

MEGA

GOAL 2

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MegaGoal 2 Student Book

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Scope and Sequence

	Unit Title	Functions	Grammar
	Connect Pages 2–5	Express opinion, feeling and preference Agree and disagree Ask for and give information and instructions Warning and advice	<i>Had better</i> Recycling/using familiar verb forms, prepositions, modifiers, inversion, conditionals
1	Connected by Technology Pages 6–19	Ask for clarification and confirm Discuss using technology for communication Talk about personality characteristics	Auxiliary verbs: <i>do, have, be</i> The comparative and superlative Needs to be done; have/get something done Past participles as adjectives
2	Crime Doesn't Pay Pages 20–33	Discuss crime and punishment Read and discuss newspaper articles Explain steps in a process	The passive Past perfect and past perfect progressive Simple past tense: <i>be</i> , regular and irregular verbs <i>Used to</i> and <i>would</i> Past progressive tense
3	Far and Away Pages 34–47	Talk about travel experiences and travel dreams Discuss hotels and services Make and decline special requests	Adverbs of degree Sentence adverbs Future with <i>be going to</i> and <i>will</i> Information questions Present progressive
4	TV Around the World Pages 48–61	Discuss types of TV programs Express and explain preferences Express certainty Talking about festivals	Direct and indirect objects <i>To</i> and <i>for</i> before indirect objects Articles Adjective clauses and relative pronouns Relative pronouns as subjects and objects
EXPANSION Units 1–4 Pages 62–71		Language Review Reading: Computer Viruses: A Headache for Humans Reading: The Psychology of Color	
5	Working 9 to 5 Pages 72–85	Talk about jobs Ask for favors, make requests and ask for information Express obligation, necessity and lack of necessity	Subjunctive <i>I'd like you + infinitive / I want you + infinitive</i> Tag questions
6	Going Green Pages 86–99	Evaluate how "green" you are Discuss ways to be environmentally responsible Make suggestions Express preferences with <i>I'd rather</i>	Gerunds after verbs Infinitives after verbs Simple present tense versus present progressive Conditional sentences with present and future forms
7	There's No Place Like Home Pages 100–113	Talk about your home Describe things you are looking for Words connected with directions for places Expressing requests, offers, promises, warnings; making decisions	Adjective order <i>Too</i> and <i>enough</i> Discuss quotes and feelings about home



Listening	Pronunciation	Reading	Writing
Listening for fact, speaker attitude, relationship			
Listen for specific details about a cell phone bill	Syllable stress on numbers	Amazing Internet Connections	Write an essay comparing ways of socializing and state your preference Write about and evaluate things you can do on the Internet (Project)
Listen for specific details in a lecture on safety	Linking adjacent consonant sounds	Crime Puzzles	Write a story for a newspaper or web article Research and write about Famous Crimes, Frauds, or Blunders (Project)
Listen for specific details about packing for a trip	Stress on compound nouns	Ecotourism: See the World While Saving It	Write a letter about places to visit in Saudi Arabia Research and make a poster promoting ecotourism in your country (Project)
Listen for specific information about a game show	Reduction of <i>going to</i> and <i>want to</i>	A Brief Overview of the History of Television	Write a book review Write, direct, and film your own TV episode (Project)
<p>Language Plus: Words ending with <i>load</i> Tools for Writing: Capitalization Writing: Write about a problem or difficult situation you have experienced</p>			
Listen for specific information about a survey on job satisfaction	Syllable stress on words ending with <i>-tion</i> , <i>-cian</i> , and <i>-sion</i>	You Do <i>What</i> For a Living?	Write about an unusual job that you might like to have Research and write a presentation on Great Jobs and Careers (Project)
Listen for specific information about glass recycling	Thought groups	Living Off The Grid	Write a letter to a newspaper Design and make posters promoting "Going Green" in your school
Listen for specific details about renting an apartment	Stress on two-syllable nouns and verbs	Vision 2030 Kingdom of Saudi Arabia	Write a description of a home Research and write about different types of houses in the world; prepare a poster or PowerPoint presentation (Project)



Scope and Sequence

	Unit Title	Functions	Grammar
8	The Sporting Life Pages 114–127	Talk about the Olympics Talk about sports and athletes Encourage and express confidence in someone Explain steps in a process or game	Gerunds as subjects Superlative + present perfect Present Perfect Progressive versus present perfect simple Time expressions: <i>How long ...?</i> Adverbs of manner Comparative forms and structures with adjectives and adverbs
EXPANSION Units 5–8 Pages 128–137		Language Review Reading: Can You Believe They Believed It? Language Plus: Idioms with colors Tools for Writing: Common errors with prepositions	
	Update Pages 138–141	Express personal view/objective comment, enthusiasm/regret/wishes/strong agreement Talk about advantages/disadvantages, possibility/necessity/consequence/result, relate past to present, size/characteristics, make deductions about past/present, report statements/questions/thoughts, focus on action	Recycle familiar verb forms, simple present/narrative, connectors and modifiers, passive forms, <i>would –hypothesis</i> , progressive forms, <i>have something done</i> , modals
9	Laugh Out Loud Pages 142–155	Talk about humor Explain consequences with comparatives Tell and respond to jokes Expressing wishes, regret and criticism	Past and present participial adjectives <i>Get + adjective; Get + past participle</i> <i>The...the...</i> comparatives <i>Such...that/ so...that</i> <i>Can't, could, couldn't, must, may, or might</i>
10	You Are What You Eat Pages 156–169	Talk about food myths Discuss eating habits Offer, accept, and decline food and drink	Phrasal verbs Separable and nonseparable phrasal verbs Three-word phrasal verbs Count/noncount nouns Expressions of quantity: <i>some/any, few, little, a lot of, much/many, enough</i> <i>Would like</i> Words connected with recipes Sequence words: <i>First, then, after that, finally</i>
11	Amazing Animals Pages 170–183	Talk about animals and their behavior Ask for advice Give advice	Passive modals The passive with reporting verbs Adjectives <i>All/both/neither/none; Both...and.../neither...nor.../either...or...</i>
12	What Would You Do? Pages 184–197	Talk about ethics and morals Discuss ethical dilemmas Give opinions	Present hypothetical conditionals versus past hypothetical conditionals Implied conditionals <i>As if/As though</i> for unreal situations Future progressive and future perfect Time expressions for the future: <i>by the year, this time tomorrow</i> <i>Used to versus be used to</i> <i>Was/were going to</i>
EXPANSION Units 9–12 Pages 198–203		Language Review Reading: Mind Over Matter Language Plus: Idioms with <i>mind</i>	



Listening	Pronunciation	Reading	Writing
Listen to profiles of Olympic athletes for specific details	Voiced and voiceless <i>th</i>	A Country Born on Skis	Write an email giving complex instructions on a sport or other recreational activity Research and write about the most popular Olympic sporting events; prepare a poster (Project)
<p>Writing: Write about cultural meanings of color, symbols, customs or gestures Language Plus: Idioms about sports Tools for Writing: Avoiding wordy sentences Writing: Write about a hoax</p>			
Listen for specific information Listen and identify language/ questions in discourse/interview	Recycle and use familiar stress, intonation patterns, identify falling/ rising intonation patterns and effects, e.g. enthusiasm, regret		
Listen for specific information about animals' ability to laugh	The <i>b</i> and <i>v</i> sounds	Laughter Really Is the Best Medicine	Write short messages Write a scene from a TV sitcom Research and write about a funny scene from a sitcom or film; prepare a PowerPoint presentation (Project)
Listen for sequence in the process of making a chocolate bar	Stress on two-word and three-word phrasal verbs	Accidental Food Discoveries	Write a description of a memorable event Research and write about snacks and desserts in the Arab world; prepare a PowerPoint or poster presentation (Project)
Listen for specific information about horse training	The <i>y</i> and <i>j</i> sounds	Animal Heroes	Write about a type of animal Research and write about animals in the Arab world; prepare a poster presentation (Project)
Listen for specific details about mountain rescues	Stress on content words and function words	Peeking into Our Medical Future	Write a personal narrative about an important decision that has impacted your life Research ground-breaking treatment and procedures in Saudi Arabia; prepare a PowerPoint presentation (Project)

Tools for Writing: The definite article and generalizations
Writing: Write about a new technology



1 Listen and Discuss الإستماع والمناقشة

A. What do you think?

What is a slouch detector?

Do animals laugh?

What are super foods?

How old is cooking?

Which creatures are older than dinosaurs?

- ✧ A slouch detector is a small gadget that monitors your neck and spinal position and buzzes when your position is not correct.
- ✧ Super foods are crops, e.g. food, vegetables, etc. that are enriched with certain substances such as vitamins and minerals.
- ✧ Cooking is 19 million years old.
- ✧ The Coelacanth, the most famous "living fossil," is older than dinosaurs.
- ✧ According to research findings, some animals laugh.

B. Read the texts and find out.



Have you noticed how often people, who spend a long time sitting at a desk, complain about back pain? When we've been sitting for a long time we are not conscious of our posture. Slouching affects the position of our neck and spine and causes back pains or even headaches. A small gadget that operates as a "slouch detector" comes to the rescue! The gadget monitors your neck and spinal position and buzzes, when the position is less than ideal! All you need to do is clip the gadget onto your shirt. However, you need to remember not to take any notice when the gadget buzzes for the wrong reason; for example when you lean over to answer the phone or get something from a drawer! Do you think the slouch detector is worth buying? Would you use it?

An Australian biogeneticist and his team began developing a vitamin-A-enriched banana to combat the destructive effects of vitamin A deficiency in sub-Saharan Africa. The banana was chosen as it made up a lot of the children's diet in the area, where about a third of the children under the age of 5 are at risk of going blind due to vitamin A deficiency. Provided that this type of "super banana" can actually be cultivated locally, and consumed by a substantial number of people, this type of food re-engineering might be extended to a wider range of products around the world. What do you think? Is intervening and reengineering crops a good idea?





Hagfish, according to fossil records, have existed for over 300 million years. They are often called slime eels because of the slimy substance they produce, with the purpose of damaging the gills of predatory fish. As a result, hagfish have no natural enemies. The Coelacanth is the most famous "living fossil". It was supposed to have become extinct in the Cretaceous period, along with the dinosaurs, until a live specimen was caught in South Africa in the late 1930s. Since then, more coelacanths have been seen and photographed. A second coelacanth species was found in Indonesia in 1999. Coelacanths can be up to 2 meters long and feed on smaller fish, in deep, dark waters. Did you know? Have you heard of other prehistoric animals that are still alive? *



Research findings support the belief that a number of animals laugh when tickled! Scientists believe that nonhuman primates not only laugh but also have a sense of humor. Koko was a famous gorilla in California who learned more than two thousand words and one thousand American Sign Language signs, and demonstrated the ability to use different meanings of the same word. When asked about things she thought were hard, she signed, "rock" and "work"! She also tied her trainer's shoelaces together before signing "chase" and turning to walk away! What do you think?

* Adapted from: Schultze, H. (2019, December). Coelacanthiformes. AccessScience. Available at: <https://www.accessscience.com/content/article/a757501>.

عمل ثنائي

2 Pair Work

ناقش النقاط المثارة في نهاية كل نص. عبر أفكارك بالموافقة أو عدم الموافقة.

Discuss the points raised at the end of each text. Express your ideas and agree or disagree. Use

language you know and phrases from the box. استخدم اللغة التي تعرفها والعبارات من الصندوق.

Expressing personal views/Making objective comments

I'm not sure I'd feel comfortable using a gadget that makes so much noise in public...

I don't think I would, but I am sure many people would.

It sounds like a good idea, but there should be some restrictions ...

A lot of people will object to it, although it appears to solve ...

I'd have to do some research but I'm sure there are more ...

It's hard to believe but one has to accept that ...

2 Pair Work

Discuss the points raised at the end of each text. Express your ideas and agree or disagree. Use language you know and phrases from the box.

Answers:

- **I think the slouch detector isn't worth buying and I'm not sure I'd feel comfortable using such gadget that makes so much noise in public.**
- **Reengineering crops sounds like a good idea, but there should be some restrictions on the type of substances that are used.**
- **I don't agree the Harvard's assumption that controlling and using fire to cook was instrumental to the development of modern man. It's hard to believe, but one has to accept that it's possible.**
- **It's hard to believe, but one has to accept that it's possible. (There are animals which have been around for millions of years.)**

3 Conversation



- Presenter:** We're at the edge of the desert, waiting for the falcon hunters to arrive. And here they come... I thought their car was white... This must be them. They must have been on the road longer than expected ... Welcome back. It's great to see you again Mr. Ali.
- Mr. Ali:** Thank you. Good to see you too! I wasn't sure you'd be here.
- Presenter:** Of course I'm here. I can't wait to hear about your exploits. Have you had a successful hunt?
- Mr. Ali:** Have we, indeed! We have been more fortunate than we could have ever expected. This has been the best trip ever! I wish we could have gone on for another two weeks!
- Presenter:** But you must be exhausted! And you must have been in the sun a lot...
- Mr. Ali:** You can tell, can't you? Oh, well, we must be looking the part. What can you expect after weeks of camping in the desert, but that's the way we like it!
- Presenter:** And, now? What's next?
- Mr. Ali:** Now, we are going to see our clients. My falcons are spoken for, so I won't have to look around for buyers. This is also important in our business...having good clients and keeping them happy! And of course, we're going to have our truck cleaned and serviced before we do anything else!
- Presenter:** Do you think of the financial gain while you're hunting?
- Mr. Ali:** No, not really. I only think of the hunt. You can't catch falcons if all you think about is how you are going to sell them. Falcons deserve respect and admiration! I often feel we have the best of both worlds; making a decent living while doing something we genuinely enjoy. There can't be too many people who can claim that!
- Presenter:** You're quite right! I wish you continuing success in your endeavor and hope to catch up with you next year.
- Mr. Ali:** You're very welcome. It's really good to have the opportunity to talk about our trade and know that more people will hear about it.

طابق وظائف وتعبيرات/ مقتطفات من المحادثة. Match functions and expressions/excerpts from the conversation.

Functions	Expressions
Make deductions <u>3</u>	1. I thought their truck was white... I wasn't sure you'd be here.
Actions that are done for one <u>2</u>	2. And of course we're going to have our truck cleaned and serviced before we do anything else!
Report thought <u>1</u>	3. This must be them. They must have been on the road longer than expected ... But you must be exhausted! And you must have been in the sun a lot. Oh, well, we must be looking the part.
Express enthusiasm <u>4</u>	4. Have we, indeed! We have been more fortunate than we could have ever expected. This has been the best trip ever!
Express regret/wishes <u>5</u>	5. I wish we could have gone on for another two weeks!
Strong agreement <u>7</u>	6. My falcons are spoken for, so I won't have to look around for buyers.
Focus on action (not doer) <u>6</u>	7. You're quite right!



Your Turn دورك

Role-play with a partner. Choose a celebrity to welcome at the airport.

قم بعمل دور لمحادثة مع زميلك. اختر شخصية مشهورة للترحيب به في المطار

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4 النطق Pronunciation

Listen and find examples for rising  or falling  intonation in the conversation. Identify attitude and/or feeling if relevant e.g. enthusiasm, regret, question, etc.

استمع وابحث على أمثلة لرفع وخفض التنغيم في المحادثة حدد الموقف و/أو الشعور إذا كان ذو صلة بالحماس والتأسف والسؤال.... الخ

Your Turn

Role-play with a partner. Choose a celebrity to welcome at the airport.

Answer:

Conversation

Arrival Airport Lounge

Faisal: We're at the airport arrival VIP Lounge, waiting for a celebrity to arrive. And here he comes... I thought his flight just landed. Welcome back. It's great to see you again.

Hassan: Thank you. Good to see you too! I wasn't sure you'd be here.

Faisal: Of course I'm here. I can't wait to hear about your exploits. Have you had a successful climbing competition?

Hassan: Have I, indeed! I have been more fortunate than I could have ever expected. This has been the best show ever! I wish I could have gone on for another two weeks!

Faisal: But you must be exhausted! And you must have been in the hot weather a lot...

Hassan: You can tell, can't you? Oh, well, we must be looking the part. What can you expect after weeks of camping in the ices, but that's the way we like it!

Faisal: And, now? What's next?

Hassan: Now, I am going to prepare myself well for the upcoming World Skating Championship. And of course, I'm going to have my truck cleaned and serviced before we do anything else!

Faisal: Do you think of the financial gain while you're climbing?

Hassan: No, not really. I only think of climbing.

Faisal: You're quite right! I wish you continuing success in your endeavor and hope to catch up with you next year.

Hassan: You're very welcome. It's really good to have the opportunity to talk about our ambitions and know that more people will hear about it.

الإستماع

5 Listening

تحدث عن صيادين الصقور المحترفين

A. Talk about professional falcon hunters.

- equipment **التجهيزات**
- hunting season **موسم الصيد**
- popular areas **مناطق الصيد**

ستستمع إلى مقابلة مع أحد صيادي الصقور المحترفين

B. You are going to listen to an interview with a professional falcon hunter. Answer *True* or *False*.

أجب بصح أو خطأ

	true	false
1. Mr. Ali used to be a successful store owner.		✓
2. He didn't need to buy any equipment for falcon hunting.		✓
3. Falconry is a natural skill that cannot be acquired through training.		✓
4. Falconers camp in the desert or stay in hotels.		✓
5. Falcon hunting is a profitable profession.	✓	



استمع مرة أخرى ودون ملاحظات حول رحلات الصيد للصقور

C. Listen again and make notes about falcon hunting trips.

Transport	❖ SUV, a powerful car
Accommodation	❖ tents, desert
Hunting areas	❖ where falcon hunting allowed
Prey	❖ no
Competition	❖ competitive, hunters respect each other, team effort
Profit	❖ yes for good hunters
Training	❖ yes, learn skills, apprentice

عناك

6 About You

1. How much do you know about falcon hunting?
2. What is your opinion about it as a profession?
3. What other questions would you have asked the falconer? Write them down.
4. Use your own questions and role-play an interview like the one above with a partner. You can choose a different profession to talk about.

6 About You

1. How much do you know about falcon hunting?
2. What is your opinion about it as a profession?
3. What other questions would you have asked the falconer? Write them down.
4. Use your own questions and role-play an interview like the one above with a partner. You can choose a different profession to talk about.

Answers:

1. **Falconry is a hunting sport that uses trained raptors to hunt wild game. Falconry includes taking raptors from the wild and caring for, training, hunting with, and transporting those raptors.**
2. **I think that falconry is not just a sport but a matter of pride, dignity, valour and pride and also an icon of Arabian culture. It fosters a deep connection between humans and nature, as falconers must understand and respect the behavior and needs of their birds.**
3. **Other questions I would have asked the falconer include:**
 - **What is the best falcon to hunt with?**
 - **What is the behavior of a falcon?**
 - **Are they trained to bring their catch back?**
 - **Is it legal to have a hawk?**
 - **What is the hunting style of a falcon?**
 - **Do they attack on command?**
 - **Can they hunt throughout the year?**
 - **How long do they live?**
 - **How do I get started?**
 - **What is the toughest part about falconry?**
4.
 - A. **What is the best falcon to hunt with?**
 - B. **Peregrine Falcon is considered by many to be the perfect large hunting falcon.**
 - A. **What is the behavior of a falcon?**
 - B. **Peregrine falcons are not very social birds; outside of the breeding season , they are often seen singly or in pairs. These birds are active during the day but hunt most often at dawn and dusk when prey are most active.**
 - A. **Are they trained to bring their catch back?**
 - B. **Normally they do not bring it back to you. The bird is trained to follow you while you try to flush game.**
 - A. **Is it legal to have a hawk?**
 - B. **Absolutely! It does require the proper permits and licenses.**
 - A. **Do they attack on command?**
 - B. **No, these birds are so quickly triggered by a visual of their intended prey that the instant they see it they will take off to attack it. A command to " attack" is really unnecessary because of this.**
 - A. **How long do they live?**
 - B. **In the wild about 70% of the raptors that hatch will die before they are one year old.**

9 Laugh Out Loud

رابطه الدرس الرقمي



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الاستماع و المناقشة

1 Listen and Discuss



ما هي أطرف نكتة تعرفها؟

1. Friends. Because it is so funny.
2. I don't bite, I'm vegetarian.
3. When the person says it without thinking.

ما هو البرنامج التلفزيوني أو الممثل الكوميدي الذي يجعلك تضحك أكثر؟ لماذا؟

1. What TV show or comedian makes you laugh the most? Why?
2. What is the funniest joke you know?
3. What do you think makes a joke funny?
برايك مالذي يجعل النكتة مضحكة؟



A family of mice were being chased by a cat. The scared mice were cornered when the father mouse turned around and barked "Ruff! Ruff! Ruff!" The surprised cat ran away. When one of the young mice said, "Nice going, Dad," the father mouse replied, "You see son, it pays to be bilingual!"

A student with a parrot on his shoulder leaves a lecture theater. Another student follows him. He stops him and says, "I'm sorry to bother you, but I have to say, I was astonished by your parrot's remarkable reaction to the lecture on ancient history. He seemed frightened at the frightening parts, sad at the depressing parts, fascinated at the interesting parts, and amused at the funny parts. I could have sworn, I even heard it laugh. I have to say, I was amazed. Don't you find it surprising?" "Yes," he replies, "I was very surprised. He hated the class!"



A truck driver is driving a truckload of penguins to the zoo in the next town, when his truck breaks down. While he's working on the truck, another truck driver stops and asks if he needs help. The first truck driver says, "If I gave you \$100, would you take these penguins to the zoo?" The second trucker agrees to do it. Hours later, the truck driver is still trying to fix his truck when the second truck driver drives past with all of the penguins still in his truck. The puzzled first truck driver says, "Didn't you take them to the zoo?" The second truck driver says, "Yes, we went to the zoo, and there was money left over. So now we're going to a restaurant."



A grasshopper, a snail, and a centipede are relaxing in the grasshopper's house, when they realize that they are getting hungry. They decide that one of them should go out for a pizza. The snail says, "I'd go, but I'm kind of slow." The grasshopper says, "I don't mind going, but my hopping will shake the pizza and mess it up." So they decide to send the centipede. The snail and grasshopper wait and wait. The longer they wait, the hungrier they get. Finally, when an hour passes and the centipede still hasn't returned, the irritated snail and grasshopper decide to go look for him. They get as far as the front door where they find the centipede sitting there putting on his shoes.



تحقق سريع

Quick Check ✓

A. **Vocabulary.** Complete the sentences with one of these words:

astonished	fascinated	puzzled
bilingual	irritated	remarkable

1. Someone who can speak both Arabic and English is _____.
2. Someone who is amazed at something is _____.
3. Something that is incredible can also be called _____.
4. Someone who is confused by something is _____.
5. Someone who is annoyed at something is _____.
6. Someone who is very interested in something is _____.

B. **Comprehension.** Answer the questions.

1. How is the word "bilingual" used in a humorous way in the joke about the mice?
2. Why was the student at the lecture amazed by the parrot?
3. Why was the parrot owner surprised? Why is this funny?
4. How did the second truck driver misinterpret the first truck driver's request?
5. Why shouldn't the snail and grasshopper have sent the centipede out for the pizza?

1. bilingual
2. astonished
3. remarkable
4. puzzled
5. irritated
6. fascinated

Answers in next page

عمل ثنائي

2 Pair Work

فكر بنكتة تنطوي على شخصين. اكتب النكتة وقم بتجسيد تأديتها في الفصل

Think of a joke you know that involves two people. With your partner, write the joke as a role-play and perform it for the class.

الحل في الصفحة التالية

B. Comprehension. Answer the questions.

1. How is the word "bilingual" used in a humorous way in the joke about the mice?
2. Why was the student at the lecture theater amazed by the parrot?
3. Why was the parrot owner surprised? Why is this funny?
4. How did the second truck driver misinterpret the first truck driver's request?
5. Why shouldn't the snail and grasshopper have sent the centipede out for the pizza?

Answers:

1. **It implies that "cat" and "mouse" are two different languages.**
2. **The parrot showed human reactions to the lecture, as if he understood everything.**
3. **The owner was surprised that the parrot liked the lecture so much since he didn't like the class. It's funny because we don't expect a parrot to attend classes.**
4. **He took the penguins to the zoo for a visit, rather than leave them there to be an exhibit.**
5. **Because it takes a long time for the centipede to put shoes on his many legs/feet.**

2 Pair Work

Think of a joke you know that involves two people. With your partner, write the joke as a role-play and perform it for the class.

◆ Funny Joke

When I was a boy, there was a meeting at our home. There were many people and their debates were loud. My dad asked me to bring two white papers. I didn't recognize my dad's words and what he ordered me because of the noise! Only one word understood the word "white" I thought that he wanted me to bring two eggs! Then I went down to the store and brought the eggs. I walked in the room having the two eggs in my hands. All of a sudden, all the gathered people were laughing loud. Even my dad was laughing. I was confused and asked myself Oh, what's going on? Then I knew there's something wrong. My dad told me why they were laughing. At that moment I understood what my dad asked for.



3 Grammar

القواعد



صفات النعت الماضي والمضارع

Past and Present Participial Adjectives

يمكن استخدام النعت الماضي وأشكال النعت الحالي للفعل كصفات

The past participle and the present participle forms of a verb can be used as adjectives.

Past participles generally end in *-ed* (but can also end in *-d*, *-t*, *-en*, or *-n*) and describe how someone feels.

ينتهي النعت الماضي بأحد هذه الحروف و تصف كيف يشعر شخص ما

The mice were **frightened** of the cat.

كانت الفئران خائفة من القطه

Present participles always end in *-ing* and describe what causes the feeling.

The cat was **frightening**.

ينتهي النعت المضارع بهذه الحروف و تصف أسباب الشعور

كانت القطه مخيفه

Participial adjectives can appear after *be* or in front of nouns.

My grandfather's stories about his childhood are **amusing**.

My grandfather tells **amusing** stories about his childhood.

صفات النعت تأتي بعد أفعال الكينونة أو أمام الأسماء

قصص جدي عن طفولته مسليه

يروى جدي قصصاً مسليه عن طفولته

Get + Adjective; Get + Past Participle

Get before an adjective or past participle suggests that something is changing or starting to happen.

Get قبل الصفة أو النعت السابق يوحي بأن شيئاً ما يتغير أو يبدأ في الحدوث.

Get can be followed by an adjective. **Get** يمكن أن تتبعها صفة.

The grasshopper and the snail **got impatient** waiting for the centipede.

It's almost time for me to give my presentation. I am **getting nervous**.

Get can also be followed by a past participle which functions as an adjective. **Get** يمكن أن يتبعها نعت يعمل كصفة.

You should put on sunscreen. You're **getting sunburned**.

My mother **gets worried** if I'm not home by 10:00.

The...the Comparatives

يتم استخدام ال مع مقارنتين للقول أن الشيء الأول له تأثير على الثاني

The...the is used with two comparatives to say that the first thing has an effect on the second.

The longer the telephone call, **the bigger** the telephone bill.

The funnier the joke, **the harder** the audience laughs.

The more I get to know my classmates, **the better** I like them.

أكمل الجمل باسم الفاعل المضارع أو الماضي للأفعال بين القوسين

A. Complete the sentences with the present or past participle of the verb in parentheses.

- When Jack found out that he wasn't accepted to his first choice of university, he was **disappointed**. The news was **disappointing**. (disappoint)
- Calling someone by the wrong name is **embarrassing** and I was terribly **embarrassed**. (embarrass)
- People who talk about themselves all the time are **irritating**. I used to have a friend like that, who **irritated** me all of the time. (irritate)
- I'm never **frightened** by noises in the dark. It surprises me that other people think they are **frightening**. (frighten)
- Many people find winter to be a **depressing** season. Months of rain and snow can make people feel **depressed**. (depress)

أكمل كل جملة بالصيغة الصحيحة أو اسم المفعول من الصندوق

B. Complete each sentence with the correct form of **get** + an adjective or past participle from the box.

confused	dark	dizzy	excited	rich
crowded	dirty	engaged	frightened	worried

- Gisele was supposed to be home an hour ago. I'm **getting worried**.
- I prefer to use the gym early in the morning. It **gets crowded** in the afternoon.
- I **got confused** and accidentally showed up for the appointment on the wrong day.
- You know winter is coming when it starts **getting dark** earlier.
- I think I may have the flu. I'm tired and I'm starting to **get dizzy**.
- Kevin **got engaged** when he was twenty-four and was married six months later.
- We're going on vacation next week. We're **getting excited** about it.
- I'd recommend not buying white shoes. They **get dirty** so quickly.
- "Setting up your own business is a good way to **get rich**," said the business man.
- Dale **gets frightened** when he rides the roller coasters at the park.

C. Finish each sentence with a **the...the** comparative. **أنهي كل جملة بصيغة المبالغة**

The more money I make, the more computer games I buy.

- The more it rains,...
- The better my English gets,...
- The more TV I watch,...
- The earlier the class,...
- The farther we run,...
- The richer you are,...
- The older I get,...
- The more sleep I get,...
- The warmer the weather gets,...
- The quicker we work,...

1- The more it rains, the higher the water level gets in the river.

2- The better my English gets, the easier it is to understand it.

3- The more TV I watch, the less I like it.

4- The earlier the class, the more tired I am.

5- The farther we run, the slower we get.

6- The richer you are, the happier you are.

7- The older I get, the smarter I become.

8- The more sleep I get, the better I feel.

9- The warmer the weather gets, the nicer it is for swimming.

10- The quicker we work, the more money we earn.

D. Write a story about the picture. Use past and present participial adjectives,

get + adjective, **get** + past participle, and **the...the** comparatives. **اكتب قصة عن الصورة استخدم صفات اسم الفاعل واسم المفعول**



There was a reckless driver who was driving fast in the public streets. The police officers were chasing him while other drivers were getting frightened. The faster the driver drives, the faster the police officers drive. The reckless driver got arrested after a long chasing process.



4 Conversation محادثة

- Charlie:** Hi Hashim. How are you doing?
- Hashim:** Oh. I don't know. To tell you the truth, I'm feeling a bit down. I think the weather is getting to me. I'm tired of all this rain.
- Charlie:** You know what you need to cheer you up? A few good laughs. I've got a couple of killer jokes for you.
- Hashim:** I don't know, Charlie. I'm not a big fan of jokes.
- Charlie:** Just listen. Here's a good one. A cowboy rides into town on Sunday, stays for three days, and leaves on Sunday. How is this possible?
- Hashim:** I don't know. How?
- Charlie:** Because his horse's name is "Sunday"! Well, what's the matter? Don't you get it?
- Hashim:** Yeah. I get it. Though it didn't exactly blow me away.
- Charlie:** How about this one. Why is six afraid of seven? Because seven ate nine. Get it? "Ate" like the number "eight"?
- Hashim:** Yeah, I get it. I just don't think it's funny. But, I do feel better.
- Charlie:** If you didn't think they were funny, why do you feel better?
- Hashim:** Because you're trying to cheer me up. You're a good friend, Charlie—even if you do tell terrible jokes.
- Charlie:** No, I don't! Hey, did you hear the one about...



Real Talk

To tell you the truth = To tell you exactly how I feel
 getting to = annoying or bothering
 cheer you up = make you feel happier
 killer = great, amazing
 blow me away = really impress me

About the Conversation عن المحادثة

1. Why is Charlie telling Hashim jokes? لماذا يروي تشارلي نكت هاشم؟

Because, he is feeling a bit down because he thinks the weather is getting to him he is tired of all the rains.

2. What is Hashim's reaction to the jokes? ما هو رد فعل هاشم عن النكت؟

He is not a big fan of jokes, but he felt better because his friend is trying to cheer him up.

Your Turn

Role-play with a partner. Tell your partner a joke. Use some of the phrases for telling and responding to jokes.

الحل في الصفحة التالية

Telling and Responding to a Joke

I have a good one. Do you get it?
 Did you hear the one about...? I don't get it.
 *This guy walks into a...

*NOTE: The present simple tense is often used in joke telling to make the situation feel more immediate.

13/4/22 6:12 PM

9 Laugh Out Loud

دورك Your Turn

Role-play with a partner. Tell your partner a joke. Use some of the phrases for telling and responding to jokes.

Talal: Hosam, I badly missed your jokes. Tell me a joke now.

Hosam: Sure. I have a good one, tell me, how do you put an elephant in a fridge?

Talal: I don't know.

Hosam: It's easy. You just open the fridge and put it in. Do you get it?

Talal: I don't get it.

Hosam: I have another question.

Talal: Okay. Ask.

Hosam: How to put the donkey inside the fridge?

Talal: It's easy. You just open the fridge and put it in.

Hosam: No. You just open the fridge, take out the elephant and put the donkey inside.

Talal: Oh, ok.

Hosam: Let me ask another one. If all the animals went to the lion's birthday party and one animal went missing. Which one would it be?

Talal: I don't know.

Hosam: It's the donkey. Because it's still inside the fridge.

Talal: Are you kidding me?

Hosam: No, one last question.

Talal: OK.

Hosam: If there is a river full of crocodiles and you wanted to cross, how would you?

Talal: There is no way. I would need a boat to cross.

Hosam: No man. You just swim and cross the river. Because all the animals including crocodiles went to the lion's birthday party.

Talal: It's enough buddy, I never ask you to tell a joke again.

رابطه المدرس الرقمي

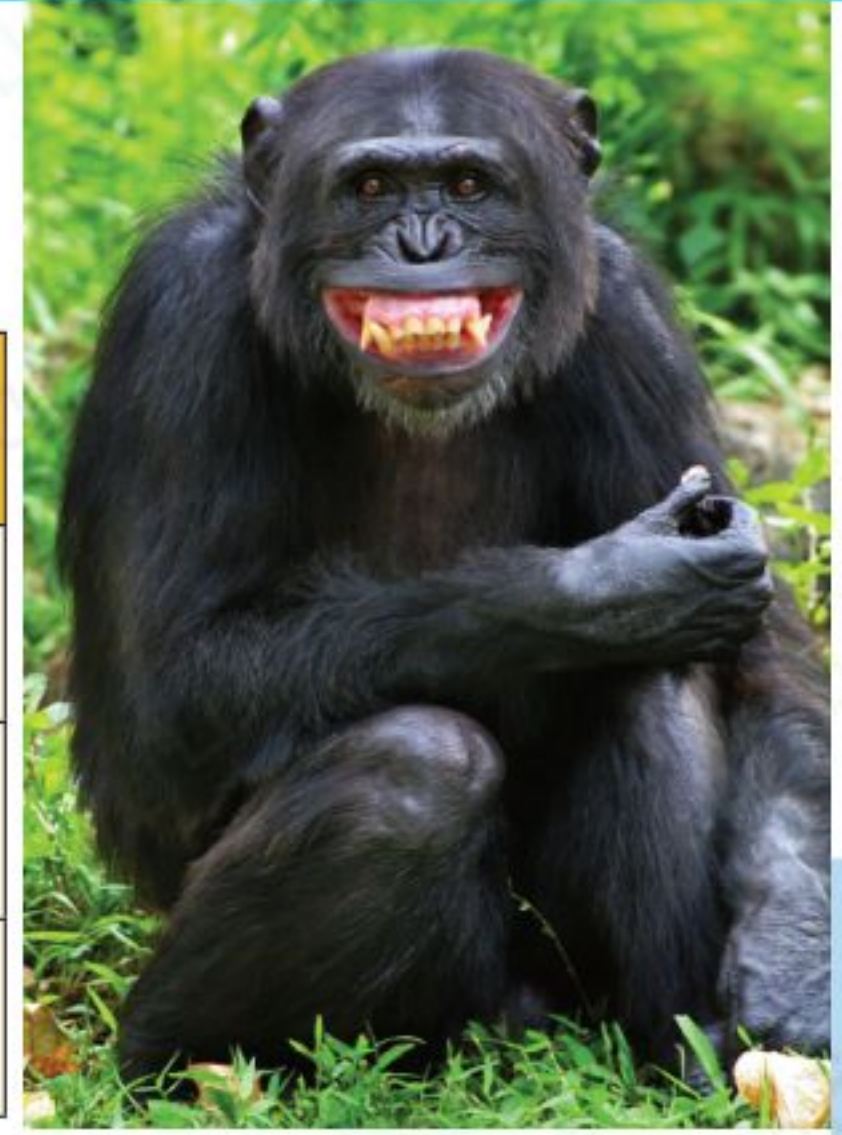


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5 Listening

استمع إلى التقرير عن قدرة الحيوانات على الضحك ثم أكمل الجدول
Listen to the report about animals' ability to laugh. Complete the chart.



الحيوانات التي تضحك Animals that laugh	ما الذي يجعلهم يضحكون What makes them laugh?	كيف تبدو الضحكة What does the laugh sound like?
Chimpanzees	chasing and playing with each other.	a panting sound like "ha ha ha".
Parrots and mynah birds	seeing people they like or playing a trick.	chucking
Rats	playing with each other and being tickled.	chirping

6 Pronunciation

Listen to the *b* and *v* sounds in each sentence. Then practice saying the sentences.

1. Until recently, it was **believed** that laughter was unique to humans.
2. The sound of human laughter has **been** found to relieve stress.
3. A particular **bird** that was **observed** used human laughter.
4. It was **discovered** that this area of a rat's **brain** lights up when it is tickled.
5. **However**, more research is needed **before** such a conclusion can **be** reached.

7 Vocabulary Building

سترى هذه الكلمات في فقرة القراءة صفحتي 148 و 149 وصل الكلمات بمعانيها

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

- | | |
|----------------------------|--|
| 1. <u>i</u> cardiovascular | a. real, not false |
| 2. <u>e</u> equivalent | b. to increase energy or activity |
| 3. <u>c</u> hearty | c. strong and with feeling |
| 4. <u>g</u> antibodies | d. related to the medical care of children |
| 5. <u>d</u> pediatric | e. equal |
| 6. <u>b</u> stimulate | f. to improve |
| 7. <u>f</u> enhance | g. substance produced by the body to fight germs and infection |
| 8. <u>h</u> prompt | h. to cause someone to do something |
| 9. <u>a</u> genuine | i. involving the heart and blood vessels |

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

تحقق من اجابتك مع زميلك و اذا كنت لا تفهم معنى كلمة ما ابحث عنها في القاموس





8 Reading

القراءة
قبل القراءة
Before Reading

1. What do you think each Hadith means? Discuss your thoughts in class.
2. Read the passage and underline important details about laughter.

Islam encourages smiling and moderate laughter.

For example, the following two Hadith indicate the virtue of smiling in Islam:

“Your smiling in the face of your brother is a charitable act.”
(*Aladab Almufrad*, 891)

“Don’t consider anything insignificant out of good things even if it is that you meet your brother with a cheerful face.”
(*Sahih Muslim*, 2626)

1. Each Hadith indicates that Islam encourages smiling. Smile as one of the behaviours Islam emphasised on through the teaching of the Prophet Muhammad and his traditions.

Laughter Really Is The Best Medicine

Are you feeling run-down? Stressed? Do you get sick easily? The solution to your problems may be surprisingly simple: Try laughing. Countless research studies have shown the amazing number of ways that laughter positively impacts both our mind and body.

Laughter has an immediate beneficial effect on our mood and sense of well-being. Generally speaking, the harder you laugh, the better you feel. But why is this? Research has found that laughter offers some of the same benefits as exercise. When you laugh, that laughter stretches, tones, and strengthens muscles in your face and body. It increases your heart rate and causes you to breathe faster, which increases oxygen levels in your body. According to William F. Fry, M.D., Associate Professor of Clinical Psychiatry at Stanford University, “Laughing 100–200 times per day is the cardiovascular equivalent of rowing for 10 minutes.”

One study even found that laughter can help people lose weight. Researchers discovered that laughing out loud for 10–15 minutes a day can burn up to 50 calories. However, this certainly doesn’t mean you should give up a visit to the gym for a hearty laugh. At the rate of 200 calories per hour, it would take over 17 hours of non-stop laughter to lose a single pound (450 grams)!

People who laugh often have other physical advantages as well. They tend to have lower blood pressure and lower stress levels. They tend to get sick less often because laughter has been shown to increase infection-fighting antibodies. Laughter has also been found to help fight disease and to help people recover from illness. This has led many hospitals to create programs designed to make patients laugh. For example, it is quite common to see a red-nosed clown joking with young patients in the pediatric ward. Hundreds of hospitals also provide patients with “humor carts,” loaded with humorous cartoons, DVDs, comic books, and funny props.

Laughter has also been found to make people alert, stimulate the brain, and enhance learning. It also helps people to be more productive, to communicate more effectively, to sleep more soundly, and to form friendships more easily. In the mid-1990s, a doctor from India was struck by these benefits and brainstormed a way to bring more laughter into his patients’ lives. The doctor, Madan Kataria, gathered a group of people together in a local park to practice laughing as part of a “laughter club.” During the club meetings, Kataria would prompt members to laugh in a variety of ways.





For example, he would tell them to greet one another with a laugh, or to laugh like a lion. Although Kataria discovered that fake laughter produces the same health benefits as genuine laughter, he was gratified to find that it usually didn't take long for fake laughter to turn into real laughter.

This idea of laughter clubs has been extremely successful. There are now more than 8,000 laughter clubs in 60 different countries. It seems laughter is indeed infectious! Now that you know the health benefits of laughter, think about ways you could bring more laughter into your life. Whether you go to comedy clubs, joke with a friend, or watch more comedies, your mind and body will soon be enjoying the many benefits of a good laugh.

بعد القراءة
After Reading

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

1. **true** Laughter increases oxygen levels in your body.
2. **false** People with lower stress levels tend to get sick more often.
3. **false** Clowns are a common sight in hospital emergency rooms.
4. **true** The first laughter club was started by an Indian doctor.
5. **false** Fake laughter does not produce the same health benefits as genuine laughter.
6. **false** There are about 800 laughter clubs in the world today.

HA! HA!

9 Speaking

1. Work in pairs or groups. Brainstorm ways of bringing more laughter into your life.
2. Complete the chart with your notes and use it to help you talk about your ideas in class.

People and things that make me laugh	My friends and their crazy stories, impractical jokers, things little kids say, humorous car bumper stickers, other people laughing, inside jokes, especially with my family, and dad jokes.
Things, jokes, stories, and events that I find funny	Funny stories, funny movies scenes, comedy shows, conversation with little kids, funny incidents, a silly texting jokes, and a funny meme.
Things that make my friends laugh	Texting them a silly joke and a funny meme, exaggerate, so much that you can't be taken seriously, picture an absurd image in their minds, and make it unexpected.
Things that prevent me from laughing	Thinking of someone I love who has died or of a sorrowful moment in life, Turn away in a violent coughing fit, fake sudden pain, run away... ..FAST!, and Fake a sudden violent allergy.
The way I feel when I laugh	A good, relaxed feeling. Soothe tension. Laughter can also stimulate circulation and aid muscle relaxation, both of which can help reduce some of the physical symptoms of stress.
What scientists say about laughter	Laughter produces positive emotions that lead to this kind of flourishing, also, Laughter can stimulate many organs. Laughter enhances your intake of oxygen-rich air, and activate and relieve your stress response.
What I think about laughter	Laughter produces positive emotions like amusement, happiness, mirth, and joy-build resiliency and increase creative thinking. They increase subjective well-being and life satisfaction.



10 Writing

ما هي المسرحية الهزلية؟

A. What is a sitcom?

1. Read the text and find out about sitcoms.
2. Think of sitcoms you have watched. Do you enjoy watching them? Why? Why not?
3. Who are your favorite characters? Why?

الحل في الصفحة التالية

A sitcom is a situation comedy without an ending. It consists of episodes, but the situation goes on. The television sitcom was born in the 1940s and 1950s. It had originally existed as a radio show that listeners would tune into every week to spend some time with familiar characters they grew to know and liked.

When television arrived in the late 1940s, shows were filmed in front of a live studio audience, with three cameras recording everything for later editing. In the 60s sitcoms combined fantasy with comedy and used a laugh track instead of a live studio audience. In the 70s social issues were included, but in the 80s there was a return to the original family concept, the most important success factor behind sitcoms.

Nowadays, shows are filmed with a single camera, on location or on studio sets, with no laugh track or live audience.



4. Read the excerpt of the sample script below and find out:

- Who the main characters are. **Kevin/ Omer.**
- What has happened. **He graduated.**

ACT ONE Scene One, Int. Living Room — Morning (Day 1) (Bill, Kevin)

KEVIN RUNS INTO THE LIVING ROOM WEARING HIS TRACKSUIT AND NOTICES A LETTER ON THE TABLE NEAR THE DOOR. AS HE TRIES TO OPEN IT, BILL WALKS IN WITH A FUNNY LOOK ON HIS FACE, POINTING TO THE LETTER.

KEVIN (excited)

Look! I got it! I'm a university student!

BILL (at a loss attempting to stop him)

But, but...

KEVIN RUSHES OUT THE DOOR, HOLDING THE ENVELOPE AS BITS OF CONFETTI START FALLING OUT MARKING HIS TRAIL; BILL STANDS AT THE DOOR SHAKING HIS HEAD. HE IS HOLDING ANOTHER LETTER IN HIS HAND.

BILL

Ahhhh Kevin, you never stop. That letter...

It was an advertisement...

Scene Two, Ext. School Yard — Twenty Minutes Later (Kevin)

KEVIN IS RUNNING AROUND THE SCHOOL TRAILING CONFETTI...

Characters: Omar and Kevin.

Plot: Kevin seizes a letter, read it and gets excited before dashing out. Omar is trying to explain something but Kevin rushes out of the door and doesn't notice Omar.



10 Writing



A. What is a sitcom?

1. Read the text and find out about sitcoms.
2. Think of sitcoms you have watched. Do you enjoy watching them? Why? Why not?
3. Who are your favorite characters? Why?

Answers:

A. A sitcom is a situation comedy without an ending. It consists of episodes ,but the situation goes on.

1.

1940s	fi	filmed in front of live studio audience, three cameras, later editing
1940s-1950s		sitcom was born, weekly radio show, familiar characters
1960s		fantasy and comedy, laugh track
1970s		social issues
1980s		return to family concept, success factor
Now		single camera on location or studio set, no laugh track, no live audience

2. I've watched many comedies and TV shows such as Friends, Succession, The Good Doctor Station, and I Love Lucy . With their relatable characters and feel-good humor, sitcoms offer a fictional world where any problems can be resolved by the end of a thirty-minute episode. They can influence how we think, act, and interact with others.

3. Answers will vary

4. Characters: Bill and Kevin

Plot: Kevin seizes a letter, reads it and gets excited before dashing out. Bill is trying to explain something but Kevin rushes out of the door and doesn't notice Bill..

- B. Scene Two:** Kevin receives the following messages on his voicemail. Read the messages and say who has left the message and why. Discuss how Kevin will feel when he reads them.
1. Hi Kevin. This is Dad. Your brother has told us the wonderful news! Congratulations, son. We are very proud of you.
 2. Hi Kevin. This is your bro, Bob. Well done. Do you want my help with moving your things? Call me.
 3. Hello Kevin. This is Mr. Jackson from university admissions. Unfortunately, we don't have any record of an offer of a university place for you. Please could you call us at: 234-7684 ext. 43. Thank you.
- C. Scene Three:** Bill has left a message for Kevin at home. Read the message and explain why Bill has left the message. How does Bill feel? In pairs, write the voicemail message Kevin leaves for Mr. Jackson explaining the situation.

*Hi Kevin,
 You ran out of the door so quickly that I didn't have a chance to explain. That letter was not from the university offering you a place. It was an advertisement! I'm really sorry I know how much you want to go to that college. Anyway, Mr. Jackson called and said they don't know who you are so you had better call and explain the situation. I'll be back at 6 p.m.
 See you later.
 Bill*

C. Bill has left the message for Kevin because he didn't have a chance to explain because Kevin ran out of the door so quickly.

- D.** How will the episode end? Work with a partner and make notes. Write a short description of the final scene.

Notes about the final scene:

Episode 10. Final scene
The beach-noon (Mon/Oct)
Ali shoot Ahmed with a gun
They both wear suits.

Episode 8, ACT ONE, Final scene

_____ (place) _____ (Day _____) (_____)

_____ (time of day) _____ (names of characters)

_____ IS STANDING/SITTING IN THE

_____ WEARING HIS _____

Writing Corner

When writing a sitcom:

- brainstorm ideas about funny scenes that you have experienced, heard about, or seen.
- identify what makes them funny.
- research and read scripts from sitcoms you know to get ideas.
- picture each scene and write a draft description.
- focus on the characters and list their characteristics (if possible draw them).
- outline the events in the episode.
- go back and edit, replace, or add to your material.
- give it to someone else to read before you finalize it.





11 Form, Meaning and Function



التعبير عن الأمنيات و الأسف و النقد

Expressing Wishes, Regret and Criticism

أتمنى Verb: Wish الفعل: أتمنى

يستخدم للتحدث عن أشياء حدثت في الماضي و تندم عليها الآن
Use *wish* for things that happened in the past that you now regret.

in the past I didn't see the TV comedian. I **wish I had seen** the TV comedian. Everyone thought he was so funny!
I couldn't get the joke. I **wish I had been able** to get the joke. I need to improve my English.
I switched off before the end of the TV show. I **wish I hadn't switched** off before the end of the TV show. The ending was supposed to be very good.

يستخدم في حالة الأشياء التي تتمنى حدوثها الآن أو في المستقبل لكنها على الأرجح لن تحدث
Use *wish* and *if only* for things you want to happen now or in the future but which you know probably won't happen.

in the present I am not a big fan of his jokes. I wish I found his jokes funny.
I feel down today. I wish I didn't feel down today. I wish I could cheer up.
The comedian can't make people laugh. The comedian wishes he could make people laugh.

in the future He won't lend me his car. I **wish he would lend** me his car.
My brother will leave for college soon. **If only he would stay.**

التعبير عن النقد

Expressing Criticism

يستخدم الفعل أتمنى أو فقط إذا للتعبير عن الانزعاج أو الموقف أو فعل معين لشخص آخر
Use *wish* or *if only* with *would* to express irritation or annoyance with a situation or the particular action of someone else.

I **wish he wouldn't use his cell phone** in class. I **wish** the children **would stop** interrupting.

Note: Use *if only* ... in the place of *wish* to express a wish, regret or criticism more emphatically: *If only it would stop raining, I wouldn't feel so depressed!*

استخدم الفعل أتمنى لإكمال الجمل. في بعض الحالات يمكن الحصول على أكثر من إجابة واحدة

A. Use the verb **wish** to complete the sentences. In some cases, more than one answer is possible.

Your best friend is a wonderful person, but he/she talks too much.

I wish that my best friend didn't talk so much/wouldn't talk so much.

1. I feel down. I think the weather is getting to me. It is so cold and wet.

I wish **it wasn't so cold and wet./ I wish I wasn't so down.**

2. He is stressed and run-down. He gets sick easily.

He wishes **he wasn't so run-down and stressed./ He wishes he wouldn't get sick so easily.**

3. Your parents won't let you go out tomorrow night.

I wish my parents **would let me go out tomorrow night.**

4. You borrowed your brother's cell phone without asking for permission. Now he's angry.

I wish **I hadn't taken my brother's cell phone without asking permission.**

5. They won't stop laughing. It's annoying me.

I wish **they would stop laughing./ I wish I didn't feel annoyed by them.**

6. You want to buy someone a present, but you don't have enough money.

If only I **had enough money to buy that present.**

7. Everyone watched the TV sitcom last night. They are all talking about it today.
You didn't watch it.

I wish **I watched the TV sitcom./ I wish I could talk about the TV sitcom./**

I wish I had watched the TV sitcom.

8. The clown was not funny. The children didn't laugh at his jokes.

If only **the children would laugh at the clown's jokes./ If only the clown was funnier, the children would laugh.**



Such...That / So...That

Such and so make the meaning of an adjective or adverb stronger. *Such...that* and *so...that* are used to show cause and effect.

such + adjective + noun + that

The new TV sitcom is **such** a funny show **that** everyone in my class watches it.

so + adjective or adverb + that

The comedian was **so** amusing **that** he had everyone in stitches.

We laughed **so** much **that** we had tears in our eyes.

Can't, Could, Couldn't, Must, May, or Might

Use *can't*, *must*, *may*, or *might* to make suppositions, to speculate about something, and to draw conclusions. Use *must* to say we are sure of something. Use *can't* or *couldn't* to say that we think something is impossible. Use *may*, *might*, or *could* to say that something is possible.

The story about the green aliens **can't be** true. It **might be** a prank. It **must be** April 1st! (present)

The story about the green aliens **can't have been** true. It **might have been** a prank. It **must have been** April 1st! (past)

طابق الجمل. ثم استخدم هذه الأفكار لكتابة جملة واحدة بـ **so...that** or **such...that**

B. Match the sentences. Then use these ideas to write one sentence with **so...that** or **such...that**.

I'm having **such** a good time **that** I don't want to go home.

- ___ I'm having a good time.
- ___ The food was spicy.
- ___ Emma is a popular name.
- ___ The school is selective.
- ___ The company received many complaints.
- ___ My brother has won many sports trophies.
- ___ You have made a big meal.
- a. My mouth burned for half an hour after eating it.
- b. We've had to build a shelf to put them on.
- c. They only accept one student for every 100 applications.
- d. I don't want to go home.
- e. We'll never be able to finish it all.
- f. There are four girls in the class with that name.
- g. They had to recall the product.

اكتب جملاً لتخمين حول المواقف. استخدم **can't, could, couldn't, must, may, or might** في جملك

C. Write sentences to speculate about the situations. Use **can't, could, couldn't, must, may** or **might** in your sentences.

The boys look worried. They **must** have smashed the window.



boys / worried



1. fans / happy



2. Nawal / angry



3. parents / sad



4. officer / surprised

B. Match the sentences. Then use these ideas to write one sentence with **so...that** or **such...that**.

💡 I'm having such a good time that I don't want to go home.

Answers:

1. **d. I'm having such a good time that I don't want to go home.**
2. **a. The food was so spicy that it burned my mouth for half an hour after eating it.**
3. **f. Emma is such a popular name that there are four girls in the class with that name.**
4. **c. The school is so selective that they only accept one student for every 100 applications.**
5. **g. The company received so many complaints that they had to recall the product.**
6. **b. My brother has won so many sports trophies that we've had to build a shelf to put them on.**
7. **e. You have made such a big meal that we will never be able to finish it.**

C. Write sentences to speculate about the situations. Use **can't**, **could**, **couldn't**, **must**, **may** or **might** in your sentences.

💡 The boys look worried. They **must** have smashed the window.

Answers:

1. **The fans look happy. Their team must have won the game. They can't have lost.**
2. **Nawal looks angry. She may never stop shouting. / Her daughter must have done something terrible.**
3. **His parents are sad. He must be going to college.**
4. **The officer is surprised. The boy might have crashed into him.**



12 Project

1. Research films or sitcoms on TV and find scenes that you find really funny. Choose two films/sitcoms and watch the scenes again, if possible. **ابحث عن الأفلام أو المسلسلات الهزلية على التلفزيون و ابحث عن المشاهد التي تجدها مضحكة فعلاً.**
2. Make notes in the chart. Include as many details as you can. **قم بتدوين الملاحظات في الجدول.**
3. Use your information/notes to prepare a PowerPoint presentation for your class. **استخدم ملاحظتك لإعداد عرض تقديمي للفصل.**



Film/sitcom title	1. Tash Ma Tash	2. Menahi
Scene/description	was a popular Saudi Arabian satirical comedy that ran for 18 seasons and is considered one of the most successful television works in Saudi Arabia and the Arab World.	Menahi is a Saudi comedy film. Fayez Al-Malki is the lead actor. The film is about the Bedouin villager who gets rich and decides to move to a big city.
Character(s) (name, role, actor)	The idea of the series started through the artist Abdullah Al Sadhan and Nasser Al Qasabi and directed by Amer Al Hamoud.	Menahi is a Saudi Bedouin young man, single and living with his old mother. He is a simple, spontaneous and kind-hearted man.
Script/what characters say	The show consists of episodic comedy sketches that present social commentary on the Saudi society.	He dreams of owning a small farm to raise sheep. But he went out into the city and didn't adapt to civic life.
Action(s) in the scene	Many actions often dealing with sensitive topics such as social aspects, culture, terrorism, marital relations, and religion.	His adventures in Dubai , his reactions to civic life and civilians.
Funny element (behavior, words, appearance, act)	The charisma of the actor Nasser Al Qasabi made the series full of fun.	Sure Menahi is funny and make you laugh. Menahi is the story of a man from a small Saudi village who strikes it rich and his adventures in Dubai.



4. Act out funny scenes in class for your classmates to guess the roles, actors, or film. Try to remember the lines from the script. **قم بتمثيل مشاهد مضحكة في الفصل لزملائك لتخمين الأدوار أو الممثلين أو الفيلم.**
5. Present your presentation. **قدم العرض الخاص بك.**

13 Self Reflection

Things that I liked about Unit 9:	Things that I didn't like very much:
<hr/>	<hr/>
<hr/>	<hr/>

Things that I found easy in Unit 9:	Things that I found difficult in Unit 9:
<hr/>	<hr/>
<hr/>	<hr/>

Unit 9 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about humor and tell jokes			
explain consequences with comparatives			
use past and present participial adjectives			
use <i>get</i> + adjective and <i>get</i> + past participle			
use <i>the...the...</i> comparatives			
express wishes, regret and criticism			
use <i>such...that/so...that</i> ; <i>can't</i> , <i>could</i> , <i>couldn't</i> , <i>must</i> , <i>may</i> , or <i>might</i>			

My five favorite new words from Unit 9:	If you're still not sure about something from Unit 9:
<hr/>	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help
<hr/>	
<hr/>	



10 You Are What You Eat

رابطہ المدرس الرقمي



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الاستماع و المناقشة

1 Listen and Discuss

الحل في الصفحة التالية

1. What is the most unusual thing you have ever eaten?
2. Are you careful about the kinds of foods you eat? Why or why not?
3. What do you think the expression **you are what you eat** means? Do you agree?

- 1 ما هو أغرب طعام أكلته على الإطلاق؟
- 2 هل أنت حريص على نوع الطعام الذي تتناوله؟ لم؟ ولم لا؟
- 3 في رأيك ماذا يعني تعبير أنت ما تأكل؟ هل توافق عليه؟

FOOD MYTHS

ضع دائرة حول صح أو خطأ ثم اقرأ وتأكد من إجابتك
Circle **True** or **False**. Then read and check your answers.

- 1 Many Japanese restaurants serve a kind of fish that can kill diners within hours if it is not prepared properly.
- 2 Eating chocolate has been linked to an increase in heart disease.
- 3 Fresh vegetables are healthier than frozen vegetables.
- 4 Apples, potatoes, and onions all taste the same when eaten while holding your nose.
- 5 Red dye produced from grinding up insects is used in many food items.

True False

True False

True False

True False

True False



10 You Are What You Eat

رابطہ المدرس الرقمي



www.ien.edu.sa

1 الاستماع و المناقشة Listen and Discuss

1. What is the most unusual thing you have ever eaten?
2. Are you careful about the kinds of foods you eat? Why or why not?
3. What do you think the expression ***you are what you eat*** means? Do you agree?

1. It's kind of difficult to decide what is the "best" food I've eaten because what is good to me is just normal to other people. So I remember that the best meal I have ever had eaten is not fit for royalty or one from a five-star restaurant. It was simple yet tasty. The food included fried chicken, spaghetti, French fries, and rice.

2. Yes, because agriculture has given us vegetables, cereals, meat and dairy products. It is important that the food we eat and the water we drink is clean and safe. So it is essential to prepare meals in a safe, hygienic way.

3. It means that the foods you put into your body are what makes up your body. It is important to eat good food in order to be healthy and fit. Example of Use: "I'm feeling more energetic now that I've started eating more salad." Answer: "You are what you eat!"



1 Blowfish, which are considered a delicacy in Japan, contain deadly toxins. If not properly prepared, eating blowfish can lead to death by poisoning. Victims usually die within 4 to 24 hours of consuming the fish. Blowfish diners count on specially licensed chefs to prepare the fish safely.

3 Frozen vegetables are at least as nutritious as fresh vegetables, and may sometimes actually be healthier. Fresh vegetables are at their nutritional peak at the moment they are picked. However, they often spend days or weeks in transit, in the produce aisle, and in your refrigerator. Over time, vegetables lose vitamins and minerals. However, frozen vegetables are picked and frozen at their peak. Freezing locks the vitamins and minerals in. When you do buy fresh vegetables, try to pick out ones that seem fresh and have been grown locally.

2 A number of studies have shown that chocolate consumption may reduce the risk of developing heart disease and cancer. Scientists believe that antioxidants reduce the chances of developing these diseases. Antioxidants are also thought to enhance blood flow and help maintain healthy cholesterol levels. Dark chocolate and cocoa powder are particularly rich sources of antioxidants. In fact, ounce for ounce, dark chocolate and cocoa have more antioxidants than antioxidant-rich foods like blueberries and green tea. Of course, it's not good to eat *too* much chocolate, but it's not a good idea to cut chocolate out altogether, either.

4 Up to eighty percent of taste comes not from our taste buds, but from our sense of smell. Taste buds allow us to identify bitter, salty, sweet, and sour flavors. But we depend on the *smell* of foods to give us most of our sense of flavor. So without smelling the aroma of a food, it is difficult to distinguish one flavor from another. (Incidentally, this is why food loses its flavor when you have a stuffed-up nose!)

5 Many food items with a deep red color, including fruit juices, candies, and gelatin, include a dye called cochineal or carmine. This dye comes from the shells of the female cochineal insect, which is found in South and Central America. The dye has been used for centuries and dates back to the Aztecs.

Answers: 1. True 2. False 3. False 4. True 5. True

تحقق سريع

Quick Check ✓

المفردات

A. **Vocabulary.** Find words in the quiz that mean:

- | | |
|--|--|
| 1. an expensive and/or hard to find food | 5. the highest point |
| 2. poisons | 6. fragrant smell |
| 3. having legal permission to do something | 7. to be able to identify one from another |
| 4. to keep something in good shape | |

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

- _____ Victims of blowfish poisoning suffer months of illness before they die.
- _____ Antioxidants can help prevent the development of heart disease.
- _____ Blueberries are the food richest in antioxidants.
- _____ Fresh vegetables are at their nutritional peak when they are cooked.
- _____ Our taste buds are responsible for only 20 percent of what we think of as taste.
- _____ Cochineal has only been used as a dye for the last few decades.

1. delicacy
2. toxins
3. licensed
4. maintain
5. peak
6. aroma
7. distinguish

1. false
2. true
3. false
4. false
5. true
6. false

عمل ثنائي

2 Pair Work

1. Food should be put away in the fridge or freezer within two hours (TRUE)
2. Milk and eggs can be stored in the refrigerator door. (FALSE)
3. The temperature at which your cook leftovers doesn't matter because it's already cooked. (FALSE)

With a partner, write three more **true/false** statements about food. Read them to your classmates and ask if they are true or false.

اكتب مع زميلك ثلاث عبارات صح/خطأ عن الطعام
اقرأ الجمل لزملائك وإسأل ما إذا كانت صحيحة أو خاطئة



3 Grammar

القواعد



شبه الجملة الفعلية تتكون من فعل + حرف. و الحرف يمكن أن يستخدم كحال أو حرف جر و الحرف يعطي الفعل معنى مختلف

Phrasal Verbs شبه الجملة الفعلية

A phrasal verb is made up of a verb + a particle. A particle is a word that is used as an adverb or a preposition. The particle gives the verb a different meaning. One verb can be combined with different particles to create different meanings.

- Didn't you like the dinner? You only **picked at** it. (pick at = eat without enthusiasm)
 My sister **picks on** me for being a vegetarian. (pick on = tease)
 We need to **pick out** a restaurant for the celebration. (pick out = choose)
 Will you **pick up** a gallon of milk on your way home? (pick up = get, buy)

بعض أشباه الجمل لا تنفصل. فالاسم أو الضمير يأتي بعد الحرف

Separable and Nonseparable Phrasal Verbs أشباه الجمل الفعلية المنفصلة و غير المنفصلة

Some phrasal verbs are *nonseparable*. The noun or pronoun always follows the particle.

- I **ran into** Reema at the supermarket. (NOT: I ran Reema into at the supermarket.)
 I **ran into** her. (NOT: I ran her into.)

- | | | | |
|-------------|-----------|-----------|----------|
| call for | come from | look into | tire of |
| come across | go on | run into | turn out |

الكثير من أشباه الجمل الفعلية قابلة للفصل. فاسم المفعول يمكن أن يأتي بعد الحرف

Many phrasal verbs are *separable*. A noun object can come after the particle.

The chef **cut up** the steak into small pieces. اسم المفعول يمكن أن يأتي بين الفعل و الحرف

A noun object can come in between the verb and the particle.

The chef **cut** the steak **up** into small pieces. إذا استخدم ضمير المفعول يجي أن يأتي بين الفعل و الحرف

If a pronoun object is used, it must come between the verb and the particle.

The chef **cut it up** into small pieces. (NOT: The chef cut up it into small pieces.)

- | | | | |
|------------|-----------|------------|-----------|
| burn off | point out | talk over | turn down |
| cut up | put on | tell apart | turn into |
| figure out | send back | think over | wake up |
| fit in | take off | throw away | whip up |
| give up | take out | throw out | |

أشباه الجمل الفعلية المكونة من ثلاث كلمات لا يمكن فصلها. فالاسم أو الضمير يأتي دائماً بعد فعل شبه الجملة

Three-Word Phrasal Verbs أشباه الجمل الفعلية من ثلاث كلمات

Three-word phrasal verbs consist of a verb + a particle + a preposition. Three-word phrasal verbs are nonseparable. The noun or pronoun always comes after the phrasal verb.

The doctor says you must **cut down on** sugar. (NOT: You must cut sugar down on.)

- | | | | |
|----------------|---------------|----------------|-----------------|
| catch up on | drop out of | get along with | look forward to |
| come down with | feel up to | get rid of | make do with |
| come up with | get away with | load up on | run out of |
| cut down on | get down to | look down on | take care of |



أكمل الجمل بحرف جر من الصندوق و بعض حروف الجر يمكن استخدامها أكثر من مرة

- A. Complete the sentences with a particle from the box.
Some of the particles can be used more than once.

for into off on out over up

My sister has gone (1) **on** too many crazy diets. Last month, she was on a diet that called (2) **for** her to eat almost nothing but grapefruit all day. Initially, the diets seem to work. They take weight (3) **off** quickly. But a few weeks later my sister always seems to put the weight (4) **on** again. And the diets were making her tired and weak. I pointed this (5) **out** to her last week and we talked (6) **over** my concerns. I asked her to figure (7) **out** a better way of losing weight. She thought it (8) **over** and agreed to give (9) **up** the crazy diets. She's going to look (10) **into** more sensible diets, and she's going to try to burn (11) **off** calories with more exercise.



أعد كتابة كل جملة بضمير ثم ضع دائرة
إذا كان الفعل المركب منفصل أو غير
منفصل

- B. Rewrite each sentence with a pronoun. Then circle **S** if the phrasal verb is separable or **NS** if it is nonseparable.

⚡ We came across a great recipe.
We came across it. S (NS)

- | | | |
|--|---|----|
| 1. I'm going to send back this food. | S | NS |
| 2. Most people can't tell apart a yam from a sweet potato. | S | NS |
| 3. You need to throw out the moldy cheese. | S | NS |
| 4. I never tire of chocolate. | S | NS |
| 5. Wake up Jenna for breakfast. | S | NS |
| 6. I never turn down dessert. | S | NS |

- C. Complete the three-word phrasal verbs. أكمل الأفعال المركبة من ثلاث كلمات

⚡ I don't feel up to going out to dinner tonight.

- He ran to the supermarket because we ran **out of** milk.
- These shoes are old. I think I'll get **rid of** them.
- She has heart problems. Her doctor told her to cut **down on** fatty foods.
- They came **down with** food poisoning after they ate the spoiled meat.
- Marathon runners often load **up on** pasta the night before a race.
- We're looking **forward to** trying the new Indian restaurant.

B. Rewrite each sentence with a pronoun. Then circle **S** if the phrasal verb is separable or **NS** if it is nonseparable.

? We came across a great recipe.

We came across it. **S** **NS**

1. I'm going to send back this food.
2. Most people can't tell apart a yam from a sweet potato.
3. You need to throw out the moldy cheese.
4. I never tire of chocolate.
5. Wake up Jenna for breakfast.
6. I never turn down dessert.

S **NS**
S **NS**
S **NS**
S **NS**
S **NS**
S **NS**

1. I'm going to send it back.
2. Most people can't tell them apart.
3. You need to throw it out.
4. I never tire of it.
5. Wake her up for breakfast.
6. I never turn it down.





4 المحادثة Conversation

- Nawal:** Thank you so much for this wonderful meal! It must've taken all day to make such a phenomenal spread.
- Fadwa:** My pleasure. It was no hassle at all. I whipped it up in no time.
- Nawal:** You are quite the cook. I don't think I've ever had such a gourmet meal.
- Fadwa:** I'm so glad you're enjoying it. Can I give you some more of the chicken?
- Nawal:** Oh, no thanks. I'm absolutely stuffed.
- Fadwa:** Would you like to try the grilled asparagus?
- Nawal:** No, really, I couldn't possibly eat more.
- Fadwa:** Are you sure?
- Nawal:** Absolutely. Honestly, I couldn't eat another bite.
- Fadwa:** Oh, that's a shame. I made two different desserts. One is a chocolate raspberry layer cake and the other is almond crème brûlée.
- Nawal:** Did you say chocolate raspberry cake? Come to think of it, it's rude to turn down food, right? I'm sure I could fit in a bit of that. And maybe I'll have a bite of crème brûlée as well. I have a sweet tooth, you know.



Real Talk

- spread = an abundant meal laid out on a table
- whipped it up = made it quickly and easily
- in no time = very quickly
- quite the (something) = a very good (something)
- Come to think of it = Something has just occurred to me
- have a sweet tooth = love desserts and candy

About the Conversation عن المحادثة

1. Does Nawal assume Fadwa went to a lot of trouble to cook the meal? What does Nawal say?
2. What foods did Fadwa prepare? **الحل في الصفحة التالية**
3. What change of attitude does Nawal have? What causes this change?

Your Turn دورك

Role-play with a partner. Pretend you are hosting dinner for a family member. Act out the meal, using the phrases from the box for offering, accepting, and declining food and drink. **الحل في الصفحة التالية**

Offering, Accepting, and Declining Food and Drink

Please help yourself to...

Would you like to try the...?

Can I give you some more...?

Thanks, I'd love a little/some more...

No thank you...

Thank you, but...

...I couldn't eat another bite.

...I'm stuffed.

10 You Are What You Eat

About the Conversation

1. Does Nawal assume Fadwa went to a lot of trouble to cook the meal? What does Nawal say?
2. What foods did Fadwa prepare?
3. What change of attitude does Nawal have? What causes this change?

Answers:

1. **Yes. She says it must have taken all day to make such a phenomenal meal.**
2. **Fadwa prepared chicken, grilled asparagus, chocolate raspberry layer cake, and almond crème brûlée.**
3. **First she says she can't "eat another bite." But then she decides that she can eat more when she hears about the desserts.**

Your Turn

Role-play with a partner. Pretend you are hosting dinner for a family member. Act out the meal, using the phrases from the box for offering, accepting, and declining food and drink.

Answers:

Conservation

A: Would you like to cook dinner together?

B: Sure, I'd love to. What would you like to eat?

A: I was thinking maybe vegetable soup?

B: I love vegetable soup! What ingredients should we use?

A: I have carrots, onions, zucchini and broccoli in the fridge.

B: Great! Then let's use all of that. I'll dice the zucchini and the onions. Do you want to prepare the broccoli and carrots?

A: Yes, I'll do that. Should we add some pepper and garlic?

B: Oh yes, that sounds delicious! We could also bake a baguette in the oven.

A: Very good idea! How do you want to season the soup? With salt and pepper?

B: Yeah, and with some chili, if that's ok with you? I'm really hungry already.

A: Me too! Who taught you how to cook?

B: My mother. She is a great cook! We always used to prepare dinner together.

A: If you set the table, I will finish the soup, and then we can eat.

B: Sounds good.

5 Listening

استمع إلى عملية صنع قالب من الشوكولاتة. في كل مرحلة من مراحل العملية يكون للشوكولاتة اسم مختلف اكتب هذه الأسماء بالترتيب الصحيح في المخطط

Listen to the process for creating a bar of chocolate. At each stage in the process, the chocolate has a different name. Write these names in the correct order in the chart.

bean	crumb	nib	pod
chocolate bar	cocoa mass	paste	



6 Pronunciation

In two-word and three-word verbs, the stress is placed on the second word (the first particle). Listen and practice.

1. Chocolate **comes from** the cacao tree.
2. Once they receive a shipment of beans, they **get down to** the business of processing the cocoa into chocolate.
3. One of the steps in the manufacturing process involves **getting rid of** the shells.
4. Workers **take out** the cocoa beans and **throw away** the husks.
5. The chocolate **cools down**, is **taken out of** the mold, and becomes a chocolate bar.

7 Vocabulary Building

سترى هذه الكلمات في فقرة القراءة صفحتي 162 و 163 وصل الكلمات بمعانيها

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

- | | |
|------------------------|--|
| 1. <u>c</u> existence | a. delicious |
| 2. <u>g</u> staple | b. something that is used in place of another thing |
| 3. <u>f</u> vendor | c. the presence of something in reality |
| 4. <u>e</u> quandary | d. something you let yourself have even though it may be bad for you |
| 5. <u>d</u> indulgence | e. a situation in which someone doesn't know what to do |
| 6. <u>b</u> substitute | f. someone who sells something |
| 7. <u>a</u> delectable | g. a common or important item |

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

تأكد من إجابتك مع زميلك. إن لم تستوعب معنى أي كلمة ابحث عنها في القاموس



8 Reading

القراءة
قبل القراءة

Before Reading

اقرا المقال و ضع خطأً تحت المعلومات التي تخبرك بكيفية اكتشاف أطعمة شهيرة معينة

Read the article and underline the information that tells you how certain popular foods were discovered.

Accidental Food Discoveries

Can you imagine a world without cool, creamy ice-cream cones? Isn't it depressing to imagine life without chewy, delicious, chocolate chip cookies? And who could get by without salty, addictive, crispy potato chips? Yet all these treats are fairly recent inventions that may never have come into existence if it weren't for lucky accidents.



Have you ever enjoyed the cool refreshment of a popsicle on a hot summer day? If so, you have an 11-year-old boy named Frank Epperson to thank. One winter day in 1905, young Epperson was making soda pop by mixing powdered soda and water. He accidentally left the mixing bucket outside with the mixing stick in it overnight. That night, the temperature reached freezing. In the morning, Epperson discovered that the fruit-flavored liquid had frozen to the stick. Although he tried and liked his invention, it wasn't until eighteen years later that it occurred to him to turn his invention into a business. Epperson's children referred to this treat made by their pop as a *popsicle*. That name stuck and eventually became the official name. Today, popsicles are enjoyed by millions of people around the world.

But, perhaps your dessert of choice on a hot day is an ice-cream cone. If so, you should be glad for the unexpected event that brought two men together at the 1904 St. Louis World's Fair. An ice-cream vendor named Charles Menches was doing such booming business that he ran out of bowls to put the ice cream in. The vendor next to Menches was a young Syrian immigrant named Ernest Hamwi. Hamwi was selling a Syrian treat called zalabia, a crisp, wafer-like pastry. Hamwi came up with a solution to Menches' quandary. Hamwi rolled some of his warm pastry into a cone so that Menches could put ice cream inside. In that instant, a favorite international hot weather treat was born.



Of course, not everyone is a fan of frozen treats. Some prefer the indulgence of delicious freshly baked goods, like chocolate chip cookies. These people should be grateful for an accidental discovery made by an American housewife in 1930. One day Ruth Wakefield was making chocolate cookies when she realized that she had run out of baker's chocolate. Wakefield decided to substitute broken-up pieces of a chocolate bar she had on hand. She assumed that the small pieces of chocolate would melt and mix into the batter. However, after taking the cookies out of the oven, Wakefield discovered that the chocolate hadn't melted. Instead, there were little chips of chocolate throughout the cookie. Much to Wakefield's delight, the chocolate chip cookie proved to be a great success with her family and guests. Wakefield sold the recipe to the chocolate company Nestlé® in exchange for a lifetime supply of chocolate chips. It wasn't long before the chocolate chip cookie became a world-famous treat.



But, if crunchy, salty treats like potato chips are your preference, then you owe a debt of gratitude to a cranky chef and a picky diner who lived over 150 years ago. On August 24, 1853, George Crum was working as a chef in a restaurant when he became frustrated with a customer. The customer had repeatedly sent back his French fries, complaining that they were too thick and soggy. Fed up, Crum decided to teach him a lesson. Crum sliced the potatoes as thinly as possible and fried them in grease. To Crum's astonishment, the customer thought the chips were delectable. They became a regular item on the restaurant's menu and, in time, became a staple of the global fast food industry.



Clearly not all accidents are bad. Some have made our lives richer, sweeter, and tastier!

بعد القراءة

After Reading

Answer the questions.

أجب بصح أو خطأ

1. In your own words, explain how popsicles were invented.
2. Where was the ice-cream cone invented?
3. How did Syrian culture contribute to the invention of the ice-cream cone?
4. What did Ruth Wakefield get from Nestle® in exchange for her recipe?
5. Why did George Crum originally create the potato chip?

الحل في الصفحة التالية

Answers in next page

9 Speaking

التحدث

1. Popular Desserts : Ma'amoul, Knafeh, Baklava, Muhallebi , Luqaimat, Hanini, Basbousa, Qatayef/ Katayef

1. Work in pairs or groups. Make a list of desserts and snacks that are popular and try to decide what makes them popular, i.e. texture, flavor, aroma, presentation, ingredients, etc.
2. Think about a new dessert or snack and make notes in the chart. Use your notes to present your dessert/snack in class.
3. Choose what you think is the best new dessert/snack and say why you think it's the best.

	My favorite desserts and snacks	My new dessert/snack
Name(s)	❖ Lemon Garlic Pasta with Fish	❖ Baklava
Flavor/ingredients	❖ Scallops, linguini, salt & pepper, olive oil, butter, garlic, rockfish, lemon	❖ Nuts, phyllo dough, butter or oil ghee, and simple syrup.
Bought or homemade	❖ Homemade	❖ Homemade
How to make it	❖ Cook the pasta then cook the fish. Make the sauce and serve	❖ Phyllo dough, finely crushed pistachios, butter, 163 and a simple syrup made of sugar, water, and lemon juice.

بعد القراءة After Reading

Answer the questions. **أجب على الأسئلة.**

1. In your own words, explain how popsicles were invented.
2. Where was the ice-cream cone invented?
3. How did Syrian culture contribute to the invention of the ice-cream cone?
4. What did Ruth Wakefield get from Nestlé® in exchange for her recipe?
5. Why did George Crum originally create the potato chip?

1. A boy left a bucket of soda out one cold night with a mixing stick in it, and it froze.

2. It was invented at the 1904 St. Louis World's Fair.

3. A Syrian immigrant named Ernest Hamwi rolled up his pastry to make a cone for the ice cream.

4. She received a lifetime supply of chocolate chips.

5. Because a customer complained about his french fries being too soggy, Crum was going to "teach him a lesson" by giving him very crisp french fries.





10 الكتابة Writing

A. Why do you think a meal might be unforgettable? Could it be for good or bad reasons?

1. Read the text and find out.

- Why was each meal memorable?
- Where was each meal served?

الحل في الصفحة التالية

• What were the writer's feelings in each case? Highlight parts in the text that convey feelings/attitude.

2. Would you have felt differently? How would you have reacted in each case?

Too Much Seafood

A few years ago, we were at a famous seafood restaurant. A friend of ours went overboard and proceeded to order almost everything on the menu. Soon, immense amounts of seafood started arriving on large platters. We ended up with a feast that could have fed twenty starving people, not six. It was all delicious but there was too much of it. Three of the group were determined to clear everything, so they continued gobbling down fish, seafood, salad, French fries, anything that was still on the table.

Three hours later, we split an exorbitant check among us and walked back to our hotel, feeling unpleasantly full. As expected, we all got sick. Our extravagant friend, who had eaten most of what he had ordered, was taken to the hospital. The rest of us were given strict orders to only consume liquids and stay in bed for the rest of our stay.



Pepper Sauce and Truffle

I was flying back home from France. I had been given a first class seat because the plane was overbooked and my seat had been given to someone else. I did not, of course, mind the change one bit.

I had been traveling on a very tight student budget, and had been trying to cut down on expenses, so I tended to skip meals quite often. After the plane took off, I realized that I was famished. Appetizing smells wafting my way from the galley did nothing to reduce my hunger. Fortunately, we were served very soon. I tasted the food and was truly amazed. It consisted of the most succulent, tastiest bon filet in pepper sauce that I had ever had. It was served with truffles and baked baby potatoes with herbs. The pepper sauce was delicious as were the truffles. I decided that I rather liked flying first class!

3. Read through the texts and find the words or phrases. Can you think of other words or phrases that you could use instead? Look them up in your dictionary and compare in class.

الحل في

immense
feast

gobble down
exorbitant

extravagant
skip a meal

waft
succulent

famished
appetizing

الصفحة التالية

3. اقرأ من خلال النصوص وابحث على الكلمات والعبارات. هل يمكنك التفكير في كلمات وعبارات أخرى يمكن أن تستخدمها بدلاً من ذلك؟ ابحث عنها في قاموسك ومقارنتها في الفصل

10 Writing

A. Why do you think a meal might be unforgettable? Could it be for good or bad reasons?

1. Read the text and find out.

- Why was each meal memorable?
- Where was each meal served?
- What were the writer's feelings in each case? Highlight parts in the text that convey feelings/attitude.

2. Would you have felt differently? How would you have reacted in each case?

Answers:

A. If the meal is of average taste, then the circumstances surrounding that meal would be responsible for making it an unforgettable one. Maybe someone cracked a funny joke during the meal that still makes you laugh.

1.

- The meal at the seafood restaurant was memorable because there was too much food and everyone got sick. The meal on the plane was memorable because it was the tastiest and best meal the person had ever had.
- The seafood meal was served at a famous restaurant in Bangkok, Thailand. The bon filet dish was served on the plane.
- The writer felt that the meal was over the top/too extravagant/too expensive. The writer of the second article was extremely satisfied with his meal.
- Too Much Seafood- clues: went overboard, proceeded to order almost everything that was on the menu, feast/could have fed twenty starving people, gobbling down, exorbitant check
- Pepper Sauce and Truffle- clues: appetizing smells, amazed, succulent, tastiest bon fillet, delicious

3. Read through the texts and find the words or phrases. Can you think of other words or phrases that you could use instead? Look them up in your dictionary and compare in class.

immense	gobble down	extravagant	waft	famished
feast	exorbitant	skip a meal	succulent	appetizing

Answers:

Immense: extremely large, enormous, huge

Feast: a large, elaborate meal

Gobble down: eat something quickly and clumsily with almost no chewing

Exorbitant: much larger amount of money than normal, astronomical

Extravagant: spending more than one can afford

Skip a meal: not have a meal

Waft: move gently through the air

Succulent: juicy and good

Famished: extremely hungry, starving

Appetizing: food that looks and smells so good it makes you want

اكتب وصفاً لوجبة تناولتها ذات يوم لا تنسى. ربما تناولتها في مناسبة خاصة أو مجرد وجبة عادية

- B. 1. Write a description of a memorable meal you once had. It might have been a special occasion or just an ordinary meal when something special happened.
2. Before you write, use a graphic organizer to help you remember the details of where you were, who you were with, what you ate, when it was, and why it was special.

الحل في الصفحة التالية

قبل أن تكتب استخدم المنظم لمساعدتك على تذكر التفاصيل مكان وجودك ومن كنت معه و ما الذي أكلته و متى كان ذلك و لماذا كان مميزاً



A Memorable Holiday Dinner

I'll never forget a meal I had during my freshman year of college. Most students went home for the holidays, but some, like me, who came from different countries, stayed on campus.

Although I had always looked forward to the big holiday dinner at home, this year I figured I would make do with a sandwich. But then I talked with a few other students who had stayed, and we came up with a plan to whip up our own holiday dinner...

Writing Corner

When writing an essay about a memorable event:

- brainstorm and picture different events/occasions/scenes.
- make notes about the picture(s) in your mind.
- think about your reader/audience and select information accordingly.
- check to make sure you would not offend anyone through your account.
- focus on the people, the setting, the events, and feelings as required to highlight the aspect you want to focus on.

- B. 1.** Write a description of a memorable meal you once had. It might have been a special occasion or just an ordinary meal when something special happened.
- 2.** Before you write, use a graphic organizer to help you remember the details of where you were, who you were with, what you ate, when it was, and why it was special.

A Memorable Dinner at Italian Restaurant

My family usually enjoys our dinner at home with simple and traditional dishes, but there was an occasion we had a very special meal together in a fancy restaurant. It was around 4 years ago when I was tied up in revision for my final examination. After that high-pressure time, I passed the exam with flying colors so my dad decided to ease my mind by taking the whole family to a Western restaurant for enjoying a cozy meal together. That dinner was a little unusual to my family because we had never eaten in such luxurious restaurant, so my mother and I were very surprised at that time.

This Italian restaurant is located in downtown of the City. Because it is situated in a well-trodden area, this restaurant welcomes hundreds of guests every night. The food here, therefore, wasn't very budget-friendly. Actually, it cost my family an arm and a leg, which made this dinner even more special to me. Even though my dad is not the kind of person who expenses a lot of money, he was still willing to take my mom and me to such a restaurant as a reward for my hard work. So I really appreciated him for that.

I really enjoyed this dinner because it really helped me to relieve everyday stress and chill out after long hard-working days. Besides, this unusual meal was also a very good chance for us to strengthen our family bond because we all have been so busy for a long time. In the future I will try to earn a lot of money to take my family to wonderful places like this to try different cuisines and outstanding dishes, like lobster, abalone and salmon.





11 Form, Meaning and Function



الأسماء المعدودة وغير المعدودة

Count/Noncount Nouns

تطلق الأسماء المعدودة على الأشياء التي يمكنك عدّها: جزرة واحدة، جزرتان، إلخ لها صيغ المفرد و الجمع. Count nouns name things that you can count: *one carrot, two carrots*, etc. They have singular and plural forms.

أسماء المفرد المعدودة
Singular Count Nouns

a burger
an egg

أسماء الجمع المعدودة
Plural Count Nouns

two burgers
three eggs

تطلق الأسماء غير المعدودة على الأشياء التي لا يمكنك عدّها الأرز والشاي ليس لديهم صيغ جمع

Noncount nouns name things that you can't count: *rice, tea*. They don't use *a/an*. They don't have plural forms.

Some nouns can be count or noncount: *a salad or some salad; a soup or some soup*.

بعض الأشياء يمكن اعتبارها معدودة أو غير معدودة: سلطة أو بعض السلطة، حساء أو بعض الحساء

تعبيرات الكمية: بعض/ أي

Expressions of Quantity: Some/Any

استخدم بعض في العبارات المثبتة. Use *some* in affirmative statements.

استخدم أي في العبارات المنفية و الأسئلة. Use *any* in negative statements and in questions.

استخدم بعض و أي مع الأسماء غير المعدودة و أسماء الجمع. Use *some/any* with noncount nouns and with plural nouns.

Affirmative (+)

There is **some** juice.
There are **some** fries.

Negative (-)

There isn't **any** juice.
There aren't **any** fries.

Questions (?)

Is there **any** juice?
Are there **any** fries?

في بعض الأحيان يتم استخدام بعض في أسئلة العرض. Sometimes *some* is used in questions for offers.

Do you want **some** pizza? How about **some** coffee?

Would Like

تستخدم في التفضيلات. Use *would like* for preferences.

Q: What **would** you like?

Q: **Would** you like some mustard on it?

A: I'd like a steak sandwich.

A: Yes, please. / No, thank you.

أكمل المحادثة استخدم بعض، أي أمر، وأريد. يمكنك استخدام الكلمات أكثر من مرة وتدريب مع زميلك

A. Complete the conversation. Use **some, any, order,** and **would like**. You can use the words more than once. Then practice with a partner.

Omar: Is this Gino's Italian restaurant?

Tony: Yes, it is. This is Tony speaking. How can I help you?

Omar: I want to (1.) **order** some food for delivery.

Tony: What (2.) **would** you **like** ?

Omar: I'd like (3.) **some** minestrone soup and the lasagna bolognese.
Do you have (4.) **any** apple juice?

Tony: Sorry, we don't have (5.) **any** juice. Would you like
(6.) **some** coffee?

Omar: Yes, please. Two cups of hot coffee.

Tony: Anything else?

Omar: Yes. Don't forget to include (7.) **some** garlic bread. It's so delicious!



كلمات متعلقة بالطهو

Words Connected with Recipes

Some words we commonly connect with recipes are:

بعض الكلمات التي نربطها عادة بالوصفات

طبق Dish	كمية Quantity	مكونات Ingredients	خطوات Actions	أواني Utensils	طريقة الطهو Cooking Method
appetizer	half, a quarter, one, two, etc	oil	measure	knife	fry
main	cup	eggs	add	bowl	bake
dessert	teaspoon	salt and pepper	pour	whisk	roast
	tablespoon	butter	cut	pan	grill
	a handful	milk	chop		
	a clove (of garlic)	cheese	mix		
		garlic	spread		
		herbs	tear		

تعبيرات عن الكمية: قليل، كثير، يكفي

Expressions of Quantity: A Few, A Little, A Lot of, Much, Many, Enough

Count معدود

You need **a few** tomatoes.

I eat **many** vegetables.

How many bananas do you eat?

Noncount غير معدود

You need **a little** cheese.

I don't eat **much** bread.

How much milk do you drink?

Use *a lot of* and *enough* for both count and noncount nouns.

I eat **a lot of** eggs, but I don't eat **a lot of** bread.

I don't eat **enough** fruit. I don't drink **enough** water.

كلمات التسلسل: أولاً، ثم، بعد ذلك، وأخيراً

Sequence Words: First, Then, After That, Finally

First, you mix the flour and the eggs. **Then** you add a little butter.

After that, you put in a teaspoon of baking powder. **Finally**, you let it rise.

أكمل الوصفة

B. Complete the recipe. Use **after**, **before** (twice), **first**, **finally**, and **then** (twice).

Pasta with Tomato Sauce

INGREDIENTS:	DIRECTIONS:
<ul style="list-style-type: none"> • 5 cloves garlic • 3 cups chopped tomatoes • 5 tablespoons olive oil • salt and pepper to taste • fresh basil to taste • 1 package pasta 	<p>Pasta: Cook separately according to package directions.</p> <p>Sauce: First, chop the garlic into tiny pieces. Then put the tomatoes, olive oil, and garlic in a saucepan with salt and pepper, and cook on moderate to low heat for 20 minutes. After the sauce is thick, remove the pan from the heat. Tear fresh basil into pieces and add it to the sauce. Pour the sauce over the pasta.</p>

HOW TO MAKE A PIZZA



(1) **Before** you start, check that you have all the ingredients. (2) **Then**, put three cups of flour, one teaspoon of salt, and three teaspoons of baking powder into a bowl. (3) **First** add half a cup of milk, one tablespoon of margarine, and one egg to the ingredients in the bowl, and mix them well to make the dough. (4) **After** you have made the dough, let it stand for about 30 minutes. (5) **before** you spread the dough, make sure it has risen enough. (6) **Then** spread it evenly on the pan using your fingers. (7) **Finally**, you cover it with cheese and tomato sauce and let it bake in a very hot oven for about 30 minutes.

Serves 3 people



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12 Project

مشروع



1. **اعمل ضمن مجموعات** Work in pairs or groups. Make a list of snacks and desserts in your country and research snacks and desserts in other countries of the Arab world. Add two more countries.
2. **قم بعمل قائمة بالحلويات و الوجبات الخفيفة في بلدك و في البلدان العربية الأخرى** Gather information and make notes in the chart about the:
 - name of the dessert/snack
 - origin
 - ingredients used
 - preparation
 - way it is served/presented
 - occasions it is served on
3. **اجمع المعلومات و قم بتدوينها في الرسم البياني** Select photos or drawings.
4. **اختر صوراً أو رسومات استخدم ملاحظتك لعمل منشور أو عرض تقديمي** Use your notes to make a poster or PowerPoint presentation for your class.

المكونات اسم الطبق بلد المنشأ لفصلك

Country & origin	Name of dessert/ snack	Ingredients	Preparation	Presentation	Occasions
السعودية Saudi Arabia	mandi	rice and meat	cook them both	on a big plate	weddings
سوريا Syria	baglawh	flour and sugar	cook them both	on a big plate	weddings
العراق Iraq	flafl	beans	in oil	in sandwich	everyday
لبنان Lebanon	cake	flour,oil and sugar	mix them all	as agato	birthday
الأردن Jordan	mamol	flour, dates and sugar	mix them all	cokes	Eid
اليمن Yemen	bnt alsahn	flour, eggs black seed and oil	mix them all	on a big plate	on Friday/ occasion

5. Do a class survey and find out which are the most popular desserts and snacks



13 Self Reflection

Things that I liked about Unit 10:	Things that I didn't like very much:
<hr/>	<hr/>
<hr/>	<hr/>

Things that I found easy in Unit 10:	Things that I found difficult in Unit 10:
<hr/>	<hr/>
<hr/>	<hr/>

Unit 10 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about food myths			
discuss eating habits			
offer, accept, and decline food and drink			
use phrasal verbs			
use separable and nonseparable phrasal verbs			
use three-word phrasal verbs			
know about count/noncount nouns and expressions of quantity			
use <i>would like</i>			
talk about recipes			
use sequence words: <i>first, then, after that, finally</i>			

My five favorite new words from Unit 10:	If you're still not sure about something from Unit 10:
<hr/>	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help
<hr/>	
<hr/>	

11 Amazing Animals

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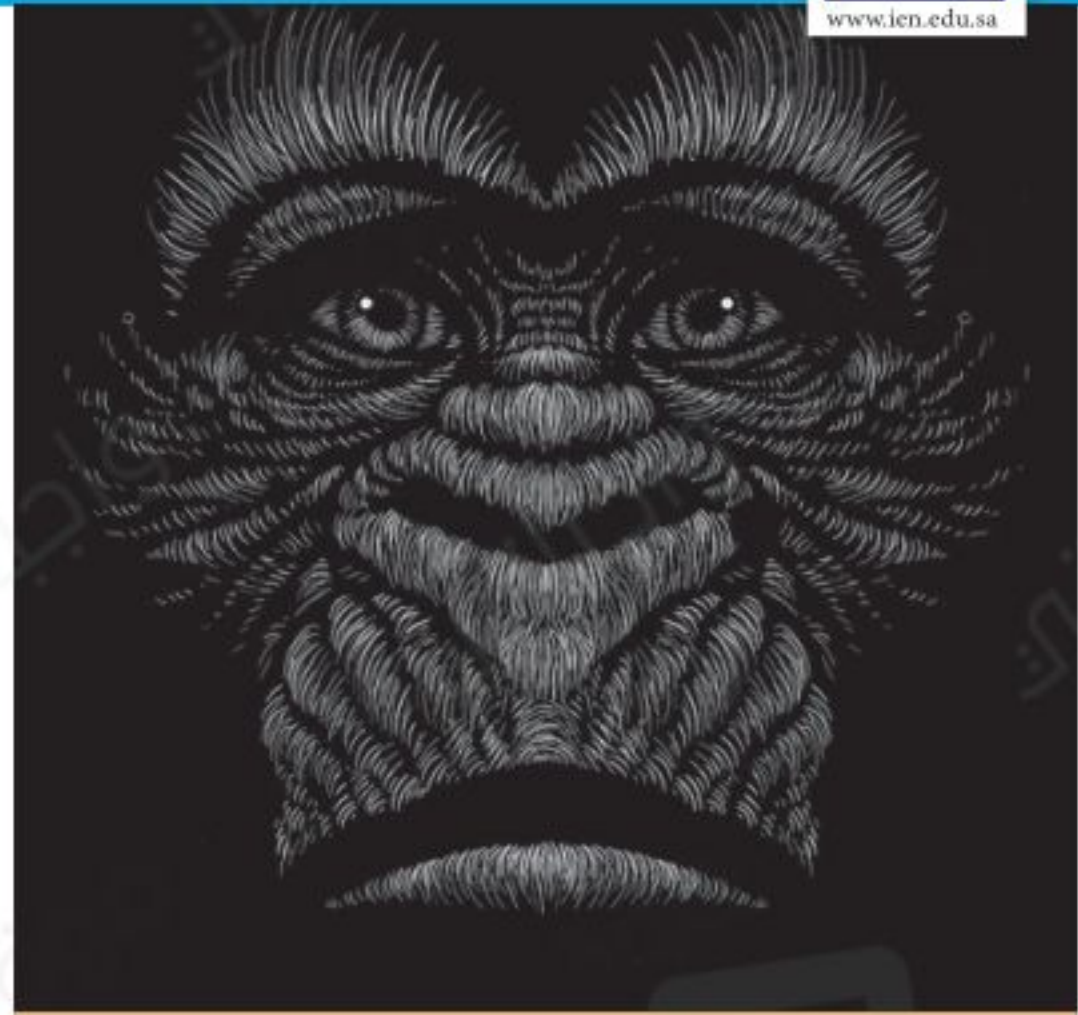
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1 الاستماع و المناقشة Listen and Discuss

1. In what ways are animals similar to humans?
How are they different?
2. Do you think animals and humans can communicate with each other? If so, in what ways?



Punxsutawney Phil is easily the most famous groundhog in the world. Phil lives in the small U.S. town of Punxsutawney, Pennsylvania, and is cared for by the townspeople. However, every February 2nd, Phil is placed in the ground at Gobbler's Knob, where he carries on a tradition that is over 100 years old. Many people believe the length of the winter can be predicted on this day, called Groundhog Day. It is said that on this day when Phil emerges from his hole, if he sees his shadow, there will be six more weeks of winter weather. If Phil does not see his shadow, spring will arrive early. Can the duration of winter really be predicted by a groundhog? Probably not, but the town has a great time celebrating this tradition.



Koko was a famous gorilla who used human sign language. Koko was taught sign language by psychologist Penny Patterson when Koko was just a baby. Patterson was studying whether gorillas could be taught to communicate. Although the study was only supposed to last a couple of years, Patterson and Koko developed a lifelong bond and worked together ever since. Koko began by learning basic words like *eat*, *drink*, and *more*, and eventually learned abstract ideas such as *love*, *jealous*, and *shame*. It is believed that Koko could sign over 1,000 words, and that she understood about 2,000 spoken words. Koko was also famous for having pet kittens. She was always extremely gentle and affectionate with her kittens.



A mouser is a cat that is kept for the purpose of catching mice. In England, there has been a mouser at the Prime Minister's residence for centuries. The most popular of these cats was a stray named Humphrey who, in 1989, was the first cat to receive the official title "Chief Mouser to the Cabinet Office." His care cost 100 pounds and was paid from the department's budget. It was said to be far cheaper than the fees previously paid to exterminators. Humphrey, who was beloved in the UK, retired in 1997.



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11 Amazing Animals

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1 الاستماع و المناقشة Listen and Discuss

1. In what ways are animals similar to humans?
How are they different?
2. Do you think animals and humans can communicate with each other? If so, in what ways?

1. There are many similarities between humans and other animals that you may have noticed. Humans and animals both eat, sleep, think, and communicate. We are also similar in a lot of the ways our bodies work. But we also have a lot of differences. Humans can think about certain things and are motivated by their instincts, intellect, and logic. Animals are incapable of reasoning and are simply motivated by their instincts.

2. Animals can communicate in a number of different ways, and even across different species in some scenarios. They used body language, sound, smell, touch, and even chemical and electrical communication.



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One day in 1969, John Rendall and Anthony Burke saw a real live lion cub in a London department store window. Feeling that a lion should not be kept this way, they bought him and took him home to live in Rendall's basement. The lion, whom they named Kristyan, is said to have been an affectionate and extremely cooperative cat who even used a giant kitty litter box. Kristyan was pampered. He was brought on drives, strolls through the neighborhood, and even to restaurants. But when Kristyan grew to almost 200 pounds (90 kilograms), it was decided that he should be released into the wild. Kristyan was brought to Africa where he adapted to life in the wild and eventually became the leader of a group of lions. A year later, Rendall and Burke traveled to Africa to say goodbye. They were warned that Kristyan would not remember them. However, when Kristyan saw his old friends, he ran towards them, stood on his back legs, and joyfully gave each of them a long and loving embrace.



Quick Check ✓

A. Vocabulary. Match the words with their meanings.

- | | |
|-----------------------|---|
| 1. <u>d</u> residence | a. adjusted to something new |
| 2. <u>e</u> bond | b. length of time |
| 3. <u>b</u> duration | c. indulged |
| 4. <u>f</u> abstract | d. place where someone lives |
| 5. <u>c</u> pampered | e. connection between two living things |
| 6. <u>a</u> adapted | f. relating to ideas or feelings |

B. Comprehension. Answer the questions.

- How is Punxsutawney Phil said to predict the weather on Groundhog Day?
If he sees his shadow, there will be six more weeks of winter. If he doesn't see his shadow, then spring will arrive early.
- How did Koko communicate?
Koko communicated using human sign language.
- What kinds of words did Koko use?
Koko used both basic and abstract words.
- What is the "Chief Mouser to the Cabinet Office"?
It's a cat that lives in the Prime Minister's residence. The cat's job is to catch mice.
- How did Rendall and Bourke take care of Kristyan?
They kept Kristyan in their basement in London. They took him everywhere and pampered him.
- What happened when Rendall and Bourke traveled to Africa to see Kristyan?
Kristyan remembered them and was very happy to see them.

2 Pair Work

Write a paragraph about an animal you know. Describe the animal and its behavior, but do not say what kind of animal it is. Exchange paragraphs with a partner. Guess what kind of animal your partner's paragraph is about.

This animal is black. It is very fast than I can't follow. It is taller than me. When I ride it, I feel that I am free. I like it when it runs fast. I feel that he is saying "no one can steal my freedom from me." This animal is very sensitive. At the same time, people can't live without it many years old. People used to use it in racing or in taking photos. It is always the human's friend that none of them could live without the other.



11 Amazing Animals

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3 القواعد Grammar



الأفعال الناقصة في المبني للمجهول Passive Modals

Passive modals follow this structure: modal + be + past participle.

Active Modal

They **will release** the tiger into the wild.
The vet **may cancel** the cat's checkup.
You **can train** a parrot to talk.
You **should clean** the bird's cage weekly.
You **have to provide** fresh water every day.
You **must keep** your hamster in the cage.

Passive Modal

The tiger **will be released** into the wild.
The cat's checkup **may be canceled**.
Parrots **can be trained** to talk.
The bird's cage **should be cleaned** weekly.
Fresh water **has to be provided** every day.
Your hamster **must be kept** in the cage.

المبني للمجهول مع أفعال التبليغ The Passive with Reporting Verbs

We often use the passive with reporting verbs when we want to talk about what people say or believe, but the identity of the people isn't known or isn't important.

1) *It* + passive reporting verb + *that* + clause

It is said that she is the leading expert on gorilla communication.
(People say that she is the leading expert on gorilla communication.)

It is believed that dolphins are the most intelligent of animals.
(People believe that dolphins are the most intelligent of animals.)

2) Subject + passive reporting verb + *to* + infinitive (or perfect infinitive)

She is said to be the leading expert on gorilla communication.
Dolphins are believed to be the most intelligent of animals.

With present tense sentences, the passive reporting verb is followed by a present infinitive.

The cat is thought **to be lost**.

With past tense sentences, the passive reporting verb is followed by the perfect infinitive.

The cat was thought **to have been lost** sometime last week.

Reporting verbs that can be used in the passive include:

believe	claim	estimate	feel	say
calculate	consider	expect	hope	think

ضع دائرة حول... إذا كانت الجملة مبنية للمعلوم، و دائرة حول... إذا كانت مبنية للمجهول

A. Circle **A** if the sentence is active. Circle **P** if it is passive.

- Young animals are often difficult to control.
- Crocodiles are believed to be related to the dinosaurs.
- Birds of prey can be found on every continent except Antarctica.
- Because they cannot fly, penguins must live in areas where food is plentiful.
- Penguins can stay alive in colder weather longer than any other animal on Earth.
- Cats are said to be more independent than other pets.
- Elephants in captivity should be given pedicures to keep their feet healthy.
- It is said that animals behave strangely before an earthquake.

A	P
A	P
A	P
A	P
A	P
A	P
A	P
A	P

حول كل جملة من المبني للمعلوم إلى المبني للمجهول. لا تشمل الفاعل

B. Change each sentence from active to passive. Do not include the subject.

People will place many unwanted animals in shelters this year.
Many unwanted animals will be placed in shelters this year.

1. If possible, people should adopt cats in pairs.

If possible , cats should be adopted in pairs.

2. You must vaccinate cats against diseases.

Cats must be vaccinated against diseases.

3. You should feed cats daily.

Cats should be fed daily.

4. You can train your cat not to bite or scratch.

Cats can be trained not to bite or scratch.

5. People should never allow cats indoors.

Cats should never be aloud indoors.

6. You can find a lot of good information about caring for cats on the Internet.

A lot of good information about caring for cats can be found on the Internet.

7. You mustn't separate newborn kittens from their mother.

New born kittens mustn't be separated from their mother.

8. You can leave your cat alone all day if it has water and food.

Cats can be left alone all day if they have water and food.

9. Your veterinarian will suggest an appropriate diet for your cat.

An appropriate diet for your cat will be suggested by your veterinarian.



أعد كتابة كل جملة باستخدام المبني للمجهول مع فعل التبليغ

C. Rewrite each sentence using the cue provided and the passive with a reporting verb.

People estimate that cheetahs can run up to 112 kilometers per hour.
It is estimated that cheetahs can run up to 112 kilometers per hour.

1. People believe that elephants have good memories.

Elephants are believed to have good memories.

2. Scientists believe that reptiles are descendants of dinosaurs.

It is believed that reptiles are descendants of dinosaurs.

3. People believe that the cow is a quiet, docile creature.

The cow is believed to be a quiet, docile creature.

4. Historians say that Napoleon feared cats.

Napoleon is said to have feared cats.

5. Neighbors say that the old lady who lives on the corner has 25 cats.

The old lady on the corner is is said to have 25 cats.

6. In China, people believe that the giant panda is a gentle animal.

In China, the panda is believed to be a gentle animal.

7. Conservationists calculate that pandas may become extinct in the wild over the next few decades.

It is calculated that pandas may become extinct in the wild over the next few decades.

8. People say that giraffes can spot a person over a kilometer away.

It is said that giraffes can spot a person over a kilometer away.

9. Witnesses claim that the horse threw off its rider.

The horse is claimed to have thrown off its rider.

10. Biologists believe that dolphins can communicate with humans.

It is believed that dolphins can communicate with humans.



11 Amazing Animals

رابط الدرس الرقمي



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4 Conversation

- Sami:** I'm interested in speaking to someone about horse training. A friend of mine suggested I come here.
- Omar:** What kind of problems are you having with your horse?
- Sami:** He's a beautiful, strong, and affectionate horse, but he's driving me crazy. He won't follow instructions. He will gallop instead of cantering, he won't turn when I need him to, and if he spots a patch of grass, he'll head straight for it and ignore me completely.
- Omar:** I gather you have a young stallion. I will check the schedule and we can arrange training sessions for you and your horse. **Hang in there!**
- Sami:** OK, but in the meantime, I really need some advice. How should I handle him when he disobeys?
- Omar:** Well, I can try and give you a few tips now. You say he'll head straight for a patch of grass when he sees one. Do you let him do that when you are out riding?
- Sami:** Well, sometimes. But only if I want to stop for a minute or so.
- Omar:** You need to set rules and then stick with them **24/7**. If you're not consistent, he's not going to learn.
- Sami:** OK. But when he is all friendly and nice, it's hard not to let him do what he wants.
- Omar:** Look, I'm going to **get to the point**. It sounds to me like your horse is **calling the shots**. You need to be firmer. If you train your horse not to do something then suddenly let him do it, you'll be **back to the drawing board**.

عن المحادثة

About the Conversation

1. What problems is Sami having with his horse? **الحل في الصفحة التالية**
2. What advice does Omar give him?
3. How does Sami respond to Omar's advice?

دورك

Your Turn

Role-play with a partner. Tell your partner about a problem you are having in school or in your personal life. Describe the situation and ask for advice.

Real Talk

- Hang in there!** = Don't give up!
24/7 = all day and night, non-stop (24 hours a day/7 days a week)
get to the point = be direct
calling the shots = in charge and making the decisions
back to the drawing board = to have to start a process over again from the beginning

Asking for Advice

- What do (you suggest) I do about...?
Could you advise me on...?
I really need some advice on...
How should I handle it when...?

Giving Advice

- I (strongly) advise you to...
If I were you...
It would be (a) good (idea) to...
It's not (a) good (idea) to...

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عن المحادثة

About the Conversation

1. What problems is Sami having with his horse?
2. What advice does Omar give him?
3. How does Sami respond to Omar's advice?

1. His horse doesn't follow instructions, will gallop instead of cantering, and won't turn when he needs him to.

2. He tells him that he needs to set rules and stick by them.

3. Sami says it is hars not to let his horse have his way.

5 الاستماع Listening

Listen to the horse trainer talk about horse training. Make notes in the chart. Then talk about it in class.



Undesirable practices and beliefs	Desirable practices and beliefs
<ul style="list-style-type: none"> - Break the horse's spirit. - Rule by fear. - Use harsh treatment and extreme force. 	<ul style="list-style-type: none"> - Create a willing and accepting partner. - Owners need to be firm leaders. - Rule the horse with respect - Communication is the secret to natural horsemanship. - Get to know your horse's body language, natural tendencies. - The horse needs time and patience.

6 النطق Pronunciation

Some students of English confuse the *y* sound in *yet* and *regular* with the *j* sound in *jet* and *magic*. Listen and practice.

1. Jack owns a very energetic **y**oung stallion.
2. The horse has an intelligent, **g**entle nature.
3. Ponies have beautiful features and are popular with children.
4. Many true stories demonstrate that horses are loyal **h**uman companions.
5. These are **j**ust a **f**ew of the techniques **u**sed to train horses.

7 بناء الكلمات Vocabulary Building

سترى هذه الكلمات في فقرة القراءة صفحتي 176 و177. وصل الكلمات بمعانيها.

A. You will see these words in the reading on pages 176 and 177. Match the words with their meanings.

- | | |
|---------------------------|-----------------------------|
| 1. d consciousness | a. aware |
| 2. a alert | b. sympathy and concern |
| 3. f disturbed | c. guesses about |
| 4. g deliberately | d. the state of being awake |
| 5. c speculates | e. unfriendly, hostile |
| 6. h domesticated | f. worried |
| 7. e aggressive | g. on purpose |
| 8. b compassion | h. tamed |

تأكد من إجابتك مع زميلك. إذا لم تستوعب معاني الكلمات ابحث عنها في القاموس

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



8 Reading

القراءة
قبل القراءة
Before Reading

الحل في الصفحة التالية

In what ways do people benefit from animal companionship?

Animal Heroes



One night, Pilar was in a deep sleep when she was woken by her cat Inti. Inti was meowing wildly outside Pilar's bedroom and throwing himself against the closed bedroom door. When Pilar opened her eyes, she saw that her bedroom was filling with smoke. As she escaped her house with Inti in her arms, she saw that a fire was blazing in her kitchen. Pilar could easily have lost consciousness from breathing in the smoke, but Inti would not let that happen. Even though Inti could have escaped the house through a cat door, he wouldn't leave Pilar. A fireman at the scene said, "Without question, that cat is responsible for saving his owner's life. He should be honored as a hero."

As amazing as this story is, it is not as uncommon as you may think. There are countless stories of animals coming to the aid of humans in life-threatening situations. Animals are said to have a sixth sense for danger. Often they are alert to danger before humans are and have used this awareness to protect humans from harm.

Take the example of Charlotte Lee and her horse, Thunder. One warm, summer night, the whole family was asleep with the windows open. It was normally very quiet where they lived. There were only a few farm houses scattered about the area and hardly any traffic. All of a sudden, there was a loud crashing noise from the stable. Charlotte woke up with a start, and her heart pounding, as the noise continued. She was so frightened, she froze; no matter how hard she tried she could not move. The noise stopped as suddenly as it had started, and she heard a horse galloping towards the house. The next thing she saw was Thunder standing outside her window, neighing and shaking his head as he stomped on the wooden

porch. She knew enough about horses to know that Thunder was disturbed for a reason, and wasted no time speculating. She quickly got everyone out of the house before the earthquake hit. Part of the roof caved in and crashed into her room. Thunder had deliberately saved her life.

Yet it is not only domesticated animals who have acted heroically. There are also stories of wild animals coming to the rescue of humans. One animal known to be a friend and protector of humans is the dolphin. Dolphins are considered to be among the most intelligent of animals. On dozens of occasions, they have used this intelligence to come to the aid of humans in dangerous situations. One such story involves a surfer named Todd Endris. Todd was surfing with his friends when he was attacked by a 13-foot (4-meter) shark. In the middle of the attack, a group of dolphins came to his rescue by forming a protective ring around Endris until he could get safely to shore. Without the help of the dolphins, there is little chance that Todd would have survived.

At times, even animals commonly considered aggressive and dangerous have come to the aid of humans. One famous case involves Binti Jua, an eight-year-old female gorilla who lives at the Brookfield Zoo in Illinois, U.S.A. Binti was celebrated as a hero when she protected a three-year-old boy who fell into the walled gorilla area. Binti picked up the unconscious boy, carefully cradled him in her arms, and brought him to the zookeeper's door so that he could be taken out. After four days in the hospital, the boy recovered completely.

11 Amazing Animals

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8 Reading

القراءة
قبل القراءة
Before Reading

In what ways do people benefit from animal companionship?

Companion animals can be beneficial for people's mental health by providing motivation, companionship, stress relief, and relaxation. Pets especially dogs and cats, can reduce stress, anxiety, and depression, ease loneliness, encourage exercise and playfulness.



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2023 17645



No one is sure why animals have so often come to our aid. However, it is clear evidence of the deep and powerful bond between humans and animals. It is important that we respect this bond by treating animals with the care and compassion that they often show us.

بعد القراءة After Reading

Answer the questions.

1. In what way do animals have a sixth sense?
2. What did Thunder do to protect Charlotte?
3. What reputation do dolphins have? What story demonstrates this?
4. What did dolphins do to save Todd Endris's life?
5. How was a young boy saved by a gorilla at the Brookfield Zoo?

السجل في الصفحة التالية



9 Speaking

1. Work in pairs or groups. Think about a story you have heard or read about, or an incident you have experienced where an animal helped a person.
2. Make notes in the chart and use them to talk about your story in class.

Place	Tokyo, Japan.
People	One man.
Animal	A dog.
Action by animal	He was friendly and helpful to his owner.
Event/action that followed	He was waiting for his owner for 12 years after his owner died.
Person's/people's reaction	The dog's heaters become lovers.
Event/action that followed	The dog died while waiting for his owner.
Conclusion/Comments	Some dogs are more loyal than some people.

بعد القراءة After Reading

Answer the questions. **أجب على الأسئلة.**

1. In what way do animals have a sixth sense?
2. What did Thunder do to protect Charlotte?
3. What reputation do dolphins have? What story demonstrates this?
4. What did dolphins do to save Todd Endris's life?
5. How was a young boy saved by a gorilla at the Brookfield Zoo?

1. The sixth sense is that they are alert to danger before it happens.

2. She made a voice that saved the everyone in the house.

3. It is that dolphins are friendly to people. The story is how they saved Todd Endris.

4. The circled Endris to help him to get to the shore.

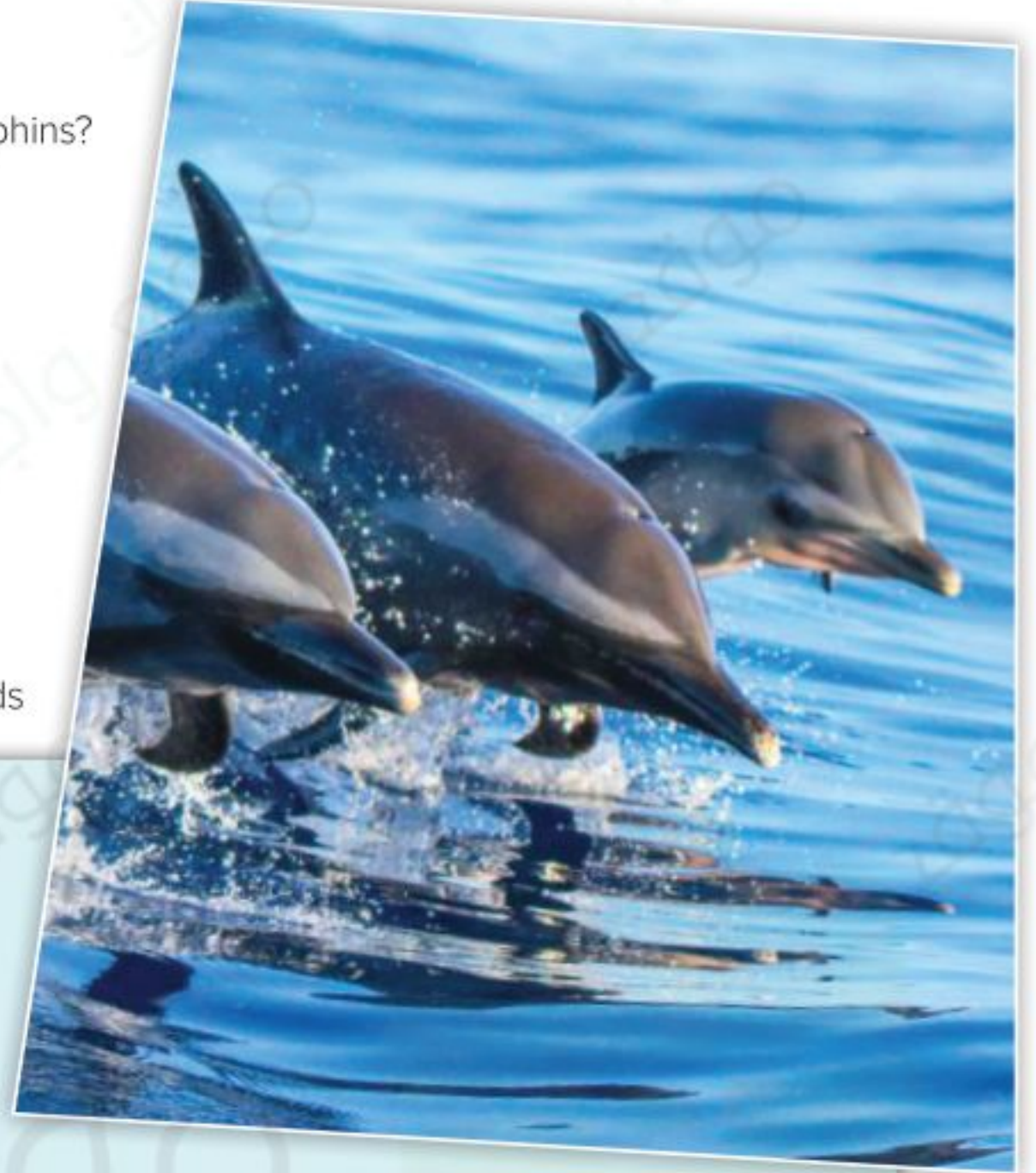
5. The boy fell into the area of gorillas and one of the gorillas carried the baby to the zookeeper.





10 الكتابة Writing

- A. 1. Work in pairs/groups. What do you know about dolphins? What would you like to find out about them?
2. Read the text and find out about:
- the origin of dolphins
 - types of dolphins and their eating habits
 - the bottlenose dolphin
 - special abilities dolphins have
 - their relationship with people
3. Read the text again and:
- identify the topic of each paragraph
 - find out if you can re-order paragraphs
 - decide if you like the way the text begins and ends



All About Dolphins

Dolphins are marine mammals that are claimed to have evolved from land mammals some 50 or 60 million years ago! Studies indicate that they are closely related to hippos, camels, and cows! There has been an unending debate on the exact origin of dolphins and whales that is likely to continue for years to come.

There are 32 types of dolphins that live in salt water. Dolphins eat about 20 to 25 kilos of fish per day. Their eating habits vary depending on the area and the time of year. If there is an abundance of fish, they will happily consume as much as they need. Interestingly, dolphins regulate their food intake according to the fat content of the fish available, and their hunger! In this sense, they can probably control their food intake more efficiently than humans! Did you also know that their brains weigh more than ours?

Dolphins can:

- recognize themselves in a mirror
- scan objects in the water using sonar
- sleep with one eye closed
- whistle and recognize each other by their whistles
- go to a depth of about 260 meters

There is mutual interest between dolphins and people. They are as interested in observing us as we are in them.

Dolphins love having fun, communicating, and playing. They are also keen on helping and supporting their own kind and other species that are in danger.

The bottlenose dolphin is the most studied and familiar to people, with a life expectancy of about 40 to 50 years. Bottlenose dolphins show an extraordinary connection with humans and have rescued injured divers repeatedly.

These wonderful creatures deserve our admiration and respect and need to be protected.

4. Did the text answer any of your questions? Which?

5. If you had the opportunity to edit or rewrite the text, what would you change?

11 Amazing Animals

10 Writing



They are kind animals.

- I am thrilled to know anything about them.

- A. 1. Work in pairs/groups. What do you know about dolphins?
What would you like to find out about them?
2. Read the text and find out about:
- the origin of dolphins
 - types of dolphins and their eating habits
 - the bottlenose dolphin
 - special abilities dolphins have
 - their relationship with people
3. Read the text again and:
- identify the topic of each paragraph
 - find out if you can re-order paragraphs
 - decide if you like the way the text begins and ends

Answers:

2.

- **The origin of dolphins:** marine mammals that are claimed to have evolved from land mammals some 50 or 60 million years ago.
- **Types of dolphins:** 32 types that live in salt water
- **Eating habits:** 20 to 25 kilos of fish per day/ they regulate their food intake according to the fat content of the fish and their needs
- **Bottlenose dolphins:** more familiar to people/ life expectancy: 40 to 50 years/ connection with humans/rescued divers
- **Special abilities:** recognize themselves in a mirror, scan using sonar, sleep with one eye closed, whistle and communicate through whistles, go to a depth of 260 meters
- **Relationship with people:** connection with people, interested in people, have rescued people repeatedly

3. Read the text again and:
- identify the topic of each paragraph
 - find out if you can re-order paragraphs
 - decide if you like the way the text begins and ends

Answers:

Paragraph 2: Dolphins and their eating habits/The eating habits of Dolphins/What Dolphins eat

Paragraph 3/bullet points: What Dolphins can do/The incredible abilities of dolphins/Super dolphins

Paragraph 4/single line: Dolphins and people.

Paragraph 5: What dolphins like/The qualities of dolphins

Paragraph 6: Conclusion/The writer's view and feelings towards dolphins/The writer's opinion of dolphins

اختر حيوان و قم بالبحث و الكتابة عنه

B. 1. Choose a type of animal to research and write about.

Dogs

Many animals live in the world. Some of them might be wild and some others are could be pets. As history profs that human beings grow pets such as horses, cats or even camels. However, I totally prefer dogs as the best pets that a person could grow. Not only because they are loyal, but also they are helpful.

Dogs are the most loyal animals in the world comparing to other animals. They would die for their owner without hesitating or thinking. They could be used as a ground or even a child safer. As proof for that point, many people use dogs as a house keeper. moreover, dogs are very helpful. They could be used for many useful purpose. They could be used as an assistant to blind people, they could be used as a guide in villages or open areas outside cities. For example, my grandfather uses his dog to direct himself on mountains finally, all of above showed why dogs are the best animal to grow.

To sum up, dogs are the right choice to adopt. They are loyal and at the same time helpful. That's what I strongly believe. What do you think?

- Use the **KWL** chart to gather and organize your ideas.
 - Write what you already know about the animal in the **K** ("know") column.
 - Write what you want to know in the **W** ("want to know") column. This might include the origins, diet, appearance, and/or typical characteristics of the animal.
 - Research these questions in your library or on the Internet. Then write what you've learned in the **L** ("learned") column.
- Write your essay.

K (I know)	W (I want to know)	L (I learned)
<ul style="list-style-type: none">-They are loyal to people.-They have a very good fur.- They are friendly with people.	<ul style="list-style-type: none">-What do they eat and how many meals?-Their age.	<ul style="list-style-type: none">-There are many types of dogs.

Writing Corner

When you write a descriptive essay about a species:

- try not to copy the information that you have found as it is; read it, make notes, and rephrase in your own words.
- make the description more attractive for your reader by adding personal feelings and opinions.
- notice that when referring to the animal you may repeat its name, use a pronoun, or a distinguishing feature, e.g. these incredible hunters, or refer to it through its category, e.g. this bird, these creatures, etc.
- select information that is genuinely interesting.
- share your feelings, e.g. enthusiasm, fondness, interest, etc. with your reader.



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11 الصيغة/الشكل والمعنى والوظيفة Form, Meaning and Function



Adjectives موقع الصفة

Position of Adjectives

Use adjectives to describe nouns. Place adjectives either after the verb *be* or before a noun.

Dolphins **are intelligent**.

Cats **are very independent**.

Giant pandas **may become extinct** in the future.

Dolphins are **intelligent animals**.

Tigers are very **independent animals**.

Giant pandas are an **endangered species**.



Note: We use *become* to describe a changing situation.

Adjectives from Verbs and Nouns الصفات المشتقة من الأفعال والأسماء

A lot of adjectives are formed from verbs and nouns. Many adjectives are formed by adding the following suffixes: *-y, -ful, -less, -ate, -al, -ive, -ous, -ic, -ed* or *-ing*.

(noun) **Health** is very important.

(adjective) Keeping pets **healthy** is very important.

(noun) You won't get much **use** out of that bag.

(adjective) That bag is **useless**.

(noun) The tall buildings in Dubai made a big **impression** on the tourists.

(adjective) I felt **impressed** when I saw the very tall hotel.

(noun) Please take **care** when feeding the animals.

(adjective) Please be **careful**.

(noun) Young children have a lot of **energy**.

(adjective) Young children are very **energetic**.

(adjective) The tourists found the tall buildings in Dubai very **impressive**.

(verb) Photos of Dubai **impress** many people.

اقرأ الجمل واكتب الصيغة الصحيحة للصفة من الكلمات التي بين الأقواس

A. Read the sentences and write the correct form of the adjective from the word(s) given in parentheses.

1. One day in 1969, John Rendall and Anthony Burke saw a real live lion cub in a London department store window. (life)
2. The lion is said to have been an _____ and extremely _____ cat. (affection, cooperation)
3. When Kristyan saw his old friends, he ran towards them, stood on his back legs, and _____ gave each of them a long and _____ embrace. (joy, love)
4. Punxsutawney Phil is easily the most _____ groundhog in the world. (fame)
5. Elephants in captivity should be given pedicures to keep their feet _____. (health)
6. He's a _____ and strong horse. (beauty)
7. Ali owns a very _____ young horse. (energy)
8. Many true stories demonstrate that horses are _____ human companions. (loyalty)

2. affectionate,
- cooperative
3. joyfully, loving
4. famous
5. healthy
6. beautiful
7. energetic
8. loyal

Answers in next page

الحل في الصفحة التالية



- B.** Choose an animal to research and talk about. Find out about its origins, diet, appearance and characteristics. Make comparisons between your animal and other animals or breeds. Tell your partner about your animal.

◆ THE ARABIAN HORSE

Origin and General Appearance

The Arabian breed is over 5,000 years old and is known as the oldest breed and the first domesticated breed of horse. Arabian horses were originally bred in the Middle East. The Arabian horse is the oldest purebred horse in the world. The Arabian with a known history going back about five thousand years, is the oldest breed of horse in existence.

A unique combination of beauty and utility, the typical Arabian horse is a symmetrical saddle horse combining strength and elegance-with a bright, alert outlook and great pride of bearing.

Characteristics

The Arabian breeds are very loyal and very stubborn which is a trait I've come to admire in a horse. Arabians are also very sure-footed and elegant. Now, the cons to this breed are that they are much faster than other horses, so that can throw you off guard if you're not used to it. The Arabian breed is distinguished by its intelligence and closeness to humans. It has great sensitivity and establishes a strong bond with its rider. The Arabians possesses a long memory, quick comprehension, and alert curiosity.

The Arabian horse is considered to have a refined and elegant appearance. An Arabian's most identifiable characteristics are its finely chiseled head, dished face, long arching neck and high tail carriage. The concave face and the large nostrils and eyes are typical characteristics. The Arabian horse has contributed its qualities to most of the modern breeds of light horses. The Arabian breed is a compact, relatively small horse with a small head, protruding eyes, wide nostrils, marked withers, and a short back. It usually has only 23 vertebrae, while 24 is the usual number for other breeds.

All / Both / Neither / None

Use *all*, *both*, *neither* and *none* to compare two or more things, places, animals or people.

All tigers, cheetahs, leopards, and lions are big cats.

Both cheetahs and leopards are fast animals.

Neither tigers nor lions can be domesticated.

None of the big cats can be domesticated. They are all wild animals.

Both... and... / Neither... nor... / Either... or...

Both...and, *neither...nor*, and *either...or* are all paired conjunctions. They are used to link two words, phrases, or clauses of the same type. For example, nouns are linked with nouns, adjectives are linked with adjectives, and verbs are linked with verbs.

My favorite animal is **either** an elephant **or** a camel.

Both camels **and** elephants are intelligent animals.

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

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

When connecting two subjects using *either...or*, or *neither...nor*, the choice to use a singular or plural verb depends on the subject that is closer to the verb.

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

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

C. اقرأ الحقائق التي في الصندوق لشخصيتين مشهورتين. اكتب جملاً باستخدام **both**, **neither** and **either**. Compare with a partner. **الحل في الصفحة التالية**

Both Prince Sultan bin Salman **and** Majed Ahmed Abdullah spent their childhood in Riyadh.
Neither I **nor** my brother have seen a better football striker than Majed Ahmed Abdullah.



Prince Sultan bin Salman

- He was born in 1956 in Riyadh.
- He completed university and flight training in the U.S.
- He was on the Saudi Media Committee during the 1984 Olympics.
- He was the youngest person to fly on the Space Shuttle *Discovery* at the age of 28.
- He helped with organizations for the disabled.
- He became Secretary General of the Saudi Commission for Tourism and Antiquities.
- He became involved in preserving Saudi architectural heritage.

- He was born in Jeddah.
- He moved to Riyadh with his family when he was very young.
- Majed Ahmed Abdullah one of the best football strikers in the history of Saudi Arabia.
- He scored 4 goals against India during the 1984 Summer Olympics.
- Many newspaper articles have been written about him.



Majed Ahmed Abdullah

C. Read the fact boxes about two well-known personalities. Write sentences about the two people using **both**, **neither** and **either**. Compare with a partner.

🔑 **Both** Prince Sultan bin Salman **and** Majed Ahmed Abdullah spent their childhood in Riyadh.
Neither I **nor** my brother have seen a better football striker than Majed Ahmed Abdullah.

1. **Both Prince Sultan Bin Salman and Majed Abdullah are well known people.**
2. **Neither Prince Sultan nor Majed Abdullah live in Europe.**
3. **Both Prince Sultan and Majed Abdullah live in Riyadh.**
4. **Neither Prince Sultan and Majed Abdullah speak Spanish.**
5. **Both Prince Sultan and Majed Abdullh are famous in the history of Saudi Arabia.**
6. **Neither I noe me have traveled to Space.**



11 Amazing Animals

المشروع 12 Project

رابطه المدرس الرقمي



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You have been asked to select some animals for a zoo in Saudi Arabia.

1. Work in pairs/groups. Research and find out about animals that live in the Arabian Peninsula.
2. Make notes in the chart about the animals and select pictures. Find out about:
 - their natural habitat (where they normally live)
 - their eating habits
 - their enemies and friends
 - their origin
3. Prepare a poster presentation for your class.
4. Display the posters on the wall for your classmates to read after you have presented them.

	1. Arabian Oryx	2. Arabian Horse	3. Arabian Leopard
Scientific/common name	❖ Orys leucoryx	❖ Equus ferus	❖ Panthera pardus nimr
Country of origin	❖ Arabian Peninsula	❖ Arabian Peninsula	❖ Arabian Peninsula
Eating habits	❖ Grasses, herbage, roots, tubers, bulb, and melons	❖ Fresh grass, quality hay, grains, fruits and vegetables	❖ Gazelle, nubian, ibex, cape hare, rock hyrax, porcupine, birds
Enemies/friends	❖ Hyenas, wolves, lions, and humans	❖ Humans, mountain lions, wolves, coyotes, and even bear	❖ Humans, wild dogs, lions and wolves
Space requirements	❖ A herd can walk over 3,000 km² (1,200 sq mi).	❖ One horse requires a minimum of one acre for grazing	❖ 350 km² (140 sq mi) for males and 250 km² (97 sq mi) for females.
Other characteristics	❖ A unique circulation system in their head to help them stay cool.	❖ Distinguished by its intelligence and closeness to humans, long memory.	❖ Smaller than other subspecies. Their coat varies from pale yellow to tawny
Reasons for selection	❖ Body Color and Shape Arabian Oryx	❖ Valued for its speed stamina, beauty, intelligence, and gentleness.	❖ It symbolizes beauty, tranquillity, physical strength, fearlessness and freedom

5. Have a meeting in class and make a final decision about the animals that you would like to include in the zoo. Use your information to support your choice.

13 Self Reflection

Things that I liked about Unit 11:	Things that I didn't like very much:
<hr/>	<hr/>
<hr/>	<hr/>

Things that I found easy in Unit 11:	Things that I found difficult in Unit 11:
<hr/>	<hr/>
<hr/>	<hr/>

Unit 11 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about animals and their behavior			
ask for advice			
give advice			
use passive modals			
use the passive with reporting verbs			
use adjectives			
compare people using: <i>all / both / neither / none; both...and... / neither...nor... / either...or...</i>			

My five favorite new words from Unit 11:	If you're still not sure about something from Unit 11:
<hr/> <hr/> <hr/>	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

12 What Would You Do?

رابطہ الدرس الرقمي



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1 الاستماع و المناقشة Listen and Discuss

1. What do you think the words *moral* and *ethical* mean?
2. Have you ever been tempted to do something that wasn't right? Explain.
3. Do you think in every situation there is always a clear right and wrong thing to do?

الحل في الصفحة التالية

1 Dilemma

Russ is at the airport to catch a flight. He is on his way to his brother's wedding. His flight is about to leave. As he runs through the terminal to his departure gate, an elderly man suddenly slips and falls in front of him. The man cries out in pain. Russ knows that if he stopped to help the man, he would miss his flight. If he missed his flight, he would miss his brother's wedding. Russ runs past the man as if he hadn't seen him.

Would you have done what Russ did?



2 Dilemma

Mike is taking an extremely important history test. The test will determine whether he passes the class. Mike has been studying for the test day and night. He feels well prepared, but when the test is in front of him, Mike's mind goes blank. He can't remember anything. It is as if he had never studied. Sam is the best student in the class and is sitting right next to Mike. Sam's paper is close enough for Mike to see the answers. The teacher is not paying attention. Mike knows that if he copied Sam's answers, the teacher wouldn't see.

What would you do if you were Mike?

3 Dilemma

A ship strikes an iceberg and ten passengers crowd into a lifeboat that is only intended to hold nine. The lifeboat slowly starts to sink because of the extra weight. If it does, all ten passengers will die in the freezing water. The captain considers his choices and decides to force the weakest individual out of the lifeboat. He reasons that if he did nothing, everyone would drown. This way only one person drowns, and this person would have drowned anyway. Others on the lifeboat feel that this choice is morally wrong. They say that if he did nothing, then even if none of them survived, at least no one would be responsible for anyone's death.

If you were the captain, what would you do?



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12 What Would You Do?

رابطہ الدرس الرقمی



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1 الاستماع و المناقشة Listen and Discuss

1. What do you think the words *moral* and *ethical* mean?
2. Have you ever been tempted to do something that wasn't right? Explain.
3. Do you think in every situation there is always a clear right and wrong thing to do?

1. Moral and ethical are words that relate to ideas of right and wrong behavior. Actions that are good or right are called moral or ethical. Bad actions might be called immoral or unethical.

2. Yes, I have tempted to do something that wasn't right!

3. There is always right and wrong, but oftentimes we're left with a choice between better of worse. We're not always able to figure those out as often there are so many intertwining variable that situations are not clearly defined. Let "right" be done or let "good" be done. The two are not the same.



Subject	1	2	3	4
LANG	A-	A	A	A
ARTS	B	A	A	A
E 2	A	A	A	A
GR TWO	A	A	A	A
SCIENCE	A	A	A	A
E 2	A	A	A	A
SPECIAL	A	A	A	A
STU	A	A	A	A
E 2	A	A	A	A
TE 2	A	A	A	A
TC	A	A	A	A
E 2	A	A	A	A
NG	A	A	A	A
E	A	A	A	A

4 Dilemma

Mariana has struggled in science class for years. This year, to help motivate her, Mariana's parents have told her that if she receives a B on her report card, they will help her buy a cell phone. But Mariana has done poorly in the class and knows that her final grade will be a D. The day her report card is due to arrive in the mail, Mariana arrives home from school and is greeted by her parents with hugs and smiles. She takes a look at the report card and sees that her grade in science is an A. Clearly this is a mistake, but Mariana can get away with it if she doesn't say anything. The cell phone is only part of the reason that she's tempted not to say anything. She also dreads the idea of seeing the pride on her parents' faces vanish.

What would you do if you were Mariana?

"All sunshine makes the desert."

—Arabic proverb

"Ask the experienced rather than the learned."

—Arabic proverb

الكلمات. أكمل كل جملة بواحدة من هذه الكلمات **التحقق السريع**
Quick Check ✓

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

dread	motivate	tempted
morally	responsible	vanish

- Who is **responsible** for cleaning up this mess?
- My mother's cookies always **vanish** moments after she takes them out of the oven.
- The beautiful weather helped **motivate** me to go outside and get some exercise.
- People should feel that it's **morally** wrong to buy stolen goods.
- I **dread** taking final exams next week.
- I was **tempted** to watch the film on TV, but I made myself study instead.

B. Comprehension. Answer the questions.

- Why is Russ at the airport?
- What does Russ decide to do?
- What is Mike considering doing? Why?
- What is the problem on the lifeboat?
- Why is Mariana tempted to not tell the truth about her science grade?

الحل في الصفحة التالية

B. Comprehension. Answer the questions. الاستيعاب. أجب على الأسئلة

1. Why is Russ at the airport?
2. What does Russ decide to do?
3. What is Mike considering doing? Why?
4. What is the problem on the lifeboat?
5. Why is Mariana tempted to not tell the truth about her science grade?

1. He's flying to his brother's wedding.

2. He does not help the man but hurries to catch his flight.

3. He is considering cheating on his test because he can't remember the answers.

4. There is only enough space for nine passengers.

5. Because then she will be able to buy a cell phone and her parents will be proud of her.

2 Pair Work  العمل الشائى

Loai: Can I talk to you about a problem I'm struggling with?

Hosam: Sure. What's going on?

Loai: Well, while I was pulling out of the supermarket parking lot, I hit another car. There is a small dent on the other car.

Hosam: So what are you going to do?

Loai: That's the problem, I don't know. What do you think I should do?

Hosam: If I were you. I wait for the other driver to come out.

Loai: Yeah. You're probably right.



12 What Would You Do?

رابطه المدرس الرقمي



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3 Grammar

قواعد



جملة الافتراض الشرطية المضارعة مقابل جملة الافتراض الشرطية الماضية

Present Hypothetical Conditionals versus Past Hypothetical Conditionals

We use present hypothetical conditionals to talk about imaginary situations. The simple past tense is used in the *if*-clause. *Would*, *could*, or *might* is used in the result clause. تستخدم قاعدة الافتراض الشرطية المضارعة

If you **asked** me my opinion, I **would tell** you the truth.
If we **knew** where she lived, we **could send** her flowers.

للتحدث عن حدث من الخيال

We use past hypothetical conditionals to talk about things that did not happen in the past. They are often used to express regret or criticism. The past perfect is used in the *if*-clause. *Would have*, *could have*, or *might have* is used in the result clause.

If I **had tutored** him, he **might have passed** the test.
(But I didn't tutor him, so he didn't pass the test.)
If Audra **had been** honest, she **would not have gotten** into trouble.
(But Audra didn't tell the truth, so she did get into trouble.)

تستخدم قاعدة الافتراض الشرطية الماضية
للتحدث عن أشياء لم تحدث في الماضي و
غالباً ما تستخدم للتعبير عن الأسف أو النقد

الشروط الضمنية Implied Conditionals

Sometimes the *if*-clause is implied rather than stated directly. أحياناً تكون الجملة الشرطية ضمنية وليست مباشرة

We **would have helped** you. (if you **had asked** us)
I **would have called** the police. (if I **had been** there)
What **would I do** without you? (if you **weren't** here)

كما لو / على الرغم من . للمواقف غير الواقعية

As If / As Though for Unreal Situations

We can use *as if* and *as though* + a past or past perfect verb to suggest that something is unreal or untrue. تستخدم لإقترح شيء غير واقعي أو غير صحيح

He talks **as if** he were an expert in the field.
They act **as though** they *had not cheated* on the test.

Note: Either *was* or *were* can be used with the subjects *I*, *he*, *she*, or *it*. However, *were* is considered more formal and generally used in writing.

اعد كتابة كل جملة على انها شرطية

A. Rewrite each sentence as a conditional.

💡 My sister doesn't know what happened, so she's not mad at me.
If my sister knew what happened, she would be mad at me.

1. Ibrahim doesn't take good care of himself. That is why he gets sick so often.
2. He had an accident because he wasn't driving carefully enough.
3. I took the course because I didn't know how hard it would be.
4. He isn't my son, so I can't tell him what to do.
5. I'd like to help the poor, but I have no extra money.
6. You don't pay attention in class, so you don't understand the lessons.
7. Aisha didn't tell her parents about the problem, so they couldn't help her.
8. We didn't have time, so we didn't visit him in the hospital.

الحل في الصفحة التالية

12 What Would You Do?

رابطه الدرس الرقمي



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A. Rewrite each sentence as a conditional.

💡 My sister doesn't know what happened, so she's not mad at me.

If my sister knew what happened, she would be mad at me.

1. Ibrahim doesn't take good care of himself. That is why he gets sick so often.

If Ibrahim took a good care of himself, he wouldn't get sick.

2. He had an accident because he wasn't driving carefully enough.

If he had driven more carefully, he wouldn't have had an accident.

3. I took the course because I didn't know how hard it would be.

If I had known how hard this course would be, I wouldn't have taken it.

4. He isn't my son, so I can't tell him what to do.

If he were my son, I could tell him what to do.

5. I'd like to help the poor, but I have no extra money.

If I had extra money, I could help the poor.

6. You don't pay attention in class, so you don't understand the lessons.

If you paid attention in class, you would/might understand the lesson.

7. Aisha didn't tell her parents about the problem, so they couldn't help her.

If Aish had told her parents about the problem, they could have helped her.

8. We didn't have time, so we didn't visit him in the hospital.

If we had had time, we could/would have visited him in the hospital.



اكتب ما كنت ستفعله أو كنت ستفعله في كل موقف استخدم الشرط الضمني

B. Write what you **would do**, or **would have done** in each situation. Use an implied conditional.

Ali uses his friend's computer and accidentally deletes an important file. He decides not to tell his friend.

What would you have done?

I would have told my friend the truth.

1. When Aisha got home from the bookstore, she realized that she hadn't been charged for one of the books she bought. She went back to the bookstore to pay for it.

What would you have done? **I would have called them and told them about the mistake.**

2. While pulling out of the supermarket parking lot, Hameed hits another car. There is a small dent on the other car. Hameed can't decide what he should do.

What would you do? **I would wait for the other driver to come out.**

3. Fatima bought a new dress. She tries it on and asks what Maha thinks of it. Maha doesn't like it, but says she does.

What would you have done? **I would have told Fatima that I like the dress, too.**

4. Mona's teenage daughter has seemed unhappy lately, but won't talk to Mona. Mona is worried. Her daughter accidentally leaves her journal on the couch. Mona reads it.

What would you have done? **I would not have read her journal.**

5. Sarah brings her grandmother a nice dessert. Her grandmother tells her how delicious it is and how impressed she is that Sarah made it. Sarah bought the dessert from a store. She decides not to tell her grandmother. What would you do? **I would tell her that I bought the desert.**

استخدم الكلمات الرئيسية لكتابة جملة جديدة

C. Use the cue words to write a new sentence with **as though** or **as if**.

Bianca is not a queen.

behaving / as if

She is behaving as if she were a queen.

1. I am not dreaming.

feel / as though / be

1-I feel as though I were dreaming.

2. We are not rich.

spending money / as though

2-We are spending money as though we were rich.

3. Asma doesn't like Sophie.

acts / as though

3-Asma acts as though she liked Sophie.

4. You did not see something scary.

look / as if

4-You look as if you had seen something scary.

5. Adel is not an old man.

walks / as though

5-Adel walks as though he were an old man.

6. You don't own this house.

behaving / as if

6-You are behaving as if you owned the house.

7. He didn't take public speaking lessons.

speaks / as if

7-He is behaving as if he took public speaking lessons.

8. Faris needs this job.

talking / as though

8-Faris is talking as though he didn't need this job.

9. He does not know the answer.

acting / as if

9-He is acting as if he knew the answer.



12 What Would You Do?

رابطه الدرس الرقمي



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4 المحادثة Conversation



Khaled: Can I talk to you about a problem I'm struggling with?

Majid: Sure. What's going on?

Khaled: Well, I've been working at a clothing store in the mall for a month now. Last week, I saw a guy I work with stuffing a shirt into his bag. When I asked him about it, he acted all innocent. Then this week, I caught him taking a pair of pants. This time he promised he wouldn't steal anything again and begged me not to tell the manager.

Majid: So what are you going to do?

Khaled: That's the problem, I don't know. If I told the manager, he would get fired.

Majid: Yeah, but now that you know about it, if you don't tell the manager, you'll be helping him get away with stealing. He's put you in a **rotten** position.

Khaled: I know. What do you think I should do?

Majid: The way I see it, if he's stolen twice before, he's likely to steal again. You can't trust him. Do you think he might even steal from the cash register?

Khaled: I **wouldn't put it past him**.

Majid: It seems to me that you may get yourself in trouble if you don't **blow the whistle on** him. Of course, it's your **call**, but if I were you, I would let the manager know.

Khaled: Yeah. You're probably right.

عن المحادثة About the Conversation

1. What problem is Khaled struggling with?
2. What is Majid's opinion?
3. What do you think Khaled will do?

دورك Your Turn

Create your own conversation. Tell your partner about a situation you are struggling with. Your partner will give his or her opinion.

Giving An Opinion

In my opinion...

I feel/I believe...

As far as I'm concerned...

The way I see it...

It seems to me that...

I would think/say that...



Real Talk

rotten = bad

I wouldn't put it past him. = I believe he would do that.

blow the whistle on = to reveal and put a stop to wrongdoing

call = decision

12 What Would You Do?

رابطہ المدرس الرقمي



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عن المحادثة

About the Conversation

1. What problem is Khaled struggling with?
2. What is Majid's opinion?
3. What do you think Khaled will do?

1. Someone he works with is shoplifting, and he doesn't know whether to tell the manager or not.

2. Majid thinks he should tell the manager.

3. I would let the manager know.

دورك

Your Turn

Create your own conversation. Tell your partner about a situation you are struggling with. Your partner will give his or her opinion.

Reem: Can I talk to you about a problem I'm struggling with?

Fatima: Sure. What's going on?

Reem: Well, I brought my grandmother a nice dessert. My grandmother told me how delicious it was and how impressed she was that I had made it. Actually, I had bought the dessert from a store. I decided not to tell her.

Fatima: So what are you going to do?

Reem: That's the problem, I don't know. What do you think I should do?

Fatima: If I were you, I would tell her that I bought the dessert.

Reem: Yeah. You're probably right.



الإستماع

5 Listening 

استمع إلى الراديو الذي يتحدث عن المتنزهين الذين هم بحاجة للإنقاذ

Listen to the radio segment about hikers requiring rescue

on Mount Hood in Oregon in the U.S. Answer **true** or **false**.

على جبل هوود في ولاية أريغون في الولايات المتحدة تم

1. _____ Mount Hood is 1,300 meters high.
2. _____ Each year, 25 to 50 people require rescue on Mount Hood.
3. _____ December is one of the best times of year to hike on Mount Hood.
4. _____ Weather conditions in December are mild.
5. _____ During one rescue, rescue workers in a helicopter were killed when it crashed.
6. _____ Currently, taxpayers pay for Mount Hood rescues.

1. false
2. true
3. false
4. false
5. false
6. true



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النطق

6 Pronunciation 

In a sentence, **content words** are words with clear meanings such as nouns, verbs, adjectives, and adverbs. They are usually stressed.

Function words, like articles, auxiliary verbs, pronouns, and prepositions join content words into sentences. They are usually not stressed. Listen and practice.

1. Three experienced climbers went hiking in the middle of a snowstorm.
2. The weather conditions are favorable for hikers in May and June.
3. In December, the mountain is covered in snow and ice.
4. Temperatures can drop below freezing at this time of year.
5. Most of the Mount Hood rescue workers are volunteers.
6. There is no charge for these rescues.

البناء التركيبي للمفردات

7 Vocabulary Building 

ستجد هذه الكلمات في القراءة صفحة 190 و 191. طابق الكلمات مع معانيها

A. You will see these words in the reading on pages 190 and 191. Match the words with their meanings.

- | | | |
|------|------------------------|--|
| 1. e | 1. _____ genetic | a. causing disagreement |
| 2. f | 2. _____ treatable | b. the possibility of being or doing something |
| 3. g | 3. _____ diagnosis | c. done in order to avoid |
| 4. h | 4. _____ undergo | d. received from a parent or ancestor |
| 5. d | 5. _____ inherited | e. related to the part of a cell that contains your parents' characteristics |
| 6. c | 6. _____ preventative | f. capable of being cured |
| 7. a | 7. _____ controversial | g. identification of the cause of a problem |
| 8. b | 8. _____ potential | h. experience |

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



8 Reading



Before Reading

اقرأ المقال وضع خط تحت جميع الأمراض المحتملة

Read the article and underline all the potential diseases that can be identified using genetic testing.

والتي يمكن تحديدها باستخدام الاختبارات الجينية

Peeking into

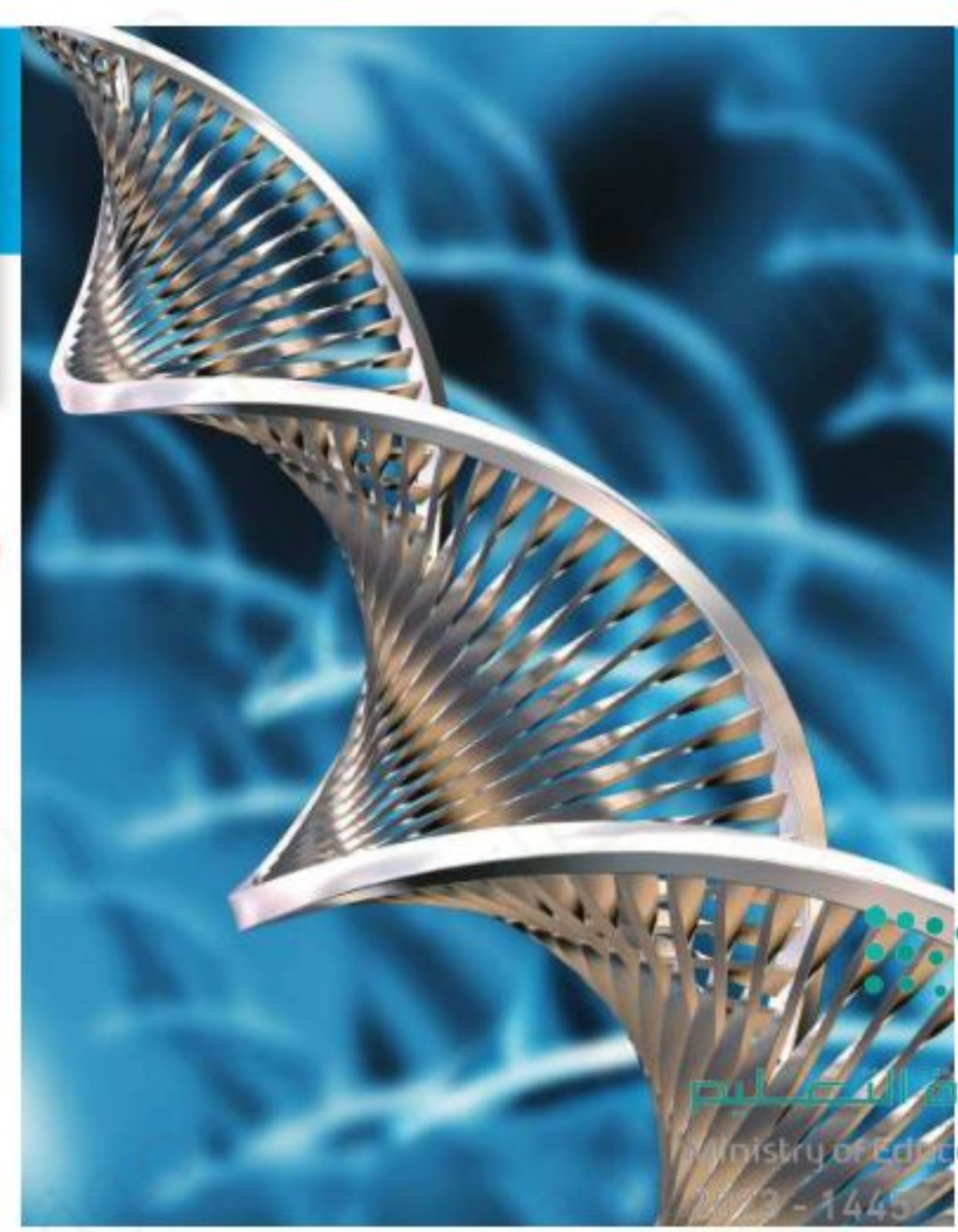
Our Medical

Future

نظرة على مستقبلنا الصحي

Did you know that a drop of your blood can predict diseases you may develop in the future? This is possible through genetic testing—testing that analyzes the genetic information found in the cells of your body. Each cell contains a sample of DNA. The information in DNA can help determine a person's risk of developing certain diseases years from now.

The most common type of genetic testing is called “newborn screening.” The goal of newborn screening is to identify treatable genetic disorders in newborn babies. In many countries, infants are screened in the hospital shortly after they are born. Although it is rare to find that a baby has a genetic disorder, those that do have a disorder start receiving treatment right away. This early diagnosis and treatment prevents physical and mental problems, and sometimes even death.



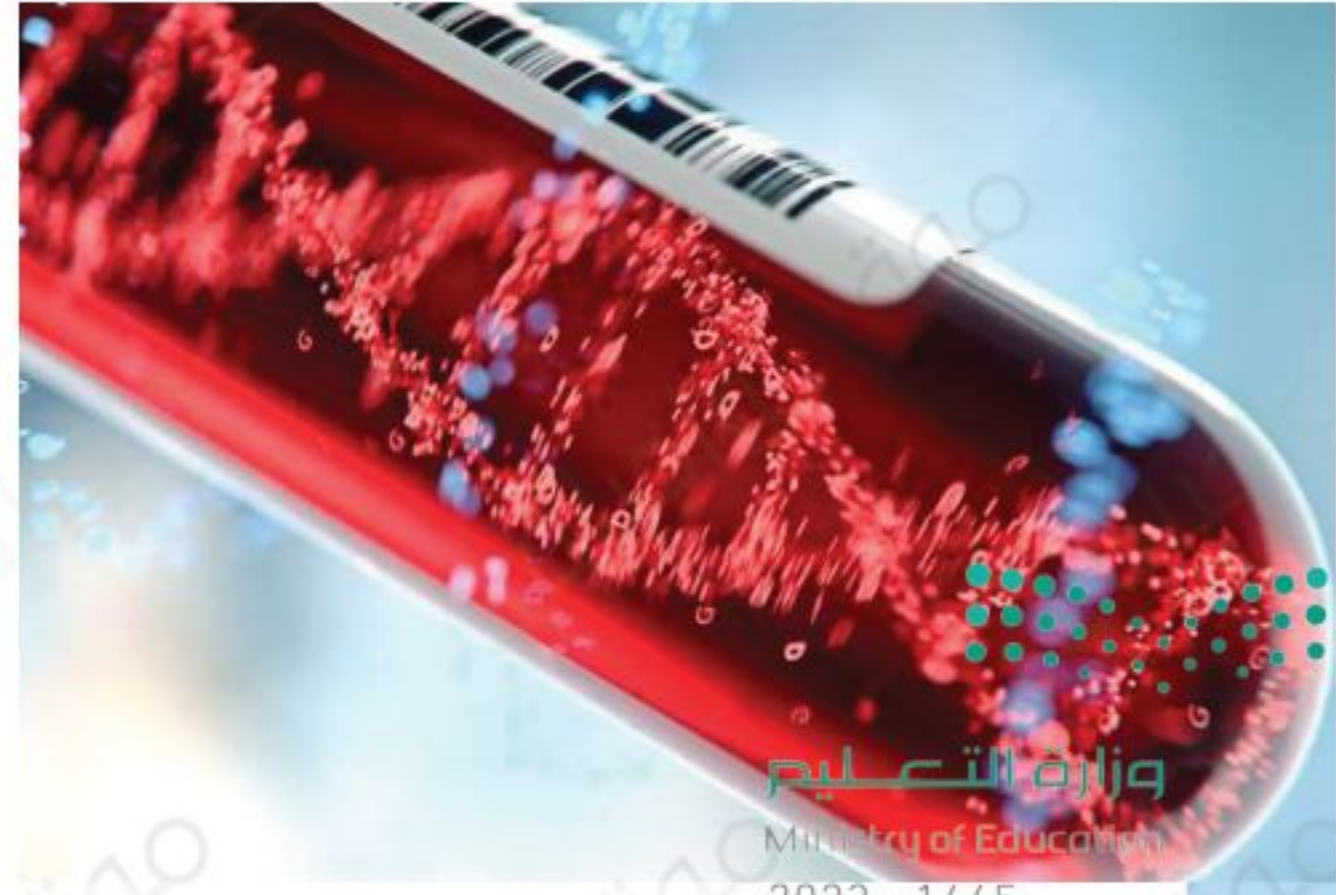
Another type of genetic testing is called “predictive gene testing.” This is used to predict an adult's risk of developing certain diseases later in life. People who undergo this type of genetic testing are usually from a family in which many members have had a particular inherited disease, like certain cancers or Alzheimer's disease.

There are many obvious benefits to this kind of testing. A negative test (a test that says a person is not likely to develop a disorder) can bring a tremendous sense of relief. Jen Thomson, who recently underwent predictive gene testing for colon cancer, explains, “So many people in my family died of colon cancer, I worried constantly. When the test came back negative, I felt as if someone had lifted an enormous weight off my shoulders.” A positive test has benefits as well. It warns of the need for preventative care, like frequent checkups, dietary changes, medicines, or even the option of surgically removing the part likely to develop the disease. For example, if Thomson's test had been positive, she might have chosen to have her colon removed.

There are also some controversial downsides to genetic testing. The value of genetic testing is particularly questionable when testing for a disease that is untreatable. For example, Alzheimer's disease runs in An Lee's family. An has decided to get genetic testing to see if she is likely to develop it. Her husband Bao is not happy about her choice. Bao explains, “If the result is positive, how will it help to know that she will probably develop the disease?”

If I had the Alzheimer's gene, I wouldn't want to know." Another issue is that even if someone tests positive for a disease, it doesn't mean that they will definitely develop the disease. So a person could spend years worrying about something that never ends up happening.

Genetic testing has the potential to impact millions of lives in the future. Many are excited about the future of genetics, while others have deep concerns about it. But for better or for worse, soon we may all have the ability to peek into our medical future.



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بعد القراءة

After Reading

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

1. false
2. false
3. true
4. false
5. false

1. _____ To get a sample of DNA, doctors must draw a large quantity of blood.
2. _____ Newborn screening is not a common type of genetic testing.
3. _____ Predictive gene testing can be done for treatable and untreatable disorders.
4. _____ A positive test generally brings great relief to the test-taker.
5. _____ If someone tests positive for a disease, they will definitely develop the disease.

التحدث

9 Speaking



العمل بشكل ثنائي أو ضمن مجموعات. فكر عما قرأته وسمعته عن الإختبارات الجينية وناقش السؤال أدناه

1. Work in pairs or groups. Think about what you have read and heard about genetic testing and discuss the question below:
If you were offered genetic testing, would you do it? Why? Why not?
2. Make notes in the chart. Then use your notes to discuss your views in class.

Type of genetic testing you read/heard about	Reasons for taking the test	Reasons against taking the test	Should it be made available to everyone? Why? Why not?

Answers in next page

9 **التحدث** Speaking

1. Work in pairs or groups. Think about what you have read and heard about genetic testing and discuss the question below:
If you were offered genetic testing, would you do it? Why? Why not?
2. Make notes in the chart. Then use your notes to discuss your views in class.

Type of genetic testing you read/heard about	Reasons for taking the test	Reasons against taking the test	Should it be made available to everyone? Why? Why not?
There are many different kinds of genetic tests	Early detection may prevent more severe forms of a disease.	Testing many increase stress and anxiety. A negative test could mask additional causes.	Genetic testing is useful in many areas and can change the medical care you or your family member receives.
The most common type of genetic testing that is called newborn screening.	Predict an adult's risk of developing certain diseases later in life.	People may feel angry, depressed, anxious, or guilty about their result.	Genetic screening could support a kind of "precision public health" approach to medicine.
Predictive gene testing.	Genetic testing has the potential to impact millions of lives in the future.	It may create tension within a family and cause psychological stress to family members	In some cases it creates tension within a family because the results can reveal information about other family members.



12 What Would You Do?

رابطه الدرس الرقمي



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Rule:
Every noun can be
classified as either
common or proper.



10 Writing



في رأيك كيف يختار الشخص مجال الدراسة أو العمل؟ ما هي العوامل التي تؤثر على القرار؟

A. How do you think people decide on a field of study or a job? Which factors affect their decision/choice?

1. Read the text and find out. اقرأ النص و استخرج

• ما الذي أراد الكاتب دراسته؟ What did the writer originally want to study?

• لماذا تخلى عن خطته الأساسية؟ Why did he give up his original plan?

• لماذا تلقى دورات تدريبية مختلفة؟ Why do you think he took different training courses?

• ما الذي فعله للتأهل كمدرس لغة؟ What had he done to qualify as a language teacher?

• ما هي فرصة العمل الأخرى له؟ What other job opportunity did he have?

• ما الذي دفعه لاتخاذ قراره النهائي؟ What prompted him to make his final choice?

• وهل هو نادم؟ Does he regret it?

2. What would you have done? ماذا كنت ستفعل؟

3. Read the text again and find out. اقرأ النص مرة أخرى و اكتشف

• هل جميع الأحداث معروضة بترتيب زمني؟ Are all the events presented in chronological order?

• كيف عرفت ذلك؟ How do you know?

• Which sentences/phrases/words provide information about the writer's thoughts, attitude, and feelings?

• Which part reveals the writer's position in the matter?

• Are there sections/phrases/sentences that address a longer period of time in real terms but very briefly?

• Are there sections/phrases/sentences that address a shorter period of time in real terms but in greater detail?

الحل في الصفحة التالية



After I finished school, I chose to try out a number of things before settling on one field of study or profession. I had originally wanted to go to art school but had changed my mind when I found out how hard it was for graduates to find employment. I was also reluctant to go ahead with it, because I knew that my father was likely to disapprove in a quiet but very noticeable manner. He wanted me to study medicine, but I didn't.

I took a number of courses in typing, shorthand, French, art, design, and literature and worked part-time as a public relations assistant, a shop assistant, etc. Eventually, I started studying psychology, philosophy, and linguistics. I had also managed to attend a teaching methodology course that qualified me as a language teacher, but I was not at all certain that I wanted a teaching career.

At some point, I was approached by a new airline company that invited me to do an interview, followed by a test before I could be offered a job. At the time, I used to help out with registration at a large language center where my uncle taught. So, I agreed to spend the next few days working for them from morning till evening, totally forgetting the airline company. Two days later, the man I knew from the airline company turned up and accused me of being irresponsible because I had not bothered to check with the airline company on the final results and a job offer. He said there was still time to do it, but I would have to drop what I was doing and run. For some reason, I did exactly the opposite; I stayed put, thanked him and went back to work.

Later that evening, I was offered my first teaching job by the director of studies. I have often wondered what my life would have been like if I had chosen the airline company instead, but not too enthusiastically. Regardless of difficulties and ups and downs, this is the choice that has become a life's choice and no amount of wondering is likely to ever make me regret it.

10 Writing

Answers:

A. The decision of whether to go to college or get a job is highly personal. It depends on your career goals, values, financial situation, and personal circumstances. College can provide education, personal growth, and numerous opportunities, but it's not the only path to success. In addition, it's to showcase your relevant natural talents, as well as skills you've learned that would be relevant to the position you're interviewing for.

Factors that influence the choice of studies include social factors, academic factors, financial factors, personal/social factors, and safety and security conditions. These factors can vary depending on the specific context and the population being studied.

1.

- The writer had originally wanted to go to art school.
- Because he found out that art school was hard for graduates to find employment.
- He took different training courses to develop his skills and enhance his capacities for the job requirements he planned for.
- He had managed to attend a teaching methodology course that qualified him as a language teacher.
- He offered an opportunity to work in a new airline company.

2. I would have to carry out the tasks and duties assigned to me by the airline company.

3.

- No tall events are presented in chronological order. For example, "I had originally wanted to go to Art School..." indicates that this was so before the writer finished school.
- ...but I had changed my mind when ... I was also reluctant/my father was likely to disapprove in a quiet but very noticeable manner/but I didn't (want to study medicine)/not all that certain that I wanted a teaching career/for some reason, I did exactly the opposite/I have often wondered what my life would have been like .../but not too enthusiastically/This is the choice that has become a life's choice ... to ever make me regret it.
- The last paragraph reveals the writer's position.
- After I finished school refers to a long time in actual terms, so do the following sentences: I chose to try out a number of things...I took a number of courses ...

B. 1. Think of an important decision you or a family member has made.

My worst decision

Decisions are things that nobody could avoid in life. It might be great decisions or it might be terrible decisions. As a normal person who experienced this, I had the chance to choose many things in my life, but one of my choices was the worst ever. It made a big change to worse in my life, and wasted all my money.

To start with, life could be changed by one choice. One choice changed my life to make it harder. I was a businessman with a very nice reputation. I invested in a very risk project. I took the decision myself and I invested on it while all my stuff was telling me not to take that risk. Now, instead of being a C.E.O of a company I am just a teacher. Moreover, that decision made me broke that I am not able to pay the rent of a small apartment, comparing to past I used to spend five thousands dollar in a day.

In brief, changing my life upside down and losing all my money is the consequences of one bad decision that was taken by me. This is my worst decision.

2. Compare what your life is like now to what it would have been like if you or a family member had made a different decision. Use the chart to organize your ideas.
3. Write a personal narrative on this subject.

2 قارن ما ستكون عليه حياتك الآن بما سيكون عليه الحال إذا اتخذت أنت أو أحد أفراد أسرتك قراراً مختلفاً.
3 استخدم الجدول لتنظيم أفكارك اكتب قصة شخصية عن هذا الموضوع

Life Now	How Life Would Have Been Different
My life is not good enough	My life would be very different that I would be the happiest person in the world.

Writing Corner

When you write a reflective and speculative personal narrative, think about the following:

- what has already happened
- what opportunities were available and what results have taken place
- what feelings and attitudes you have experienced
- which people were involved directly or indirectly
- how to present your ideas so you can set the context clearly for your reader

Then refer to the real context and:

- reflect and/or evaluate the decision/choice you made.
- wonder/speculate how things might have been different.
- address the question to your reader.
- express satisfaction or regret about your decision/choice.



12 What Would You Do?

رابطه المدرس الرقمي



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الشكل و المعنى و الوظيفة 11 Form, Meaning and Function



المستقبل المستمر Future Progressive

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

Affirmative (+)

Genetic testing has the potential to impact millions of lives. Soon we will all **be peeking** into our medical futures.

Questions (?)

Will you **be working** on the weekend?

Short Answers (+)

Yes, I **will**.

Short Answers (-)

No, I **won't**.

المستقبل التام Future Perfect

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

By this time tomorrow, we **will have had** the medical test results back.

تعبير الوقت للمستقبل Time Expressions for the Future

Time Expressions for the Future

A week from today, I'll be working in my new job.

By the year 2030, we will all have undergone genetic testing at birth.

By the time I am elderly, smart robots will have become commonplace.



استخدم المستقبل المستمر أو المستقبل التام لإكمال كل جملة. في بعض الجمل كل الصيغتين ممكنة

A. Use the future progressive or the future perfect to complete each sentence.

In some cases, both forms are possible.

🔦 Sheri started teaching biology in 2020. By 2030, she will have been teaching biology for ten years.

1. My parents got married in 2000. By 2032, they will have been married for 32 years.

2. My brother became a vegetarian three weeks ago. By next week, he will have been a vegetarian for a month

3. Jasim starts his new job today. A week from now he will have been working in his new job for a week

4. Some hospitals have used robots in surgery. By 2035, all will be using robots in surgery.

5. I've already lost five kilograms on my diet. If I lose another two, I will have lost seven kilograms.

استخدم المستقبل التام لدمج الأحداث المستقبلية في جملة واحدة باستخدام

B. Use the future perfect to combine the future events into one sentence, using **by** or **by the time**. Write the sentences in your notebook.

🔦 **1st Event:** He will graduate from college.

2nd Event: 2033 will come.

By 2033, he will have graduated from college.

1. **1st Event:** The football game will start.

2nd Event: We will arrive at the stadium.

2. **1st Event:** I will fall asleep.

2nd Event: This TV show will be over.

3. **1st Event:** I will pass my law exams.

2nd Event: 2029 will come.

4. **1st Event:** My father will work as a medical doctor for 20 years.

2nd Event: He will retire.

1. **By the time we arrive at the stadium, the football game will have started.**

2. **By the time this TV show is over, I will have fallen asleep.**

3. **I will have passed my law exam by 2029.**

4. **By the time he retires, my father will have worked as a medical doctor for 20 years.**

يستخدم للتحدث عن فعل تكرر عادةً في الماضي ولكنه لم يعد يحدث الآن , ووصف موقف ماضي لم يعد صحيحاً

Used To versus Be Used To

Used to + the base form of a verb is used to talk about an action that was repeated habitually in the past but no longer happens now; and to describe a past situation which is no longer true.

Tom **didn't use to** cheat on school tests. He **used to be** an honest person. He **used to study** hard. He **used to be** a good student.

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

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

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

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

يستخدم للتحدث عن تنبؤ تم إجراؤه في الماضي أو خطة سابقة لم يتم تنفيذها

Was/Were Going To (Future in the Past)

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

When he saw the old man fall, Russ **wasn't going to** stop. He **was going to** keep running to catch his flight.
Russ realized this was wrong, so he stopped and helped the old man.

انظر إلى الصور أكمل الفقرة حول كيف تغيرت حياة فهد منذ أن أصبح ثرياً

C. Look at the pictures. Complete the paragraph about how Fahd's life has changed since he adopted a healthy lifestyle. Use **used to**, **be used to** and **was going to**.

💡 A year ago, Fahd's life was very different . . .

الحل في الصفحة التالية



One year ago



Now

D. Think of an important decision you or your family made in the past that has changed your life. Talk about what you used to do before the change and what you are used to doing now. Tell your partner.

💡 *Before we moved to the city, I used to ...*

فكر في قرار مهم اتخذته أنت أو عائلتك في الماضي و غير حياتكم. تحدث عما كنت تفعله قبل التغيير و ما اعتدت فعله الآن



- C. Look at the pictures. Complete the paragraph about how Fahd's life has changed since he adopted a healthy lifestyle. Use **used to**, **be used to** and **was going to**.

💡 A year ago, Fahd's life was very different . . .

One year ago Fahd was non vegetarian he used to eat meat. Beef Burger and chickens. He was a little bit fat and don't like to exercise. He was used to sit in front of his laptop and eat. Now he is athletic and goes on diet. Now he is vegetarian that he doesn't eat Beef Burger anymore.



One year ago



Now

- D. Think of an important decision you or your family made in the past that has changed your life. Talk about what you used to do before the change and what you are used to doing now. Tell your partner.

💡 Before we moved to the city, I used to ...

Before my father's second marriage, my life was very nice and amazing. I used to see my father every day. We used to play with each other. The time that I spent with father looked endless, but now I only see my father on weekends. I wish those days return back.



12 What Would You Do?

رابطہ المدرس الرقسي



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12 Project

مشروع



هل سمعت أو قرأت عن طرق جديدة ومبتكرة لعلاج مختلف الأمراض

ابحث عن طرق العلاج الرائدة في بلدك

1. Have you heard or read about new, ground-breaking methods of treatment of various conditions/diseases? Try to find out by talking to each other.
2. Work in pairs/groups. Research and find out about ground-breaking methods of treatment applied in your country. These treatments/cures might be medicinal or involve surgical procedures.
 - interview members of your family
 - talk to your teachers
 - search the Internet
3. Gather information about new ground-breaking methods of treatment and procedures used in Saudi Arabia and make notes. The treatments or procedures might be used for preventive reasons. Find out:
 - which diseases/conditions they are used for
 - if they are successful
 - if there are side effects
 - how they can affect people's lives
 - how accessible they are
 - if they are at an initial stage
 - if additional resources/equipment is needed
 - about plans to extend their application
4. Choose one or two of the treatment methods/procedures. Organize your notes under the categories/headings in the chart. Use them to prepare a PowerPoint presentation for your class.

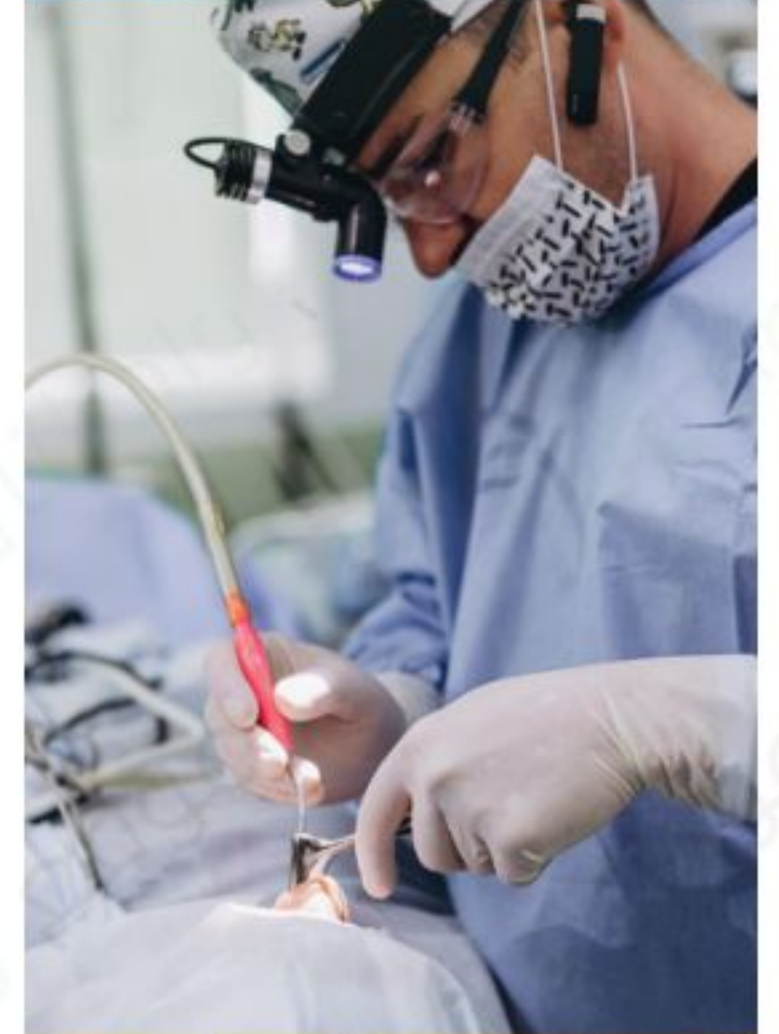
اجمع المعلومات عن طرق العلاج الجديدة و الرائدة في المملكة العربية السعودية

اختر طريقة أو طريقتين من طرق إجراء العلاج و دونها في الجدول علاج/ إجراء رائد

Ground-breaking treatment/procedure	The disease: Influenza (h1n1) The treatment: Zanamivir.
الشرط المستهدف	Cough, fever and more.
Target patient group مجموعة المرضى المستهدفين	Influenza patients.
Description/type الوصف/ النوع	It's a medicine that treats the influenza patients.
Origin الأصل	Australia.
Equipment المعدات	Tablets.
Stage of application/ development	The patient will feel better.
Hospital/institution/ authority	Australian company.
Physicians الأطباء	Paddy phillips.
Rate of success معدل النجاح	84%
Patients' comments تعليقات المرضى	They felt good after they took the vaccine.

مرحلة التطبيق/ التطوير

المستشفى/ المؤسسة/ الهيئة



13 Self Reflection

Things that I liked about Unit 12:	Things that I didn't like very much:
_____	_____
_____	_____

Things that I found easy in Unit 12:	Things that I found difficult in Unit 12:
_____	_____
_____	_____

Unit 12 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
talk about ethics and morals ethics and moral dilemmas			
give opinions			
present hypothetical conditionals versus past hypothetical conditionals			
use implied conditionals			
use <i>as if/as though</i> for unreal situations			
use the future progressive and future perfect			
use time expressions for the future: <i>by the year, this time tomorrow</i>			
use <i>used to</i> versus <i>be used to</i>			
use <i>was/were going to</i>			

My five favorite new words from Unit 12:	If you're still not sure about something from Unit 12:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help



مراجعة اللغة

1 Language Review

ابحث عن الأفعال المركبة في الجمل. قرر ما إذا كانت تستخدم بشكل صحيح. إذا لم تكن كذلك، أعد كتابة الجمل.

- A. Find the phrasal verbs in the sentences. Decide if they are used correctly. If not, rewrite the sentence.
- It is a shame to see people throw money away buying silly things.
 - This cake is delectable. Thanks for whipping up it.
 - Just the aroma of breakfast is enough to wake up me.
 - Fried food is an unhealthy indulgence. You should give it up.
 - I'm looking forward to seeing my grandparents.
 - The vendor ran nachos out of halfway through the baseball game.
 - I substitute honey for sugar in my tea. I can't tell apart them.
 - Being diagnosed with heart disease has turned my father into a healthy eater.
 - We ran our professor into at the library.
 - Don't you get tired of staying at home all of the time?

أعد كتابة الجمل باستخدام المبني للمجهول مع فعل الإبلاغ

- B. Rewrite each sentence using the passive with a reporting verb.

Scientists say that Alzheimer's disease is an inherited disease. Alzheimer's disease is *said to be an inherited condition*.

- Many historians believe the Chinese made the first fireworks over 2,000 years ago. It is _____.
- People think that the Egyptians were the first people to domesticate the cat. It is _____.
- People thought space travel was impossible 100 years ago. Space travel was _____.
- They think Reema is responsible for spreading the rumor. Reema is _____.
- People say the shortest distance between two points is a straight line. It is _____.
- People once considered that the earth was flat. The earth was _____.
- The government expects that unemployment will decline by 2 percent this year. Unemployment is _____.
- Doctors consider that many cancers are treatable if they are caught early. Many cancers are _____.



وزارة التعليم

Ministry of Education

2023 - 1445

Answers in next page

Answers in next page

EXPANSION Units 9–12

1 Language Review

المراجعة اللغوية

ابحث عن الأفعال المركبة في الجمل. قرر ما إذا كانت تستخدم بشكل صحيح. إذا لم تكن كذلك، أعد كتابة الجمل

A. Find the phrasal verbs in the sentences. Decide if they are used correctly. If not, rewrite the sentence.

1. correct.
2. This cake is delectable. Thanks for whipping it up.
3. Just the aroma of breakfast is enough to wake me up.
4. correct.
5. correct.
6. The vendor ran out of nachos halfway through the baseball game.
7. I substitute honey for sugar in my tea. I can't tell them apart.
8. correct.
9. We ran into our professor at the library.
10. correct.

أعد كتابة الجمل باستخدام المبنى للمجهول مع فعل الإبلاغ

B. Rewrite each sentence using the passive with a reporting verb.

Scientists say that Alzheimer's disease is an inherited disease.
Alzheimer's disease is *said to be an inherited condition*.

1. It is believed that the Chinese made the first fireworks over 2,000 years ago./ It is believed that fireworks were first made by the Chinese over 2,000 years ago.
2. It is thought that the Egyptians were the first people to domesticate the cat.
3. Space travel was though to be impossible 100 years ago.
4. Janet is though to be responsible for spreading the rumor.
5. It is said that the shortest distance between two points is a straight line.
6. The earth was once considered to be flat.
7. Unemployment is expected to decline by 2 percent this year.
8. Many cancers are thought to be treatable if they are caught early.

أعد كتابة كل جملة مبنية للمعلوم كجملة مبنية للمجهول

C. Rewrite each active sentence as a passive sentence.

1. Many illnesses can be prevented with a healthy diet.
2. The school's budget may be cut next year (by the school board).
3. Hiccups can be cured by drinking a glass of water quickly.
4. Older people should be treated with respect by young people.
5. Application forms must be submitted by March 13th.
6. Children should be read to every day.
7. The potential side effects of the medication should be explained by a pharmacist.
8. A disease must be diagnosed before it can be treated.
9. I think a cure for cancer will be found in the near future.
10. New items may be added to the menu next week.

D. Rewrite each sentence as a *the...the* comparative. أعد كتابة كل جملة بصيغة المقارنة

1. The more she studied anthropology, the more fascinated she becomes with it.
2. The closer we get to summer, the more excited I get.
3. The funnier the joke, the harder people laugh.
4. The longer I sit on this couch, the more tired I get.
5. The cheaper the shoes, the more quickly they fall apart.
6. The smaller the room, the more claustrophobic I feel.



انظر إلى الصور. اكتب جملة افتراضية سابقة عن كل منهما

E. Imagine a series of events that could happen in your own future. Use the present hypothetical to write six sentences. Use **could**, **would**, and **might**.

💡 *If I got a job, I could save some money.*

- 1.If I got a good salary, I would help my family.
- 2.If I sleep early, I might never be late.
- 3.If I worked hard, I could reach my goal.
- 4.If I ate less, I would not be fat.
- 5.If I married her, I would be happier.
- 6.If I drove carefully, I would not make an accident.



2 Reading

قراءة
قبل القراءة

1 هل تعتقد أنه من الممكن تحريك الأشياء بعقلك؟ اشرح ذلك
2 كيف تعتقد أن التكنولوجيا بإمكانها المساعدة في تحقيق ذلك

1. Do you think it is possible to move objects with your mind? Explain.

No, I don't. It is impossible.

2. How do you think technology could help make this possible?

Maybe by inventing machine to do these things.

Mind Over Matter

Imagine yourself sitting on the couch, exhausted after a long day, wishing you had the TV remote control. Wouldn't it be great if, instead of getting up to pick it up from the coffee table, you could use your mind to turn the TV on and flip through the channels? This idea may sound like science fiction, but it may not be as far-fetched as it sounds.

The ability to move objects with the mind is known as *telekinesis*. It has long been speculated that people use only a small portion of their brains. It is said that if we used the full potential of our brain, we would discover that it has amazing abilities, including the ability to move objects without touching them.

One person famous for her alleged ability to use her brain this way was Nina Kulagina. Kulagina, a Russian housewife born in 1927, caused a sensation in the 1960s and 70s with her alleged mental powers. Kulagina demonstrated her ability in a number of experiments, many of which were filmed. In one experiment, she separated the yolk and the white of an egg dropped into a tank of water. In her most incredible experiment, Kulagina used her mind to slow a frog's heartbeat until it stopped completely.

Many in the scientific community are skeptical about whether Kulagina's powers were real or just a trick. However, many of these same people believe it is entirely possible for the brain to move an object—with the help of technology. For decades, scientists have been working on finding

a way to make it possible for disabled people who do not have use of their hands to control devices with the brain. Recently, great progress has been made in this effort.

In 2004, a paralyzed 25-year-old man named Matthew Nagle became the first person to benefit from such technology. Nagle had a chip that could read his mind implanted in his brain. Wires connected to both the chip and a computer fed the information from the chip into the computer. The computer analyzed this information, and converted it into computer commands. The computer then sent these commands to various devices in Nagle's home.



As a result, Nagle was able to do things like turn the lights in his home on and off, and open email, just by thinking about doing these things. The hope is that one day this technology will make it possible for people like Nagle to regain the use of their arms and legs.

Recent research has focused on making this technology simpler by replacing the computer chip with a cap. Brain waves can be picked up by the cap and sent to a computer, which then carries out the commands. The advantage of this approach is that the cap is wireless and does not require surgery. However, further research is needed to make this wireless technology as effective as the brain chip.

While this technology has the possibility of dramatically improving the lives of disabled people, there are also many less dramatic, commercial uses for it. For example, one company is developing a remote control that can be controlled with thoughts. So the next time you are feeling too lazy to get off the couch to get the remote control, take heart—soon you may indeed be able to stay on the couch and turn on your TV without lifting a finger!

بعد القراءة After Reading

أكمل الجمل بهذه الكلمات
A. Complete the sentences with these words:

alleged	far-fetched	potential	skeptical
converted	paralyzed	sensation	

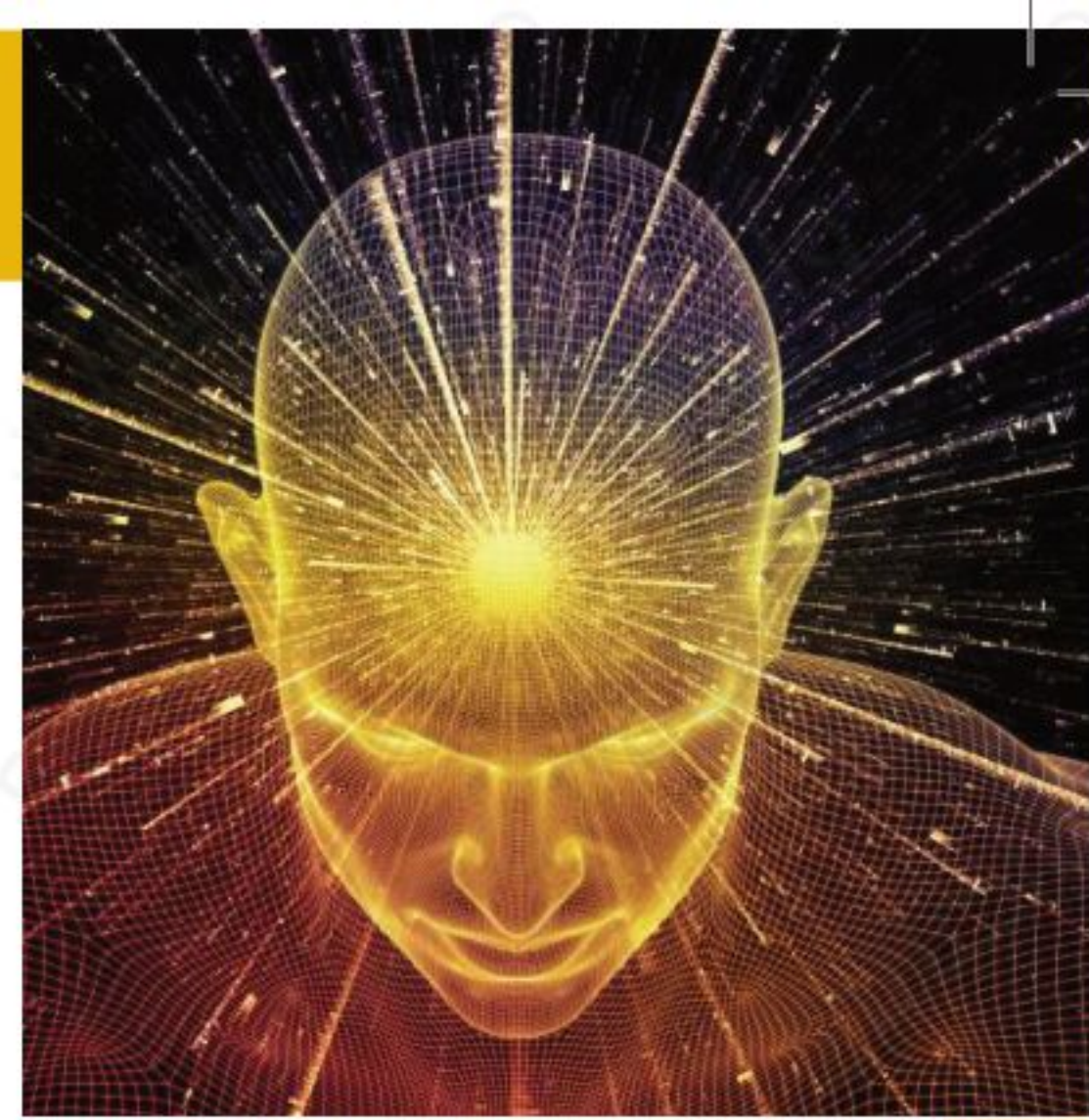
- Someone who cannot move his or her body is **paralyzed**.
- Something that creates a lot of excitement can be called a **sensation**.
- Someone who is accused of robbing a bank, but who has not yet been proven to have done it, can be called an **alleged** robber.
- Some feel that the idea that people will one day live in space is **far-fetched**.
- Someone who does not believe something that is believed by others can be described as **skeptical**.
- When something is turned from one thing into another, it is **converted**.
- Someone who has a lot of abilities that they have not yet begun to use is said to have great **potential**.

أجب على الأسئلة
B. Answer the questions.

- What is telekinesis?
- Who was Nina Kulagina?
- How can technology make it possible for the mind to move objects?
- What surgery did Michael Nagle undergo?
- How did the surgery change Nagle's life?

المناقشة Discussion

- Do you think the technology described in the reading will ever become common? Why or why not?
- Think of and describe other ways this technology could be used.



الحل في الصفحة التالية



أجب على الأسئلة

B. Answer the questions.

1. What is telekinesis?
2. Who was Nina Kulagina?
3. How can technology make it possible for the mind to move objects?
4. What surgery did Michael Nagle undergo?
5. How did the surgery change Nagle's life?

1. Telekinesis is the ability to move objects with your mind.

2. She was a Russian woman who was alleged to have telekinetic powers.

3. A computer chip implanted in the brain could read brain waves and send a message to a computer.

4. Nagle had a chip implanted in his brain that could read brain waves.

5. As a result, Nagle could perform simple tasks in his home just by thinking about them.

هل تعتقد أن التكنولوجيا المذكورة في النص ستصبح شائعة؟ لم؟ ولم لا؟

فكر في الطرق الأخرى التي يمكن من خلالها استخدام هذه التكنولوجيا ووصفها؟

Discussion

1. Do you think the technology described in the reading will ever become common? Why or why not?
2. Think of and describe other ways this technology could be used.

1-Yes, I do think so. Because technology has no limit of what it could do.

2-It might be used as remote control that humans could control other creatures by it.

3 Language Plus Aa

استخدم الأفعال و الضمائر الصحيحة. ثم

استخدم كل مصطلح في جملة خاصة بك

A. Complete each sentence with one of the idioms shown.

Use the correct tense and pronouns.

Then use each idiom in a sentence of your own.



set (one's) mind at ease



give (someone) a piece of (one's) mind



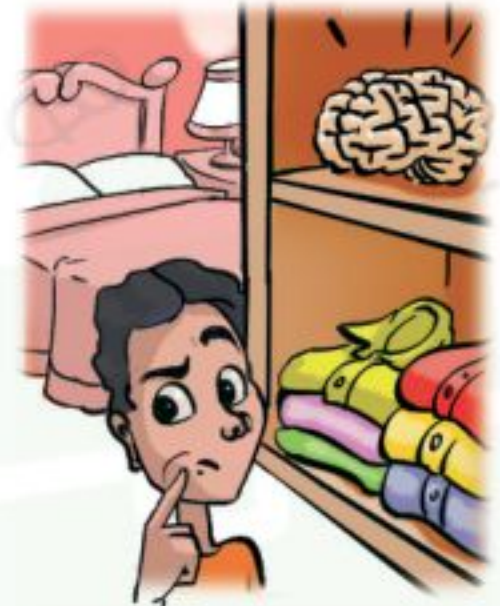
have a lot on (one's) mind



keep (one's) mind off of (something)



keep an open mind



lose (one's) mind

Finding out that you were OK after the accident set my mind at ease.

- When I saw that he had crashed into our car, I gave him a piece of my mind.
- When I'm on a diet, I can't keep my mind off of food.
- I could've sworn I left my keys here. Sometimes I think I'm losing my mind.
- I've been finding it hard to sleep lately because I have a lot on my mind.
- I know you don't like tomatoes, but keep on open mind as you taste this sauce.

4 Writing أدوات الكتابة: حروف التعريف و التعميم

Tools for Writing: The Definite Article and Generalizations

The definite article, **the**, is used to talk about one specific object or person.They got **the** cat from **the** Eastside Animal Shelter.

However, the definite article is not used when speaking generally.

People drink coffee to help them stay awake. NOT: The people drink the coffee to help them stay awake.

اقرأ الجمل و اشطب الأداة الموجودة في المكان غير الصحيح
Read the sentences. Cross out **the** where it appears incorrectly.

- ~~The~~ men are often taller than women.
- The students in Ms. Fatima's class work harder than the students in Ms. Badria's class.
- The people in Saudi Arabia enjoy calligraphy and poetry.
- The people at the fair enjoyed the rides and the food.
- It is always frustrating to drive in ~~the~~ traffic.
- The traffic in my area is terrible in the morning.



اكتب مقال عن نوع جديد من التكنولوجيا. يمكن أن تكون تقنية قيد الإستخدام أو انه سيتم استخدامها في المستقبل

Writing Prompt محفز الكتابة

Write an essay about a new kind of technology. It can be a technology that is already in use or that will be used in the future. Explain the technology and tell the reader whether you think it is a good thing or not, and why.

اكتب مقالك Write Your Essay

1. Decide what technology you want to write about.
2. Use two or three sources from the library or Internet to find information about the technology. Use a note-taking chart to keep track of your sources and the information you find in each.

Source	Notes

3. Write a draft of your essay.
4. Have a partner read and comment on your draft. Use your partner's comments and suggestions to revise your essay. Include a list of the sources you used in your final draft.

Developing Your Writing: Taking Notes and Citing Sources

Take notes on key facts and note the source of the information. It is important to put the information in your own words, rather than simply copying text word for word from your source. Copying the words of another writer and using them as your own is called *plagiarism*.

Include a list of your sources at the end of your essay. If the source is a book, write the name of the author, the title of the book, the city and name of the publisher, and the year it was published. If the source is a Web page, write the name of the author (if known), the website title, the title of the article, the date you found the page, and the URL of the page.

Robotic Surgery

You may think of robots as things that only turn up in science fiction, but robots are actually a part of everyday life. Robots are used for many different tasks. For example, robots are used to manufacture cars, to explore space, and to assist the military and police officers in dangerous situations. And believe it or not, now robots can even be used to perform surgery on patients ...

*Jimenez, Marcos. Science of the Future.
New York: Global Press, 2019*

Answers in next page

وزارة التعليم
Ministry of Education
2023 - 1445

Writing Prompt

Write an essay about a new kind of technology. It can be a technology that is already in use or that will be used in the future. Explain the technology and tell the reader whether you think it is a good thing or not, and why.

Write Your Essay

Source	Notes
● Global Industry Analysis	❖ Five years from now e-Learning will have reached a volume of nearly 6 billion dollars in the highest buying markets.
● Building a Future with Robots by The University of Sheffield	❖ By 2030, experts believe that robots will be capable of performing autonomously, and make 'common-sense' decisions.

◆ **The Future of Technology: Will Robots Take Over the World**

Technology has completely changed the way we live and work and it will continue to do so in the future. According to a market forecast, five years from now, e-Learning will have reached a volume of nearly 6 billion dollars in the highest buying markets. This amount will be spent on packaged content, development services, learning platforms, tool hosting services, authoring software, and platform installation. Higher education will have become the largest buyer by the end of the forecast period. More than 3 million students in the U.S. will be attending virtual schools, and more corporations will be using e-Learning platforms for meetings and training sessions.

Moreover, rapid developments in robotics and A.I. (Artificial Intelligence) will mean that soon we will all be able to study or work remotely from the comforts of our home: We will send our robot to school or the office instead. By 2025, it is quite possible that some households will own a robot to carry out 'porter' style tasks, such as delivering and carrying packages. By 2030, experts believe that robotics will have developed so significantly that smart robots will be capable of performing autonomously, and make 'common-sense' decisions. By 2050, some scientists believe that smart robots will have reached such a high level of intelligence that they will be able to provide emotional care and companionship to the elderly and sick..