

MEGA

GOAL¹

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وزارة التعليم

Ministry of Education

2023 - 1445



MegaGoal 1 Student Book

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Scope and Sequence

	Unit Title	Functions	Grammar
	Connect Pages 2–5	Express opinion and preference Agree and disagree Greetings, introductions and farewells Make an appointment	Recycle/use familiar verb forms, prepositions, modifiers
1	Big Changes Pages 6–19	Discuss past world events and present effects Talk about global issues	Simple present Simple present and present progressive Simple past and present perfect Simple past and past progressive Past progressive + when + simple past
2	Careers Pages 20–33	Talk about careers Talk about personal qualities and personality characteristics Talk about how long you've been doing something	Present perfect progressive and present perfect simple Adjective + preposition + gerund Simple present and <i>Wh-</i> questions Relative pronouns
3	What Will Be, Will Be Pages 34–47	Make predictions about the future Express opinions Make and respond to suggestions	Future with <i>will</i> or <i>be going to</i> —affirmative, negative, questions, answers <i>Will</i> versus <i>be going to</i> Future progressive—affirmative, questions, short answers Present progressive for the future <i>Wh-</i> questions and tag questions
4	The Art of Advertising Pages 48–61	Talk about commercials, ads, and product history Describe products Make comparisons	The passive Comparatives and superlatives Similarities and Differences (<i>as</i> + adjective + <i>as</i>) Verbs <i>look, smell, sound, taste</i> with <i>like</i> + noun Imperatives Possessive adjectives and pronouns
EXPANSION Units 1–4 Pages 62–69		Language Review Reading: Eye Make-up in Ancient Egypt Project: Research the history of an item that is used in the Kingdom of Saudi Arabia	
	Reconnect Pages 70–71	Express, confirm opinion/give reasons, agree/disagree Talk about size, quantity, compare	
5	Did You Hurt Yourself? Pages 72–85	Talk about accidents and accident prevention Talk about cause and effect Asking for and giving directions	Reflexive pronouns <i>Because</i> versus <i>so</i> <i>So</i> and <i>neither</i> Prepositions of place Imperatives for directions
6	Take My Advice Pages 86–99	Discuss common problems Ask for and give advice Words connected with medicine	Modal auxiliaries: <i>should, ought to, might, could</i> —questions, affirmative, negative <i>Had better</i> —questions, affirmative, negative Two- and three-word verbs Quantity expressions: <i>much, many, a lot of, lots of, a few, a little</i> Clauses with <i>when</i>
7	You've Got Mail! Pages 100–113	Discuss email and letter format and etiquette Make and accept an apology Wish someone success Make arrangements Accept and refuse invitations	Preposition + gerund <i>Although, even though, in spite of</i> <i>As soon as, when, So...(that)</i> <i>Used to</i> and <i>would</i> <i>There is/are</i> Plurals Definite article: <i>the</i>

Listening	Pronunciation	Reading	Writing
Listen for fact, opinion, and attitude	Rising and falling intonation		
Listen for general understanding about historical events	Stress for important words in sentences	Progress Towards the Future	Write an essay about an important change in your country Interview and write about people who have moved from one country to another (Project)
Listen for specific information from a job interview	/m/, /n/, and /ŋ/	JobPool Résumé	Write a cover letter for a job application Write a résumé (Project)
Listen for specific information from a speech	Words that are not stressed	The Tulsa Time Capsule	Tell a story about hidden treasure Write about what to include in a time capsule about your country (Project)
Listen for specific information from an ad	Linking adjacent sounds	The World of Plastic	Write an essay about the history of a product Write an ad for a product (Project)

Chant Along: I Wonder What They'll Be
Writing: Write about your dreams for the future

Listen for fact, opinion, and attitude			
Listen for specific information from an informational talk	Consonant clusters /lf/, /lt/, /nt/, /st/, /nd/	Unusual Accidents and Deaths	Write a descriptive account of an accident Write an accident prevention campaign for your country (Project)
Listen for specific information to complete a chart about problems	Stress in two- and three-word verbs	Breaking the Habit — Getting Healthy	Write a letter of advice Write about community resources in your country (Project)
Listen for specific information from messages and conversations	Short vowels /e/, /æ/, /ɪ/	From Smoke Signals to Email: Keeping in Touch	Write an email to a friend Write greeting cards (Project)

Scope and Sequence

	Unit Title	Functions	Grammar
8	Wishful Thinking Pages 114–127	Make wishes Talk about imaginary situations Talk about probability and improbability Talk about predicaments Give advice to solve problems Words connected with money, shopping habits and prices	Conditional sentences with <i>if</i> -clause: imaginary situations Conditional sentences with <i>might</i> and <i>could</i> Verb: <i>Wish</i> Count/noncount nouns Expressions of quantity: <i>some, any, no</i>
EXPANSION Units 5–8 Pages 128–133		Language Review Reading: Play Ball! Writing: Write about sports	
	Update Pages 134–137	Carry out banking transactions Talk about stress	Recycle familiar verb forms, simple present/ narrative, connectors and modifiers, passive forms, <i>would</i> , tag questions, comparatives/ <i>too</i> – <i>enough</i> / <i>would</i> – hypothesis
9	Complaints, Complaints Pages 138–151	Talk about problems and things that need to be done Ask to have something done Talk about common consumer complaints	<i>Needs to be (done)</i> <i>Have/get something (done)</i> Past participles as adjectives Present perfect simple tense: <i>already, yet, just</i> Verb + gerund; verb + infinitive Subject and object pronouns Imperatives and two-word verbs
10	I Wonder What Happened Pages 152–165	Talk about events that happened in the past before others Speculate about facts and events Expressing enthusiasm with intensifiers and adjectives Express necessity and lack of necessity	Past perfect tense <i>Can't, could, couldn't, must, may, or might</i> Independent clauses with: <i>and, but, so</i> and <i>yet</i> The past with dependent time clauses Conditional sentences with present and future forms
11	If It Hadn't Happened Pages 166–179	Talk about discoveries and inventions and how things would have been different without them Talk about missed opportunities and regrets Expressing ability, permission and requests	<i>Should have</i> + past participle Conditional sentences: hypothetical situations in the past <i>If</i> with <i>could</i> and <i>might</i> Present perfect versus simple past Time expressions with: <i>ago, for, since</i> <i>If</i> + past perfect + <i>be able to</i>
12	What They Said Pages 180–193	Report what people said Discuss famous quotes Relate messages Discussing the environment and natural disasters Expressing agreement and disagreement with: <i>so, neither, either, too</i>	Reported speech Reported questions Word changes in reported speech Reporting verbs Negative questions Relative adverb: <i>Where</i>
EXPANSION Units 9–12 Pages 194–199		Language Review Reading: The War of the Worlds Project: Report and review a story	



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Listening	Pronunciation	Reading	Writing
Listen for specific information to complete a chart about wishes	Reductions <i>would you</i> and <i>could you</i> in questions	Money: A Blessing or a Problem?	Write a description of a day in the life of a quiz show winner Research about TV games with large prizes for winners (Project)
Chant Along: If I Were a Millionaire Project: Research a famous person			
Listen for specific information/ draw conclusions Listen and identify language functions in discourse	Recycle and use familiar stress, intonation patterns, identify falling/ rising intonation patterns	Teenage Stress	Write about stress and give advice
Listen for specific information about complaints	Stress in compound nouns	Murphy's Law	Write a letter or email of complaint about a faulty product Do a family survey on complaints about products and prepare a poster presentation with your advice (Project)
Listen for general understanding and speculate causes	Word-ending er	Vision 2030 Kingdom of Saudi Arabia	Write a description of a vessel, voyage, or expedition Collect information and write about a meteor occurrence on Earth and do a poster presentation (Project)
Listen to a radio show for details about regrets	Reductions <i>could have</i> , <i>should have</i> , and <i>would have</i>	Mario's Advice Column	Write a response for an advice column Write the results of a survey about regrets (Project)
Listen for specific information from a speech	Unstressed and stressed <i>that</i>	Quotes, Quotes	Write an email to give information and directions to a place Write about interesting quotations (Project)
Chant Along: Could You Help Me Find the Reason? Writing: Write a letter of apology			



1 Listen and Discuss

Read the texts below and identify the sentence or words that express a fact or an opinion.

اقرأ النصوص أدناه وحدد الجملة أو الكلمات التي تعبر عن حقيقة أو رأي

fact حقيقة



استكشاف الفضاء

Space Exploration

A space probe's lander, touched down on Comet 67P, 510 million km from Earth; an unprecedented achievement in space exploration!

opinion رأي



المستقبل

The Future

Flying cars used to be a feature of science fiction and comic strips. But recent developments indicate that they are going to become a reality very soon. One of the most successful hybrid flying cars is due to go into production this year.

opinion رأي



تعلم

Learning

Lifelong learning is the self-motivated pursuit of knowledge, for personal or professional reasons, throughout life, in a range of situations. It is not confined to the classroom nor restricted by age. Open, online sources have made this type of learning accessible to a greater number of people.

fact حقيقة



حوادث

Accidents

Accidents at home are more common than anywhere else. Falling and tripping accidents cause injuries to thousands of people.

fact حقيقة



المحافظة على اللياقة البدنية

Keeping Fit

Teenagers who enjoy exercise and form healthy eating habits, stay fit throughout their lives.



fact حقيقة

Advertising

إعلان

Although restricted to sound, radio advertising is an expanding medium that is available on air and online. Radio broadcasts can reach a greater number of people in remote areas and do not require advanced technology.



opinion رأي

Careers

مهن

Should people follow their passion and change careers later in life if they feel unhappy and burnt out? Success stories of entrepreneurs who changed careers over the age of 50 prove that it is never too late to follow a new path.

2 Pair Work

طابق كل نص مع موضوع. اكتب الموضوع كعنوان رأسي فوق كل نص

A. Match each text with a topic. Write the topic as a heading above each text.

Space Exploration Careers The Future Advertising
Accidents Keeping Fit Learning

عبر عن رأيك في كل موضوع. استخدم بعض هذه العبارات

B. Express your opinion on each topic. Use some of these phrases.

Expressing Opinion/ Preference/ Agreeing/ Disagreeing

What do you think of ...? I think it's interesting / an amazing achievement.
I'm not sure but I think ... and ... are more interesting.

What's your opinion about ...? I think it's exciting.
I'm not sure. I guess it's useful / exciting...

Do you find ... interesting? / Don't you think it's ...? No, not really. I think it's boring / pointless / unimportant. I'd rather go for Y or Z

I don't agree. Look at it this way. / I see your point but ...

Yes, you're right. / I certainly agree on this one / I totally agree with you ...



اختر الموضوع الذي تفضله. أعط أسباب اختيارك

Choose the topic you prefer. Give reasons for your choice.

Space exploration: The future will not be on earth. It's going to be out the earth. Exploring the space is the best motive for humanity to work hard.

3 Conversation

Listen and practice reading the conversation in pairs.

Ted is at the airport with his brother. He spots his friend Ashraf in the waiting lounge.

- تيد** Ted: Good morning, Ashraf!
- أشرف** Ashraf: Oh, hello Ted. What a surprise! Are you flying with us to Dubai?
- تيد** Ted: In fact, my brother and I are flying to Denver, to visit our uncle.
- أشرف** Ashraf: You're kidding! My father is attending a conference in Denver! What's it like in Denver?
- تيد** Ted: It's beautiful if you don't mind cold winters! Anyway, how are you? How is your family?
- أشرف** Ashraf: Very well, thanks. How about you?
- تيد** Ted: Great! Oh, sorry, you haven't met my brother Jack.
- أشرف** Ashraf: Hello, Jack! Pleased to meet you.
- جك** Jack: Hello, Ashraf. I'm really glad to meet you. Ted talks about you all the time.

(Loudspeaker flight call: Saudia flight 380 is now boarding at Gate 9.)

- تيد** Ted: That's our flight! Come on Jack, we need to go. Bye Ashraf. Have a safe flight and a great time in Dubai.
- أشرف** Ashraf: Thanks Ted. Have a pleasant flight. Bye Jack, great to meet you. Please give my regards to your father.

وداعيات / تقديمات / تحيات

Greetings / Introductions / Farewells

Good morning / Good afternoon / Good evening / Hello / Hi

How are you? Very well, thank you - How about you? / How are you doing? Great!

This is ... / Let me introduce (name) - Pleased to meet you / I'm really glad to meet you / Glad to meet you / Great to meet you

Have a good / safe / pleasant flight / trip / a great time / See you in ... / See you soon

Give my regards to (your parents / family) / Say 'hello' to ... for me

What a surprise! I didn't expect to run into you here / I don't believe it! / Is this for real?

Your Turn

Role-play a conversation like the one above with a partner.

Decide about the following first:

- where you are, e.g. airport, bus station, train station
- where you are going/your destination
- who is going with you

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الاجابة في الصفحة التالية



استمع وتدرّب على قراءة المحادثة بشكل ثنائي.
تيد في المطار مع أخيه. يرى صديقه أشرف في صالة الانتظار.



▲ King Khalid International Airport, Riyadh

4 Pronunciation

- A.** Listen. Note the rising or falling intonation.
هل ستسافر إلى دبي؟
تيد عنك طوال الوقت.

- B.** Listen. Note the rising and falling intonation in expressions of surprise.
استمع. لاحظ ارتفاع وانخفاض النغمة في تعبيرات المفاجأة.
Good morning, Ashraf!
صباح الخير يا أشرف

Your Turn

Role-play a conversation like the one above with a partner.

Decide about the following first:

- where you are, e.g. airport, bus station, train station
- where you are going/your destination
- who is going with you

A: Good evening, Adel!

B: Oh, hello Ahmed what a surprise! Are you waiting for the bus?

A: In fact, my sister and I are waiting for the bus.

B: Are you traveling to Riyadh?

A: Yes, we are.

B: Why are you traveling to Riyadh?

A: Actually my sister and I are going to visit my grandparents and this is going to be our first time in Riyadh, how is it like?

B: Riyadh is a wonderful city, the weather is really nice you will like it.

A: That's our bus, we need to go, buy Ahmed.

B: Buy Adel, have a nice trip, take care.

5 Listening

Listen to the conversation and identify the attitude/feeling of:

- the receptionist when she answers the phone
- the caller at the beginning and at the end of the call

How do you know?

الاجابة في الصفحة التالية

Receptionist: Dental Health Center, good morning!

Mrs. Phillips: Good morning. This is Meg Phillips. I'd like to make an appointment, please.

Receptionist: Of course Mrs. Phillips. Let me see. The doctor is available on Monday and Wednesday afternoon from 5.00 to 6.00, next week.

Mrs. Phillips: I see. It's rather urgent I'm afraid. Could I see her sooner? I'm in a lot of pain.

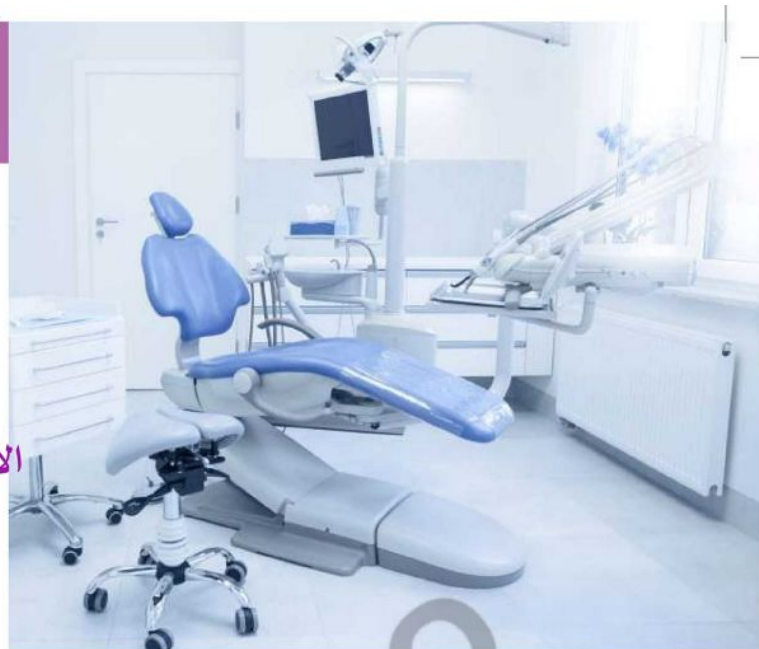
Receptionist: I'm sorry to hear that Mrs. Phillips; I'll see what I can do. I'm afraid she's booked up today and tomorrow. Let me have a word with her and I'll get back to you.

Mrs. Phillips: Thank you. I'll wait.

Receptionist: Hello, Mrs. Phillips... Can you make it this morning, in about an hour? There's been a cancellation.

Mrs. Phillips: Yes, of course. Thank you so much.

Receptionist: You're welcome. We'll be expecting you in an hour.



Making an appointment

I'd like to make an appointment. / Can I make an appointment ...

The doctor / (name) / is available on (day/s) from – to / (time), at (time).

He/She's booked up all week. / I'm afraid he/she is away / not available.

It's (rather) urgent, I'm afraid. / This is an emergency. Could I see him/her right away?

Would it be possible to see him/her sooner?

I'll see what I can do. / I'll check and get back to you.

Can you make it this morning / on Thursday afternoon?

We'll be expecting you in an hour. / See you in an hour. / Thank you for calling.

6 About You

Role-play a conversation like the one above with a partner. Use phrases from the box. Then switch roles. Decide about the following first:

- who you want to make an appointment with, e.g. doctor, manager, supervisor
- times and days you are/the person is available
- reason for the appointment



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الاجابة في الصفحة التالية

7 Pronunciation

- A.** Listen. Note the rising  or  falling intonation.

Could I see him sooner? 
I'll see what I can do. 

- B.** Listen again and find more examples for rising or falling intonation in the conversation.

Listen to the conversation and identify the attitude/feeling of:

- the receptionist when she answers the phone
- the caller at the beginning and at the end of the call

How do you know?

→ **The receptionist sounds pleasant and professional**

→ **The caller sounds composed at the beginning of the call but starts sounding more anxious and stressed as the conversation goes on because she's in pain. She is also worried that the dentist might not be available soon enough**

→ **What she says, "Could I see her sooner? I'm in a lot of pain." as well as the way she speaks (tone of her voice) indicate that she is stressed and/or upset. Finally she sounds thankful/grateful and relieved at the very end of the call when the receptionist tells her about the cancellation**

6 About You

Receptionist: Total company, good morning.

Ahmed: Good morning, this is Ahmed and I would like to make a appointment with the manager, please.

Receptionist: Actually the manager is not available, he has traveled to Egypt but, he is coming back this Saturday.

Ahmed: Can you contact him and inform him that the tax has been increased by 10%.

Receptionist: Ok, I will send him an email.

Ahmed: Can you send him this morning? **Receptionist:** Sure, thank you so much.

Ahmed: You are welcome.

موقع مادي 1 Big Changes

- The Unification Of The Kingdom Of Saudi Arabia.
- The United Arab Emirates - UAE.
- The Space Race.
- The Communications Revolution.

1 Listen and Discuss

Read the texts below. Find the sentence that talks about the most important event in each. After you finish reading, write the effect that each important event had.

الاجابة في الصفحة التالية

The world is constantly going through changes. Look at some important events that have changed the world and affected the lives of many people in modern times.

THE UNIFICATION OF THE KINGDOM OF SAUDI ARABIA

King Abdulaziz, a gifted leader, was responsible for the legendary event that marked the beginning of modern Saudi Arabia. In 1902, he regained Riyadh, beat the city garrison, took the Masmak Fortress, and established his headquarters in the city. He expanded Saudi Arabia to include all of the Hijaz, Makkah and Madinah and united all the tribes. On September 23, 1932, the Kingdom of Saudi Arabia was officially established, as an independent country, with Arabic as the national language and the Holy Qur'an as its constitution. King Abdulaziz initiated the building of infrastructure and set Saudi Arabia on the road to modernization.



THE UNITED ARAB EMIRATES - UAE



The federation of the United Arab Emirates, known as UAE, consists of seven sheikhdoms; Abu Dhabi, Ajman, Dubai, Fujairah, Ras Al-Khaimah, Sharjah and Umm Al Quwain. The city of Abu Dhabi in Abu Dhabi is the capital. The UAE was officially established in 1971. It came after the discovery of enormous oil reserves in Abu Dhabi in 1958. The UAE dirham, a single national currency, was launched in 1973. The oil revenues as well as income from other commercial activities have been used to develop a thriving economy and social infrastructure. Abu Dhabi now hosts its own grand prix at Yas Marina Circuit and Dubai is home to the tallest building in the world, the Burj Khalifa.

THE SPACE RACE



The Russians launched the world's first artificial satellite, *Sputnik 1*, on October 4, 1957. Next, *Sputnik 2* went up into space on November 3. The Americans won the race to land on the moon more than ten years later—with *Apollo 11* on July 20, 1969. "This is one small step for a man, one giant leap for mankind," said astronaut Neil Armstrong, the first person to walk on the moon. Prince Sultan bin Salman bin Abdulaziz Al Saud flew on *STS-51G Discovery* in June 1985 as the representative of the Arab Satellite Communications Organization (ARABSAT). He was the youngest person to fly on the Space Shuttle at the age of 28.*

THE COMMUNICATIONS REVOLUTION

The first communications satellite, called *Telstar*, was launched from Cape Canaveral on July 10, 1962. This marked the start of rapid transmission of TV signals over wide areas. What we take for granted today—satellite television, cellular telephones, wireless and high-speed Internet connections, and so forth—were part of science fiction only 40 years ago. Teenagers today are the first real citizens of the digital world. Unlike their parents, they have grown up in a world in which electronic delivery of information and entertainment is natural and more accepted than conventional forms like the newspaper, tape, or film.



THE UNIFICATION OF THE KINGDOM OF SAUDI ARABIA

A- When did King Abdul-Aziz regain Riyadh?

B- 1902.

A- What happened on September 23, 1932?

B- King Abdulaziz officially established KSA, as an independent country, with Arabic as the national language and the Holy Qur'an as its constitution.

THE UNITED ARAB EMIRATES - UAE

A- What does UAE stand for?

B- United Arab Emirates.

A- When was the UAE dirham launched?

B- In 1973.

THE SPACE RACE

A- Who launched the world's first artificial satellite?

B- The Russians.

A- How old was Sultan bin Salman when he flew on the Space Shuttle?

B- 28.

THE COMMUNICATIONS REVOLUTION

A- What is the name of the first communication satellite?

B- Telstar.

A- When was it launched?

B- 1962.

- King Abdul-Aziz a gifted leader and a dedicated warrior was responsible for the beginning of Saudi Arabia.
- In 1902, he regained Riyadh and took the Masmak Fortress and established his headquarters in the city.
- Arabic as the national language and the Holy Qur'an as its constitution.
- King Abdul-Aziz set Saudi Arabia on the road to modernization.

THE UNITED ARAB EMIRATES - UAE

- UAE consists of seven sheikhdoms.
- UAE was established in 1971, after the discovery of oil.
- Dirham was launched in 1973.
- UAE economy depends on oil and commercial activities.
- Dubai is the home of the tallest building in the world, the Burj Khalifa.

THE SPACE RACE

- The Russians launched the world's first artificial satellite, Sputnik 1 on October 4, 1957.
- Sputnik 2 went into space on November 3.
- More than 10 years later, the American won the race to land on the moon with Apollo 11 on July 20, 1969.
- Sultan Salmam Al Saud at the age of 28 flew on STS 51G Discovery in June 1985.
- He represented the Arab Satellite Communications Organization (ARABSAT).

THE COMMUNICATIONS REVOLUTION

- The first communications satellite called Telstar was launched on July 10, 1962.
- The was only a science fiction only 40 years ago.
- Teenagers today are the first real citizens of the digital world.

الاجابة في الصفحة التالية

Global Issues

Mark the global issues that you think affect us the most. Write a fact for each issue you chose and an effect for that fact.

- | | |
|--|---|
| ☒ global warming | ☒ pollution |
| ☐ poverty | ☐ diseases |
| ☐ security | ☐ unemployment |
| ☒ fresh water | ☐ traffic |
| ☐ economy | ☐ globalization |
| ☐ endangered species | ☐ natural disasters |
| ☐ terrorism | ☐ overpopulation |



Quick Check

A. Vocabulary. Find each vocabulary word in the texts on page 6. Read the words that come before and after that vocabulary word and then decide which meaning is best for it.

- | | |
|---------------------------------|------------------------------|
| 1. <u>c</u> to affect | a. to set up, start |
| 2. <u>b</u> to launch | b. to send into space |
| 3. <u>d</u> to take for granted | c. to produce a change |
| 4. <u>a</u> to establish | d. to accept as part of life |
| 5. <u>e</u> to host | e. to provide a place for |

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

- I Sputnik was the name of a Russian space ship.
- I King Abdulaziz set Saudi Arabia on the road to modernization.
- F At present the UAE has 10 member states.
- F The UAE dirham came into use in 1963.
- F Digital forms of information are something of the past.

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2 Pair Work

Find sentences that are facts in the texts you read on page 6. Make questions for those facts. In pairs, ask and answer the questions. See the examples below.

- When was the Kingdom of Saudi Arabia established?
- It was officially established on September 23, 1932.
- What has changed as a result of the discovery of oil reserves in the Emirates?
- Revenue from the oil reserves has been used to develop a very successful economy and infrastructure.

الاجابة في الصفحة التالية

Mark the global issues that you think affect us the most.
Write a fact for each issue you chose and an effect for that fact.

- pollution, a global problem that has begun to spread widely, despite the attempts of many countries to eliminate it. And its influence has now increased significantly due to the large number of industry and the diversity of its forms. It is what destroyed nature and its survival.

- Global warming and here we are talking about global warming due to the frequent use of oil energy and factories that emit toxic missions. All this affected the atmosphere, as well as the thawing of the frozen poles.

- The problem of fresh water, which is something that many countries have been complaining about, but with the progress in industries and ttechnology, it has become a problem in limited countries and often in he African continent.

2 Pair Work

A: When was the first launch for the Russian satellite?

B: I was on October4, 1957.

A: What is the tallest tour in the world?

B: It is the Burj Khalifa.

A: When was the discovery of oil in the UAE?

B: It was in 1958.

A: Who is the gift leader in Saudi Arabia?

B: He is the king Abdul-Aziz.

3 Grammar

Simple Present Tense – Revision of Use

Use the simple present tense for facts, permanent situations, or habits and routines.

Present Progressive – Revision of Use

Use the present progressive for actions and situations that are happening now or are in progress (developing and changing) or for temporary situations.

Simple Present and Present Progressive – Revision of Form

PERMANENT

TEMPORARY

John **lives** in Quebec, but he **is studying** in France this year.

Simple Past and Present Perfect – Revision of Use

Use the simple past to talk about events that began and ended in the past.

Use the present perfect to talk about events that began in the past and continue into the present.

Simple Past and Present Perfect – Revision of Form

The Russians **launched** the first artificial satellite in 1957.

The United States **has launched** many astronauts into space since 1969 and continues to do so.

A. Complete the sentences with the words in parentheses. Use the simple present or the present progressive of the verbs.

- He **is living** with his uncle until he can find his own place. (live)
- The water **is boiling**. Please turn it off. (boil).
- The scientists _____ the cause of the problem. (not/understand) **do not understand**
- _____ in your country in winter? (it/snow) **does it snow**
- The moon **goes** around Earth. (go)
- What _____ of my idea? (you/think) **do you think**
- Currently, the number of immigrants in our country _____. (increase) **is increasing**
- _____ the year the first Grand Prix took place in Dubai. (we/not/remember) **do not remember**
- Dubai is part of the UAE, but it _____ as many oil reserves as Abu Dhabi. (not/have) **does not use**
- Ahmed has a part-time job on Saturdays, but he _____ today. (not/work) **is not working**



B. Complete the email with the correct forms of the verbs. Use the appropriate tense.

http://Mail.grammar.com

GRMAIL

Compose Mail

Inbox

Starred

Chats

Sent Mail

Drafts

All Mail

Spam (1)

Trash

Contacts

Archive Report spam Delete Move to Labels

Hi Martin,

How's it going? I hope you are well and that you **are not working** (1. not work) too hard.

University life in Britain **is** (2. be) very different from the way it is in Santo Domingo. Most international students **live** (3. live) in dorms for the first year of study. The dorms are places that **help** (4. help) new students gradually settle into life in the UK and **meet** (5. meet) other students like them!

In the second or third year, the university encourages students to find off-campus accommodation. I **was** (6. be) lucky when I first **arrived** (7. arrive) at the university. I **got** (8. get) a nice, comfortable room. I **have** (9. have) a neighbor from Ghana who is also my friend.

It **is** (10. be) winter here now, and I **have not seen** (11. not see) the sun since I arrived. While you **are swimming** (12. swim) in the warm ocean, I **am wearing** (13. wear) a raincoat. When I **applied** (14. apply) for this scholarship, I **knew** (15. know) it **was** (16. be) a great opportunity, and I **wanted** (17. want) the experience of living abroad. I really **like** (18. like) this country, but I **miss** (19. miss) you, and sometimes I **feel** (20. feel) really homesick.

Write back soon.

Best regards,
Fernando

C. Ask Fernando, from exercise B, about his life in Britain. Work with a partner. Make up questions and answers.

- ⚡ A: Have you been to Bath?
B: Yes, I have.
A: When were you there?
B: I was there a month ago.
A: Did you see the Roman baths?
B: Yes, I did.

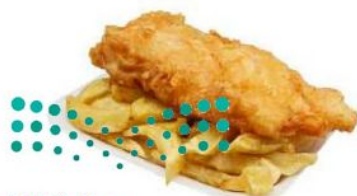
الاجابة في الصفحة التالية



▲ A traditional British restaurant



▲ Roman baths – Bath



▲ Fish and chips



▲ A game of cricket



▲ Shakespeare's house – Stratford-upon-Avon

Ask Fernando, from exercise **B**, about his life in Britain. Work with a partner. Make up questions and answers.

A: Have you ever eaten fish and chips?

B: Yes, I have.

A: Do you like it?

B: Yes, I do.

A: Do you eat it often?

B: Yes, I do. It's cheap.

A: Have you played a game of cricket?

B: Yes, I have played.

A: Do you like it?

B: No, I don't.

A: Are you going to play it again?

B: No, I am not going to.

A: Have you eaten chips and fish?

B: Yes, I have eaten.

A: Do you like it?

B: Yes, I do.

A: Are you going to eat it again?

B: Yes, I am going to.



4 Language in Context

Find out the following information about your partner.
Then introduce him/her to the class.

- | | |
|------------------------------------|--|
| 1. Full name | 6. About his/her relatives |
| 2. Where he/she lives | 7. About his/her interests |
| 3. Where he/she was born | 8. How long he/she has been interested in them |
| 4. Where he/she grew up | Your idea: _____ |
| 5. About his/her family background | _____ |

1. Ali Mohammed Saeed Sadiq.
2. He lives in Almadenah Street.
3. He was born in Jeddah.
4. He grew up in Jeddah.
5. His family background is that they are educated and knowledgeable.
6. He has two sisters, one brother, one uncle and three aunts.
7. He is interested in playing tennis.
8. He has been interested in tennis for about five years.

5 Listening

Listen to the information about immigrants in the past.
Answer **true** or **false**.

1. T Many immigrants came to the United States in the late 1800s and early 1900s.
2. F The voyage across the ocean was hard, but most immigrants had comfortable compartments on ships for sleeping and eating.
3. T Many of the immigrants were poor.
4. F At Ellis Island, the role of officials was to give immigrants information about the United States.
5. T People who were sick had to go back to their native countries.
6. T Ellis Island became known as "Heartbreak Island" among immigrants.



6 Pronunciation

A. In English, speakers stress, or emphasize, words that they think are important. These are usually content words like nouns, verbs, and adjectives. Listen and note the stress. Then practice.

My **mother** was **born** in **Riyadh**. Mona is **going** to **college** in **Qassim**.
Where did you grow **up**? Have you ever **visited** Europe?

B. Choose some sentences from the texts you read on page 6. Underline the words that you think are important in each sentence. Practice reading the sentences aloud stressing the words you underlined.

7 About You

In pairs, ask the questions and have your friend answer. You can ask questions about each other or people you know. Then switch roles.

1. Where is your family from?
2. Have members of your family ever emigrated?
Where did they immigrate to?
3. What problems do immigrants to new countries face?

4. Do you have relatives in other cities/countries? Have you ever visited them?
5. Are there many immigrants where you live? Where do they come from?

7 About You

In pairs, ask the questions and have your friend answer. You can ask questions about each other or people you know. Then switch roles.

1.

- My family is from Jeddah.

2.

- Yes they have immigrated.

-Some of them immigrated to the US and some others immigrated to Europe such as the United Kingdom and France.

3.

-The cannot be as normal people because the people on some countries are raciest.

4.

-Yes, I do.

-I have visited my aunt in the United Kingdom.

5.

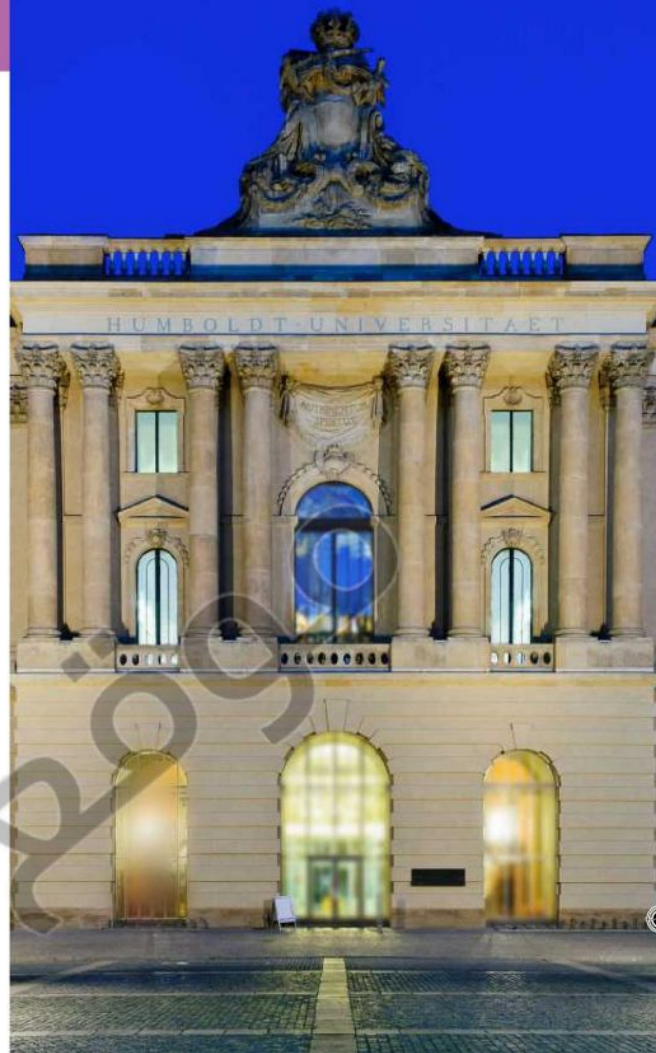
-Yes, there are a lot.

-Some of them came from Yemen and some others came from Pakistan.

8 Conversation

Underline the important words in the conversation. In pairs, read the conversation aloud. Stress the important words including **in fact**, **you see**, **by the way** and **fit in**.

- Saud:** Tell me about yourself.
Hans: I was born here in Berlin, but my family is from Leipzig, in what was East Germany. They moved over to the West soon after the German reunification. How about you?
Saud: I'm from Dubai, but my grandparents were from Germany. **In fact**, they were from Berlin.
Hans: So I guess you still have family here.
Saud: I'm afraid we lost touch with our relatives.
Hans: And how long have you been here?
Saud: I've been here for almost three years. **You see**, I have a German passport because of my grandparents. So I can work legally in this country.
Hans: **By the way**, what do you do?
Saud: I'm a biologist. I do research in a lab for a pharmaceutical company.
Hans: Do you miss Dubai?
Saud: Quite a bit. But I've got a good job. I've made lots of friends. I **fit in** OK... I'm happy here.



▲ Humboldt University in Berlin

Real Talk

In fact, **You see** = expressions used to add information, often surprising information
By the way = expression used to introduce a new topic
fit in = be part of

About the Conversation

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

1. Where is Hans' family from?
2. How long has his family been in the western part of Germany?
3. Has Saud kept in touch with his relatives in Berlin?
4. Why is he allowed to work legally in Germany?



وزارة التعليم

Ministry of Education

2023 - 1445

Is he thinking of going back to his native country in the future?

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Your Turn

Role-play a conversation like the one above with a partner. Give information about your family. Include the following:

- place of birth
- where your parents and grandparents are/were from
- if you still have relatives in those places
- what other languages your parents and grandparents speak/spoke
- what your parents/grandparents do/did

About the Conversation

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

1. Where is Hans' family from?
2. How long has his family been in the western part of Germany?
3. Has Saud kept in touch with his relatives in Berlin?
4. Why is he allowed to work legally in Germany?
5. Is he thinking of going back to his native country in the future?

1. They are from Leipzig, Germany.

2. His family has been in the western part of Germany since soon after the reunification.

3. No, he hasn't.

4. He's allowed to work legally in Germany because his grandparents were from Germany.

5. No, he isn't. He is happy in Germany.



9 Reading

Before Reading

Think about Saudi Arabia's progress and growth since its foundation in 1932 until now.

- What are the most significant advances or changes?
- How do you think these will develop or progress in the future?

Progress towards the future

All successful changes start with a vision. Successful visions are based on strong pillars. The first pillar of our vision is our status as the heart of the Arab and Islamic worlds. We recognize that Allah the Almighty has given to our country, a gift more precious than oil. Saudi Arabia is the Land of the Two Holy Mosques, the most sacred sites on earth and the direction of the Kaaba (Qibla) to which more than a billion Muslims turn at prayer. We will expand and further develop our country to ensure that that Muslims from around the world can visit the Holy Sites.

The second pillar of our vision is our determination to become a center for global business. We will develop the economy to encourage investment from other countries and international businesses.

The third pillar is **transforming** our unique geographical location into a global **hub** connecting three continents, Asia, Europe and Africa. We will use our geographical position to improve trade and transport to and from our country.

Although our country is rich in its natural resources, our real wealth lies in the ambition of our people and the potential of our younger generation. They are our nation's pride and the architects of our future. We will support young people in finding jobs and training. Our vision is built around three themes: A **vibrant** society, a **thriving** economy and an **ambitious** nation.

The first theme is vital to achieving the vision. We believe in the importance of a vibrant society. Members of this society

live in accordance with the Islamic principle of moderation, are proud of their national identity and their ancient cultural heritage, enjoy a good life, are protected by caring families and are supported by a social and health care system. The government is committed to supporting families and the education and wellbeing of their children. In the second theme, a thriving economy provides opportunities for all by building an education system that meets the needs of the market. It creates economic opportunities for small **enterprises** as well as large corporations. Therefore, we will develop and **diversify** our economy to create job opportunities.

Our third theme-an ambitious nation-is built on a responsible, **transparent** and high-performing government. We will apply efficiency and responsibility at all levels. We will also prepare the right environment for our citizens, businesses and society to be responsible and take the initiative in facing challenges and seizing opportunities. We are confident about Saudi Arabia's future. With all the blessings Allah has given us, we cannot help but be optimistic about the decades ahead.

The future of our country is one of huge promise and great potential. Our precious country deserves the best.

Our vision, grounded in our country's strengths, will deliver this stability and create a brighter future for our country and our people.



After Reading

A. Choose the meaning of each word as it is used in the text.

- | | | | |
|-----------------|---------------------------------|---------------------------------|---------------------------|
| 1. transforming | a. moving | b. changing completely | c. making worse |
| 2. hub | a. center | b. start | c. end |
| 3. vibrant | a. strong and active | b. awake | c. quiet |
| 4. thriving | a. happy | b. prosperous and strong | c. poor |
| 5. ambitious | a. determined to succeed | b. greedy | c. glorious |
| 6. enterprises | a. ideas | b. schools | c. businesses |
| 7. diversify | a. make more varied | b. widen | c. improve |
| 8. transparent | a. unclear | b. unlocked | c. open and honest |

B. Look back at the ideas you listed before you read the text.

Compare your ideas with the aims in the text and share your comparisons with a partner.

C. Look again at the text. List five of the planned developments.

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

- In your opinion, which of these is the biggest change? Which is the most important? Why?
- Share your ideas with a partner and support your opinions.

Discussion

- Is change always a good thing? Are there any aspects of Saudi Arabia that you think will (or should) never change? Why?
- Look at the underlined expression. Can you explain what it means?
- How can you 'be responsible and take the initiative' in your school, neighborhood or city to contribute to the Vision 2030?



- No, it is not always good thing. Yes, there is the culture of Saudi Arabia because it is unique and we should be proud of it.

- I think it means that we should keep doing new things and to keep developing ourselves.

- In my school, I should study more to be something big in the future to be able to help my country in 2030.

B. Look back at the ideas you listed before you read the text.

Compare your ideas with the aims in the text and share your comparisons with a partner.

I see that the state is developing its view of the future with the rapid changes taking place around us in the world, but the basis for achieving them remains the citizen, and it is what the state is working on in development, development and provision of comfort.

C. Look again at the text. List five of the planned developments.

- 1- expand and develop country to ensure Muslims from around the world can visit the Holy Sites.**
- 2- develop economy to encourage investment from other countries and international businesses.**
- 3- use geographical position to improve trade and transport to and from our country.**
- 4- develop and diversify the economy to create job opportunities.**
- 5- support young people in finding jobs and training.**

- In your opinion, which of these is the biggest change? Which is the most important? Why?
- Share your ideas with a partner and support your opinions.

I think that the biggest change is to make the Kingdom the land that brings together the economy of the three continents, which requires a tremendous effort and, God willing, the Kingdom will be able to achieve this goal.

As for the important thing, I see that striving to develop the citizen is important because he is the one who builds society and achieves dreams for the homeland before himself.

10 Writing

A. Read the guidelines and rewrite the sentences using capitals.

Writing Corner

Use capital letters:

1. When you begin a sentence
Many people were shopping at the mall.
2. For the names of people and places, e.g. cities, countries, rivers, lakes, universities, etc.
Jeddah, Oman, the Nile, Como, London University
3. For the days of the week and months of the year
Tuesday, January

1. jack decided to fly to new york next monday.
2. my brother has never been to dubai.
3. riyadh is the capital of saudi arabia.
4. the telephone was invented by graham bell.
5. africa is an amazing continent.
6. we usually go shopping on thursday evening.
7. a lot of people go away in august.
8. lake huron, in north america, is one of the largest lakes I have ever seen.

- B. 1. How do most people communicate nowadays? How do you communicate with your friends and relatives? Discuss and make notes.
2. Read the text and compare with your ideas. Underline new information.

A

1. Jack decided to fly to New York next Monday.
2. My brother has never been to Dubai.
3. Riyadh is the capital of Saudi Arabia.
4. The telephone was invented by Graham Bell.
5. Africa is an amazing continent.
6. We usually go shopping on Thursday evening.
7. A lot of people go away in August.
8. Lake Huron, in North America, is one of the largest lakes I have ever seen.

numbers of friends, and upload pictures and videos to share.

B

People now communicate using the Internet, and those around me from friends and relatives communicate by e-mail and social applications. And all this is done very easily, which made people adopt it in all aspects of life.

- C. Read the text and make notes in the chart about the important facts and the changes the Internet has brought about.

	Major Change in Communication	Major Change in Education	Major Change in Information
Fact that caused or initiated change	1969/log in remotely to university computer 1990 Worldwide Web	E-learning	accessible to all
Advantages	connect people/ across globe communication with friends	attend courses online	'google' key words/ numerous sites and documents/ saves time
Disadvantages (your view)	(students' own ideas) e.g. restricts face-to-face communication	(students' own ideas) e.g. no chance to meet people face-to-face	(students' own ideas) e.g. quality of information/uncertain
Situation in the past (the way things were)	(students' own ideas) e.g. too long to contact someone	(students' own ideas) e.g. physical presence was necessary	(students' own ideas) e.g. obtaining information was time-consuming and costly

- D. Think about an event that has brought about major changes. Make notes in the chart about the event and the impact it has had on your country.



	Impact 1	Impact 2	Impact 3
What was the event?	Economy collapse	Discovering the oil	Discovering the www.
When and/ or where did it happen?	2008	1963	1990
Did the event have a positive or negative impact on your country?	Negative impact	Positive impact	Positive impact

2. Use the information you put in the chart to write a short discursive essay about the event and the impact on your country.

The event of economy collapse happened in India in 2008 when they decided to stop exporting rice, as you know India is the most exporter country for rice so when they stopped exporting rice, most of employees lost their jobs and the unemployment had increased 20% so it was a negative impact on my country.

11 Form, Meaning and Function

Simple Past Tense

Affirmative (+)

I		
You		
He/She	worked	yesterday.
We		
They		

Negative (-)

I		
You		
He/She	didn't work	yesterday.
We		
They		

FYI didn't = did not

Questions (?)

Did	I/you/he/she	work	yesterday?
	we/they		

Short Answers (+)

Yes,	I/you/he/she	did.
	we/they	

Short Answers (-)

No,	I/you/he/she	didn't.
	we/they	

Time Expressions for the Past

Q: What did you do **last night**?

A: I watched a TV documentary about global warming.

Q: Where did you go **yesterday**?

A: We visited the Roman baths.

Q: When did you visit Pakistan?

A: I went to Pakistan **last month**.

A. What can you remember about Hans and Saud on page 11? Use the list below to make true sentences. Use the simple past, present perfect simple, and simple present tense.

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Hans wasn't born in Leipzig. He was born in Berlin.

- be from Leipzig?
- be from Dubai
- move to West Germany
- be in Berlin
- be born in Berlin
- be from Germany
- be a biologist
- have a good job
- have lots of friends
- be happy

B. Compare your answers in exercise **A** with your partner. Ask and answer questions. Use the past simple tense.



Did Hans' grandparents stay in Leipzig?

No, they didn't. They moved to West Germany.

Did Saud grow up in Germany?

No, he didn't. He grew up in Dubai.

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A. What can you remember about Hans and Saud on page 11? Use the list below to make true sentences. Use the simple past, present perfect simple, and simple present tense.

1. Hans isn't from Leipzig. His family is from Leipzig.
2. Hans isn't from Dubai. Saud is from Dubai.
3. Hans didn't move to West Germany. His grandparents moved to West Germany.
4. Saud has been in Berlin for almost 3 years.
5. Saud wasn't born in Berlin. Hans was born in Berlin.
6. Saud isn't from Germany. Hans is from Germany.
7. Saud is a biologist.
8. Saud has a good job.
9. Saud has lots of friends.
10. Saud is happy.

B. Compare your answers in exercise **A** with your partner. Ask and answer questions. Use the past simple tense.

A: Did Hans' grandparents grow up in Berlin?

B: No, they didn't. They were born in Leipzig.

B: Did Hans' grandparents stay in Leipzig?

A: No, they didn't. They moved to West Germany.

A: Did Saud's grandparents grow up in Berlin?

B: Yes, they did. They were born in Berlin.

B: Did Samir stay in contact with his relatives in Germany?

A: No, he didn't.

Past Progressive Tense

Affirmative (+)

I	was	sleeping.
He		
She		
It		
We	were	sleeping.
You		
They		

Negative (-)

I	wasn't	sleeping.
He		
She		
It		
We	weren't	sleeping.
You		
They		

Yes-No Questions (?)

Was	I he she it	sleeping?
Were	we you they	

Short Answers (+)

Yes,	I he she it	was.
	we you they	were.

Short Answers (-)

No,	I he she it	wasn't.
	we you they	weren't.

Past Progressive + When + Simple Past Tense

Use *when* to indicate that a longer, continuous action is interrupted by a shorter one.

Hans **was walking** to college **when** he **saw** Saud.

Note: We do not usually use the progressive with verbs like the following: *like, love, want, see, smell, taste, hear.*

C. Make sentences using *when*. Follow the example.

The family / eat lunch // a visitor / arrive / at the house.

The family was eating lunch when a visitor arrived at the house.

- The people / sleep // the earthquake / happen.
- Fatima / going home // see / her friend, Nawal.
- Majid / look at / trees // he / see / parrot
- The students / wait for / bus // rain / start

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D. Complete the text with the past simple tense or the past progressive tense of the verb in parentheses. Add your own ideas.

When they were young, my grandparents were very poor. There was no work in their country, so they decided to leave. In September 1971, my grandparents (1) **left** their hometown in Greece and (2) **traveled** (travel) to Athens. There they (3) **boarded** (board) a train for Germany with 1,500 other passengers. As the long steam train (4) **was setting off** (set off), all the people on the train (5) **cried** (cry) a final goodbye to their friends and family, who (6) **were standing** (stand) on the platform and watching the train depart. They (7) **made** (make) their long journey to Germany and (8) **arrived** (arrive) in Munich in the early morning hours two days later. When my grandparents (9) **stepped** (step) off the train, their hopes and expectations (10) **were** (be) bigger than their suitcases...



C. Make sentences using *when*. Follow the example.

 The family / eat lunch // a visitor / arrive / at the house.

The family was eating lunch when a visitor arrived at the house.

1. The people / sleep // the earthquake / happen.
2. Fatima / going home // see / her friend, Nawal.
3. Majid / look at / trees // he / see / parrot
4. The students / wait for / bus // rain / start

1. The people were sleeping when the earthquake happened.

2. Fatima was going home when she saw her friend, Nawal.

3. Majid was looking at the trees when he saw a parrot.

4. The students were waiting for a bus when it started to rain.



12 Project

1. Find a person – a relative or a friend who has lived or lives in another country in the Gulf, the Arab world, Europe, or another part of the world.
2. Prepare questions that you would like to ask them in an interview. You can use some of the questions from the conversation on page 11 as examples.
3. Interview the person and write the answers in the chart in note-form. You might have to interview your friend or relative over the phone.

Name of the person you are interviewing	
Ahmed	
Your questions	The person's answers
 What do you know about the G20 2020 Summit?	<i>I know that Saudi Arabia hosted and led the event, so you must feel very proud!</i>
Do you have any relative in Riyadh?	No, I am here alone and my family is in Spain.
Do you miss Spain, your family?	Actually, I feel homesick and i miss my family very much, I wish I had money, I would travel now.



A: Talk a little bit about yourself.

B: I'm Ahmed, I was born in Saudi Arabia but, my family is from Spain, they live in Madrid. How about you?

A: I'm Mohammed I was born in Saudi Arabia, i live in Riyadh with my family. How long have you been in Saudi Arabia?

B: I have been here for five years.

A: Do you have any relative here in Riyadh?

B: No, I am here alone and all my family is in Spain.

A: I see, It is nice to know you

B: Nice to know you, too.

A: What do you do?

B: I am a waiter, I work in a restaurant.

A: that's good, Do you miss Spain, your family?

B: Actually, I feel homesick and i miss my family very much, I wish I had money, I would travel now. A: oh, sorry I am so sad to hear that but, I can help you with the cost of the ticket to Spain.

B: Really, Thank you, I will be grateful to you.

A: Ok, be prepared for travelling, go and book the ticket to Spain.

B: Ok, the ticket costs 500 Riyal.

A: Here you are, take the money and go see your family, my next vacation will be in Madrid B: You are welcome to Madrid any time and I promise you will be my special guest.

A: That's kind of you, thank you.

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.
discuss past world events and present effects			
talk about global issues			
use the simple present			
use the simple present and the present progressive			
use the simple past and the present perfect			
use the simple past tense			
ask questions and give short answers with 'did'			
use time expressions for the past			
use the past progressive tense			
Past progressive + <i>when</i> + simple past tense			

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



1 Listen and Discuss

Read the three texts below. Find the sentences that say exactly what each person does in his job.

Dream JOBS

Have you ever wondered how people get really cool jobs? Imagine you've been working at the same job for a long time, and you're getting tired of the daily grind. Maybe you can get inspiration from these lucky people and do something creative and interesting.

CAR SCULPTOR

Working with clay is normally associated with artists, not with the automotive industry. However, some of the world's largest automobile companies have a permanent staff of sculptors to help them make designs for cars and visualize ideas for future products. Salim Saif went to art school and was going to be an artist, but he ended up as a sculptor for General Motors. Salim spends his days using his hands to craft anything from miniature clay models to actual-size car sculptures. He's been working for the company since he left college, and he and his team have helped design the latest models to come off the showroom floor.



FOOD SCIENTIST

When someone says that he is a laboratory scientist, what immediately comes to your mind? You probably think of a white lab coat, sterile surroundings, a microscope, and test tubes. But that is not the case of Matthew Duval. For the last three years, he's been working as a food scientist for the makers of Tasty's ice cream, and he has created several new flavors. He's constantly searching for new combinations of flavors to keep the products fresh and interesting for the company's customers. In his lab, he experiments with different



products and flavors until he gets them just right. And, of course, he always gets to taste the results. One part of Matthew's job involves market research. He's good at presenting his new products to customers and getting their input.

ANIMATION DESIGNER

Animation has been in high demand in advertising, special effects, video games, and films. Animators need to have artistic ability, creativity, storytelling ability, technical skills, scientific and technical knowledge, and the ability to work with others.

Animators need to understand character development and be able to portray character emotions in a convincing way. As computer generated imagery (CGI) technology is used in both live action films and animated movies and interactive games, it has become necessary for designers to have scientific and technical knowledge. Animation projects involve many people who work as a team. Clear and effective communication with team members and clients is crucial.



Qualities Employers Look for When Hiring for Jobs

In groups, discuss the meaning of the qualities. Give examples of actions that demonstrate the qualities. What other qualities would you add?



Top Twelve Qualities

1. Communication skills (Verbal and Written)
2. Honesty/Integrity
3. Teamwork skills
4. Interpersonal skills
5. Strong work ethic
6. Motivation/Initiative
7. Flexibility/Adaptability
8. Analytical skills
9. Computer skills
10. Organizational skills
11. Time management skills
12. Critical thinking and problem solving skills

Quick Check ☒

A. Vocabulary.

1. Which of the qualities do you think the three people you read about need in their jobs?
2. Which of the above do you think are your strongest and your weakest qualities?

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

1. **F** Salim works as a car driver.
2. **T** He's been working for an auto company since he left school.
3. **F** Matthew has created several new flavors of yogurt.
4. **T** Matthew enjoys presenting his new products to customers.
5. **F** Animators usually work alone on their creative projects.

2 Pair Work

Find sentences that are facts about the three jobs you read on page 20. Make questions for those facts. In pairs, ask and answer the questions. See the examples below.

- How long has Matthew been working as a food scientist?
- He's been working as a food scientist for three years.
- What skills do you need to be a car sculptor?
- You must be creative.
- What job are you interested in?
- I'm interested in becoming a child psychologist. I'm good at working with children.

Quick Check

A. Vocabulary.

1. Which of the qualities do you think the three people you read about need in their jobs?
2. Which of the above do you think are your strongest and your weakest qualities?

1. Honesty / Strong work ethic / Motivation and initiative.

2. Strongest: Computer skills, time management, and teamwork skill.

Weakest: Honesty and organizational skills.

2 Pair Work

Find sentences that are facts about the three jobs you read on page 20. Make questions for those facts. In pairs, ask and answer the questions. See the examples below.

A: How many years Matthew Duval worked as a food scientist?

B: He worked for three years.

A: What did Matthew Duval created?

B: He created several new flavors.

A: Do animation projects involve people as a team?

B: Yes, they are involved.

3 Grammar

Present Perfect Tenses: Progressive and Simple

Both tenses are used to talk about a situation that began in the past and continues into the present.

Use the present perfect progressive to talk about an action that is happening now and will probably continue.

Use the present perfect simple to talk about the amount of times/how long something has been done, up to this particular point. The action is not happening at this moment and may not continue.

Present Perfect Progressive

Hanan **has been reading** a book for two hours.
How long **have you been reading** that book?
Saeed **has been playing** football since he was ten.
How long **have you been playing** football?

Present Perfect Simple

She **has read** 30 pages.
How many pages **have you read**?
He **has played** for three different teams.
How many teams **have you played** for?

NOTE: The Present Perfect Progressive often uses *since* and *for* to show a length of time that the action is happening over.

- A. Read the three texts about jobs on page 20 and find sentences that are present perfect progressive and present perfect simple. Say which ones happened all the time and which ones happened or changed from time to time.

- B. Choose the correct verb form.

1. I ('ve been looking for / 've looked for) a job for three months, and I still (haven't found / haven't been finding) one.
2. My father (has worked / has been working) at many different jobs during his career.
3. Adnan (has written / has been writing) books for years, but he (hasn't received / hasn't been receiving) an award yet.
4. How many pages of that book (have you read / have you been reading)?

- C. Write answers to the following questions about your study of English.

1. How long have you been studying English?
2. How many English teachers have you had?
3. How many books have you used?
4. How long have you been using this book?

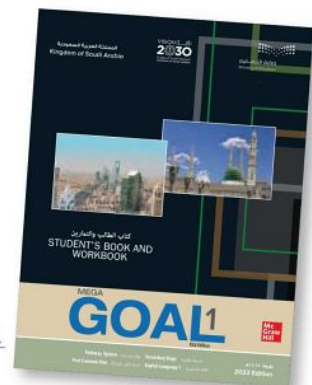
- D. Work with a partner. Make sentences. Follow the example.

Hakim / photography studio / one year—taking pictures—photographer

*Hakim's been working at a photography studio for a year.
He's good at taking pictures, and he's interested in becoming a photographer.*

1. Faiz / restaurant / six months—bake things—chef
2. Refah / nursing home / two years—help old ladies—nurse
3. Yahya / newspaper / a while—interview people—reporter

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A:

1. He has been working for the company since he left college.
(The action did not change from time to time).
2. He left helped design the latest models to come off the showroom floor.
(The action changed from time to time).
3. He has been working as a food scientist for the markers.
(The action did not change from time to time).
4. He has created several new flavors.
(The action changed from time to time).
5. Animation has been in high demand in advertising.
(The action did not change from time to time).

B:

1. I've been looking for, haven't found
2. has worked
3. has been writing, hasn't received
4. have you read.

C:

1. I've been studying English for six years.
2. I've had three teachers.
3. I've used six books.
4. I've been using this book for three weeks.

D:

1. Faiz has been working in a restaurant for six months. He's good at baking things, and he's interested in becoming a chef.
2. Refah's been working in a nursing home for two years. She's good at helping old ladies, and she's interested in becoming a nurse.
3. Yahya's been working for a newspaper for a while. He's good at interviewing people, and he's interested in becoming a reporter.

E. Find out about your classmates' abilities and experiences, and ask how long they've been doing them. Complete the chart.

A: Can you ice-skate?
B: Yes, I can.
A: How long have you been skating?
B: I've been ice-skating since I was five.

A: Do you have a job now?
B: Yes, I do.
A: How long have you been working at it?
B: For about six months.

Activity	Name	Length of Time
Play a sport	Ali	3 years
Study languages	Ahmed	2 months
Live in the same house	Sami	12 years
Drive a car/Ride a bike	Saleh	5 years
Work part-time	Saeed	7 months
Swim	Ryan	2 years
Your idea: _____		



FYI

To talk about someone's abilities (how well or badly they can do something) and interests, use expressions with **Good at** or **Interested in**.

He's **good at** using computers.

I'm **not very good at** speaking in public.

They're **interested in** working outdoors.

She's **not interested in** working in the computer industry.

F. Ask and answer questions about the picture. It's been raining for ten minutes. What have the people been doing during this time?

A: What has the man at the magazine stand been doing during the rain?
B: He's been reading.
A: How many magazines has he read?
B: He's read several magazines.



A: What has the utility worker been doing during the rain?
B: He's been trying to repair the stoplight.
A: What has the man at the newsstand been doing?
B: He's been reading a magazine.
A: What has the traffic cop been doing?
B: He's been directing traffic.
A: What has the driver in traffic been doing?
B: He's been listening to the news on the radio.
A: What has the taxi driver been doing?
B: He's been looking at the limousine.



4 Language in Context

Prepare a job profile. Write down your qualifications, skills, and personality characteristics. You can use the examples in the chart below or your own ideas. In a group, discuss possible jobs for each student.

Personality Characteristics

creative, efficient, friendly, hardworking, intelligent, organized, reliable, sociable

Good At or Interested In

helping people creating things working outdoors
working alone making a lot of money working with people



Qualifications
degree in journalism

Special Skills
good at speaking in public

Personality
confident

Possible Job
TV reporter

A TV reporter needs to be confident and has to be comfortable in front of the cameras, and should be interested in following news events.

5 Listening

Listen to the job interview, and complete the chart.

Candidate	Job Applied For
Name: Michael	Working hours: 50-60 hours/week
Education: majoring in architecture courses in marketing	Salary: high salary
Skills: good at communicating with people, architectural skills	Job description: be involved in work through all stages, from selling to clients, to designing and putting up exhibit stands
Experience: 3 years as architect in apartment building company, part-time sales job in college	

6 Pronunciation

A. Listen. Note the differences in sounds. Then practice.

/m/	/n/	/ŋ/
m otivation	n spiration	read ing
m odel	n plan	work ing

He's been **n** working on **m**aking **m**odels.
He's been **n** an **n**spiration to **m**e.

B. Choose some sentences from the texts you read on page 20. Underline the words that have **m**, **n** and **ing** in each sentence. Practice reading the sentences aloud making the three different sounds.

7 About You

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

1. What do you plan to do when you finish school?
2. Do you have a job? How long have you been working at your present job?
3. What career interests you? Why?
4. Have you ever had a job interview? Talk about it.
5. Have you ever had an internship? Talk about it.
6. Tell your partner about the jobs you've had and the courses you've taken. Say how long you've been doing the jobs or taking the courses.

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

1. What do you plan to do when you finish school?
2. Do you have a job? How long have you been working at your present job?
3. What career interests you? Why?
4. Have you ever had a job interview? Talk about it.
5. Have you ever had an internship? Talk about it.
6. Tell your partner about the jobs you've had and the courses you've taken. Say how long you've been doing the jobs or taking the courses.

1. I would start a business with my brother.
2. No, I have not.
3. I am interested in doctors' job because they are helping others.
4. Yes, I have had. It was very awful interview and I did not get the job.
5. Yes, I have had. I worked as an intern in the school.
6. I worked as an intern and I have had many training courses in computer scenes and I have worked for six months.

8 Conversation

Underline the words that have **m**, **n** and **ing** in the conversation and the expressions **day after day**, **day in day out**, **bored to death**, **talked someone out of it** and **luckily**. In pairs, read the conversation aloud. Make sure to produce the three different sounds and the expressions correctly.

- Yousef:** So, Khaled, are you happy with your job at the TV station?
Khaled: Yes, very happy. I enjoy being out there and talking to people. I get a lot of satisfaction out of my job.
Yousef: How long have you been working on TV?
Khaled: I've been a reporter at this station for five years—since my internship. What about you?
Yousef: I've been working at the bank since I left high school. It's the same thing **day after day**, **day in and day out**. I'm **bored to death**. I was hoping to be a watch repairer, you know, but my parents **talked me out of it**. They said it wasn't a serious profession.
Khaled: Well, I was going to be a dentist, but **luckily** I changed my mind. Can you imagine me in a small room, stuck between four walls?
Yousef: That's where I am right now. It's time to move on and find something more challenging. I have a lot of different skills. I'm good at solving problems. I'm organized, reliable, hardworking...What do you think I should do?



Your Ending

What advice do you think Khaled gives Yousef?

- ① I'm looking for an assistant. Are you interested?
- ② Why don't you network with friends and find out about available jobs?
- ③ You should look at job sites on the Web.
- ④ Your idea: **You should search for a job on the Internet**

Real Talk

day after day, **day in and day out** = following the same pattern
bored to death = very bored
talk someone out of it = to convince to do something different
luckily = used to give an opinion that an event was positive



About the Conversation

Answer **true** or **false**.

1. **T** Khaled has been working on TV for five years.
2. **F** He wanted to be an engineer.
3. **F** Yousef has had several jobs since he left high school.
4. **T** He wanted to be a watch repairer.
5. **T** He's been thinking of getting another job.

Your Turn

Role-play with a partner. Imagine Yousef found another job and has been working there for a year now. Ask what he's been doing and what changes have occurred in his career. Present your interview to the class.

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Your Turn

Role-play with a partner. Imagine Youssef found another job and has been working there for a year now. Ask what he's been doing and what changes have occurred in his career. Present your interview to the class.

Youssef: Khaled! Hello my friend. How are you doing?

Khalid: Youssef! I can't believe I met you after your sudden travel to Riyadh. How are things with you? And when did you return to Abha?

Youssef: I'm fine. I came back a week ago to visit my family.

Khalid: What is the reason for your sudden travel? Why did you move to live in Riyadh?

Youssef: I found a great job opportunity with one of the international companies in the watch industry. As you know this is my passion. Also, the salary was attractive. So I went and signed the contract straight away.

Khalid: How is it working there?

Youssef: The work is great. I am now working with a number of employees in the field of designing sport watches. This made me sign up for a number of additional courses in design that occupy all my time. I'm very happy.

Khalid: I am also happy for you, my friend. We must meet for dinner as soon as possible before you return to Riyadh.

Youssef: Absolutely.

9 Reading

Before Reading

Read the three job opportunities and find the sentences that say what a person should be able to do in each job.

JobPool

Search Jobs

media positions

Search

Home

Profile & Resume ▼

Jobs ▼

Career Tools ▼

Advice ▼

JobPool Has the Job for You

About Us:

JobPool is a privately-owned career network with branches all over the world. Since its foundation in 2000, the company has constantly improved its users' experience with new features and services. JobPool has been growing globally through strategic international expansion. We have helped professionals and companies all over the world to meet each other.

OPENINGS [Internships]

Media Intern: TV and Radio Media International

Do you want to be part of the fast-paced world of television and meet famous people at the same time? Here's your chance. Our interns research information about hot topics. They need to find information quickly and be able to summarize it in clear language. Our hosts use the information on their programs. Our interns also greet our guests when they arrive in our studios. You need to be fluent in English and be able to use computers. You must be friendly and outgoing. This is a paid internship for students.

Send applications to:

Archaeological Interns: Students Learning Overseas

Here's an opportunity to study history firsthand and to work with noted archaeologists on an exciting dig. We've been uncovering ruins at the famous ancient city of Pompeii for several years. Interns' job is to dig slowly and carefully. They also work to uncover buildings that have been buried for centuries. It is very hard and painstaking work. The reward is a chance to discover

Environmental Engineering: Saudi Construction, Riyadh

Great opportunity for a civil engineering graduate student in the environment field! This project involves the construction of a road and a number of other local projects, such as research centers and new pipelines. The interns work alongside experienced civil engineers and receive training in the different work sectors. You need to be able to read blueprints, have

Media Intern: They need to be:
able to find information quickly, and summarize it in clear language
fluent in English
good at using computers
friendly, outgoing

Archaeological Interns: They need to:
be very careful
be able to dig slowly

Environmental Engineering: They need to:
be able to read blueprints
have some knowledge of Arabic
be able to cope with high temperatures

Résumé

Carl Barthes
543 Limerick Road
Englewood, New Jersey 07632
Telephone: 201-555-7287 • Cell phone: 201-555-7398
email: cbarthes@worldnet.com

Education

- Undergraduate student at Center University, majoring in Media Studies
- Graduate of City High School

Experience

- Host of radio program. Responsibilities include:
Interview people about teen-related issues on the air
Decide on topics and help organize the show
- In charge of school website "School Days"
Have written articles on community issues and on student concerns. Have done interviews and research to get background information.

Honors/Awards

- The school website won an award as one of the most useful to students in the state.
- An article I wrote about jobs for young people has appeared in the local press.

Skills

- Computer expertise in word-processing and graphic programs
- Fluent in Spanish

After Reading

Answer **true** or **false**.

1. **T** JobPool has been growing since the year 2000.
2. **F** The archaeological interns get a good salary.
3. **F** The media intern needs to speak several languages.
4. **T** The candidate for the engineering job must be good at reading blueprints.
5. **T** Carl has experience with word-processing programs.
6. **F** One of Carl's articles has appeared in newspapers all over the country.

Discussion

1. What types of information does Carl include in his résumé? What types of jobs do you think Carl has the qualifications and experience for? Explain.
2. What qualifications do you have that you can include in a résumé? What jobs are you qualified for?
3. In your opinion, what makes a person qualified for a job?



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وزارة التعليم

Ministry of Education

2023 - 1445



Discussion

1. What types of information does Carl include in his résumé?
What types of jobs do you think Carl has the qualifications and experience for? Explain.
2. What qualifications do you have that you can include in a résumé? What jobs are you qualified for?
3. In your opinion, what makes a person qualified for a job?

1- His resume for the job included some information related to educational level, job experience, awards and honors, and personal skills. Through the aforementioned data, he is qualified for the position of news reporter, reporter, or television presenter, and we also do not forget the field of journalism, which he may excel in as well.

2- My high school education was in the literary and cultural department, and I majored in the English language at university. And then I joined a training in a university in the Department of Research and Libraries, and this allowed me to see literature and cultural books in both Arabic and English. I have skill in writing reports, and excellent use of the computer. I also speak and write in English fluently. Among the jobs that I can work and be creative in are such as journalism, and work at the university as an assistant professor. As well as the field of public education.

3- This happens when the scientific degree and the field of specialization in the study are in accordance with the requirements of the job from the scientific point of view. Also, training in the field close to the job field before applying for it greatly helps the employee's success in his work.



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10 Writing

- A.**
1. Read the three job opportunities again. Write the qualities, qualifications, and experience that a person needs for each job in note-form in the chart below.
 2. Which job would you apply for if you had the qualifications? Why?
 3. Which job would you not be interested in? Why not?
 4. Discuss your choices in class. Which is the most popular job? Which is the least popular job?



Job	Qualities (see page 21)	Qualifications (certificates, awards, diplomas, degrees)	Experience
Media Intern			
Archaeological Intern			
Engineering Intern			

- B.**
1. Read the cover letter for a job application on page 29. Collect information about the person and make notes in the chart which follows it.
 2. Think about your favorite job in the JobPool. Write information about yourself in the YOU column.
 3. Use your information to write a cover letter applying for the position.

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Writing Corner

When you write a cover letter it is important to think about why you are writing it (purpose); who you are addressing (audience); and the information you will put in each paragraph:

- include the name, title, and address of the recipient on the left
- start with a short introduction stating your reasons for writing
- include a section or paragraph about why you are the right person for the job
- finish with a closing statement thanking the recipient

Find the features mentioned above in the letter on page 29 before you write your own cover letter.

Job	Qualities (see page 21)	Qualifications (certificates, awards, diplomas, degrees)	Experience
Media Intern	Find information quickly/ summarize/ clear language • fluent English computer skills • friendly and outgoing	Not applicable (no mention)	Research and public relations
Archaeological Intern	careful and methodical • interested in history • interested in archeology/ working with noted archeologists	Not applicable (no mention)	Not applicable/no mention probably experience is not a necessary requirement
Engineering Intern	ability to read blueprints • knowledge or Arabic • tolerance to high temperatures	Degree in civil engineering/ graduate student	Not required

3. Use your information to write a cover letter applying for the position.

To,
Responsiveness for The British
Embassy
Riyadh, KSA,
Human Resources,

16th Oct, 2020

Dear Sir/Madam,

I am very interested in an opportunity to work for The British Embassy. I believe that my qualifications are appropriate to work, and would like to add a new experience to my resume.

I have a bachelor degree in business administration and I have a diploma in English language.

I have five years of experience in the same job.

If The British Embassy was interested in me, I would be thrilled to have the opportunity to work for. I believe it would be an excellent opportunity to develop my experience in my major.

I would be very grateful if you considered my application.

Sincerely,

Mohammed Saeed

Ahmed Alsaaleh
Human Resources Manager
Zero A Company
87 Riyadh Road
Jeddah
(555) 555-5555
ahmed.alsaaleh@email.com



15 April 2023

Dear Mr. Alsaaleh,

I am writing to apply for the Public Relations position advertised in *PR Journal*. As requested, I am enclosing a completed job application, my certification, my résumé, and three references.

I believe that my experience, education, and training will make me a competitive candidate for this position. The key strengths that I possess for success in this position include:

- I am a dedicated and enthusiastic professional.
- I welcome challenge and strive for continued excellence.
- I am an experienced and effective communicator.
- I have had five successful years in PR in large corporations.

With a Bachelor's Degree in Public Relations and a Master's Degree in Intercultural Communication, I have a full understanding of the factors involved in the successful operation of a multinational organization such as yours.

Thank you for your time and consideration. I look forward to hearing from you.

Sincerely,

Saud Khalid

Applicant	Person who wrote the cover letter	YOU
Qualities (see page 21)	- dedicated and enthusiastic professional - experienced and effective communicator	- motivated, computer literate communication skills - (verbal and written) - flexible and teamwork skills
Qualifications (certificates, awards, diplomas, degrees)	- Bachelor's Degree in Public Relations - Master's Degree in Intercultural Communication	- Bachelor's degree in media and communication - MBA in media
Experience	five successful years in PR in large corporations	4 years of experience in advertising and broadcasting

11 Form, Meaning and Function

Simple Present Tense

Use the simple present to talk about things that are true in general or that happen all the time.

Affirmative (+)

I		
You	work	in an office
We		
They		
He	works	
She		

Negative (-)

I		
You	don't	work in an office.
We		
They		
He	doesn't	
She		

Time Expressions for the Present

We can use time expressions to talk about routines or habits.

He works at the hospital **from** Sunday **to** Thursday. He doesn't work **on the weekend**.
He works at the hospital **on weekdays**. **In his free time**, he plays football.

Wh- Questions in the Simple Present

Q: Where does he/she work? **Q: Where** do you/they work? **Q: What** do you do?
A: He/She works in a hospital. **A:** I/They work in an office. **A:** I'm a salesperson.
Note: *What do you do?* usually means *What's your job?*

Prepositions of Time for the Present

Look at these examples to understand when we use prepositions to talk about time:

at three o'clock, noon/midnight/ midday/ night
in the morning/afternoon/evening
on Thursday, weekdays, Saturday morning, weekends, the weekend



A. Complete the sentences with the simple present tense of an appropriate verb. Write the correct preposition.

Ahmed is a teacher. He teaches in a high school. He works on weekdays.

- What does your uncle do? He's a writer.
He writes books.
- Adnan is a bus driver. He drives a city bus.
He works at night.
- Where do Omar and Ali work? They work in a hospital. They are doctors.
- Hameed is a journalist. He writes for a newspaper. He works on weekdays and on weekends.
- Fahd is a pilot. He flies planes. He likes to play tennis in his free time.

Relative Pronouns: Who, That, Which

Relative clauses add information about a noun in the main clause.

Use the relative pronoun *who* or *that* for people.

Use the relative pronoun *that* or *which* for things and animals.

The man was talking to the tourists. He was friendly.

The man **who/that** was talking to the tourists was friendly. (relative clause)

The computer company is making a good profit. It is called Easy Surf.

The computer company **that/which** is making a good profit is called Easy Surf.

Past Progressive with While

We can use the past progressive with *while* to talk about actions that were happening at the same time:

Mohammed **was working** on the computer **while** his brother **was talking** on the phone.

While you **were working** at the photography studio, I **was studying** graphic design at college.

They **were waiting** for their father at the office **while** their father **was waiting** for them at home.

While she **was talking** with her sister downstairs, her mother **was looking** for her upstairs.

B. Complete the sentences with *who* or *that*.

- The new driver **who** started work yesterday is very quiet.
- The products **that** they launched this week are selling well.
- I'd like to introduce you to the person **who** organized the conference.
- That isn't the job **that** he applied for.
- The actor **who** was playing the lead role was very funny.
- Isn't that the book **that** you were reading last week?

C. Work with a partner. Make sentences to describe the actions in the pictures.

💡 *It was raining while Yahya was washing the car.*

Yahya



1. Faisal



2. Fatima



3. The people

- Faisal was listening to the football while he was studying.**
- Fatima was talking on her cell phone while she was food shopping.**
- The people were talking while they were waiting for a bus.**



12 Project

1. Find a person – a relative or a friend who has a job that you are interested in.
2. Prepare questions that you would like to ask him/her in an interview.
3. Interview the person and write the answers in note-form. Use the same categories in the chart to organize them: Qualities, Qualifications, Experience, and Skills.
4. Use the same questions as in 2 to interview each other. Answer using your notes about your relative's or friend's job. Write your partner's answers in the chart in note-form.
5. Use your partner's answers to write a résumé using Carl's résumé as a model.



	Your questions	Your partner's answers
Qualities (see page 21)	What are your qualities?	speaking English fluently computer skills friendly and outgoing
Qualifications (certificates, awards, diplomas, degrees)	What are the qualifications that you have?	Bachelor degree of marketing, Master degree of sales
Experience	How many years have you worked?	I have worked for 5 years
Skills	What are your skills?	communication skills, problem solvinskills, working under pressure

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 careers			
talk about personal qualities and personality characteristics			
talk about how long I've been doing something			
use the present perfect progressive versus the present perfect simple			
use the construction adjective + preposition + gerund			
use the simple present and ask <i>Wh-</i> questions			
use prepositions of time for the present			
use relative pronouns			
use the past progressive with <i>while</i>			

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



1 Listen and Discuss

1. Read the title. What words does it make you think of?
2. Read the text. Find the sentences that talk about the future and the ones that talk about the past.

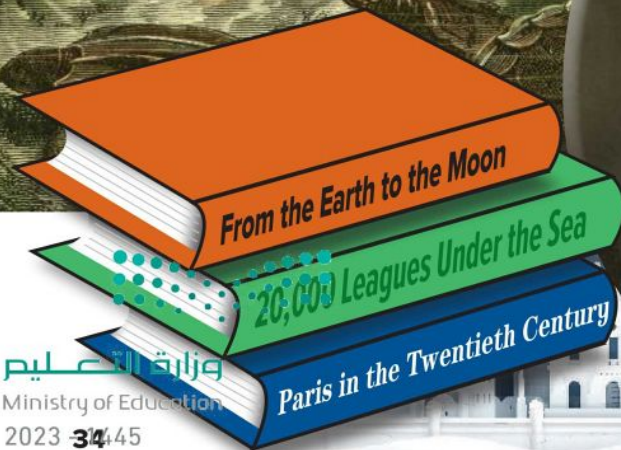
A Vision of the Future

past
future

Through the title it appears to me that talking here about expectations about the future and what will be in it. It is a prediction that may be true or false.

The French writer Jules Verne wrote several books in the late 1800s. In them, he wrote about the future. He asked, "What will life be like at the end of the 20th century—one hundred years from now?" In one of his adventure novels (*From the Earth to the Moon*), his characters traveled to the moon in a rocket. In another novel (*20,000 Leagues Under the Sea*), his characters dove through the depths of the ocean in a submarine in the shape of a whale. In a novel titled *Paris in the Twentieth Century*, Verne described a city with skyscrapers of glass and steel, high-speed trains, gas-powered automobiles, and a global communications network. Space rockets and submarines and other things in his novels didn't exist in Verne's time, but many of the inventions that Verne imagined became reality by the end of the 1900s. That's why people call Verne a visionary.

◀ Jules Verne





Comments Made in the United States in 1955: Right or Wrong Predictions?

Read the predictions below. Find the sentences that talk about the future.

"I seriously doubt that fast food restaurants will ever catch on."

"Have you seen the new cars coming out next year? It won't be long before \$1,500 won't even buy a used car."

"Did you see where some baseball player just signed a contract for \$75,000 a year just to play ball? It wouldn't surprise me if someday they'll be making more than the president."

"Soon all our kitchen appliances will be electric. They are even making electric typewriters now."

"I'll tell you one thing, if things keep going the way they are, it's going to be impossible to buy a week's groceries for \$20."

"If they think I'll pay 50 cents for a haircut, forget it."



FYI

What a dollar bought in 1955 would take about \$9.65 to buy in 2020, because of inflation. The average baseball player makes nearly \$4.5 million a year. Today a haircut for a man costs an average of \$28.

Quick Check ✓

A. Vocabulary. Complete the following with words from the texts.

- adventure 1. _____ novel
fast food 2. _____ restaurant
kitchen 3. used car
4. _____ appliance
5. hair cut

B. Comprehension. Mark which of these predictions came true.

1. ☒ People will drive gas-powered cars.
2. ☒ People will live in skyscrapers.
3. _____ People will travel to the center of the earth.
4. _____ Fast food restaurants won't catch on.
5. ☒ Sports stars will earn more than the president.

2 Pair Work

Think of one thing we use now. Write down some of its features. Think how each of these features may change in 30 to 40 years. Make predictions of how people will use it in the year 2050.

There won't be any more cars.
People will travel in vehicles that ride through the air.

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2 Pair Work

Think of one thing we use now. Write down some of its features. Think how each of these features may change in 30 to 40 years. Make predictions of how people will use it in the year 2050.

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One of the things we use now is the mobile phone. Using the phone is easier these days with the wide coverage of its network. It also has great features such as a clear screen, applications that facilitated one-click access to services. We also do not forget the ability to connect and communicate with anyone from anywhere in the world. In the coming years, I expect a major development in the form of mobile devices in terms of their size, as I expect them to be thinner and lighter, as well as the quality of the materials made of them, as there will be devices that are not damaged or defective. Also, the charging capacity of the devices' battery will be incredibly high speeds in the year 2050. Let's wait and see.





3 Grammar

Future with *Will* or *Be Going To*

Use *will* or *be going to* to make predictions about the future.

Affirmative (+)

Computers **will perform** many functions.
People **are going to have** more free time.

Negative (-)

Computers **won't have** feelings.
Machines **aren't going to control** us.

Questions (?)

Will people **eat** artificial food?
Are we **going to travel** to other planets?

Answers (Opinions)

I guess so. I hope not.
I think so. I don't think so.

We also use *will* when we decide to do something at the time we're speaking, such as for offers or promises.

We don't have any milk. **I'll get** some from the store.

Will versus *Be Going To*

Use *be going to* to express a plan that is already made or decided.

Use *will* to express uncertainty, often with *maybe* or *probably*.

What are your vacation plans? **I'm going to spend** a month in Abha.
Maybe I'll go to Abha.

Future Progressive

Use the future progressive (*will + be + present participle*) for continuous actions in the future.
Or use *be going to + be + present participle*.

Affirmative (+)

(At) this time tomorrow, **I'll be swimming** in the ocean.
A week from today, **I'll be relaxing** on the beach.
By the year 3000, people **will be living** to the age of 120.

OR **I'm going to be swimming...**
OR **I'm going to be relaxing...**
OR **They are going to be living...**

Questions (?)

Will you **be working** on the weekend?
Are they **going to be taking** the test, too?

Short Answers (+)

Yes, I **will**.
Yes, they **are**.

Short Answers (-)

No, I **won't**.
No, they **aren't**.

- A. Complete the predictions about the future with the correct form of the verb.
More than one answer is possible.

- In one hundred years, people _____ on other planets. (live)
- Students _____ with computers instead of books. (study)
- Cars _____ on gasoline. (not run)
- Robots _____ people's lives. (not control)
- Young people _____ only to smartphones. (listen)
- At the age of 50, people _____ young. (be)

A. Complete the predictions about the future with the correct form of the verb.
More than one answer is possible.

1. In one hundred years, people _____ on other planets. (live)
2. Students _____ with computers instead of books. (study)
3. Cars _____ on gasoline. (not run)
4. Robots _____ people's lives. (not control)
5. Young people _____ only to smartphones. (listen)
6. At the age of 50, people _____ young. (be)

1 will live/are going to live/will be living/are going to be living

2. will study/are going to study/will be studying/are going to be studying

3. won't run/aren't going to run/won't be running/aren't going to be running

4. won't control/aren't going to control/won't be controlling/aren't going to be controlling

5. will listen/are going to listen/will be listening/are going to be listening

6. will be/are going to be

People probably will be using ballpoint pens. People will always need to write. We can't use computers for everything.

People won't be reading magazines like we have today. I think people will only read them electronically.

B. Work in groups. Answer this question:

Which of the following do you think people will still be using in 50 years?



DVD player



cell phone



flat screen TV

ballpoint pens



personal computer



magazines



microwave oven

C. Work with a partner. Ask and answer: Which of the following do you think will be solved in the next 50 years? Add your own ideas.

A: Do you think there will be enough food for everyone in the world?

B: I believe there will be.

A: Do you believe there will be peace on Earth?

B: No, I don't. Nations are too selfish.

Researchers will find a cure for cancer.
Global warming will melt the ice at the poles.
People will be preserving the environment.
There won't be any more pollution.
There won't be any more war.
Many plant and animal species won't exist anymore.



A: Do you think there will be enough food for everyone in the world?

B: I believe there will be. Scientists will figure out a way to feed more people with the resources we have.



4 Language in Context

Write down three things you want to change and improve in your life. Compare your ideas with a partner.



*I won't use my cell phone so much.
I'll start exercising.
I'll study more.*

**I won't play much computer games
I will study more
I will take up tennis**

5 Listening

Listen to the principal's speech at graduation, and complete the chart about the students' past and future.

Name	Past	Future
Ibrahim		
Steven		
Saeed		
Jim		

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6 Pronunciation

A. Listen. Note the words that are usually not stressed. Then practice.

a	in a century	to	nine-to-five
and	young and old	was	It was common.
can	Cars can fly.	of	cars of the future

B. Read the text about Jules Verne again. Find the sentences that contain **a, and, can, to, and of**. Practice reading these sentences without stressing **a, and, can, to, and of**.

7 About You

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

1. Do you believe that people can predict the future? Explain.
2. Do you know of any predictions that came true? Explain.
3. What changes do you predict for the next 50 years?
4. What do you think you'll be doing 20 years from now?
5. What kind of TV programs will people be watching in 50 years?
6. What will schools be like in 20 years?

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Name	Past	Future
Ibrahim	He was a good runner in school races.	He will be a physical education teacher.
Steven	He was captain of the debate team, and good at defending her point of view.	He will be a lawyer.
Saeed	He had a great scientific mind.	He will become a science researcher.
Jim	He raised money and worked for good causes.	He will be a social worker.

7 About You



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

1. Do you believe that people can predict the future? Explain.

If we talk about the aspects of science and invention, it may be true. As science is moving towards openness to all the ideas that would make life easier and more enjoyable. As for predicting what will happen to a person in terms of destinies and events, this is impossible. Rather, our true religion forbade us from that, as only Allah knows the unseen.

2. Do you know of any predictions that came true? Explain.

Some have predicted that in the future a person will be able to perform heart operations without having to open the chest completely, and these operations are considered among the most dangerous operations. Indeed, doctors now perform these operations through an opening in the main artery in the leg without having to approach the rib cage at all.

3. What changes do you predict for the next 50 years?

Among the changes that I expect are in the field of renewable energy, especially from the sun, as well as from wind. I also expect a major change in the means of transportation and it industry in a way that does not negatively affect the environment. Also, communication systems and methods will witness a great development, With Allah's willing.

4. What do you think you'll be doing 20 years from now?

I expect that I will be an employee in one of the development projects in the country, and through the vision of 2030 and the directions of the state, I began to define the field of my university studies through which I will be able to work on those projects.

5. What kind of TV programs will people be watching in 50 years?

The programs will be closer to reality in terms of display and image quality, as well as the person's ability to influence what is displayed through direct interaction with him through some icons that may be added on the control devices, which can give the viewer the ability to interact with his voice and movement.

6. What will schools be like in 20 years?

They would teach students online.

8 Conversation

Find and underline some of the words you practiced in the pronunciation section. Practice reading the conversation in pairs.

Reporter: Would you tell us about the new intelligent home of the future?

Engineer: Certainly. The concept of Intelligent Buildings is to monitor and optimize lighting, security, ventilation, heating, audiovisual and entertainment systems, and so on. It's an integrated household system that will make people's lives easier.

Reporter: How will the house actually function?

Engineer: When you arrive at the front door, you won't need a key. The door will open with a touch of your finger. The system will recognize your fingerprint.

Reporter: What happens after I enter the house?

Engineer: The lights will come on if it's night, the climate control will be activated, and surround sound will automatically play your favorite radio station.

Reporter: What special facilities will there be in the kitchen?

Engineer: You'll be able to "call" your refrigerator when you're at the supermarket and find out how much milk there is or how many eggs you have left.

Reporter: That's wonderful. What about the housework? I hate doing that.

Engineer: The house will come equipped with a robot that will do the cleaning, the washing, and the cooking.

Reporter: No kidding? Can I buy the robot without the house?

Real Talk

Certainly = used to say yes

No kidding? = to express surprise, in this case, pleasant surprise

About the Conversation

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

1. What are some features of the intelligent house?
2. What will happen after a person enters the house?
3. What will you be able to do over the phone?
4. Why is the reporter interested in the robot?

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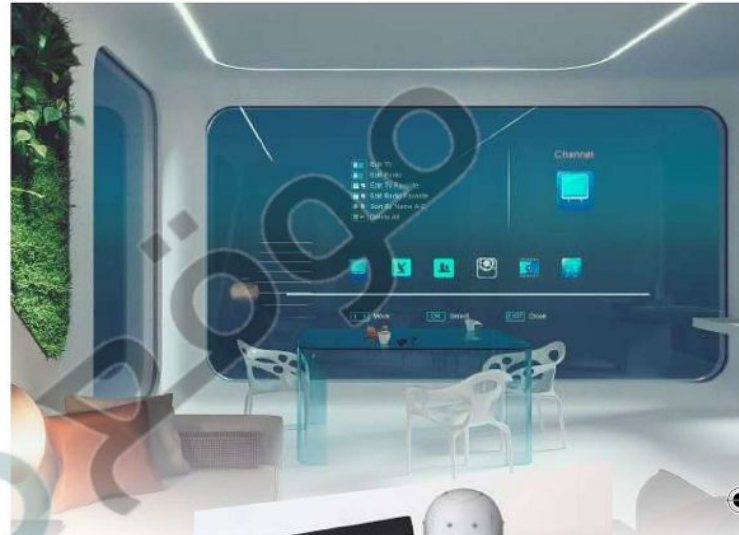
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Your Turn

Draw an intelligent house that you would like to have one day. Write sentences about the intelligent features and how they work.



About the Conversation

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

1. What are some features of the intelligent house?
2. What will happen after a person enters the house?
3. What will you be able to do over the phone?
4. Why is the reporter interested in the robot?

1. The intelligent house will monitor lighting, security, ventilation, heating, and audiovisual systems.

2. When someone enters the house, the lights will come on at night,

the climate control will be activated, and surround sound will automatically play your favorite radio station.

3. You will be able to “call” your refrigerator and find out about the things in it.

4. The reporter would like a robot to do the cleaning, washing, and cooking.

Your Turn

Draw an intelligent house that you would like to have one day. Write sentences about the intelligent features and how they work.

The house that will be my home in the future will be made from the outside of very strong materials that are not affected by natural disasters, whatever they may be. And the roof will be solar panels, which gives me free energy to run electrical appliances, which reduces bills and its high cost. As for the inside, all the power sockets will be connected to a control device that determines its working times and closes it in case I do not need it in a completely electronic way. As for water, I will install a device that will detect any leakage or malfunction in the water taps throughout the house, which will reduce maintenance costs. As for the entertainment, I will link it to an application that allows me to control it from anywhere, at any time, whenever I want.



9 Reading

Before Reading

1. Read the title. What words does it make you think of?
2. Read the text. Match a heading to each paragraph.
 - a. What the car contained
 - b. The burial of a car
 - c. 50 years later
 - d. They lived to see it
 - e. Everyone came to the event

The Tulsa Time Capsule

B 1 A crowd of people gathered outside the courthouse in Tulsa, Oklahoma, in June 1957, to witness the burial of an unusual time capsule: a brand-new gold-and-white Plymouth Belvedere car. The city leaders explained: "In exactly 50 years time, this car will be unearthed to show the world who we were and how we lived in Tulsa in 1957."

A 2 The automobile contained a flag, a city phone directory, an unpaid parking ticket, and the contents of a woman's purse: bobby pins, a ladies' powder compact, a plastic rain cap, several combs, a tube of lipstick, a pack of gum, a wad of tissues, \$2.73 in bills and coins. Five gallons of gas were also included, in case the combustion engine became obsolete by 2007 and no fuel was available.

E 3 The event attracted all sorts of people to Denver Avenue that day in 1957. Some thought that the idea of burying a new car was dumb; others thought it was brilliant. Raffle tickets (for the car) were sold. The person to guess the approximate population of Tulsa in 2007 would win. "I'll never be alive," said Teddy Baxter, aged 6. "Sure you will," answered his brother Henry, who was 19. "I might not be, but you'll be around for sure." Gene McDaniel, who was 20 at the time, thought: "In 2007, I'll be 70—I'll never make it."

C 4 The Plymouth was wrapped in protective materials and lowered into a concrete vault, which was supposed to withstand even a nuclear attack. It lay there for 50 years.



On June 13, 2007, the vault was opened, and the car was raised as thousands of people watched. The organizer of the event said: "Ladies and gentlemen, I present you Miss Belvedere." Unfortunately the tomb was unable to protect the car from moisture, and the vintage vehicle was covered in rust. The contents of a "typical" woman's handbag in the glove compartment looked like a lump of rotted leather. The microfilm that recorded the names of the contestants wasn't found. There was a bit of disappointment that the items were not in better condition. However, some items inside the time capsule were in good shape—they included a U.S. flag and some historical documents, such as aerial maps of the city and postcards.

D 5 The good news is that when the Belvedere was unearthed, Teddy and Gene were still alive. They never thought they would be here to see it happen. Someone present said, "It's our King Tut's tomb. It's like a fairy tale."



After Reading

A. Choose the correct meaning of each word.

- | | | | |
|-------------------------------|------------------------|----------------|-------------------------|
| 1. to gather (paragraph 1) | a. to come together | b. to separate | c. to join |
| 2. to witness (paragraph 1) | a. to give evidence | b. to help | c. to see an event |
| 3. bobby pin (paragraph 2) | a. pin worn by boys | b. safety pin | c. hairpin |
| 4. obsolete (paragraph 2) | a. complete | b. outdated | c. high-tech |
| 5. vault (paragraph 4) | a. an electric measure | b. a safe | c. a can |
| 6. to withstand (paragraph 4) | a. to oppose | b. to observe | c. to resist or survive |

B. Answer the questions about the reading.

1. What was the purpose of burying the car for 50 years?
2. Why did the organizers include five gallons of gas for the car?
3. Are any of the items put in the car obsolete today?
4. Who was going to be the winner of the contest?
5. What was the bad news in 2007?

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C. Complete the sentences about the reading in your own words.

1. "In 50 years time, when this car is taken out of the vault, people will see what Tulsa was like in 1957."
2. "If I buy a raffle ticket for the car, I might not live long enough to win the prize."
3. "When people open the glove compartment in 2007, they will find a woman's purse and its contents."

Discussion

Have you ever read about "hidden treasure"? When was it hidden and what did people find?

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1. What was the purpose of burying the car for 50 years?
2. Why did the organizers include five gallons of gas for the car?
3. Are any of the items put in the car obsolete today?
4. Who was going to be the winner of the contest?
5. What was the bad news in 2007?

1. The purpose was to show how people lived in Tulsa in 1957.
2. They included the gas in case the combustion engine became obsolete.
3. The microfilm is obsolete.
4. The winner of the contest was going to be the one who guessed the population of Tulsa in 2007.
5. Water got into the vault, and the car was covered in rust. The microfilm for the contest wasn't found.

Discussion

Have you ever read about "hidden treasure"? When was it hidden and what did people find?

After more than 10 years, a treasure chest holding gold nuggets and precious gems has been found in the Rocky Mountains. The box was hidden by millionaire art dealer Forrest Fenn; his only clues included a map and a poem. But after countless quests, the search is over.

"The treasure has been found" Fenn said.

"It was under a canopy of stars in the lush, forested vegetation of the Rocky Mountains and had not moved from the spot where I hid it more than 10 years ago," Fenn said. "I do not know the person who found it, but the poem in my book led him to the precise spot."

"The guy who found it does not want his name mentioned." Fenn said that after he met the man.



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10 Writing

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A. Answer the questions.

1. Read the title. Who do you think the keeper is?
2. Look at the photos. Where was the treasure hidden?



Keeper of hidden treasure

This is not a fairy tale, nor a scary story; it is the story of the discovery of 900-year-old treasure off the Korean shore.

A fisherman caught an octopus that had bits of blue pottery attached to its tentacles. At first, he thought they were shells. He caught more octopus and they all had shards attached to their tentacles. Finally, he brought up an octopus that had a whole plate caught on its tentacles.

That was when he realized that he had made an important discovery; he had heard about shipwrecks with ancient pottery, in the area. So he contacted the museum as soon as he got back.

An urgent underwater exploration led to the discovery of thirty, perfect examples of 12th century bowls, thanks to the octopus family.



3. Read the story and make notes in the boxes.

Who found the treasure?	
Where did he find it?	
How did he find it?	
What was the treasure?	
What did he do with it?	

10 Writing

A. Answer the questions.

1. Read the title. Who do you think the keeper is?

A guard generally someone who provides protection for something of high value. Here, through the picture and the stoyline, it appears to us that guard is the octopus

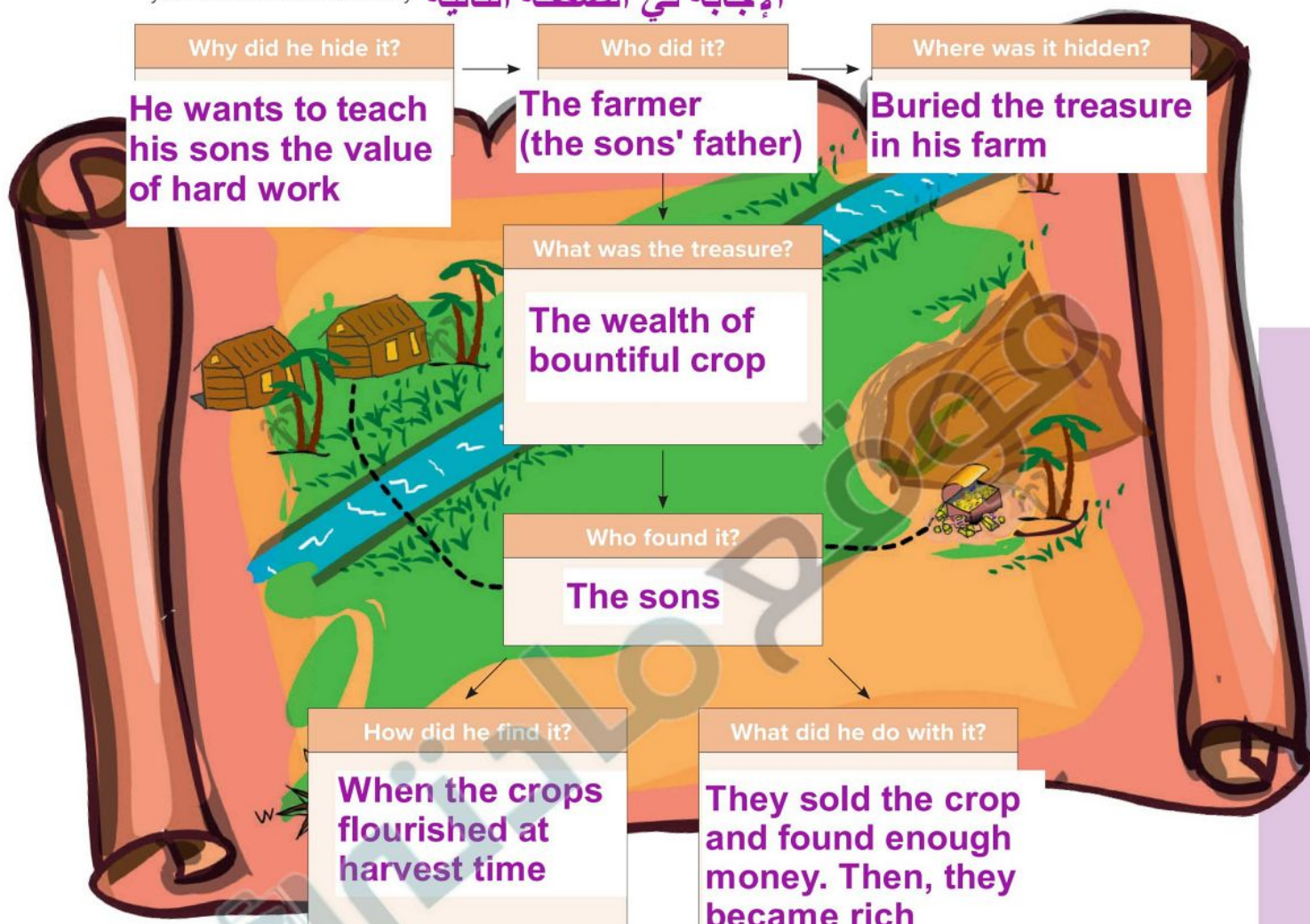
2. Look at the photos. Where was the treasure hidden?

The treasure was hidden under the wreck of the ship he was in, deep in the shores of the Korean Sea.

3. Read the story and make notes in the boxes.

Who found the treasure?	A Korean fisherman
Where did he find it?	Off/near the Korean shore
How did he find it?	He caught an octopus with blue shards attached to its tentacles/then caught another octopus with a whole plate
What was the treasure?	Thirty perfect 12th century bowls
What did he do with it?	He contacted the museum/ He reported it to the museum

B. Think of a story about "hidden treasure" that you have read or heard. Make notes in the chart below and then use your notes to write the story. **الإجابة في الصفحة التالية**



Writing Corner

When you write a story you need to think about:

- Your **audience**. Who is reading or listening to the story?
- The **people (characters)** in the story. Who are they? What do they look like? What kind of person are they?
- The **place** or **places** where events take place. Describe these places.
- The **events (plot)**. What happens in your story? Use past verb forms.
- The **time** things happened. Which year is your story set in? What time of day is it? Which season is it? Use past time.
- The **order of the events**. What happened first, second, third and so on? Use a variety of past tenses to order your events.

The **beginning** and **end** of the story. How will you begin your story? How will you end your story?

1. What do you think causes a reaction, e.g. surprise, suspense, laughter/humor etc.?

2. What was your reaction to the octopus story?

B:

The Farmer and His Sons

A rich old farmer, who felt that he had not many more days to live, called his sons to his bedside. Then, he told them not to divide the family land because there is a treasure hidden.

The father died. Then the sons dug with all their might on the whole farm, but they found nothing.

After some time, the crops flourished at harvest time. They sold the crop and found enough money. Then, they became rich. They realised the valuable hidden meaning of their father's advice.



11 Form, Meaning and Function



Present Simple Tense versus Present Progressive Tense

We use the simple present to talk about habits or routines.

We use the present progressive for actions occurring now or for a temporary situation.

Omar **lives** in Riyadh. He **works** for a big computer company as a computer scientist.

Omar **is working** at the Al Qassim Science Center in Saudi. He **is creating** an exhibit named 'Computers in the Future.'



Present Progressive for the Future

We can also use the present progressive tense to talk about arrangements and scheduled events in the future.

Q: When **are** they **flying** to Dubai?

A: They're **flying** to Dubai tonight.

Q: When **are** the new cars **coming out**?

A: They're **coming out** next year.

Q: When **is** Omar **leaving** for Riyadh?

A: He's **flying** at 9 o'clock in the morning.

Time Expressions for the Future

Q: What are you going to do **tomorrow**?

A: I'm going to visit the museum of Science and Technology.

Q: Will she go on the school trip **next week**?

A: Yes, she will.

Q: Are you sitting examinations **next month**?

A: Yes, I am.

Make and Respond to Suggestions

To make suggestions we can use: *Let's.../ How about ...?/ Why don't we/ you ...?*

Q: **Let's** look for the hidden treasure.

A: **We can't.** We don't have a map.

Q: **How about** making a time capsule for the school project?

A: **Great idea!** Let's do it!

Q: **Why don't we** design a robot to help with the cleaning?

A: Yes, **why not!** That sounds great!

A. Hussein and Ahmed are going on a school trip. They will visit a new Science and Technology museum. Work with a partner. Ask and answer. Use future forms and time expressions.

Q: *When are they going?*

A: They are going tomorrow.

Q: What will they see and do at the museum?

A: They are going to see exhibits about robots. They will learn about space travel in the future.

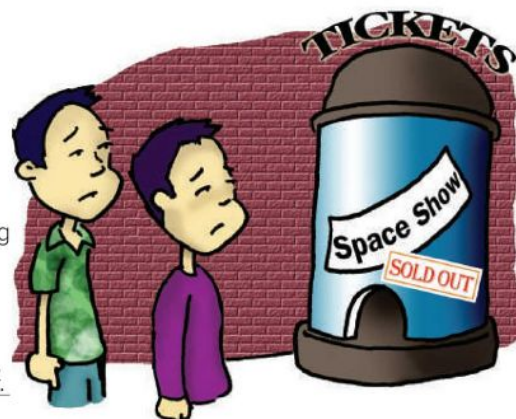
Q: What will they take?

B. Hussain and Ahmed are at the museum. They are discussing what to see and do. Make up a dialogue. Use language for making and responding to suggestions.

Hussain: *Let's go to the 'Space Show.'*

Ahmed: *Great idea! Oh wait ... We can't. It's sold out.*

How about ...



- A. Hussein and Ahmed are going on a school trip. They will visit a new Science and Technology museum. Work with a partner. Ask and answer. Use future forms and time expressions.

⚡ A: When are they going?

B: They are going tomorrow.

A: What will they see and do at the museum?

B: They are going to see exhibits about robots. They will learn about space travel in the future.

A: What will they take?



A: When are they going?

B: They are going on Tuesday.

A: What will they see and do at the museum?

B: They will see exhibits about new inventions. They will learn

about scientific discoveries that will change the world in the future. They will also do some experiments in a science

laboratory and a scientist will answer any questions they have

about how things work.

A: What will they wear in the laboratory?

B: They will wear a white coat and a mask to protect their eyes.

A: What time are they going to eat lunch?

B: They are going to eat lunch at 1 o'clock.

- B. Hussain and Ahmed are at the museum. They are discussing what to see and do. Make up a dialogue. Use language for making and responding to suggestions.

⚡ Hussain: Let's go to the 'Space Show.'

Ahmed: Great idea! Oh wait ... We can't. It's sold out.

How about ...

Hassan: Let's go to the movie theater.

Ahmed: I am sorry I can't go today.

Hassan: How about tomorrow?

Ahmed: I can't, I have school.

Hassan: What about weekend?

Ahmed: That's a great idea.

Information Questions

- Q:** What are you going to do in the summer? **A:** I'll probably travel.
Q: Where will you go? **A:** I'll go to Najran.
Q: How will you get there? **A:** Maybe I'll drive.

Note: We often use *will* with *probably* or *maybe* to express doubt or uncertainty.

Tag Questions

We often use tag questions to check information. We use an auxiliary verb and a subject personal pronoun. With an affirmative sentence, use a negative tag. With a negative sentence, use an affirmative tag.

Affirmative (Negative Tag)

Global warming will melt the ice at the poles, **won't it?**

Most people use their cars to get around the city, **don't they?**

Scientists are close to finding a cure for cancer, **aren't they?**

It usually snows in winter, **doesn't it?**

You are from Riyadh, **aren't you?**

Negative Sentence (Affirmative Tag)

People won't live on other planets in 100 years, **will they?**

They are not going to go on the school science trip, **are they?**

He isn't working at the research center tomorrow, **is he?**

It doesn't usually rain in summer, **does it?**

She isn't from Muscat, **is she?**

- C.** Find out about your classmate's hobbies and interests. Ask and answer questions about their plans for the various times in the box. Use future forms and time expressions.

- A:** What are you going to do on the weekend?
B: I'll visit my cousins. I'll probably go horseback riding on Saturday.
A: That sounds great!
B: What will you do on the weekend?
A: I'll probably go to the new science museum with my brother. I haven't been yet.

in the summer	in the winter	in the spring	in the fall
on the weekend	next week	next year	on Saturday
tomorrow	in the future	this year	soon

- D.** Write down some of your classmate's answers from exercise **C**. Then check the information with them. Use question tags.

- A:** You usually go horseback riding on the weekend, don't you?
B: Yes, I will probably go on Saturday.
B: You are going to go to the new science museum, aren't you?
A: Yes, that's right!



C. Find out about your classmate's hobbies and interests. Ask and answer questions about their plans for the various times in the box. Use future forms and time expressions.

⚡ A: What are you going to do on the weekend?

B: I'll visit my cousins. I'll probably go horseback riding on Saturday.

A: That sounds great!

B: What will you do on the weekend?

A: I'll probably go to the new science museum with my brother. I haven't been yet.

in the summer	in the winter	in the spring	in the fall
on the weekend	next week	next year	on Saturday
tomorrow	in the future	this year	soon

A: What are you going to do next week?

B: I will travel to Egypt to see the pyramids.

A: I wish I can go with you.

B: That's a good idea, why don't you come with me?

A: I can't travel next week, how about next month?

B: It will be a great idea, I will wait until November.

A: That's really kind of you, what's your plan next year?

B: I am going to study in USA.

A: I am planning to travel to the USA for studying too.

B: I wish you the best.

D. Write down some of your classmate's answers from exercise C. Then check the information with them. Use question tags.

⚡ A: You usually go horseback riding on the weekend, don't you?

B: Yes, I will probably go on Saturday.

B: You are going to go to the new science museum, aren't you?

A: Yes, that's right!



- He will travel to Egypt to see the pyramids, won't he.
- It will be a great idea, won't it.
- He is going to study in the USA, isn't he.



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12 Project

1. Think about life in your country and plan a time capsule to be opened in 50 years' time. Work in groups.
2. Use the questions in the planner to help you decide what to put in it. Make notes in the chart.
3. Try to choose things that represent different areas in your country. Think about different kinds of objects.
4. Suggest and discuss different ideas in your groups before you decide. Share the work required to collect information, design the time capsule, and write short texts about what the objects are and why they have been included.
5. Create a poster of your capsule with photos or drawings of the objects. Include brief captions about each object.
6. Present your project in class.



Planning questions	Group's decision
What will you use as a time capsule?	I will use a big wood box.
How will you protect the time capsule?	I will use god protection materials to protect the time capsule.
Where will you bury the time capsule?	I will bury it in my father farm.
What will you put in the time capsule?	I will put in it Arabic coffee, tablet devices, smart devices, and smart TV.
Why did you choose the things that you will put in the time capsule?	Because these things will be change after 50 years.

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.
make predictions about the future			
express opinions			
use the future with <i>will</i> or <i>be going to</i> in the affirmative and negative and in questions and answers			
use <i>will</i> versus <i>be going to</i>			
use the future progressive in the affirmative and negative and in questions and answers			
use the present progressive for the future			
use time expressions for the future			
make and respond to suggestions			
ask <i>Wh-</i> questions and use tag questions			

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



1 Listen and Discuss

1. Before you read, look at the pictures, and write as many words as you can about each.
2. Read the texts and see if you can find any of the words that you wrote for each picture.

1. Small, car, white, red, street, wall.

COMPACT CARS: The Smaller, the Better



The tiny classic is back, measuring 10 feet 11 inches (335 centimeters) long, 5 feet 5 inches (165 centimeters) wide, and 4 feet 11 inches (149 centimeters) tall. The new FIAT 500 is a triumph of Italian design. Every line has been crafted to reflect the legendary original, and buyers will be offered a variety of colors and options to customize their car. The FIAT 500 two-seater was introduced in 1957, and it became an automotive legend. It featured a 13 horsepower engine and had a top speed of about 53 miles (85 kilometers) per hour.

SUITCASE: For the Price of a Car

According to *Forbes* magazine, *Henk* is the most expensive suitcase in the world. The *Henk* "friendly" suitcase was developed by a group of Dutch engineers and designers over a period of ten years. Each suitcase is made individually and is built to the individual customer's requested specifications. You may prefer to opt for one of the recommended combinations, which have been carefully selected.

FEATURES

Weight:

Lighter than any other bag. It has been designed to feel like you're pulling no more than 25 grams, even if you've packed bricks in the suitcase.

Materials:

It comes in ebony (wood) or Italian leather.

Remote Control:

The control is used to hide the wheels and to activate a locking system.

Wheels:

The wheels are made of titanium, providing the smoothest ride.

Prices:

The price can be as high as a car, ranging from \$20,000 to \$40,000.



THE FOLD-UP BIKE



It looks like an ordinary bike, but it's portable. This folding bike can easily be transported and stored when it is not in use. It can make your life easier. In contrast to the standard bike, it is much smaller and less bulky, so it can be parked and stored more readily. The fold-up bike is attractive, and it comes in a variety of styles.

About Bicycles

Bicycles were invented in France in the 1790s. The first bikes were made of wood, had a front wheel that didn't move from left to right, and didn't have pedals. In 1817, a steerable front wheel was developed by Baron Karl von Drais in Germany, and in 1839, the first pedals were introduced by Kirkpatrick MacMillan, a blacksmith from Scotland. The first bikes had large front wheels because it was believed that the bigger the front wheel, the faster the bike.



Quick Check ✓

- A. **Vocabulary.** List the words that describe the car, the suitcase, and the bike.
- B. **Comprehension.** Answer **true** or **false**.
 1. **true** The new FIAT 500 is one of the world's most compact cars.
 2. **false** The car will be available in only one color.
 3. **false** The *Henk* suitcase was designed in Germany.
 4. **true** The suitcase can be made of wood.
 5. **true** The fold-up bike isn't as bulky as an ordinary bike.
 6. **true** The first bikes didn't have any pedals.

2 Pair Work

- A. Find sentences that are facts about the four products you read about. Make questions for those facts. In pairs ask and answer the questions. See the examples below.
 - What were the first bikes made of?
 - They were made of wood.
 - What's special about the new FIAT 500?
 - Customers can choose a personalized car.
 - How does the *Henk* compare with other suitcases?
 - It's much lighter than other brands.
- B. Choose a product that you like. Why is it special? Write down two reasons. Share them with a partner.

Quick Check ✓

A. Vocabulary. List the words that describe the car, the suitcase, and the bike.

Car: tiny classic, new

Suitcase: most expensive, “friendly,” lighter than any other bag, price as high as a car

Bike: portable, smaller and less bulky, attractive

2 Pair Work

A. Find sentences that are facts about the four products you read about. Make questions for those facts. In pairs ask and answer the questions. See the examples below.

-  What were the first bikes made of?
-  They were made of wood.
-  What's special about the new FIAT 500?
-  Customers can choose a personalized car.
-  How does the *Henk* compare with other suitcases?
-  It's much lighter than other brands.

- **What is the design of the new FLAT 500?**
It a triumph of Italian design.
- **What is the most expensive suitcase in the world?**
It is the Henk.
- **How much weight the lighter bag?**
The weight of the lighter bag is 25 grams.
- **How much does the bag cost?**
It costs from 20000\$ to 40000\$.

B. Choose a product that you like. Why is it special? Write down two reasons. Share them with a partner.

The light bag:

- 1. heavy bags are not good for the person who travels a lot.**
- 2. It would not get broke easily.**



3 Grammar



The Passive

Use the passive to emphasize **what** was done instead of **who** did it.

The passive is formed by combining a form of the verb *to be* with the past participle of the main verb.

Simple Present: This car **is made** in Japan.

Simple Past: The suitcase **was developed** in the Netherlands.

Present Perfect: Our products **have been used** by travelers all over the world.

Future: A clean engine **will be produced** in the future.

A phrase with the preposition **by** can follow the passive verb to indicate the doer of the action.

Comparison of Adjectives (comparatives and superlatives)

Use comparative and superlative forms of adjectives when you compare the qualities of two or more people, things, animals, or situations.

Adjective

The hydrogen car is **clean**.

The bag is **expensive**.

Comparative Form

It's **cleaner than** other models.

It's **more expensive than** others.

Superlative Form

It's **the cleanest** car of all.

It's **the most expensive** bag.

Similarities and Differences (*as + adjective + as*)

Use *as ... as* to show two items are the same in some way.

The special suitcase is **as expensive as** a car.

Use *not as ... as* to show that two items are not the same in some way.

The fold-up bicycle is **not as bulky as** a regular bicycle.

More Similarities and Differences (*look, smell, sound, taste ... like + noun*)

The new compact car **looks like** a bug.

That **sounds like** a good idea.

A. Change the sentences from the active voice to the passive voice.

1. A company in Japan makes the car.
The company has opened a new factory.

*The car is made by a company in Japan.
A new factory has been opened by the company.*

- Karl Benz made the first car in 1886.
- Companies produce cars in many different countries, nowadays.
- In the future, people will drive smaller cars.
- Cartier makes perfume, watches, and jewelry.
- Francois Coty started the perfume industry in the late 1800s.
- The French have produced famous perfumes for many years.
- In the future, people will buy more hybrid cars.
- In the past, many people used bikes to go to work.



A. Change the sentences from the active voice to the passive voice.

A company in Japan makes the car.
The company has opened a new factory.

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7. In the future, people will buy more hybrid cars.
8. In the past, many people used bikes to go to work.



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1. The first car was made by Karl Benz in 1886.
2. Cars are produced (by companies) all over the world nowadays.
3. In the future, smaller cars will be driven (by people).
4. Perfume, watches, and jewelry are made by Cartier.
5. The perfume industry was started by Francois Coty in the late 1800s.
6. Famous perfumes have been produced by the French for many years.
7. In the future, more hybrid cars will be bought (by people).
8. In the past, bikes were used by many people to go to work.



1. are made
2. were considered
3. was used
4. was opened
5. were sprayed
6. was worn
7. was named
8. was packaged
9. was launched
10. has been enjoyed

B. Complete the paragraph with the passive form of the verbs in parentheses. Use the correct tense.

Perfumes _____ (1. make) from flowers and many other pleasant-smelling substances. The ancient Egyptians were the first to introduce perfume into their culture, and some special perfumes actually _____ (2. consider) more precious than gold. Perfume _____ (3. use) by the rulers of ancient Egypt in their tombs. For example, when the tomb of Tutankhamen _____ (4. open) in the 1920s, there was still an odor of perfume. In Rome, various scents _____ (5. spray) extravagantly in the famous baths and during banquets. Perfume _____ (6. wear) in Arabia, India, China, and Japan. In fact, perfume has had its popularity since ancient times, and in modern times, it is available to more and more people. The first perfume that _____ (7. name) after a fashion designer was Chanel No. 5, and _____ (8. package) in a now-famous Art Deco bottle. It _____ (9. launch) in 1923, and so it _____ (10. enjoy) for nearly a century.

C. Complete the ads with the comparative or superlative forms of the adjectives.

The **most refreshing** (refreshing) fragrance for night and day.

SPARKLE TOOTHPASTE

SPARKLE makes your teeth **cleaner** (clean) and **brighter** (bright) than ever.

Homemade Pet Foods

Your parrot or cat will be and look **healthier** (healthy) when it eats this food.

FINGER-TIP

most reliable (reliable) of all wireless hand-held devices. It was designed for mobility and efficiency.

D. In your opinion, which is the best ad in exercise C? Compare your ideas with a partner.

E. Use the correct verb: **look**, **smell**, **sound**, or **taste**.

1. This new doorbell **sounds** just like a parrot.
2. You **look** like a business man with that new haircut.
3. I like this new fragrance. It **smells** like roses.
4. This restaurant food doesn't **taste** like home cooking, but it's OK.
5. You **sound** just like my father and mother, but thanks for the advice, anyway.
6. The twins **look** just like their mother, don't you think?



4 Language in Context

How good is your general knowledge? Choose the correct answer. Then check the answers at the bottom of the page. How many points did you get?

1. Ice cream was invented <u>d</u>	a. Hassan Kamel Al-Sabbah in 1930.
2. The first "camera obscura" was devised <u>g</u>	b. by Ibn Sina (980-1037), a Muslim philosopher, physician and scientist.
3. Surgical instruments that are still being used were devised <u>e</u>	c. made in 1440.
4. The original solar cell was invented and tested by <u>a</u>	d. by the Chinese 4,000 years ago.
5. The law of gravity was discovered <u>i</u>	e. in the 10th century by Al-Zahrawi, a Muslim surgeon.
6. Radioactivity was discovered <u>h</u>	f. by a Hungarian, Ladislav Biro.
7. The telephone was invented <u>j</u>	g. by Ibn Al Haytham.
8. The first printing press was <u>c</u>	h. by Marie Curie in 1903.
9. The ballpoint pen was made famous <u>f</u>	i. by Isaac Newton.
10. "The Book of Healing and The Canon of Medicine" was authored <u>b</u>	j. by Alexander Graham Bell in 1876.

Points 9–10 Excellent, 6–8 Good, 4–5 Not bad, 0–3 Weak

5 Listening

Listen to the ads and match.

- | | |
|----------------------|---|
| 1. <u>b</u> Sunray | a. an effective pain killer |
| 2. <u>d</u> Sparkle | b. a lotion used to protect your skin |
| 3. <u>a</u> NoAche | c. a soap that removes dirt and leaves a nice fragrance |
| 4. <u>c</u> Spotless | d. a soft drink that provides a lot of energy |

6 Pronunciation

Read the text about advertising. Find examples of consonant + vowel and consonant + consonant and practice reading them aloud.

Consonant + Vowel

the best ice cream
the most expensive bag
It was introduced in 1957.

Consonant + Consonant

the cleanest teeth
in contrast to the standard bike
a specially designed dolphin food

7 About You

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

- Are you influenced by advertising? Think of a product that you bought because of an ad. What factors influenced your decision?
- What is false advertising? Can you give examples of it?
- What items shouldn't be advertised? Why not?
- Do you think advertising standards should be stricter?
- To what extent do you think ads influence children and teens, and people in general?

Answers: 1. d, 2. g, 3. e, 4. a, 5. i, 6. h, 7. j, 8. c, 9. f, 10. b

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7 About You

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

1. Are you influenced by advertising? Think of a product that you bought because of an ad. What factors influenced your decision?
2. What is false advertising? Can you give examples of it?
3. What items shouldn't be advertised? Why not?
4. Do you think advertising standards should be stricter?
5. To what extent do you think ads influence children and teens, and people in general?

1. Yes, I am. I decided to buy Beads headphones because of the adv. Which attracted me.

2. The adv. That market bad things like somkes.

3. Things that are in need for experts to give you the permission to buy such a medicines.

4. Yes, I strongly do.
kit effects a lot on their decisions and

5. I think it effects a lot on their decisions and choices.

8 Conversation

Find and underline examples of consonant + vowel and consonant + consonant and practice reading the conversation in pairs.

Adnan: Hi, Omar. What are you up to?

Omar: I'm turning off my alarm.

Adnan: What on earth is that?

Omar: It's the new flying helicopter alarm. It runs on rechargeable batteries! It's the best alarm clock I've ever had.

Adnan: How does it work?

Omar: You see, the top part, in other words the flying part, is placed on a base. The alarm is set and when it goes off the top part flies off the base. It is made to fly in order to make you get up, catch it, and put it back on its base.

Adnan: And why is it here?

Omar: Well, you know how it is when you have a lot to do at work and you also have to attend meetings. I don't have an assistant so if I am working on an important project I forget. The flying alarm can solve the problem. I set it in time for any meeting or conference that I have and I don't have to worry. What do you think?



Your Ending

What do you think Adnan answers?

- ① What a great idea for heavy sleepers!
- ② What a crazy idea! If you don't hear it, it goes on flying.
- ③ What does the boss have to say about this?
- ④ Your idea: _____

Real Talk

What are you up to? = What are you doing now?

What on earth...? = expression to show surprise when asking a question

About the Conversation

In your own words, explain how the flying helicopter alarm works.

Your Turn **The flying helicopter alarm is placed on a base. When it goes off it flies so you have to get up and catch it.**

Describe to your partner some unusual new gadgets you have seen or read about. First complete the organizer with the necessary information. Your partner expresses disbelief using the following expressions:

It is awesome/incredible, I've never seen anything like it and It makes you wonder.

What the gadget is called

Flies protector

What the gadget looks like

Small box

How the gadget works

sounds to bother flies

9 Reading

Before Reading

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1. What words do you think of when you read the words "credit card"?
2. Read the text and write sentences to show the history of the credit card. Use the timeline below.

The World of Plastic



1 Can you imagine a world without credit cards? Until the 1950s, a world without the use of cash was simply inconceivable. Today an economic universe without plastic would be impractical. Whether it's for business or for leisure, the credit card is used to pay for goods and services from New York to Beijing.

2 It all started in 1949 when Frank McNamara scheduled a business dinner in a New York restaurant. Before he left for the dinner, Frank changed suits. When the waiter presented the check, Frank realized that he had left his wallet in the other suit. The embarrassing situation was solved, but that night Frank asked himself: "Why should people be limited to spending what they are carrying in cash, instead of being able to spend what they can afford?" A year later, Frank returned to the same restaurant in New York. When the check came, Frank handed the waiter a small cardboard card, a Diner's Club Card, and signed for the meal. This event is known in the credit card industry as the "First Supper." Soon the concept of "charging it" was picked up by merchants as an alternative form of payment to the use of cash. By 1952, the Diner's Club Card was accepted by thousands of businesses across the United States, and it became a status symbol for those who carried it.



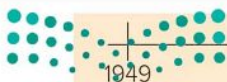
the 1962 movie, *The Man from the Diner's Club*. In it, an employee at Diner's Club issues a credit card to a well-known gangster and has to get it back in order to keep his job. The Ideal Toy Corporation joined in the trend when it created a board game called the *Diner's Club Game*. The idea of the credit card quickly expanded outside the United States. The Diner's Club Card became the first international charge card in 1952 with franchises in Canada, France, and Cuba. In 1955, Western Airlines became the first airline to accept the Diner's Club Card. Ten years later, the card was accepted by every airline in the United States. Diner's Club expanded its services to hotels, car rentals, and other businesses.

4 Other famous international credit cards have been created such as American Express, Visa, and MasterCard. There are hundreds of local bank cards, department store credit cards, supermarket credit cards, and so forth around the world.

5 In 1984, the first card members rewards program was created, aimed mostly at business travelers. It gave valuable benefits and special privileges to loyal users. Now many reward programs offer free airline miles and discounts on hotels and other products.

6 Ever since a businessman forgot his cash in 1949, people have used credit cards. An entirely new business was created that revolutionized the way the world has paid for goods and services ever since.

3 The Diner's Club Card soon became a cultural icon. Hollywood cashed in on the "charge-it craze" with



1950

1952

1949: Frank couldn't pay for dinner because he forgot his wallet.

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Before Reading

1. What words do you think of when you read the words "credit card"?

Money.

2. Read the text and write sentences to show the history of the credit card. Use the timeline below.

- It started in 1949
- The need of spending's limitation.
- In 1952, it was accepted to be part of businesses.
- In 1952, it was used in many countries.



After Reading

A. Choose the correct meaning of each word.

- | | | | |
|--------------------------------|---------------------------|---------------------------|---------------------------------|
| 1. inconceivable (paragraph 1) | a. cannot have children | b. impossible to imagine | c. uncreative |
| 2. impractical (paragraph 1) | a. not convenient | b. not usual | c. out of practice |
| 3. limited (paragraph 2) | a. small company | b. kept within a boundary | c. disabled |
| 4. status symbol (paragraph 2) | a. belonging to the state | b. brand name | c. sign of high social standing |
| 5. cash in (paragraph 3) | a. to make money from | b. use a cash machine | c. to invest |
| 6. franchise (paragraph 3) | a. a French product | b. a big corporation | c. branch of a company |
| 7. revolutionize (paragraph 6) | a. greatly change | b. protest strongly | c. turn back |

B. With the help of a dictionary, write down three words that start with the following prefixes, meaning "not":

in-: **inaccurate, inappropriate, inadequate.**
im-: **impossible, impolite, impatient.**

C. Answer the questions about the reading.

- How long have credit cards been available?
- Why was Frank McNamara embarrassed?
- What did McNamara think was a silly restriction?
- What phrase was used to describe the use of credit cards, in contrast to the phrase "paying in cash"?
- What shows that the Diner's Club card was becoming popular?
- What did the credit card represent to people who possessed one?
- How did the use of credit cards expand?

Discussion

What do you think the world would be like without credit cards?

1. Since the 1950s.

2. He didn't have enough money to pay for a business dinner.

3. He thought people should be able to spend what they could afford, not only what they are carrying in cash.

4. "charging it"

5. Hollywood made a film about it, and a board game called Diner's Club was created.

6. It became a status symbol.

7. It started for use in restaurants and then expanded to other businesses and to other

The world will be more complicated that buying things and selling them would take long time and more effort which would effect on the economy of all countries negatively.



10 Writing

A. Consider the following questions and discuss your ideas with a partner.

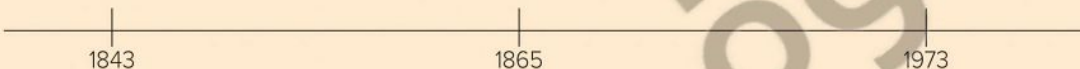
الإجابة في الصفحة التالية

1. Do you have a cell phone? What do you use it for?
2. What type/brand of cell phone do you like? Why?
3. How would life be different if there were no cell phones?

B. Read "The Invention of The Cell Phone" and complete the timeline.

1. Write all the dates/years along the line in chronological order.
2. Make notes about what happened on each date.

Michael Faraday, research
on electricity in space



The Invention of the Cell Phone

The history of the cell phone goes back to Michael Faraday who researched into whether space could conduct electricity, in 1843. His work had a substantial effect on the development of cellular phones. Dr. Mahlon Loomis, a dentist, was the first person to communicate through the wireless atmosphere in 1865. He developed a method of transmitting and receiving messages through the atmosphere.

Dr. Martin Cooper is considered to be the inventor of the first portable cellular phone. He was the first person to use a cellular phone in 1973.

Cell phones went public in 1977 with trial testing in Chicago and eventually other cities in the US. As the cell phone became more popular, it drew the interest of large companies and was introduced in more places around the world.

The Cellular Technology Industry Association (CTIA), developed in 1988, set goals and standards for cellular phone providers.

In spite of consumer demand, it took cellular phone service nearly 40 years to become commercially accessible. It has now become one of the largest industries internationally with billions of users.



10 Writing

A. Consider the following questions and discuss your ideas with a partner.

1. Do you have a cell phone? What do you use it for?
2. What type/brand of cell phone do you like? Why?
3. How would life be different if there were no cell phones?

1. Yes, I have. I use it for contacting with others.
2. I like Samsung brand since it is cheap comparing to others brands.
3. The communication with others would be much harder.

B. Read "The Invention of The Cell Phone" and complete the timeline.

1. Write all the dates/years along the line in chronological order.
2. Make notes about what happened on each date.

1843: Michael Faraday researched on electricity in space.

1865: Dr.Mahlon Loomis created the communication through wireless atmosphere.

1973: Dr.Martin Cooper the first user of cellular phone.

1977: Cell phones go public in the USA.

1988: CTIA, standards for cellular phone providers.

- C. Choose a product and find out as much as you can about it. Put the information on a timeline. Use the information to write about the product's history.

Year / Date	What happened
1843	Michael Faraday, research on electricity in space/ substantial effect on development/cellular phones.
1865	Dr. Mahlon Loomis, communication through wireless atmosphere, developed method receiving/transmitting messages through atmosphere.
1973	Dr Martin Cooper, first user of cellular phone/invented first portable cellular phone.
1977	Cell phones go public in USA/trial testing/ Chicago then other cities, attracted large companies/introduced around the world.

Writing Corner

When you write about a product/invention you need to:

- Look up sources, e.g. the Internet, articles, advertisements, manuals, and **collect data about the product/invention/gadget and its history.**
 - Make sure you have the right **information about key people and/or organizations.**
 - Select the information that you think will **interest your readers** most.
 - Decide on the **key stages you want to focus on.** For example, cars have gone through multiple stages of development but you might choose to focus on 4 or 5 stages that you think affected development greatly.
 - Organize **facts/events in chronological order**, that is, in the order they happened.
- Now look at the text about the cell phone on page 56 and identify:
Facts/events and how they are organized: _____
Stages of development/number of stages: _____
People/organizations involved: _____
 - Is the writer presenting the information in the text to people who are familiar with cell phones? How do you know?



11 Form, Meaning and Function



Demonstrative Pronouns – Revision

Use demonstrative pronouns to point to objects.

	near	far
singular	This	That
plural	These	Those

Imperatives – Revision

Use the imperative for commands and instructions. Say please to be polite.

Also use the imperative to give advice.



FYI

The indefinite articles *a/an* come before singular nouns.
Use *a* before words that begin with a consonant sound.
Use *an* before words that begin with a vowel sound.

A. Work with a partner. Ask and answer about things you can see around you. Use **this/that** or **these/those**.

A: What's this?
B: It's a pencil.



A: What are those?
B: They're keys.



A: What is this?
B: It is a laptop.

A: What is that?
B: It is a flag.

B. Write your own advertising slogans. Turn the sentences into imperatives. Use your own ideas.

1. You should clean your teeth with Sparkle toothpaste. It will make your smile very bright.
Clean your teeth with Sparkle toothpaste for the brightest smile!

2. You must buy the new model of that tablet. It's light and very fast.

Buy the best, lightest and fastest tablet!

3. When you spray this perfume Bliss, you will feel fresh and fragrant.

Feel fresh with just one spray of Bliss.

4. If you want your pet to stay healthy, you should try Pet Foods. Your pet will be happy.

Try Pet Foods for healthy and happy pets!

A: What are these?
B: They are CDs.

A: What are those?
B: They are books.



Possessive Adjectives

It's	my	cell phone.
	your	
	his	
	her	
	our	
	their	

Possessive Pronouns

It's	mine.
	yours.
	his.
	hers.
	ours.
	theirs.

Question Word: *Whose*

Answers

- | | | |
|----------|----------|---------|
| 1. yours | 6. too | 11. Who |
| 2. ones | 7. Mine | 12. too |
| 3. mine | 8. Whose | 13. my |
| 4. his | 9. one | 14. my |
| 5. your | 10. one | |

C. Complete the conversation. Choose the correct words.

Mom: Which socks are (1. **your / yours**)?

Hameed: The black (2. **one / ones**). The red ones aren't (3. **my / mine**). I think they're Ali's. They're (4. **his / him**) size.

Mom: Is this (5. **your / yours**) hat?

Hammed: No. That's (6. **too / enough**) small for me. (7. **My / Mine**) is the blue one.

Mom: (8. **Whose / Who**) backpack is this?

Hammed: Which (9. **one / ones**)? Let me see ...

Mom: The blue (10. **ones / one**). And this football kit ... (11. **Whose / Who**) does this belong to? It's (12. **too / enough**) clean to be Ali's.

Hammed: That's (13. **mine / my**) football kit. I missed training on Saturday. Have you seen (14. **my / mine**) football boots?

Mom: Perhaps if you tidy up you might be able to find them yourself!



D. Look around your classroom. Work with a partner. Write a conversation similar to the one in exercise C. Role-play your conversation for your classmates.

 Look around your classroom. Work with a partner. Write a conversation similar to the one in exercise C
Role-play your conversation for your classmates.

Ali: Which pen is yours?

Ahmed: The blue one is mine.

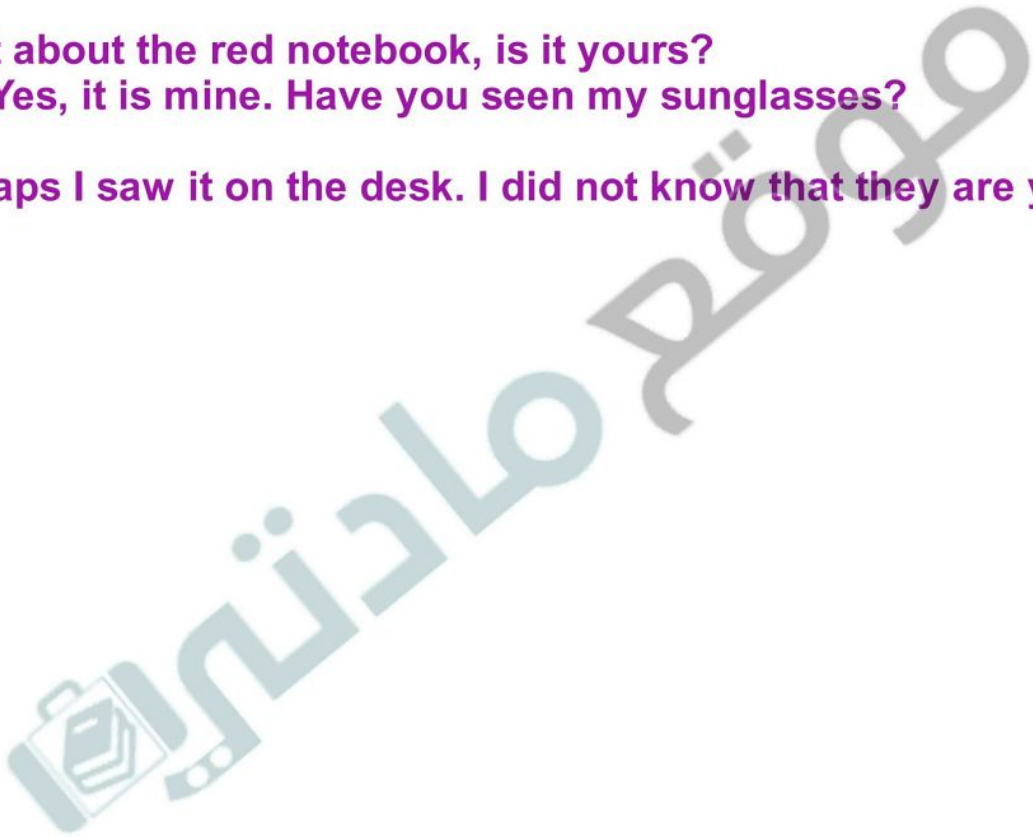
Ali: Is this ruler is yours?

Ahmed: No, it is not. It is my friend's.

Ali: What about the red notebook, is it yours?

Ahmed: Yes, it is mine. Have you seen my sunglasses?

Ali: Perhaps I saw it on the desk. I did not know that they are yours.



12 Project

1. Work in groups. Choose a Saudi product to advertise internationally.
2. Use the organizer to make notes. Then use it to write a description of the product for a website or catalog advertisement. Use other advertisements in the unit as examples.
3. Find photos for your advertisement and present it in class. Choose the best advertisement.
4. Modify your advertisement so it can be used for a television commercial. Film or demonstrate in class.



Slogan
Very healthy for you and your family

Product you want to advertise
Dairy milk, yogurt.



Interesting words about it
**Fresh
Tasty
Full of vitamins**

How it is better than other products
**Cheaper than other products.
The container is easier to open.**

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 commercials, ads, and product history			
describe products			
make comparisons			
use the passive			
use comparatives and superlatives			
use <i>as...as</i>			
use the verbs <i>look, smell, sound, and taste</i> with <i>like + noun</i>			
use indefinite articles: <i>a/an</i>			
use possessive adjectives and pronouns			
ask questions with <i>Whose</i>			
use <i>one/ones</i> and <i>too/enough</i>			

My five favorite new words from Unit 4:	If you're still not sure about something from Unit 4:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

1 Language Review



A. Ask questions about the situations.
Use the present perfect progressive.



Have you been fighting?



1. Have you been waiting for the bus a long time?
2. Have you been eating chocolate?
3. Have you been cleaning the house?
4. Have you been skiing?
5. Have you been jogging?
6. Have you been sleeping?

B. Complete the sentences with the words in parentheses. Use the present perfect progressive or the present perfect form of the verb.

1. Someone **has stolen** (steal) my car. I left it parked here, and it's gone.
2. I **have been living** (live) in this apartment since I moved here two years ago.
3. How long **have you been waiting** (you/wait) in line?
4. I feel really tired. I **haven't slept** (not/sleep) well for several nights.
5. There's a wonderful smell in here. **Have you been using** (you/use) my perfume?
6. The friends **have been painting** (paint) the room for two days, but they **have only finished** (only/finish) one wall.

C. Complete the questions.

to a doctor about his/her patients

1. to a pilot about his career
2. to someone who writes books
3. to a baker making cakes

How many **patients have you seen/treated today?**

How long **have you been flying airplanes**

How many **books have you written**?

How many **cakes have you made**?

How long **have you been playing for the local team**

How long **have you been studying English**

D. Complete the ad using the correct passive form of the verbs in parentheses.

Paradise Resort

Hotel and Spa



This award-winning resort _____ (1. locate) on Paradise Island and _____ (2. build) only recently. Guests _____ (3. offer) a unique setting and a wide choice of rooms that _____ (4. decorate) magnificently. The hotel is on a quiet beach, and it _____ (5. surround) by palm trees. Our staff _____ (6. dedicate) to meeting your every need. Exquisite gourmet dishes _____ (7. prepare) for our guests by our international chefs. Paradise Resort focuses on the exotic. Relaxation and healing techniques from cultures around the globe _____ (8. use) to help guests renew themselves.

Personal Fitness Training

A program to develop your endurance, strength, and flexibility for your mind and body _____ (9. will-design) for you personally by our highly qualified fitness experts.

Nutritional Consultation

In order to benefit from a complete fitness program, a healthy diet _____ (10. will-create) for you by one of our nutritionists. With our program, your concentration _____ (11. will-improve), and your stress _____ (12. will-reduce).

E. Read the texts. Which text most closely represents your point of view?

An I.T specialists

The computer and the Internet. Good or bad?

Have we become dependent on computers and the Internet?

'Thread Started on Jan 12, 2023, 4:55 PM'

Computers have become an integral part of our lives. They make day to day tasks easier and save time. Does that make us incapable of doing simple tasks without the aid of the computer? Can we still use hard copies of dictionaries or books? Can we write by hand?

I think most of us can. Not having to do things in a conventional manner allows more time for thought and creativity.

Re: Computer and the Internet. Good or bad?

'Reply #1 on Jan 12, 2023, 5:21 PM'

I agree that computers and the Internet are valuable tools that provide access to information quickly and efficiently. On the other hand, literacy appears to be affected in more ways than one. People don't bother to learn how to spell correctly or write by hand. They sometimes rely on the computer to correct their grammar and spelling. I know my handwriting has suffered since I started word processing.



Re: Computer and the Internet. Good or bad?

'Reply #2 on Jan 12, 2023, 7:43 PM'

Does it matter if we are not all adept at handwriting? At the end of the day, technology is here to stay. If computers can help us write, why should we write by hand? Isn't it better to invest that time on learning?



Re: Computer and the Internet. Good or bad?

'Reply #3 on Jan 13, 2023, 4:01 PM'

Learning is the big issue here. Does technology foster learning or does it provide ready data that do not promote critical thinking? And what about math? There seem to be more and more young people who are unable to calculate. They are completely dependent on computers.

Re: Computer and the Internet. Good or bad?

'Reply #4 on Jan 13, 2023, 9:40 PM'

The Internet has contributed greatly to learning, through the wealth of information it can provide, on a wide range of topics. In addition, it has made it possible for people to study through e-learning. In other words, the Internet has brought schools and universities to people, wherever they might be, provided that they are connected.



Re: Computer and the Internet. Good or bad?

'Reply #5 on Jan 16, 2023, 5:12 PM'

Our teacher says that the Internet prevents us from developing our memory, an important aspect of learning. He thinks that easy access to information prevents learning, simply because we do not have to make any effort to memorize. I don't agree. Memorizing facts is not an effective way of learning. There are a lot of people who are unable to do that, yet when you talk to them or let them present a viewpoint or solve a problem, you realize they are highly intelligent and articulate. I am getting confused. Can someone help?

- F. Who do you think wrote the texts? Are they older adults, teenagers, or children? How do you know? Find clues in the texts that justify your answer. Fill in the chart.

	Adult/ teenager/ child	Clues in text
Reply #1	adult/ teen	since I started word processing
Reply #2	adult/ teen	the idea that learning is more important than being able to handwrite
Reply #3	adult	young people who are unable to calculate
Reply #4	adult/ teen	the thoughts expressed about learning and education
Reply #5	child/ teen	"Our teacher says ..."

- G. How would you reply? Work with a partner and write a brief reply. Compare your replies in class.

1. Students in my country have been using computers for studying and enjoying

2. Write notes in the chart about yourself and your partner.

	You	Your partner
use computers	for studying	
write by hand	No	
use spell-check	Yes, I learn online	
learn online		
Your own ideas:		

3. Use your notes in 1 and 2 to write your reply.

Life has developed in theses last decades to the point that our lives have become linked to technology in all areas of life. For example, if you want to search for information, you will certainly use the computer, and if you want entertainment, you will use the phone or PlayStation. Life have become easy, but we have lost the fun.

- H. Which of the things mentioned in the text will people be doing in 100 years/in the future? Compare your ideas with a partner.



I think people will still be using spell-checks in 100 years.

I don't think people will use spell-checks in the future.

2 Reading



1.They have eyeliner.

2.They used eyeliner as a kind of make-up.

3.To make women much beautiful.

Before Reading

1. Look at the photo of ancient Egyptians. What do you notice about their eyes?
2. What did they use for the heavy eye make-up that is so noticeable in the wall painting?
3. What was the purpose of the make-up?



EYE MAKE-UP IN ANCIENT EGYPT



Ancient Egypt's striking eye make-up protected wearers against eye disease, according to French scientists. The make-up was concocted with a mixture of lead and lead salts and it was used to adorn the eyes and ward off evil!

Philippe Walter, who co-headed a team of scientists from the Louvre museum and the CNRS (National Center for Scientific Research, France), pointed out that this observation had been made in the past by ancient Greeks and Romans who believed that the make-up had medicinal properties, but the team wanted to determine the exact composition and how it worked.

Contrary to widely held belief that lead is harmful, the team demonstrated that in very low doses lead does not damage cells. The research was carried out with a tiny electrode, to observe the effect of Egyptian lead chloride on a single cell. It proved that lead produces a molecule that activates the immune system which in turn attacks bacteria in case of an eye infection. So, make-up was used as a disinfectant and more importantly as preventive medication.



2. It was used to adorn the eyes and ward off evil

3. They believed that make-up had medical properties.

4. They observed the effect of lead chloride on a single cell.

5. Lead produces a molecule that activates the immune system to attack bacteria.

6. For thousands of years.

After Reading

A. Answer the questions about the reading.

1. What was Egyptian make-up concocted with?
2. What was make-up used for in Ancient Egypt?
3. What did the Greeks and Romans believe?
4. How was the research carried out?
5. What were the findings of the research?
6. According to the text, how long have people been using make-up?



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B. Match each word or phrase in the text with the correct definition.

- | | |
|---------------------------|--|
| 1. <u>h</u> immune system | a. attractive in an unusual way that attracts attention |
| 2. <u>i</u> disinfectant | b. to make something by mixing things in liquid or powder form, which are not normally combined |
| 3. <u>c</u> point out | c. draw attention to a new fact or one that someone had not thought of or noticed, tell someone something they didn't know or had not thought of |
| 4. <u>d</u> properties | d. the qualities or characteristics that something, e.g. a substance or object, has |
| 5. <u>e</u> effect | e. the way in which an event, action, or person changes/influences someone or something |
| 6. <u>g</u> molecule | f. the smallest part of a living thing |
| 7. <u>j</u> preventive | g. the smallest unit that a substance can be divided into while maintaining its chemical nature, usually consisting of two or more atoms |
| 8. <u>a</u> striking | h. the system that the body uses to protect itself against disease or infection |
| 9. <u>b</u> concoct | i. a substance/chemical that destroys bacteria |
| 10. <u>f</u> cell | j. intended to stop something from happening, pre-emptive |

Discussion

- Are there people in your country who use make-up for protection or medicinal purposes? What do you know about it?
- What do people use in the desert to protect themselves during sandstorms or under the very hot sun?

1. Yes, there are. All women use it as sun protection.
2. They use some creams as a sun protection.

3 Project



Research the history of an item that is used in the Kingdom of Saudi Arabia. Report your findings to the class. Use the organizer below to help you. Copy the organizer into your notebook and write your notes in it. Then use it to help you write.

Name an item that is used in the Kingdom of Saudi Arabia: Oil	
When was it first used in the Kingdom of Saudi Arabia?	It has discovered in 1930 by Americans.
Who were the first people to use it?	Saudis and Americans.
Why did people need to use it or to have it?	Because the need of oil in all sectors.
How has it changed since it was first used?	It changes a lot since the first use.
Do you think people will keep on using it after 50 years?	Yes, I do think so.

4 Chant Along

I Wonder What They'll Be

My children will be grown some day,
And I hope I'll still be here
To see what they will be.
But whatever they may do
They won't be needing me
To take them by the hand.
Hoping they'll be kind
And praying that they'll find
A castle made of stone and not of sand.

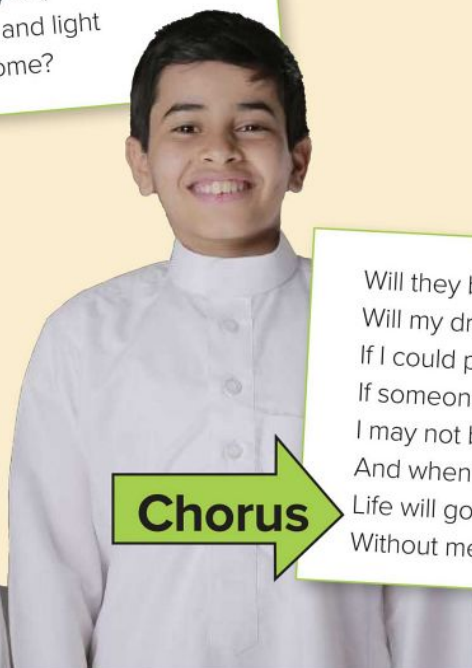
Chorus

Will they be just what I want?
Will my dreams come true?
If I could predict
If someone knew—
I may not be there,
And when I am gone,
Life will go on
Without me.

My children will be grown some day,
But I might not be around
To hear what they will say.
I wonder if they'll understand
The things I've wished for them.
When they're on their own,
Will the path I've shown
Help them carry on,
And bring love and light
To their own home?

Chorus

Will they be just what I want?
Will my dreams come true?
If I could predict
If someone knew—
I may not be there,
And when I am gone,
Life will go on
Without me.



Vocabulary

A. Match the words with the meanings as found in the chant.

- | | |
|--------------------------|---------------------------|
| 1. <u>d</u> grown | a. a way of life |
| 2. <u>e</u> come true | b. alone |
| 3. <u>b</u> on their own | c. to continue |
| 4. <u>a</u> path | d. adults |
| 5. <u>c</u> carry on | e. to happen as predicted |

B. What do you think the following expressions mean?

- To take someone by the hand **to show a person what to do or how to do something**
- A castle made of sand **something that is worthless and easily destroyed**

Comprehension

Answer **true** or **false** about the chant.

- true** The chanter hopes to be alive to see what his children will be.
- false** He fears that his children won't know what to do if he dies.
- true** The chanter hopes that his dreams for his children will come true.
- false** He has wished health, wealth, and happiness for his children.
- true** The chanter hopes that his example will help his children through life.

Discussion

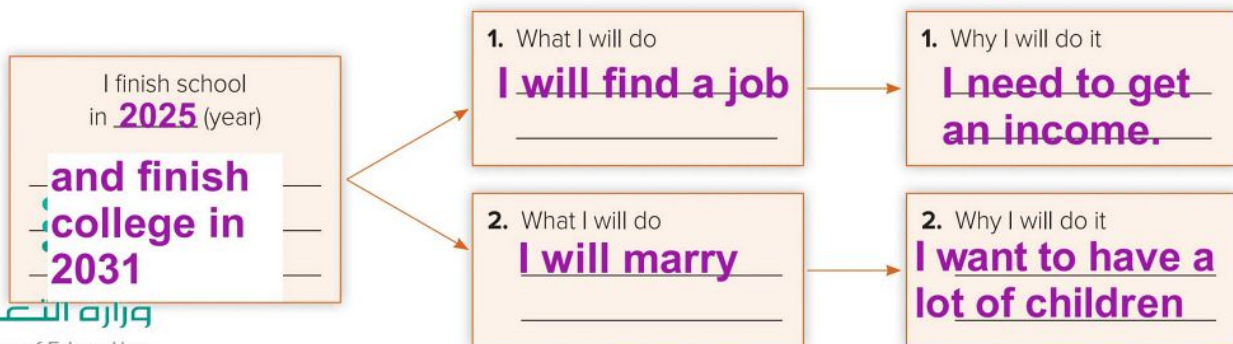
- What dreams do you think your parents have for you?
- Do you think you'll accomplish them?

1. They want me to be a doctor and have family.
2. Yes, I do think so.

5 Writing

Write what you dream of doing after you finish school. Use the organizer below to help you. Copy the organizer into your notebook and write your notes in it. Then use it to help you write.

الإجابة في الصفحة التالية



I will be

Having dreams is something that all people should have. At the same time, I am one of the people who has dreams and goals in the future. My plan is that I am going to graduate from high school in 2025. After I finish high school, I am going to study at college and I am going to finish it in 2031. Then, I will search for a nice job because I will be in need for money. After that I am going to get married. Finally, I will have a lot of children.

