

MEGA

GOAL 3

MANUEL DOS SANTOS
JILL KOREY O’SULLIVAN
ELI GHAZEL - DANAE KOZANOGLU



وزارة التعليم
Ministry of Education
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MegaGoal 3 Student Book

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Editorial director: Anita Raducanu

Development editors: Kasia McNabb, Ana Laura Martínez Vázquez

Art direction: Heloisa Yara Tiburtius

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Photo coordinator: Kevin Sharpe

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Contents

		Scope and Sequence	iv
Term 1		Connect	2
	Unit	1 Two Is Better Than One	6
	Unit	2 Influential People	20
	Unit	3 What Will They Think of Next?	34
	Unit	4 The World of TV	48
		EXPANSION Units 1–4	62
Term 2	Unit	5 Do You Really Need It?	68
	Unit	6 The Gender Divide	82
	Unit	7 Everyone Makes Mistakes	96
	Unit	8 Against the Odds	110
			EXPANSION Units 5–8
Term 3		Update	134
	Unit	9 Beauty Is Only Skin Deep	138
	Unit	10 They Said, We Said	152
	Unit	11 Express Yourself	166
	Unit	12 Lost and Found	180
			EXPANSION Units 9–12
		Vocabulary	204
		Irregular Verbs	212
		Audio Track List	213



Scope and Sequence

	Unit Title	Functions	Grammar
	Connect Pages 2–5	Express opinion and viewpoint, argument; agree and disagree Make deductions about the past and the present	<i>can't be – must be/must be + -ing – can't have – must have</i>
1	Two Is Better Than One Pages 6–19	Discuss how people/animals can help each other Negotiate Words connected with museums and galleries Express enthusiasm	<i>Other, others, and another</i> Emphatic <i>do</i> Simple present tense vs. present progressive Gradable and non-gradable adjectives
2	Influential People Pages 20–33	Talk about fame and fortune Discuss options Asking and telling about personal experiences	<i>Used to versus be used to</i> <i>Would</i> for repeated action in the past versus <i>used to</i> <i>Was/Were going to</i> (future in the past) Present perfect simple tense Past simple vs. present perfect
3	What Will They Think of Next? Pages 34–47	Discuss technology invented over the last one hundred years Make predictions about life in the year 2100 Persuade Words connected with space and the planetary system: part 1	Future perfect Future perfect progressive The future with dependent time clauses Simple present: <i>be</i> and information questions Simple past: <i>be</i> and <i>be born</i> Regular and irregular verbs in the past
4	The World of TV Pages 48–61	Talk about TV films and documentaries Identify genres of TV films Agree and disagree with opinions Words connected with space and the planetary system: part 2	<i>Both ... and, not only ... but also, either ... or, neither ... nor</i> Independent clauses with <i>and, but, or, so, and yet</i> Comparatives and superlatives <i>I'd rather/I'd prefer</i>
EXPANSION Units 1–4 Pages 62–67		Language Review Reading: <i>Is Anybody Out There?</i> Language Plus: Idioms with <i>world</i>	
5	Do You Really Need It? Pages 68–81	Evaluate and discuss the influence of advertising Create an advertisement for a product Advise someone against something Express preference: <i>I'd rather/I'd prefer</i> Words connected with shopping habits	Adverb clauses <i>Because, because of, since, and now that (In order) to and so (that)</i> Conditional sentences with <i>when, if, even if, in case, only if, and unless</i> <i>Where, wherever, and everywhere</i>
6	The Gender Divide Pages 82–95	Talk about gender differences and similarities Discuss stereotypes Ask for and give directions Words connected with hobbies and interests	Verbs + infinitives or gerunds with different meanings Passive forms of infinitives and gerunds Auxiliary verbs after <i>but</i> and <i>and</i> Present perfect progressive vs present perfect simple with time markers <i>Adjectives + preposition + gerund</i>
7	Everyone Makes Mistakes Pages 96–109	Talk about famous mistakes in history Discuss personal mistakes Apologize Respond to an apology Words connected with business	Modals and passive modals in the past Count and non count nouns Expressions of quantity: <i>some, any, a lot of, much, many, enough, plenty of, few, a little, hardly any</i>

Listening	Pronunciation	Reading	Writing
Listen and identify features of spoken discourse versus written discourse	Recycling and using familiar stress, intonation patterns, expressing disbelief, surprise, query		
Listen for sequence of events in a summary about Dr. Abdullah Al-Rabeeah	The English /r/	Animal Partners	Write an essay about two friends Write and prepare a PowerPoint presentation about symbiotic relationships in teams (Project)
Listen for sequence in a lecture about the history of money	Past tense endings: /t/, /d/, and /ɪd/	Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi: A Success Story	Write a descriptive biographical essay about a person's life Research and make a poster presentation about a person you admire (Project)
Listen for specific information in a talk about the future of newspapers	Consonant clusters	An Out-Of-This-World Vacation	Write a discursive essay about a future development in Saudi Arabia and its impact on you and on society Research and make a PowerPoint presentation on future changes and their impact in a particular area that you are familiar with (Project)
Listen for specific information from a TV interview about office designs	Linking vowel sounds	The Formula behind Detective Stories on TV	Write an expository essay about the formula of a TV film genre Create and present a storyboard on important events in a person's life (Project)
Tools for Writing: Commonly confused words Writing: Write an expository essay about the history of a common device or technology and how it will change in the future			
Listen for specific details in a lecture on advertising techniques	To before consonants and vowels	Ads Everywhere: Do You "Buy" It?	Write a letter to your local newspaper Create and present a new advertisement for an existing product (Project)
Listen for specific details in a discussion about young/new and experienced drivers	Rising and falling intonation on tag questions	Do Men and Women Speak the Same Language?	Write an essay about the communication features of men or women from different cultures Research and make a PowerPoint presentation on communication methods through time (Project)
Listen for specific information in stories about mistakes	Reductions of modals + <i>have</i> : <i>could have, should have, might have, must have</i>	Happy Accidents	Write a descriptive and personal narrative Research and make a poster presentation about indispensable home inventions (Project)

Scope and Sequence

	Unit Title	Functions	Grammar
8	Against the Odds Pages 110–123	Discuss remarkable events and coincidences Express surprise	<i>Such . . . that/so . . . that</i> Reducing adverb clauses Past progressive <i>Was/were going to; was/were about to</i> Past perfect tense Past perfect progressive and past simple
EXPANSION Units 5–8 Pages 124–133		Language Review Reading: The Impact of a Changing World on Human Language and Communication Reading: Phobias: Nothing to Fear	
	Update Pages 134–137	Express opinion/view, argument, agree and disagree,/belief, disbelief Make deductions/past and present Ask for and give clarification Make suggestions Summarize/recap	<i>Can't be – must be/must be + -ing – can't have – must have</i> Recycle familiar verb forms, narrative, connectors and modifiers, passive forms, <i>would – hypothesis</i> , modals for ability, possibility, adverbs, gerund, e.g. <i>capable of -ing</i>
9	Beauty Is Only Skin Deep Pages 138–151	Discuss beauty products and practices throughout history Talk about the importance of beauty products Make a complaint Respond to a complaint	Noun clauses beginning with <i>that</i> Noun clauses after verbs Noun clauses after adjectives Noun clauses as subjects of sentences <i>Needs to be done; get/have done</i> Present and past participles
10	They Said, We Said Pages 152–165	Discuss gossip and rumors Tell a secret Promise to keep a secret Words connected with the body	Noun clauses as reported speech versus quoted speech Rules and exceptions to the sequence of tenses Noun clauses beginning with <i>whether</i> or <i>if</i> Modal auxiliaries for the present and future: <i>must, should, ought to, may, might, can, could</i>
11	Express Yourself Pages 166–179	Discuss world languages Talk about the English language Ask someone to repeat something Words connected with different kinds of vacations	Adjective clauses and relative pronouns Relative pronouns as subjects and objects of adjective clauses Future forms with <i>will</i> and <i>be going to</i> Conditional sentences with <i>if</i> -clauses (present) <i>Wish/If only</i>
12	Lost and Found Pages 180–193	Conduct an interview Express regret Express understanding Words connected with historical monuments	Using <i>where</i> and <i>when</i> in adjective clauses Using <i>whose</i> in adjective clauses Conditional sentences with <i>If</i> -Clauses (Past) <i>As if/as though</i> Inversions
EXPANSION Units 9–12 Pages 194–203		Language Review Reading: It's a Mystery Language Plus: Idioms about mysteries	



Listening	Pronunciation	Reading	Writing
Listen for specific details in a news story about identical twins who were separated at birth	Dropped final consonants	Survival Against the Odds	Write a descriptive essay about your vision of the future in Saudi Arabia in 2030 Research and design a cartoon strip about a survival story (Project)
<p>Language Plus: Idioms about fear Tools for Writing: Run-on sentences Writing: Write an essay about animal tales in your culture</p>			
Listen for specific information/ draw conclusions Listen and identify language functions in discourse	Recycle and use familiar stress, intonation patterns, to express attitude or feelings, e.g. disbelief, surprise, query		
Listen for specific information in a lecture about fad diets	Stress on affirmative and negative auxiliary verbs	Changing Concepts of Beauty in History	Write a persuasive essay about the importance of beauty Research and evaluate cosmetic products and make a poster presentation (Project)
Listen for specific details in a rumor as it is spread	Question intonation	Psst. Pass It On. (Why We Gossip)	Write a summary of an article about gossip Research harmful rumors and make a PowerPoint presentation (Project)
Listen for specific details in stories about people making mistakes in English	Emphasizing different words in a sentence to convey different meanings	Invented Languages	Write an email to a friend giving news and discussing differences between your language and English Research and identify specific similarities and differences between English and Arabic; make a PowerPoint presentation (Project)
Listen for specific details in stories about lost and found items	The dropped <i>h</i> sound at the beginning of pronouns and auxiliary verbs	Look What I Found!	Write a personal narrative describing a time that you lost and found something important Research a discovery story and make a PowerPoint or poster presentation (Project)
<p>Tools for Writing: Using the definite article with geographical nouns Writing: Write an essay about an unexplained mystery Tools for Writing: Sentence fragments Writing: Write an informational essay about a condition or disorder that involves the human mind</p>			



Connect

1 Listen and Discuss

Read the texts and underline the words or phrases that provide facts and/or opinions.

What do you think?

Collaborative learning promotes teamwork in class. Learners work together in small or large teams. However, it is not always easy for individuals to work effectively with others. Some learners prefer to work on their own first, then share ideas and information. Others are reluctant to share, because they want to impress the teacher with their performance. Negative competition in class tends to prevent students from



working together, as they feel that they need to keep what they know to themselves, in order to gain credit against everyone else in class.



Who are they? How do you feel about them?

What do people mean when they say that someone is “self-made”? They usually refer to success stories of individuals who have been able to recognize and utilize opportunities in their lives, for the purposes of improving their personal living standards, gaining respect in their community, and helping others. Can you think of successful “self-made” people in your country? Who are they? How do you feel about them?



Would you take a course on future studies?



Have you heard of the terms 'future studies' or 'strategic foresight'? Future Studies is an interdisciplinary field that studies and analyzes current and past changes with respect to tomorrow. For example, many people believe that the Earth's ecosystem will collapse in the near future, while others believe that it will survive. A foresight approach would analyze and highlight the assumptions underpinning such views. Would you choose to take a course on future studies at university?

Would you buy it?

Infomercials are longer television commercials that include demonstrations of product features and customer comments. A toll-free telephone number and/or website is included for potential buyers accompanied by "an offer you can't refuse".



2 Pair Work

A. Before you discuss each issue, brainstorm and think of:

- phrases you can use to express your opinion/view
- ways to agree and disagree
- arguments to support your view

B. Which topic would you like to know more about? Why? Which topic do you find least interesting? Why?

3 Conversation

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

Adnan and Yahya are high school students. They are walking along the corridor, chatting during break.

Adnan: You've heard, haven't you? Our chemistry teacher has been transferred.

Yahya: It can't be true. I saw him yesterday. He can't have left. I thought he must still be teaching in our school.

Adnan: Yes, so did I. But apparently, he has been transferred to his hometown. So someone else is going to be teaching chemistry.

Yahya: I am sorry to hear that.

Adnan: I saw someone new walking into the chemistry lab. He must be our new teacher..

Yahya: Let's have a look. No, it can't be. I don't believe it. He must be looking for me.

Adnan: What are you talking about? That must be our new teacher.

Yahya: No, it can't be.

Adnan: Oh, come on. Why not?

Yahya: Because that's my uncle! He must have known about this but never told me.

Adnan: He must have wanted to surprise you! It's good news, isn't it?



Your Turn

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

Making Deductions

(present) It can't be true. / He must be ...

He must be ...ing ...

(past) He can't have ... (left.)

He must have ... (known) ... / He must have ... (wanted) ...

B. Read the situations and make deductions.

1. Your father's car is in the garage.

He must be home. / He can't have left.

2. Your cousin's bicycle is in the garden.

He/She ...

3. You can't turn on your new computer.

It ...

4. Your best friend is not at school today.

He/She ...

5. You are 15 minutes late. Your friends don't seem to be in the mall.

They ...

4 Speaking

1. Listen and compare the written text with the spoken account of the incident. Tick the features that you identify in each or both.

	Spoken Text	Written Text
pauses and fillers		
false starts & re-starts		
complete sentences		
incomplete sentences		
re-ordering		
re-wording		
self-correction		
connectors		
punctuation		
intonation		



Has it happened to you or someone you know?

About a week ago I went to check my bank account for the umpteenth time, hoping that I'd find some cash. I placed my card in the machine, keyed in my password and to my great delight; there was the money in my account. So I pressed withdrawal, took my card out of the machine, as I was supposed to, and happily walked away...

I must have taken about ten steps or so, when I thought of checking to make sure that I'd put the money away securely. I searched my small bag and my pockets to no avail. I immediately turned and rushed back to the ATM. As I had feared, there was no cash in the slot.

I then checked my account to only get a confirmation that the amount I had requested had in fact been withdrawn. I was really upset and embarrassed. I called the bank and reported the incident. They promised to check the following day.

Fortunately, the machine had a security feature which pulled back cash that was not collected within fifteen or twenty seconds!

I was feeling really foolish to have done such a thing but then I was told that it happens all the time! Would you believe it?

2. Work in pairs. Think about an incident you heard or read about or something that happened to you or someone you know. Make notes.
3. It might help to write the actions/verbs in the order they happened and then add people, objects and places. Lastly, don't forget to also convey the manner in which things happened. Use your voice, exclamations, adjectives and adverbs.
4. Now use your notes and tell your partner or your class.



1 Two Is Better Than One



1 Listen and Discuss

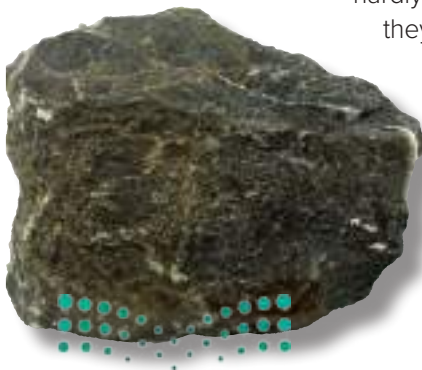
1. Name some famous duos, or pairs, who have left their mark in history (for example, a husband and wife team or a pair of siblings). Tell the most legendary story you know of a famous pair.
2. Read the texts about some famous family members from history. Do you think their close relationship made it easier for them to achieve certain goals?

Marie and Pierre Curie (1894–1906)

Maria Sklodowska was born in Warsaw in 1867. She was the daughter of a secondary-school teacher. She studied in local schools and received some training in science from her father. Because women were not allowed to attend university in Poland in the 19th century, Maria left Poland to study at a French university in 1891. Now known by the French name Marie, she worked hard in a laboratory that was owned by Pierre Curie.

Pierre Curie was born in Paris in 1859. He received his early education at home and then joined the Faculty of Sciences at the Sorbonne. He was promoted to professor in 1900.

Marie and Pierre Curie got married in 1895. Although poor, they were devoted to each other and their research. Their studies of radioactive substances were carried out under difficult conditions. Their laboratory facilities were hardly adequate and they had to do a lot of teaching to earn a living.



In 1898, the couple discovered the elements polonium and radium. They eventually won the Nobel Prize for Physics in 1903 for the discovery of radioactivity. When Pierre died in 1906, Marie honored his memory by continuing their work. In 1911, Marie Curie won another Nobel Prize, this time for chemistry. She was the first person to win the Nobel Prize twice.

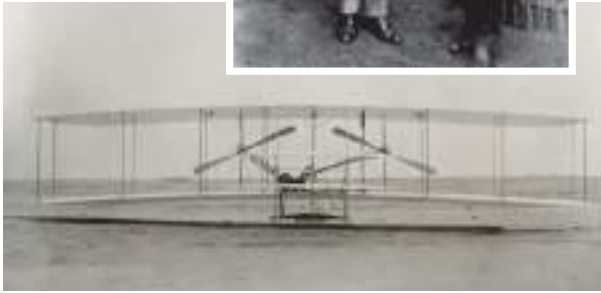


The Wright Brothers

The Wright brothers, Orville (1871–1948) and Wilbur (1867–1912), were inventors and aviation pioneers who built and flew the first successful airplane. They were not the first to build and fly experimental aircraft, but they were the first to invent airplane controls that made powered flight possible.

The Wright brothers differed from other inventors of the time because their focus wasn't on creating more powerful engines. What they did focus on was developing a reliable pilot control system. Their homemade wind tunnel provided the data the brothers needed in order to design and build the most efficient wings and propellers that had ever been made. They gained valuable experience and mechanical skills by working with bicycles, motors, and other machinery in their shop for years. They developed their skills as pilots through extensive glider tests, from 1900 to 1903, until their first powered flight.

Competing researchers and entrepreneurs challenged the Wright brothers' abilities and skills as inventors. The Wright brothers' work has had a lasting impact on aviation and aerodynamics.



Quick Check ✓

A. Vocabulary. Match each word to its meaning.

- | | |
|--------------------|--|
| 1. _____ devoted | a. airplane manufacture, development, and design |
| 2. _____ pioneer | b. trusted to work well |
| 3. _____ reliable | c. dedicated |
| 4. _____ extensive | d. famous |
| 5. _____ legendary | e. a person who starts or is involved in a new method or activity |
| 6. _____ aviation | f. something that covers a wide range of ideas and details |

B. Comprehension. Answer the questions about the famous pairs in history.

1. Why did Marie Curie leave Poland after school?
2. Why were conditions difficult for Marie and Pierre Curie?
3. Which discovery made Marie and Pierre Curie famous?
4. How many Nobel Prizes did they win? When?
5. How were the Wright brothers different from other experimenters?
6. How did the Wright brothers gain mechanical skills?
7. How did they develop their skills as pilots?

2 Pair Work

Discuss historically famous people with your partner. Choose a person who has changed the world for the better. Explain to your partner why you selected the person.



3 Grammar

Other, Others, and Another

Other/Others

Other can be used as an adjective before a plural noun to mean “additional” or “further.”

Many scientists feel that global warming can be reversed. **Other** scientists disagree.

Others can be used as a pronoun to mean additional or other persons or things.

Many scientists feel that global warming can be reversed. **Others** disagree.

Another

Another can be used as an adjective or a pronoun.

As an adjective, it means an alternative to something previously considered.

I know you want to go to Mexico on vacation, but I have **another** idea.

As a pronoun, it means an additional one of the same kind.

That was a good cup of coffee. I think I'll have **another**.

Whether used as an adjective or a pronoun, *another* is only used with singular nouns.

Incorrect: I think I'll have **another** beef burgers.

Note: Don't confuse *other*, *others*, and *another* with the pronouns *each other* and *one another*. Note that *each other* and *one another*, which are inseparable phrases, are used to express a mutual relationship.

My friends have deep trust in **each other**. I know that none of them could let down the others.

Emphatic Do

Do is usually used as an auxiliary in negative and question forms of the simple present and past tense.

However, the auxiliary *do* can also be used before the infinitive in affirmative sentences to add special emphasis.

I **do** enjoy his company.

He **does** like to talk.

We can also use emphatic *do* to show a contrast between expectations and reality.

A: You didn't call me yesterday. **B:** I **did** call you yesterday.

We usually get along very well, but we **do** have arguments occasionally.

Note: Emphatic *do* is strongly emphasized in speech.

A. Complete each sentence with **other**, **others**, or **another**.

1. He says he is so full of beef burgers. He says he could not eat _____.
2. You can use that topic for your paper. I have a few _____ in mind for my paper.
3. They like their cats so much that they are talking about getting _____ kitten.
4. You can keep that pen. I have two or three _____ pens in my backpack.
5. There are six _____ people in line ahead of us.
6. Cover your mouth when you cough so that _____ won't catch your cold.
7. I just recovered from a cold, and already I'm getting _____ one.

B. Read each sentence. Then use your own ideas to write a second sentence, using **other**, **others**, or **another**.

💡 Some people are happy about the new shopping mall. Others are upset about it.

1. Many young people like to socialize on the Internet.
2. One thing you can do to help the environment is recycle.
3. Two of my three sisters have brown hair.
4. English isn't the only class I have on Mondays.
5. *Attractive* is one synonym for *pretty*.
6. My backpack is ripping.
7. We're not the first people in line.
8. One thing you should do for your health is exercise.



C. Rewrite each sentence, adding **do**, **does**, or **did** for emphasis.

💡 I feel tired. I do feel tired.

1. I hope you get better quickly.
2. That child plays quietly.
3. He needs to find a job soon.
4. I asked my friend to join us.
5. This store has the best selection.
6. The teacher noticed you were absent.

D. Match the sentence beginnings and endings. Rewrite the sentences, adding **do**, **does**, or **did** for emphasis.

💡 We don't usually watch TV, but we do watch that program.

- | | |
|---|---|
| 1. We don't usually watch TV, <u> c </u> | a. but her sister wants to go shopping. |
| 2. I'm afraid of heights, <u> </u> | b. but I sent my friend an email. |
| 3. I forgot to call my friend, <u> </u> | c. but we watch that program. |
| 4. I didn't have a lot of time, <u> </u> | d. she has a great sense of humor. |
| 5. She doesn't want to go shopping, <u> </u> | e. though I fly occasionally. |
| 6. Although she's a bit quiet, <u> </u> | f. but I managed to finish my homework. |



1 Two Is Better Than One



4 Conversation

- Badr:** I'm really excited that we're going to share an apartment to save money while we study in New York.
- Adnan:** I am, too. But, you know, a lot of friends end up arguing about chores. So, I was thinking it might be a good idea for us to divide up the chores before we move in.
- Badr:** Yeah. I do think we should discuss that. I'm sure we can work out a fair division of chores.
- Adnan:** Of course, we'll each clean our own room. And since there are two bathrooms, how about if I clean one and you clean the other?
- Badr:** That's fair. And each week we can take turns cleaning the rest of the apartment.
- Adnan:** Hey, do you want to do our laundry together so that only one of us has to go to the laundromat each week?
- Badr:** We're **on the same wavelength**. I was just going to suggest that.
- Adnan:** I really don't like folding the wash. If I wash the laundry, would you be willing to do the folding?
- Badr:** **No sweat**. And how about cooking? I don't mind cleaning, but cooking is really **not my cup of tea**. Would you do the cooking if I did the cleaning up?
- Adnan:** Sorry, but if there's one chore I hate, it's cooking.
- Badr:** Well, it looks like we're going to be eating a lot of takeout!



About the Conversation

1. What problem are Badr and Adnan trying to avoid?
2. How do Badr and Adnan divide up the chores?
3. What chore does neither of them want to do? What solution does Badr offer?

Your Turn

Role-play with a partner. Pretend that you are dividing up responsibilities for something you are doing together, such as working on a school project. Figure out a list of tasks, and then discuss who will be responsible for each task. Use the phrases for negotiating.

Real Talk

on the same wavelength = thinking the same thing
No sweat. = No problem.
not my cup of tea = a polite way to say you don't like something

Negotiating

How about if I...and you...?
I think it would be fair if...
I'm sure we can work this out.
OK, I'll agree to...if you will...
Would you (be willing to)...if I...?

5 Listening

Listen to a summary about Dr. Abdullah Al-Rabeeah, a famous pediatric surgeon. Then number his achievements in the correct order/in chronological order.

- ___ He and his team perform surgery on Polish twins.
- ___ He becomes Executive Director of Health Affairs at the National Guard.
- ___ He realizes he wants to become a doctor.
- ___ He graduates from King Saud University.
- ___ He is assistant professor at King Saud University.
- ___ He gets his Master's in Pediatric Surgery.
- ___ He is honored by the Polish community.
- ___ He is appointed Minister of Health.
- ___ He is a member of the Canadian Board of Pediatric Surgeons.
- ___ He is appointed as a consultant in the Royal Court.



6 Pronunciation

While most languages have the /r/ sound, it is pronounced differently in different languages. Listen and practice the English /r/ sound in these sentences.

1. Dr. Rabeeah is respected for his contribution to pediatric surgery.
2. They have enriched the lives of children around the world.
3. He received a Bachelor's of Surgery from King Saud University in Riyadh.
4. After the operation, the mother was relieved.
5. The Ambassador held a reception to honor Dr. Rabeeah.

7 Vocabulary Building

A. You will see these words in the reading on pages 12 and 13. Match the words with their meanings.

- | | |
|---------------------|--|
| 1. ___ compensate | a. ways in which something lacks what it needs |
| 2. ___ deficiencies | b. causing great fear |
| 3. ___ fearsome | c. animals that live by hunting others |
| 4. ___ invaluable | d. extremely valuable; priceless |
| 5. ___ predators | e. to overcome a weakness with a strength |

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

Before Reading

Do you think animals ever form partnerships to help one another? Explain.

ANIMAL PARTNERS

For animals in the wild, each day is a struggle to survive. They must continually search for food, while at the same time keeping themselves safe from predators. Some animals have learned that teaming up with another animal makes the struggle to find food, shelter, and safety a bit easier. This kind of special relationship in which animals depend upon and benefit from one another is called *symbiosis*.

One of the most visually surprising examples of symbiosis occurs between the fearsome African crocodile and the small plover bird. When a plover is nearby, a crocodile will open its long, sharp-toothed jaws to invite it inside. You might assume that the plover would quickly reject this invitation and fly off. Yet surprisingly, the plover does hop inside. Perhaps even more amazingly, the crocodile, normally known for its aggression, does not snap its mouth shut and have the plover for a snack. Instead, it remains still, not closing its mouth until the plover leaves. How can this strange behavior be explained? The answer is symbiosis. The plover picks out all the small pieces of meat stuck between the crocodile's teeth. In doing so, it cleans the crocodile's teeth, which prevents it from getting infections. Because the crocodile can not clean its own teeth, it depends on the plover to perform this service. In return, the crocodile provides an easy meal for the plover.



In some cases of symbiosis, like the crocodile and the plover, each animal in the pair benefits from their relationship in a different way. However, in other cases, the animals share a common goal. This is true of the honeyguide bird and the ratel, a furry creature with short legs and long claws. Both these animals live on grasslands in Africa and have an appetite for honey. As its name suggests, the honeyguide has a special ability for locating beehives. However, this small bird cannot open a beehive to get at the honey. To accomplish this, it teams up with the ratel. Ratels are a perfect match for the honeyguide as they love honey, are large enough to



crack open a hive, but have no ability to find hives themselves. The honeyguide flies over grasslands looking for a hive. When it does spot a hive, it swoops down and makes a noise to alert the ratel. The ratel uses its claws to tear open the hive. After eating its fill, the ratel invites the honeyguide to finish the leftovers.

Another two animals that team up to compensate for their own weaknesses are the zebra and the ostrich. These two animals often travel together. This is no surprise since they are a perfect match. While the giant, flightless ostrich has poor senses of both smell and hearing, the zebra has acute senses of smell and hearing. On the other hand, the zebra has terrible eyesight, while the ostrich has excellent eyesight, enhanced by its long neck which enables the

ostrich to see far into the distance. In this way, each makes up for the other's deficiencies. As a result, the animals are far safer together than they would be apart. Ostriches can see predators, such as lions, far in the distance, while zebras can smell or hear others as they approach.

Birds and land animals aren't the only ones that work in symbiotic pairs. Some sea animals, like the clownfish and the sea anemone, do as well. Sea anemones, which look like plants, are actually dangerous animals with



poisonous tentacles. Most fish stay away from anemones to avoid being stung. However, the clownfish makes its home among the sea anemones. It does not get stung, because its body is protected by a special coating. Living among the deadly tentacles of an anemone has a clear advantage—most predators stay away! Another benefit for the clownfish is that it is able to eat the anemone’s leftover bits of food. But what is the advantage to the anemone? There are several. First, the brightly colored clownfish attracts predators. When the clownfish swims under the anemone’s tentacles to safety, if the predator follows, the anemone has the chance to sting and eat it. Other services the clownfish performs are cleaning up food scraps and dead anemone tentacles, and chasing away fish that might eat the anemone.

While many symbiotic pairs may at first look like odd partners, the benefits they provide one another are invaluable, and may make the difference between life and death. In fact, it is often these animals’ very differences that make them perfect partners.

After Reading

Answer the questions.

1. Explain the meaning of symbiosis.
2. In what way do the African crocodile and the plover have a symbiotic relationship?
3. Give an example of a case of symbiosis in which each animal has the same goal.
4. Name two animals that make up for each other’s deficiencies. How do they do this?
5. What benefits do the clownfish and anemone offer each other?

9 Speaking

1. Work in pairs/groups. Think about your relationship with a good friend. What can you offer each other?
2. Complete the chart with your notes and use them to discuss in class.

What can you offer your friend?	How does it help your friend?	What can your friend offer you?	How does it help you?





10 Writing

- A. 1.** Do you think it is necessary for people to share the same characteristics in order to get along well with each other? Why? Why not?
- 2.** Read the text and find out.
- Who are the people involved?
 - What kind of people are they? Underline words that provide information about each one.
 - In your view, what are the characteristics that they share?
 - What do you think might have happened if they both shared exactly the same characteristics and attitude to life?
 - a. if they were both like the grandfather
 - b. if they were both like the grandmother
 - Why did the writer choose to describe the particular incident? What do you think it portrays?



There is a memory that always makes me smile with contentment and admiration, and that is the memory of my maternal grandparents.

My grandfather was a dedicated

lawyer whose moral fiber prevented him from taking advantage of circumstances to make a profit! He was highly respected in courts and had the reputation of being the most honest law specialist. He was genuinely interested in people, history, law, and philosophy and was always reading when he was at home. He was the calmest, most serene person I have ever met. He never raised his voice, never lost his temper, and had a special ability to always rationalize things ever so smoothly that the worst calamity seemed like a slight twitch. Nothing could make him lose his sense and aura of peace.

Grandmother, on the other hand, was the exact opposite. She used to get all worked up about things and flustered over minor irregularities. She had to

have everything planned just so and still worried about things that could go wrong. She wanted everything to be perfect, sometimes to an extreme. Once, when she had gotten into her cleanliness frenzy, she called someone in and got rid of genuine antique furniture that grandfather had painstakingly collected over a number of years and arranged in this perfect replica of a drawing room. There were fine, elegant chairs with brocade upholstery on the seats and beautiful tables, not to mention some exquisite mirrors. Grandmother had gotten it into her head that it was all useless because it collected too much dust and decided to sell it off to the first bidder for next to nothing.

When grandfather came home, he opened the door to the little drawing room to admire his creation and found an empty shell. He asked grandmother where everything was, and she very naturally informed him that she'd gotten rid of it because it was a dust magnet. All he did was chuckle, and then sat down at the table to have his lunch!

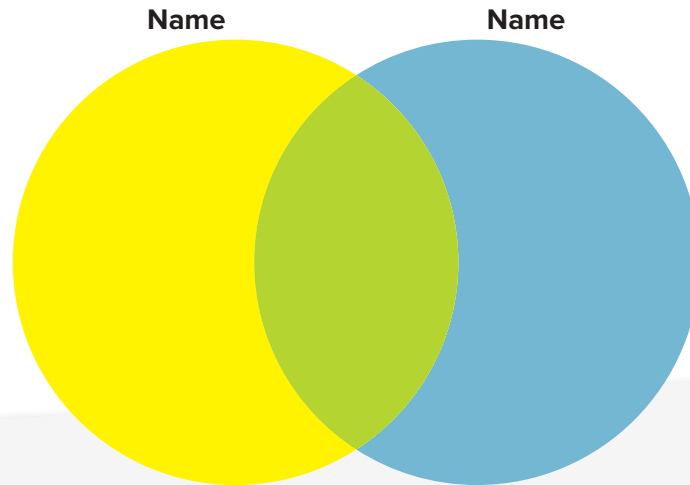
This incident pretty much rounds up the amazing symbiosis between these two wonderful people. In spite of their different characteristics, they obviously complemented each other in a way that only they could fully appreciate!

- 3.** Read the text again and find out.

- What is the topic of each paragraph? (What or who is the paragraph about?)
- Are all paragraphs about the same length? Why? Why not?
- What words/phrases describe the qualities of each person? Can you think of more?
- Which qualities are demonstrated through the incident?



- B.**
1. Think about two people you know who are good friends.
 2. Using a Venn diagram, write the qualities you feel each person has. In the overlapping portion of the diagram, write the qualities/characteristics that they share.
 3. Write a short essay about the two friends, explaining how they complement each other.



Rosa and Sue: A Perfect Friendship
 My sister Rosa and her best friend Sue have been friends since elementary school. They always seem to be together, and others joke that they are twins. However, their personalities are quite different...

Writing Corner

When you write a descriptive essay about people's qualities/characteristics:

- think about their positive and negative qualities, their needs and the things they offer, their attitude to life, typical incidents, etc.
- express your personal feelings/views about the people.
- do not simply write a list of adjectives.
- vary the way you express thoughts, memories, and feelings; use expressions like these: *I think he/she is..., I have always felt that..., I regard him/her as..., He/She seems to..., He/She tends to..., Anytime I think of..., I have never..., He/She is the most (adjective) person I have ever known/met, etc.*
- use linking devices that indicate similarity and contrast, cause and effect, consequence, reason, etc.; use a variety of expressions and words like these: *due to this..., although..., in spite of..., while..., compared to..., because of..., as a result, both, etc.*
- plan your essay carefully by deciding what/who you are going to focus on in different sections/ paragraphs.
- write a first draft, then read it and make corrections or write questions about things you are not sure about.
- hand over the draft to someone else to read and edit; encourage him/her to write comments and questions.
- read the comments and edit your essay.



11 Form, Meaning and Function



Simple Present Tense

Use the simple present tense for facts and things that are true in general.

For animals in the wild, each day **is** a struggle to survive.

Use the simple present tense to talk about future timetables or schedules.

My flight from Dubai to Bahrain **leaves** at 8:10 A.M. tomorrow. I then **fly** to Saudi Arabia and **arrive** in Riyadh at eleven o'clock.

Use the present simple with exclamations with **Here...!** and **There...!**:

Q: Can I have the check, please?

A: Of course, Sir. **Here you are!**

Q: Dad, can I borrow your cell phone, please?

A: I suppose so. **Here you go!**

Q: Where are my glasses?

A: Ah! **There they are!**

Q: Where is Nathalie?

A: **Here she comes!**



Simple Present versus Present Progressive

Use the simple present tense to talk about habits and routine, and use the present progressive for actions occurring now or for a temporary situation.

Badr usually **eats** takeout, but today he **is cooking** dinner.

Use the present progressive for changing or developing situations.

More and more students **are sharing** apartments to save money while they study.

Use the present progressive with *always*, *continually*, *constantly* to describe an ongoing annoying situation or habit.

He **is always asking** his brother to lend him money.

Note: Some verbs are not often used in the progressive form: *believe*, *think (opinion)*, *know*, *remember*, *like*, *hate*, *want*, *prefer*, *see*, *hear*, *feel*, *seem*, *appear*, *have*, *belong*, *own*.

A. Read the telephone conversation between Badr and his brother, Fahad. Complete the conversation with the correct form of the word in the parentheses. Use the simple present or present progressive.

Fahad: Hi Badr. How are (1. be) things in New York?

Badr: To tell you the truth, Fahad, not so good. It's my flatmate, Adnan. I was really excited about us sharing a flat but he _____ (2. not/do) any chores. One bathroom _____ (3. be) spotless because I _____ (4. clean) it but the other one is very dirty. The rest of the apartment is very untidy. He _____ always _____ (5. leave) his dirty dishes around the flat. I _____ constantly _____ (6. clean up). We agreed to take it in turns to do the laundry but he is always busy. I _____ (7. do) the laundry every week. Also, about the cooking ...

B. Complete the conversation with your own ideas. Compare with a partner.



Words Connected with Museums and Galleries

Some words we commonly associate with different types of museums and galleries are:

Archaeological	Technological	National
history	space	antiques
culture	robots	manuscripts
antiques	science	documents
pottery	seminars	state-of-the-art
jewelry	3-D digital cinema showing	informative exhibits
exhibitions	scientific documentaries	interactive displays
ruins	educational books	

Expressing Enthusiasm with Intensifiers and Adjectives

We use the intensifiers *really*, *very*, *absolutely* and *quite* with adjectives to express our enthusiasm with something. There are two kinds of adjectives: gradable and non-gradable. Gradable adjectives can be measured in degrees, such as size, age, quality etc. Non-gradable adjectives cannot be measured like this.

We use certain intensifiers with each group of adjectives.

	Gradable Adjectives		Non-Gradable Adjectives
very	expensive	absolutely	priceless
really	old	really	ancient
extremely	beautiful	quite	stunning
	important		crucial
	good		amazing
	interesting		fascinating
	frightening		terrifying
	small		tiny
	big		massive

Note: The intensifier *really* can be used with both gradable and non-gradable adjectives.

- C. Look at the information about the National Museum of Saudi Arabia. Write sentences using the prompts. Use the present simple tense.

Address:	King Saud Rd, Riyadh
Prices:	adult/child/student SAR 10/free/free
Opening hours:	men & schools 9 A.M.-noon Sun, Mon, Wed, Thu & 3:30-9:30 P.M. Tue, women & schools 9 A.M.-noon Tue, families 3:30-9:30 P.M. Sun, Mon & Wed-Fri
Exhibits:	manuscripts, documents, antiques

- visiting times for families _____
- visiting times for women _____
- visiting times for school groups _____
- ticket cost for students _____
- ticket cost for adult _____
- exhibits and attractions _____

- D. Make some notes about your favorite museum or gallery. Work with a partner and using your notes, tell your partner about it. Use the present simple tense, intensifiers and adjectives.

1 Two Is Better Than One



12 Project

1. Find out how members or teams in your country share a symbiotic relationship and depend on each other to reach a shared goal.
 - Note that some people offer a service and have clients pay for that service. For example, a store owner and customer is NOT a symbiotic relationship. A symbiotic relationship is when two or more individuals depend on each other, such as teams. There are teams in sports, business, medicine, etc.
2. Write the information in the chart below and use it to make a PowerPoint presentation for your class.
3. Try to find appropriate pictures for your presentation.
4. Present in class. Allow at least 5 minutes for questions afterward.



Team or group	<i>G20 Heads of State and government officials</i>
Field (business, sports, education, family, etc.)	<i>Economics</i>
Members of team/group	<i>Hosted by King Salman in 2020 and included leaders from the United States, China, Japan, Germany, India, and 14 other major world economies.</i>
Role/contribution of each member	
Benefit for other member(s) of the team	

13 Self Reflection

Things that I liked about Unit 1:	Things that I didn't like very much:
_____	_____
_____	_____

Things that I found easy in Unit 1:	Things that I found difficult in Unit 1:
_____	_____
_____	_____

Unit 1 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
talk about famous marriages in history			
discuss how people/animals can help each other			
negotiate			
use <i>other, others, and another</i>			
use emphatic <i>do</i>			
use the simple present for future timetables or schedules			
use the present progressive			
talk about museums and galleries			
express enthusiasm using intensifiers and adjectives			

My five favorite new words from Unit 1:	If you're still not sure about something from Unit 1:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

2 Influential People



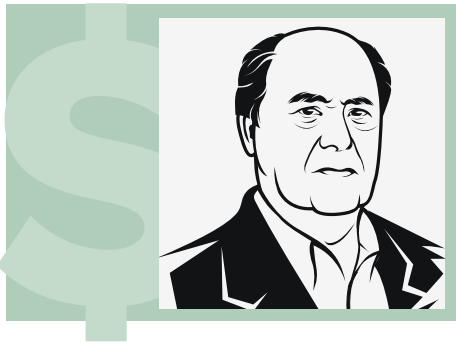
1 Listen and Discuss

1. Talk about a person who went from not having much money to being wealthy and influential.
2. What qualities do you think a person needs to excel in life and be successful?

AMANCIO ORTEGA

Industry: Retail Clothing

Country of Citizenship: Spain



Amancio Ortega is the founder and chairman of a company that owns many stores, including the enormously popular international clothing store, *Zara*. Now Spain's richest man, Ortega is the son of a railroad worker, and had no formal higher education. When Ortega was 13, he worked as a delivery boy for a shirtmaker and later became the manager of a clothing store. He began making clothing in his living room and selling it to local stores. Ortega had an ability to predict what styles were going to be popular and to create these styles with inexpensive materials. In 1975, Ortega opened his first *Zara* store. *Zara* gained a reputation for selling designer fashions at reasonable prices. Today Ortega's company has more than 2,850 stores in 88 countries.

MOHAMMAD ABDUL LATIF JAMEEL

Industry: Business

Country of Citizenship: Saudi Arabia

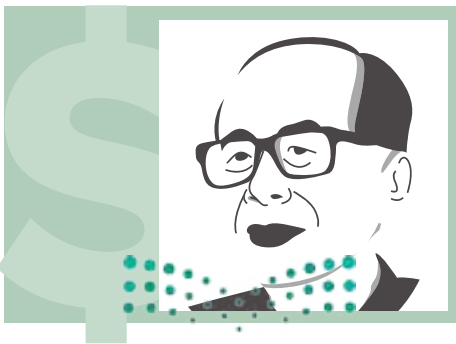


A great philanthropist and prominent businessman, Mohammad Abdul Latif Jameel, president of ALJ, runs one of the world's largest car dealerships, with operations in the Middle East, U.K., Central Asia and China. A leading figure in corporate social responsibility, he has created a series of initiatives against poverty and has contributed greatly to the government's Saudization program in the Kingdom, by promoting thousands of jobs every year through the ALJ Community Services Programs. Abdul Latif Jameel is an MIT alumnus, member of the board of trustees, and dedicated supporter of the Abdul Latif Jameel Poverty Action Lab (J-PAL). He was named "Saudi Volunteer of the Year" in 2012, in recognition of the services offered by ALJCI in Saudi Arabia and the rest of the Arab world.

LI KA-SHING

Industry: Business

Country of Citizenship: China



Li was born into an impoverished family in China in 1928. When he was 15, his father died, forcing Li to leave high school so that he could work to support his family. He took a job in a plastics company, where he would work 16 hours a day. At this company, Li used to assemble plastic flowers. By 1950, Li had started his own plastics manufacturing company. His company prospered, which led Li to expand his business into many different fields.

However, his successes are not all monetary. Li Ka-shing has a reputation for being honest and generous. In fact, he is one of Asia's most prominent philanthropists, and has announced plans to donate one-third of his wealth to charity.

STEVEN PAUL JOBS (1955-2011)

Industry: Computer Design

Country of Citizenship: U.S.



Steven Paul Jobs was born in 1955 and adopted into a working class family. He grew up in what later became Silicon Valley. He dropped out of college because he could not afford to pay his tuition. In the late 70s, he co-founded *Apple* with Steve Wozniak and others, and proceeded to develop and market the first successful lines of personal computers. He eventually resigned from *Apple* over an argument with the board of directors in 1984, and founded *NeXT*. *Apple's* buyout of *NeXT*, in 1997, brought Jobs back to *Apple* as its CEO. He was the largest individual shareholder of The Walt Disney Company and a member of the board. Jobs was admired by many for his entrepreneurial skills, his foresight, and his ability to create and support products that were both functional and aesthetically pleasing.

Quick Check ✓

A. Vocabulary. Complete each sentence with a word from the box.

excelled	philanthropist	reputation
impoverished	prominent	

1. Not only was Eric an excellent student in high school, but he _____ in sports as well.
2. He has a _____ for being one of the greatest doctors in the field of neurosurgery.
3. My professor is a _____ economist who is often quoted in magazines.
4. The charity I donate to helps to build schools in _____ areas.
5. Businessman and _____ Sulaiman Al-Rajhi gives millions of dollars to charities each year.

B. Comprehension. Answer the questions.

1. Why was *Zara* successful?
2. Why was Abdul Latif Jameel named "Saudi Volunteer of the Year"?
3. How has Abdul Latif Jameel contributed to the Saudization program in Saudi Arabia?
4. What challenges did Li Ka-shing face early in life?
5. What did Steve Jobs do in his teens that demonstrated his determination, entrepreneurial skills, and foresight?
6. Which event, in your view, must have given Jobs a great sense of satisfaction and self-worth?

2 Pair Work

Role-play with a partner. Choose a person from one of the *Influential People* stories. You play this person, and your partner plays a reporter who interviews you. Then switch roles.



3 Grammar

Used To versus Be Used To

Used to + the base form of a verb is used to talk about an activity that was repeated habitually in the past, but which is not done now.

He **used to** live in a mansion. But he lost all his money and now he lives in a small apartment.
She **didn't use to** care about money. But now she's become very materialistic.

Note: For the negative, use *didn't use to* (omit the *-d*).

Be used to + gerund or noun is used to talk about something that has become familiar or habitual.

Some people think it's crazy that he works seven days a week. But he **is used to** it.
Although she is a millionaire now, she **isn't used to** shopping in expensive stores.

Note: For the negative, use *be + not + used to* (do not omit the *-d*).

Would for Repeated Action in the Past versus Used To

Would can be used to talk about an action that happened regularly in the past. Used this way, *would* means the same thing as *used to*.

When I was a child, I **would** dream of being a millionaire. = When I was a child, I **used to** dream of being a millionaire.

Note: Only *used to* (not *would*) can be used to talk about a situation that was true (without habitual action) in the past.

He **used to** live at home until he got a job. (Correct)
He **would** live at home until he got a job. (Incorrect)

Was/Were Going To (Future in the Past)

Was/Were + going to + the base form of a verb is used to talk about a prediction for the future made in the past, or a past plan that was not carried out.

I knew that company **was going to** be a great success.
He **was going to** spend the money, but he decided to invest it in the stock market instead.

A. Complete the sentences with either **use(d) to** or **be used to**. Use the negative in some cases.

1. We _____ eat at all the best restaurants, but then we started saving more money.
2. She's from Costa Rica, so she _____ warm weather all year round.
3. The bed in my first apartment was so uncomfortable that I _____ sleep on the couch.
4. Marco _____ live with his whole extended family.
5. Even though he loves his apartment, he _____ living alone.
6. We _____ swim in that pond, but now it's too polluted.
7. He likes his new job, but he _____ wearing a suit and tie.
8. She had always excelled in English, so she _____ receiving poor grades.

B. Use the phrases to write sentences about your own childhood, including either **would** or **used to** (in positive or negative form). In some cases, both are possible.

💡 help my mother with the cooking

When I was a child, I used to help my mother with the cooking.

- | | |
|-----------------------------------|----------------------------|
| 1. go barefoot in the summer | 5. have a favorite teacher |
| 2. play with my friends for hours | 6. help with the chores |
| 3. like candy | 7. hate going to bed |
| 4. build castles in the sand | 8. make up funny stories |

C. Complete the first part of the sentences. Use **was/were going to** and your own ideas.

💡 ... but then I found a better one.

I was going to take the first job I was offered, but then I found a better one.

- | | |
|-------------------------------------|------------------------------------|
| 1. ... but we were too tired. | 4. ... but he didn't get accepted. |
| 2. ... but he lost his credit card. | 5. ... but we were too nervous. |
| 3. ... but you weren't home. | 6. ... but she didn't feel well. |

D. Look at the pictures. Complete the paragraph about how one family's life has changed since they moved to the countryside. Use **used to**, **be used to**, **would**, and **was going to**.

💡 *Two years ago, Imad and Hanan's family had a very different life ...*



2 Influential People

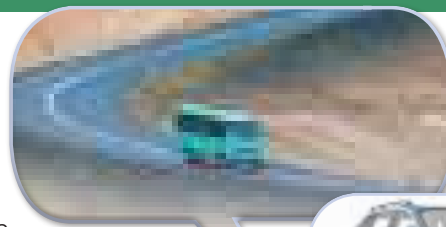
رابط الدرس الرقمي



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4 Conversation

- Ahmed:** My parents gave me SAR 30,000 for graduation.
- Ibrahim:** Wow! What are you going to do with all that **cash**?
- Ahmed:** I don't know. I'm **going around in circles** about it, **driving myself and everyone else crazy**. At first I was going to do something really indulgent with it, like take a vacation. I was ready to book it, but then I **got cold feet**.
- Ibrahim:** Why? I think a vacation sounds like a great idea. You've worked really hard for four years. You deserve a break.
- Ahmed:** That's true. But, on the other hand, I don't want to spend all that money on something that will be over in a week. So, then I was thinking of buying something useful, like a used car.
- Ibrahim:** That's a good idea.
- Ahmed:** Yeah. It would be a great convenience to have a car. But, at the same time, I'm used to taking public transportation, and I really **don't mind** it. Frankly, I can't think of anything that I really **need**. So maybe I should **put the money aside for a rainy day**.
- Ibrahim:** Well, yes, I suppose the alternative would be to just put it in the bank until you need it.
- Ahmed:** Right. But then again, what's the point of having money if you're not enjoying it? Maybe I **should** do something indulgent with it—like take that vacation.
- Ibrahim:** Now I see how you're driving everyone crazy!



Real Talk

cash = money

go (around) in circles = to think through many possibilities over and over without coming to a decision

drive someone crazy = greatly annoy or irritate

get cold feet = to decide not to do something because you are too scared or nervous

don't mind = not annoyed or bothered by

put (something) aside for a rainy day = to reserve something, usually money, for a future need

About the Conversation

1. What options is Ahmed considering?
2. How is he driving people crazy?
3. What do you think he'll do with the money? Why?

Your Turn

Role-play with a partner. Discuss a choice that one of you has to make. The choice can be real or made-up. Use phrases for discussing options.

Discussing Options

- At the same time,...
- But then again,...
- I could always...
- On the other hand,...
- The alternative would be to...
- What would you think about...?

وزارة التعليم


Ministry of Education

2023 24:45

5 Listening

Listen to the lecture about the history of money. Write the date by each form of money. Then number the forms of money in the order they were used.



 2
cowrie shells
1200 B.C.E.

paper money

bartering

electronic money

inexpensive metal coins

coins made of valuable metals

6 Pronunciation

In English, the past tense ending **-ed** has three different pronunciations.

For verbs that end in the sounds **p, k, f, s, ch,** or **sh,** pronounce the ending /t/ as in **worked.**

For verbs that end in vowel sounds or **b, g, v, z, zh, th, j, m, n, ng, l, r,** pronounce the ending /d/ as in **opened.**

For verbs that end in the sounds **d** or **t,** pronounce the ending /ɪd/ as in **wanted.**

Listen and practice.

1. They **traded** something of value that they **possessed** for something they **needed**.
2. What if no one **wanted** or **needed** it?
3. The first coins were **produced** in China, and the first paper money **appeared** in China.
4. Money **called** digital cash is already being **exchanged** over the Internet.

7 Vocabulary Building

A. You will see the following words in the reading on pages 26 and 27. Match the words with their meanings.

- | | |
|---------------------|--|
| 1. ____ renowned | a. known, respected and admired |
| 2. ____ comply with | b. to put into practice, to make changes |
| 3. ____ hurdle | c. things of value that are owned by a person, or organization |
| 4. ____ implement | d. amount of money that is given as income to an organization, group, charity, project |
| 5. ____ founder | e. an obstacle, a problem or difficulty |
| 6. ____ endowment | f. strong disagreement or argument |
| 7. ____ dispute | g. be in accordance/agreement with, obey |
| 8. ____ assets | h. the person or people that establish an organization or company |

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



8 Reading

Before Reading

What do you know about Sheikh Sulaiman Al-Rajhi?
What do you think matters to him most?

Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi



Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi, the world-renowned philanthropist and winner of the 2012 King Faisal International Prize for Service to Islam, has not always been a billionaire.

Born in 1929, he spent his youth in Al-Qassim where he and his brother Saleh began their business, changing money for pilgrims, on their way to the cities of Makkah and Madinah.

Their business expanded in the 1970s during the oil boom in Saudi Arabia. The Al-Rajhi brothers helped migrant workers from Indonesia, Pakistan and other places to send their earnings home. They were granted permission to establish a bank, the Al Rajhi Bank, which complied with religious tenets such as a ban on interest.

Founding the bank, which is now the world's biggest Islamic lender, was not hurdle-free. Sulaiman Al-Rajhi began by opening an office in Britain, to introduce the Islamic banking system on a more international basis. However, his initial attempts to secure a banking license were unsuccessful, as British officials were not aware of the principles and requirements of Islamic banking. He had to travel to different countries in order to explain to bankers that interest was forbidden by Islam and regarded as unacceptable by pious people all over the world. He pointed out that interest caused a lot of people to avoid transactions with banks and to keep their cash and valuables at home. Eventually, the banking system he proposed was launched in Saudi Arabia and subsequently implemented in the United Kingdom.

Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi is also chairman of the National Agricultural Development Company and founder of the Al-Watania agricultural projects, which include the largest poultry farm in the Middle East and one of the most successful companies in Saudi Arabia. Al Rajhi had visited a poultry farm abroad and had been shocked by the improper way chickens were fed and slaughtered. This prompted him to launch the poultry farm project, making sure that chickens were naturally fed and halal slaughtered according to Islamic tenets. He has also introduced and supported organic farming throughout the Middle East, intent on securing healthy food for all as a means of fostering good health, preventing illness and consequently reducing the cost of medical treatment. The Al-Rajhi projects diversified into other areas, as well, such as real estate and other investment projects.

In 2009, Sulaiman Al-Rajhi established the Sulaiman Al-Rajhi University, a non-profit research university with three departments; Medicine, Nursing, and Applied Science. In fact, the university was established by the Awqaf Sulaiman Al Rajhi Holding Company (ASARHC), which is considered the largest foundation of its kind in the Kingdom of Saudi Arabia, in terms of capital as well as range and volume of activities. ASARHC now



owns and controls more than half of Sulaiman Al-Rajhi's wealth. The foundation organizes and oversees a substantial number of charities and humanitarian activities worldwide.

In May 2011, Sulaiman Al-Rajhi announced that he was donating most of his \$7.7 billion fortune to charity. During his lifetime, Al-Rajhi distributed the rest of his wealth to his children in order to avoid potential disputes over inheritance, that could destroy kinship and harmony among them.

Sulaiman Al-Rajhi was awarded the highly prestigious King Faisal International Prize for Service to Islam, in 2012, in recognition of his outstanding service to Islam, his role in the establishment of the world's largest Islamic bank and his ongoing contribution to charities, and humanitarian projects' fight against poverty.

Having experienced extreme poverty earlier in life, Al-Rajhi chose to donate and distribute all his assets, to gain peace of mind and inner happiness.

After Reading

Answer the questions.

1. What were Sulaiman Al-Rajhi's life prospects in relation to his early life?
2. What type of companies has he been involved in?
3. Which business was the most difficult to establish? Why?
4. What is notable about Sulaiman Al-Rajhi in comparison to other wealthy businessmen?
5. Why did Al-Rajhi decide to donate most of his fortune to charity during his lifetime?
6. Why was Al-Rajhi awarded the King Faisal International Prize for Service to Islam?

9 Speaking

1. Think about how you can be successful in your life without depending on others. Make notes in the chart.
2. Use your notes to talk in groups or in class. Compare ideas.

What I am good at	How I can use my strengths to develop	Which areas/skills I can develop	How long it will take to reach my goal





10 Writing

- A. 1. Think about times when many countries in the world have faced the same problems. What kinds of problems were they? Do you know if countries found a way to deal with these problems together?
2. Do you know what the word *summit* means? One meaning of the word is “the highest point”. How do you think this meaning relates to an important meeting? Discuss your ideas in small groups.
3. Have you heard of the G20? What does it do? Scan the text and find out.
4. Read the text and fill in the blanks with the words or phrases. Listen and check your answers.

after by first from last once since when



G20
SAUDI ARABIA 2020

In December 2019, the Kingdom of Saudi Arabia assumed the 2020 presidency of the Group of Twenty (G20), an international forum for economic cooperation attended by the largest and some of

the fastest growing economies in the world. Founded in 1999, the G20 brings together leaders from 19 countries and the European Union to discuss the world’s most challenging problems.

The G20 was created in 1999, (1) _____ the 1997 economic crisis. (2) _____ then, the G20 members have met regularly to discuss major global issues. However, it was only in 2008 that the leaders’ summits were introduced, becoming an annual event (3) _____ 2011 onward. (4) _____ the two-day G20 Leaders’ Summit was hosted in Riyadh in November 2020, it was the first time that this meeting was held in the Arab world. Another first was the fact

that it took place virtually, because of the COVID-19 pandemic. Nevertheless, despite the protection measures against COVID-19, the 2020 summit was a great opportunity for the Middle East, North Africa, and developing countries to present their own views and concerns.

(5) _____ it had assumed the 2020 G20 presidency, the Kingdom began to carry out its ambitious agenda under the theme “Realizing Opportunities of the 21st Century for All.” The agenda had three main aims: (6) _____, to empower people by creating the conditions that will allow them to live, work, and prosper; second, to safeguard the planet by protecting its natural resources, and (7) _____, to shape new frontiers by adopting ambitious strategies to share the benefits of technological and other advances.

These three aims are closely aligned with Saudi Arabia’s vision for the future, Vision 2030, which is based on three main themes: a vibrant society, a prosperous economy, and an ambitious nation. (8) _____ 2030, the Kingdom aims to have built a country in which all of its citizens can make their dreams, hopes, and ambitions come true.

5. Identify the topic/theme of each paragraph.

Paragraph 1: _____ Paragraph 2: _____

Paragraph 3: _____ Paragraph 4: _____

6. Which verb forms are mostly used? Are passive sentences used in any sections? Why? Why not?
7. Find the key events relating to the G20 that are mentioned in the text. Highlight the dates and events/verbs in the text. Then write them on a timeline.
8. Now cover the text and look at your timeline. Reconstruct the story and tell your partner. Then switch roles and repeat.

- B. 1. Choose a successful and/or influential person.
2. Research information about this person's life, including the events (steps) that took the person from obscurity to to personal success, fame, or influence.
3. Note these events or steps in a chart.
4. Write a descriptive essay about this person's life.

Name of Person:	
Step 1	
Step 2	
Step 3	

Majed Ahmed Abdullah

Majed Ahmed Abdullah is a Saudi Arabian former footballer who was born in Jeddah but moved to Riyadh with his family when he was very young. He is one of the best football strikers in the history of Saudi Arabia, having scored 72 goals in 117 games with the Saudi Arabian national football team. He scored 4 goals against India, during the 1984 Summer Olympics. Majed Ahmed Abdullah was the all-time top scorer of the Saudi Professional League. Many newspapers have written articles about his accomplishments!

Writing Corner

When you write a descriptive essay about a person's life:

- distinguish the main life events from surrounding information.
- select key events that provide a complete picture of how someone's life developed from the time they were born.
- list the events in chronological order, then switch them around if you wish, e.g. *Having completed his studies, he proceeded to apply for any position that was advertised in his area of specialty.*
- use connectors to show the order of events such as: *when; then; after; while.*
- be as descriptive as possible. Describe the person's character, qualities and actions. Choose key events based on these qualities so that the reader has a clear picture of the person's character as well as the person's life story.

2 Influential People

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11 Form, Meaning and Function

Present Perfect Simple Tense

Use the present perfect to talk about actions that started at an indefinite time in the past. It is often used to talk about time from the past to now in a person's life.

Q: Have you **been** to Kuwait?

A: Yes, I've **been** to Kuwait. I **have visited** many places in the Middle East.

Use the present perfect to talk about recently completed actions.

Mohammad Abdul Latif Jameel **has contributed** greatly to the government's Saudization program in the Kingdom.

Use the present perfect simple to emphasis an action that started in the past and has continued until now and may continue in the future.

Li Ka-shing **has lived** in China for all his life.

Time Expressions with *For* and *Since*

Use the present perfect simple tense with *for* to indicate the duration of the action: *for two months, for a year, for a long time.*

Use the present perfect simple with *since* to indicate when the action began: *since yesterday, since last June.*

Questions with *How Long*

Q: How long has the clothing store been in operation?

A: It's been in operation since 1975.

It's been in operation for about 50 years.

A. Complete the sentences with *for* or *since*.

1. Hameed has had the same TV _____ 15 years.

2. I've had my laptop _____ last June.

3. We've worked on this project _____ a month.

4. My friends haven't visited me _____ my graduation.

5. We haven't used our car _____ a long time.

6. I've been drinking tea _____ years.

7. Tariq has worn glasses _____ the age of seven.

8. _____ when have you had that beautiful watch?

B. Complete the paragraph with the verbs in parentheses. Use the present perfect or simple past tense.

Amancio Ortega

The son of a railroad worker, Ortega is now Spain's richest man. When Ortega *was* (1. be) 13, he _____ (2. work) as a delivery boy for a shirtmaker and later _____ (3. become) the manager of a clothing store. He _____ (4. begin) making clothing in his living room and selling it to local stores.

Ortega _____ (5. have) an ability to predict what styles were going to be popular and to create these styles with inexpensive materials.

Over the years, the clothing store _____ (6. gain) a reputation for selling designer fashions at reasonable prices. Today, Ortega's company has more than 2,850 stores in 88 countries.



Past Simple versus Present Perfect

Use the present perfect to talk about an action that happened in the past when the exact time isn't known or isn't important. Use the simple past tense when the exact time is given.

Present Perfect

A: Have you **ever met** a billionaire?

B: No, I've **never met** a billionaire.

Simple Past

A: When **did** he **start** the company?

B: He **started** the company in the late 70s.

Note: Time expressions we can use with the present perfect are: *yet, so far, ever, never, already, recently, lately, once, twice, etc.*

Asking and Telling about Personal Experiences: *Have you ever ...?*

Have you ever ordered books online

Yes. **So far** this year. I've ordered 25 books online.
No. I've **never** ordered books online, but I've **bought** other products through the Internet. I **haven't** bought books online **yet**. I buy them from the bookstore on the corner.



C. Complete the conversations. Use the present perfect and simple past. Then practice with a partner.

1. A: Have you ever _____ to charity?

B: No, I _____. Have you?

A: Yes, I _____ some clothes and books.

B: That's great! I want to make a donation, too.

2. A: I _____ tacos in Mexico years ago.

B: What did they taste like?

A: They _____ spicy.

3. A: _____ Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi always _____ a billionaire?

B: No, he hasn't.

A: _____ he ever _____ money to charity?

B: Yes, he _____. He _____ some of his wealth to charity in 2011.

4. A: I've never _____ in a helicopter.

B: I have. I _____ in one over the Red Sea.

A: I'd like to do that one day.

D. Make some notes in the chart below. Work with a partner. Ask and answer about your personal experiences.

People I have met	Places I have been	Events I have attended
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

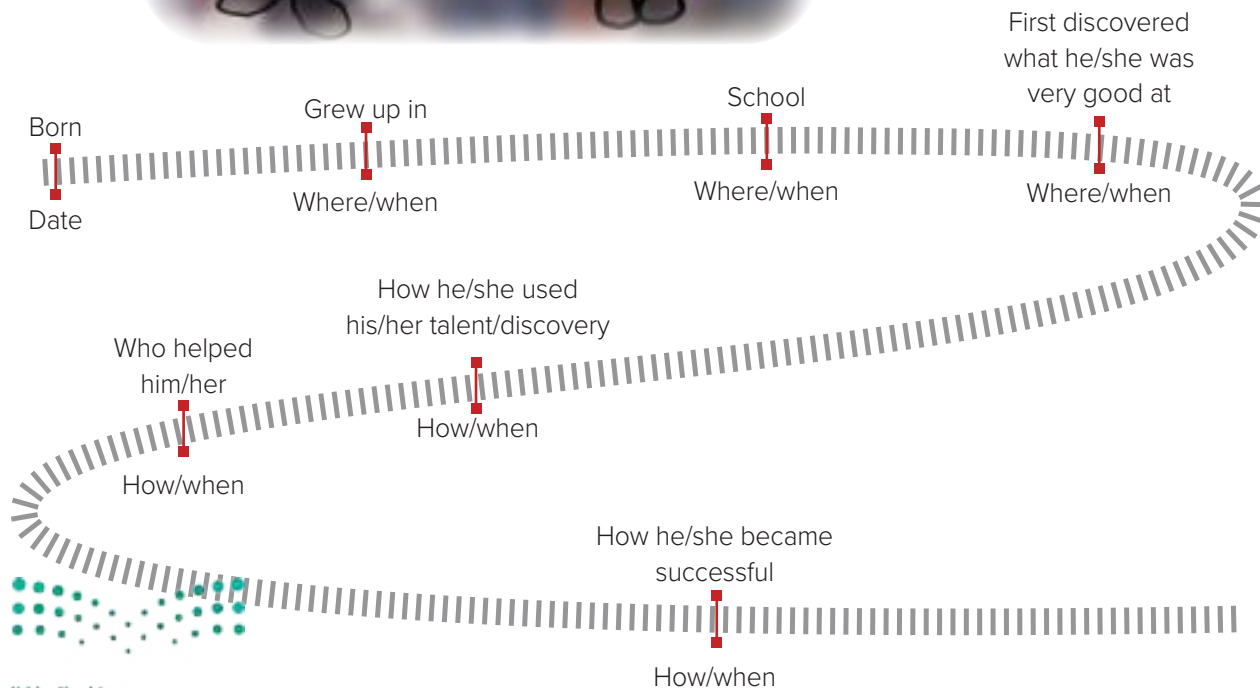
E. Tell your partner's experiences to the class.





12 Project

1. Think about a person you admire who could be a role model for you and your friends.
2. Research and collect information about his/her life and achievements. Make notes along the timeline below.
3. Draw the timeline on a large poster. Use your notes to write brief summaries at each point.
4. Include pictures or drawings to illustrate the person's achievements.
5. Present your poster in class. Allow time for questions afterward.




13 Self Reflection

Things that I liked about Unit 2:	Things that I didn't like very much:
_____	_____
_____	_____

Things that I found easy in Unit 2:	Things that I found difficult in Unit 2:
_____	_____
_____	_____

Unit 2 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
talk about fame and fortune			
discuss options			
use <i>used to</i> versus <i>be used to</i>			
use <i>would</i> for repeated action in the past versus <i>used to</i>			
use <i>was/were going to</i> (future in the past)			
use the present perfect simple tense			
use time expressions with <i>for</i> and <i>since</i>			
ask questions with: <i>How long...?</i>			
use the past simple and present perfect tense			
ask and talk about personal experiences using: <i>Have you ever ...?</i>			

My five favorite new words from Unit 2:	If you're still not sure about something from Unit 2:
_____  _____ _____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

3 What Will They Think of Next?

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1 Listen and Discuss

1. What things that we take for granted today did people not have 100 years ago?
2. Name a discovery or development that you think people will have (or use) 100 years from now.

In 1900, a popular American magazine, called *Ladies' Home Journal*, published an article called "What May Happen in the Next Hundred Years," making predictions about what life would be like in the year 2001. Read and discuss the predictions.



People

People will be taller by one to two inches. This increase in height will be a result of better health, due to improvements in medicine, sanitation, and diet. The average life expectancy will have risen from the current age of 35 to the age of 50.

Language

There will be no C, X, or Q in the English alphabet as these letters will have been determined to be unnecessary. Spelling by sound will have been adopted. English will have become a language of condensed words. English will also be more extensively spoken than any other language. Russian will rank second.

Transportation

Cars will be cheaper than horses are today. Automobiles will have been substituted for every horse vehicle now known. A one-pound motor in one of these vehicles will do the work of a pair of horses or more.

There will be air-ships, but they will not successfully compete with cars and ships for passenger or freight traffic. They will be used mainly by the military.

Traffic

There will be no traffic on the streets of large cities. All traffic, including subways, cars, and buses will be either below ground or high above ground. "Moving-sidewalk" stairways will connect them to the street level. The vehicles on the busy underground and overhead streets will have cushioned wheels. Therefore, there will be almost no noise in cities.



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Media

Photographs will be telegraphed from any distance. If there is an important event happening halfway around the world, photographs of the event will be published in newspapers an hour later.

Deliveries

When people make purchases from stores, their purchases will be delivered by tubes, connected from the store to houses. These tubes will also collect, deliver, and transport mail over distances, perhaps for hundreds of miles.

Communication

Wireless telephone circuits will span the world. A person in New York will easily be able to call someone in China.

Quick Check ✓

A. Vocabulary. Match each word to its definition.

- | | |
|----------------------|----------------------------------|
| 1. _____ circuits | a. extend across |
| 2. _____ condensed | b. shortened |
| 3. _____ determined | c. covering a wide range or area |
| 4. _____ extensively | d. position in an ordered group |
| 5. _____ rank | e. paths for electrical currents |
| 6. _____ span | f. decided |

B. Comprehension. Answer the questions.

1. What was the average life expectancy in 1900?
2. What predictions did the author make about the English language? Have they come true?
3. What do you think the author was referring to when he used the term *air-ships*?
4. Choose a prediction and give an example of how it has come true.
5. Which prediction do you think is the least likely to ever come true? Why?

2 Pair Work

Work with a partner to make predictions about the year 2100. Create one prediction for each of the categories in the article. Discuss your predictions with the class.

3 What Will They Think of Next?

رابط المدرس الرقمي



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3 Grammar

Future Perfect

The future perfect is used to express the idea that an action will be completed in the future, before another event or before another specific time in the future. The future perfect is formed with *will have* + past participle.

By the time my children are grown, scientists **will have found** a solution to global warming.

The car company **will have introduced** their new models by November.

Future Perfect Progressive

The future perfect progressive is used to focus on the duration of an action that will be happening in the future before another time or event happens in the future. The future perfect progressive is formed with *will have + been + present participle*.

By the year 2033, people **will have been flying** for 130 years.

Note: Sometimes either the future perfect or the future perfect progressive can be used to express the same idea.

By 2030, I **will have been living** in Sao Paulo for 15 years.

By 2030, I **will have lived** in Sao Paulo for 15 years.

The Future with Dependent Time Clauses

We can talk about a future event using a time clause with *when, before, after, while, until, and as soon as*. A present tense verb form (not a future form) is used in the time clause, and *will or be going to* are used in the main clause.

My father **will** keep using his old-fashioned cord phone **until it breaks**.

When he finishes working on his invention, he's **going to** let me try it out.

A. Use the future perfect to combine the future events into one sentence, using **by** or **by the time**.

1st Event: I will take all my final exams. **2nd Event:** The end of June will come.

By the end of June, I will have taken all my final exams.

- 1st Event:** It will start to rain.
2nd Event: We will arrive at the picnic.
- 1st Event:** I will fall asleep.
2nd Event: This film will be over.
- 1st Event:** I will get married and have children.
2nd Event: 2035 will come.
- 1st Event:** My father will work at his company for 20 years.
2nd Event: He will retire.
- 1st Event:** He will decide which college to attend.
2nd Event: February will come.
- 1st Event:** The food will get cold.
2nd Event: You will come to the table.
- 1st Event:** He will learn to drive.
2nd Event: He will graduate.



- B.** Use the future perfect or the future perfect progressive to complete each sentence. In some cases, both forms are possible.

🔑 Sheri started teaching biology in 2019.
By 2029, *she will have been teaching biology for ten years.*

1. Fadi and Amina got married in 2000. By 2034, _____.
2. My brother became a vegetarian three weeks ago. By next week, _____.
3. Jasim started his new job in February. By November, _____.
4. You started studying at 4:00. By 8:00, _____.
5. I've already lost five kilograms on my diet. If I lose another two, _____.
6. I moved to Singapore in 2018. By 2032, _____.
7. We started waiting 20 minutes ago. If she gets here in 10 minutes, _____.
8. This TV show started two-and-a-half hours ago! In another half hour, _____.

- C.** Put the verbs in parentheses in either the future tense (**will** or **be going to**) or the present tense.

🔑 I 'll call (call) you as soon as I get (get) home.

1. The company _____ (manufacture) the parts when they _____ (receive) the order.
2. After I _____ (make) a million dollars, I _____ (buy) my parents a house.
3. I _____ (travel) the world, before I _____ (get) married and settle down.
4. He _____ (run) to the store, before it _____ (start) raining.
5. When you _____ (drive) down the road, you _____ (see) a large, red building.
6. _____ you _____ (argue) with me until I _____ (change) my mind?

- D.** Look at the pictures. Then complete the paragraph about how life will be different in the year 2050. Use the future perfect, future perfect progressive, and the future with dependent time clauses.

While some things will have stayed the same for the average family in 2050, some things will have changed dramatically...



Today's family

The family of 2050

3 What Will They Think of Next?



4 Conversation

Edward: Grandma, you've been **lugging** that book around all weekend.

Grandma: If I want to read it, what choice do I have?

Edward: You can **ditch** the book and get an electronic book reader.

Grandma: A *what*?

Edward: An electronic book reader. They're these great little devices that let you read books electronically. So, you read on screen instead of on paper.

Grandma: But I like reading on paper.

Edward: Trust me, Grandma. In a few years, no one is going to be reading books printed on paper anymore. Paper books will have disappeared.

Grandma: I don't like all this new technology. I'm happy with things the way they are.

Edward: You really should **check out** e-book readers. One of the advantages is that you can buy, download, and start reading a book in minutes. Another great thing about it is that you can carry hundreds of books with you without it being heavy.

Grandma: Why would I want to carry hundreds of books around with me?

Edward: Grandma, I'm sure if you just gave it a try, you'd find that you actually prefer it. Why not **go with the flow**?

Grandma: I think this is all just a lot of **hoopla**. I've been reading my books on paper for 68 years, and I'm not about to change that now.



Real Talk

lugging = carrying, especially something heavy or awkward

ditch = leave, get rid of

check out = look at something in order to evaluate it

go with the flow = accept things

hoopla = excitement created by a large amount of publicity

About the Conversation

1. What does Edward want Grandma to try?
2. What arguments does he make?
3. Is Edward successful in persuading Grandma? Why or why not?

Your Turn

Role-play with a partner. Tell your partner about something you use or do, such as a kind of technology or a sport. Try to persuade your partner to try it. Use phrases for persuading.

Persuading

(I'm sure) if you just give it a try, you'll find that...

Look at it this way...

One of the advantages is...

One reason you should consider...

Trust me on this...

What's great about this is...

5 Listening

Listen to the information about the future of newspapers. Then complete the chart with the advantages and disadvantages of each news format.



1.

Newspapers	Advantages	Disadvantages
Print		
Online		
Electronic		

2. What do you think some disadvantages of the electronic newspaper might be?

6 Pronunciation

Consonant clusters may contain two or three consonants, for example: **broken**, **plan**, **understand**, **street**, **spray**, **hungry**. Be careful not to separate the consonants in a cluster with a vowel sound or add a vowel sound before the cluster. Listen and practice.

- The Internet **brought** **great** change to the newspaper **industry**.
- To **stay** competitive, it soon became important to have an online **presence**.
- Newspapers could **present** up-to-the-minute news, **instead** of having to wait to **print** it.
- The **electronic** newspaper reader will have the look and feel of a **print** newspaper.
- It will have a portable **screen** that is **flexible**.
- One newspaper **publisher** **predicts**, "By 2030, we will have **stopped** **printing** paper newspapers **completely**."

7 Vocabulary Building

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

- | | |
|----------------------|--|
| 1. _____ chain | a. extremely difficult |
| 2. _____ commonplace | b. a path in space followed by a planet, moon, or spacecraft |
| 3. _____ estimated | c. a group of businesses owned by the same company |
| 4. _____ lucrative | d. expensive |
| 5. _____ orbit | e. frequent or usual |
| 6. _____ rigorous | f. producing a lot of money |
| 7. _____ simulate | g. given an approximate cost |
| 8. _____ steep | h. imitate |

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

3 What Will They Think of Next?

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8 Reading

Before Reading

If you could go into space, would you? Why or why not?

AN OUT-OF-THIS-WORLD VACATION



Things that once seemed impossible often become commonplace with the passing of time. There are people predicting that this will happen with space tourism in the next decade or two. Some are even investing in and developing space tourism technology, believing that space tourism will be the next big thing. They imagine a future in which space travel will have become a reality for millions of ordinary people.

At the moment, space tourism is only a possibility for the incredibly wealthy. In 2001, American multi-millionaire Dennis Tito paid \$20 million to become the first space tourist. After eight months of rigorous training, Tito traveled aboard a Russian capsule that was launched by an American company called 'Space Adventures.'

He then spent seven days aboard the International Space Station. Since then, a number of other millionaire space tourists of different nationalities have gone into space.

Although up to now only very wealthy people have had the opportunity to be space tourists, many see this as the beginning of what will eventually become a lucrative new industry. There are several companies that have already invested millions of dollars in developing new, reusable launch vehicles. Their goal is to lower launch costs enough to make it possible for the average person to buy a ticket to space. The Japanese Rocket Society, for example, has set a target price of one million yen (about \$10,000).

Virgin Galactic, a British company owned by Richard Branson's Virgin Group, has been working on plans for sending people into space for years. The company is about to begin testing of their eight-seat spacecraft, and expects that they will have worked out any problems by 2022. When the spacecraft is shown to be safe, Virgin Galactic will begin their flights. Although tickets are a steep £100,000 (\$123,000), amazingly, the first year of flights has already been booked. One of these future passengers is Lisa Ramirez, a mother of three. When asked why she was prepared to spend so much money on a Galactic flight, Ramirez explained, "I'm 58 years old, and by the time this happens, I will have been dreaming of going to space for at least 45 years!"

There are even companies working on plans to build hotels for space tourists. The Shimizu Corporation, a giant Japanese construction company, has detailed plans for a space hotel concept. They plan to create a 64-room hotel which will orbit 279 miles (450 kilometers) above the surface of Earth. The hotel will slowly spin in order to produce enough force to simulate Earth's gravity. It is estimated that such a space hotel would cost 6 to 12 billion dollars, and would take about six years to build.

Since water was discovered on the moon in 1998, the multi-national hotel chain, Hilton Hotels, has been working on plans for a hotel on the moon. The plans call for a 5,000-room complex with a beach, a working farm, a medical center, and even a school. Two huge solar panels will generate the power. Hilton is working on this project with experts at NASA.

You may wonder what space tourists will do while in space. To begin with, most will probably want to spend some time simply enjoying the incredible sight of Earth from space. After that, no doubt they will spend some time gazing at the amazingly bright stars, and will take a space walk or two. When space tourists have had their fill of observing, they are likely to spend hours amusing themselves floating and doing acrobatics in the zero gravity of space. This zero gravity could provide endless recreational opportunities, including swimming in a zero gravity swimming pool in which people move through a floating mass of water.

With so much research, energy, and money being poured into space tourism, it is clear that it is a matter of *when*, rather than *if* space tourism will become a reality.



After Reading

Answer **true** or **false**. Rewrite the false statements to make them true.

1. _____ The first tourist in space paid two million dollars.
2. _____ Virgin Galactic is struggling to book its first year of flights.
3. _____ A Japanese construction company has plans to build a hotel in space.
4. _____ The entire hotel will experience zero gravity.
5. _____ The Hilton Hotel chain plans to power a moon hotel with wind power.
6. _____ Hilton Hotels is working on the moon hotel with NASA.

9 Speaking

1. Work in groups/pairs. Think about space tourism in the future. Do you think it will happen? Why? Why not?
2. What do you think some of the advantages and disadvantages will be?
3. Think about transportation, accommodation, cost, and advertising.
4. Make notes in the chart and use them to help you present your opinion and discuss in class.

Advantages of space tourism	Disadvantages of space tourism	My opinion
		Space tourism will/will not happen. Reasons:

3 What Will They Think of Next?



10 Writing

- A. 1.** How do you think the world will have changed by the year 2050? Think about cities, crops, manufacturing, vehicles, trade, homes and other buildings, and measures to protect people from environmental factors, such as radiation from nuclear power stations.
- 2.** How do you think Saudi Arabia will change in the future? What progress and developments will have been made by 2030 in areas, such as education, society, the economy, technology, culture, and infrastructure?
- 3.** Read the text and compare your ideas in 2 with the plans in the text.
- 4.** Look at the use of active and passive voice in the text. Which is used most often? Why?

All success stories start with a vision, and successful visions are based on strong pillars. By 2030 our Vision for the country will have been implemented, providing greater opportunities for our people.

The pillars on which we will build this Vision are firstly, our status as the heart of the Arab and Islamic worlds, secondly, our determination to become a global investment powerhouse and finally, the transformation of our unique strategic location into a global hub connecting three continents, Asia, Europe and Africa.

By 2030, our Vision will have been developed into reality, built around three themes: a vibrant society, a thriving economy and an ambitious nation.

This first theme is vital to achieving the vision and a strong foundation for economic prosperity.

We recognize the importance of preserving our society and our sophisticated heritage in order to promote national unity and consolidate true Islamic and Arab values. We will endeavor to strengthen, preserve and highlight our national identity so that it can guide the lives of future generations. We will do so by keeping true to our national values and principles, as well as by encouraging social

development and upholding the Arabic language. We will continue to work on the restoration of national, Arab, Islamic and ancient cultural sites and strive to make them accessible to everyone, and in the process, create cultural events and build world-class museums which will attract visitors from near and far.

Our cities already enjoy high levels of security and development. Our citizens are safe, secure and healthy. We will continue to maintain this through supporting infrastructure development, providing high-quality services and keeping our crime rates (already among the lowest in the world) very low. We will further continue to develop and provide meaningful recreation facilities to our citizens and encourage the exchange of knowledge and cultural experiences through community clubs and pastimes.

In the second theme, a thriving economy provides opportunities for all by building an education system aligned with market needs and creating economic opportunities for entrepreneurs and small enterprises as well as the large corporations. Therefore, we will develop our investment tools to unlock our promising economic sectors, diversify our economy and create



job opportunities. We will also expand our economy and improve the quality of our services. We will continue to support our already excellent education system to help young people gain the skills and training to enter the job market and find work.

Our nation is ambitious in what we want to achieve. We will improve efficiency and take responsibility seriously at all levels. Our third theme is built on an effective, transparent, accountable, enabling and high-performing government. We will also prepare the right environment for our citizens, the private sector and non-profit sector to take their responsibilities and take the initiative in facing challenges and seizing opportunities. One of our responsibilities is towards not only the people of our country and our visitors, but also to the environment. By preserving our environment and natural resources, we fulfill our Islamic, human and moral duties. We will seek to safeguard our environment by increasing the efficiency of waste management. We will promote the optimal use of our water resources and we will direct our efforts towards protecting and rehabilitating our areas of natural beauty.



- B.**
1. Choose one development in the text which will have been completed by 2030.
 2. Think about the impact this development will have on both your personal life and on society. Write your ideas in the organizer.
 3. Write an essay presenting your ideas and give some examples.

The development that will have taken place by 2030:
The impact on my life:
The impact on society:

Education in 2030

By 2030, the Vision Program will have made great progress in developing more ways for us to learn effectively. I think that in addition to supporting teachers and students even more with resources and training, we will also be able to learn from home via the use of computers. This will be helpful for people who live in remote areas or when a child is sick and cannot get to school. There will be online classes and perhaps we will have project materials delivered by drones!

Writing Corner

When you write a personal essay which expresses your views:

- make notes before you start writing to plan what you want to say.
- organize your thoughts into paragraphs; for example, describe the change in the introduction. Use the main body to talk about the impact on you and the impact on society.
- include a conclusion to sum up your views or opinions. Don't include any new information in the conclusion.
- be creative but focused on the topic.
- you don't have to be objective.
- address your audience directly.
- use narration, as in *I think* or *I feel*.
- include examples, personal anecdotes, thoughts, interpretations, or ideas.
- try to get your point across as clearly as possible.
- do not repeat yourself.

3 What Will They Think of Next?

رابطه الدرس الرقمي



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11 Form, Meaning and Function

Simple Present Tense

Yes/No Question (?)

Do they use the Internet?

Does she have a laptop?

Short Answer (+)

Yes, they **do**.

Yes, she **does**.

Short Answer (-)

No, they **don't**.

No, she **doesn't**.

Simple Present of the Verb *Be* and Information Questions

Information Questions (?)

What's your last name?

How's it going?

When's the festival?

Where's your friend from?

Who's that tall man?

Why's he here?

Answer

It's Al Zahrani.

Fine, thanks.

It's in February.

He's from Jeddah.

That's my uncle.

He's here for the festival.



Simple Past of the Verb *Be* and *Be Born*

Q: Where **were** you born?

A: I **was** born in Oman.

Q: Where **was** he/she born?

A: He/She **was** born in Kuwait.

Simple Past with Regular and Irregular Verbs

Yes/No Question (?)

Did you/he/she/they live in Riyadh?

Short Answer (+)

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

Short Answer (-)

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

Information Questions (?)

Where **did** you live?

What **did** he wear?

Answer

I **lived** in Riyadh.

He **wore** formal clothing.

Irregular Past Forms

be—been	drive—drove	go—went	make—made	spend—spent
buy—bought	eat—ate	give—gave	meet—met	swim—swam
come—came	feel—felt	have—had	ride—rode	take—took
do—did	fly—flew	know—knew	see—saw	win—won

A. Interview a classmate. Ask for this personal information.

1. name	4. date of birth	7. telephone number
2. spelling of first and last names	5. nationality	8. email address
3. age	6. address	9. occupation

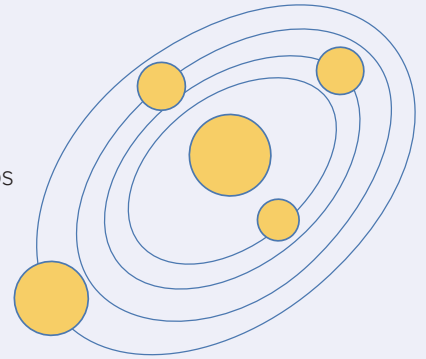
B. Read the predictions again made in 1900 on pages 34 and 35. Which predictions came true? Which predictions didn't come true? Use the simple present and simple past tenses.

! *Life expectancy didn't rise from 35 to the age of 50. It rose from 35 to the age of 75. People are taller now than they were in 1900.*

Words Connected with Space and the Planetary System: Part 1

Some words we associate with space and the planetary system are:

technology	gas	solar system	rocks	orbit
space station	gravity	the moon	volcanoes	launch
spacecraft	stars	the sun	poisonous air	land
robot car	meteors	Earth	high mountains	take photos
astronauts	eclipse	the planets	atmosphere	build



Our **planet Earth** is a lump of **rock** in **space**.

Each planet **orbits** the **sun** on its own invisible path.

The sun was formed by thick clouds of dust and **gas**.

The **moon** is the only place in space where people **have landed**.

An **eclipse** is when the moon moves in front of the sun for a short time. The sky gets darker and the temperature drops.

C. Complete these facts about space with an appropriate word. Use the vocabulary words above.

1. The sun is at the center of our _____. _____ is one planet in a group of eight planets. Scientists now consider Pluto to be a *dwarf* planet.
2. The sun is a _____. Because it is very close to Earth, it looks bigger than the other stars.
3. Sometimes a _____ crashes into the moon and makes a crater or giant hole in the surface.
4. In the future, scientists want to _____ hotels on the _____ so people can go there on vacation.

D. Work with a partner. One person should read EXTRACT 1 and the other person should read EXTRACT 2. Ask and answer each other to talk about your reading extract.

💡 **A:** What is EXTRACT 2 about?

B: It's about space tourism and what tourists will do in space.

A: What will they do?

EXTRACT 1

Are humans the only intelligent life in the universe? Or, are we just one of many advanced civilizations out there? While people used to assume we were alone in the universe, we now know that the galaxy contains over 100 billion stars. This fact has led many scientists to think it unlikely that we are the only intelligent life form in the universe. Some of these scientists have devoted themselves to searching for other civilizations. This search is commonly referred to as the Search for Extraterrestrial Intelligence, or SETI. Since the SETI program began in 1959, scientists have been scanning the sky for signals sent by another, alien civilization. To do this, they used the world's largest radio telescope which is located in Arecibo, Puerto Rico. The Arecibo telescope is 1,000 feet (305 meters) in diameter. This telescope is so large, it is said that it could hold 10 billion bowls of cornflakes! Prior to its partial collapse on December 1, 2020, the telescope collected and sent data to SETI computers 24 hours a day.

EXTRACT 2

There are companies working on plans to build hotels for space tourists. The Shimizu Corporation, a giant Japanese construction company, has detailed plans for a space hotel concept. They believe they can build a 64-room hotel which will orbit 279 miles (450 kilometers) above the surface of Earth. The hotel will slowly spin in order to produce enough force to simulate Earth's gravity. It is estimated that such a space hotel would cost 6 to 12 billion dollars, and would take about six years to build. You may wonder what space tourists will do while in space. To begin with, most will probably want to spend some time simply enjoying the incredible sight of Earth from space. After that, no doubt they will spend some time gazing at the amazingly bright stars, and will take a space walk or two. When space tourists have had their fill of observing, they are likely to spend hours amusing themselves floating and doing acrobatics in the zero gravity of space. This zero gravity could provide endless recreational opportunities, including swimming in a zero gravity swimming pool in which people move through a floating mass of water.

3 What Will They Think of Next?



12 Project

Take a closer look at your neighborhood or an area in your town or city and think about changes that have been taking place over the last year or two.

1. Look at the area and write things that you see, e.g. old and new buildings, sidewalks, street lights, new and old stores, traffic, sanitation system, parks, etc.
2. Research and collect information about constructions or other projects. Talk to people who live in the area. This type of information will give you ideas about the kinds of development/ changes that will probably take place.
3. Use the chart to make notes about the information and your ideas.
4. Think of how the area will have changed by 2030 or 2040.
5. Select and print out pictures or draw if possible.
6. Use your notes and pictures to prepare a PowerPoint presentation for your class.



The area as you see/know it now	The area as you imagine it in 2030 or 2040	Comment on change (positive or negative)

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.
discuss technology invented over the last 100 years			
discuss technology of the future			
make predictions about life in the future			
use the future perfect and the future perfect progressive			
use the future with dependent time clauses			
ask information questions			
use be and be born in the present and the past			
know some regular and irregular past verb forms			
talk about space and the planets			

My five favorite new words from Unit 3:	If you're still not sure about something from Unit 3:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

4 The World of TV

رابطہ المدرس الرقمي



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1 Listen and Discuss

1. What is your favorite TV film? Explain why it is your favorite.
2. Which of the following genres do you like best: animation, comedy, or adventure? Why?
3. What's the worst TV film you have ever seen? Explain.



1 NAME THE TV FILM

About the story: This science fiction action-adventure film is about the efforts of a group of people to save the surviving dinosaurs on Isla Nublar, a fictional Central American island in the Pacific. Three years after the Jurassic World theme park was closed down and the island was abandoned by humans, a dormant volcano on the island becomes active, threatening the dinosaurs living there. Claire Dearing, the theme park's former operations manager, and Owen Grady, the park's former velociraptor trainer, set out to rescue the remaining dinosaurs before the volcano erupts and destroys the island. While Owen is looking for Blue, the last surviving velociraptor, he uncovers a conspiracy that could change life on the whole planet

2 NAME THE TV FILM

About the story: This animated film presents the story of a lion cub's journey to adulthood. The cub is the son of a powerful and wise king. But his happy childhood comes to an abrupt end when his evil uncle murders his father and drives him away from the kingdom. The young lion goes into exile in the jungle, where he makes two good friends and lives a carefree life. However, as he gets older, he dreams of his father, who tells him to battle his evil uncle and reclaim his family throne.

3 NAME THE TV FILM

About the story: This action-adventure comedy film is about a small, extremely fast, blue hedgehog called Sonic, and his adventures on Earth. After traveling to Earth from another planet, Sonic spends many lonely years living in secret near the fictional town of Green Hills, Montana, in the United States. One night, he runs at supersonic speed while playing baseball by himself and this causes a power outage in a large part of the country, so the government asks evil genius Dr. Robotnik to investigate. Luckily, Sonic meets and becomes friends with local town sheriff Tom Wachowski and the two team up to stop Dr. Robotnik from capturing Sonic and using his powers to rule the world.

4 NAME THE TV FILM

About the story: This is a documentary about Bruce Lee's life, career, and untimely death. It reveals a side of Lee unknown to the public, along with the better known qualities of the celebrity—the man that the world knew. Lee had been working on a new project at the time of his death, ironically titled *Game of Death*. Rare camera shots have been included in the documentary according to Lee's own script notes in an attempt to convey his ambitions for the project and his frame of mind toward the end of his life.



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5 NAME THE TV FILM

About the story: Based on the real life story of prominent mathematician John Nash, this film portrays Nash's struggle with his delusions caused by a mental condition. Nash starts a seemingly promising academic career and makes a remarkable advancement in "game theory," when he begins having delusions and struggles to maintain control over his mental state. His wife, Alicia, stands by him through years of therapy, and he is eventually able to resume his research and goes on to win the prestigious Nobel Prize.

Answers:

1. Jurassic World: Fallen Kingdom.
 2. The Lion King.
 3. Sonic the Hedgehog.
 4. Bruce Lee: A Warrior's Journey.
 5. A Beautiful Mind

Quick Check ✓

A. Vocabulary. Complete each sentence with a word from the box.

abrupt	animated	prominent	untimely
delusions	capture	prestigious	conspiracy

1. *The Lion King* is an example of a(n) _____ film.
2. The Nobel Prize is the most _____ award a scientist can win.
3. The police uncovered a(n) _____ to kill the president. Thankfully, the criminals were caught and punished before they could cause any harm.
4. A young actor's _____ death in an accident usually gets wide media coverage.
5. A cameraman's job is to _____ the scenes on film.
6. Chris O'Donnell played the part of Hemingway, a _____ American writer.
7. The _____ ending of the film surprised us.
8. _____ can sometimes be a symptom of mental instability.

B. Comprehension. Answer the questions.

1. Which TV film talks about growing up and assuming an adult's responsibilities?
2. Which TV films are set in places that don't exist in real life?
3. In which film does a character have superpowers?
4. Which two TV films are biographical?

2 Pair Work



In pairs, create your own clues for one or two TV films or documentaries you have seen. Read the clues to your class and see if they can guess the film or documentary.



3 Grammar

Both...And, Not Only...But Also, Either...Or, Neither...Nor

Both...and, not only...but also, either...or, and neither...nor are all paired conjunctions. They are used to link two words, phrases, or clauses of the same type. For example, nouns are linked with nouns, adjectives are linked with adjectives, and verbs are linked with verbs.

My favorite film is **either** *Sonic the Hedgehog* **or** *The Lion King*.
He is **not only** *hardworking*, **but also** *intelligent*.

When connecting two subjects with *both...and*, be sure to use a plural verb.

Both my father **and** his boss *were* present in the meeting.

When connecting two subjects using *either...or, not only...but also, or neither...nor*, the choice to use a singular or plural verb depends on the subject that is closer to the verb.

Neither my uncle **nor** my brothers *want* to see that documentary.
Neither my brothers **nor** my uncle *wants* to see that documentary.

Independent Clauses with And, But, Or, So, and Yet

An independent clause is a group of words that includes a subject and verb. It expresses a complete thought, and can stand alone as a sentence.

I ordered the engine part online.

Two or more independent clauses can be combined with coordinating conjunction words, like *and, but, or, so, and yet*.

I ordered the engine part online, **but** now I can't find the confirmation number.

The conference hall wasn't air-conditioned, **so** I demanded a refund.

I liked the book, **yet** I hated the film.

Note: When a sentence includes two independent clauses joined by a coordinating conjunction, use a comma before the coordinating conjunction.

A. Complete each sentence with the correct paired conjunction and an idea of your own.

 She arrived with both her brother and her sister.

1. We like neither fast food _____.
2. The university is both prestigious _____.
3. He not only plays basketball well, _____.
4. We're either going to eat pizza _____.
5. I neither watch TV _____.
6. The policeman not only stopped the crime, _____.
7. In the morning, she drinks either coffee _____.
8. Jack has neither called us _____.
9. Bruno has both a sore throat _____.
10. You can either look for a new job _____.

B. Combine each pair of sentences using a paired conjunction.

💡 Jack isn't old enough to vote. Richard isn't old enough to vote.
Neither Jack nor Richard is old enough to vote.

1. The Statue of Liberty is in New York. The Empire State Building is in New York.
2. She broke her leg. She dislocated her shoulder.
3. Bill James didn't succeed in climbing Mount Everest. Charlie Bower didn't succeed in climbing Mount Everest.
4. I'll call you later. I'll email you later.
5. We're not angry. We're not disappointed.
6. Ice is a state of water. Vapor is a state of water.

C. First, match the independent clauses. Then rewrite them as one sentence using a coordinating conjunction and correct punctuation.

💡 You can admit your mistake, or you can just hope no one notices it.

- | | |
|---|---|
| 1. You can admit your mistake. <u>c</u> | a. She continues to consider her a friend. |
| 2. I told them I'd come over for dinner. ____ | b. The other lives in Argentina. |
| 3. He's a vegetarian. ____ | c. You can just hope no one notices it. |
| 4. She's lied to her more than once. ____ | d. He continues to miss his home in Brazil. |
| 5. One of their children lives in Japan. ____ | e. He's not going to eat any beef burgers. |
| 6. He's very comfortable in the U.S. ____ | f. I'm really not feeling well. |

D. Write sentences about the animals using both paired conjunctions and coordinating conjunctions.

💡 Both the cheetah and the ostrich are fast runners.

goldfish	deer	salmon	bear	camel	ostrich	hawk
fox	elephant	snake	penguin	turtle	cheetah	tiger



4 The World of TV



4 Conversation

- Adel:** That was such a fantastic basketball game on TV.
- Fahd:** You *must* be joking.
- Adel:** Why? Didn't you like it?
- Fahd:** I thought it was a terrible game. The whole thing was *just* awful.
- Adel:** What didn't you like about it?
- Fahd:** For one thing, the Bulls' key player missed every easy shot. It really bothered me throughout the entire game.
- Adel:** Well, you're right about *that*. But what else didn't you like?
- Fahd:** I thought their uniforms were ridiculous. I found the whole idea of the Bulls' players wearing cowhide tops *hard to swallow*.
- Adel:** I don't agree at all. The whole idea is to stand out in the game. The tops are not real cowhide. It's fake cowhide.
- Fahd:** I'm not sure they were fake. Think of all the poor animals they took the hides from. They must believe that the poor animals are *a dime a dozen*. Anyway, by the end of the game, I started to *doze off*.
- Adel:** We seem to have very different tastes in basketball and uniforms. Maybe next time we get together we should just go out to a restaurant.
- Fahd:** I couldn't agree more.

About the Conversation

1. What did Adel like about the game?
2. What did Fahd dislike about the players?

Real Talk

- just* = really, very
- hard to swallow* = not easy to believe
- a dime a dozen* = something so common that it doesn't have much value
- doze off* = fall asleep

Your Turn

Role-play with a partner. Think of a situation in which two people might disagree. Discuss your opinions, using the phrases for agreeing and disagreeing.

Agreeing

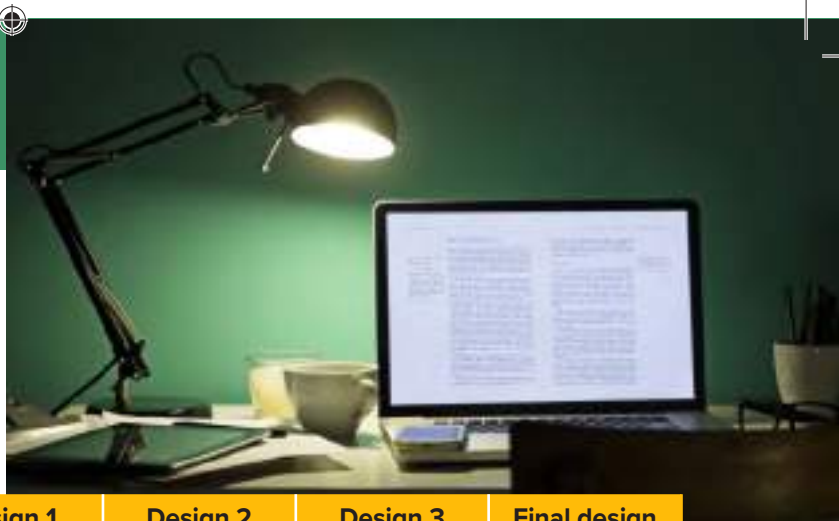
- I agree completely.
- I couldn't agree more.
- You're absolutely right.
- You're right about *that*.

Disagreeing

- (I'm sorry but) I don't agree (with you).
- I see it differently.
- I totally disagree.
- (I'm afraid) I don't really agree.
- I'm not so sure about that.
- You *must* be joking. (Informal and not very polite)

5 Listening

Listen to the interview from the TV show *Special Places for Special People* and complete the chart.



		Design 1	Design 2	Design 3	Final design
1.	What was good about it?				
2.	What was bad about it?				
3.	What was the CEO's opinion?				

6 Pronunciation

When a word that ends in a vowel sound is followed by a word that begins with a vowel sound, the words are naturally linked by an inserted *w* or *y* sound. Listen and practice.

1. **Hello and** welcome **to our new offices.**

↑↑ ↑↑ ↑↑
w w w

2. **I am** very happy with the designs.

↑↑
y

3. The design lives up **to our** expectations.

↑↑
w

4. In **the end**, it all comes together.

↑↑
y

5. **My only** complaint about the **new one** is that it is not modern enough!

↑↑
y

↑↑
w

7 Vocabulary Building

A. You will see the following words in the reading on pages 54 and 55. Match the words with their meanings.

- | | |
|---------------------|---|
| 1. _____ altered | a. unusual and attractive |
| 2. _____ captivates | b. extremely important |
| 3. _____ confronts | c. imperfections |
| 4. _____ crucial | d. captures someone's attention |
| 5. _____ defects | e. lasting |
| 6. _____ enduring | f. changed |
| 7. _____ exotic | g. great, remarkable |
| 8. _____ ironically | h. against the way it appears |
| 9. _____ phenomenal | i. meets something difficult or dangerous |

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



8 Reading

Before Reading

Brainstorm a list of elements in a detective story.

The Formula behind Detective Stories on TV



Detective stories have always been a favorite in literature, and now they are one of the most popular genres in TV films and series. There is something appealing about the mystery and intrigue that captivates viewers and keeps them in suspense until the case is finally solved.

But what accounts for the phenomenal success and enduring popularity of detective stories? Is it the charismatic and fearless hero and his uncanny ability to uncover the truth? Is it the action and adventure—the high-speed chases, danger, and exotic settings? Is it the psychological wit and hi-tech gadgets that the detective has at his disposal? Or is it the simple fact that the viewer knows the hero will triumph over the villain in the end?

Clearly, the TV audience enjoys the mystery and non-stop suspense of detective films. However, ironically, there is also predictability to the story that is tremendously appealing. Certain elements and sequences of events appear over and over in detective stories and are eagerly awaited by fans. TV films and series with such predictable elements are known as *formula* films. The TV audience knows the plot will be puzzling and sometimes have unexpected results. They know the hero will confront dangerous villains. They know there will be complicated steps involved in piecing together all the clues, and they are challenged to try to figure out the mystery before the detective.

The most basic element in the formula of a detective story is the hero—the detective. This is the character the viewer identifies with throughout the film. He is usually a courageous individual with superior intelligence. He is often charming and outgoing, which helps him socialize with others, while, in fact, he is collecting information from witnesses and gathering evidence for his case. Another type of hero is the gruff and serious detective, who rarely smiles, but is very efficient at his job. In contrast, the hero in detective comedies is a naïve and clumsy character who accidentally stumbles across clues to eventually solve the crime.

Of course, the villain also plays a crucial role in the story. On occasion, the villain's identity is a mystery and is only revealed at the end, but more often he is introduced to the TV audience. Just as there are formulaic types of heroes, there are stereotypical villains: cold-blooded, greedy criminals, evil geniuses, and mad scientists. Most villains also have physical or psychological defects that add to the ugliness of their character, such as a scarred face, a missing limb, or a split personality.

The detective is challenged to find the villain by following clues. To assist him, he uses special talents in intellectual reasoning or has help from technological devices. These range from a simple magnifying glass to sophisticated DNA analysis and electronic tracking devices. Some detectives even use high-tech gadgets that are disguised as everyday objects, such as an explosive pen, a laser watch, or a computerized, talking vehicle!

When the hero confronts the villain, there are always scenes of action and danger. These involve high-speed chases on any kind of vehicle imaginable—cars, motorcycles, helicopters, speed boats, skis, submarines, camels, or simply

on foot. If the detective is captured, he finds himself in life-threatening situations and must use his skills to escape. He is then even more determined to catch the villain.

One way or another, the detective always accomplishes his mission, much to the satisfaction of the audience. The formula for detective stories is so successful; it is hard to imagine that it will ever be significantly altered. After all, who wants to watch a detective story without action and adventure, or in which the villain wins?

After Reading

Answer **true** or **false**. Rewrite the false statements to make them true.

1. ___ Detective stories are only popular on TV.
2. ___ The success of detective stories is due to a combination of elements.
3. ___ Many elements of a detective story are predictable.
4. ___ All detective stories have an intelligent and charming hero.
5. ___ The formula of detective stories is likely to change in the future.

9 Speaking

1. Work in pairs/groups. Compare two TV films or documentaries that you have seen. Think about the characters, setting, plot, story development, special effects, and other features in the TV films; consider the theme, setting, time period, history, special effects, and outcome in the documentaries.
2. Make notes in the appropriate chart. Use your notes to talk about the similarities and differences of the TV films/documentaries that you have compared in class.

Title	TV Film 1: _____	TV Film 2: _____
characters/actors		
setting		
plot		
story development		
special effects		
other features		

Title	TV Documentary 1: _____	TV Documentary 2: _____
theme		
setting/location		
time period		
history		
special effects		
outcome		



10 Writing

- A. 1.** What kind of TV films do you enjoy? Why?
- 2.** Are there categories of TV films that you are not interested in or you dislike? Which? Why?
- 3.** Can you explain what is meant by “film genres”?
- 4.** Read the text and find out.
- What are genres? How are they defined?
 - How easy is it to classify TV films?
 - Are there distinct and permanent categories? Why? Why not?
- 5.** What are the distinguishing characteristics of different genres? Underline/highlight words/phrases or sentences that provide the answer.

action	adventure	comedy	drama	animation	epics
biopics	detective	horror	war	Western	science fiction

Main Genres of TV Films

Film genres are categories of films based on theme, setting, plots/stories, characters, and other specific features such as special effects, computer enhancement, animation, etc. There are major genres and subgenres. For example, adventure and action films are quite well-known and associated with popular heroes such as *Superman* or the *Rambo* sequels.

It is not always easy to classify films as they often combine elements of different genres. *Kung Fu Panda*, for instance, is an animated film which can also be categorized as an action film. This is the reason why some films are listed in different categories or a category that is more popular at a given time.

Film genres evolve through time. Action films featuring martial arts specialists and superhuman heroes used to be very popular over a decade ago. They still exist, but they seem to have lost their initial appeal. If a film includes action and is filmed in tropical settings, is it an action film or an adventure film? Would you say that *Toy Story* belongs to animation as a genre or comedy? Is it more of one or the other? And if so, which?

Detective films are developed around stories of criminal actions and include elements of mystery and suspense. Dramas, on the other hand, are serious films, portraying realistic life situations, character development, and interaction. They include a number of subcategories, e.g. melodramas, biographies, or “biopics.” Epics are



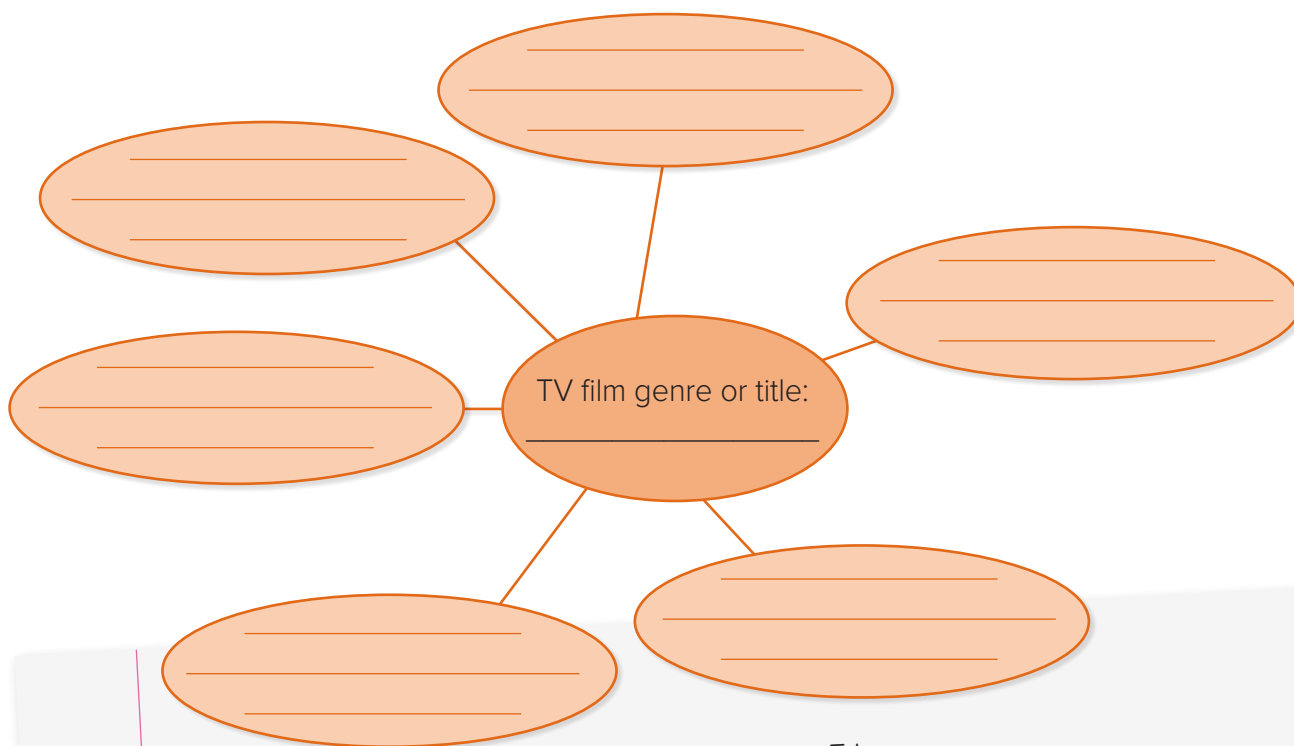
usually costume dramas, historical dramas, or war dramas in extravagant settings with lavish costumes. They are sometimes a more spectacular version of a biopic film, such as *The Last Emperor*.

Horror films are designed and produced to frighten audiences. They are sometimes combined with science fiction when, for example, Earth is invaded by an alien monster. Science fiction films, on the other hand, are often visionary, with futuristic technology and extraordinary creatures from outer space. One of the most famous examples of this genre is *E.T.*

War films portray the horror and destruction of war and are often combined with documentary excerpts. They are also paired with other genres depending on the story, e.g. action, adventure, drama, comedy, etc. Finally, Westerns represent one of the oldest genres with easily recognizable plots, elements, and characters, including horses, dusty towns, Indians and cowboys, good and bad guys, a sheriff and deputies, etc. In other words, they follow a common formula which has been modified, developed, expanded, supplemented, and revisited over the years.

If you look up film genres in different sources, you will find that they share some categories but not others. Once again, this is quite natural, given the evolutionary nature of film genres and changing trends in popularity that reflect overall social and financial trends.

- B.** 1. Think of a TV film genre that uses a formula (e.g. action, adventure, comedy, Western). Choose a particular TV film in this genre as an example.
2. Think about the different parts of the formula. Use a diagram to make notes.
3. Write an expository essay in which you reveal and explain the formula behind the film.



A Coming-of-Age Film

The Lion King is a coming-of-age film. Coming-of-age films focus on a young person's journey to adulthood, often both emotionally and physically. In these kinds of films there is usually a role model who helps teach the main character, and there is usually a test that the character must undergo. The Lion King is a good example of this kind of film because...

Writing Corner

When you write an expository essay:

- choose a specific area of a topic to focus on.
- think about your audience or readers.
- research and collect information from different sources.
- think of examples and comments made by others.
- you can use quotes, exchanges, and arguments from your sources.
- if necessary, you can present the information in three main sections:
 - a. an introduction and thesis statement;
 - b. a longer paragraph or a number of paragraphs presenting the information about different aspects or categories of the main topic;
 - c. a closing paragraph.
- you are free to use different types of text, arguments, and material, including visuals.



11 Form, Meaning and Function

Comparative and Superlative Forms of Adjectives

The Comparative

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

Detective stories **are more/less popular than** stories about space travel.

Goldfish **are smaller than** clownfish.

Use words such as: *a little, slightly, much, a lot, considerably, definitely, and certainly* to express how much something differs, or to add emphasis.

Children's TV films are **considerably** better than they used to be.

Use *as+ adjective + as* to compare things that are equal or similar.

Dora and the Lost City of Gold is **as good as** *Sonic the Hedgehog*.

Use *not as + adjective + as* to compare things that are different.

The Lion King and *Jurassic Park* are good TV films but **not as good as** *Star Wars*.

Use *the + comparative, the + comparative* to describe two actions. The second action happens as a result of the first.

The more I hear about the Giza Pyramids, **the more** I want to know.

The **harder** he works at speaking English, the **better** he becomes.

The Superlative

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

The Nobel prize is **the most prestigious** award a scientist can win.

The company director agreed that it was **the least attractive** offer, but he was obliged to take it.



We can use the expression *by far* to add emphasis.

Pirates of the Caribbean is **by far** the best TV film of all.

A. Write sentences about the animals using comparative and superlative structures.

camel • cat • cheetah • donkey • eagle • elephant • goldfish • horse • ostrich • snake • tiger • lion

1. Both cheetahs and tigers are big cats.
Lions **are the biggest** of the cats.
The biggest tigers **are as big as** lions.
Cheetahs **are a lot smaller and more slender** in comparison.
The cheetah **is by far the fastest** land animal on Earth.

- cheetah/tiger/lion
- camel/donkey/horse/elephant
- ostrich/eagle
- bear/snake
- Your own idea



B. Imagine you are a contestant on a TV Quiz show. Work with a partner. Ask and answer the questions.

- What's the most widely spoken language?
- What's the tallest mountain?
- What's the largest desert?
- What's the deepest ocean?
- What's the most populated city?
- What's the largest lake (by size)?
- What's the hottest place?
- What's the driest place?

Words Connected with Space and the Planetary System: Part 2

Look at this information about the planets in our solar system:

Name of Planet	Distance from the Sun (km)	Radius (km)	Number of moons	Geographical Features or Special Facts
Mercury	57,909,227	2,440	None	rocky
Venus	108,209,475	6,052	None	rocky, high mountains, volcanoes, poisonous air
Earth	149,598,262	6,371	1	rocky, inhabited, mountains, volcanoes
Mars	227,943,824	3,390	2	rocky, mountains, volcanoes
Jupiter	778,340,821	69,911	68	cold, rings
Saturn	1,426,666,422	58,232	62	cold, rings
Uranus	2,870,658,186	25,362	27	cold, icy rings
Neptune	4,498,396,441	24,622	14	cold, icy rings

Note: Our Solar System used to be described as a group of nine planets, but scientists now consider Pluto to be a dwarf planet.

Irregular Comparative and Superlative Adjectives

In most cases we make comparative and superlative adjectives by adding **-er/-est**, or we use **more/most** or **less/least**. However, a small number of adjectives are irregular.

well (healthy) – better – the best

far (distance) –farther or further – the farthest or the furthest

old (people in a family) – older or elder – the oldest or the eldest

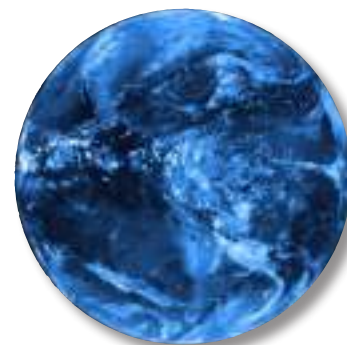
bad – worse – the worst good –better – the best

- C.** Use the chart above to find information about the planets. Choose the correct word to make true facts about our solar system.

Some planets are much bigger and farther away from the sun than others. Jupiter is by far the (1. **biggest / hottest**) and Mercury is the (2. **smallest / coldest**) in our solar system. Mars is (3. **closer / farther**) from the sun than Earth. Mercury is the (4. **closest / farthest**) planet to the sun. It is so (5. **close / far**) to the sun that if you stood on the surface of the planet, the sun would appear at least three times (6. **larger / smaller**) than it does on Earth.

Mercury, Venus, Earth and Mars are all rocky planets, but Earth is the only one that is (7. **inhabitable / uninhabitable**), which means that people, animals and plants live on it. Venus is only (8. **slightly / almost**) smaller than Earth and has many high mountains and volcanoes. Venus is so (9. **close / far**) to the sun that the land is (10. **hotter / colder**) than boiling water. Mars is a (11. **rocky / icy**) planet and is known as the Red Planet because of the red color of the planet's surface. Mars is (12. **almost / considerably**) half the size of Earth.

The four planets (13. **farthest / closest**) away from the sun are Jupiter, Saturn, Uranus and Neptune. They are very (14. **hot / cold**) and (15. **green / icy**) places. Jupiter has the (16. **least / most**) number of known moons. Jupiter's four (17. **largest / smallest**) moons were observed in 1610 by an Italian astronomer called Galileo Galilei. Saturn has the (18. **least / most**) spectacular ring system of all the planets. There are 7 rings made up of dust, rocks and ice. (19. **Most / More**) than 40 spacecraft have explored Saturn, but only one has visited Uranus and Neptune. Neptune is the (20. **farthest / closest**) from the sun and makes a complete orbit around the sun in about 165 Earth years.





12 Project

1. When certain kinds of films such as documentaries are being planned/ designed, a storyboard is created. A storyboard includes representative scenes with notes/comments. See the example below.
2. Think about the most important events and times of a famous figure's life that you can present in a documentary and make notes in the chart.

AGE	Important events and times
0 – 10	
11 – 15	
16 – 20	
Over 20	



3. Use the storyboard framework below. Write the script/commentary of the documentary under **Comments** and what will be happening in the scene under **Action**.
4. Use a large sheet of paper or cardboard to create a realistic storyboard. Draw and/or use photos or parts of photos and drawings for the scenes. Transfer your script and action notes onto the storyboard. You can write your notes by hand or word process them. Use a font that is easy to read. Present your storyboard in class.

Production: Documentary: Events in a Famous Figure's Life

Student's name: _____

Panel	Footage	Panel	Footage	Panel	Footage
[Picture]		[Picture]		[Picture]	
Comments		Comments		Comments	
Action		Action		Action	

page 1 of...

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.
talk about TV films and documentaries			
identify genres of TV films			
agree and disagree with opinions			
use <i>both...and, not only...but also, either...or, neither...nor</i>			
use independent clauses with <i>and, but, or, so, and yet</i>			
use comparative and superlative forms of adjectives			
talk more about space and the planets			

My five favorite new words from Unit 4:	If you're still not sure about something from Unit 4:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help



EXPANSION Units 1–4




1 Language Review

A. Complete each sentence with **other**, **others**, or **another**.

1. I'm almost done with this cup of hot chocolate. Can you please bring me _____?
2. Some predators wait for their prey to come to them. _____ predators chase their prey.
3. Don is so materialistic. Although he already has two cars, he's going to buy _____.
4. One lucrative crop for many farmers is soybeans. _____ is corn.
5. He excels in football, track, gymnastics, and a handful of _____ sports.
6. That store is a chain. There are a few in Spain and Italy and _____ in France and Germany.
7. One of the most famous children's books by Dr. Seuss is *The Cat in the Hat*. _____ are *One Fish Two Fish Red Fish Blue Fish* and *Horton Hatches the Egg*.
8. One option would be to spend the money on a vacation. _____ would be to put it in a savings account.

B. Rewrite the underlined sentences with **used to**, **be used to**, or **would**.

 He's a very humble man. He doesn't usually take credit for anything.
He's not used to taking credit for anything.

1. When he lived in Riyadh, he often drove by Faisaliah Tower.
2. Bobby felt lonely when his sister went to college. It felt strange not having her in the house.
3. This coffee shop is where I studied when I was in college.
4. He's much more materialistic now than he was when he was a teenager.
5. The cough was so persistent, after a while she didn't even notice it.
6. When I was younger, I exercised rigorously. Now I hardly exercise at all.
7. I usually shop in small stores. I don't usually shop in chain stores.
8. He has always loved electronics. When he was a child, he and his dad built circuit boards together.



C. Answer and discuss these questions about life in the year 2050.

1. Do you think scientists will have found a cure for cancer?
2. Do you think space travel will have become commonplace?
3. Do you think the world will have become more peaceful?
4. Do you think we will have started using something other than gas to run our cars?
5. Do you think global warming will have slowed down?
6. Do you think engineers will have developed a computer capable of thought?
7. Do you think scientists will have contacted life on other planets?

D. Look at the pictures of Asma below. Write sentences about her, using the following grammar points from Units 1–4.

- | | |
|--|---|
| <input type="checkbox"/> <i>used to</i> | <input type="checkbox"/> future perfect |
| <input type="checkbox"/> <i>was going to</i> | <input type="checkbox"/> future perfect progressive |
| <input type="checkbox"/> <i>would</i> | <input type="checkbox"/> future with dependent time clauses |



Asma, 10 years ago

Marital status: single, lives at home with parents

Occupation: student

Hobbies: writing poetry, playing video games

Likes: sleeping late, spending time with friends

Dreams: to become a professor, to get married and have kids, to have laser eye surgery



Asma, 10 years from now

Marital status: married, two children

Occupation: history professor

Hobbies: writing poetry, gardening

Likes: spending time with family, eating healthy foods

Dreams: to get more sleep!

E. Complete each sentence by adding **both...and**, **not only...but also**, **either...or**, or **neither...nor**.

For some items, more than one answer may be possible.

- _____ Beijing _____ Shanghai are cities in China.
- All numbers are _____ even _____ odd.
- Solar energy is _____ clean _____ renewable.
- _____ Ayrton Senna _____ Jim Clark were famous race car drivers.
- In the Spanish language, nouns are _____ masculine _____ feminine.
- _____ *Finding Nemo* _____ *The Lion King* are animated films.
- Studies have found that _____ men _____ women talk more than the other.
- _____ cars _____ airplanes existed 200 years ago.
- The word *change* can mean _____ coins _____ to become different.
- Some words in the English language, like *conflict* and *suspect*, are _____ nouns _____ verbs.

2 Reading

Before Reading

1. Do you think there is life on other planets?
2. If there were life on other planets, how could we find this out?



IS ANYBODY OUT THERE?

Are humans the only intelligent life in the universe? Or, are we just one of many advanced civilizations out there? While people used to assume we were alone in the universe, we now know that the galaxy contains over 100 billion stars. This fact has led many scientists to think it unlikely that we are the only intelligent life form in the universe. Some of these scientists have devoted themselves to searching for other civilizations. This search is commonly referred to as the Search for Extraterrestrial Intelligence, or SETI.

Since the SETI program began in 1959, scientists have been scanning the sky for signals sent by another alien civilization. To do this, they used the world's largest radio telescope which is located in Arecibo, Puerto Rico. The Arecibo telescope is 1,000 feet (305 meters) in diameter. This telescope is so large, it is said that it could hold 10 billion bowls of cornflakes! Prior to its partial collapse on December 1, 2020, the telescope collected and sent data to SETI computers 24 hours a day.

Many people don't realize that in addition to searching for radio waves, we humans are sending them out into space as well. This is because all of the radio and television signals that come into our homes also travel into space. We have been constantly and unintentionally leaking radio waves into space for over sixty years now. One day these signals may be detected by an alien civilization. In fact, it is possible that aliens are already listening to *Who Wants to Be a Millionaire?*, *CSI*, and *The Simpsons*!



Arecibo Radio Telescope

Although SETI has found some unexplained signals, there have not been any clear, confirmed extraterrestrial signals yet. However, SETI scientists are not at all discouraged. They know that the universe is vast, and searching the entire sky for a distant signal is like searching for a needle in a haystack.

Not only are SETI scientists not discouraged, they are actually more optimistic than ever before. They do feel that in another 50 or 100 years, they will have succeeded in detecting alien signals. What is the reason for this confidence? Previous searches were limited by the shortcomings of available technology.

For example, while there are hundreds of billions of stars in our galaxy, fewer than a thousand have been monitored for alien signals. But technology is improving all the time. As technology improves, scientists are going to have a better chance of picking up alien signals. In the next few decades, hundreds of thousands of stars, maybe even millions, will have been monitored.



Dan Wertheimer, a SETI researcher at the University of California in Berkeley, says, "We're making incredible progress. The more computing power you have, the better job you can do looking for these signals. Capabilities have been doubling every year." One reason SETI's computing power has been increasing is a volunteer program started in 1999 called SETI@home, in which the computers of ordinary people around the world are used to analyze SETI data.

Through the SETI@home program, volunteers download a special SETI screensaver to their home computer. When the computers are not in use and go into screensaver mode, the computers begin to analyze data gathered by the Arecibo radio telescope. The home computers search through the data for any signals that may have been created by an alien civilization. There are currently over 5 million volunteers in 225 countries participating in this program. Wertheimer says, "If you're the lucky one that finds that distant signal, then you might get the Nobel Prize, but you'll have to share it with 2 million people around the world who are helping us analyze that data."

Some people find it hard to believe that perhaps one day we will be communicating with aliens from distant planets. But others feel differently. Eighty-six-year-old Daniel Jackman says, "When I was a young man, if you had told me that one day we were going to send people into space, I would've told you that you were crazy. Now I know better. Just because we're used to certain limitations doesn't mean we can't go beyond them."

We may well learn one day that we are not alone in the universe. In the meantime, when sitting on your couch, watching your favorite TV program, consider that an alien civilization may be listening to it with you!

After Reading

A. Match each word to its synonym.

- | | |
|--------------------------|-----------------|
| 1. _____ diameter | a. accidentally |
| 2. _____ detected | b. width |
| 3. _____ limitations | c. restrictions |
| 4. _____ monitored | d. observed |
| 5. _____ optimistic | e. searched |
| 6. _____ unintentionally | f. hopeful |
| 7. _____ vast | g. enormous |

B. Answer the questions.

1. What is the goal of the SETI program?
2. Why haven't any signals been picked up from other planets yet?
3. Why are SETI scientists confident that they have a better chance of picking up signals in the future?
4. How do we send signals into space?
5. What is SETI@home?

Discussion

1. Do you think the SETI project will ever be successful? Why or why not?
2. Do you think it is a good idea to try to contact alien civilizations? Why or why not?

3 Language Plus **Aa**



be in another world



carry the weight of the world on (one's) shoulders



be on top of the world



be worlds apart



The world is (one's) oyster.



Where in the world...?

Complete each sentence with an idiom shown. Be sure to put each idiom in the correct tense.

1. I just can't find my glasses. _____ could they be?
2. Badr _____. He's so happy that he won the math competition.
3. Dan and Warren have such different views that they _____.
4. Jim has so many responsibilities that he feels like he _____.
5. Frank is lost in his thoughts again. It's like he _____.
6. Ali graduated at the top of his class, so he has a bright future with many opportunities. _____.

4 Writing

Tools for Writing: Commonly Confused Words

Fewer and *less* have the same meaning. They are both the opposite of *more*. However, *fewer* is used with count nouns and *less* is used with noncount nouns.

Fewer people are buying newspapers than ever before.

Since the new police chief took over, there has been **less** crime in our city.

Farther is used to talk about distance. *Further* is used to mean *additional*.

Most Arabian bred horses can run faster and **farther** than English bred horses.

I'm going to call the school to get **further** information about the program.

Complete each sentence with the correct commonly confused word.

1. The invention of the microwave made it possible to cook meals in _____ time.
2. I make _____ grammatical mistakes than I used to.
3. I don't want to discuss this any _____.

An expository essay is an essay in which the writer explains, describes, or gives information about a subject.

Writing Prompt

Write an expository essay about a common device or technology. Write about the history of the technology, and make predictions about how you think the technology will change in the future. Include grammar points from Units 1–4.

Write Your Essay

1. Decide on the type of device or technology you will write about.
2. Use a chart to organize your ideas. Write your topic at the top. Then write ideas about the past, present, and future of the device or technology.
3. Write a draft of your essay.
4. Have a partner read and comment on your draft. Use your partner's comments and suggestions to revise your essay.

Device/Technology: _____		
Past	Present	Future

Developing Your Writing: Prewriting Techniques

Prewriting is an important first step in the writing process. Prewriting helps you explore and gather your ideas before you begin organizing and writing your essay. These are some of the most common types of prewriting techniques:

Freewriting: Freewriting involves taking the time (usually about five minutes) to write down all of the ideas you have about your topic before you begin researching or organizing the topic. When you freewrite, do not worry about using correct spelling, grammar, or punctuation, or even writing in complete sentences.

Brainstorming: Like freewriting, the purpose of brainstorming is to capture all of the ideas you have on a topic before you begin writing about it. However, when you brainstorm you only write words or phrases related to your topic.

Questioning: Ask the journalist's five *W*'s—*Who? What? When? Where? Why?*—about the topic. List as many questions as you can about the topic. This will help you start thinking about questions to research and answer in your essay.

The Past, Present, and Future of the Telephone

Telephones are something we all take for granted. We are so used to having them that it is hard to imagine that they were only invented a little over 100 years ago. Just think, at the beginning of the twentieth century there were fewer than four million phones in the world. And if you wanted to speak with another person over the phone, you would need an operator to make the connection between you and the other person. Telephone technology has changed a lot over the last 100 years, and I believe in just another ten or twenty years it will have changed radically from what it is today...

Vocabulary

1 Two Is Better Than One

VOCABULARY

Nouns

aggression glider predators
aviation leftovers propeller
contentment operation radioactivity
deficiencies pediatric struggle
elements surgeon symbiosis
(moral) fiber pioneer tentacles

Verbs

chuckle reject
compensate swoop
honor

Adjectives

acute
devoted
experimental
extensive
fearsome
flustered
invaluable
legendary
reliable
symbiotic

EXPRESSIONS

Negotiating

How about if I...and you...?
I think it would be fair if..
I'm sure we can work this out.
OK, I'll agree to...if you will...
Would you (be willing to)...if I...?

Real Talk

No sweat.
Not my cup of tea.
on the same wavelength

2 Influential People

VOCABULARY

Nouns

asset inventory
charity obscurity
dispute phenomenon
endowment philanthropist
founder poverty
foresight reputation
hurdle wealth

Verbs

assemble
compile
comply with
dismantle
excel
implement
prosper
resign

Adjectives

formal prominent
impoverished reasonable
influential renowned
materialistic rural
overwhelming

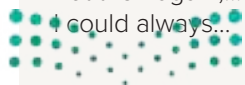
Adverb

enormously

EXPRESSIONS

Discussing options

At the same time,...
But then again,...
I could always...



On the other hand,...
The alternative would be to...
What would you think about...?

Real Talk

cash go (around) in circles
don't mind put (something)
drive someone crazy aside for a rainy day
get cold feet

Vocabulary

3 What Will They Think of Next?

VOCABULARY

Nouns

acrobatics expectancy
biodiversity gravity
biosphere industry
chain orbit
circuits rank
demolition sanitation

Verbs

adopt invest
compete preserve
determine simulate
estimate span
gaze substitute
generate transport

Adjectives

commonplace
condensed
cushioned
lucrative
obsolete
reusable
rigorous
steep

Adverbs of degree

amazingly
extensively
incredibly
mainly

EXPRESSIONS

Persuading

(I'm sure) if you just give it a try, you'll find that...
Look at it this way...
One of the advantages is...
One reason you should consider...
Trust me on this...
What's great about this is...

Real Talk

check out
ditch
go with the flow
hoopla
lugging

4 The World of TV

VOCABULARY

Nouns

conspiracy intrigue
defect magnifying
delusion glass
epic melodrama
formula throne
gadgets villain

Verbs

abandon
captivate
capture
confront
erupt
reclaim
triumph

Adjectives

abrupt evolutionary
altered exotic
animated formulaic
carefree phenomenal
cold-blooded prestigious
crucial prominent
dormant superhuman
enduring untimely
evil

Adverbs

eagerly
ironically
tremendously

EXPRESSIONS

Agreeing

I agree completely.
I couldn't agree more.
You're absolutely right.
You're right about *that*.

Disagreeing

(I'm sorry but) I don't agree (with you).
(I'm afraid) I don't really agree.
I'm not so sure about that.
I see it differently.
I totally disagree.
You *must* be joking.

Real Talk

a dime a dozen
doze off
hard to swallow
just

Vocabulary

EXPANSION Units 1–4

VOCABULARY

Nouns

capabilities life form telescope
diameter limitations radio waves
galaxy radio shortcomings

Verbs

confirm
detect
monitor

Adjectives

discouraged
entire
extraterrestrial
optimistic
vast

Adverb

unintentionally

EXPRESSIONS

Idioms

be in another world
be on top of the world
be worlds apart
carry the weight of the world on (one's) shoulders
The world is (one's) oyster.
Where in the world...?

5 Do You Really Need It?

VOCABULARY

Nouns

brand
consumer
formula
implement
logo
trait

Verbs

admire
authenticate
covet
expose
imprint
intend
promote

Adjectives

artificial obsolete
dull outlandish
cursive revolutionary
exclusive sophisticated
frustrating unconventional

Adverbs

dramatically
similarly
spontaneously
virtually

EXPRESSIONS

Advising against something

Are you sure you want to do that?
I don't think that's a good idea.
I wouldn't do that if I were you.
I'm afraid you're going to regret it if you...
You should think carefully before you...

Real Talk

beat it
blow
broke
max out



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



MEGAGOAL 3 Audio Track List

CD1

Track	Unit	Student Book Section
2	Connect	1 Listen and Discuss
3	Connect	3 Conversation
4	Connect	4 Speaking
5	Unit 1	1 Listen and Discuss
6	Unit 1	4 Conversation
7	Unit 1	5 Listening
8	Unit 1	6 Pronunciation
9	Unit 1	8 Reading
10	Unit 1	10 Writing
11	Unit 2	1 Listen and Discuss
12	Unit 2	4 Conversation
13	Unit 2	5 Listening
14	Unit 2	6 Pronunciation
15	Unit 2	8 Reading
16	Unit 2	10 Writing
17	Unit 3	1 Listen and Discuss
18	Unit 3	4 Conversation
19	Unit 3	5 Listening
20	Unit 3	6 Pronunciation
21	Unit 3	8 Reading
22	Unit 3	10 Writing
23	Unit 4	1 Listen and Discuss
24	Unit 4	4 Conversation
25	Unit 4	5 Listening
26	Unit 4	6 Pronunciation
27	Unit 4	8 Reading
28	Unit 4	10 Writing
29	EXPANSION Units 1–4	2 Reading

CD2

Track	Unit	Student Book Section
2	Unit 5	1 Listen and Discuss
3	Unit 5	4 Conversation
4	Unit 5	5 Listening
5	Unit 5	6 Pronunciation
6	Unit 5	8 Reading
7	Unit 5	10 Writing
8	Unit 6	1 Listen and Discuss
9	Unit 6	4 Conversation
10	Unit 6	5 Listening
11	Unit 6	6 Pronunciation
12	Unit 6	8 Reading
13	Unit 6	10 Writing
14	Unit 7	1 Listen and Discuss
15	Unit 7	4 Conversation
16	Unit 7	5 Listening

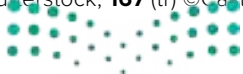
17	Unit 7	6 Pronunciation
18	Unit 7	8 Reading
19	Unit 7	10 Writing
20	Unit 8	1 Listen and Discuss
21	Unit 8	4 Conversation
22	Unit 8	5 Listening
23	Unit 8	6 Pronunciation
24	Unit 8	8 Reading
25	Unit 8	10 Writing
26	EXPANSION	2 Reading
27	Units 5–8	3 Reading

CD3

Track	Unit	Student Book Section
2	Update	1 Listen and Discuss
3	Update	3 Conversation
4	Update	4 Speaking
5	Unit 9	1 Listen and Discuss
6	Unit 9	4 Conversation
7	Unit 9	5 Listening
8	Unit 9	6 Pronunciation
9	Unit 9	8 Reading
10	Unit 9	10 Writing
11	Unit 10	1 Listen and Discuss
12	Unit 10	4 Conversation
13	Unit 10	5 Listening
14	Unit 10	6 Pronunciation
15	Unit 10	8 Reading
16	Unit 10	10 Writing
17	Unit 11	1 Listen and Discuss
18	Unit 11	4 Conversation
19	Unit 11	5 Listening
20	Unit 11	6 Pronunciation
21	Unit 11	8 Reading
22	Unit 11	10 Writing
23	Unit 12	1 Listen and Discuss
24	Unit 12	4 Conversation
25	Unit 12	5 Listening
26	Unit 12	6 Pronunciation
27	Unit 12	8 Reading
28	Unit 12	10 Writing
29	EXPANSION Units 9–12	2 Reading

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MEGA

GOAL³

WORKBOOK

MANUEL DOS SANTOS
JILL KOREY O’SULLIVAN
ELI GHAZEL - DANAE KOZANOGLU



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**Mc
Graw
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MegaGoal 3 Workbook

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Ministry of Education

2023 - 1445

Contents

Term 1	Unit	1	Two Is Better Than One	221
	Unit	2	Influential People	231
	Unit	3	What Will They Think of Next?	241
	Unit	4	The World of TV	251
			EXPANSION Units 1–4	261
Term 2	Unit	5	Do You Really Need It?	269
	Unit	6	The Gender Divide	279
	Unit	7	Everyone Makes Mistakes	289
	Unit	8	Against the Odds	299
			EXPANSION Units 5–8	309
Term 3	Unit	9	Beauty Is Only Skin Deep	319
	Unit	10	They Said, We Said	329
	Unit	11	Express Yourself	339
	Unit	12	Lost and Found	349
			EXPANSION Units 9–12	359
		Writing Skills	367	
		Speaking Skills	371	



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220
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1 Two Is Better Than One

Term 1

A Unscramble the words.



a i e r b l e l

reliable

1. d e e r a g l y n

2. v e d d e t o

3. e r e n p i o

4. t a i i o v n a

5. t e n e v i x e s

6. y l o t r a b a r o

7. y t r a v i o i d a t c i

B Complete the sentences with the words from exercise **A**.



He is *devoted* to his research. He spends all of his time working on it.


1. Khalid is learning how to design airplanes. He wants to become a leading figure in the field of _____.
2. Majed Ahmed Abdullah is _____. Even children today have heard his name.
3. Scientists usually do _____ research on a topic before they publish a paper to let other scientists know about the results.
4. Imad and Hussein spent hours in their _____ doing experiments.
5. _____ can harm people in many ways, but skin burns are the most common injury.
6. When you buy a car, make sure it's a _____ brand so that you won't need to spend a lot of money having it repaired.




7. Suliman Olayan was a Saudi Arabian _____ who contributed to the Kingdom's development.

1 Two Is Better Than One

C Read each sentence. Tick (✓) whether the underlined word is an adjective or a pronoun.


	adjective	pronoun
 Would you like <u>another</u> piece of pizza?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1. Sure. I'd love <u>another</u> .	<input type="checkbox"/>	<input type="checkbox"/>
2. I have <u>another</u> computer. Would you like to use it?	<input type="checkbox"/>	<input type="checkbox"/>
3. Some documentaries are interesting. <u>Others</u> aren't.	<input type="checkbox"/>	<input type="checkbox"/>
4. We need to get <u>another</u> car. This one is so old!	<input type="checkbox"/>	<input type="checkbox"/>
5. Is there any <u>other</u> food? I don't eat steak.	<input type="checkbox"/>	<input type="checkbox"/>
6. Many of the teachers are leaving. <u>Others</u> aren't.	<input type="checkbox"/>	<input type="checkbox"/>
7. I'm going to sit at the table with the <u>other</u> kids.	<input type="checkbox"/>	<input type="checkbox"/>
8. I can't find my math book anywhere. I might just buy <u>another</u> .	<input type="checkbox"/>	<input type="checkbox"/>

D Circle the correct words to finish the conversations.

 **A: Mom! Have you seen my black shoes?**
B: No, and we have to go. You'll just have to wear (other / others).


- A:** Would you like (another / other) cup of tea?
B: Sure. I would love (another / others). Thanks!
- A:** Do you have (another / others) pen?
B: I'm sorry. I have (others / other), but I left them in my locker.
- A:** It's cold outside! You might want to wear (another / other) clothes!
B: I'll be fine. I'll just wear (another / other) sweater.
- A:** I finished the reading. Did the teacher give us (other / others) homework for tonight?
B: No, that was all of it.
- A:** These are great cookies!
B: I'm glad you like them! Would you like (another / others)?
- A:** Hey, I thought you were going to buy chocolate cookies!
B: I was, but then I found (another / others) that I liked more.

E Rewrite each sentence, adding the emphatic **do**, **does**, or **did**.

 **I called you last night.** *I did call you last night.* _____

1. He eats shrimp. _____
2. It rained in New York yesterday. _____
3. I feel sick. _____
4. They came to school last week. _____
5. Susan lives in Los Angeles. _____
6. You need to come with me. _____
7. The little bird followed us home. _____
8. We have that game. _____
9. They like to take expensive vacations. _____
10. Fahd works very hard. _____

F Correct the errors in the sentences.

 **I'm cold. Do you have ~~other~~ ^{another} hat?**

1. I do go to school yesterday.
2. These shoes are uncomfortable. I think I'll wear other.
3. Faisal is going to the game with others people.
4. Bob does wants to eat dinner with us.
5. I think I'll buy another books. This one is boring.
6. This ball is too small. Do you have anothers?
7. She do have a class right now.
8. Some people agree with me. Other don't.
9. They did went to the game last night.
10. Did Asma get another computers? She already had two!

1 Two Is Better Than One

G Write a short dialogue for each picture. Use **another**, **other**, **others**, or the emphatic **do** in each.



1. _____



2. _____



3. _____

H Complete the conversation with the phrases from the box.

divide up I think it would be fair	No sweat not my cup of tea	on the same wavelength Would you be willing to
--	--------------------------------------	--

Jenny: This science project is going to be a lot of work.

Sarah: I know. Maybe we should **(1)** _____ the work between us so that we work faster.

Jenny: That's a good idea. **(2)** _____ if one of us prepared the research notes and the other wrote the results paper.

Sarah: **(3)** _____ write the results paper? Typing is **(4)** _____ . I'm terrible at it!

Jenny: **(5)** _____ . I love typing!

Sarah: And I like writing up research notes!

Jenny: Great! I'm glad we're **(6)** _____ . I think we're going to work well together!

Sarah: Me, too!

I READING

Read the article and interviews. Then answer **true** or **false** for each statement below.

Forming Business Partners in the Information Age

In the past, people used to meet their business partners in person at schools, universities, or work. Today, more and more people are turning to technology to find a good partner. We interviewed Adnan who met his partner Greg online.

Interviewer: So, exactly how did you go about finding Greg, your partner?

Adnan: We found each other's résumé on ePartner.

Interviewer: Can you tell us a little about ePartner. How does it work?

Adnan: It is based on the principle that people should be matched on key personality characteristics.

Interviewer: So how do you know if your personality has the same key characteristics as someone else's?

Adnan: Well, everyone who signs up for ePartner has to take an online personality and aptitude test. After you finish the questionnaire, you get a list of likely matches.

Interviewer: And did you match? I mean did you hit it off with your partner right away?

Adnan: Actually, he didn't respond until a month later. But we've been partners for two years now, and we haven't had a single argument. We don't agree on everything, but we talk about things and always work out a solution that satisfies both of us.

Getting Funding for a New Business

In the past people used to save and start a business when they had enough cash. These days, people can put together a business plan, copyright it, and search for sponsors through the Internet.

Interviewer: So can you explain to us exactly what sponsoring is?

Greg: Sure. There are networks that accept proposals for new businesses and include them in their data bank. Your proposal can then be seen by potential sponsors or investors.

Interviewer: So, is it similar to social networking online.

Greg: I suppose you could say that. But this one is business networking, and the concept is closer to ePartnering in the sense that you eventually get to meet sponsors in person.

Interviewer: I see...and about how many sponsors can you meet and how quickly?

Greg: If you want, you can meet up to five or six potential sponsors a day.

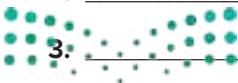
Interviewer: Wow! Five sponsors a day! That's a lot. Interesting. Thanks for sharing with us, Greg, and good luck to you with your new business!



true In the past, people often met their business partners through common organizations.

1. _____ Adnan and Greg share some common personality characteristics.

2. _____ Adnan and his partner never disagree.



3. _____ When you try to get funding online you don't get to meet sponsors.

4. _____ You can meet up to six sponsors a day.

1 Two Is Better Than One

J Read the text and answer the questions. Then complete the questionnaire at the end of the text with your own ideas.

Partnering with Friends and Relatives

Some people avoid setting up business partnerships with friends or family members. They feel that there cannot be clear boundaries between friendship and work, and things can go very wrong if you disagree with your friend and business partner.

Others feel that friends make the best business partners because there is a real relationship, as well as a sense of loyalty and willingness to share. According to yet another view, friends are great potential partners but not relatives.

I think it comes down to who the people are and what their qualities are. I also feel that self-confidence is invariably a determining factor. People who are aware of their strengths and weaknesses and are confident about their abilities and potential make good business partners. On the other hand, people who are meek and always take a back seat sometimes tend to be unpredictable and might take advantage of their partner when given a chance. But even then, you cannot really say that this is always the case. So it all depends on the individual.

An aspect of friendship that might affect a working relationship has to do with the fact that friends tend to do what they like rather than what they can do best; they feel that they have license to indulge and do exactly that, because they are working with friends. This can lead to bad and destructive business decisions. So it's advisable to discuss responsibilities beforehand, agree on details, and put everything down on paper.

One thing is certain; if you plan to be the leader of the business, what you need to find out is if your friends respect you as much as you respect them.

Here are some questions you could ask yourself before setting up a partnership:

- A.** Does my friend really listen to me when I talk?
- B.** When I have a good idea, does my friend reject it or does he/she contribute to its development?
- C.** Can I confide in my friend and trust him/her not to tell others our business ideas.
- D.** Does my friend come to me for advice?
- E.** Has my friend been by my side when I've needed help or support?
- F.** Has my friend accepted my help and support when it was offered?
- G.** _____
- H.** _____
- I.** _____
- J.** _____

1. Why are some people against setting up partnerships with friends and relatives?
2. Why are friends considered potentially good business partners?
3. What qualities are important in a working relationship according to the writer?
4. What should you do if you are heading the business?
5. Now, read the text again and add your own questions from **G** to **J**.



1 Two Is Better Than One

K Study the picture and imagine what it might be like to live in a place like this compared with other places. Make some notes under each of the headings below. Then write sentences about the picture using **other**, **others**, **another**, or **each other**.



other	others	another	each other

1. _____
2. _____
3. _____



1 Two Is Better Than One

L WRITING

Write about how, where, and when you met your best friend. What was your life like before you met? What is your life like now?

1. Before you write, take notes in the chart below.

My life before we met	
My friend's life before we met	
How/where/when we met	
Our life together	

2. Now use your notes from the chart to write your essay.

Handwriting practice area with horizontal lines.



M Read the interview with two company partners. Circle the correct form.

Presenter: As more and more people (1. **set up / are setting up**) businesses together these days, we interviewed two friends who (2. **are trying / try**) to make a go of it. We (3. **are waiting / wait**) for our first pair to arrive now. Ah! There (4. **are they / they are**)! Let's welcome Ali and Faisal... So tell us about your experience of working together. You (5. **are / are being**) web designers, aren't you? How (6. **things go / are things going**)? (7. **Is the business / The business is**) working out as planned?

Ali: Well, it (8. **is / is being**) actually easier than we thought it might be. First of all, let me explain, we (9. **have / are having**) a software program that (10. **assists / is assisting**) our customers to build their own websites. Let me show you an example on the screen... Here (11. **you go / are going**)! This (12. **is / is being**) our website.



Presenter: Wow! The site certainly (13. **seems / is seeming**) fantastic! (14. **Are you believing / Do you believe**) that's all due to your partnership?

Faisal: Oh, yes. It really (15. **helps / is helping**) to have two pairs of eyes on the screen, and two pairs of hands to share the load.

Presenter: What about the downsides? Any problems, so far?

Ali: To be frank, nothing serious. Naturally, we (16. **have / are having**) our differences of opinion occasionally. That's normal when two people (17. **spend / spending**) so much time together.

Presenter: Anything specific?

Faisal: The only thing that bugs me is that Ali (18. **is constantly interrupting / constantly interrupts**) me while I (19. **am speaking / speak**) with clients online.

Ali: And our chatline (20. **opens / is opening**) at 8 a.m., but Faisal never (21. **arrives / is arriving**) at work on time.

Presenter: So in general, (22. **do you have / are you having**) any advice for others who (23. **are thinking / think**) about starting a joint venture?

Faisal: Sure. It (24. **appears / is appearing**) to be an easy solution, but it (25. **requires / is requiring**) a great deal of trust and understanding.

Ali: Right! But if you've got that, it (26. **is / is being**) definitely better than going it alone.



1 Two Is Better Than One

N Put the words into the correct categories. Some words may go in more than one category.

antiques culture documents educational books exhibitions history informative exhibits	interactive displays jewelry manuscripts pottery robots ruins science	seminars space state-of-the-art 3-D digital cinema for scientific documentaries
---	---	---



Words Connected with Museums and Galleries

Archaeological	Technological	National

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

The new gallery is (1. **extremely / completely**) popular with visitors. It's a (2. **really / very**) amazing place to go when you are in the center of the city. The works of art on display are (3. **pretty / absolutely**) stunning. The paintings are in (4. **totally / extremely**) bright colors, though there are some (5. **quite / very**) terrifying illustrations. There are also a number of sculptures which are (6. **quite / extremely**) beautiful, and some of them are (7. **very / absolutely**) priceless. There's a (8. **quite / really**) massive selection of exhibits, and the admission prices are (9. **very / quite**) reasonable. Among those often exhibited there, are many (10. **absolutely / really**) important local and foreign artists. So, don't miss it. It's (11. **absolutely / very**) fascinating!

P Rewrite the sentences with different intensifiers and adjectives.

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

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

3. The museum was very bad, and the staff were very bad.


4. The art gallery was very good, and the things were very nice.

5. That's a very good picture. It's very nice.



2 Influential People

A Match the words to their definitions.

 i charity

1. _____ excelled

2. _____ founded

3. _____ impoverished

4. _____ philanthropist

5. _____ prominent

6. _____ reasonable

7. _____ reputation

8. _____ influential

a. very poor

b. well-known and respected

c. not too expensive

d. did very well

e. the opinion others have about someone

f. having influence on something or someone

g. started and supported an organization

h. a person that gives a lot of money to good causes

i. an organization that helps those in need

B Answer the questions.

1. What are the names of some famous philanthropists in your country? In your town?
Are there any buildings or schools named after them?

2. Which football player in your country has an excellent reputation?

3. What's a store in your town that has reasonable prices?

4. What do you excel at?

5. What is the name of a charity that you support?



6. What's the name of a prominent author in your country?

2 Influential People

C Complete the conversation, using the correct form of **used to**, **be used to**, or **would**.

Jenny: Did your father grow up around here?

Emily: No. He  used to live on the east side.

Jenny: He did? That's a bad area!

Emily: I know. It **(1)** _____ be even worse! My father **(2)** _____ have to walk home from school with a group of friends in order to stay safe.

Jenny: Wow. That's terrible.

Emily: Yeah. His family **(3)** _____ be really poor, so he **(4)** _____ it.

Jenny: He's lucky that he was able to become a doctor and move out of there.

Emily: I know. He **(5)** _____ study a lot every day. He **(6)** _____ read the dictionary at night to learn more vocabulary!

Jenny: So I guess he **(7)** _____ working hard.

Emily: That's true. The long hours at the hospital don't bother him. When he first became a doctor, he **(8)** _____ get any days off. He **(9)** _____ offer to work extra hours on weekends and when other people took vacations.

Jenny: I couldn't do it. I **(10)** _____ sleeping all weekend long!

D Complete the sentences about yourself.

1. I used to _____.

2. I'm not used to _____.

3. One hundred years ago, people would _____.

4. My friend is used to _____.

5. My country didn't use to _____.

6. People in my city are used to _____.

7. My first teacher would _____.

8. The students at my school are used to _____.

9. When I was a child, I wouldn't _____.

10. My grandparents didn't use to _____.

E Write a short dialogue for each picture. Use **was/were going to** in each.



1. _____



2. _____



3. _____



4. _____

2 Influential People

F Correct the errors in the sentences.



use

We didn't used to have a computer.

1. I would know her name, but now I can't remember it.
2. They are used to live in a small place.
3. I were going to call my sister, but she called me first.
4. They aren't use to the cold weather, because they come from a warm climate.
5. When he was a child, he would studies very hard.
6. Bill has lost a lot of weight. He didn't used to be thin.
7. I knew the radio wasn't going work.

G Complete the conversation with the words and phrases from the box.

cash
don't mind

drives me crazy
got cold feet

go around in circles
put it aside for a rainy day

Ahmed: This computer **(1)** _____! It always freezes up. It's so annoying!

Ibrahim: Maybe you should get a new one.

Ahmed: Everyone says that, but I just can't decide. I **(2)** _____. Sometimes I think it's a good idea to buy one, and other times I think I should just use this one and save some **(3)** _____.

Ibrahim: I guess you should save your money, but only if you **(4)** _____ using an old computer.

Ahmed: Sometimes I do mind it. Last week I was so frustrated that I decided I would buy a new one. I went to the computer store and picked one out. I was ready to buy it, but then at the last minute, I **(5)** _____ and left.

Ibrahim: Wow. It sounds like you want to save your money instead. Maybe you should **(6)** _____. Your computer isn't so bad. Maybe we can fix it.

H READING

Three students from different parts of the world were asked about their goals and dreams. Read about each student. Then complete the chart below.

Ali, 17, Saudi Arabia

My goal is to go to the United States to study to become a doctor. I am in my third year of high school in Jeddah right now. I study very hard so that I can get excellent grades in school. If I want to study in the U.S., I will need to speak English. I study English at school, and while I'm at home I read books and watch documentaries in English, too. I am going to apply for a scholarship program so that I can go to a university in the U.S. for a bachelor's degree. While I'm studying in the U.S., I will visit different medical schools to meet some of the professors. I will need to get top grades so that I can get accepted into a program. After I get my degree, I can become a medical doctor in orthopedics.

Yusef, 15, Somalia

My dream is to play on the Somali National Basketball Team. Right now I am the best basketball player in my school. We don't have a lot of money, so the court is just made of dirt. I'm used to playing on the dirt court with no shoes. I have a job watching a man's sheep for him. I save all the money I make. When I have enough, I will buy a pair of basketball shoes. Then I will travel to Mogadishu, the capital of Somalia. I will try out for a traveling team called the Somali Youth Basketball League. If I play well on that team, I can get a scholarship to play basketball at a university. This will hopefully lead to a position on the national basketball team.

Eun, 13, Korea

My goal is to become a world-famous football player. I have been playing football since I was three years old. I used to watch my older brothers play in the street with their friends, and then I would try to imitate them with my small plastic ball. Now I have training sessions three times a week. I am fortunate to have one of the best football coaches in Seoul as my instructor. I practice and run for at least three hours every day. My friends think I'm crazy, but I tell them this is the only way to become world-famous. I also play basketball with my cousin. When I am 14, I will try to join the Seoul Junior Football League. This will help me improve my skills and get a scholarship to the National Sports Academy. After that, I will try out for the national football team and participate in international championship games.

Write each student's goal and the steps the student will take to achieve that goal.

	Ali	Yusef	Eun
Goal			
Step 1			
Step 2			
Step 3			

2 Influential People

- I** Read the text and complete the blanks with the right words or phrases from the list. Then answer the questions.

put out	explicable	win me over	change of heart
blazing	lay my hands on	industrial design	come to this decision
acclaim	firefighter	obsessed	amazing

When I was five, I wanted to be a **(1)** _____. I had watched the fire department put out a **(2)** _____ fire in a store, and I was very impressed; I wanted nothing else for about a year or so. That was when I was given my red fire engine and a firefighter's costume and tools. Fortunately, all the fires I **(3)** _____ were make-believe!

Between the ages of six and eight, I kept changing my dream for the future from becoming a firefighter, to becoming a farmer, then a pilot, then a firefighter again, and so on. But when I was nine, I became really **(4)** _____ with the idea of becoming an astronaut and a space scientist. I had seen some **(5)** _____ photos of stars and astronauts in a capsule in a colorful children's encyclopedia and could think of nothing else. For the next few years, I collected newspaper and magazine clippings, photos, spaceship replicas, and all kinds of other mementos and souvenirs that I could **(6)** _____.

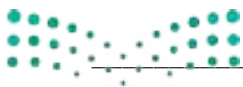
So, when I finally decided to study **(7)** _____ at the age of 17, my family and friends were really surprised. They had all thought that if not space, at least the sky would **(8)** _____, and I would probably become a pilot or flight mechanic, or some other related profession. This change was quite unexpected and not altogether **(9)** _____. They tried to find out if my **(10)** _____ had been prompted by discouraging or unkind comments, if I had lost my confidence, or if anyone had scared me off. It took some time to convince them that I had actually **(11)** _____ on my own, and that industrial design was what I had been researching and finding out about for at least two years.

I am now a successful designer, and I have managed to earn some **(12)** _____ for innovative ideas and designs. I am committed to my work and get a lot of satisfaction out of it. One of the reasons I like it so much is that I can keep on learning, observing, developing new ideas, and discovering new materials. This, naturally, means that I can keep on setting new goals and challenges for the rest of my life; my most recent goal!

1. List the stages that the writer went through before making his final career decision.

- a. _____
b. _____
c. _____
d. _____

2. Why do you think the writer's final decision was met with surprise and concern?



J Write as many words as you can about the actions (verbs) you see in the pictures. Write sentences about the pictures using **used to**, **would**, and **was/were going to**.

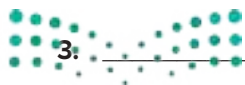


Action words (verbs)

--

1. _____

2. _____



3. _____

2 Influential People

K WRITING

Write about your goals and dreams.

1. Before you write, take notes in the chart below.

My Goal	
Step 1	
Step 2	
Step 3	

2. Now use your notes from the chart to write your essay.

Large lined area for writing an essay.



L Write complete sentences. Use the present perfect.

I / be / Dubai *I've been to Dubai.*

1. my cousin / buy a house / in Riyadh

2. Samir / begin / to study economics at college

3. we / go shopping / in the mall

4. my parents / live / in Makkah for all their lives

M Write two sentences for each situation. Use the present perfect plus **since** and **for**.

Sultan started to exercise on September 5. Today is December 5.

He has exercised since September.

He has exercised for three months.

1. Faisal used his new laptop on Monday for the first time. Today is Friday.

2. Sabah and Amal studied English in sixth grade for the first time. They're now in ninth grade.

3. My parents bought their restaurant when I was three years old. I'm sixteen years old now.

N Write questions. Use **How long**.

you / work / at the hotel
How long have you worked at the hotel?

1. they / live / in Jeddah

2. she / work / in this school

3. Omar / own / supermarket

4. Tariq / be / taxi driver

5. you / study / English



2 Influential People

O Circle the correct words.

1. Have you (**once** / **ever**) flown in a helicopter?
2. Noura has made five phone calls (**so far** / **yet**) this evening.
3. We have seen this film (**twice** / **never**) this year.
4. I haven't finished my project (**yet** / **recently**).
5. Have they (**already** / **lately**) closed the shop?
6. The company hasn't been very successful (**recently** / **already**).

P Use each group of words to write two sentences. Use the present perfect for one sentence and the simple past for the other sentence.

Badr / meet / a millionaire // last year

Badr has met a millionaire.

He met a millionaire last year.

1. we / make a donation / to charity // last Friday morning

2. Frank and James / go sightseeing / in China // during their vacation in 2012

3. I / buy / many books online // this past year

4. Our teacher, Mr. Simpson, / study Arabic / at evening classes // five years ago

Q Write questions for the statements in **P**.

Has Badr ever met a millionaire?

When did Badr meet a millionaire?

1. _____

2. _____


3. _____

4. _____



3 What Will They Think of Next?

A Write the missing letters of the words.

 e x t e n s i v e l y

1. c _ _ r _ _ u i _ _ s
2. _ _ p _ _ n
3. c _ _ n _ _ e n s _ _ d
4. r a _ _ _
5. _ _ e _ _ _ r m i _ _ e d
6. e x _ _ _ c _ _ a _ _ c y
7. _ _ a n _ _ t a _ _ i o _ _

B Complete the sentences with the words from exercise **A**.

 The new bridge will span the Mississippi River and allow traffic to move quickly across.

1. We don't have any electricity because the _____ are down.
2. Restaurants follow strict rules about _____ to keep their kitchens clean and make sure that their food does not make anyone sick.
3. Our baseball team wins a lot of games, so they usually have a good _____ in the league.
4. His speech was over an hour long, but he only had 30 minutes to talk. So he gave a _____ version of it.
5. They have not yet _____ who they are going to hire, so I don't know if I got the job.
6. People's life _____ has gotten longer and longer as medicine improves.
7. Cell phones are used more _____ across the world now than they were ten years ago.


3 What Will They Think of Next?

C Read the sentences. Label the 1st event and the 2nd event.

 *2nd event* *1st event*
By the time you make dinner, Bob will have gone home.

1. I will have finished my dessert by the time the waiter gets me my coffee.
2. By the time they find a cure for cancer, many patients will have died.
3. By 2029, he will have been teaching for 40 years.
4. Our grandchildren will have grown up by the time people start living on the moon.
5. By June, I will have graduated.
6. The sun will have set by the time we finish dinner.
7. By the time he calls back, we will have been sleeping for hours.
8. By the time everybody uses electric cars, many glaciers will have melted.
9. My sister will have been living in Paris for a year by the time I visit her.

D Write the verb in parentheses in the future perfect or future perfect progressive.

 **By next month, she** will have been living **(live) here for a year.**

1. They _____ (release) a new model by the time I'm ready to get one.
2. By the time the baby can walk, he _____ (turn) one year old.
3. By the time I have enough money saved, the price of houses _____ (go) up.
4. I _____ (work) for three hours by the time you are ready to help.
5. By the time the pie is ready, our dinner guests _____ (go) home!
6. By the time we arrive, she _____ (wait) for over an hour!
7. The film _____ (end) by the time we get there. Hurry!
8. I _____ (finish) this research paper by the time my parents buy me a new computer!
9. DVD players _____ (become) obsolete by 2030.
10. They _____ (live) in Oman for three years by the time we have enough money saved to visit them.

3 What Will They Think of Next?

E Complete the sentences with the correct time phrase. Use **when, before, after, while, until,** or **as soon as**. Sometimes more than one answer is possible.

1. They will stop charging so much money to use the beach _____ the summer is over.
2. _____ they come out with a new cell phone, I will buy one.
3. Khalid is going to play football _____ he finishes his homework.
4. The child will fall asleep _____ her mother reads to her.
5. Medicine will continue advancing _____ they've found cures for everything.
6. _____ I buy a new computer, I will do research to be sure I'm getting the best one.

F Write a sentence about each picture. Use the future perfect, future perfect progressive, or the future with dependent time clauses in each sentence.



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

3 What Will They Think of Next?

G Complete the sentences. Use the future with dependent time clauses, the future perfect, or the future perfect progressive.

1. By next month, _____ .
2. While I'm on the plane, I _____ .
3. As soon as we arrive at the hotel, we _____ .
4. I will use this book until _____ .
5. By this time next year, _____ .
6. By next year, _____ .
7. I will have gone to bed _____ .
8. By tomorrow, _____ .
9. When we graduate from high school, _____ .
10. I will have become old _____ .

H Complete the sentences with the words and phrases from the box.

check out go with the flow lugging ditch hoopla trust me on this

1. Hey! You should _____ the new cell phones they are selling at IT Wireless!
It's really worth going to see them.
2. Will there be a computer there that I can use? I don't feel like _____ my laptop there
with me.
3. **A:** What are you doing today?
B: I don't have any plans. I think I'll just _____ today.
4. This is the best Internet service provider out there. You should just _____ .
I have tried all of them, so I would know.
5. I have decided to _____ the group. We don't have any common interests.
6. I don't think this phone is very good at all. I'm not sure what all the _____
is about.

I READING

Read the essay. Then answer **true** or **false** for each statement below.

Extraordinary Visions of the Future

One of the famous people in history who had a great vision of the future was Leonardo da Vinci. Leonardo described and sketched ideas for many modern inventions hundreds of years ahead of their time. Very few of these were ever built and tested during his lifetime. Several of his notes suggest that he wished to organize and publish his ideas; unfortunately, he died before he could achieve this important goal. After his death, many of his notebooks were hidden or lost, although there are still records of some of his most extraordinary inventions. Here are four examples:

Parachutes for skydiving

The first reported successful parachute jump was made from the top of a tower in France in 1783. Leonardo da Vinci had sketched a design for a parachute in 1485. He included notes around his sketch about the size requirements of a parachute that would allow a person to fall safely from a great height.

Helicopter

The first helicopter that could carry a person was designed and flown by Paul Cornu in 1907. Leonardo da Vinci was fascinated by flying machines. One of the sketches of his flying machines resembles a helicopter in its operating principles. It has a rotating airscrew. According to Leonardo's notes, this helicopter was meant to fly rapidly by unwinding a wound-up string attached to the airscrew.

Aircraft landing gear

The first airplane with retractable landing gear was built in 1933. Landing gear enables the plane to move faster, avoiding resistance from the flow of air around the plane. Leonardo da Vinci had imagined the need for retractable landing gear more than five hundred years ago. A couple of his sketches of flying machines show this equipment.

Scuba diving equipment

Jacques-Yves Cousteau and Émile Gagnan invented the compressed air tank in 1943. Centuries before, Leonardo had made some sketches which show men in diving suits with long hoses coming out of them and leading to the surface. There is also one sketch that looks as if one of the divers has something like a gas tank attached to his chest.

 true **Leonardo da Vinci lived about 500 years ago.**

1. _____ Leonardo published a book with his ideas for inventions.
2. _____ Some of Leonardo's notebooks were lost.
3. _____ The first parachute was used in Italy.
4. _____ Leonardo flew the first helicopter.
5. _____ The first airplane landing gear was used in 1907.
6. _____ The compressed air tank is used in scuba diving.

3 What Will They Think of Next?

J Complete the sentences with the verb in parentheses in an appropriate future form. Sometimes more than one answer is possible.

According to a market forecast, in five years from now, eLearning **(1)** _____ (reach) a volume of nearly 5 billion dollars in the highest buying markets. This amount **(2)** _____ (spend) on packaged content, development services, learning platforms, tool hosting services, authoring software, and platform installation. Higher education **(3)** _____ (become) the largest buyer by the end of the forecast period. More than 3 million students in the U.S. **(4)** _____ (attend) virtual schools, and more corporations **(5)** _____ (use) e-Learning platforms for meetings and training sessions.

K Read the information about the young man and write sentences using the future perfect or future perfect progressive.

Philip was very seriously injured in a car accident when he was six. Despite numerous attempts to help him regain the use of his legs, he has been unable to walk and is totally dependent on his electric wheelchair. He continued his schooling online and graduated from high school last year. He was determined to attend college, but the ones in his area did not have ramps for wheelchair access. So he registered for courses in Cyber College. He is now 19, and has completed his first year of studies in Computer Science.

By the time he is 22...



(study online / for 16 years)

He will have been studying online for 16 years.

1. (take college exams online / for four years)

2. (access libraries online / for all his assignments)

3. (order books online / for all his subjects)

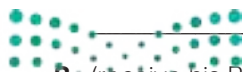
4. (graduate from college)

5. (complete four years of college)

6. (spend 16 years wheelchair-bound)

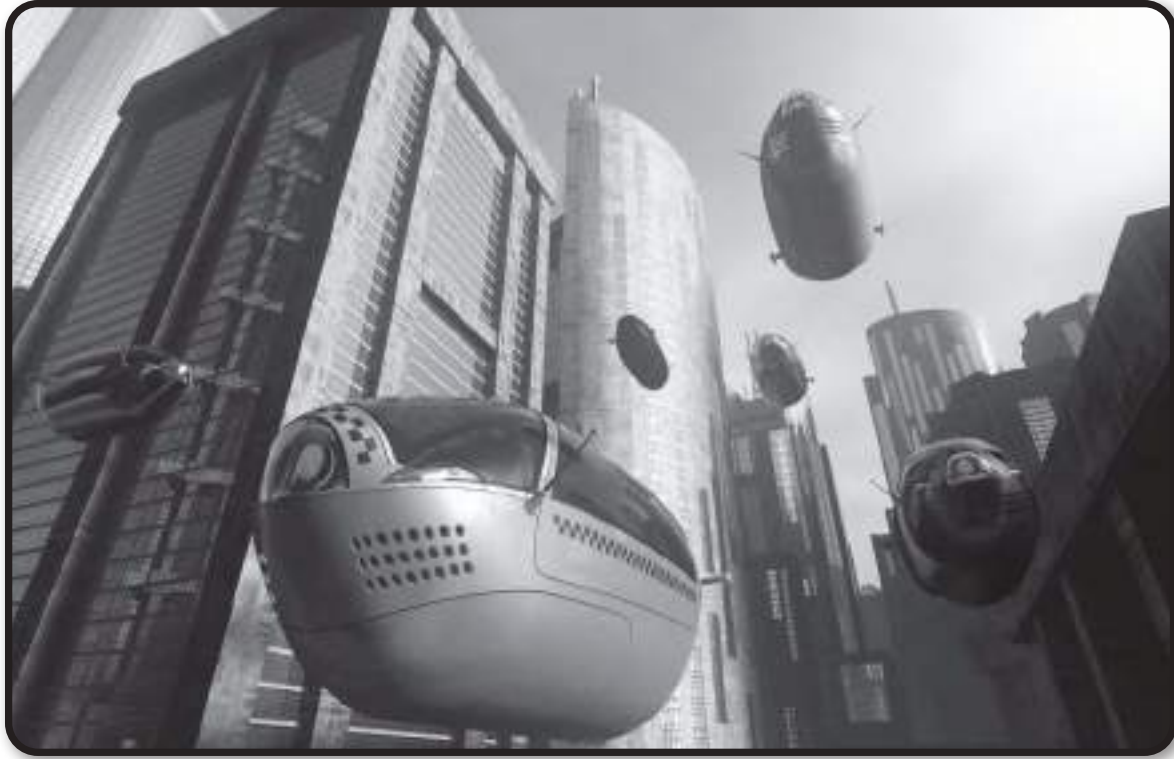
7. (learn a lot about Computer Science)

8. (receive his Bachelor's degree in Computer Science)



3 What Will They Think of Next?

L Look at the picture and imagine it is the year 2040. Write words in the box below to describe what is happening. Then write sentences about the future using the future perfect and future perfect progressive.

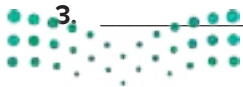


Action words (verbs)

1. _____

2. _____

3. _____



3 What Will They Think of Next?

M WRITING

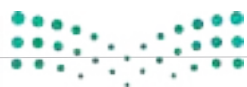
Choose a modern invention, such as trains, airplanes, or cell phones. Explain the origins of the invention, how it is used now, and how you think it will change and develop in the future.

1. Before you write, write notes about the past, present, and future of the invention.

Modern Invention: _____		
Past	Present	Future

2. Now use your notes from the chart to write your essay.

Large lined area for writing an essay.



N Make each statement a yes/no question. Then give a short answer.



Ali doesn't use his cell phone often.

Q: *Does Ali use his cell phone often?* _____

A: *No, he doesn't.* _____



1. My parents both speak English.

Q: _____

A: _____

2. The hotel doesn't have its own website.

Q: _____

A: _____

3. My brother and I don't go to the same school.

Q: _____

A: _____

4. The restaurant offers a free Wi-Fi connection.

Q: _____

A: _____

5. I usually communicate with my friends by email.

Q: _____

A: _____

O Match the questions and answers.

1. How's it going? _____

a. It's Abboud.

2. When's your graduation? _____

b. He's here for the online conference.

3. What's your last name? _____

c. We're from Dubai.

4. Why's Mr. Jones here? _____

d. Fine, thanks.

5. Where's your family from? _____

e. That's my aunt.

6. Who's that woman over there? _____

f. It's in June.

P Answer the questions.

1. Where were you born? _____

2. Where did you grow up? _____

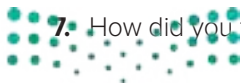
3. Why did you take the decision to study English? _____

4. When did you meet your best friend? _____

5. Did you spend time on the Internet yesterday? _____

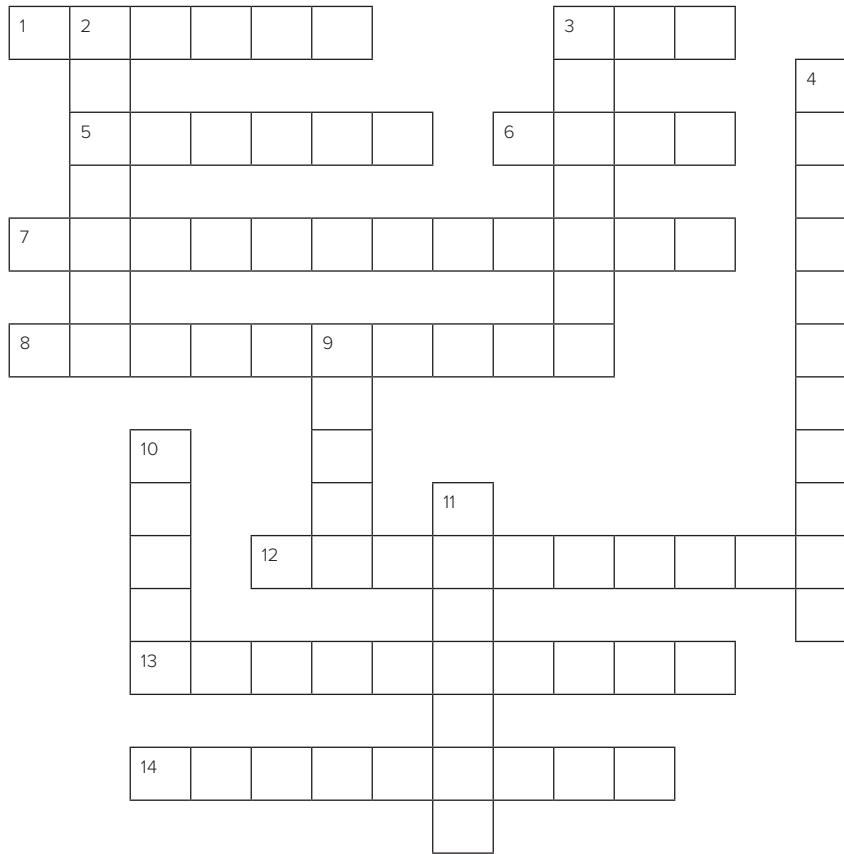
6. What did you eat for breakfast this morning? _____

7. How did you feel on your first day at English school? _____



3 What Will They Think of Next?

 Complete the crossword puzzle.

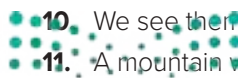
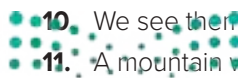


Across

1. A piece of rock falling from outer space.
3. Thick clouds of it formed the Earth.
5. Send a spacecraft up into space.
6. What airplanes do when they reach the ground.
7. A place where research is done in space.
8. Scientific knowledge for building new machines.
12. The mixture of gases around a planet.
13. A vessel that travels to other planets.
14. A person working on a spacecraft.

Down

2. When the moon is between the Earth and the sun, and you can't see part of the sun for a while.
3. A force that causes things drop to the ground on Earth.
4. The sun and all the planets.
9. What the planets do around the sun.

-  10. We see them in the sky at night.
-  11. A mountain with a hole in its top where hot gases and lava come out.

4 The World of TV

A Match the words with their definitions.

- 💡 e **abrupt**
- | | |
|----------------------|---|
| 1. _____ abandon | a. not active |
| 2. _____ animated | b. with a good reputation or wealth |
| 3. _____ dormant | c. leave a place or thing for ever or a long time |
| 4. _____ prominent | d. catch and keep as a prisoner |
| 5. _____ prestigious | e. sudden |
| 6. _____ capture | f. save someone from danger or harm |
| 7. _____ rescue | g. important |
| | h. illustrated or drawn |

B Complete the chart with the word forms. Use a dictionary to help you.

	Noun	Verb	Adjective	Adverb
💡	abruptness		abrupt	abruptly
1.		abandon		
2.			animated	
3.			dormant	
4.			prominent	
5.			prestigious	
6.		capture		
7.		rescue		



4 The World of TV

C Combine the sentences. Use a paired conjunction (**both...and**, **not only...but also**, **either...or**, or **neither...nor**).

The game show host is talented. The game show host is funny.

The game show host is not only talented, but also funny.

1. That film wasn't interesting. That film wasn't funny.

2. We can watch a documentary tonight. We can watch the news tonight.

3. Marlin is a character in the animated film. Dory is a character in the animated film.

4. I wasn't tired. I wasn't hungry.

5. The detective is brave. The detective is intelligent.

6. It is my favorite biographical film. It is my favorite book.

7. The hero will win in the end. The villain will win in the end.

8. The football game was boring. The football game was disappointing.

D Complete each sentence with **and**, **but**, **or**, **so**, or **yet**.

I wanted a sandwich, yet they only had burgers.

1. The sun was out, _____ it was still cold.
2. We can study for our English test, _____ we can play video games.
3. I read the detective books, _____ I saw the TV series, too.
4. I like dramas, _____ I like comedy shows more.
5. She was bored, _____ she called her friend.
6. I thought the game was great, _____ the referee annoyed me.
7. You can watch TV, _____ you can just read a book.
8. I wanted to eat dessert, _____ I was full from dinner.
9. One form of media is TV _____ another is the Internet.
10. I don't like documentaries _____ I'm not going to watch TV with you.

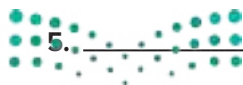
E Correct the errors in the sentences.

1. I think the most interesting sci-fi film is either *Star Wars* nor *E.T.*
2. Both my brother and my father likes adventure films.
3. He loved the exhibition, so went to see it again.
4. Not only are my grandparents going, but also my aunt are going.
5. In the end the hero saved the city, but he got the money.
6. Neither John nor his parents plans to go to graduation.
7. The documentary was not only popular, and also it won an award.

F Write five sentences about some of the pictures. Use paired conjunctions (**both...and**, **not only...but also**, **either...or**, or **neither...nor**) or independent clauses with **and**, **but**, **or**, **so**, or **yet**.




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



4 The World of TV

G Finish the sentences with your own ideas.

 I tried to borrow the book from the library, but all the copies had been checked out.

1. She finished her homework early, so _____.
2. One of my friends is planning to be a scriptwriter, and _____.
3. Most of my friends like horror films, but _____.
4. Bob studied a lot, yet _____.
5. The remote control was broken, so _____.
6. I was feeling sick, but _____.
7. We could go out to eat or _____.
8. All of my friends loved the meal, yet _____.

H Complete the conversation with words and phrases from the box.

a dime a dozen hard to swallow terrible dozed off just You must be joking

Susie: What was the name of that excellent film we saw last week? I want to tell Tara about it. I think she would really like it!

Aisha: Do you mean *Other Worlds*? You liked it? I thought it was **(1)** _____!

Susie: **(2)** _____. It was one of the best films I've seen all year!

Aisha: It was just so boring. I even **(3)** _____ a few times.

Susie: That's probably because you didn't get enough sleep the night before!

Aisha: No, I don't think so. It just wasn't a good film.

Susie: I thought Tony Patterson's performance was **(4)** _____ wonderful.

Aisha: Really? I think he's **(5)** _____. Anyone could have played that part.

Susie: But it was so exciting!

Aisha: I didn't think so. I thought the plot in general was **(6)** _____. It wasn't realistic at all.

Susie: Well, I guess we have different tastes in films!



I READING

Read the article. Then choose the best answer to each question below.

The World of Manga

Manga are comics that were created in Japan in the late 19th century. Japanese people use the word to refer to cartoons, comics, or animation. Among English speakers, however, it is used to refer to Japanese comics along with the word anime, for animated cartoons. The comics cover a wide range of genres such as action, adventure, science fiction, mystery, thrillers, drama, sports and games, and so on. They are normally printed in black and white, although some are printed in full color. Many manga stories are translated into other languages, mainly English.

The stories are often published in large manga magazines. Each story is presented in a single episode that continues in the next issue. Successful stories may also be republished in hardback or paperback books. Popular manga series are sometimes animated after the story has been completed or as it develops in single episodes. Some manga comics are based on animated or live-action films.

Modern manga follows two broad trends. One trend focuses on events between 1945 and 1952 and incorporates cultural influences from American cartoons, TV films, images, and themes. The other trend stresses Japanese culture and art. Manga artists such as Osamu Tezuka created heroes that became popular in Japan and elsewhere in the world around the same period. Tezuka created Astro Boy, who is still a very popular, well-known character. The science fiction series is set in a futuristic world where robots co-exist with humans. Tezuka's visually dynamic style simulated slow and fast motion as well as details along the lines of cinematography.

The influence of manga on international comics has grown considerably over the last three decades. Manga has become an important part of the Japanese publishing industry and gained a significant readership in the U.S., Canada, Europe, and the Middle East. Artistic styles and characters of both genders have evolved to satisfy a wider range of genres, including realistic representations of life or fiction.



- When English speakers refer to manga, they're referring to _____.
 - animated cartoons
 - Japanese comics
 - cartoons, comics, or animation
- If a story is popular, it might also be sold in _____.
 - hardback
 - issues
 - magazines
- Manga comics are sometimes inspired by _____.
 - live-action films
 - single episodes
 - books
- Osamu Tezuka's character Astro Boy achieved _____ popularity.
 - limited
 - local
 - global
- Manga has had _____ effect on international comics in the last 30 years.
 - no
 - an increasing
 - a very small
- Visually dynamic probably means _____.
 - very colorful
 - animated
 - bold and full of energy and movement

4 The World of TV

J Think about filming a documentary and order the stages below. Then write a sentence explaining what each stage involves or provide an example.



1 Decide on the topic.



Choose a topic such as a historical person, a place, nature, a scientific discovery, etc.

_____ Find a location.

_____ Write the script.

_____ Film your scenes.

_____ Decide on a situation or plot.

_____ Decide on the time to shoot the documentary.

_____ Make a storyboard and a scene list.

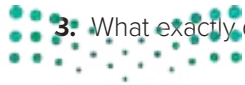
_____ Check your equipment.

_____ Edit your documentary on your computer.

K Answer the questions.

1. What genres of TV films do you like best? Why?

2. Which TV films do you remember more vividly?



3. What exactly do you remember and why?

L Write as many words as you can about the picture. Write sentences about the picture using **both...and, not only...but also, either...or, or neither...nor.**



Words about the picture

Blank area for writing words about the picture.

1. _____
2. _____
3. _____



4 The World of TV

M WRITING

Using the Internet for research, write a report on the making of a film you particularly like. Include information about the cast, the director, the location, and the set.

1. Before you write, take notes in the chart below.

Film Title	
Cast	
Director	
Location	
Set	

2. Now use your notes from the chart to write your report.

A large rectangular area with horizontal lines for writing a report.



N Write sentences with **as...as**.

1. Detective stories are easy to follow. Science fiction is just as easy.

2. Ahmed is talented at writing, and so is his friend Oscar.

3. A TV antenna is difficult to tune in. A satellite dish is more difficult.

4. The Ritz is a prestigious restaurant, and so is the Lime Tree.

5. The original film's plot is intriguing. The plot of the sequel is less intriguing.

O Complete the conversation. Use comparative and superlative structures.

Amal: In your opinion, what is the **(1.)** _____ (good) series on TV right now?

Sandra: Well, I've started watching that new series on Tuesday evenings. You know, the comedy about the people working in a company office. I really enjoyed it. It's the **(2.)** _____ (funny) thing I've seen this year.

Amal: Do you mean *It's The IT Mob*? I can't believe you like it? I watched one episode of it, and I think it has the **(3.)** _____ (stupid) plot on TV!

Sandra: Oh, come on. It's not as **(4.)** _____ (bad) as that. In fact, it's definitely **(5.)** _____. (good) than any other series.

Amal: I disagree. It was the **(6.)** _____ (boring) program I've ever seen. I almost dozed off a few times.

Sandra: Maybe that's because you didn't understand the IT jokes!

Amal: No, I don't think so. I thought the plot in general wasn't as **(7.)** _____ (realistic) as it should be.

Sandra: Not realistic? But it's a comedy, not a documentary! I thought Kevin O'Connor's performance was by far the **(8.)** _____ (hilarious) he's ever given.

Amal: Really? I think he's considerably **(9.)** _____ (talented) than you give him credit for. Anyone could have read those lines.

Sandra: So how come it's much **(10.)** _____ (popular) than anything else on TV at the moment? Everyone's watching it.

Amal: Ah! That's just the power of advertising. The **(11.)** _____ (frequent) the ads, the **(12.)** _____ (strong) the attraction to watch. *Larry's Laugh-In* is a lot **(13.)** _____ (clever) than your silly *IT Mob*. That's my favorite comedy series.

Sandra: Well, I guess we have slightly **(14.)** _____ (similar) tastes in comedy than we thought!

P Which genres of films do you prefer? Write three sentences about why you prefer them. Use comparatives or superlatives.

1. _____

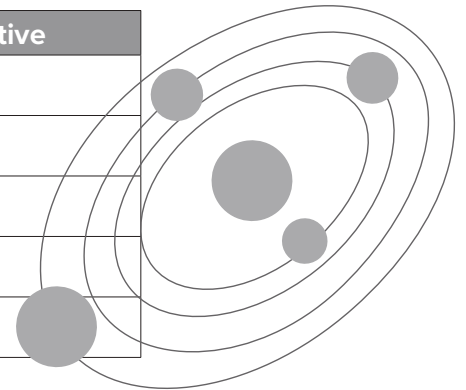
2. _____

3. _____

4 The World of TV

Q Complete the chart with the comparative and superlative forms.

Irregular Adjective	Comparative	Superlative
good		
bad		
well		
far		
old		

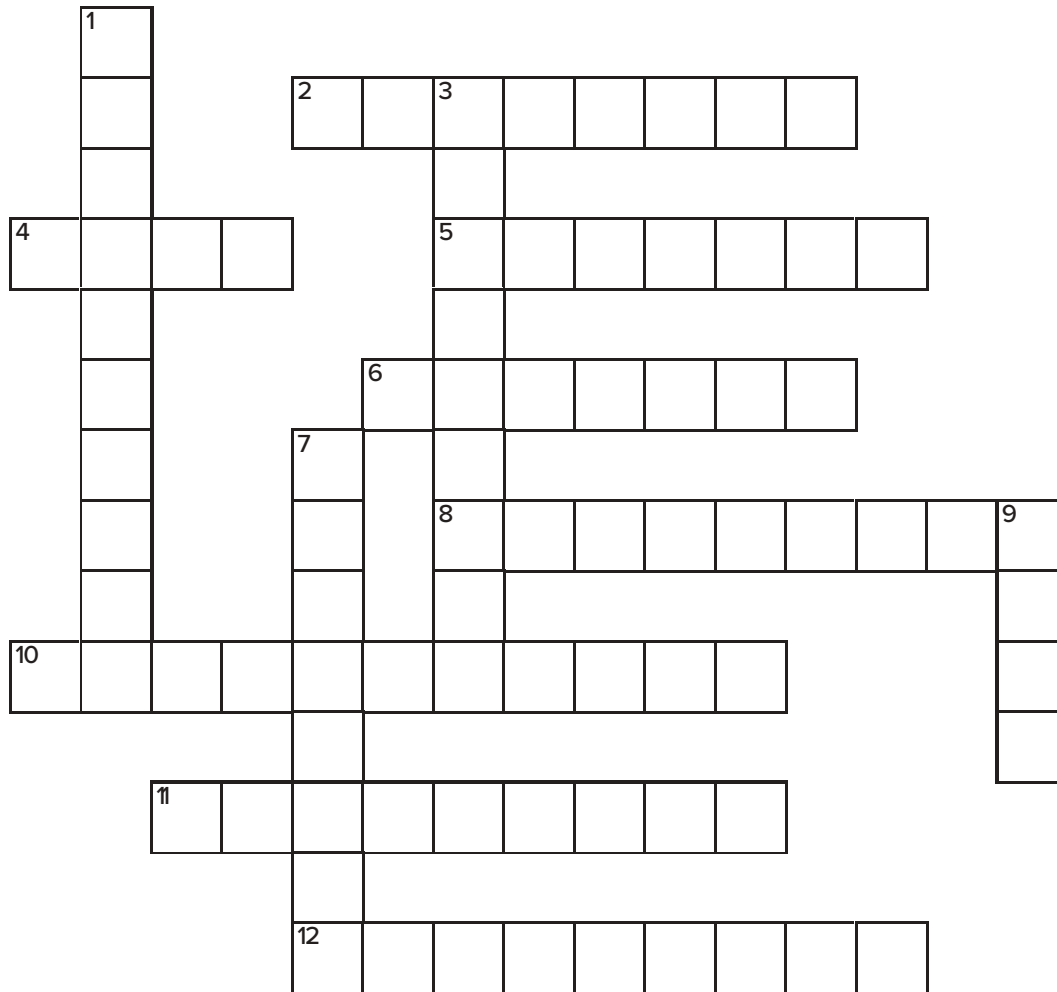


R Complete the sentences with the correct form of the adjectives in parentheses. Use the for the superlative form.

- Mercury is _____ (close) to the sun than any other planet.
- The planet that is _____ (far) from the Earth is Neptune.
- Pluto has been called a dwarf planet because it's considerably _____ (small) than any of the planets in our Solar System.
- Brad has three brothers, and _____ (old) one is an astrophysicist.
- Being in the anti-gravity simulator made Faisal feel dizzy, but he's much _____ (well) now.
- Mars is _____ (hot) than Jupiter and Saturn, but it is _____ (icy) than Earth.
- Flying in the Space Shuttle was _____ (thrilling) experience of his career, but the time he nearly crashed was by far _____ (bad).
- Jupiter has a _____ (great) number of moons, but Saturn has _____ (impressive) ring system.
- Earth is the only planet that is inhabited by humans as it has a far _____ (good) atmosphere for us and _____ (favorable) temperatures.
- Earth is slightly _____ (big) than Venus, whose air is _____ (poisonous) than the atmosphere of Mars.
- Galileo discovered Jupiter's four _____ (large) moons since he was one of _____ (great) scientists of his time.
- Prince Sultan bin Salman's _____ (celebrated) space flight made young Saudis _____ (eager) to find out about space.

EXPANSION Units 1 – 4

A Complete the crossword puzzle.



Across

2. did well at
4. money
5. no problem (2 words)
6. dedicated
8. a close, beneficial relationship
10. decide not to do something because you are scared (3 words)
11. important and respected
12. battles; fights

Down


1. very valuable
3. shortened
7. extremely difficult
9. extend across

EXPANSION Units 1 – 4

B Complete the conversations. Use **other**, **others**, or **another**.

- A:** I'm almost done with my book. I need to find _____ one to read.
B: Have you checked the list from the library book club? Maybe that will help you find _____ .
A: That's a good idea. I have found many _____ from that list in the past.
- A:** I need to get _____ camera. Mine isn't very good.
B: Let's go to the Electronic Superstore to buy _____ .
A: Actually, it's too big and confusing there. I would rather go to _____ stores.
- A:** Did you see that Elle got _____ pair of shoes?
B: She did? What is she going to do with the _____ ones?
A: She has lots of them. She will probably put them with her _____ .

C Rewrite each sentence. Add the emphatic **do**.

 Neil Armstrong walked on the moon. Neil Armstrong did walk on the moon.

1. Nina has a smartphone. _____
2. I like surfing the Internet. _____
3. My brother got a new TV. _____
4. We have a digital camera. _____
5. I felt sick yesterday. _____
6. Oliver works for the government. _____

D Complete the sentences with **used to**, **be + used to**, or **would** and the verbs in parentheses.

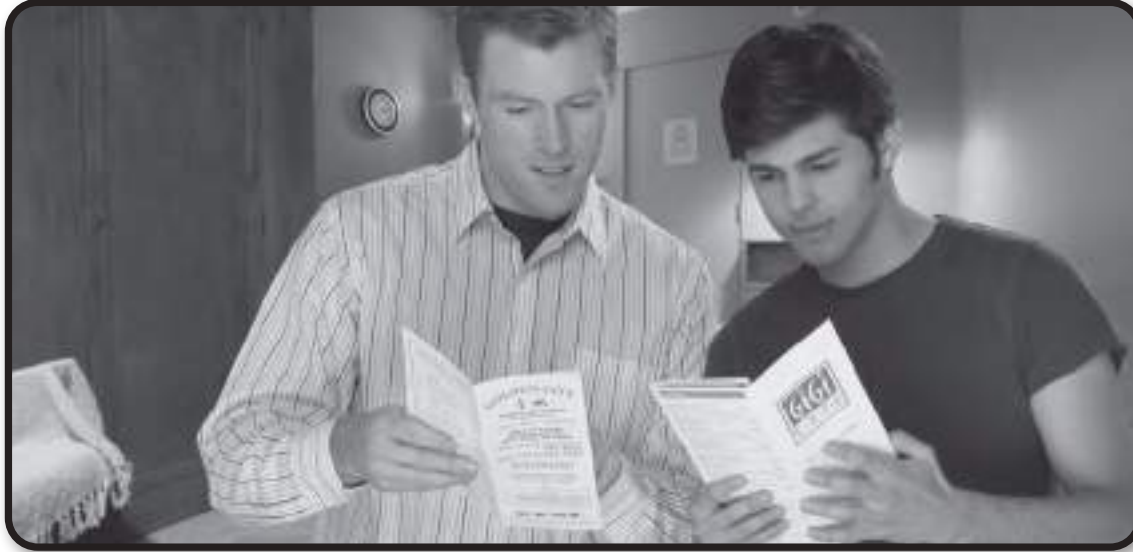
 My father used to go (go) to work by bus, but now he has a car.

1. In the 21st century we _____ (deal) with new technology.
2. Over 50 years ago, people in some countries _____ (have / not) their own telephones. They would share telephone lines with others.
3. I _____ (work) long hours. I've worked like this for years.
4. In the past, people _____ (type) important papers on a typewriter.
5. I _____ (get) sick a lot when I was a child, but now I never get sick.
6. I grew up in Egypt, but I live in the U.S. now. I _____ (speak / not)

وزارة التعليم English every day.

EXPANSION Units 1 – 4

E Use the prompts to write sentences using **was/were going to**.



Ibrahim / go to the store / be too tired

Ibrahim was going to go to the store, but he was too tired.

1. Amina / call her friend / get sick

2. I / buy my friend a present / not have enough money

3. Hussain / visit his grandparents / have to work

4. They / take the class / not have time

5. We / cook dinner / order from a restaurant instead

6. Farah / buy a new computer / get her old one fixed

7. Sean / find a new apartment / buy a house

8. Hannah / study Spanish / study Japanese

EXPANSION Units 1 – 4

F Use the future perfect or the future perfect progressive to complete each sentence. In some cases, both forms are possible.



! Abdullah and Faisal joined the football team three years ago. By next year, *they will have been on the team for four years.*

1. We have already driven 150 kilometers. If we drive another 50 kilometers,

2. Ahmed moved to Riyadh in 2020. By 2033, he

3. Bill has been working at the same company for nine years. By next year,

4. Fahd has been studying for three hours. It's 9:00 P.M. By 11:00 P.M.,

5. I have known my neighbor for nine months. In three months,

6. Saeed has played chess since 2018. By 2028,

7. She has been cooking dinner since 6:00 P.M. By 7:30 P.M.,

8. They have been waiting since 2:00 P.M. By 2:30 P.M.,

EXPANSION Units 1 – 4

G Combine each pair of sentences using a paired conjunction.

Tom doesn't lie. Tom doesn't yell.

Tom neither lies nor yells.

1. He worries a lot. He tries to avoid conflict.

2. Ben doesn't like to play football. Scott doesn't like to play football.

3. Betty likes to talk about her feelings. Tara likes to talk about her feelings.

4. They will have pizza. They will have pasta. They don't know yet.

5. Madison likes to speak in formal situations. Madison likes to speak in informal situations.

6. Sea turtles can swim underwater. Sea turtles can live to be very old.

7. The twins don't do chores. The twins don't clean their room.

8. The meal can be served with rice. The meal can be served with salad.



EXPANSION Units 1 – 4

H Read the text below and put the paragraphs in the right order. Highlight the parts that helped you decide.

Homework – What is it for?

Then again, there were students who obviously had lots of help from parents or teachers at home and always brought their immaculately written homework but could not perform in class. They often had similar grades to the student I mentioned earlier.

Thinking back, I realize that it all had to do with the amount of homework, and the way it was set by the teacher. When the teacher took the time to explain what we had to do and even allowed us to produce examples and ask questions, I was more willing to do it when I went home. When, on the other hand, homework was set in a hurry, I went home feeling confused, not certain about what was required, dreaming up a number of excuses to avoid doing it.

Finally, homework does not need to be tedious. It can be interesting and challenging and foster learning as much or as little as any activity in and out of class. It is the learning and content that needs to be focused on over and beyond the amount and presentation. At least that's what I think...

I can appreciate the fact that homework needs to be set to help learners consolidate what they have done in class, but is it more important than anything else that someone does as a student? I quickly realized that if I wanted to be on good terms with teachers, I had to do my homework and stuck to that throughout my school years. However, I couldn't help thinking about the difference it made when homework was set in a way that encouraged us to think, search and find information, or express ourselves in a creative manner. I also remembered how appreciative we all were when homework did not require endless pages of writing for no obvious reason.

1

I have often wondered about the purpose of homework while I was at school. I sometimes felt that homework was set to keep us busy or keep us in line. I also thought it was a kind of test or form of punishment. Then again, there were times that I enjoyed it!

A lot of people think that students who do their homework learn and the rest don't. I remember a classmate of mine who was a really fast learner and was always interested in finding out about things, but she was dismal with homework. She would do part of it, or none at all, or do the wrong thing. As a result, her marks did not reflect her real abilities, but instead showed her inability to do homework.



EXPANSION Units 1 – 4

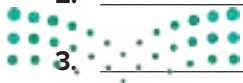
I Write as many words as you can about what you see in the picture. Write your words under each heading below. Then write sentences to describe the picture using the following order: noun, verb, a second noun, place, and time.



Noun	Verb	Place	Time

1. _____

2. _____



3. _____

EXPANSION Units 1 – 4

J WRITING

Write an expository essay about some kind of controversial social issue, such as health care, minimum wage, or children’s rights. Write about the history of the social issue, how it affects people today, and how you think it will change in the future.

1. Before you write, take notes in the chart below.

Social Issue: _____		
Past	Present	Future

2. Now use your notes from the chart to write your essay.

Large lined area for writing the essay.



Writing Skills 1

Expressing Your Opinion

When giving your opinion, either orally or in writing, it is important to clarify whether the opinion that you are expressing is your own or one that is generally accepted.

Personal opinion	General opinion
I think that...	Most people know/think that...
In my opinion,...	Everyone knows that...
From my point of view,...	It is thought/believed/well known that...
As far as I'm concerned,...	Most people support/oppose the...
I strongly believe that...	

A. Choose the most appropriate beginning for each sentence.

- (In my opinion / Most people know that) people today are too obsessed with earning money. They should try and enjoy life more.
- (As far as I'm concerned / It is thought that) global warming will cause the polar ice caps to melt.
- (Everyone knows that / I think that) governments of richer countries should give money to poorer countries.
- (From my point of view, / It is thought that) medical care should be free for everybody.

B. Use the prompts to express opinions about the world today.

- I think that _____.
- It is believed that _____.
- Most people support the idea of _____.
- As far as I'm concerned, _____.
- Most people think that _____.

When expressing your opinion in a debate, it is important not to make your statements so general that they are not true. For example, the statement *Everybody loves to eat junk food* can be easily argued with. However, the statement *Almost everybody loves to eat junk food* is much more difficult to argue with.

When expressing your opinion in a debate:

- Avoid words like *never, always, all, none*. Use words like *often, hardly ever, many, very few*, etc.
No **Few** teenagers like school.
- Try using modal verbs to qualify the verb.
There **will may** never be peace in the world.

C. Modify the following sentences to be less extreme.

- It never rains in the desert.
- There must be life on other planets.
- It is impossible to find a cure for cancer.
- All factories pollute the environment.

Writing Skills 2

Rewriting

English is a very versatile language. By choosing vocabulary and structures carefully, you can often write the same idea in several ways. For example:

There are not enough homes in modern cities for the people who live there.

There is a shortage of homes in modern cities for the people who live there.

Modern cities do not have enough homes for the people who live there.

The number of homes in modern cities is insufficient for the people who live there.

Another way to improve your writing is to avoid constantly using the same word by using synonyms.

A. Complete the sentences so that the second sentence has a similar meaning to the first. Use the words in parentheses.

1. **a.** There will be an exam in biology on Monday.

b. The students _____ in biology on Monday. (tested)

2. **a.** Computers have caused major changes in the way people work and study.

b. Computers _____ work and study practices. (revolutionized)

3. **a.** Not many people like to drink coffee at night.

b. Drinking coffee _____ . (unpopular)

4. **a.** It was the first time the children had seen snow.

b. The children _____ . (never)

5. **a.** Many people think that Venice is the most charming city in the world.

b. Venice _____ one of the most charming cities in the world. (considered)

B. Read the paragraph. Then rewrite the paragraph, replacing the underlined words with synonyms from the box.

greeted	grin	noticed	peered	portrait	rang
roses	scarlet	silent	stepped	the ocean	wandered

Anne arrived at the house and walked (1. _____) through the gate into the garden that smelled of flowers (2. _____). The sound of water (3. _____) reached her ears from somewhere out of sight. She walked (4. _____) up the path to the red (5. _____) door and pressed (6. _____) the doorbell. After a few moments, she saw (7. _____) someone behind the glass of the door, and it swung open to show her grandmother. Her grandmother looked (8. _____) at her for a few moments, and then her face relaxed into a smile (9. _____). Anne said hello to (10. _____) her grandmother and stepped into the warmth of the hallway. The door closed behind her, shutting her into the quiet (11. _____) atmosphere of the old house. She looked around the once familiar walls and saw that the picture (12. _____) of her grandfather was missing, nor was there any sign of him in the house.

Writing Skills 3

Editing Finished Work

Good writers know that a piece of work isn't finished until it has been checked for errors. This is especially important when writing in a foreign language. It's a good idea to take a break before checking your work so that you can look at it with fresh eyes. Read the following checklist for editing finished work.

Audience	Is the work appropriate for the intended audience? Have you written a formal piece for an informal situation or vice versa? Will the reader understand what you are trying to communicate?
Extra words	Have you included any extra words by mistake? Common examples include: articles, prepositions, personal pronouns, etc.
Missing words	Are there any words missing? Common examples include: articles, auxiliary verbs, prepositions, personal pronouns, etc.
Grammar	Is the grammar correct? A common example of a grammar mistake is forgetting the third person -s on present simple verbs.
Tenses	Have you used the correct tenses? Make sure that you are consistent with your tense usage and don't change tense in the middle of a sentence.
Punctuation	Punctuation is a very important feature of written English, often dictating meaning. Make sure that your work is punctuated correctly according to English rules.
Spelling	Many people have problems with English spelling, but most problems can be avoided by being careful. If you're not sure of a word, look it up in a dictionary!

A. Correct the errors in the sentences.

1. My father is a journalist for seven years.
2. My parents was born in 1970 and got married in 1992.
3. I like Amy and Carol, but I really can't stand there pets.
4. The doorbell rang when Mindy talked to her friend on the phone.
5. I had a terrible day at work yesterday. My computer crashed and I lose all my work.
6. I think that the athletes should set a better example for young people.
7. Although cell phones have changed our lives forever, not everybody like using them.

B. Add capitalization and punctuation to the sentences.

1. mike turned to kevin and asked will you help me
2. suddenly the children ran to the door their father was home from his business trip
3. what do you think people should do to help decrease poverty in developing nations
4. sam doesnt like school very much but he does enjoy his english class
5. frank asked if he wanted time to think about it before he made his decision
6. my favorite book of all time is oliver twist by charles dickens.
7. in spite of all the bad reviews I still enjoyed the restaurant.

Writing Skills 4

Writing an Account or Newspaper Article

Although most of us know what we want to say when we start writing, it is often easy to forget while in the process of writing, which can cause the work to lack structure and make it difficult for the reader to understand. Plan briefly first, so that you can check your progress as you write. Follow the guidelines below to help you.

1. Decide what information you need to convey to the reader. Ask yourself the questions **Who? Why? What? Where? When? How?** to come up with most of the information you need to include.
2. Write a brief plan like the one below, explaining what you will include in each paragraph. This will also help you decide how many paragraphs you need to include.
3. When you finish, check the work against the plan to make sure you've included everything. Try and read the piece as if you were someone else. Does it include all the information you need to provide?

A. Read the text that follows the plan and reorder the paragraphs so that they match the plan.

1. *Introduction, mystery finally solved*
2. *Background history of the case, search, police and residents' reaction*

3. *How the case was solved*
4. *The men's reaction, what they've been doing, employers' reaction*

- a. However, two days ago, police received a phone call from their colleagues in New York saying that there was a man in their precinct who claimed to know what had happened to the two men. An agent flew up to New York to interview the man who had seen the case of the escaped convicts on a popular TV program on unsolved crimes, and had immediately recognized one of the men as his next-door neighbor and the other man as his next-door neighbor's cousin. He said that he'd never realized who they were before, because both men had changed their names as well as the color of their hair and eyes!
- b. The two men were arrested in their new home. They had both been able to find jobs and were planning to get married soon. Confronted with the prospect of spending another twenty years in prison, one of the men had a stroke and was taken to hospital. The other man was driven back to the penitentiary to wait for their final sentencing. Neither man regretted escaping. They had both started new lives and had not committed any unlawful act while out of prison. Their employers have offered to testify as character witnesses and claim that both men have been model workers.
- c. The two run-away convicts were first reported missing in May 2007, when they failed to appear at the door of their cell during morning inspection. Described as two of the most intelligent and dangerous criminals, the two men caused an enormous stir in the media. A national manhunt was launched in an effort to locate and apprehend the two escapees. Over one hundred thousand residents helped the police search the area and the surrounding desert with no success. Local law enforcement officers and residents eventually resigned themselves to the fact that they would not be able to find the two men.
- d. After years of a nationwide search, it appeared that police had finally located the getaway car and prison uniforms of the detainees that had managed to dig their way out of the high security penitentiary in Phoenix, and a few days later the actual escapees.

Speaking Skills 1

Public Speaking Part 1

“When you listen, you have power. When you talk, you give it away.”— Voltaire

It might seem strange to begin a discussion on public speaking with this quote, but it states the most essential condition of effective communication. Public speaking, as in speeches, presentations or debates, is addressed to an audience. If the speaker does not take that audience into consideration and does not attempt to approach, involve, and engage it, public speaking becomes a monologue; and no matter how eloquent that monologue might seem, it falls on few ears, if any, and is easily forgotten.

So, our first concern is our audience in relation to the topic/content of our talk and how we can begin, carry on, and round up in an interesting and memorable manner. If listeners go away remembering one thing, you should be satisfied; if they remember two things, you should be very pleased; anything more than that is a tribute to your unique skills as a speaker/presenter!

The audience	<ul style="list-style-type: none"> • Take the time to look at people in the audience before you begin speaking; greet and/or make eye contact with people you recognize. Smile! • If you have been a member of the audience in the past, you might recall that audiences sometimes get almost as stressed as the speaker, especially when the speaker is a well-respected and admired individual.
Getting to know the audience	<ul style="list-style-type: none"> • Begin with a joke or comment that will break the ice and put you in a better position by bringing presenter and audience closer together. • If you feel confident, you might begin by eliciting expectations and comments from the audience and then launch into your content, having made a definite connection that will contribute to a successful presentation.
Engaging and involving the audience	<ul style="list-style-type: none"> • Use open questions. Get information before you give information. Don't be afraid to follow up one question with another. Listen and observe audience responses/ reactions; they will provide the clues you need to continue as you get closer to your audience, and will demonstrate your genuine interest in them. • Use stories to introduce or illustrate issues and entertain your audience. An audience that is entertained is more likely to be “captive” and remember things. • Questions which get the audience to express points that you would have to make otherwise, ensure audience agreement effectively and efficiently. • Look upon interruptions as communication opportunities rather than disrespectful distractions. They are indications of active participation.

1. Work with a partner. Choose one of the topics/titles below and decide on an opener, i.e. story, question(s), joke, or quote to use with the rest of your class or a class from another school as an audience.
2. Prepare and rehearse your opener with each other. Do not write it out fully. Use notes and remember to look at your audience as you present.
3. Present your openers and select the most effective ones. Reflect on why they were effective.

Topics: A Friend in Need Is a Friend Indeed — Life in Space — Robotics: Advantages and Disadvantages

Speaking Skills 2

Public Speaking Part 2

Preparation	<ul style="list-style-type: none"> • Rehearse by taking on the role of the presenter or audience as required. When one of you stands up to rehearse his/her part, the rest of the group should listen to the presentation as members of the audience and react accordingly. • Evaluate your own and your fellow students' presentations and make suggestions for improvement. • If you are participating in a group presentation, finalize your section on an individual basis to make sure that the rest of the group does not know exactly what you are going to say. This will help you/them evaluate and find out how effective and clear the presentation is and test content relevance and appeal. • Edit your content, language, style, and material by checking each other's work. It is easier for someone else to be the editor of something that you have written/worked on. • Do not learn what you are going to say by heart as it will probably sound flat and mechanical. You will be more worried about remembering what you wrote rather than getting through to your audience, and that should be avoided at all costs.
Group presentations	<ul style="list-style-type: none"> • Always have a back-up option should something go wrong. Be prepared to cover for at least one more person in your group, i.e. each section is assigned to one primary speaker with a second person as an understudy, so he/she can step in, should there be an emergency. • Coordinate carefully to make sure that you are all contributing to the final outcome, effectiveness, and appeal of your talk/presentation. • Identify and utilize the group participants' strengths. Not everyone has to do the same thing. Synergy is the key to a group/team effort. Discuss and agree on different roles within the team, i.e. team coordinator, artist, designer, editor, researcher, speech specialist, etc. • Agree on manageable chunks to work on for each individual. No single individual is supposed to do "their own thing." This will only waste the time available, duplicate content, bore the audience, and demonstrate lack of communication within the group.

1. You are a member of a group of 6. You are planning an advertising proposal for a new type of electronic reader. Study the profiles and assign a role to each member of the group.
 - A:** Good at drawing and math, has original ideas but does not have enough self-confidence, rather shy
 - B:** Good in literature, can write well but not always in the appropriate style, tends to be a little overconfident or too formal, highly organized
 - C:** A good eye for detail, can evaluate things on the spot, very good ideas but not always willing to implement them, good team member, willing to share
 - D:** A good eye for detail, very careful to the point of being tedious, a perfectionist, tends to get side-tracked by details at the expense of the whole, conscientious and diligent, easy to get along with
 - E:** A natural communicator, outgoing and assertive, can get people to do different things without even asking, highly creative
 - F:** A likable, gentle personality with a lot of strengths, sometimes too hesitant and quiet due to lack of confidence, a natural listener

Speaking Skills 3

Public Speaking Part 3

<p>Managing content</p>	<ul style="list-style-type: none"> Decide on the amount of information that is going to be included with the audience in mind. There is always the temptation to include too much. If a speaker bombards you with masses of information within a short period of time, how much of it will you remember or even hear? It is better to select fewer items carefully and add relevant information as you speak, always monitoring your audience and adapting as you go on. So “less is more.” Your aim is not to say as much as possible with as many “difficult” vocabulary items as possible. Your aim is to communicate effectively with your audience. It is normal for speakers to stop, rephrase, repeat, etc. Pauses are used by experienced speakers to let points sink in, create an effect, or prompt an emotional response. What seems like an eternity of silence to a nervous, less experienced speaker is often hardly noticed by the audience; if noticed, it often serves as a welcome respite and a chance to breathe and collect one’s thoughts.
<p>Using visuals</p>	<ul style="list-style-type: none"> Slides and visuals are used to provide a frame of reference for the audience, to activate relevant knowledge, experience, feelings, thoughts, and memories, and raise associations. They help highlight important points and make them more memorable. If a speaker goes on with nothing for the listeners to use as a frame of reference, it is very hard for them to follow, make links, and remember. Slides/visuals/posters are essential when one is presenting as they can be highlighted or revealed gradually as the presenter speaks (PowerPoint). When you use a poster, you can cover some of the texts and/or pictures with cards or sheets of paper that are cut to size, and reveal them gradually. This reinforces train of thought and reasoning and gets your listeners to think as they listen and contribute actively.

1. Work in pairs or groups. Choose visuals for one of the topics below. Search for photos and/or drawings on the Internet, in magazines and other publications, or design your own. You might decide to make a collage, a scroll, or a poster, or use your visuals separately.
2. Think about and write open questions or a statement/quote that you can use with some of your visuals to elicit ideas and raise audience expectations.

Topics: A Vision of the Future — Culture and Communication — Learning Languages



Speaking Skills 4

Public Speaking Part 4

Body language	<ul style="list-style-type: none">• Stand up straight and face your audience. Make eye contact. Smile if you can.• Use gestures to stress, illustrate, or demonstrate taking into consideration cultural norms. Check to make sure that the gestures you are likely to use are acceptable.• Move along the front in order to spread attention more evenly. Standing on one side of a room usually favors one part of the audience at the expense of the rest.• Do not pace frantically while speaking non-stop, and avoid reading directly from a script held in your hand.• Experienced speakers have a way of appearing relaxed, even when they are not. This is related to posture: holding your head up, throwing your shoulders back in a relaxed manner as you stand straight, using facial expression, a smile or laughter, making eye contact, and not being afraid to communicate with the audience.
Voice	<ul style="list-style-type: none">• Use your voice well. Do not look down as you speak if you want to be heard and sound clear and articulate. Do not shout. Project your voice! If you project from within, you should feel a vibration in your throat if you rest your fingers on it.
Dealing with stress/fear	<ul style="list-style-type: none">• Try to be as relaxed as you can. Remember that your classmates will be or will have been in the same position while presenting.• Be prepared with an icebreaker. Icebreakers are a good way to start with new and familiar audiences. This way, you will get your audience to interact and be actively involved from the start. There is an abundance of ideas available on the Internet that you can choose from.• Breathe normally. Think of how nervous other people must have been when they first had to present or speak in public.• Stress is a necessary ingredient for a successful presentation. It makes you alert and mobilizes all your skills and abilities.• Visualize yourself as a member of the audience that stands up and takes the stage. Then raise your head and “sweep” the room with a broad gaze from side to side. If necessary repeat. Smile!

ENJOY your presentation! That’s the way to gain from the experience and develop your skills.

1. Practice on your own. Choose an opening story, questions, or an icebreaker that you already have or design/ find a new one.
2. Stand in front of a mirror and pretend that you are talking to an audience. Present your story or icebreaker. Observe your facial expressions and gestures. Make eye contact! Evaluate and repeat until you are satisfied. This will eventually help you visualize yourself and control your body language effectively!

