Use your notes to prepare a PowerPoint presentation or a poster.
   - Select photos/pictures or design/draw your own.
   - Plan what you are going to present and in what order.
   - Prepare your texts, e.g. bullet points, slogans, descriptions and/or accounts.
   - Share the work.
   - Collate your material and prepare.

استخدم ملاحظاتك لإعداد عرض بوربوينت او ملصق

اختر صورًا أو صمم رسوماتك الخاصة

خطط لما ستعرضه وبأي ترتيب

أعد نصوصك: نقاط رئيسية, شعارات, أو أوصاف

قسم العمل بين أفراد المجموعة

اجمع المواد وحضرها

تدرب ثم قدم العرض

4. Rehearse and then present in class.

على الطالب الإجابة ومثال على الحل على الحل

The Assassination of John F. Kennedy

| ☑ Crime ☐ Fraud ☐ Blunder | |
|---|---|
| What was it about? | The assassination of U.S. President John F. Kennedy |
| Who was involved? | John F. Kennedy (President), Lee Harvey Oswald (the accused assassin) |
| Where did it take place? | Dallas, Texas, U.S. |
| When did it happen? | November 22, 1963 |
| Why did it happen? | The real motive remains a mystery |
| How was it resolved? | Lee Harvey was arrested, but he was killed two days later |







When you prepare a PowerPoint presentation, remember to:

Focus on your audience:
- what the audience knows or expects
- ways to keep them interested and engaged
- ways to entertain them, e.g. a joke, or a comment

Focus on your content:
- decide what you are going to talk about
- select and use keywords/information
- illustrate with visuals or examples
- be prepared to say more than what is on your slides

Focus on your slides:
- do not include too many points on each slide
- do not use a small font
- limit your points to about 4 or 5 maximum
- use bullet points, charts, or graphs
- use visuals
- reveal the information gradually
- include notes in the margin if you need a reminder of what you want to say
- do a trial run—practice using your material and software



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# 12 Project

1. Choose and research one of the following topics:
   **Famous Crimes**
   **Famous Frauds**
   **Famous Blunders**

**Sample answer:**

**Project: The Assassination of John F. Kennedy**

**1 . Crime:**

- **The assassination of U.S. President John F. Kennedy.**

**2 . Who was involved?**

- **John F. Kennedy (President)**
- **Lee Harvey Oswald (the accused assassin)**

**3 . Where did it take place?**

- **Dallas, Texas, USA**

**4 . When did it happen?**

- **November 22, 1963**

**5 . Why did it happen?**

- **The real motive is still unclear; many believe it was political.**

**6 . How was it resolved?**

- **Lee Harvey Oswald was arrested, but he was killed two days later.**
- **Many questions remain, and it is still one of the world's most famous crime mysteries.**

**7 . Power Point / Poster Ideas**

- **Slide 1: Title + Picture of Kennedy**
- **Slide 2: What happened?**
- **Slide 3: Who was involved?**
- **Slide 4: Where and when?**
- **Slide 5: Why and how it ended?**

# 13 Reflection

| Things that I liked about Unit 2: | Things that I didn't like very much: |
|---|---|
| _____<br>_____ | _____<br>_____ |

| Things that I found easy in Unit 2: | Things that I found difficult in Unit 2: |
|---|---|
| _____<br>_____ | _____<br>_____ |

| Unit 2 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|---|---|---|---|
| discuss crime and punishment | | | |
| read and discuss newspaper articles | | | |
| explain steps in a process | | | |
| use the passive | | | |
| use the past perfect and past perfect progressive | | | |
| use the simple past tense: *be* | | | |
| use regular and irregular verbs in the past | | | |
| use *used to* and *would* | | | |
| use the past simple versus past progressive | | | |

| My five favorite new words from Unit 2: | If you're still not sure about something from Unit 2: |
|---|---|
| _____<br>_____<br>_____ | • read through the unit again<br>• listen to the audio material<br>• study the grammar and functions from the unit again<br>• ask your teacher for help |



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# 3 Far and Away

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> "Certainly, travel is more than the seeing of sights; it is a change that goes on, deep and permanent, in the ideas of living."
>
> —*Miriam Beard Vagts*

على الطالب الإجابة ومثال على الحل في الصفحة التالية

## 1 Listen and Discuss الإستماع والمناقشة

In pairs, tell each other five things you expect a hotel to have. Then read about these four unusual hotels. Share with each other how each hotel is different from what you expected.

بشكل ثنائي مع زميل, كل واحد يخبر الأخر عن خمسة أشياء يتوقع أن يجدها في أي فندق ثم إقرأ عن هذه الفنادق الأربعة غير العادية. شارك مع زميلك كيف يختلف كل فندق عما كنت تتوقع



### Jules' Undersea Lodge
**Florida, USA**

Undoubtedly, most people have never been to a hotel like Jules' Undersea Lodge before. This extremely unusual hotel, located in Key Largo, Florida, is on the ocean floor! Guests scuba dive to the hotel's one unit, which is over 19 feet (six meters) below the surface. The unit includes two bedrooms, a television, and 50-inch (127-centimeter) circular windows that offer views of passing sea life.



### Capsule hotels
**Throughout Japan**

In recent years, capsule hotels have gained widespread popularity in Japan. Capsule hotels are hotels in which guests stay in a small sleeping space that is just big enough for a bed. There is so little room that some people can scarcely sit up in these capsules. However, in expensive cities, capsule hotels offer a relatively inexpensive alternative to more traditional hotels.

### Ariau Amazon Towers Hotel
**Manaus, Brazil**

Ariau Amazon Towers Hotel in Manaus, Brazil, is the world's largest commercial tree house. Amazingly, Ariau's towers are built at the level of the rain forest treetops, about 72 feet (22 meters) in the air. The towers are linked together by four miles (six kilometers) of wooden catwalks. This very unusual setting gives guests the unique opportunity to experience the plant and animal life of the rain forest canopy while leaving the rain forest's ecosystem undisturbed.





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# The Kakslauttanen Hotel

## Lapland, Finland

In the heart of Finnish Lapland, 155 miles (250 kilometers) north of the Arctic Circle, lies a truly magical place. The Kakslauttanen Hotel offers guests the opportunity to stay overnight in either a snow or glass igloo. Those who choose the glass igloos can enjoy the night skies and the stunning Northern Lights from the comfort of their own bed. Luckily, the hotel provides cozy, extra-warm sleeping bags for the guests who choose to sleep in snow igloos!

تحقق سريع

## Quick Check ☑ أكمل الفقرة بإستخدام الكلمات الموجودة في الصندوق

المفردات

**A. Vocabulary.** Complete the paragraph with words from the box.

| | | |
|---|---|---|
| commercial | relatively | undisturbed |
| ecosystem | surface | widespread |

I live in a beautiful area of Panama that is very popular with tourists. In the last few years, there has been (**1**) **widespread** development of large, impersonal hotels. Lately, I've been thinking about opening a small, friendly hotel. It would be (**2**) **relatively** close to the center of town, but far enough away that the guests would be (**3**) **undisturbed** by the noise and traffic. I'd like my hotel to have a view of the water. There's nothing I like better than to watch the sun reflect off the (**4**) **surface** of a lake. I'd also like to run a wildlife park close to the hotel. I wouldn't charge admission to the park because I don't think enjoying nature should be a (**5**) **commercial** activity. However, I'd limit the number of people who could enter the park each day, as too many visitors would disrupt the (**6**) **ecosystem**.

الإستيعاب

**B. Comprehension.** Answer ***true*** or ***false***. أجب بصح أو خطأ

1. **true** Capsule hotels are popular in Japan.
2. **false** Guests take a boat to Jules' Undersea Lodge.
3. **false** Jules' Undersea Lodge has small, square windows.
4. **false** The Kakslauttanen Hotel gives guests the opportunity to explore the rain forest canopy.
5. **true** Capsule hotels provide an inexpensive alternative to traditional hotels.
6. **false** Guests at the Ariau Amazon Towers Hotel have a negative effect on the rain forest's ecosystem.

عمل ثنائي

## 2 Pair Work

على الطالب الإجابة ومثال على الحل في الصفحة التالية

You are going to design your own unusual hotel. List three to five things you would like your hotel to have. Then in pairs tell each other about your hotel.

ستقوم بتصميم فندق غير عادي خاص بك. اكتب قائمة بثلاثة إلى خمسة أشياء تود أن تتوفر في فندقك ثم تبادل المعلومات مع زميلك حول فندقك



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## 1 Listen and Discuss

In pairs, tell each other five things you expect a hotel to have. Then read about these four unusual hotels. Share with each other how each hotel is different from what you expected.

**Sample answer:**

**A hotel should have:**

**1 . Comfortable beds;**

**2 . Clean bathrooms;**

**3 . Restaurant or food service;**

**4 . Internet (Wi-Fi); Air conditioning; and**

**5 . parking.**

Q. Share with each other how each hotel is different from what you expect.

**Sample answer:**

**1 . Jules' Undersea Lodge (USA):**

**It is under the ocean, and guests must dive to reach it.**

**2 . Ariau Amazon Towers Hotel (Brazil):**

**It is built in the trees of the rainforest, very high above the ground.**

**3 . Capsule Hotels (Japan):**

**They are very small, just enough space for a bed.**

**4 . Kakslauttanen Hotel (Finland):**

**Guests sleep in glass or snow igloos and can see the Northern Lights.**

## 2 Pair Work

You are going to design your own unusual hotel. List three to five things you would like your hotel to have. Then in pairs tell each other about your hotel.

**Sample answer:**

**My unusual hotel will be on top of a hill near the city of Abha. It is very big, about 200 meters long. Each room will have glass walls to see the view. There will be a big swimming pool outside, and a mountain safari. At night, there will be lights to see the stars clearly.**

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القواعد

# 3 Grammar

ظروف الدرجة

## Adverbs of Degree

Adverbs of degree tell us about the intensity of a verb, adjective, or other adverbs.
Some common adverbs of degree are:

| | | | | |
|---|---|---|---|---|
| absolutely | completely | hardly | quite | so |
| almost | enough | just | rather | too |
| barely | extremely | nearly | scarcely | very |

Adverbs of degree usually go before the main verb they modify.

I've **almost** finished packing. I **nearly** missed my flight.

Adverbs of degree usually go before the adjective or adverb they modify.

The travel agent was **extremely** helpful. He read the map **very** carefully.

When *enough* is used as an adverb of degree, it is placed after adjectives and adverbs.

Is your coffee hot **enough**? You are not speaking loudly **enough**.

الجمل الظرفية

## Sentence Adverbs

Sentence adverbs modify an entire sentence, or a whole clause within a sentence.
They indicate the attitude of the speaker. Some common sentence adverbs are:

| | | | | |
|---|---|---|---|---|
| actually | certainly | frankly* | obviously | probably |
| admittedly* | clearly | honestly* | officially* | undoubtedly |
| apparently | evidently | naturally* | presumably | (un)fortunately* |

(*) Some sentence adverbs usually go at the beginning of a sentence.

**Frankly**, I'm disappointed in the quality of this hotel.

Other sentence adverbs can go after the verb *be*, before simple tenses of other verbs, or after the auxiliary in a compound verb.

You are **obviously** having a good time.
He **certainly** spent a lot of money on this trip.
The flight has **undoubtedly** left by now.

أعد كتابة كل جملة متضمنة ظرف من ظروف الدرجة

**A.** Rewrite each sentence to include the adverb of degree.

We have recovered from our trip. (almost) *We have almost recovered from our trip.*

1. We ate anything on the airplane. (hardly)
2. The food was bland for me. (too)
3. The flight attendant dropped my meal on me. (nearly)
4. Sleeping on the train was uncomfortable. (rather)
5. We were exhausted by the end of our trip. (absolutely)
6. The airplane seat wasn't big for me. (enough)

1 . We hardly ate anything on the airplane.
2 . The food was too bland for me.
3 . The flight attendant nearly dropped my meal on me.
4 . Sleeping on the train was rather uncomfortable.
5 . We were absolutely exhausted by the end of our trip.
6 . The airplane seat wasn't big enough for me.



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أكمل الفقرة بإستخدام الجمل الظرفية الموجودة في المربع أدناه. يمكنك أحيانًا الإجابة بأكثر من جواب

**B.** Complete the paragraph with the sentence adverbs from the box. Sometimes more than one answer is possible.

| | | | |
|---|---|---|---|
| actually | indeed | obviously | probably |
| however | interestingly | presumably | surprisingly |



**Sample answer:**

Staying in the Abraj Al-Bait hotel in Makkah, Saudi Arabia, is an amazing experience. (1) **Actually** it is a complex of seven skyscraper hotels. (2) **Surprisingly**, the central hotel tower has the world's largest clock face and, (3) **interestingly**, the tallest tower in the complex is (4) **indeed** the tallest building in Saudi Arabia, with a height of 601 meters. The hotel is very close to Islam's most sacred site, the Great Mosque of Makkah. The hotel complex was (5) **obviously** built to accommodate pilgrims of the Hajj that visit Makkah every year from all parts of the Muslim world (6) **however**, it also welcomes visitors to Makkah throughout the year, even though the greatest concentration of visitors is most (7) **probably** during the Hajj. The Abraj Al-Bait has a five-story shopping mall and a parking garage capable of holding over a thousand vehicles, (8) **presumably** both for the visitors of the mall and for the hotel guests.

إقرأ الحقائق التالية عن فندق آخر. غير إعتيادي في بلد آخر. ثم اكتب فقرة عنه مستخدمًا ظروف الدرجة والجمل الظرفية

**C.** Read the following facts about another unusual hotel in another country. Then write a paragraph about it, using adverbs of degree and sentence adverbs.

- The hotel is located on the Torne River, 124 miles (200 kilometers) north of the Arctic Circle.
- The hotel is the biggest igloo in the world.
- It melts into the river every spring and is recreated every winter.
- The temperature inside the hotel is 23° Fahrenheit (-5° Celsius).





**ICEHOTEL, Sweden**

على الطالب الإجابة وهذا مثال على الحل

**Sample answer:**

**The Ice Hotel is located on the Torne River, 124 miles north of the Arctic Circle. It is extremely big and is the biggest igloo in the world. Surprisingly, the hotel melts into the river every spring and is recreated every winter. Inside, it is very cold, with a temperature of about 23° Fahrenheit (-5° Celsius). Fortunately, guests are given warm clothes and sleeping bags to stay comfortable.**

# 3 Far and Away

رابط الدرس الرقمي

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## المحادثة
## 4 Conversation



**Attendant:** Flight C458 is ready for takeoff. Please ensure your seatbelts are fastened and your seats are in the upright position.

**Passenger:** Excuse me?

**Attendant:** Yes? Can I get something for you?

**Passenger:** No, but I wonder if I can ask you a question?

**Attendant:** Certainly.

**Passenger:** I see that there's an empty row near the front of the plane. I was wondering if it would be possible to change seats. I usually try to get some sleep during red-eye flights, and it would be much easier if I could spread out.

**Attendant:** Unfortunately, that won't be possible. It's against our policy for passengers to leave their assigned seats on this airline.

**Passenger:** Well, that's a crummy policy. I don't get it. Other airlines allow it. Why should passengers be crammed together when there are open seats on the flight?

**Attendant:** Please try to understand. The problem is that if we gave you the seat, it wouldn't be fair to other passengers who might also want the open seat.

**Passenger:** That's a drag. Especially since I requested a window seat at the front of the plane, and they put me on the aisle near the back!

**Attendant:** Could I see your ticket, please?

**Passenger:** Sure, why?

**Attendant:** Sir, the empty window seat at the front of the plane *is* your seat! Your seat is number 3, not 33.

**Passenger:** Oh! Awesome!

**Real Talk**

red-eye = overnight
crummy = bad
don't get it = don't understand
a drag = a disappointment
Awesome! = Terrific!

Answers in next page
الإجابة في الصفحة التالية

## أسئلة حول المحادثة
## About the Conversation

1. What request does the passenger make?
2. How does the flight attendant respond? What reasons does he give?
3. How does the passenger end up getting what he wants?

## دورك
## Your Turn

Role-play with a partner. Imagine you are at a shopping mall, making a special request of the sales clerk or assistant. Use phrases for making and declining special requests.

**Making and Declining Special Requests**

| | |
|---|---|
| I wonder if it would be possible... | That won't be possible... |
| Do you think it would be possible...? | I'm afraid (we) can't... |
| Unfortunately, that's not possible... | We can't do it because... |
| I wish it were possible, but... | The problem is... |

قم بتمثيل محادثة مع زميلك. تخيل إنك في مركز تسوق وتريد أن تقدم طلبًا خاصًا لبائع أو مساعد مبيعات. استخدم عبارات لتقديم ورفض طلبات خاصة

على الطلب الإجابة ومثال على الحل في الصفحة التالية

## About the Conversation

1. What request does the passenger make?
2. How does the flight attendant respond? What reasons does he give?
3. How does the passenger end up getting what he wants?

### Answers:

**1 . He would like to change seats.**

**2 . He says that changing seats won't be possible because it wouldn't be fair to other passengers. It's also against the policy of the airline.**

**3 . The passenger was in the wrong seat to begin with. He moves to his assigned seat, which is the one that he wanted.**

## Your Turn

Role-play with a partner. Imagine you are at a shopping mall, making a special request of the sales clerk or assistant. Use phrases for making and declining special requests.

### Sample answer:

**Role-play Conversation at the Shopping Mall**

**Customer:** Hello, I wonder if it would be possible to get a discount on this T-shirt.

**Clerk:** I'm afraid we can't. The price is already reduced.

**Customer:** Do you think it would be possible to keep it for me until tomorrow?

**Clerk:** Unfortunately, that's not possible. The problem is, we don't hold items.

**Customer:** I wish it were possible, but can I pay now and pick it up later?

**Clerk:** Yes, that will be possible. You can pick it up any time today.

## 5 Listening الإستماع

استمع إلى المسافر وهو يتحدث عن الأشياء التي يجلبها المسافر في حقيبة الظهر لرحلة عبر أوروبا.
ضع علامة صح على الأشياء التي يوصي بجلبها

Listen to the experienced traveler talk about what to pack for a backpacking trip through Europe. Tick ☑ the items he recommends bringing.

| | | | |
|---|---|---|---|
| rain jacket | ☑ | smartphone | ☐ |
| expensive boots | ☐ | sunglasses | ☑ |
| toiletries | ☑ | box of bandages | ☐ |
| trash bags | ☑ | tweezers | ☑ |
| water bottle | ☑ | expensive jewelry | ☐ |
| 2–3 bandages | ☑ | guide book | ☑ |



## 6 Pronunciation النطق

**A.** Words like ***backpack*** and ***water bottle*** are called compound nouns because they are made up of two separate nouns. The stress goes on the first part of the compound noun. Say each sentence. Then listen to see if you stressed the compound nouns correctly.

1. Throw a couple of **trash bags** in your **backpack** for dirty laundry.
2. Keep your **sunglasses** and **water bottle** in an easily accessible front compartment.
3. Some people like to bring a **notebook** or journal to write about their travels.
4. You packed everything except your **toothpaste** and **toothbrush**.
5. I'll look for a **postcard** in my **mailbox** every day!

**B.** Find compound nouns in the passages about hotels and in the conversation you read. Underline and practice reading them aloud. Remember to stress the first part.

## 7 Vocabulary Building البناء التركيبي للمفردات

ستجد هذه الكلمات في القراءة في الصفحات 40 و 41. طابق الكلمات مع معانيها

**A.** You will see these words in the reading on pages 40 and 41. Match the words with their meanings.

| | | |
|---|---|---|
| 1. i | pristine | **a.** the action of cutting down trees to clear forests |
| 2. f | preserve | **b.** distinguishing traits or qualities |
| 3. e | conservation | **c.** something that causes a person to act |
| 4. c | incentive | **d.** abundantly green, fertile |
| 5. a | deforestation | **e.** careful protection of something |
| 6. b | characteristics | **f.** to keep safe from injury, harm, or destruction |
| 7. h | remote | **g.** lessening, diminishing |
| 8. g | reduction | **h.** geographically isolated |
| 9. d | lush | **i.** not spoiled |

تحقق من أجوبتك مع زميل. إذا لم تفهم معنى الكلمة, تحقق منها في القاموس

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



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**Sample answers:**

**1. Ecotourism has been defined variously "as responsible travel to natural areas that conserves natural environments and sustains the wellbeing of the local people'**

## 8 Reading القراءة

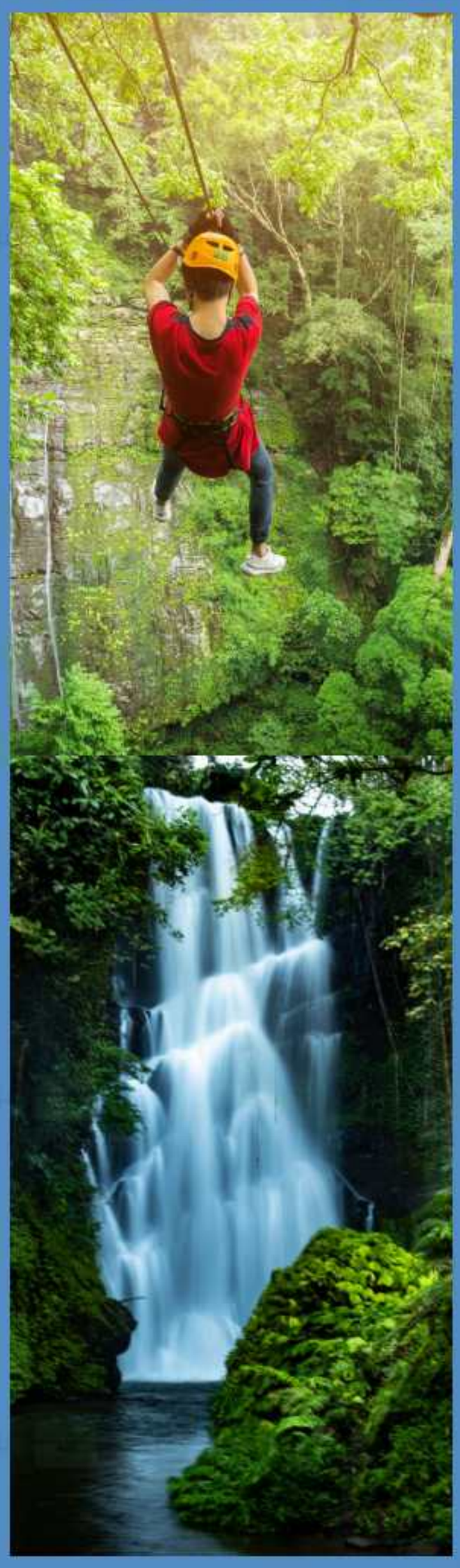
### Before Reading قبل القراءة

البادئة Eco تعني "متعلق أو ذو صلة بالأرض والبيئة" ماذا تظن معنى السياحة البيئية؟

1. ***Eco***- means "related to the earth or environment." What do you think ***ecotourism*** means?
2. Read the passage and underline all the words and phrases that can help you understand what ecotourism means

إقرأ النص وضع خطاً تحت جميع الكلمات والعبارات التي تساعدك على فهم معنى السياحة البيئية

# Ecotourism: See the World While Saving It



Imagine vacationing in a place of stunning, natural beauty. Picture yourself relaxing on a pristine beach in Belize, exploring the desert on a camel in Riyadh, or following lions and zebras in Kenya. Now imagine that while enjoying these experiences, you are also helping to preserve the environment, protect wildlife, and support local communities. Sound too good to be true? It isn't! Such vacations are part of the fastest-growing trend in the travel industry. The trend is called ecotourism.

While ecotourism was almost unheard of before the 1990s, it has quickly become a multi-billion dollar industry. But what exactly *is* ecotourism? These are some of its characteristics:

- It involves travel to natural, often remote, destinations. These are often protected areas where development is limited.
- Ecotourism destinations focus on recycling, water conservation, and using renewable energy sources.
- It builds environmental awareness. As visitors explore an area, they also learn about it.
- It provides an economic incentive to preserve the environment and raises money to help protect it.
- It creates financial opportunities and jobs for the local population.

Costa Rica was one of the first ecotourism success stories. At one time, Costa Rica had the highest rate of deforestation in all of Latin America. However, since ecotourism, there has been a dramatic reduction in deforestation. Now, more than a quarter of Costa Rica's land is protected from development. Costa Rica is now the world's top ecotourism destination. Amazingly, this small country of five million people has about three million visitors per year.

Stacy Davison is one of the three million tourists who chose to visit Costa Rica this year. "We wanted to explore a country that was largely unspoiled by development. And, boy, did we get what we were looking for. We saw beautiful beaches, lush rainforest, and exotic wildlife." Stacy is especially enthusiastic about a wildlife refuge she and her husband visited during their trip. "Getting there took four hours by bus along an unpaved road. But it was so beautiful that it was worth it. We hiked the trails and took a tour through the rain forest canopy. Our guide showed us how to poke a stick into a termite nest to get a snack (They have a nutty flavor!), and how to use live leaf-cutter ants to create stitches for a cut. It was quite an amazing experience!"



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Stacy also enjoyed knowing that the money she was spending on her vacation was being used in environmentally responsible ways. She stayed in locally-owned, environmentally-friendly hotels that grow their own fruits and vegetables, and use renewable sources of energy such as wind and solar power.

Undoubtedly, ecotourism plays a critical role in preserving the land in Costa Rica as well as in other ecotourism destinations around the globe. At the same time, ecotourism provides visitors with a unique, unforgettable, and educational vacation. Basically, ecotourism is a win-win situation for both the tourists and the countries they visit.

## After Reading بعد القراءة

Complete the sentences. أكمل الجمل

1. **ecotourism** is the fastest growing trend in the travel industry.
2. **Costa Rica** is the world's top ecotourism destination.
3. At one time, Costa Rica had the highest rate of **deforestation** in Latin America.
4. More than **a quarter** of Costa Rica's land is protected from development.
5. Two examples of renewable energy sources are **wind** and **solar power**

## 9 Speaking التحدث

العمل بشكل ثنائي أو ضمن مجموعات. فكر في الخصائص والفوائد للسياحة البيئية وقم بتدوين ملاحظات في الجدول ثم اعمل قائمة بأسماء الاماكن السياحة البيئية في بلدك والأنشطة المقدمة في هذه الأماكن

1. Work in pairs or groups. Think about the characteristics and benefits of ecotourism and make notes in the chart. Then list the names of places in your country that are good for ecotourism and the activities that are offered there. استخدم ملاحظاتك لمناقشة أفكارك في الصف
2. Use your notes to discuss your ideas in class.

على الطالب الإجابة وهذا مثال على الحل

| | Characteristics/benefits of ecotourism | Places in my country for ecotourism |
|---|---|---|
| 1 | • Conservation of environment and natural resources | ➤ Al-Ula - visiting ancient sites,desert tours |
| 2 | • Create jobs and generate revenues for local communities | ➤ Asir Mountains - hiking, enjoying<br>➤ green landscapes |
| 3 | • Safeguard cultural traditions and promote ecologically sound growth | ➤ Farasan Islands - diving, watching marine life |
| 4 | • Healthy and educational activity | ➤ Al-Ahsa Oasis - exploring palm groves, cultural |
| 5 | • Educate visitors about environmental issues | ➤ Red Sea Project |



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رابط الدرس الرقمي

رؤية VISION

## الكتابة
## 10 Writing

فكر بأهم الاماكن الهامة في المملكة العربية السعودية. لماذا هذه الأماكن هامة أو المواقع تعتبر هامة؟ ولماذا يجب على السائح زيارتها؟

المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

Sample answers in next page
مثال على الإجابة في الصفحة التالية

**A. 1.**
- Think about the most important places in Saudi Arabia. Why are these places or sites significant? Why should a tourist visit them?
- What does Saudi Arabia have to offer visitors that is unique or special?
- How does the country welcome and look after its visitors?

**2.** Read the following extract from the Vision 2030 Program and find out the following:

**a.** What are the unique and special things that Saudi Arabia has to offer visitors? Compare these to your ideas in part 1.

**b.** What plans does the government of the country have to further improve and develop tourism and travel to Saudi Arabia?

### Saudi Arabia's Vision 2030

Saudi Arabia is blessed with many rich assets. Our geographic, cultural, social, demographic and economic advantages have enabled us to take a leading position in the world.

To build the best future for our country, we have based our vision for Saudi Arabia on three pillars that represent our unique competitive advantages. Our status will enable us to build on our leading role as the heart of Arab and Islamic worlds.

At the same time, we will use our investment power to create a more diverse and sustainable economy. Finally, we will use our strategic location to build our role as an integral driver of international trade and to connect three continents: Africa, Asia and Europe.

Using our unique location, our vibrant economy and our status as the heart of the Arab and Islamic worlds, we will increase travel to our country and welcome guests. We recognize that Allah the Almighty has given to our country, a gift more precious than oil. Saudi Arabia is the Land of the Two Holy Mosques, the most sacred sites on earth and the direction of the Kaaba (Qibla) to which more than a billion Muslims turn at prayer. We will expand and further develop our country to ensure that Muslims from around the world can visit the Holy Sites.

The Hajj and Umrah Vision Realization Program will allow the highest possible number of Muslims to perform Hajj and Umrah to the fullest. We will develop facilities and transport around the Two Holy Mosques – providing pilgrims with the best possible services before, during and after their visits to Makkah and reflecting the bright and civilized image of the country in the service of the Two Holy Mosques. This unique status of our country is clearly manifested in our responsibility in providing generous services and care for visitors to these two holy sites.

Furthermore, we will provide wider tourism, as well as cultural and historical programs, for those who come to perform Umrah. To achieve this, we will continue working on the development of our infrastructure and support the private sector to provide high quality Umrah services.

The program will support the revival, preservation, promotion and classification of Islamic, Arab and National heritage through supporting museums and historical sites by facilitating access and funding preservation and funding events that showcase local traditions.

Cultural tourism destinations including the world's largest 'open air museum' (at Al-Ula) are planned along with the re-establishment of art and crafts centers.

Through our vibrant economy, we will develop the tourism infrastructure to create new holiday resorts and extend the road infrastructure, so visitors can experience the natural beauty of the country. Environmental parks will be rehabilitated and developed for ecological tourism. We will also further develop the digital systems to attract conference tourism to our country.



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



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## 10 Writing

**Sample answers:**

**A. 1.**

- **Important places in Saudi Arabia:**
- Makkah and Madinah most important Islamic holy sites.
- Al-Ula ancient history and rock formations.
- Riyadh & Jeddah modern cities with culture and business.
- **Why tourists should visit:**
- To perform Hajj and Umrah.
- To see unique history, culture, and natural beauty.
- **What Saudi Arabia offers that is unique?**
- Islamic holy sites.
- A Desert adventures and Red Sea diving.
- Rich traditions, culture, and, and hospitality.
- **How Saudi Arabia welcomes visitors:**
- By providing modern airports, hotels, and services.
- Friendly people and safe environment.
- Special arrangements for pilgrims.

**2 .**

**a .**

- unique location
- unique status as heart of the Arab and Islamic worlds
- unique status of having the Two Holy Mosques in the country and the site of the Hajj
- cultural heritage
- rich history
- museums and historical sites
- good economy
- natural environment
- good digital infrastructure

**b.**

- expand and further develop facilities and transport in and around the Two Holy Mosques
- provide wider cultural tourism and historical programs for pilgrims develop tourism infrastructure to support pilgrims
- support the revival of Islamic, Arab and national heritage
- facilitate access to historical sites and museums
- develop infrastructure to attract tourists to holiday resorts
- rehabilitate and develop environmental parks
- upgrade digital infrastructure to support conference tourism

على الطالب الإجابة ومثال على الحل في الصفحة التالية

## اكتب رسالة إلى صديقك من بريطانيا (الذي لم يسبق له زيارة السعودية) عن مكان في بلدك تخطط أن يقوم بزيارته

**B.** Write a letter to your friend from Britain (who has never been to Saudi Arabia), about a place in your country that you plan to visit.

**ابحث واجمع معلومات عن مكان مهم في السعودية ترى أنه يجب على الزائر أن يراه أو أن يتعرف عليه شخص لم يزر بلدك من قبل**

1. Research and collect information about an important place in Saudi Arabia that you feel a visitor should see, or that a person who has never been to your country should learn about.
   - Think about the history of the place and why it is significant to the country's history and culture.
2. Use the organizer to make notes on: **استخدم المنظم لتدوين الملاحظات حول**
   - What you know about the place **ما تعرفه عن المكان**
   - New information you have found **معلومات جديدة إكتشفتها**
   - What you can do there **ما يمكنك فعله هناك**
   - Your reasons for choosing the place and why it is important **أسباب إختيارك للمكان ولماذا هو مهم**
   - Examples and details **أمثلة وتفاصيل**

**عند كتابة الرسالة, اذكر الأسباب التي تجعل هذا المكان مهم وكذلك ما الذي يجعله مميزاً أو فريدًا**

When you write the letter, give reasons why this place is important and also how it is special or unique.

على الطالب الإجابة وهذا مثال على الحل

### Al-Ula – an ancient historical site

Name of the place and what it is (an historical site, a place of natural beauty etc):

| Reasons why it is important | Things to do there | Examples and details (from your research) |
|---|---|---|
| • Al-Ula is home to ancient tombs.<br>• It shows Saudi Arabia's culture and heritage. | • Explore the ancient tombs and rock carvings<br>• Walk through the desert landscapes. | • The UNESCO World Heritage site of Hegra is located in Al-Ula.<br>• You can see Nabatean tombs carved into sandstone cliffs. |

Dear Hamed,

How are you? I hope that you and your family are well.

I have some exciting news that I wanted to write to you about. I'm going on a trip to climb the highest mountain in Britain. It is in Scotland and it is called Ben Nevis.

In addition to the fact that it is an area of outstanding natural beauty, it also has a historical significance. It was the site of Britain's first weather observatory and it was built in 1883. This helped scientists all over the world learn how to study the weather and understand the climate.

It is going to be tough to climb, but it will be great to be outside in nature and enjoy the clean environment. This mountain region is unique as it has many plants and geological features that can only be found here in Scotland.

### Writing Corner

When you write an informal letter:

- Open in a friendly way with an appropriate greeting and tell your friend why you are writing.
- When you are giving news such as an up-and-coming trip you will take, give as many details as you can. Use lots of words to describe the place or the experience.
- Note down your feelings, expectations, assumptions, questions, and doubts.
- Plan what information you are going to include in each paragraph.
- Close in an appropriate way and sign off with: Speak soon; Give my best wishes to your family; Write to me soon; and so on.



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B. Write a letter to your friend from Britain (who has never been to Saudi Arabia), about a place in your country that you plan to visit.

**Sample answer:**

**Dear \[Friend's Name],**

**I hope you are doing well! I want to tell you about a place in Saudi Arabia that I plan to visit soon - Al-Ula. It is an ancient historical site with amazing rock formations and old tombs. Al-Ula was an important trade center in the past and shows a lot about our culture and heritage.**

**When you visit, you can explore the tombs, walk through the desert, and take photos of the unique landscapes. One special place there is Hegra, a UNESCO World Heritage site with Nabatean tombs carved into sandstone cliffs. Visitors can also enjoy guided tours and cultural festivals.**

**I chose Al-Ula because it is very beautiful and teaches a lot about our history. I think you would love it if you come to Saudi Arabia one day!**

**Best wishes,**

**\[Your Name]**

رابط الدرس الرقمي

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## الصيغة والمعنى والوظيفة
# 11 Form, Meaning and Function

## Be Going to المستقبل بإستخدام

### Future with *Be Going To*

Use *be going to* for the future, to talk about plans.

**Affirmative (+)**
I**'m going to** travel to Jordan.

**Negative (–)**
I**'m not going to** visit Petra.

***Yes-No* Questions (?)**
**Are** you **going to** travel to Jordan?

**Short Answer (+)**
Yes, I am.

**Short Answer (–)**
No, I'm not.

### أسئلة المعلومات
### Information Questions

| | |
|---|---|
| **What** are you going to do on your vacation? | I'm going to travel to Africa. |
| **When** is he going to leave? | He's going to leave next week. |
| **Which** countries is he going to visit? | He's going to visit Tunisia and Morocco. |
| **How** are we going to go? | We're going to go by plane. |
| **Where** am I going to stay? | You're going to stay in a four-star hotel. |
| **Who** is going to travel with them? | They're going to travel with friends. |
| **How long** are they going to stay? | They're going to stay for a month. |

### موقع الصفة
### Position of Adjectives

Antarctica is an **exotic** place. (*before nouns*)

Antarctica is **exotic**. (*after the verb* ***be***)

### أكمل المقال مستخدمًا الصفات الموجودة في المربع

**A.** Complete the article. Use the adjectives in the box.

| coastal | dense | fertile | humid | local | tropical |
|---|---|---|---|---|---|

**Jazan**

Jazan, in southwestern Saudi Arabia, is a (1) *coastal* city on the Red Sea. It is the capital city of Jazan Province near the Yemeni border. Although it is a small province, it has a (2) **dense** population of 1.6 million inhabitants. The terrain of the region is varied, consisting of mountains, (3) **fertile** plains, coasts, and islands. Jazan is famous for its (4) **local** products, especially its (5) **tropical** fruits like mango, figs, and papaya. The climate in the city of Jazan is very hot and (6) **humid** in the summer, while temperatures in the mountains to the northeast are much cooler.

### أضف أدوات الإستفهام. طابق بين الأسئلة والأجوبة

**B.** Add the question words. Match the questions and the answers.

1. *Which* suitcase are you going to take? *e*
2. **How** are they going to travel? **c**
3. **What** is he going to do when he arrives? **f**
4. **Who** are they going to write to? **b**
5. **Where** are we going to stay? **a**
6. **When** are we going to get there? **d**

**a.** In a beautiful hotel.
**b.** To their parents.
**c.** They're going to take a bus.
**d.** They're going to arrive in the morning.
**e.** The red one. It's new.
**f.** He's going to rest.



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## المضارع المستمر

### Present Progressive

Use the present progressive for actions happening now or for definite arrangements in the future.

My friends **are waiting** for me at the airport.
What **are** you **doing** now?

My friends **are arriving** tomorrow.
What **are** you **doing** tonight?

## Going to and Will المستقبل بإستخدام

### Future with *Going to* and *Will*

Use (*be* +) *going to* to talk about plans. Use *will* + *maybe/probably* for uncertain or indefinite plans.

What are you **going to** do on your vacation?
I'm **going to** travel to Europe.
I'm not **going to** travel this year.

Where **will** you stay?
Maybe I**'ll** stay with friends.
I probably **won't** stay in a hotel.

## تعابير زمنية للمستقبل

### Time Expressions for the Future

I am leaving **tomorrow night**.
**This year** we will go on vacation to Al Ula, Saudi Arabia.
They are flying to Oman **on Thursday**.

Hurry! They will be here **soon**!
I am meeting her **in an hour**.
We will sit examinations **next month**.

**أكمل جدولك ليوم السبت القادم ثم أسأل وأجب مع زميل. حاول أن تحدد وقتاً للقاء والقيام بعمل الواجب معاً**

**C.** Complete your schedule for next Saturday. Then ask and answer questions with a partner. Try to arrange a time to meet and do homework together.

**A:** What are you doing at two o'clock next Saturday?
**B:** I'm getting a haircut. How about you?

Sample answers in next page
مثال على الإجابة في الصفحة التالية

| My Schedule | Activities and Times | My Partner's Schedule | Activities and Times |
|---|---|---|---|
| Morning | **I'm playing video game.** | Morning | **He's studying for science test.** |
| | | | |
| Afternoon | **I'm visiting my grandpa.** | Afternoon | **He's getting a haircut.** |
| | | | |
| Evening | **I'm shopping with my family** | Evening | **He's watching a movie.** |
| | | | |

على الطالب الإجابة وهذا مثال على الحل

**انظر إلى التعابير الموجودة في المربع. اعمل مع زميلك. اسأل وأجب عن خططه المستقبلية مستخدمًا going to and will**

**D.** Look at the expressions in the box. Work with a partner. Ask and answer about their future plans. Use *going to* and *will*.

**A:** Where **are** you **going to go** on vacation this year?
**B:** I**'ll** probably go to Dubai. How about you?
**A:** I'm going to visit my grandparents.

| |
|---|
| tomorrow • this week / month / year • tonight<br>next month / year / Tuesday • soon • on the weekend |



على الطالب الإجابة ومثال على الحل في الصفحة التالية



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C. Complete your schedule for next Saturday. Then ask and answer questions with a partner. Try to arrange a time to meet and do homework together.

**Sample answers:**

**A: What are you doing at two o'clock next Saturday?**

**B: I'm visiting my grandpa. How about you?**

**A: I'm getting a haircut. Maybe we can meet at four to do homework together.**

**B: That's a good idea!**

D. Look at the expressions in the box. Work with a partner. Ask and answer about their future plans. Use *going to* and *will*.

**Sample answer:**

**Ahmed: Hi Sami! What are you going to do tomorrow?**

**Sami: I'm going to visit my grandparents. What about you?**

**Ahmed: I will go to the library to study.**

**Sami: What are you doing this weekend?**

**Ahmed: I'm going to play football with my friends.**

**Sami: And next month, do you have any plans?**

**Ahmed: I will travel with my family to Al-Ula.**

**Sami: That sounds exciting! I'm going to start a new book tonight.**

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## 12 Project المشروع

قم بعمل ملصق ترويجي عن السياحة البيئية في بلدك. اعمل في أزواج أو ضمن مجموعات

1. Make a poster promoting ecotourism in your country. Work in pairs or groups.
2. Choose a place that would be good for ecotourism. اختر مكاناً مناسبًا للسياحة البيئية
3. Research and complete the chart with information and details about the place. ابحث وأكمل الجدول بالمعلومات والتفاصيل حول هذا المكان
4. Collect visuals and find samples of posters on the Internet to help you. اجمع صورًا وابحث عن نماذج ملصقات على الإنترنت لمساعدتك
5. Design your poster. Think of a slogan and/or an attractive title. Look at the photo in your book and find more examples on the Internet to help you. صمم ملصقك. فكر في شعار و / أو عنوان جذاب. انظر إلى الصورة في كتابك وابحث عن مزيد من الأمثلة على الإنترنت لمساعدتك

An area for ecotourism in Saudi Arabia: Asir Mountains

| Questions we would like to find answers to | Details and information we found out about the place | Pictures and images we can use in our poster |
|---|---|---|
| What kind of place is it? Is it an inland area? Is it a coastal area? | • Asir mountains are high, and green highlands | • Mountain landscape photos |
| How can visitors travel and explore the area? | • By car, walking trails, guided tours | • Maps, hiking trails images |
| What can they see, observe, or experience? | • Green valleys, traditional villages, unique wildlife | • Wildlife, waterfalls, traditional villages |
| What outdoor activities can visitors do? (e.g. off-road driving, rock climbing, desert trekking, etc.) | • Hiking, camping, rock climbing, off-road driving, and exploring nature trails. | • Hiking and camping photos |
| How is money raised in order to maintain the area? | • Through tourism fees, local businesses, government support | • Images of visitors paying or guided tours |
| How are local communities and people involved? Jobs? (e.g. caretakers, guides, rangers, etc.) | • As tour guides, hospitality workers, and sellers of traditional crafts and food. | • Pictures of locals and their crafts |
| What are some of the environmental benefits? | Protecting biodiversity and ensuring sustainable tourism | • Nature and wildlife photos |

على الطالب الإجابة وهذا مثال على الحل

When you prepare a poster, remember it should:

- be quite large, so it can be noticed or read when posted on the wall
- be colorful in a tasteful way and have photos and/or drawings
- include memorable slogans
- convey a strong message
- be appealing to the viewer






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# 13 Self Reflection

| Things that I liked about Unit 3: | Things that I didn't like very much: |
|---|---|
| | |

| Things that I found easy in Unit 3: | Things that I found difficult in Unit 3: |
|---|---|
| | |

| Unit 3 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|---|---|---|---|
| talk about travel experiences and travel dreams | | | |
| discuss hotels and services | | | |
| make and decline special requests | | | |
| use adverbs of degree | | | |
| use sentence adverbs | | | |
| talk about the future with *be going to* and *will* | | | |
| ask information questions | | | |
| know about the position of adjectives | | | |
| use the present progressive to make future arrangements | | | |

| My five favorite new words from Unit 3: | If you're still not sure about something from Unit 3: |
|---|---|
| | • read through the unit again<br>• listen to the audio material<br>• study the grammar and functions from the unit again<br>• ask your teacher for help |



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# EXPANSION Units 1–3

## 1 Language Review ✔ مراجعة اللغة

**A.** Complete each sentence with the correct form of ***do***, ***have***, or ***be***. أكمل كل جملة بإستخدام الصيغة الصحيحة لـ do, have, or be

1. Sam ___has___ never had a credit card.
2. ___Does___ Jen need help moving this weekend?
3. It ___is/was___ a coincidence that we got here at the same time.
4. Don was disappointed when he ___did___ not get the job.
5. Omar has ___been___ living in the same house his entire life.
6. The euro ___was___ introduced in Europe in 2002.
7. Since I ___had___ already eaten dinner, I declined the invitation to the restaurant.
8. How often ___do___ you eat lunch in the cafeteria?



**B.** Change the active sentences to passive sentences. غير الجمل المبنية للمعلوم إلى جمل مبنية للمجهول

1. People grow coffee in eighty different countries.
2. The jury will give the verdict tomorrow morning.
3. Painters are painting my house at this very moment.
4. Saudi Arabia is holding a cabinet meeting tomorrow.
5. They have held the football match at Gardner Stadium for the last eight years.
6. The school has cancelled classes for today.
7. Someone wrote this book in the 18th century.
8. The police arrested the suspect near the scene of the crime.

Answers in next page الأجوبة في الصفحة التالية

**C.** Complete each sentence with the past perfect or past perfect progressive form of the verb in parentheses. أكمل كل جملة بإستخدام صيغة الماضي التام أو الماضي التام المستمر للفعل بين الأقواس

1. The train ___had___ already ___left___ by the time we got to the station. (leave)
2. The cat ___had been eating___ the tuna from the table when he yelled at it. (eat)
3. By 11:00 yesterday morning, we ___had been___ to three shopping malls. (be)
4. She called the police because someone ___had followed___ her. (follow) /had been following
5. Julie didn't apply for the job because she ___had___ already ___found___ a different job. (find)
6. My brother ___had___ never ___lived___ on his own before he got that apartment. (live)
7. I offered to drive him, but he ___had___ already ___called___ a taxi. (call)
8. I ___had been trying___ to call her when suddenly she knocked on my door! (try)



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**B.** Change the active sentences to passive sentences.

**Answers:**

1 . Coffee is grown in eighty different countries.

2 . The verdict will be given tomorrow morning by the jury.

3 . My house is being painted at this very moment.

4 . A cabinet meeting will be held tomorrow.

5 . The football match has been held at Gardner Stadium for the last eight years.

6 . Classes have been cancelled for today.

7 . This book was written in the 18th century.

8 . The suspect was arrested near the scene of the crime.

**Sample answers:**

1. I barely slept last night.
2. We're almost there.
3. You look so different that I hardly recognized you.
4. I'm nearly done with this book.
5. That is an extremely funny photo.
6. The altitude was so high that I could barely breathe.
7. The essay was in such bad shape that it had to be completely rewritten.
8. The hairstylist cut my hair too short.

أعد كتابة كل جملة مستخدمًا ظرف الدرجة الموجود بين الأقواس

**D.** Rewrite each sentence using the adverb of degree in parenth

I have no money at all on me. (absolutely)
*I have absolutely no money on me.*

1. I slept very little last night. (barely)
2. We'll be there soon. (almost)
3. You look so different that I almost didn't recognize you. (hardly)
4. I'll be done with this book soon. (nearly)
5. That is such a funny photo. (extremely)
6. The altitude was so high that I had a lot of trouble breathing. (barely)
7. The essay was in such bad shape, it had to be written all over again. (completely)
8. The hairstylist cut my hair shorter than I like. (too)

ضع دائرة حول أفضل ظرف مناسب لكل جملة

**E.** Circle the best adverb for each sentence.

1. I'll ( probably / fortunately ) apply to at least three colleges.
2. ( Unfortunately / Presumably ), we won't be able to join you for dinner. We have other plans.
3. I am ( certainly / unluckily ) not going to tell him something that will upset him.
4. He goes out every night. ( Presumably / Honestly ), he has a lot of friends.
5. You have a big smile on your face. ( Obviously / Actually ) you did well on the exam.
6. I would ( certainly / presumably ) recommend staying home today if you feel sick.
7. ( Honestly / Apparently ), I didn't know that the project was due today.
8. I'm having a dinner party on the 3rd, although ( officially / naturally ) I don't graduate until the 11th.
9. That is an extraordinary bracelet! ( Presumably / Admittedly ), you keep it in a safe place.

أكمل كل جملة عن نفسك

**F.** Complete each sentence about yourself.

1. One thing I absolutely can't stand is **lying.**
2. I am completely happy when I **spend time with my family and friends.**
3. One time I almost **missed the school bus.**
4. I'm very excited about **my future studies.**
5. Unfortunately, I **sometimes forget my homework.**
6. Luckily, I **have supportive parents and teachers.**
7. Admittedly, I am not good at **drawing.**
8. Sometimes I can be extremely **lazy.**
9. I have been told that I am quite **helpful.**
10. One thing I am very frightened of is **a scorpion.**

على الطالب الإجابة وهذا مثال على الحل





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## القراءة 2 Reading

### قبل القراءة Before Reading

إقرأ النص وضع خط تحت التفاصيل التي تخبرك
يتشابه الفيروس الحاسوبي مع الفيروس البيولوجي

Read the passage and underline details that tell you how a computer virus and a biological virus are similar.



# Computer Viruses: A Headache for Humans

A computer virus is a computer program that has the ability to infect a computer without the user's permission, or even knowledge. There are more than a few similarities between computer viruses and human viruses.

Biological viruses enter the body through some kind of direct contact with the body and attach themselves to a *host cell*. The virus spreads, and the resulting damage can include pain, suffering, or even death. Similarly, computer viruses enter a *host file* in your computer when you open an infected email attachment. This virus then spreads, resulting in damage that can include deletion of files, emailing of all the addresses in the computer's email address book, a slowing down of the system, or even fatal damage to the hard drive.

If these viruses are so damaging, why do people allow them to infiltrate their computers? Because people are tricked into it. Viruses are sent attached to email messages. These emails use a variety of tricks to fool the reader into opening up the attachment. For example, some of these emails are designed to appeal to people's emotions. The "YOU HAVE WON" virus included an attachment titled "A-Gift-For-You.text.vbs." Users, thinking they had been sent a gift letter, opened the file, instantly releasing a virus and infecting their computer. Another common virus disguised as a personal message is "Koob." "Koob" is spread through messages sent through social networking sites. The emails have subject lines like, "You look funny on our new video." When users try to download the "video," what they really get is a virus.

Another common way email users are manipulated into opening attachments that contain viruses is with messages that appear to come from businesses that people frequently use. These typically include auction sites, delivery services, and financial institutions. One such virus is the "UPS/FedEx Delivery Failure." This email comes with a message informing the user that a package he or she had supposedly sent could not be delivered. Users are told to click on the attachment for a refund. In reality, of course, the attachment unleashes a virus.

Ironically, one virus-spreading email was disguised to look like an email about protecting the user's computer from viruses! The "Microsoft Patch" virus was spread through an email that urged the user to download a software patch to prevent viruses. This email even included the Microsoft™ icon, which fooled many into believing the email was legitimate. In reality, the "patch" was a virus. This virus was forwarded by millions of people, resulting in the infection of computers around the world.



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Do all you can to avoid exposing your computer to a virus. Think of the precautions you take against catching biological infections. You wash your hands and avoid contact with sick people. Extend the same care to your computer. Consider investing in antivirus software. And whatever you do, avoid opening emails with potentially infected files. You may just save your computer from contracting a nasty illness, and yourself from suffering a terrible headache.



## بعد القراءة
## After Reading

### أكمل كل جملة بإستخدام كلمة من هذه الكلمات

**A.** Complete each sentence with one of these words:

fatal  infiltrate  manipulated  precaution  urge

1. How did the spy **infiltrate** the government building? Weren't there security guards on duty?
2. Due to several **fatal** design flaws in the operating system, all the computers in the office crashed.
3. You must stop smoking. I **urge** you to consider the impact it has on your body.
4. The businessman **manipulated** the client to make him do what he wanted.
5. Elena thought it might rain. So she took the **precaution** of bringing an umbrella.

**B.** Answer the questions. **أجب عن الأسئلة**

1. What is a computer virus?
2. Describe the similarities between human and computer viruses.
3. What is the "UPS/FedEx Delivery Failure" virus?
4. What is ironic about the "Microsoft Patch" virus?
5. What are some steps you can take to prevent your computer from being infected by a virus?

## المناقشة
## Discussion

1. Has your computer or a friend's ever been infected by a virus?
2. How did it happen?
3. What did you do? What did your friend do?
4. Why do you think there are so many computer viruses?
5. What kind of punishment is appropriate for people who create and spread viruses?

Sample answers in next page
مثال على الإجابة في الصفحة التالية

على الطلب الإجابة ومثال على الطول في الصفحة التالية



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موقع واجباتي

**B.** Answer the questions.

1. What is a computer virus?
2. Describe the similarities between human and computer viruses.
3. What is the "UPS/FedEx Delivery Failure" virus?
4. What is ironic about the "Microsoft Patch" virus?
5. What are some steps you can take to prevent your computer from being infected by a virus?

**Sample answers:**

1 . A computer virus is a program that can get into a computer's system and damage it without the user knowing about it.

2 . Biological viruses get into the body through one of the body's cells, called a "host cell." Computer viruses enter a computer through a "host file" that the user downloads to the hard drive. Both viruses are like an infection that spreads and causes damage.

3 . It's a virus that comes as an email attachment to a message about a problem with the delivery of a package. It tells the user to click on the attachment. The attachment contains a virus that then gets into the computer.

4 . It is spread through an email that urges the user to download a software patch to prevent viruses.

5. You should install anti-virus software and avoid opening emails with potentially infected files.

## Discussion

**Sample answers:**

1 . Yes, my computer was once infected.

2 . It happened when I downloaded a file from the Internet.

3 . I installed antivirus software. My friend asked a technician for help.

4 . Because some people want money, others want to cause trouble.

5 . They should be fined or sent to jail.

## 3 Language Plus Aa

أكمل كل جملة بإستخدام إحدى الكلمات الموضحة أدناه

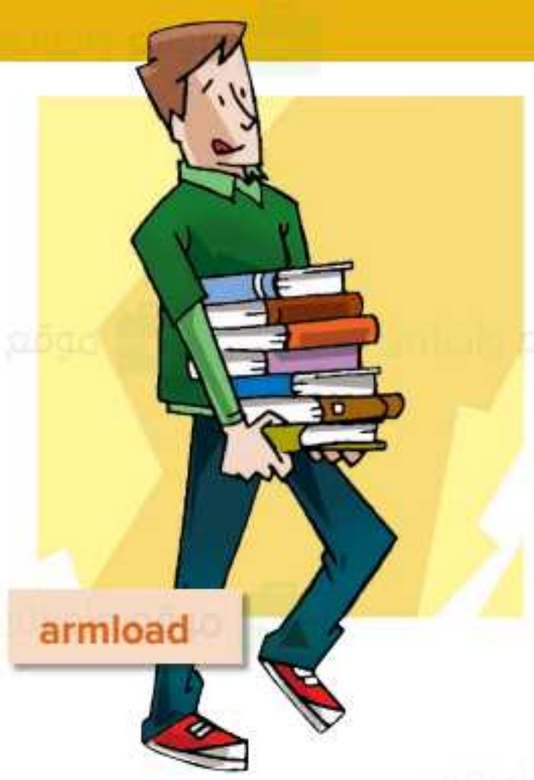
**A.** Complete each sentence with one of the words shown.




overload



truckload



armload

download



upload





offload

1. A _truckload_ of supplies has arrived to help the victims of the earthquake.
2. You need to _offload_ those crates carefully. They're full of computer equipment.
3. Grab an _armload_ of dirty clothes and bring it to the laundry room.
4. We can _upload_ our presentation onto the classroom Internet site.
5. You shouldn't _overload_ that electrical outlet with so many appliances.
6. I'm going to _download_ a game from a new online game store.

## 4 الكتابة Writing

### Tools for Writing: Capitalization

Do not capitalize names of seasons.

Use a capital letter for:

- the first letter of the first word of a sentence
- the pronoun
- proper nouns (specific people, places, organizations)
- days of the week, months of the year, and holidays
- countries, nationalities, and languages
- the first word of a quoted sentence

أعد كتابة كل جملة بإستخدام أدوات الترقيم الصحيحة

Rewrite each sentence with correct capitalization.

1. my mother and i traveled to london together last year.
2. will james attend harvard university in the fall?
3. when i asked to see doctor atar, the receptionist said, "the doctor just left."
4. people from haiti speak french and creole.
5. this year, earth day falls on a tuesday.

**Answers:**

1 . My mother and I traveled to London together last year.

2 . Will James attend Harvard University in the fall?

3 . When I asked to see Doctor Atar, the receptionist said, "The doctor just left."

4 . People from Haiti speak French a and Creole.

5 . This year, Earth Day falls on a Tuesday.



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اكتب سردًا شخصيًا عن مشكلة أو موقف صعب مررت به. اشرح كيف حليت المشكلة أو تعاملت مع الموقف. على سبيل المثال, قد تكتب عن تعطل حاسوبك في الليلة التي سبقت تسليمك التقرير أو مرة بقيت عالقاً في المطار طوال الليل. قم بتضمين النقاط النحوية من الوحدات 1 - 3

## Writing Prompt

Write a personal narrative about a problem or difficult situation you have experienced. Explain how you solved the problem or dealt with the situation. For example, you might write about a time your computer crashed the night before a report was due, or a time you were stuck at an airport overnight. Include grammar points from Units 1–3.

A personal narrative is a story about something that happened to you.

## Write Your Personal Narrative

اختر مشكلة أو موقف صعب مررت به

1. Choose a problem or difficult situation you have experienced.
2. Think about the situation. How did it come about? How did you deal with it? Use the chart to organize your ideas. فكر في الموقف. كيف حدث؟ وكيف تعاملت معه؟ استخدم الجدول لتنظيم أفكارك

على الطالب الإجابة ومثال على الصفحة التالية

| Problem(s) | Solution(s) |
|---|---|
| • My laptop crashed the night before an important school report was due | • My friend helped me recover most of the file using a USB ز |

على الطالب الإجابة وهذا مثال على الحل

3. Think of a title for your narrative.
4. Write your narrative.

**Developing Your Writing: The Introduction**

The first paragraph of your writing is the introduction. The introduction should grab the reader's attention by expressing something interesting that makes the reader want to read more. The introduction should also include a topic sentence that states clearly what the essay is about. All the other sentences in the introduction should support the topic sentence.

As you write your introduction, ask yourself:

- Is this paragraph interesting and engaging? Will it make the reader want to know more?
- Does it include a topic sentence that clearly tells the reader what the essay is about?
- Do the other sentences support the topic sentence?

*The Day My Computer Crashed*

*I'll never forget the last day of my freshman year at Abbington High School. The year had gone very well. I had made new friends, enjoyed my classes, and was expecting good grades in all of my courses. But something unexpected happened on the last day of the year.*

*I had done well in Mr. Martinez's history class all year. So I was not concerned when we were asked to write a final paper. In fact, I was even looking forward to it. I spent weeks in the library, researching my subject, taking notes, and organizing my ideas. I had started writing the essay a week before it was due. By the night before it was due, I had finished writing the essay and just needed to run a spell-check. But as soon as I began the spell check, the screen froze...*



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## Write Your Personal Narrative

1. Choose a problem or difficult situation you have experienced.
2. Think about the situation. How did it come about? How did you deal with it? Use the chart to organize your ideas.
3. Think of a title for your narrative.
4. Write your narrative.

**Sample answer:**

**My Personal Narrative" The Night My Laptop Crashed"**

**Problem:**

**Last year, my laptop crashed the night before an important school report was due. I had spent many hours working on it, but suddenly the screen turned black, and I could not open any files. I felt very stressed and worried because the deadline was the next morning.**

**Solution:**

**First, I tried restarting the laptop, but it didn't work. Then, I decided to call my friend, who is good with computers. He helped me recover most of the file using a USB. After that, I stayed up late to rewrite the missing parts. Finally, I was able to print the report and hand it in on time.**

**Conclusion:**

**From this experience, I learned the importance of saving my work in more than one place. Now I always keep a backup copy on a flash drive and also on the cloud. This problem was stressful, but it taught me how to be more careful and responsible.**

على الطالب الإجابة وبناء على الحوار في الصفحة التالية

# 4 TV Around the World

رابط الدرس الرقمي

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## الإستماع والمناقشة

## 1 Listen and Discuss

ما نوع البرامج التلفزيونية التي تحب مشاهدتها؟ أذكر بعض الأمثلة

1. What kind of television programs do you like to watch? Give some examples.
2. What kind of programs do you dislike? Why? ما نوع البرامج التي لا تحبها؟ ولماذا؟
3. Which programs listed here would you watch? Which wouldn't you watch? Explain.

أي البرامج المذكورة هنا ستشاهدها؟ وأيها لن تشاهدها؟ اشرح ذلك



**Jeopardy!** **Tuesday, 9:30 P.M.**

*Jeopardy!* is a unique American quiz show that features trivia in history, literature, the arts, culture, science, sports, geography, wordplay, and more. The show is famous for its unusual answer-and-question format, which requires contestants to phrase their responses in question form, having been presented with clues. The first episode of the show was aired on March 30, 1964, and went through different stages, as a daytime series and a nighttime show. On September 10, 1984, *Jeopardy!* returned as a daily series with Alex Trebek as host.

**Hoy** **Monday, 9:00 A.M.**

This morning show, recorded live in front of an audience, is broadcast in the United States, Central and South America, and parts of Europe. A team of hosts offers family-oriented entertainment. On today's program, the guest chef cooks up some Peruvian shrimp, and a prosperous businessman gives advice to members of the audience.



**National Geographic Channel**

**Thursday, 8:00 P.M.** *The National Geographic Channel* is a television channel that features documentaries about science and technology, animals and nature, exploration and culture, produced by the National Geographic Society. It provides authentic and inspiring content for different age groups of viewers. The channel is dedicated to sharing factual knowledge and promoting genuine interest in our world, in an innovative and entertaining manner. National Geographic Channel was originally launched in the Middle East in 1998, followed by National Geographic Adventure in 2007, National Geographic Wild in 2008 and National Geographic Abu Dhabi in 2009. Today, it is available in 25 languages, in over 143 countries.




**CSI: Crime Scene Investigation**

**Thursday, 9:00 P.M.**

*CSI* is an American crime drama about a team of forensic scientists who investigate mysterious and unusual deaths. In tonight's episode, Grissom, Stokes, and Brown take on the puzzling case of a jogger killed in a park. At first the team suspects it is a strange accident. But they eventually discover that someone has been plotting a series of disturbing crimes.





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**Top Gear** **Wednesday, 9:30 P.M.**

*Top Gear* is an award-winning British television series about cars. It was originally launched as a conventional motoring magazine show. Since its relaunch in 2002, the new version has developed its own humorous style. The program is estimated to have about 350 million viewers worldwide. The show has received acclaim for its style and presentation as well as criticism for its content and some of the cutting comments made by presenters. It remains, however, one of the most popular motoring series worldwide.



**Sasuke** **Wednesday, 8:00 P.M.**

This popular Japanese sports entertainment program airs twice a year. Each three-hour special covers an entire competition in which 100 fighters and athletes compete in one of the most challenging physical contests imaginable. The contestants attempt to complete four levels of increasingly difficult obstacle courses to win the title of *Ninja Warrior*.

## تحقق سريع
## Quick Check ☑



### المفردات A. Vocabulary. Complete the sentences with these words. أكمل الجمل بإستخدام هذه الكلمات

| | | | |
|---|---|---|---|
| air | contestants | plot | puzzling |
| broadcast | inspiring | prosperous | version |

1. Two words that mean "to transmit to an audience by radio or television station" are to ___air___ and to ___broadcast___.
2. To plan something secretly is to ___plot___.
3. Someone who has had financial success is ___prosperous___.
4. Something that causes a feeling of excitement and strong desire to do something important is ___inspiring___.
5. People who take part in a contest are called ___contestants___.
6. Something that is difficult to understand or solve is ___puzzling___.
7. A variation of an earlier or original thing is a ___version___.

### الإستيعاب B. Comprehension. Name the show or shows.

1. Which show has attracted both positive and negative comments from reviewers?
2. Which show is broadcast in the morning?
3. Which show airs twice a year?
4. Which shows are available in more than 20 languages?
5. Which show has aired for more than forty years?
6. Which show might be enjoyed by a person who likes murder mysteries?

**B.**
1. **Top Gear**
2. **Hoy**
3. **Sasuke**
4. **National Geographic shows and documentaries**
5. **Jeopardy!**
6. **CSI**



على الطالب الإجابة وبناء على الحوار في الصفحة التالية

## عمل ثنائي
## 2 Pair Work

ابتكر فكرة خاصة بك لبرنامج تلفزيوني. قرر نوع البرنامج والعنوان ثم اكتب وصفاً قصيراً للبرنامج

Create your own idea for a TV program. Decide on the kind of program and the title. Then write a brief description of the program.



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## 1 Listen and Discuss

1. What kind of television programs do you like to watch? Give some examples.
2. What kind of programs do you dislike? Why?
3. Which programs listed here would you watch? Which wouldn't you watch? Explain.

**Sample answers:**

**1 . I like watching documentaries. For example, I enjoy documentaries about science and technology, animals and nature, exploration and culture.**

**2 . I dislike horror programs because they are too scary and make me uncomfortable.**

**3 . I would watch National Geographic shows and documentaries because they It provide authentic and inspiring content for different age groups of viewers. I wouldn't watch horror films. They're really violent. I don't like thriller film because they are really scary.**

## 2 Pair Work

Create your own idea for a TV program. Decide on the kind of program and the title. Then write a brief description of the program.

**Sample answer:**

**Program Title: Discover Saudi Arabia**

**Kind of Program: Travel and culture documentary**

**Description:**

**Discover Saudi Arabia is a weekly program that takes viewers on a journey to explore the beautiful places, traditions, and history of Saudi Arabia. Each episode shows a different region, its food, customs, and landmarks. The program also interviews local people to share their stories. It helps young people and tourists learn more about the country's culture and natural beauty.**

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القواعد

## 3 Grammar

### المفعول به المباشر وغير المباشر
### Direct and Indirect Objects

A direct object is a noun or pronoun that receives the action of a verb.
A direct object answers the question *what* or *who*.

John wrote **the poem**. John likes **his new teacher**.

An indirect object tells us to or for *whom* the action is done.
There must be a direct object for there to be an indirect object.

John wrote **the poem** for *his mother*. John read **the poem** to *the audience*.

If there is a preposition, the indirect object goes after the direct object.

She gave *the remote control* to **me**.

If there is no preposition, the indirect object goes before the direct object.

She gave **me** *the remote control*.

When the direct object is a pronoun, the pronoun goes before the indirect object.

She gave *it* to **me**.

### استخدام To and Before قبل المفعول به غير المباشر
### *To* and *For* Before Indirect Objects

Use *to* if the indirect object is receiving something. Use *to* with these verbs: *bring*, *confess*, *give*, *hand*, *lend*, *offer*, *pass*, *pay*, *promise*, *read*, *sell*, *send*, *show*, *take*, *tell*, and *write*.

Will you pass *a pillow* **to me**?

**Note:** The preposition *to* is not used when the indirect object comes before the direct object.

Will you pass **me** *a pillow*?

Use *for* if the indirect object is benefiting from some kind of help. Use *for* with these verbs: *book*, *build*, *buy*, *cook*, *find*, *get*, *keep*, *leave*, *make*, *order*, and *reserve*.

My parents bought *a new TV* **for me**.

**Note:** The preposition *for* is not used when the indirect object comes before the direct object.

His parents are buying **him** *a new TV* for his graduation.

With some verbs, the indirect object always follows the direct object, and the preposition *for* cannot be omitted: *answer*, *cash*, *change*, *close*, *fix*, *open*, *prepare*, *pronounce*, and *translate*.

Can you please translate *the program* **for me**?

**A.** Complete the conversation with ***for*** or ***to***. أكمل المحادثة بإستخدام for or to

**Alex:** What happened in last night's episode of *Fast and Safe*?
**Omar:** I recorded it (**1**) for you. It was great.
**Alex:** Tell me about it.
**Omar:** Well, Alan wrote an email (**2**) to Ahmed. In it, he confessed (**3**) to him that he had tampered with the engine of the car he was driving. Ahmed kept reading the email (**4**) to himself. He couldn't believe that Alan would do such a thing. Then Alan tried to make up for it. He got a fantastic car (**5**) for Ahmed to drive in this show. He bought a new helmet (**6**) for him. He even sent a limo (**7**) to Ahmed's house, to drive him to the studio.
**Alex:** What did Ahmed do?
**Omar:** Well, he was angry at first. Then he demanded that Alan make a public statement on the air and promise that he would never do anything like that (**8**) to him again.



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## أعد ترتيب الكلمات لتكوين جملتين أحدهما يكون المفعول به غير المباشر بعد المفعول به المباشر والجملة الأخرى يكون المفعول به غير المباشر قبل المفعول به المباشر

**B.** Rearrange the words to create two sentences: one with the indirect object placed after the direct object, and another with the indirect object placed before the direct object.

I sent / the TV schedule / John
*I sent John the TV schedule.*
*I sent the TV schedule to John.*

1. the comedian told / the audience / a joke
2. a glass of water / the talk show host poured / the celebrity
3. the sitcom dad gave / his wife / his wallet
4. his cheese / the cat / the cartoon mouse offered
5. the host passed / the microphone / an audience member
6. the judges offered / the contestants / advice
7. another chance / host offered / the contestant
8. the chef made / the studio audience / a dessert

Answers in next page
الحلول في الصفحة التالية

## انظر إلى الصور. استخدم أفكارك الخاصة لتكملة القصص. استخدم مفعول به مباشر وغير مباشر

**C.** Look at the pictures. Use your own ideas to complete the stories. Use direct and indirect objects.

*Jamal had spent weeks planning a poster for ecotourism in his country...*

*Ahmed's parents were proud of his achievement and wanted to do something special for him...*

على الطالب الإجابة ومثال على الحلول في الصفحة التالية






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B. Rearrange the words to create two sentences: one with the indirect object placed after the direct object, and another with the indirect object placed before the direct object.

**Answers:**

1 . The comedian told the audience a joke./The comedian told a joke to the audience.
2 . The talk show host poured the celebrity a glass of water./The talk show host poured a glass of water for the celebrity.
3 . The sitcom dad gave his wife his wallet./The sitcom dad gave his wallet to his wife.
4 . The cartoon mouse offered the cat his cheese./The cartoon mouse offered his cheese to the cat.
5 . The host passed an audience member the microphone./The host passed the microphone to an audience member.
6 . The judges offered the contestants advice./The judges offered advice to the contestants.
7 . The host offered the contestant another chance./The host offered another chance to the contestant.
8 . The chef made the studio audience a dessert./The chef made a dessert for the studio audience.

C. Look at the pictures. Use your own ideas to complete the stories. Use direct and indirect objects.

**Sample answer:**

1 . Jamal's Story

Jamal had spent weeks planning a poster for ecotourism in his country. He showed the Principle his poster, and the Principle thanked him for his efforts. Jamal also gave his classmates some ideas about protecting nature. They gave him many compliments for his hard work.

2 . Ahmed's Story

Ahmed's parents were proud of his achievement and wanted to do something special for him. They bought him a new laptop to help with his studies. His father wrote him a letter of encouragement, and his mother cooked him his favorite meal. Ahmed thanked them for their kindness.

# 4 TV Around the World

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## المحادثة

## 4 Conversation



**Asma:** What are you watching?

**Noura:** That game show with the teams of cooks. You know, the one where contestants need to prepare a 4-course meal as a team, plate it, and serve it to the judges.

**Asma:** Why would anyone want to compete in this kind of show? What do they get out of it? I don't know how you can watch this stuff. It's boring!

**Noura:** I get a kick out of it. Look! He's going to decorate that dish with flowers.

**Asma:** I can't believe he's going to put flowers on a meat dish. That's crazy. Why don't we turn off the TV and do something else?

**Noura:** No way! Don't touch that remote!

**Asma:** It bugs me to watch this. They pretend to be top chefs. But I'm positive they won't be allowed to do more than fry a couple of eggs after the end of this show. And they also pretend to be all friendly with each other.

**Noura:** I don't know. Some of them seem to know what they're doing.

**Asma:** I'm telling you, that contestant, there, is waiting for a chance to show off. He doesn't care about his teammates. He's in it to win for himself.

**Noura:** Relax. It's just a TV show.

**Asma:** C'mon. We're wasting our time watching this stuff. Don't be such a couch potato. What do you say we go shopping?

**Noura:** Nah. There's another game show on right after this.

### Real Talk

get a kick out of = enjoy
remote = remote control
bugs = annoys
all = very, completely
C'mon. = Come on.
couch potato = someone who watches too much TV
Nah. = No.

## أسئلة حول المحادثة
## About the Conversation

1. Describe the TV show Noura is watching.
2. How does Asma feel about this program? Give examples from the conversation.
3. Would you watch this program? Why or why not?

## Your Turn دورك

Role-play with a partner. Discuss a current TV or game show. Talk about what will happen next on the show and who will win. Use phrases for expressing certainty from the box.

قم بتمثيل الأدوار لمحادثة مع زميل. ناقشا برنامجًا تلفزيونيًا أو مسابقة. تحدثا عما سيحدث لاحقاً في البرنامج ومن سيفوز استخدما العبارات المتعلقة بالتعبير عن اليقين من المربع

### Expressing Certainty

I'm sure/certain/positive that...
There's no question that...
It's obvious that...
I'm telling you that...

Sample answers in next page
مثال على الإجابة في الصفحة التالية

على الطالب الإجابة ومثال على الحلول في الصفحة التالية



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## About the Conversation

1. Describe the TV show Noura is watching.
2. How does Asma feel about this program?
   Give examples from the conversation.
3. Would you watch this program? Why or why not?

**Sample answers:**

**1 . It is a game show on which a team of cooks need to prepare a meal and serve it to the judges.**

**2 . She doesn't like it. (What do they get out of it, It bugs me to watch this, etc.)**

**3 . I wouldn't watch it because it isn't very meaningful..**

## Your Turn

Role-play with a partner. Discuss a current TV or game show.
Talk about what will happen next on the show and who will win.
Use phrases for expressing certainty from the box.

**Sample answer:**

**Role-play conversation**

**A: Did you watch the last episode of "The Voice"?**

**B: Yes! I'm sure that She will win the competition.**

**A: There's no question that she has the best voice.**

**B: It's obvious that the judges love her performance.**

**A: I'm telling you that she will be the champion this season.**

## الإستماع
## 5 Listening

استمع إلى المحادثة بين مقدم برنامج المسابقات والمشارك في المسابقة ثم أكمل الجدول



Listen to the conversation between the quiz show host and the contestant. Then complete the chart.

| Things that have a positive impact on Imad's performance |
|---|
| fantastic trainer |
| in the best physical and mental shape |
| wonderful, supportive family |
| **Things that have a negative impact on Imad's performance** |
| a broken toe |
| father in the hospital |
| a cold |

## النطق 6 Pronunciation

**A.** In casual speech, ***going to*** is often reduced to */gonna/*, and ***want to*** is often reduced to */wanna/*. Listen and practice.

1. I'm not **going to** let any of that stop me.
2. There's no question in my mind that you're **going to** overcome all your problems.
3. You're **going to** be answering questions.
4. I **want to** congratulate you.
5. I **want to** take a minute to say thank you.
6. We **want to** prove that hard work pays off.

**B.** Find ***going to*** and ***want to*** in the conversation you read on page 58. Underline them and practice reading the sentences aloud. Remember to shorten them to *gonna* and *wanna*.

## البناء التركيبي للمفردات
## 7 Vocabulary Building

ستجد هذه الكلمات في القراءة في الصفحات 60 و 61. طابق الكلمات مع معانيها

**A.** You will see these words in the reading on pages 60 and 61. Match the words with their meanings.

| | | | |
|---|---|---|---|
| 1. | b evolution | **a.** | having plenty of money and possessions |
| 2. | g distinct | **b.** | the gradual change and development of an idea |
| 3. | c prototype | **c.** | a model used to test a new machine, car, etc. |
| 4. | f transmit | **d.** | a very important event in the development of something |
| 5. | e patent | **e.** | obtain the right to make or sell a new invention or product |
| 6. | d milestone | **f.** | send out |
| 7. | a affluence | **g.** | clearly different |

تحقق من أجوبتك مع زميل. إذا لم تعرف معنى الكلمة, تحقق منها في القاموس

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



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## 8 Reading القراءة

### Before Reading قبل القراءة

Television is popular around the world.
Why do you think it is so popular?
How much do you know about television?

# A Brief Overview of the History of Television

Television was not invented overnight by a single person. The work of many people over a number of decades contributed to its evolution.

In the early days, two distinct schools of thought in technology influenced different researchers and the course of their investigation. The first one was based on the technology of Paul Nipkow's rotating disks that supported a mechanical television system, and the second one on an electronic television system that used a cathode-ray tube developed independently by two inventors, Campbell-Swinton and Rosing.

Paul Nipkow (1860-1940), who invented the Nipkow disk in 1884, was the first person to discover the scanning principle that allowed small portions of an image to be analyzed and transmitted. However, it is unclear whether Nipkow actually built a working prototype of his television system.

Electronic television is based on the development of the cathode-ray tube, which can still be found in modern television sets. Philo Farnsworth (1906-1971) was the first inventor to transmit a television image, a dollar sign, using the dissector tube which is the basis of all current electronic televisions. The American engineer started experimenting with electricity when he was 12, when he built an electric motor and produced an electric washing machine. He was still in high school when he conceived of his ideas for television.

A lot of people wrongly believe that color television is a recent idea. In actual fact, the earliest proposal for color television was patented in 1904, while in 1925 Zworykin filed his proposal for an all-electronic color television system. Commercial broadcasting, however, started in the early 50s, a quarter of a century later.

John Baird (1888–1946) is a researcher who is best remembered for inventing a mechanical television system, based on Nipkow's scanning disk idea. Actually, his work included a number of technological milestones in the history of television. He created the first televised pictures of objects in motion (1924), the first televised human face (1925), color television (1928), stereoscopic television, and television by infra-red light that were presented and demonstrated before the 1930s.

Vladimir Zworykin (1889-1982), the inventor of the iconoscope, a transmission device, as well as the kinescope, i.e. the cathode-ray tube, in 1929, was one of the first to demonstrate a television system with all the features of modern television, otherwise called "the tube." Most people in Britain that use the word *tube* to refer to television, fail to make the connection between the television set and the cathode-ray tube. Nor do people stop and think about the meaning of the word television, which refers to the transmission of images over a distance. In 1929 Zworykin became the director of electronic research at Radio Corporation of America (RCA), and was later promoted to vice-president in 1947. Zworykin invented many devices including the scintillation counter, a device for measuring radioactivity. He held more than eighty patents and received numerous awards for his work.

Louis W. Parker patented the "intercarrier sound system" in 1948, which is now used in all television receivers in the world. Without it, televisions would probably have been too costly for most people.

The plasma display monitor was invented in July 1964 by professors Bitzer and Slottow and their graduate student Robert Wilson. However, successful plasma television only became feasible later, after the development of digital and other technologies. A factor that delayed the commercial development of plasma display was connected with LCD or liquid crystal



**Sample answers:**

**1 . Television is popular because it entertains people, provides news, and shows interesting programs from around the world.**

**2 . I know that television is a form of mass media based on the electronic delivery of moving images and sound from a source to a receiver. It has different channels, shows, and programs like news, sports, movies, and documentaries.**

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displays which made flat screen television possible. This minimized one of the advantages of plasma television in terms of a flat screen with an improved image. So it has taken a lot longer for plasma display to become more widely acceptable and accessible. Until recently, a plasma television screen was regarded, to some extent, as a symbol of affluence or status along with other possessions.

Now a new development is affecting communication and media further, namely that of web or Internet television. When Internet access is available along with adequate hardware, more and more viewers appear to be switching over to their laptops or desktops to watch films and other programs. Television sets are connected, allowing access to digital channels. The key word seems to be access. It is quick access and options that determine the popularity and, consequently, the commercial success of a medium. Television has so far been fairly well-established; it remains to be seen how digital technology will affect its evolution in the future.

## بعد القراءة
## After Reading

Answer the questions. أجب عن الأسئلة

1. Explain what the two main schools of thought were in the early days.
2. How did Philo Farnsworth transmit an image? What did he use?
3. How old is the concept of color TV?
4. Why is television called "the tube" by some people?
5. How did Parker's system affect developments?
6. Read the text again. Find each inventor's name, the name of his invention, and the approximate year. Write the information in the chart along with the effect that each invention had on the evolution of television.

Sample answers in next page
مثال على الإجابة في الصفحة التالية

على الطالب الإجابة وهذا مثال على الحل

| Year | Inventor | Invention | Effects |
|---|---|---|---|
| 1884 | Paul Nipkow | Nipkow Disk | Allowed images to be broken into small parts and transmitted |
| 1924-1928 | John Baird | Mechanical TV | First moving images, human face, and early color TV |
| 1929 | Vladimir Zworykin | Iconoscope & Kinescope | Made electronic TV possible with modern features |
| 1948 | Louis W. Parker | Intercarrier Sound System | Reduced TV costs; made TVs affordable for most households |
| 1964 | Bitzer, Slottow, Wilson | Plasma Display Monitor | Led to flat screen TVs; symbol of modern, high-status technology |
| 2000s | Web / Interent Developers | Interent / Web TV | Changed how people watch TV, with more access and options |

## 9 التحدث Speaking

1. Make a list of your favorite TV shows and why you like them. ضع قائمة ببرامجك التلفزيونية المفضلة ولماذا تحبها
2. Talk about TV shows in groups and use the chart to make notes. Compare your lists and decide which shows are popular within your group.

تحدث عن البرامج التلفزيونية في مجموعات واستخدم الجدول لتدوين الملاحظات. قارن قائمتك وقرر البرامج الاكثر شعبية ضمن مجموعتك

3. Use the chart to find out about the rest of the groups in class and make notes. Organize and edit your notes in your groups. Compare findings in class.

استخدم الجدول للتعرف على بقية المجموعات في الفصل ثم دون ملاحظات. نظم وعدل ملاحظاتك في المجموعات

| Questions | Group answers | Class answers |
|---|---|---|
| Which TV shows are the most popular among your friends? | • Documentaries<br>• AlSharq Discovery & Doc | • Sports and dramas good films |
| Why are these shows popular with your friends? | • Educational, fun, and Useful | • Entertaining and easy to understand |
| What do you like about these shows? | • Find them useful | • Actions, comedy, learning new things |
| What do you dislike about these shows? | • Sometimes too long | • Too many ads or boring parts |

على الطالب الإجابة وهذا مثال على الحل



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## After Reading

Answer the questions.

**Sample answers:**

1. **The two main schools of thought were: Paul Nipkow's rotating disks and a cathode-ray tube developed independently by Campbell-Swinton and Rosing.**
2. **He transmitted a dollar sign. He used a dissector tube.**
3. **The earliest proposal for color television was patented in 1904.**
4. **Because people fail to make the connection between the television set and the cathode-ray tube.**
5. **He made televisions cost-effective.**

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## 10 Writing الكتابة

فكر في الأسئلة التالية وناقشها مع زميل

A. Consider the questions below and discuss with a partner:

1. What genre of TV films do you like to watch? Do you prefer action films, science fiction, fantasy, comedy or drama?
2. Do you ever need to summarize the plot of a TV film for a friend? Why?
3. What information do you include in your summary? What information do you leave out? Why?
4. Read the review of a TV film below and find out the following:
   - What is the name of the TV film?
   - What genre does it belong to?
   - Which actors star in the TV film?
   - What information can you find about the characters, the setting and the plot?
   - How does this TV film compare to other TV films of a similar genre? How does it compare with the book?
   - Does the writer of the review recommend this TV film? Why? Why not?
5. Which tenses/verb forms are used more? Could they be different?
6. Are there any passive forms? Why? Why not?
7. Are there any paragraphs? Why? Why not?

Sample answers in next page
مثال على الإجابة في الصفحة التالية

على الطالب الإجابة ومثال على الحلول في الصفحة التالية

### *A terrifying adventure on water*

*Moby Dick* (1956), directed by John Huston and starring Gregory Peck, Richard Badehart and Leo Genn, is a TV fantasy film adapted from the bestselling novel by Herman Melville.

The story takes place in 19th century England on a whaling ship. The captain of the ship is Captain Ahab. Ahab has a fantastic story to tell about a "great white whale" which mutilated his body and almost killed him on a previous voyage. Now the captain leads his men back into the sea to take revenge. However, Ahab becomes so obsessed with vengeance that he makes some very bad decisions.

The TV film takes us on a grand adventure over the waves as Captain Ahab and his crew seeks out the great sea mammal. As Ahab becomes more and more consumed by hatred, his doomed men are flung into dangerous situations. Does Captain Ahab eventually find the big whale? To find out you will have to watch the film!




If you choose to watch one film version of the novel *Moby Dick*, you should choose this 1956 version. The acting is good, it is well-directed and the use of color and imagery is superb. I think it is far superior to more recently released TV film versions.

Everyone who read the book and those who enjoy adventure and tales of great battles between man and beast should see this TV film. I definitely recommend it as one of the best of our times. It is staggeringly good.



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## 10 Writing

A. Consider the questions below and discuss with a partner:

**Sample answers:**

1. **Definitely, science fiction is my favorite genre as it always fascinated me.**
2. **I can say yes because I enjoy sharing my insights or interpretations, thinking it enhance the experience for others.**
3. **A summary must include: the main idea of the film, the actions the characters, setting, and plot.**
4. 
   - **Moby Dick**
   - **Adventure**
   - **Gregory Peck, Richard Badehart and Leo Genn**
   - **Characters: Captain Ahab and the ship's crew; a whale Setting: 19th century England; on a whaling ship; a sea voyage**
   - **Plot: Captain Ahab sets out a sea voyage to find a great whale and take revenge**
   - **The 1956 version is better than other versions; It compares favorably with the book.**
   - **The writer recommends the TVfilm to people who enjoy adventure stories set at sea.**
5. **Present tenses. Not really because they are used to describe/present the story.**
6. **Passive forms are used to describe who directed and starred in the TV film.**
7. **Yes, there are paragraphs. Each paragraph has a particular focus.Paragraph 1 describes who directed and starred in the TV film. Paragraph 2 describes the characters, setting and plot. Paragraph 3 states the writer's opinion of the TV film. Paragraph 4 states whether the writer recommends the TV film or not.**

فكر في كتاب قرأته مؤخرًا. دون بعض الملاحظات عن الكتاب في الجدول أدناه

**B. 1.** Think of a book you have recently read. Make some notes in the chart below.

Title of book: **The Hunger Games**

Author: **Suzanne Collins**

Fiction / non-fiction / genre:
**Fiction / Dystopian / Adventure**

Information about the characters, setting, plot, etc.:

**Characters: Katniss Everdeen, Peeta Mellark, President Snow; Plot: Katniss volunteers to compete in a deadly survival game to save her sister.**

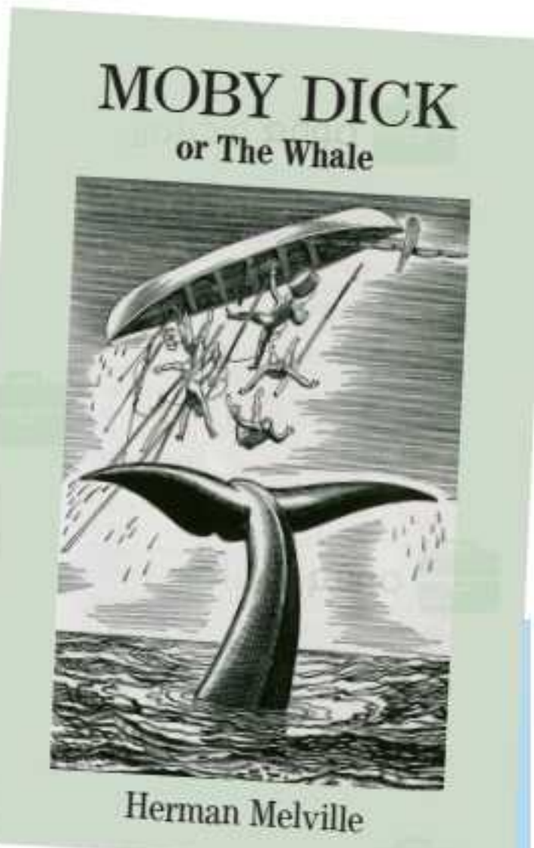
Comparison and contrast (this book vs. other books):

**Similar to other adventure books, but the survival game and political tension make it unique.**

Would you recommend it? Who should read the book? **Yes**
Who would like it and why?

**Teenagers and fans of adventure and action**

على الطالب الإجابة وهذا مثال على الحل




Sample answers in next page

مثال على الإجابة في الصفحة التالية

استخدم المنظم لتلخيص ثلاثة أحداث رئيسية في الحبكة (بدون أن تكشف النهاية)

**2.** Use the organizer to outline the major 3 key events in the plot (but do not give away the ending).

**3.** Write your book review. اكتب مراجعة تقييمية لكتابك

| | Information |
|---|---|
| First Event | • Katniss volunteers to take her sister's place in the Hunger Games. |
| Second Event | • She meets other competitors and forms alliances. |
| Third Event | • She faces dangerous challenges in the arena. |

على الطالب الإجابة وهذا مثال على الحل

A Fishy Tale

Moby Dick, written by Herman Melville and first published in 1851, is a literary classic. It tells the story of Captain Ahab's quest to avenge the whale...

## Writing Corner

When you write a book review:

- think about who will read it (audience) and why they will read it (purpose).
- begin with the title, genre and author.
- summarize the main characters and the plot. Give three or four key events.
- never give away the ending of the story.
- say what was enjoyable or not enjoyable about the book. Use adjectives: interesting, frightening, brilliant, amazing, boring, and so on.
- finish by saying who you would recommend the book to and say why.



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2. Use the organizer to outline the major 3 key events in the plot (but do not give away the ending).
3. Write your book review.

**Sample answers:**

**2 . Major 3 Key Events (without giving away the ending):**

- **Katniss volunteers to take her sister's place in the Hunger Games.**
- **She meets other competitors and forms alliances.**
- **She faces dangerous challenges in the arena.**

**3 . Sample Book Review:**

**The Hunger Games is an exciting adventure book about survival and courage. I think teenagers and anyone who enjoys action and suspense will like it. The characters are brave and interesting, and the story keeps you excited from start to finish. Compared to other adventure books, it is more intense and full of surprises. I definitely recommend reading it.**

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# الصيغة والمعنى والوظيفة
# 11 Form, Meaning and Function

## Articles أدوات التعريف

We use the indefinite article *a/an* before singular nouns.
We use *a* before words that begin with a consonant sound: **a** TV show, **a** chef, **a** festival
We use *an* before words that begin with a vowel sound: **an** English class, **an** aunt, **an** uncle
We use the definite article *the* before singular and plural nouns:

| | |
|---|---|
| **the** student | **the** students |
| **the** mango | **the** mangoes |

Use *the* for objects that are one of a kind:

| | | |
|---|---|---|
| **the** Earth | **the** sun | **the** moon |
| **the** stars | **the** sky | **the** sea |

Use *the* with the names of oceans, seas, rivers, mountain ranges, deserts, groups of states:

| | | |
|---|---|---|
| **the** Red Sea | **the** Amazon | **the** Eiffel Tower |
| **the** Arabian Desert | **the** Alps | **the** United States |

Use no article before the names of days, months, people, streets, cities, countries, continents, mountains and islands:

| | | |
|---|---|---|
| Fahd is my brother. | I live on Main Street. | He's in Dubai on vacation. |
| She went to Europe with her parents. | Mount Olympus is in Greece. | The festival starts in May. |

## a, an, the, or no article - إقرأ المقطعين من برنامج المهرجانات التلفزيونية في السعودية. أكمل الفقرات بإستخدام

**A.** Read the two extracts from the TV show *Festivals in and around Saudi Arabia*. Complete the paragraphs with *a, an, the*, or no article (-).

1 . the
2 . —
3 . —
4 . a
5 . the
6 . The
7 . —
8 . —
9 . the
10 . —
11 . —
12 . —
13 . —
14 . the

**TV show host:** When did you first hear about the Jazan Mango festival?

**Visitor:** Well, I first heard about (1) _____ Jazan Mango Festival three years ago from (2) _____ business colleague in (3) _____ Dubai. He told me that every year in (4) _____ May, Jazan holds (5) _____ Mango Festival to coincide with the harvest of the mango. So, I decided to come and see for myself, and I wasn't disappointed! (6) _____ festival is very popular and many people attend, including investors in agricultural products and families. There is lots of entertainment . . .



**TV show host:** Every year in (7) _____ Saudi Arabia, (8) _____ Janadriyah national heritage and culture festival opens with much excitement and high expectations. Many people from all over the country and from abroad attend. The Janadriyah festival takes place in (9) _____ village near (10) _____ Riyadh, and it is normally held between (11) _____ November and (12) _____ March when the heat is less extreme. It lasts for two weeks. The festival celebrates symbols of Saudi identity. There are (13) _____ camel and horse races, displays of regional costumes, cuisines, and crafts such as carpet-weaving, and pottery. There are donkey rides for (14) _____ children ...



**B.** Choose one of the festivals in exercise **A** and complete the extract with your own ideas. Share your ideas with your classmates.

اختر أحد المهرجانات المذكورة في التمرين أعلاه ثم أكمل المقطع بأفكارك الخاصة. شارك أفكارك مع زملائك
على الطالب الإجابة وهذا مثال على الحل

**The Janadriyah Festival is a famous cultural event in Saudi Arabia. It is held every year near Riyadh. The festival celebrates Saudi traditions, history, and heritage. People from all over the country come to visit and enjoy the activities. At the festival, visitors can see folk dances, poetry, camel races, and traditional crafts. They can also taste delicious Saudi food and learn about the culture of each region.**

## Adjective Clauses and Relative Pronouns

An adjective clause is a dependent clause that describes or gives information about the noun that comes before it.

The *language* **that he/she speaks at home** is Arabic.

Relative pronouns relate clauses to nouns in adjective clauses. Use the relative pronoun *who* for people, and *which* and *that* for things.

**Note:** The relative pronoun *that* can also be used when talking about people in general. However, when a particular person is being referred to, *who* is preferred.

## Relative Pronouns as Subjects of Adjective Clauses

Relative pronouns can be the subject of an adjective clause. Relative pronouns that are followed by a verb are subject pronouns. Subject pronouns must always be included.

I am someone **who** loves watching quiz shows on TV.

## Relative Pronouns as Objects of Adjective Clauses

Relative pronouns can also be the object of an adjective clause. Relative pronouns that are followed by a noun or pronoun are object pronouns. Object pronouns can be omitted.

English is a language **(that)** many people find easy to learn.

**Note:** *Whom* is considered more correct than *who* when used as the object of an adjective clause. However, *whom* is very formal. In casual speech, either *who* is used or the relative pronoun is simply left out.

The TV personality **(who[m])** I like best hosts Jeopardy! every Saturday night.

**" أكمل أجوبة المسابقة التي قدمت في البرنامج التلفزيوني"عرفها**

C. Complete the quiz answers asked in the TV show *Define it!*

**TV quiz show host**: You have 3 minutes to define all the items on your card. Contestants, are you ready? Then let's begin ...





**Sample answers:**

1. A quiz show host is a person **who/that asks questions**
2. A crime drama is a show **which/that tells a story about crime.**
3. A microphone is something **which/that amplifies the sound of people's voices.**
4. A daytime series is a program **which/that appears every day on TV during the day.**
5. A TV documentary is a program **which/that investigates and gives facts about the natural world or science.**
6. A forensic scientist is a person **who/that gathers evidence from a crime scene.**
7. A poem is something **which/that is written in a creative way.**
8. A remote control is something **which/that is used to change the TV station.**
9. The Mango Festival in Jazan is an event **which/that is popular with many people around the world.**
10. August is the month **which/that follows July.**



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## 12 Project المشروع

حضر حلقة مدتها خمس دقائق لبرنامج تلفزيوني ترغب في انتاجه. اعمل ضمن مجموعات

1. Prepare a five-minute episode for a TV show you would like to produce. Work in groups.
2. Decide on: قرر
   - the type of program نوع البرنامج
   - the roles/jobs of the people involved الادوار / المهام للأشخاص المشاركين
   - the episode and what happens in it, i.e. events. الحلقة وما يحدث فيها (الأحداث)
3. Prepare the script, i.e. what people will be saying. Prepare cards for each person that needs to speak in your film/video. حضر السيناريو
4. Complete the chart with information and details about 5 minutes of your episode. أكمل الجدول بالمعلومات والتفاصيل عن حلقتك لخمس دقائق
5. Research and find ideas and samples to help you. ابحث أو اعثر على أفكار أو نماذج تساعدك
6. Find or make the props you will need, e.g. an umbrella, sunglasses, a scarf, etc. احصل على أو اصنع الادوات التي ستحتاجها مثل مظلة, نظارات ووشاح ..الخ
7. Assign these roles/tasks to members of your group: وزع هذه المهام / الأدوار على أعضاء مجموعتك
   - cameraman المصور
   - director المخرج
   - actors, contestants, host, interviewer, etc. الممثلين, متسابقون, مقدم البرنامج, المحاور
8. Do a trial run. Make changes if necessary. قم بعمل بروفة وأجر التعديلات إذا لزم الأمر
9. Film 5 minutes of your episode. صور خمس دقائق لحلقتك





على الطالب الإجابة ومثال على الحلول في الصفحة التالية

| Timing | Who is in front of the camera/in the frame? | Where is the person/are the people? | What is the person/are the people saying? | What is the person/are the people doing? | Materials/ props needed |
|---|---|---|---|---|---|
| 1st minute | Host | Stage | "Welcoming the audiences " | Waving | Microphone |
| 2nd minute | Contestant 1, Judges | Stage | Reciting his poem /Comments | Responding / Comments | Music, microphone |
| 3rd minute | Contestant 2, Judges | Stage | Reciting his poem /Comments | Responding / Comments | Music, Microphone |
| 4th minute | Contestant 3, Judges | Stage | Reciting his poem/Comments | Responding / Comments | Music, microphone |
| 5th minute | Host, Contestants | Stage | Thank you! The favorite is ... | Applauding | microphone |

على الطالب الإجابة وهذا مثال على الحل

# 12 Project

1. Prepare a five-minute episode for a TV show you would like to produce. Work in groups.

**Sample answers:**

**1 . Type of Program: Talent show for young poets**

**1 . Roles/Jobs:**

- **Host: Introduces contestants**
- **Contestants: Recite their poems**
- **Cameraman: Films the episode**
- **Director: Organizes the scenes and timing**
- **Judges: Give feedback**

**1 . Episode Summary (5 minutes):**

- **1st minute: Host welcomes audience and introduces contestants.**
- **2nd minute: Contestant 1 recites a short poem. Judges give brief comments.**
- **3rd minute: Contestant 2 recites a short poem. Judges comment.**
- **4th minute: Contestant 3 recites a short song. Judges comment.**
- **5th minute: Host thanks contestants and announces the favorite performance.**

# 13 Self Reflection

| Things that I liked about Unit 4: | Things that I didn't like very much: |
|---|---|
| _____ | _____ |
| _____ | _____ |

| Things that I found easy in Unit 4: | Things that I found difficult in Unit 4: |
|---|---|
| _____ | _____ |
| _____ | _____ |

| Unit 4 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|---|---|---|---|
| discuss types of TV programs | | | |
| express and explain preferences | | | |
| express certainty | | | |
| use direct and indirect objects | | | |
| use *to* and *for* before indirect objects | | | |
| talk about festivals and use articles | | | |
| use relative pronouns as subjects | | | |
| use relative pronouns as objects | | | |

| My five favorite new words from Unit 4: | If you're still not sure about something from Unit 4: |
|---|---|
| _____<br>_____<br>_____ | • read through the unit again<br>• listen to the audio material<br>• study the grammar and functions from the unit again<br>• ask your teacher for help |



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# 5 Working 9 to 5

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

رابط الدرس الرقمي

## 1 Listen and Discuss الإستماع والمناقشة

**Sample answers:**

1 . Healthcare Professionals, Educators, and Social Workers.
2 . Telemarketer, Retail Salesperson, Fast Food Worker, Cleaning Staff.

1. Name a few jobs that you think would be very rewarding. Explain.
2. Name a few jobs that you think would not be satisfying at all. Explain.
3. Read the job descriptions and match them with the photos.



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

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





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



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







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

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



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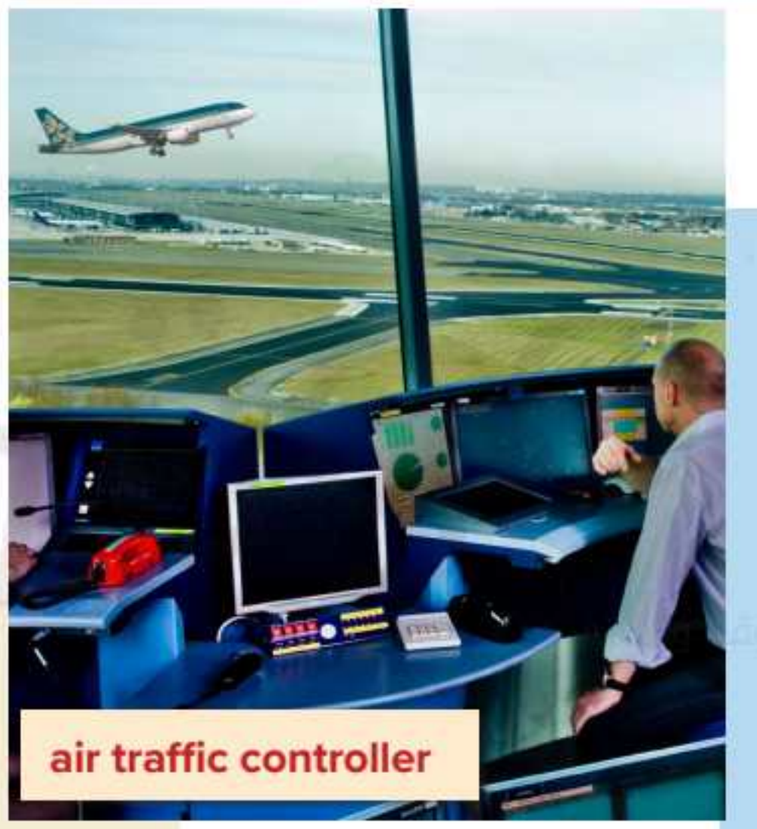

surgeon


zoologist


university professor


nurse


scientist


air traffic controller

## تحقق سريع
## Quick Check ☑

### طابق الكلمات بمعانيها
### المفردات

A. **Vocabulary.** Match the words with their meanings.

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


lawyer

### قم بتسمية المهنة أو المهن
### الإستيعاب

B. **Comprehension.** Name the job or jobs.

1. Which job requires that the person be willing to accept responsibility? 1. air traffic controller, lawyer
2. Which jobs require a medical degree? 2. surgeon
3. Which job requires a person who likes nature? 3. zoologist
4. Which job requires the person have kindness and consideration? 3. nurse, university professor
5. Which job requires the person not to be scared of taking risks? 4. scientist, surgeon

### عمل ثنائي
## 2 Pair Work

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

اعمل مع زميل وقم بإنشاء تلميحاتك/قرائنك الخاصة لوظيفتين أو ثلاث وظائف.
إقرأ التلميحات أو القرائن على صفك ثم انظر فيما لو يستطيع زملائك تخمين هذه الوظائف

على الطالب الإجابة بمثال على الحل في الصفحة التالية



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## 2 Pair Work

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

**Sample answers:**

**Clues**

1 . I wear a uniform. I travel a lot. I must be responsible. I have to have a lot of training. I have to take my passport to work.I have to travel very fast. I have to sit on the cockpit of an airplane: Pilot

2 . I have to wake up very early and I have to work very hard every day. I must be a fit and operate a machinery. I work with plants and animals in the countryside: Farmer

3 . I have to work in a team and wear a uniform. I must be brave and helpful. I mustn't be afraid of heights and sometimes I sleep at work. I have to save people from fires: Firefighter



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القواعد
## 3 Grammar

نستخدم الشرط للتأكيد على أهمية أو ضرورة العمل. في الشرط نستخدم الشكل الأساسي للفعل

### The Subjunctive

We use the subjunctive to stress the importance or urgency of an action. The subjunctive uses the base form of a verb.

The manager insisted that he **work** late.
It is important that you **be** at the meeting.

يستخدم الشرط مع بعض الأفعال و العبارات التالية

The subjunctive is used with certain verbs and expressions, like the following:

| | | |
|---|---|---|
| ask | request | it is essential |
| demand | require | it is imperative |
| insist | suggest | it is important |
| recommend | urge | it is necessary |

يتبع الشرط شكل الجملة التالي

The subjunctive follows the sentence pattern:
verb or expression + *that* + subject + (*not*) base verb

**It is essential** that you **dress** appropriately.
She **asked** that we **not be** late.

---

### *I'd Like You* + Infinitive / *I Want You* + Infinitive

هناك عبارتان شائعتان تستخدمان للتعبير عن الرغبة في أن يفعل شخص ما شيئاً ما و هما

Two common phrases used to express a desire that someone do something are *I'd like you* + infinitive and *I want you* + infinitive.

**I'd like you to help** with this project.
**I want you to finish** the report this afternoon.

أعد ترتيب الكلمات و العبارات لتكون جملاً

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

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

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

الحل في الصفحة التالية

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

## Answers:

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

موقع واجباتي

انظر إلى الصور. برأيك ماذا قيل في هذه الصور؟ اكتب جملة

## I'd like you/ I want you + infinitive لكل منهما مستخدمًا صيغة فعل الشرط أو



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

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

Sample answers in next page
مثال على الإجابة في الصفحة التالية






















## I'd like you / I want you + infinitive اكتب جمل لهذه المواقف/الحالات. استخدم الصيغة الشرطية و

على الطالب الإجابة ومثال على الحلول في الصفحة التالية

**C.** Write sentences for these situations. Use the subjunctive and *I'd like you / I want you* + infinitive.

1. Imagine you are a doctor speaking with a patient who has a very unhealthy lifestyle. The patient smokes, eats lots of fast food, doesn't get any exercise, and doesn't get enough sleep. What would you say to this patient?
2. Imagine you are a teacher speaking with a student who is doing badly in your class. The student is not studying for tests, is talking in class, is not doing homework, and does not take notes in class. What would you say to this student?



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

## Answers

1 . I recommend you cut your hair short
2 . I suggest that you try this on
3 . It's important that we catch this train
4 . It's essential that you brush well twice a day
5 . I want you to stop smoking
6 . I want you to study the new proposals very carefully
7 . I'd like you to take two pills every morning

**C.** Write sentences for these situations. Use the subjunctive and *I'd like you* / *I want you* + infinitive.

## Answers

1 .

- It is necessary that you have healthy lifestyle to be healthy and strong
- I want you to stop smoking
- It is essential that you eat healthy food and balancing diet
- I recommend that you take a nap
- It is important that you have to do exercises every day

2 .

- I ask that you have your homework done before you come to class
- It is essential that you are doing well in your class
- It is important that you listen carefully to the teacher
- I want you to stop talking in the class
- It is necessary that you should study hard for tests

# 5 Working 9 to 5

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## المحادثة
## 4 Conversation



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

**Rob:** What's the problem?

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

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

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

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

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

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

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

**Rob:** Hey, Adnan?

**Adnan:** Yeah?

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

**Adnan:** Will do.

**Real Talk**

in a bind = in a difficult situation
help me out = do me a favor
cover = take someone's place, often in a work situation

Answers in next page الأجوبة في الصفحة التالية

Sample answers in next page مثال على الإجابة في الصفحة التالية

### أسئلة حول المحادثة
### About the Conversation

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

١-ما الذي يطلبه عدنان من روب بأن يغطي عنه؟
٢-كيف كانت ردة فعل روب في البداية على الطلب؟
٣-ما هو المعروف الذي يطلبه روب من عدنان؟

### دورك
### Your Turn

على الطالب الإجابة ومثال على الحلول في الصفحة التالية

Role-play with a partner. Ask your partner for a favor. Your partner is unwilling to grant the favor until understanding why it is necessary. Use the phrases for asking for favors.

قم بتمثيل دور محادثة مع زميلك. اطلب من زميلك خدمة بحيث يكون غير مستعد لتقديمها حتى يعرف سبب كونها ضرورية. استخدم العبارات الخاصة بطلب الخدمات

**Asking for Favors**

Do you think you could...?
Do me a favor and...
I'd really appreciate it if you would...
Would it be possible/too much trouble...?
What are the chances you could...?
I hate to ask, but...

موقع واجباتي

## About the Conversation

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

## Answers:

1 . Adnan asks Rob to cover for him while he has an interview for another job.

2 . At first, Rob doesn't want to cover for Adnan since he worked for him another time recently.

3 . Rob asks Adnan to find out if the video game development company might need someone else. He is interested in applying for the job.

## Your Turn

Role-play with a partner. Ask your partner for a favor. Your partner is unwilling to grant the favor until understanding why it is necessary. Use the phrases for asking for favors.

## Sample answers:

**Nadhim:** Hello, Ali. I hope you are doing well. I'm in a bit of bind. Can you help me out?

**Ali:** Sure, what can I help you with?

**Nadhim:** Could you keep it to yourself?

**Ali:** Absolutely. I never talk about people's private business?

**Nadhim:** OK, I'll tell you. You know that I worked for rural areas development project.

**Ali:** Of course. It was so good for you to work in that project.

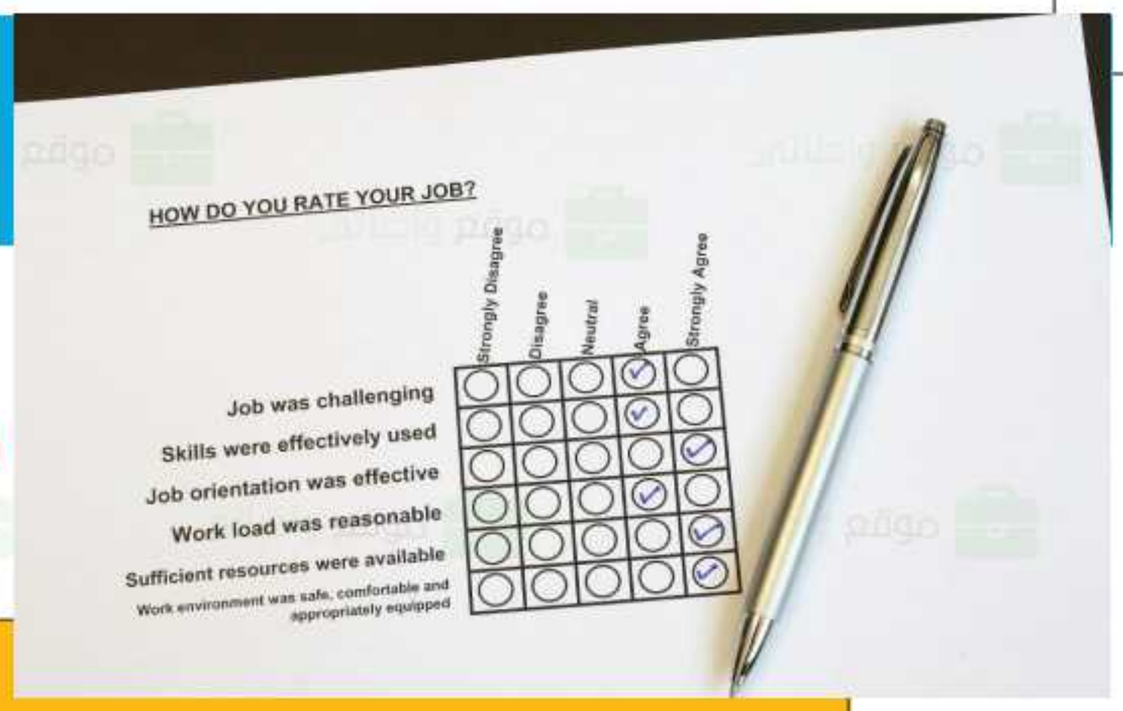
**Nadhim:** I jumped ship. I'm interviewing for another job, and I'm really close to getting it.

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

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

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

**Nadhim:** Will do.




## الإستماع
## 5 Listening

استمع إلى نتائج الإستطلاع عن القناعة الوظيفية ثم أكمل الجدول

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

| Job | Majority Satisfied? | Reason |
|---|---|---|
| **1.** social workers | (Yes) / No | satisfaction from helping others |
| **2.** firefighters | (Yes) / No | exciting, and protecting others is satisfying |
| **3.** authors | (Yes) / No | creativity and flexibility |
| **4.** lawyers | Yes / (No) | high stress and great responsibility |
| **5.** pediatricians | (Yes) / No | helping children and watching them grow up |
| **6.** cashiers | Yes / (No) | repetitive and efforts aren't appreciated |
| **7.** telemarketers | Yes / (No) | repetitive and efforts aren't appreciated |

## النطق
## 6 Pronunciation

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

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



## البناء التركيبي للمفردات
## 7 Vocabulary Building

ستجد هذه الكلمات في القراءة في الصفحات 74 و 75. طابق الكلمات مع معانيها

**A.** You will see these words in the reading on pages 74 and 75. Match the words with their meanings.

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

تحقق من الأجوبة مع زميل. إذا لم تفهم معنى الكلمة, تحقق منها في القاموس

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



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## 8 القراءة Reading

### قبل القراءة Before Reading

إقرأ المقاطع ثم أعد قائمة بالوظائف غير المعتادة

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

# You Do *What* for a Living?

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

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



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

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





### Sample answers:

- Greeting card writer
- Snow researcher
- Doll fashion designer
- Flavorist
- Foot tracker
- Elephant pedicurist
- Water slide tester
- Face feeler





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But perhaps you would prefer a job working with animals? If so, you might consider a career as an elephant pedicurist. It may sound silly, but keeping elephants' nails clean and trim is critical to their health. Like human nails, elephant nails grow continuously. Elephants in the wild wear down their nails naturally, but captive elephants have fewer opportunities to roam. Elephant pedicurists scrape the bottom of the elephants' feet to get rid of calluses, dirt, and embedded rocks that can cause infection. They also trim, file, and shape the elephants' nails.

Mike Hayward, the elephant pedicurist for the Ringling Bros. and Barnum & Bailey Circus®, loves his job. He gives pedicures to his twelve elephants every five weeks. The elephants generally cooperate with Hayward, waiting patiently through the two-hour process. Says Hayward, "It's almost like not going to work because the elephants are like my family."

So the next time you mull over your future career path, you might want to consider some non-traditional career options. After all, there just may be a new flavor waiting to be discovered, or an elephant whose feet will benefit from your expert care.

## After Reading بعد القراءة

Answers in next page الأجوبة في الصفحة التالية

Answer the questions. أجب عن الأسئلة التالية

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

## 9 Speaking التحدث

ما رأيك في الوظائف المذكورة في القراءة؟ هل أيًا منها مثير للإهتمام؟ لماذا؟ ولماذا لا؟

1. What do you think of the jobs described in the reading? Do you find any of them interesting? Why? Why not?

فكر في قائمة الوظائف غير المعتادة في الجدول. هل سمعت عنها من قبل؟ اكتشف ماهيتها ثم أكمل الجدول بالمعلومات

2. Think about the list of unusual jobs in the chart. Have you ever heard of them? Find out what they are and complete the chart with the information.

على الطالب الإجابة وهذا مثال على الحل

على الطالب الإجابة ومثال على الحول في الصفحة التالية

| The unusual job | | What is it? | What does it entail? | Do I like it or not? |
|---|---|---|---|---|
| 1 | odor judger | Test the effectiveness of odor-reducing products. | Engage in laboratory testing to adjust the aroma of products | I don't like it |
| 2 | golf ball diver | Divers go into the lakes and retrieve golf balls | Retrieve golf balls, cleaned, repackaged, and resold. | I like it |
| 3 | cheese sprayer | Spraying popcorn or similar foods with melted cheese | Ensuring popcorn is properly anointed with salt and butter | I don't like it |
| 4 | gum buster | Removing chewing gum from sidewalks and streets | Applying gum-dissolving solvents directly to the gum | I like it |



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## After Reading

Answer the questions.

**Answers:**

1 . She is a fashion designer for doll clothing.

2 . She studies fashion trends, chooses fabrics, draws pictures of her designs, and watches fashion shows.

3 . A flavorist makes natural and artificial flavorings to put into food.

4 . Manufactured avors last longer, have stronger flavor, smell better, and have fewer allergens.

5 . An elephant pedicure entails scraping the bottom of the elephant's feet to get rid of calluses, dirt, and rocks, and trimming, filing, and shaping the nails.

6 . Captive elephants cannot wear down their nails naturally,and rocks and dirt in their feet can cause infections.

## 9 Speaking

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

**Sample answers:**

I think the jobs described in the reading are very creative and unique. The flavorist sounds interesting because it combines science and art! I also find the elephant pedicurist job amazing, because it shows how much people care about animals.

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## 10 Writing الكتابة

إقرأ عن المزيد من الزظائف غير المعتادة ثم أكمل مسمى الوظيفة. اعمل مع زميل ثم قارن أفكاركما

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

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

**art/painting** authenticators: The people who differentiate between true/authentic and fake paintings.

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

Answers in next page
الأجوبة في الصفحة التالية

**1.** Read the essay and find out the following:
- What does an arborist do?
- What kind of qualifications does he need to have?
- Which personal characteristics should he have?
- What are his employment prospects?

**2.** What is your view as a reader?
- Are ideas and information presented clearly?
- Does the writer provide explanations, examples, or reasons when necessary?
- Does the essay answer your questions about what an arborist is/does?

**3.** Look at the essay again and write which person is used in each paragraph: *I, you, he* or *she* and so on.

- Paragraph 1: **I**
- Paragraph 2: **you (to mean one, someone)**
- Paragraph 3: **Arborists/they**
- Paragraph 4: **I**

**4.** Notice which paragraphs provide:
- the writer's view and/or opinion
- objective information and/or view

**5.** Are there any passive forms? What are they used for?

**6.** How are ideas and facts connected? Provide examples from the text.
- conjunctions/linking words
- combined clauses/sentences
- use of pronouns



### The Job of an Arborist

Although my parents would like me to become a doctor or a lawyer, I am interested in a very different kind of job. I would like to be an arborist, a sort of doctor for trees.

To become an arborist, it is essential that you have a related bachelor's degree, for example in forestry, as the more you know about trees the better you will be able to do what is expected of you.

Arborists are hired by individuals or organizations to keep trees healthy and attractive. They fertilize, prune, plant, and cure trees. In other words, they are a kind of official "tree carer." They are considered experts in their field. For this reason, they need to attend workshops and seminars throughout their career in order to keep up with developments.

I think it's perfect for me. I am interested in working in nature and taking care of things. I like trees. I am patient, methodical, and hard working. Finally, given current trends towards greener alternatives, I think there will be plenty of work for arborists in the future, so unemployment will not be a problem.



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# 10 Writing

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

## Answers:

1 .

- An arborist is a kind of official “tree carer” or tree doctor. He fertilizes. prunes, plants , and cures trees.
- An arborist needs to have a related bachelor’s degree, for example in forestry and attend seminars and workshops throughout his career.
- He should be patient, methodical, and hard working. He should also be interested in working in nature and taking care of things.
- His employment prospects are quite promising due to current trends and greener alternatives.

2 .

- Yes, ideas and information are presented clearly.
- Yes, he does. For example, … a related bachelor’s degree,for example in forestry , as the more you know about trees the better you will be able to do what is expected of you.
- Yes.

4 .

- The writer’s view and opinion are presented in paragraphs 1and 4.
- Objective information is presented in paragraphs 2 and 3.

5 . Passive forms are used to present objective/impersonal information.

6 . Ideas are connected with:

- Conjunctions: for example although, and, in other words
- Combined clauses/sentences:to become an arborist, it is essential that ... given current trends towards greener alternatives, I think ...

اكتب مقالة عن وظيفة غير معتادة قد ترغب أن تعمل يها
قبل ان تكتب, فكر في أو ابحث في الإنترنت عن
وصف الوظيفة
الخلفية أو المؤهلات المطلوبة لهذه الوظيفة
الصفات الشخصية التي تساعدك على أداء الوظيفة بفاعلية
استخدم الجدول لمساعدتك في توليد وتنظيم معلوماتك
على الطالب الإجابة وهذا مثال على الحل

على الطالب الإجابة ومثال على المثال في الصفحة التالية

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

## وصف الوظيفة

**Job description**

**A flavorist is a scientist who creates and improves flavors for food, drinks, and other products.**

**مهام الوظيفة** Job responsibilities

- **Designing new flavors;**
- **Testing and adjusting formulas;**
- **Working with food companies; and**
- **Ensuring flavors are safe and enjoyable.**

**الوظيفة** JOB

**Flavorist**

Important background

- **A degree in chemistry, food science or biochemistry;**
- **knowledge of sensory science and food regulations.**

Helpful characteristics

- **Creativity, attention to detail;**
- **patience;**
- **curiosity; and**
- **a good sense of taste and smell.**

The Job of a/an _____
Although I am good at _____ and _____,
everybody expects me to become a _____
I would like to be a/an _____

### Writing Corner

When you write an opinion essay:

- note down what you know about the topic and collect new information.
- note down your personal views on the topic and express your feelings and opinions.
- combine your views and feelings with the relevant information and organize each paragraph.
- remember that it is your essay and your voice needs to come through.



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B. **1.** Write an essay about an unusual job you might like to have.

**Sample answers:**

## Essay: The Job of a Flavorist

**A flavorist is a scientist who creates and improves flavors used in food, drinks, medicines, and other products. This job combines science and creativity to knowledge of chemicals and natural ingredients to create flavor combinations that people enjoy.**

**The main responsibilities of a flavorist include designing new flavors, testing their taste, and making adjustments until the result is perfect. They also work closely with food companies and they must follow food safety regulations and conduct experiments in laboratories to develop consistent and high - quality products. To become a flavorist, you need a strong background in chemistry,biochemistry, or food science. Most flavorists also gain experience by working in laboratories and learning from senior flavorists. Understanding how ingredients react with each other and how people perceive taste is very important for success in this career. A successful flavorist should be creative, curious, and patient. They need to have a good sense of taste and smell, as well as great attention to detail when mixing ingredients. Problem - solving skills and teamwork are also essential, since flavorists often collaborate with other scientists and product developers.**

**In conclusion, being a flavorist is a unique and fascinating job that blends science with art. It requires knowledge, creativity, and passion for creating new and enjoyable experiences through taste. For someone who loves experimenting and has a strong interest in food and science, becoming a flavorist could be a very rewarding career.**

الصيغة والمعنى والوظيفة

# 11 Form, Meaning and Function

رابط الدرس الرقمي

## الأسئلة الذيلية
## Tag Questions

نستخدم الأسئلة الذيلية للتحقق من المعلومات. نستخدم الفعل المساعد وضمير الفاعل الشخصي. في الجملة المثبتة نستخدم تأكيد منفي. وعندما تكون الجملة منفية نستخدم تاكيد مثبت

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

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

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

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

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

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

إقرأ المحادثة بين الصراف في البنك والعميل. استخدم could, would, question tag لإكمال المحادثة

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

**A:** Excuse me, I'd like to withdraw 500 euro from my account in 50 euro notes.
**B:** Of course, Madam. (1) **Could** I have a form of identity, please?
**A:** Sure. Here you are.
**B:** Thank you. So you want the total amount in 50 euro notes, (2) **don't** you?
**A:** Yes, that's right.
**B:** Is there anything else I can do for you today, Madam?
**A:** Yes, please. I'd also like to change some American dollars into SAR? You charge commission, (3) **don't** you?
**B:** Yes, Madam, we do. Our rates are displayed on the board.
**A:** I see, thanks. (4) **Would** you mind telling me how many SAR I will get for 1,000 dollars?
**B:** Of course. At today's exchange rate you will get ...

العمل مع زميل. تخيل أنك صراف بنك. قم بمواصلة المحادثة في التمرين أ مستخدماً بعض الكلمات والأفكار التي في الصندوق وتشمل المحادثة بعض ردود العميل. قم بإعادة تبديل الأدوار للمحادثة لتكون الصراف وزميلك العميل

**B.** Work with a partner. Imagine you work as a bank teller. Continue the conversation in exercise **A** using some of the words and ideas in the box. Include some responses from the customer. Role-play the conversation and take it in turns to be the bank teller and the customer.

pay a utility bill • make a deposit • make an international payment
order a new debit card • open a savings account • transfer some money
apply for a credit card • buy health insurance • apply for a mortgage




Answers in next page

**B.** Work with a partner. Imagine you work as a bank teller. Continue the conversation in exercise **A** using some of the words and ideas in the box. Include some responses from the customer. Role-play the conversation and take it in turns to be the bank teller and the customer.

**Sample answers:**

**Continue the conversation in exercise A (sample role-play)**

**B: Of course. At today's exchange rate you will get 3,750.40 SAR.**

**A: That's fine, thank you. I'd like to withdraw some cash from this credit card.**

**B: Do you have an account with us?**

**A: No, I'm sorry, I don't. Is that a problem?**

**B: No, not at all. Just checking; there is no service charge for account holders.**

**A: Oh, I see. In that case, I would like to open a bank account please.**

**B: Sure. What kind of account would you like to open? A savings account or a checking account?**

**A: A saving account, please.**

**B: OK then. How much of a credit limit were you looking for?**

**A: I would like a SAR50, 000 spending limit.**

**B: All right. Your account is set up now and your credit card will be mailed to your address within 5 to 10 business days.**

**A: Thank you for your help.**

**B: You're welcome! Thank you, you too.**

## تعبير الإلتزام

### Express Obligation: *Must, Mustn't, Have to*

We use *must, mustn't* and *have to* to express obligation in the present and the future.

You **must** stop at the 'STOP' sign.
You **mustn't (must not)** arrive late to work.
You **have to** slow down at this junction.
You **have to** be at the office at 9 a.m.

**Note:** *Mustn't* means you are not allowed to do something. There is no past tense of mustn't. The past tense of *must* and *have to* is **had to**.

## تعبير عن ضرورة وعدم ضرورة

### Express Necessity and Lack of Necessity: *Have to, Need to, Needn't, Don't have to, Don't Need to*

We use *have to* and *need to* to express necessity in the present, past and future. Use the negative form to express lack of necessity.

**Q:** What do you **have (need) to** do today?
**A:** I **have (need) to** finish a report for work but I **don't need to (needn't)** hand it in until tomorrow morning.
**Q:** What duties **did** you **have (need) to** perform in your last job?
**A:** I **needed (had) to** answer the phone and deal with customer complaints.
**Q:** What **will** we **need to** do before we leave for the conference in Abu Dhabi?
**A:** We **will have (need) to** book an airport taxi. We **won't have (need) to** find a hotel. I've done that already.

**مع زميل, ناقش ما يتوجب عليك القيام به في هذه المواقف الموضحة في العلامات المرورية الدولية**

**C.** With a partner, discuss what you have to and must do in the situations shown on the international traffic signs.



**1. No Parking**



**2. No Passing**




**3. Speed Limit**



**4. No Entry**

1. You mustn't/must not park here
2. You mustn't/must not overtake on this road
3. You must not drive faster than 70./You have to adhere to the speed limit of 70
4. You must not drive down this road

**إقرأ الصفحة ٦٨ اختر وظيفة من الوظائف المذكورة وتخيل أنك تعمل في هذه الوظيفة. ما هي الواجبات والمهام التي قمت بتنفيذها كجزء من عملك الأسبوع الماضي؟ اكتبها بجانب كل يوم أخبر زميلك بما كان عليك القيام به. استخدم had to, didn't have to, needed to, and didn't need to**

**D.** Read page . again. Choose one of the professions and imagine you are working in that job. What duties and responsibilities did you perform as part of your job last week? Write them next to each day. Tell your partner what you had to do. Use *had to, didn't have to, needed to,* and *didn't need to*.

Sunday — I need to be on the job 24 hours a day, six to seven days a week
Monday — I am now responsible for the surgical ward
Tuesday — I need to make sure records are kept on treatment and progress
Wednesday — I have to check and monitor supplies, equipment, materials, and medicine
Thursday — Advise doctors about patients' conditions
Friday — Follow up day by day activities on patients' treatment
Saturday — Reporting

# 5 Working 9 to 5

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## 12 Project المشروع

ابحث واستعد لتقديم عرض لصفك حول أفضل الوظائف والمهن

1. Research and prepare a presentation for your class on **Great Jobs and Careers**.
2. Work in pairs or groups. Decide on three great jobs, then search and collect information about each. اعمل ضمن مجموعات اختر ثلاثة وظائف ممتازة ثم ابحث واجمع المعلومات عن كل منها
3. Use the organizer to make notes. Then use your notes to prepare a PowerPoint presentation or a poster. استخدم المنظم لتدوين الملاحظات ثم استخدم ملاحظاتك لإعداد عرض بوربوينت أو ملصق
4. Present in class. قدم العرض في الصف







على الطلاب الإجابة وهذه أمثلة على الحقل

| Job title | 1 Lawyer | 2 Zoologist | 3 Flavorist |
|---|---|---|---|
| Duties and activities | Carry out legal casework<br>Represent clients in court<br>Negotiate settlements. | - Enhance the welfare of the animals.<br>- Plan and feed out nutritious diets. | - Creates and tests flavors food and drinks.<br>- Works in laboratories to ensure safety and taste quality |
| Requirements | Bachelor degree in law.<br>Strong knowledge of laws.<br>- Excellent legal Skills. | - Bachelor's degree in Biology.<br>- Knowledge of ecology, and animal behavior. | - Degree in chemistry, food science, or biochemistry.<br>- Training in sensory scienc |
| Personal characteristics | - Excellent interpersonal skills.<br>- An ability to deal with both legal and not-for-profit stakeholders | - Observant and passionate about animals.<br>- Patient and hardworking outdoors | - Creative, detail-oriented,<br>- Patient, curious, and<br>- Has a good sense of taste and smell. |
| Employment prospects | - Law firms, government offices, courts, NGOs, private companies | - Zoos, wildlife parks, research institutes, and environmental organizations | - Food companies, flavor and fragrance industries, research laboratories. |
| Career prospects | - Senior attorney, judge, legal consultant, law professor, | - Environmental consultant, zoology professor, wildlife conservation manager | Senior flavorist, research manager, product development director. |

When you prepare a PowerPoint presentation, remember to:

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



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# 13 Self Reflection

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

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

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

| My five favorite new words from Unit 5: | If you're still not sure about something from Unit 5: |
|---|---|
| _____<br>_____<br>_____ | • read through the unit again<br>• listen to the audio material<br>• study the grammar and functions from the unit again<br>• ask your teacher for help |



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# 6 Going Green

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## الأستماع والمناقشة

## 1 Listen and Discuss

"إقرأ الإستبيان ثم اكتب تعريفاً لمفهوم كن صديقاً للبيئة

Read the questionnaire and then:

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

2. اكتب بعض الطرق التي يمكن للشخص من خلالها أن يكون صديقاً للبيئة



# How Green Are You?

Answers in next page

1. **What do you do when you finish using your computer for the day?**
   - **a.** I leave the computer on so that I don't have to wait for it to boot up the next morning.
   - **b.** I put the computer in "sleep" mode.
   - **c.** I turn the computer off, so it doesn't waste any energy at all.

2. **When you go shopping, what kind of bag do you use for your groceries?**
   - **a.** I put all my groceries into double plastic bags.
   - **b.** I put them into brown paper bags.
   - **c.** I wouldn't consider using anything but the reusable canvas bags that I bring with me.

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

4. **What is the source of your drinking water throughout the day?**
   - **a.** I buy individual bottles of water and drink them throughout the day.
   - **b.** I buy one bottle of water and refill the bottle throughout the day.
   - **c.** I fill a glass with water from a large reusable bottle throughout the day.

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

6. **What would be your most important consideration when buying a car?**
   - **a.** I'd be most concerned with having a big, cool-looking car.
   - **b.** I'd be most concerned with fuel efficiency.
   - **c.** Cars are bad for the environment. I just use public transportation, or my feet!

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

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

## 1 Listen and Discuss

### Answers

1 . Going Green is implementing certain lifestyle changes designed to help you live in a more eco-friendly way. It means becoming more environmentally aware and changing your behavior and lifestyle to reduce the amount of pollution and waste you generate .

2 . Some ways a person can Go Green include:

- Avoid Single-Use Plastics .
- Recycle .
- Reduce Food Waste .
- Conserve Water .
- Go Digital. The more you do online, the less you need paper .
- Switch lights off .
- Practice Sustainability Outdoors .



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## SCORING

Give yourself 1 point for each "**a**" answer.
Give yourself 2 points for each "**b**" answer.
Give yourself 3 points for each "**c**" answer.

**8 points:** You are a very light shade of green. Try to learn more ways of being environmentally responsible.

**9–16 points:** You are medium green. You make a real effort to care for the environment. Challenge yourself to become even greener!

**17–24 points:** You are the deepest green! Your actions make a big difference! Congratulations, and keep up the good work.

تحقق سريع

## Quick Check ☑

أكمل الجمل بهذه الكلمات

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

| | | |
|---|---|---|
| conserve | organic | source |
| consumption | pesticides | air conditioner |

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

الإستيعاب **B. Comprehension.** Answer the questions. أجب عن الأسئلة

**1. collect rain water for use; not leave the water running;take quick showers**

1. Name two ways you can conserve water.
2. What is something green to consider when buying a car? **2. fuel efficiency**
3. What materials can be recycled? **3. plastic, paper, glass, and metal**
4. How can farmers make fruits and vegetables that look perfect? **4. They can use pesticides.**
5. What's the worst way to bring home your groceries? **5. in plastic bags**

عمل ثنائي

## 2 Pair Work

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

اعمل مع زميل وقم بإنشاء ثلاثة أسئلة وأجوبة أخرى لإضافتها إلى الإختبار. إسأل زملائك هذه الأسئلة ثم حلل إجاباتهم. إلى أي مدى صفك صديق للبيئة؟

على الطالب الإجابة وسائل على الحل في الصفحة التالية



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## 2 Pair Work

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

**Sample answers:**

1 . **A: Could your school be recycling unique materials?**

**B: Yes, things that we can recycle at school include: cans, cups, containers, cartons, cardboard, plastic lids and bottle caps, paper, and clothing.**

2 . **A: What are the ways you can conserve water at your school?**

**B: The ways that we can conserve water through: use of reusable water bottles, turning off the sink when washing hands, and use water buckets to clean labs & art studios.**

3 . **A: What are some examples of sustainable practices?**

**B: Examples of sustainable practices include recycling, using renewable energy sources, reducing waste, and conserving resources.**

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القواعد

# 3 Grammar

## المصادر بعد الأفعال

### Gerunds After Verbs المصادر هي صيغ الأفعال وتنتهي بـ ing وتعمل عمل الأسماء والإجابة على السؤال ماذا

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

I recommend **turning off** the lights when you leave the room.
Our class enjoys **learning** about ways to help the environment.

We use gerunds after certain verbs, such as:

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

### Infinitives After Verbs

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

Don't forget **to reuse** that plastic container.
Do they intend **to buy** a hybrid car?

We use infinitives after certain verbs, such as:

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

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

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

ضع دائرة حول صيغة الفعل الصحيحة. أحياناً كل من المصدر واسم الفاعل ممكن استخدامهما

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

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

أجب عن الأسئلة بجمل كاملة ثم ناقش أجوبتك

**B.** Answer the questions with complete sentences. Then discuss your answers.

1. Do you think cars will stop running on gas in the near future?
2. Do you think people will begin to change their habits of consumption?
3. What is something you try to do every day to help the environment?
4. What is something harmful to the environment that you want to quit doing?
5. What is something that you often forget to do?
6. Would you ever consider growing your own vegetable garden?
7. What is something you could stop buying?
8. What changes do you hope to see in the environment in the next decade?

Sample answers in next page
أسئلة على الأجوبة في الصفحة التالية

أعد كتابة كل جملة بإستخدام الفعل الموجود بين الأقواس بصيغة اسم الفاعل أو المصدر. قم بعمل أي تغييرات ضرورية أخرى

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

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

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

انظر إلى الصورة. اكتب فقرة عن الطرق التي يمكن أن يغير فيها فيصل عاداته ليصبح أكثر صديقاً للبيئة. ستخدم صيغة اسم الفاعل والمصدر

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

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

على الطالب الإجابة بمثال على الحل في الصفحة التالية



**B.** Answer the questions with complete sentences. Then discuss your answers.

**Sample answers:**

1 . Yes, I think that in the near future cars will stop running on gas.

2 . Yes, I think that people will begin to change their habits of consumption.

3 . Every day I try to remember to recycle trash, like bottles and paper bags.

4 . I would like to quit driving long distances in my car.

5 . I forget to bring a bag when I go to the grocery store.

6 . Yes, I would consider growing my own vegetable garden.

7 . I could stop buying water in bottles.

8 . In the next decade, I hope to see energy consumption, waste, and pollution reduced.

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

**Sample answers:**

There are many things that Faisal can do to become more green. First of all, Faisal needs to recycle cans and bottles. He should quit to use disposable batteries. He should start to make a shopping list before you go shopping. This will help him stop buying things he doesn't need on impulse. Additionally, He should learn to buy products with less packaging.

# 6 Going Green

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## 4 Conversation المحادثة

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

**Ibrahim:** Nowhere. We don't recycle.

**Jasim:** You don't recycle! Why not?

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

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

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

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

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

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

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

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

**Ibrahim:** Whoops! Old habits are hard to break!



### Real Talk

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

### أسئلة حول المحادثة About the Conversation

1. How does the subject of recycling come up?
2. What are some reasons Jasim gives for recycling?
3. Why does Ibrahim say "Whoops" at the end of the conversation?

### دورك Your Turn

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

قم بتمثيل محادثة مع زميل. ما الشيء الذي تفعله ويعد جيدًا للبيئة؟ اقترح على زميلك أن يفعل ذلك أيضاً. أعط أسبابًا مستخدمًا عبارات تقديم الإقتراحات

### Making Suggestions

You might want to consider + *gerund*...
How about + *gerund*...?
Don't you think it would be a good idea + *infinitive*...?
If you..., I think you'll find...
If you don't mind, I'd like to suggest+ *gerund*...

Answers in next page
الأجوبة في الصفحة التالية

على الطالب الإجابة بمثال على الحل في الصفحة التالية

## About the Conversation

1. How does the subject of recycling come up?
2. What are some reasons Jasim gives for recycling?
3. Why does Ibrahim say "Whoops" at the end of the conversation?

## Answers:

1 . Jasim and Ibrahim are cleaning up after a party and there are soda cans
2 . everywhere.
Jasim says that recycling reduces energy consumption, lessens air and
3 . water pollution, and saves landfill space.
Because Ibrahim accidentally threw a can into the garbage rather than recycling it.

## Your Turn

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

## Sample answers:

### Role-play conversation

A: Hey, how's it going?
B: Not great
A: Why? What happened, buddy?
B: I was thinking about something.
A: What is it?
B: Have you noticed how much plastic waste accumulates our beautiful park around and beach polluted?
A: I have noticed, it feels like every time I come here, I see more plastic bottles, bags, and wrappers. It's such a shame.
B: Exactly! We need to do something to address this issue.
A: To completely eliminate any problem, there is a need to spread awareness amongst the public.
B: Let's do it, A! Together, we can make a meaningful impact,starting right here in our community.
A: Absolutely! It's time to take action and inspire change. Let's get to work!

## 5 الإستماع Listening

**استمع إلى المعلومات عن إعادة تدوير الزجاج ثم أجب بصح أو خطأ**

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

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



## 6 النطق Pronunciation

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

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

## 7 البناء التركيبي للمفردات Vocabulary Building

**ستجد هذه الكلمات في القراءة في الصفحات 88 و 89. طابق الكلمات مع معانيها**

**A.** You will see these words in the reading on pages 88 and 89. Match the words with their meanings.

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

**تحقق من أجوبتك مع زميل. إذا لم تفهم معنى الكلمة, تحقق منها في القاموس**

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



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## 8 القراءة Reading

إقرأ القطعة ثم ضع خط تحت الطرق التي يمكن لبلدك استبدال الخدمات مثل الكهرباء والغاز الطبيعي والمياه من الشبكات المحلية

### قبل القراءة Before Reading

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

# Living Off the Grid

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



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

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

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

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

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



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Wendy admits that living off the grid has its difficulties. For example, the Johnstons' power usually goes down a few times a year. However, Wendy reflects, "The funny thing is that these often turn out to be some of our best times as a family. The power outages have an unexpected way of bringing us closer together. We read books and play games by candlelight, or we get together and tell stories."

Living off the grid entails sacrifices, and is certainly not for everyone. But for the thousands of people who have made this bold choice, life off the grid is filled with rewards that can't be matched by the conveniences and luxuries of life on the grid.



## بعد القراءة After Reading

Answers in next page
الأجوبة في الصفحة التالية

Answer the questions. أجب عن الأسئلة

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

## التحدث
## 9 Speaking

اعمل ضمن مجموعات. ناقش كيف يمكن للعائلة في بلدك أن تعيش بدون الإعتماد على منظومة الخدمات الحكومية واستخدم الجدول لتدوين الملاحظات

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

قارن وناقش أفكارك في الفصل

2. Compare and discuss your ideas in class.

على الطالب الإجابة وهذا مثال على الحل

| | Public utility | Which is the easiest/hardest to do without? | What is an alternative to it in your home? | What is the most challenging aspect of not having it? | Does this appeal to you or not? Why? Why not? |
|---|---|---|---|---|---|
| 1 | local electricity supply | Use solar panels | Use wind power | High cost and maintenance | Yes, because the potential for solar energy production in the KSA is high |
| 2 | cooking and heating gas | Use solar cookers | Use firewood or outdoor grill | Less convenience and smoky | Somewhat appealing but not practical everyday |
| 3 | local water suppy | Dig wells to access ground water | Use a cistern to collect rainwater | very little rainwater and hard to get clean water | Not appealing - too difficult to live without a clean water |



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موقع واجباتي

## After Reading

Answer the questions.

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

## Answers:

1 . electricity, natural gas, and water

2 . the linked system that supplies electricity to most homes and buildings in developed nations

3 . When the wind blows, windmills turn, producing energy which is turned into electricity by a generator.

4 . concern for the environment and a desire for self-reliance

5 . a private well or a cistern to collect rain water

6 . by growing their own fruits and vegetables, and raising and tending animals for food

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# 10 الكتابة Writing

**ما مدى أهمية التغليف بالنسبة لك كمستهلك؟ هل تنجذب إلى الأشياء ذات التغليف الرائع؟ لماذا؟ لماذا لا؟**

على الطلب الإجابة ومثال على الطول في الصفحة التالية

**A.** How important is packaging for you as a consumer? Are you attracted to things that are packaged nicely? Why? Why not?

**1.** Read the essay and find out the following:
- What did the writer's family use to do that was not "green"?
- What did they do to change that practice?
- What were the benefits?
- Were there any disadvantages?

**2.** What is your view as a reader?
- Are ideas and information presented clearly?
- Does the writer provide explanations, examples, or reasons directly?
- Does the essay fulfill your expectations in relation to the title?

**3.** Look at the essay again and write which person is used in each paragraph: *I, you, he* or *she* and so on. What is the effect?
- Paragraph 1: **I , we Sets the scene/ writer's view**
- Paragraph 2: **we, Objective information**
- Paragraph 3: **we, Objective information /writer's view**

**4.** Notice which paragraph/s do the following:
- provide the writer's view and/or opinion
- provide objective information and/or view
- set the scene

**5.** Are there any passive forms? What are they used for?

**6.** How are ideas and facts connected? Provide examples from the text.
- conjunctions/linking words
- combined clauses/sentences
- use of pronouns




## Going Green

I realized how sensible "going green" was when I started noticing the amount of waste accumulated from all the packaging. We're a family of three and we manage to accumulate a bagful of recyclable waste every day. We are careful to use a special disposal unit for recyclable materials, but we are not sure it is always effective. Is it actually recycled?

We decided to search for options. We found out that there were many stores near the central market that sold goods by weight out of large canisters or burlap bags. Rice, beans, flour, sugar, oil, butter, cheese, and a lot more are available off the counter, free of packaging. When we compared prices, we decided to never look back.

A lot of time, money, and resources are invested in packaging as a way of making the product more attractive for consumers. Glossy wrappers, beautifully designed boxes, vacuum wrapped coffee, plastic containers, colorful lids, and a lot more, have a magnetic effect on buyers. We, on the other hand, have to label and fill our own containers, before we can put away our shopping. But, we make better use of cupboard space, spend a lot less, and protect the environment. You should try it!



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موقع واجباتي

## 10 Writing

A. How important is packaging for you as a consumer? Are you attracted to things that are packaged nicely? Why? Why not?

**Sample answers:**

**A. Packaging is quite important because it protects the product and makes it look attractive. However, I try not to choose things just because they look nice — I prefer products with simple or eco-friendly packaging.**

**1 .**

- **They used to buy products with lots of packaging and create a bagful of recyclable waste every day.**
- **They started shopping at stores that sell goods by weight without packaging, bringing their own containers.**
- **They saved money, used cupboard space better, and helped protect the environment.**
- **Yes, they had to label and fill their containers, before they can put away their shopping.**

**2 .**

- **Yes**
- **Yes**
- **Yes, it explains how the writer's family "went green" by reducing packaging waste.**

**4 .**

- **Paragraph 1: I we Sets the scene/ writer's view**
- **Paragraph 2: we Objective information**
- **Paragraph 3: we Objective information /writer's view**

**5 . Passive forms are used to present information/facts in an objective,detached manner.**

**6 . examples: conjunctions/linking words: But, on the other hand combined clauses/sentences: …are invested in packaging as a way of making the product more attractive, we are not sure it is always effective use of pronouns: We , I , it**

على الطالب الإجابة ومثال على الحول في الصفحة التالية

اكتب رسالة إلى محرر صحيفتك المحلية. قدم شكوى عن وضع حييك واقترح كيف يمكن أن يصبح الحي صديقاً للبيئة. ناقش مع زميل العناصر أدناه

B. 1. Write a letter to the editor of your local newspaper. Complain about your neighborhood and suggest how it could 'go greener.' With a partner, discuss the items below:

فكر في الأشياء التي تقوم بها والتي تضر بالبيئة وماذا يفعل الآخرون في حييك؟ ماذا يمكن أن يعمل المجلس المحلي لمساعدتك لتكون صديقاً للبيئة؟

2. Think about things you do that are environmentally harmful. What do other people in your neighborhood do? What can your local council do to help you 'go greener'?

استخدم الجدول لتدوين الملاحظات ومن ثم استخدامها لكتابة رسالتك

3. Use the chart to make notes and then use it to write your letter.

4. Exchange drafts/essays and edit. تبادل المسودات/المقالات وقم بتحريرها

5. Improve, change, and rewrite.

على الطالب الإجابة وهذا مثال على الحل

| Environmentally harmful practices | 'Go greener' practices | Steps our local council can take to help |
|---|---|---|
| Stray Dogs and Animals | Responsible pet ownership program | Implementing measures to manage and control the stray dog population |
| Plastic Waste in the streets | Promote responsible Waste Management program | Proper garbage disposal, recycling and public awareness campaigns |
| Wastewater Pollution | Carry out Wastewater Disposal Practices | Enforcing water quality regulations |
| Open Drains | Installing and implementing a well-designed drainage system | Maintenance of drains |
| Fuel Smell and Pollution | Promoting renewable energy | Take actions within community to find solutions to air pollution |

Dear Editor,

I am writing to complain about the environmentally harmful practices of local residents and the negligence of the council in failing to take measures to make our neighborhoods greener.

The garbage is seldom collected, and there is overflowing trash on a daily basis. When it is windy, there are plastic containers and cardboard boxes blowing around everywhere...

I suggest the council makes it a priority to provide recycling bins ....

## Writing Corner

When you write a formal letter of complaint:

- open in an appropriate way: Dear Editor, Dear Mr. Smith.
- state the reason why you are writing and give a brief overview of the situation.
- use phrases to introduce and list additional points: First of all...; Moreover...; Furthermore, ...;
- use phrases to offer suggestions and solutions to problems: I suggest that ...; It would be a good idea if ..., One solution is ... and so on.
- sign off in an appropriate way: With best wishes; Yours sincerely; Sincerely yours; Yours faithfully.



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B. **1.** Write a letter to the editor of your local newspaper. Complain about your neighborhood and suggest how it could 'go greener.' With a partner, discuss the items below:

**2.** Think about things you do that are environmentally harmful. What do other people in your

**Sample answers:**

**Sample letter to the editor of AD Newspaper**

**Dear Editor,**

**I am writing to bring to your attention several issues that have been affecting our community, and I believe addressing them will contribute to the overall well-being of our neighborhood.**

**Management of Stray Dogs: Recently, there has been an increase in the number of stray dogs in our area. This poses risks to public safety and the well-being of both residents and the animals. I kindly request that the local authorities consider implementing measures to manage and control the stray dog population.**

**Plastic Waste: I have observed a significant increase in littering, dumping, and waste accumulation at popular picnic spots such as the public parks and the beaches. To address this issue, I suggest that we implement measures such as proper garbage disposal, recycling, and public awareness campaigns to encourage responsible behavior among visitors to these picnic spots.**

**Open Drains: The broken sewage pipes frequently overflow onto the roads, leaving the puddles with dirty stagnant water that become breeding grounds for mosquitoes and flies. I recommend improving the maintenance of drains will contribute to a cleaner and safer environment.**

**Addressing these concerns will undoubtedly contribute to the overall quality of life for residents.**

**Thank you for your time and consideration.**

**Sincerely,**

**[Your Name]**

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# الصيغة والمعنى والوظيفة
# 11 Form, Meaning and Function

## Simple Present Tense

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

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

## Simple Present versus Present Progressive

Use the simple present to talk about habits or routines.
Use the present progressive for actions occurring now or for a temporary situation.

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

| PERMANENT | TEMPORARY |
|---|---|
| John **lives** in Quebec, | but he **is studying** in France this year. |

**Note:** Some verbs are not often used in the progressive form:
*believe, forget, hear, know, like, love, need, prefer, remember, see, understand, want, realize.*

## Time Expressions for the Present

We are **currently** studying for examinations.
Most people recycle **these days**.
**At present** there are measures in place to tackle climate change.
Air travel is more affordable **now** than it was in the past.

**أكمل الجمل بالكلمات بين الأقواس. استخدم زمن المضارع البسيط أو المضارع المستمر للأفعال**

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

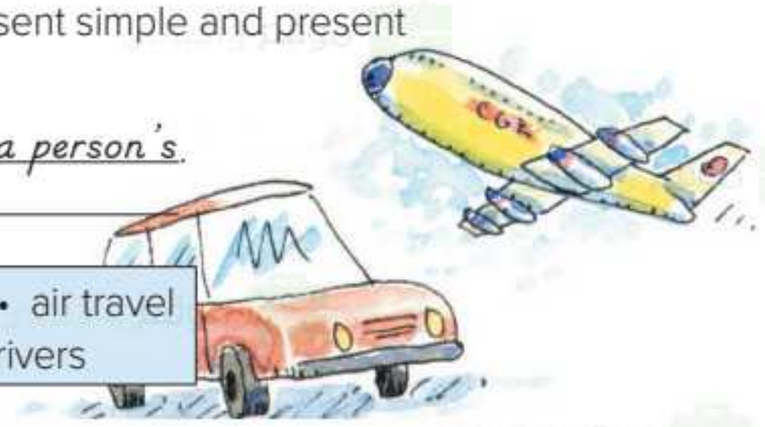
1. Water ___boils___ at 100 °C (212 °F). (boil)
2. The water ___is boiling___. Please turn it off. (boil).
3. The scientists ___don't understand___ the cause of the problem. (not/understand)
4. ___Does it snow___ in your country in winter? (it/snow)
5. The moon ___goes___ around Earth. (go)
6. What ___do you think___ of my idea? (you/think)
7. Currently, the number of immigrants in our country ___is increasing___. (increase)
8. Most people ___realize___ how important it is to conserve energy these days. (realize)
9. Dubai is part of the UAE, but it ___doesn't have___ as many oil reserves as Abu Dhabi. (not/have)
10. Ahmed has a part-time job on Saturdays, but he ___isn't working___ today. (not/work)

**انظر إلى الكلمات الموجودة في المربع التي تصف المعالم الجغرافية وقضايا البيئة. اكتب جمل عن بعض المشكلات البيئية التي يواجهها العالم. اسستخدم زمن المضارع البسيط والمضارع المستمر**

**B.** Look at the words in the box describing geographical features and green issues. Write sentences about some of the environmental problems the world is facing. Use the present simple and present progressive tense.

*Flying **is becoming** a popular way to travel **these days**. This **increases** a person's carbon footprint on quite a massive scale.*

climate change • polar ice caps • oceans and fishing • carbon footprint • air travel
deforestation • deserts • erosion • flooding • lakes • pollution • rivers





على الطالب الإجابة ومثال على الحلول في الصفحة التالية

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# 6 Going Green

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**B.** Look at the words in the box describing geographical features and green issues. Write sentences about some of the environmental problems the world is facing. Use the present simple and present progressive tense.

*Flying* ***is becoming*** *a popular way to travel* ***these days****. This* ***increases*** *a person's carbon footprint on quite a massive scale.*

climate change • polar ice caps • oceans and fishing • carbon footprint • air travel
deforestation • deserts • erosion • flooding • lakes • pollution • rivers

**1. Climate change is getting worse these days. This increases getting worse.**

**2. Air travel is becoming easier and the number of flights increases day by day.**

**3. Deserts are getting bigger. They become wider and drier.**

**4. Lakes are getting fewer than before. Their numbers decrease day by day.**

**5. Pollution is getting worse in cities. It causes a lot of damage to the environment.**

**6. Rivers are getting dried year after year. They become less in numbers.**

## Conditional Sentences with Present and Future Forms

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

### Present Facts

Use the *simple present tense* in both clauses.

**If** you **cook** an egg in the microwave, it **explodes**.
**If** you **put** water in the freezer, it **becomes** ice.

### Future Facts

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

**If** we **don't take** measures now, the oceans **will** soon be completely depleted of fish.
**If** Imad **doesn't go** to college, he**'s going to be** very sorry.

### May/Might

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

If Noura doesn't do the homework, she **may fail** the class.
If Imad doesn't go to college, he **might not get** a good job.

---

## *I'd Rather*

Use I'd rather (= *I would rather*) to talk about preferences.
**A:** Would you rather go to the mall now or later?
**B:** I'd rather go now.

أكمل الجمل المتعلقة بالحقائق. استخدم المضارع البسيط أو **will** في الجملة الثانية

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

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

اعمل مع زميل. اذكر ما الذي سيحدث / قد يحدث في المواقف التالية

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

1. If we don't reduce carbon ($CO_2$) emissions, **global warming will get worse**
2. If we teach young children in school about green issues, **they will know better how toprotect the environment in the future.**
3. If we find alternative sources of energy, **we will reduce our carbon emissions**
4. If we dump chemicals into the river, **the fish will die**.
5. If we take the bus to school, **we will save money on petrol**.
6. If we have time, **we will attend the documentary show movie on climate change.**
7. Your idea: **If we don't take measures now, the oceans will soon be completely depleted of fish.**
8. Your idea: **If you cook an egg in the microwave, it explodes.**





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## 12 Project المشروع

1. One of the goals of the G20 2020 Summit is to protect the planet. Design and make posters promoting **Going Green** in your school.

العمل ضمن مجموعات. ابحث عن الظروف والممارسات والأماكن في مدرستك التي لا تعد صديقة للبيئة مثل الغرف التي تبقى مضاءة والمكيفات تبقى شغالة بدون استخدام وترك صنابير

2. Work in pairs or groups. Research conditions, practices, and places in your school that are not environmentally friendly, e.g. rooms where the lights or air conditioners remain switched on when not in use, leaking taps that waste water, lack of litter bins in certain areas, etc.

المياه مفتوحة اضافة إلى نقص براميل القمامة في بعض الاماكن

ابحث وأكمل الجدول بالمعلومات والتفاصيل عن المكان

3. Research and complete the chart with information and details about the place.

استخدم المنظم لتدوين الملاحظات ثم استخدمها لإعداد الملصق

4. Use the organizer to make notes. Then use your notes to prepare your poster.

When you make a poster, remember to:

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








على الطالب الإجابة وهذا مثال على الحل

| Let's go green! | | | |
|---|---|---|---|
| A condition, place, or practice in school that is harmful to the environment | The reasons it is harmful | What students can do to make it greener | Pictures/images we can use in our poster |
| Throwing plastic bottles or paper on the ground | Creates unsafe environment Increases pollution | Put rubbish in the bins and recycle |  |
| Using too many disposable plastic cups in the cafeteria | Plastic Wastes harm the environment | Place recycling bins in each classroom |  |
| Leaving water taps running in the bathrooms | Leads to mold and bacteria growth at closed school | Use reusable water bottles |   |
| Burning fossil fuels | Produces carbon dioxide | Using energy-efficient appliances |  |



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# 13 Self Reflection

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

| Things that I found easy in Unit 6: | Things that I found difficult in Unit 6: |
|---|---|
| | |

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



| My five favorite new words from Unit 6: | If you're still not sure about something from Unit 6: |
|---|---|
| | • read through the unit again<br>• listen to the audio material<br>• study the grammar and functions from the unit again<br>• ask your teacher for help |



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# EXPANSION Units 4–6

## مراجعة اللغة
## 1 Language Review ☑️

### ضع دائرة على for or to لتكملة كل جملة

**A.** Circle ***for*** or ***to*** to complete each sentence.



1. He bought a gift (for / to ) each contestant.
2. Then he gave a gift ( for / to ) each contestant at the end of the episode.
3. Could you lower the thermostat (for / to ) me?
4. Could you also hand the phone ( for / to ) me?
5. Our teacher pronounced the word (for / to ) us.
6. Then she gave the worksheet ( for / to ) us.

### for or to غير مكان المفعول به غير المباشر في كل جملة أضف

**B.** Change the position of the indirect object in each sentence. Add ***for*** or ***to***.

- Please pass me the salt.
  *Please pass the salt to me.*

1. My friend told me a great joke.
2. The boy wrote his mother a poem.
3. My grandfather's neighbor buys him groceries whenever he is sick.
4. The prosperous old woman gave the charity a fortune.
5. My parents threw me a dinner banquet when I graduated.

Answers in next page
الأجوبة في الصفحة التالية

### استخدم الفعل أو العبارة بين الأقواس لإعادة كتابة كل جملة بطريقة مختلفة بإستخدام الصيغة الشرطية

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



- You should put on sunscreen before lying out in the sun. (recommend)
  *I recommend that you put on sunscreen before lying out in the sun.*

1. You must take this medication every day to get rid of the infection. (it is essential)
2. Supporters of organic farming say farmers should not use pesticides on their crops. (suggest)
3. My mother tells people to take off their shoes before they enter our house. (insist)
4. When I have a dinner party, I tell each guest to bring an appetizer or a dessert. (ask)
5. If you want to conserve water, you should not leave the water running when you brush your teeth. (it is important)
6. The viewers wanted the TV station to broadcast the program again. (request)



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**B.** Change the position of the indirect object in each sentence. Add ***for*** or ***to***.

## Answers:

1 . My friend told a great joke to me.
2 . The boy wrote a poem for his mother.
3 . My grandfather's neighbor buys groceries for him when ever he is sick.
4 . The prosperous old woman gave a fortune to the charity.
5 . My parents threw a dinner for me when I graduated.

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

## Answers:

1 . It is essential that you take this medication every day to get rid of the infection.
2 . Supporters of organic farming suggest that farmers not use pesticides on their crops.
3 . My mother insists that people take off their shoes before they enter our house.
4 . When I have a dinner party, I ask that each guest bring an appetizer or a dessert.
5 . If you want to conserve water, it is important that you not leave the water running when you brush your teeth.
6 . The viewers requested that the TV station broadcast the program again.

## I want you + infinitive أو I'd like you + infinitive اكتب جملة قد يقولها كل شخص للآخر بإستخدام

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

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

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

**Sample answers:**

1 . I want you to floss every day.
2 . I'd like you to keep a journal of your feelings.
3 . I want you to tell me everything that happened.
4 . I'd like you to talk to the customers more.
5 . I want you to do more chores around the house.
6 . I'd like you to stand over here.

## ضع دائرة حول صيغ الفعل الصحيحة. أحياناً تكون صيغ اسم الفاعل والمصدر صحيحة

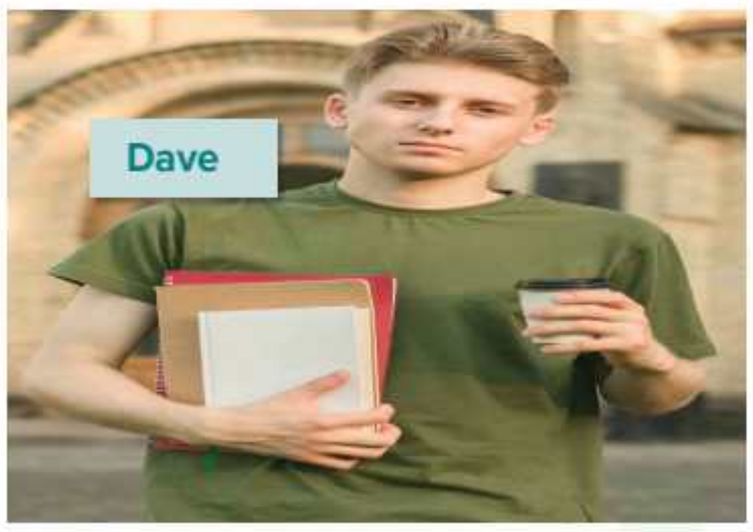
**E.** Circle the correct verb forms. Sometimes both the gerund and the infinitive forms are correct.

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

## انظر إلى الصور. اكتب فقرات قصيرة عن ديف وجاسم. استخدم الأفعال الموجودة في المربع مع صيغة اسم الفاعل أو المصدر

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

| | | | |
|---|---|---|---|
| avoid | enjoy | keep | plan |
| decide | intend | learn | prefer |







على الطلب الإجابة وهذا مثال على الحل

على الطلب الإجابة وهذا مثال على الحل

**Sample answers:**

Dave goes to school every morning but he sometimes arrives late. Even though he is late, he prefers to drink coffee while he is on the way to school. He keeps having confused about the exam.

**Sample answers:**

Jasim studies at the library, where he feels relaxed and calm. He intends to focus on his lessons, and he enjoys studying in a quiet place. Jasim decides to avoid wasting time, so he stays at the library instead of going home.

## القراءة 2 Reading

Sample answers:

All the walls in my house are painted of plain white paint.

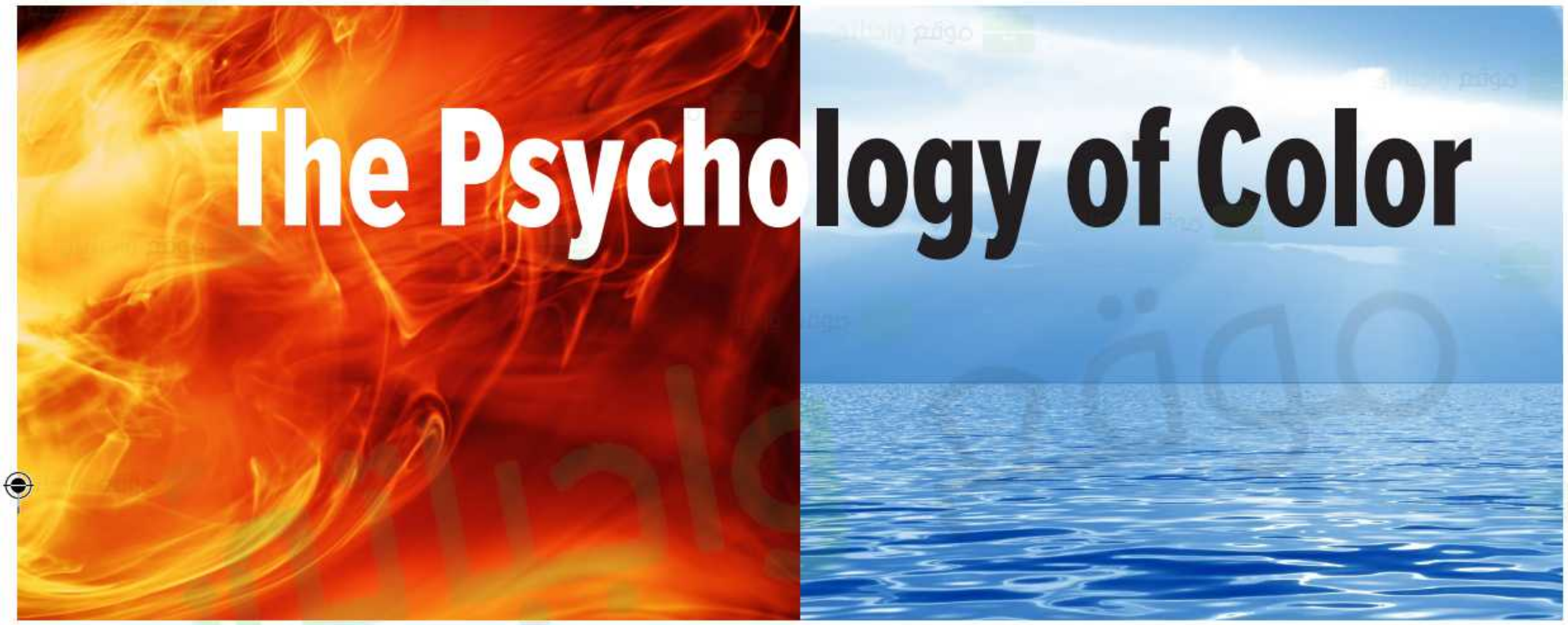
No, I haven't painted a room before!

### قبل القراءة Before Reading

ما لون الغرفة التي أنت فيها ألان؟ كيف يجعلك لون الغرفة أن تشعر؟

1. What color is the room you are in now? How does the color make you feel?
2. Have you ever painted a room? If so, what color did you choose and why?

هل قمت يومًا ما بطلاء غرفة؟ إن كان الامر كذلك, فما اللون الذي اخترته ولماذا؟




I want you to imagine yourself in a room painted a light blue color. Now, imagine yourself in a vibrant red room. Do you think you would feel differently in each of these rooms? If you are like most people, you would feel calmer in the blue room and more energized in the red room. Why is this? Psychological studies have found that different colors can have different effects on mood and behavior.

People have a tendency to associate colors with where these colors appear in nature. So, for example, without realizing it we associate soft shades of blue with the sky and sea. These associations make blue a calming color for most people. Asuka Obata runs a spa in Kyoto, Japan. All the walls of the salon are blue. Obata says, "It is essential that we create a sense of peace and tranquility. The color blue helps us achieve this."

Red, however, is associated with fire and blood. So red is also associated with danger and vitality. The color red has even been shown to raise blood pressure! Adrian Vilas of Cordoba, Argentina, painted his office red. He says, "I like being surrounded by a color that gives me energy and inspiration." On the other hand, have you ever wondered why traffic lights and stop signs utilize the color red? To warn of danger, of course.

While we all share natural associations with certain colors, the same color may have a very different meaning to people of two different cultures.

The colors black and white provide a good example of how people can have different cultural responses to colors. In many cultures, black symbolizes death and mourning, and so black is the traditional color worn to funerals. However, in Asia it is not black that represents mourning, but white. So in Asia, white is the color people usually wear when they attend funerals.



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In most other cultures, far from being associated with funerals, white represents purity, innocence, and goodness. For this reason, white is traditionally worn by brides in these cultures. However, in China, since white is the color of mourning, it is important that a bride *not* wear white. Instead, the traditional color worn by a bride in China is red. In Chinese culture, red represents happiness and good luck, and so Chinese celebrations are full of red. During the Chinese New Year, people prefer wearing red to any other color and older family members give money in red envelopes to younger members of the family.

Clearly, the way we respond to color is a complicated business. You may think you are choosing a red shirt just because you like the color. But the truth is, you are probably responding to it based on what your brain, the environment, and your culture tell you about the color!

## After Reading بعد القراءة

أكمل الجمل بإستخدام إحدى هذه الكلمات

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

| vibrant | tendency | associate | tranquility | mourning | represents |
|---|---|---|---|---|---|

1. The dove **represents** peace to many people.
2. She was in **mourning** after her friend died.
3. She has a **tendency** to talk too loudly when she's on her cell phone.
4. The colors in this painting are so **vibrant** that it hurts my eyes.
5. I love the **tranquility** of the park in the early morning.
6. After a while, the students learned to **associate** Wednesday with exams.

Sample answers in next page
مثال على الإجابة في الصفحة التالية

**B.** Answer the questions. أجب عن الاسئلة

1. Where do the colors blue and red appear in nature?
2. How do most people respond to the colors red and blue?
3. What does the color white represent in most cultures?
4. Why must a bride not wear white in China?
5. What does the color red represent to the Chinese?
   When do the Chinese wear red?

## Discussion المناقشة

اكتب المعلومات في الجدول أدناه. استخدم الجدول لمناقشة الألوان وتأثيرها على الناس في محموعات من 3-4

Write the information in the chart below. Use the chart to discuss colors and their effect on people in groups of 3 - 4.

على الطالب الإجابة وهذا مثال على الحل

| Discussing colors | | | |
|---|---|---|---|
| Color | Where you can find it in nature | How you feel about the color | What this color represents in your country |
| ● Green | Trees, plants | Fresh, full of life | Fertility, prosperity |
| ● Blue | Sky , sea | Calm, relax | Tranquility and spirituality |
| ● White | Snow, ice | peaceful, happy | Purity, honor, peace |



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B. Answer the questions.

1. Where do the colors blue and red appear in nature?
2. How do most people respond to the colors red and blue?
3. What does the color white represent in most cultures?
4. Why must a bride not wear white in China?
5. What does the color red represent to the Chinese?
   When do the Chinese wear red?

## Sample answers:

1 . The color blue appears in the sky and the sea. The color red appears in fire and blood.

2 . Blue is a calming color. Red is an energizing color.

3 . In most cultures, white represents purity, innocence, and goodness.

4 . In China, white is the color of mourning.

5 . In Chinese culture, red represents happiness and good luck.People wear red to celebrate the Chinese New Year.

## 3 Language Plus Aa

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

أكمل كل جملة بإستخدام أحد التعابير الإصطلاحية الموضحة.
تأكد من وضع كل مصطلح في الزمن الصحيح




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

## الكتابة 4 Writing

### أدوات الكتابة : الأخطاء الشائعة مع حروف الجر

### Tools for Writing: Common Errors with Prepositions

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

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

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

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

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

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

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



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اكتب مقالاً تفسيريًا عن معاني الألوان أو الرموز أو العادات أو الإيماءات في ثقافتك.
اذكر ما الذي تظنه يجسد أو يعبر عن ثقافتك. ضمن نقاط نحوية من الوحدات 4-6

على الطالب الإجابة ومثال على الحل في الصفحة التالية

## Writing Prompt

Write an expository essay about what different colors, symbols, customs, or gestures mean in your culture. Say what you think this shows about your culture. Include grammar points from Units 4–6.

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

## Write Your Expository Essay

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

**Developing Your Writing: Body Paragraphs that Support the Topic Sentence**

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

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

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




*Customs and Gestures in Korean Culture*

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

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



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## Writing Prompt

Write an expository essay about what different colors, symbols, customs, or gestures mean in your culture. Say what you think this shows about your culture. Include grammar points from Units 4–6.

## Sample answers:

**Arab culture is characterized by its strong traditions and values. Two words will likely come to mind when you think of Arabic culture: history and richness.**

### Gestures and Body Language

**In this expository essay, I'll discuss examples of some common Arab gestures and displays of body language which may have different meanings in the West. Below are some examples.**

- **Usually, when using the hand for any activity as eating, drinking or shaking hands, the right hand is used.**
- **Nodding the head down is a sign of agreement.**
- **Raising the eyebrows, moving the head from right to left, moving an open palm from right to left, using the tongue to make a clicking sound or tilting the head up are ways of saying "no."**

### Greetings

**Arabs shake hands using only the right hand when they meet and say goodbye.**

### Common Symbols and Emblems

**Two recurrent symbols in Arab culture are the star and the crescent.**

### Conclusion

**In sum-up Arab culture is a rich and diverse mix of indigenous influences. The Arabs have a long and proud history that is reflected in their culture today. Arab culture is characterized by its strong traditions and values. They are passionate about their culture and enjoy sharing their traditions and customs with others and enjoy spending time with family and friends. Their faith is an important part of their lives. They take their religion seriously and are often very charitable. Arab culture is also rich in art and craft.**

# Vocabulary

## 1 Connected by Technology

### VOCABULARY

**Nouns**

acronym
asthma
disbelief
double
hike
inhibition
loner
mobility
paramedic
wonder

**Verbs**

contribute
depend
feature
network
perform
post

**Adjectives**

cyber
desperate
determining
extraordinary
inseparable
obsessed
unique
virtual

**Adjectives to describe people**

down to earth
laid back
spontaneous
straightforward

### EXPRESSIONS

**Proverbs**

Better late than never.
Honesty is the best policy.
Laughter is the best medicine.
Nothing ventured, nothing gained.
Silence is golden.
The apple doesn't fall far from the tree.

**Asking for clarification and confirming**

Can you explain it?
Does that make sense?
How do you . . .?
I get it.
What does that mean?

**Real Talk**

get it
got the hang of it
hang out
Hold on.
How on earth?

## 2 Crime Doesn't Pay

### VOCABULARY

**Nouns**

blunder
burglar
coincidence
display
fraud
getaway car
inmate
misdemeanor
pavement
pickpocket
precaution
suspect
swarm
victim

**Verbs**

abandon
assume
break into
charge
decline
hijack
install
insure
sentence

**Adjectives**

compact
grim
unauthorized

### EXPRESSIONS

**Ordering**

At this point . . .
Consequently . . .
Once . . .
To begin with . . .

**Real Talk**

Are you kidding?
by accident
Come on.
easy mark
I'm positive.
let your guard down
nabbed



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## 3 Far and Away

### VOCABULARY

| Nouns | Verb | Adjectives | Adverbs of degree | Sentence adverbs |
|---|---|---|---|---|
| canopy | encounter | breathtaking | absolutely | actually |
| characteristic | preserve | commercial | almost | admittedly |
| conservation | | cozy | barely | apparently |
| deforestation | | lush | completely | certainly |
| ecosystem | | remote | enough | clearly |
| igloo | | pristine | extremely | evidently |
| incentive | | stunning | hardly | frankly |
| ranger | | tasteful | just | honestly |
| reduction | | undisturbed | nearly | naturally |
| surface | | widespread | quite | obviously |
| toiletries | | | rather | officially |
| trekking | | | relatively | presumably |
| tweezers | | | scarcely | probably |
| | | | so | undoubtedly |
| | | | too | (un)fortunately |
| | | | very | |

### EXPRESSIONS

**Making and declining special requests**

Do you think it would be possible . . .?
I wish it were possible, but . . .
I wonder if it would be possible . . .
I'm afraid (we) can't . . .
That won't be possible . . .
The problem is . . .
Unfortunately, that's not possible . . .
We can't do it because . . .

**Real Talk**

a drag
Awesome!
crummy
don't get it
red-eye

## EXPANSION Units 1–3

### VOCABULARY

| Nouns | Verbs | Adjective |
|---|---|---|
| armload | contract | fatal |
| precaution | download | |
| truckload | infiltrate | |
| virus | manipulate | |
| | offload | |
| | overload | |
| | unleash | |
| | upload | |
| | urge | |



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# Vocabulary

## 4 TV Around the World

### VOCABULARY

**Nouns**

acclaim
affluence
appeal
contestant
documentary
episode
evolution
host
milestone
obstacle
course
panel
patent
portion
prototype
treatment
version

**Verbs**

air
broadcast
conceive
demonstrate
feature
fulfill
launch
plate
patent
plot
propose
tamper
transmit

**Adjectives**

adequate
culinary
cutting
distinct
disturbing
factual
feasible
fictional
forensic
illustrious
innovative
mysterious
pending
prosperous
puzzling

### EXPRESSIONS

**Expressing certainty**

I'm sure/certain/positive that . . .
I'm telling you that . . .
It's obvious that . . .
There's no question that . . .

**Real Talk**

all
bugs
C'mon.
couch potato
get a kick out of
Nah
remote

**Kinds of TV programs**

crime drama
game show
morning show
motoring series
quiz show
sitcom
sports program

## 5 Working 9 to 5

### VOCABULARY

**Nouns**

allergen
alternative
callus
fabric
flair
income
infection
satisfaction
status
trend

**Verbs**

analyze
appreciate
cooperate
cure
determine
embed
entail
identify
monitor
prune
utilize

**Adjectives**

alert
captive
identical
methodical
respectful
tremendous

**Jobs**

arborist
air traffic controller
engineer
race car driver
pediatrician
social worker
surgeon
telemarketer
zoologist

### EXPRESSIONS

**Asking for favors**

Do me a favor and . . .
Do you think you could . . .?
I hate to ask, but . . .
I'd really appreciate it if you would . . .
What are the chances you could . . .?
Would it be possible/too much trouble . . .?

**Real Talk**

cover
help me out
in a bind
jump ship
keep it to yourself
No kidding?
take off
Will do.



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## 6 Going Green

### VOCABULARY

**Nouns**

bagful
consumption
efficiency
impact
landfill
perspective
pesticides
power outage
sacrifice
self-reliance
source
thermostat
utility
waste
wrapper
vacuum

**Verbs**

accumulate
access
conserve
rely

**Adjectives**

bold
committed
enormous
glossy
harsh
organic
reusable

### EXPRESSIONS

**Making suggestions**

Don't you think it would be a good idea + *infinitive*?
How about + *gerund*?
If you don't mind, I'd like to suggest + *gerund* . . .
If you . . . I think you'll find . . .
You might want to consider + *gerund* . . .

**Real Talk**

a hassle
a no-brainer
a piece of cake
chuck
I guess.
lame

## EXPANSION Units 4–6

### VOCABULARY

**Nouns**

funeral
inspiration
mourning
purity
spa
tendency
tranquility
vitality

**Verbs**

associate
represent
symbolize

**Adjectives**

calming
vibrant

### EXPRESSIONS

**Idioms**

catch (someone) red-handed
flying colors
green with envy
green thumb
roll out the red carpet
see red



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# Irregular Verbs

| Base Form | Simple Past | Past Participle |
|---|---|---|
| be | was/were | been |
| become | became | become |
| break | broke | broken |
| buy | bought | bought |
| come | came | come |
| cut | cut | cut |
| do | did | done |
| drink | drank | drunk |
| drive | drove | driven |
| eat | ate | eaten |
| fall | fell | fallen |
| feed | fed | fed |
| fight | fought | fought |
| find | found | found |
| fly | flew | flown |
| get | got | gotten |
| give | gave | given |
| go | went | gone |
| have | had | had |
| hear | heard | heard |
| hold | held | held |
| hurt | hurt | hurt |
| know | knew | known |
| leave | left | left |
| lend | lent | lent |
| lose | lost | lost |
| make | made | made |
| mean | meant | meant |
| meet | met | met |
| pay | paid | paid |
| put | put | put |
| read | read | read |
| ride | rode | ridden |
| run | ran | run |
| say | said | said |
| see | saw | seen |
| sell | sold | sold |
| send | sent | sent |
| sew | sewed | sewn |
| sing | sang | sung |
| sit | sat | sat |
| sleep | slept | slept |
| speak | spoke | spoken |
| spend | spent | spent |
| steal | stole | stolen |
| swim | swam | swum |
| take | took | taken |
| teach | taught | taught |
| tear | tore | torn |
| think | thought | thought |
| throw | threw | thrown |
| wake (up) | woke (up) | woken (up) |
| wear | wore | worn |
| win | won | won |
| write | wrote | written |



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