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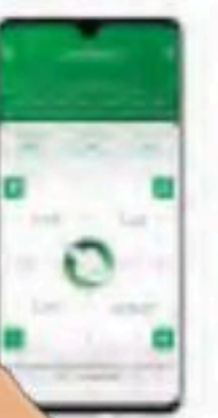
# منهجي

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موقع منهجي منصة تعليمية توفر كل ما يحتاجه المعلم  
والطالب من حلول الكتب الدراسية وشرح للدروس  
بأسلوب مبسط لكافة المراحل التعليمية وتوازيع  
المناهج وتحاضير وملخصات ونماذج اختبارات وأوراق  
عمل جاهزة للطباعة والتحميل بشكل مجاني

حمل تطبيق منهجي ليصلك كل جديد



**SUPER**

# GOAL 2

**MANUEL DOS SANTOS**



وزارة التعليم

Ministry of Education

2023 - 1445



## SuperGoal 2 Student Book

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# Scope and Sequence

	Unit Title	Functions	Grammar
1	Are You Here on Vacation? Pages 2–9	Greet people / Say goodbye Introduce yourself and others Ask for and give personal information Express thanks / Apologize Ask for and give directions	Simple present of the verb <i>be</i> Information questions: <i>how, what, when, where, who, why</i> Prepositions of place
2	What Are They Making? Pages 10–17	Express approval and disapproval Talk about present ongoing activities	Present progressive Imperative for commands and instructions Prepositions of place
3	Who's Who Pages 18–25	Describe professions Talk about professional goals	Simple present tense <i>Wh-</i> questions in the simple present Verb <i>want</i> + infinitive Relative pronouns: <i>who, that, which</i>
4	Favorite Pastimes Pages 26–33	Describe daily activities and routines Ask about and tell how often you do activities Talk about abilities Describe hobbies	Questions with <i>how often</i> Frequency expressions: <i>once a week, etc.</i> Adverbs of frequency: <i>always, often, etc.</i> <i>Know how to</i> Gerunds and infinitives after verbs
5	Is There Any Ice Cream? Pages 34–41	Talk about foods Order from a menu Express preferences with <i>would like</i>	Count/Noncount nouns Expressions of quantity: <i>some/any</i> Partitives <i>Too/Enough</i>
EXPANSION Units 1–5 Pages 42–49		<b>Language Review</b> <b>Reading:</b> Let the Games Begin <b>Reading:</b> Foods: Truths and Lies <b>Writing:</b> Write about a healthy/unhealthy food	
6	What Was It Like? Pages 50–57	Ask and answer about past activities Describe past activities Express an opinion	Simple past tense: <i>be</i> Simple past tense: regular / irregular verbs Intensifiers with adjectives
7	What Happened? Pages 58–65	Retell an event Express feelings Give reasons with <i>why</i> and <i>because</i> Show agreement with <i>so</i> and <i>neither</i>	<i>There was/There were</i> Adverb: <i>ago</i> Pronouns: <i>someone, no one, nothing, anything</i> Conjunctions: <i>because, so</i>
8	What's Wrong? Pages 66–73	Ask and talk about health Name parts of the body Talk about illnesses and their symptoms Make suggestions and give advice	<i>Should/Shouldn't</i> Clauses with <i>when</i> Subject/object pronouns and possessive adjectives/pronouns

Listening	Pronunciation	Reading	Writing
Listen for specific information about a hotel stay	Intonation of <i>yes/no</i> and <i>wh</i> -questions	The Place to Stay	Create a hotel registration form and complete it with personal information Present information about youth hostels in your country (Project)
Listen and make inferences to identify speakers	/i/ and /ɪ/	E-Learning Is Easy!	Describe how the Internet is a useful tool for students Write a script for a how-to video (Project)
Listen for specific information about a profession and career goals	Reduction of <i>want to</i>	Jobs and Employment in Saudi Arabia	Write about your dream job Write about people's occupations (Project)
Listen for specific information about free-time activities	Reduction of <i>do you</i>	Sky High!	Write about your hobby or pastime Write about an unusual hobby or pastime (Project)
Listen for specific information from a meal order	Plural endings /s/, /z/, /əz/	Globalization of Foods	Write a recipe Write a typical menu from your country (Project)
<p><b>Project:</b> Research a healthful diet  <b>Chant Along:</b> Just Another Day  <b>Writing:</b> Write about a typical day in a person's life  <b>Project:</b> Write verses about a typical day in your life</p>			
Listen for specific information from radio reviews	Past tense endings /t/, /d/, /ɪd/	Art of the Pen: Arabic Calligraphy	Write about an interesting museum, performance, or sports event that you attended Make a brochure about an event in your town (Project)
Listen for specific information about an accident	The /h/ sound	So You Want to Be Cool	Write a witness report about an accident Take a survey about what makes your friends happy, sad, etc. (Project)
Listen to match illnesses with pictures of people	Consonant blends with s	Atchoo! Is It a Cold or the Flu?	Write about what you should do when you have the flu Present home remedies for common illnesses (Project)

# Scope and Sequence

	Unit Title	Functions	Grammar
9	Let's Go Out Pages 74–81	Talk about free-time activities and chores Make suggestions Express obligation Make excuses	<i>Should, why don't/doesn't...?</i> , and <i>let's</i> for suggestions <i>Go + verb + -ing</i> <i>Have to/Had to</i> and <i>Don't/Didn't have to</i> <i>Must/Mustn't</i> for obligation and prohibition
10	It's a Bargain! Pages 82–89	Talk about shopping Identify possessions Express preferences	Possessive adjectives and pronouns Question word: <i>whose</i> Pronoun: <i>one/ones</i> Quantitative: <i>too</i> Modal verbs: <i>can, may, could, might</i>
11	There's No Comparison Pages 90–97	Make comparisons State opinions Talk about interesting facts	Comparative and superlative forms of adjectives <i>So...that/Such...that</i>
EXPANSION Units 6–11 Pages 98–105		Language Review Reading: Paris: The City of Light	
12	It's Going to Be Fun! Pages 106–113	Ask about and describe vacations Plan a vacation	Future with <i>be going to</i> Information questions Position of adjectives Adverbs of manner
13	What's the Weather Like? Pages 114–121	Talk about the weather Talk about seasons Talk about future activities Make predictions	Future with <i>will</i> Information questions Conditional with present and future forms Functions with <i>will</i>
14	Could You Do Me a Favor? Pages 122–129	Make and respond to requests Make and respond to offers Give and take phone messages Expressions with <i>will</i>	<i>Can, could, will, would</i> <i>I'll, Let me</i> <i>Want + object noun/pronoun + infinitive</i> <i>Tell and ask + object noun/pronoun + infinitive</i>
15	Today's News Pages 130–137	Talk about the news Ask and answer questions about past ongoing activities Tell narrative stories in the past	Past progressive Past progressive + <i>when</i> Adverbs of degree <i>Could</i> and <i>was/were able to</i>
16	Have You Ever...? Pages 138–145	Talk about activities you have and haven't done	Present perfect Present perfect versus simple past Review of present tenses and simple past
EXPANSION Units 12–16 Pages 146–153		Language Review Reading: Success! Project: Research a role model	

Listening	Pronunciation	Reading	Writing
Listen to phone conversations for excuses	Reduction of <i>have + to</i>	Someone Has to Do It!	Write about how parents and teenagers feel about homework Take a survey on common excuses (Project)
Listen to complete information in an ad	Linking adjacent sounds	The Best Place to Shop—and Be!	Compare shopping in a store and shopping online Write and design a department store advertisement (Project)
Listen for specific details from a tour guide	The <i>er</i> sound	Vision 2030 Kingdom of Saudi Arabia: Building a Brighter Future for All	Write about something from a book of records Present an ancient monument in your country (Project)

**Project:** Research tourist sites in your country

**Chant Along:** The (Right) Answer

Listen to vacation plans for specific information	<i>/æ/</i> and <i>/ɒ/</i>	The Stones of Al-Ula	Write an email describing a place you know or would like to visit Present a picnic plan (Project)
Listen for specific information from a weather report	The <i>/l/</i> sound	Can Weather Affect People's Moods?	Write about how the weather affects you Present the weather in a place you would like to visit (Project)
Listen for general understanding of phone messages	Reduction of <i>could you</i> and <i>would you</i>	Dear Daughter	Write a note to ask for a favor Write about common favors (Project)
Listen to conversations for general understanding	Word stress	Age Means Nothing	Write a summary of a news story Present an unusual news event (Project)
Listen for specific information about travel experiences	The <i>/v/</i> sound in <i>have</i>	Ships of the Desert	Write about someone who has had an exciting life Present an extreme sport or activity (Project)

**Chant Along:** Travel the World Over

**Writing:** Write about a place where you want to travel

**Project:** Write a verse about world travel

**Chant Along:** I Never Found Gold Until I Got Back Home



# 12 It's Going to Be Fun!

رابطہ المدرس الرقمي

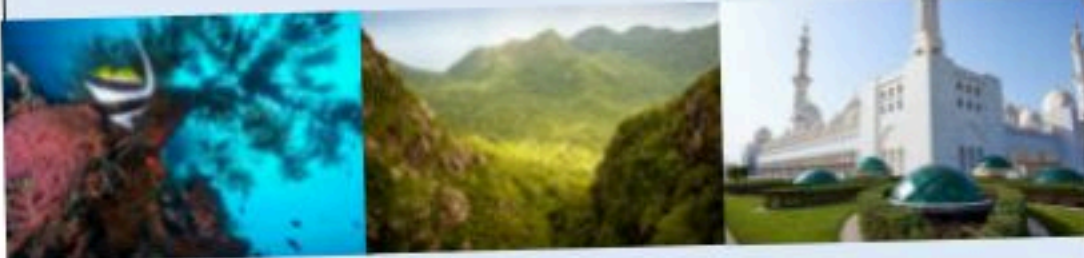


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## 1 Listen and Discuss


What kind of vacation do you prefer?  
Check the adjectives and discuss with a partner.

- |                                      |   |                                   |
|--------------------------------------|---|-----------------------------------|
| <input type="checkbox"/> peaceful    | <input type="checkbox"/> popular            | <input type="checkbox"/> quiet    |
| <input type="checkbox"/> safe        | <input type="checkbox"/> exciting/thrilling | <input type="checkbox"/> exotic   |
| <input type="checkbox"/> inexpensive | <input type="checkbox"/> adventurous        | <input type="checkbox"/> noisy    |
| <input type="checkbox"/> unusual     | <input type="checkbox"/> luxurious          | <input type="checkbox"/> relaxing |




### GLOBAL TOURS

has the  
VACATION FOR YOU!



We take you anywhere in the world.  
What are you going to do on your vacation?  
Are you going to travel around or  
just relax in one place?  
We have the answer for you.  
Call Global Tours!  
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You're going to have the time of your life!



## SOME VACATION FAVORITES



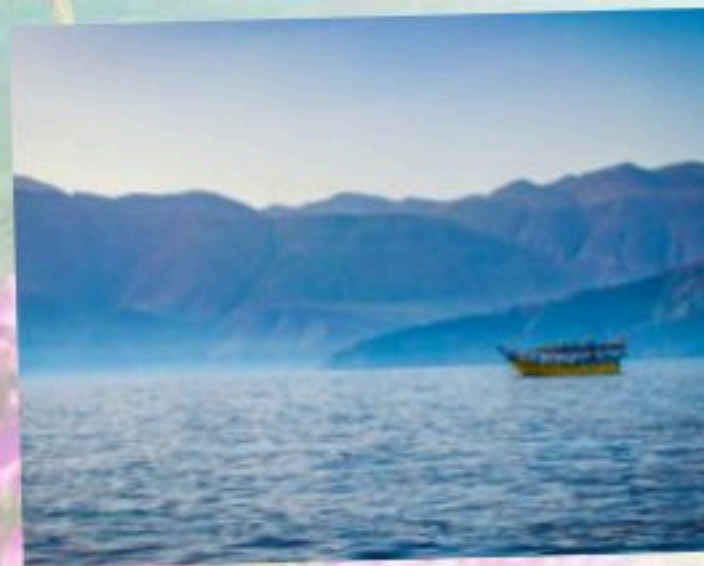
### SCUBA DIVING IN THE RED SEA, SAUDI ARABIA

Dive in the peaceful coral reefs of the Red Sea. You're going to see some of the most awesome and colorful marine life! Come face to face with sea turtles, lionfish, manta rays, and dolphins.



### CULTURAL TRIP TO DUBAI

You're going to experience the old and the new: traditional markets, modern architecture, and malls. Visit museums, art galleries, and theme parks. Taste Arabian cuisine and ethnic dishes from India, Japan, or Italy.



### TREKKING IN OMAN

Follow the Frankincense Trail from Muscat to Salalah and learn the secrets of the ancient perfume. You're going to visit a desert oasis and see spectacular views of mountains, coastal villages, and archaeological sites.

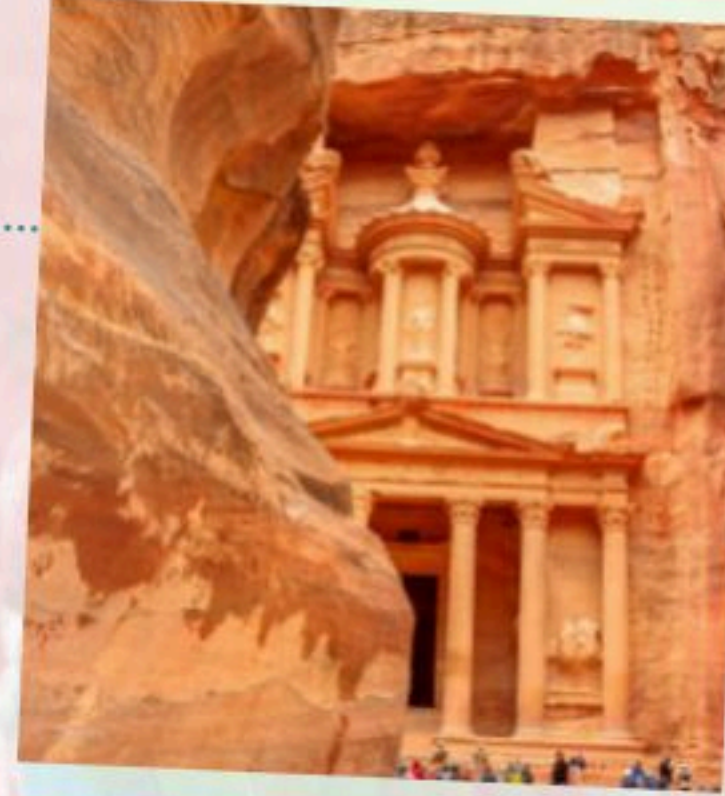
## SAFARI IN AFRICA

Have an exciting adventure on Tanzania's Serengeti Plain. See the herds of wildebeest, different kinds of bucks and gazelles, zebra, and other wildlife in their natural habitat in the N'gorongoro Crater. You're going to see them really up close!



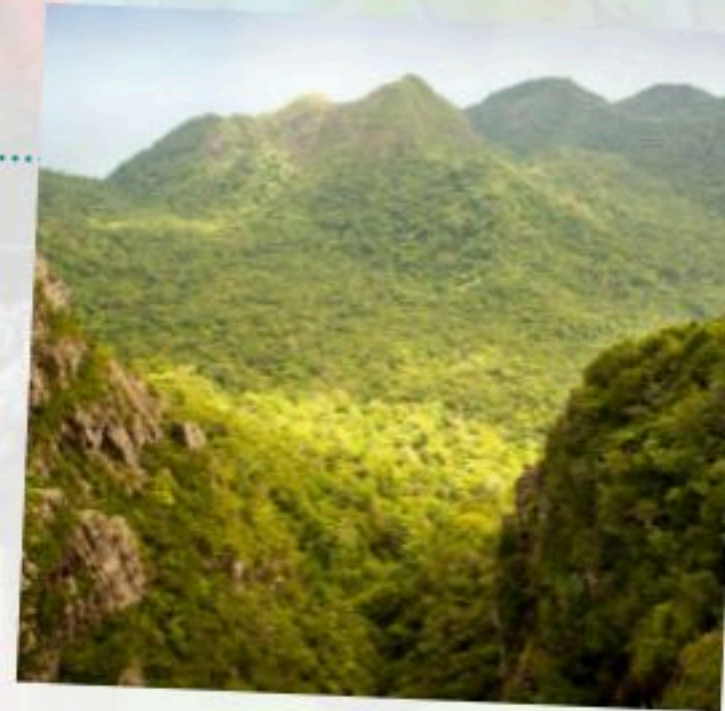
## DESERT TOUR, JORDAN

Visit the spectacular ancient city of Petra. You're going to explore this magnificent archaeological site and see the wonderful buildings and tombs carved out in the rock.



## ECOTOURISM IN THE MALAYSIAN RAINFOREST

Hike through the rainforest at Kinabalu Park and learn about one of the world's unique ecosystems. You're going to come into contact with thousands of different species of plants and animals, including an amazing variety of orchids.



### Quick Check ✓

- A. Vocabulary.** List the adjectives used in the brochure.
- B. Comprehension.** Answer the questions about the brochure.
1. What does Global Tours offer?
  2. What can you do in the Red Sea?
  3. What are visitors going to see in Petra?
  4. What kind of vacation are you going to have in Malaysia?

## 2 Pair Work

- A. Ask and answer** about the places.
- What's the Serengeti like?
  - It's exciting. You can see wildlife in their natural habitat.
- B. Choose one of the vacations.** Ask and answer about the trip.
1. Where are you going to go on your vacation?
  2. How long are you going to stay?
  3. Who are you going with?
  4. How are you going to go?



## 3 Grammar

### Future with *Be Going To*

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

#### Affirmative (+)

I'm **going to** travel to Jordan.

#### Negative (-)

I'm **not going to** visit Petra.

#### Yes-No Questions (?)

Are you **going to** travel to Jordan?

#### Short Answer (+)

Yes, I am.

#### Short Answer (-)

No, I'm not.

### Information Questions

**What** are you going to do on your vacation?

I'm going to travel to Africa.

**When** is he going to leave?

He's going to leave next week.

**Which** countries is he going to visit?

He's going to visit Tunisia and Morocco.

**How** are we going to go?

We're going to go by plane.

**Where** am I going to stay?

You're going to stay in a four-star hotel.

**Who** is going to travel with them?

They're going to travel with friends.

**How long** are they going to stay?

They're going to stay for a month.

### Position of Adjectives

Antarctica is an **exotic** place. (*before nouns*) Antarctica is **exotic**. (*after the verb be*)

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

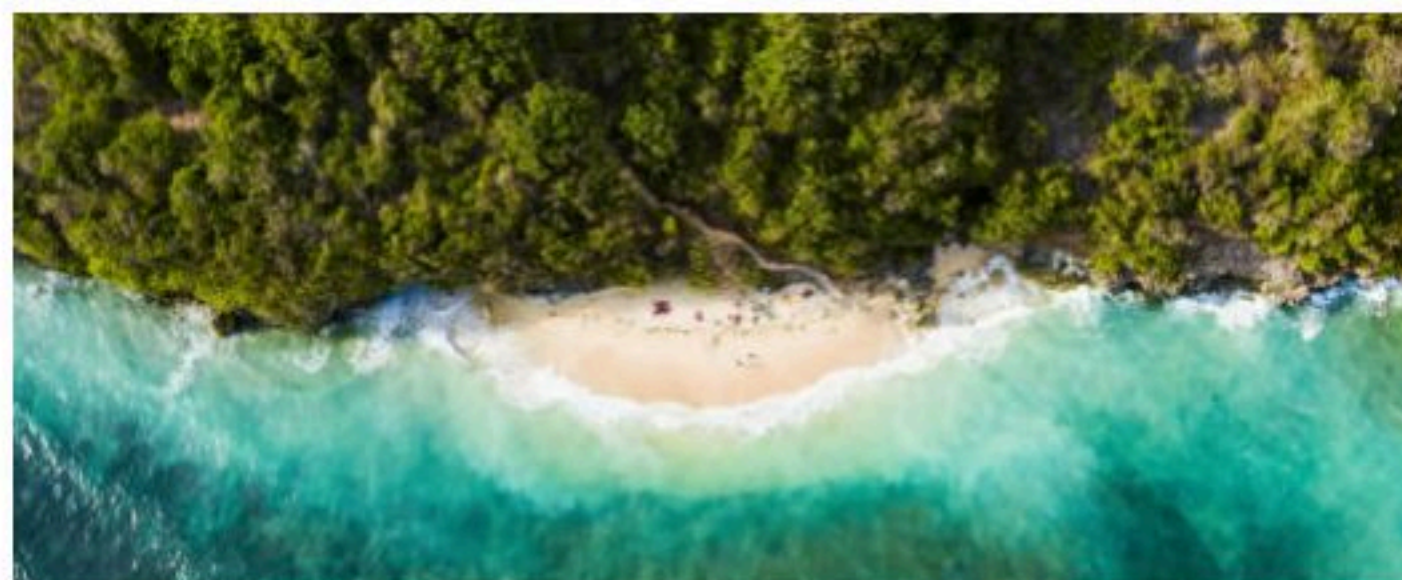
- Which suitcase are you going to take? e
- \_\_\_\_\_ are they going to travel? \_\_\_
- \_\_\_\_\_ is he going to do when he arrives? \_\_\_
- \_\_\_\_\_ are they going to write to? \_\_\_
- \_\_\_\_\_ are we going to stay? \_\_\_
- \_\_\_\_\_ are we going to get there? \_\_\_

- In a beautiful hotel.
- To their parents.
- They're going to take a bus.
- You're going to arrive in the morning.
- The red one. It's new.
- He's going to rest.

**B.** Hameed and Fadi are going on vacation. Choose a place, and write six sentences about the things they're going to need. Use the words in the box for ideas.

 *They're going to Bali, Indonesia. They're going to need hats, sunglasses, etc.*

backpack	jacket	sneakers
bathing suit	jeans	suit and tie
calculator	map	sunglasses
camera	medicine	travel books
coat	money	T-shirt
credit card	passport	visa
hat	shirt	wallet
hiking boots	shorts	watch





C. Complete the article. Use the adjectives in the box.

humid	dense	traditional	tropical	ancient	agricultural
coastal	unique	hospitable	local	fertile	interesting

## Jazan

Jazan, in southwestern Saudi Arabia, is a (1) \_\_\_\_\_ city on the Red Sea. It is the capital city of Jazan Province. Although it is a small province, it has a (2) \_\_\_\_\_ population of 1.7 million inhabitants. The terrain of the region is varied, consisting of mountains, (3) \_\_\_\_\_ plains, coasts, and islands. Jazan is famous for its (4) \_\_\_\_\_ products, especially its (5) \_\_\_\_\_ fruits like mango, figs, and papaya. The climate in the city of Jazan is very hot and (6) \_\_\_\_\_ in the summer, while temperatures in the mountains to the northeast are much cooler.



Jazan is one of the oldest regions in the country, dating back some 8,000 years, and is rich in heritage and (7) \_\_\_\_\_ monuments. There is an (8) \_\_\_\_\_ mix of architectural styles throughout the region. The buildings are in harmony with their environment and make use of (9) \_\_\_\_\_ materials, such as stone, mud, bricks, wood, and plants. One style that is (10) \_\_\_\_\_ to the Tihama coast is the Jazani hut. The region is also known for its (11) \_\_\_\_\_ handicrafts and its generous and (12) \_\_\_\_\_ people.

## 4 Listening

Listen to three people talking about their vacation plans. Mark the boxes.

	Andy	Rod	Sam
1. Who is going to travel to another country?			
2. Who is going to climb a mountain?			
3. Who is going to fish?			
4. Who is going to help on a farm?			
5. Who is going to ski?			
6. Who is going to see wild animals?			

## 5 Pronunciation

Listen. Note the difference in the two sounds. Then practice.

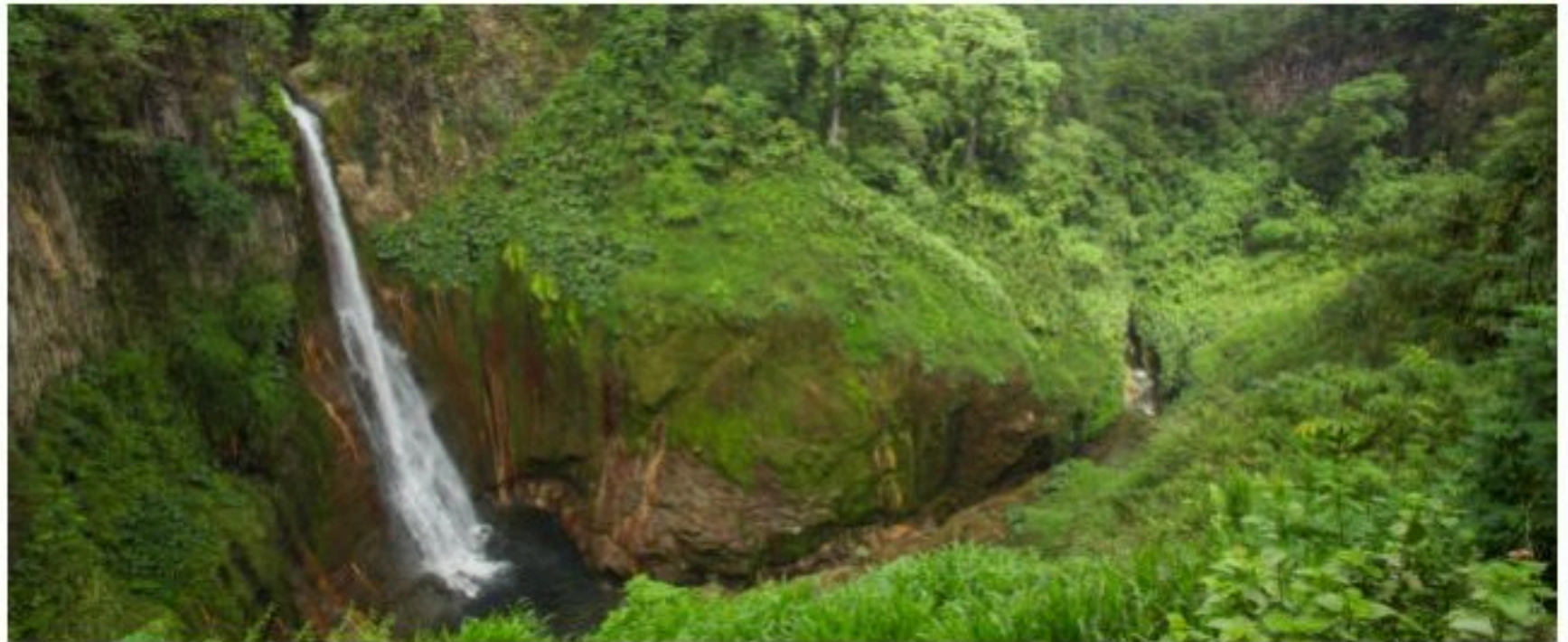
/æ/	/ɒ/
travel	exotic
glasses	popular
jacket	modern

# 12 It's Going to Be Fun!



## 6 Conversation

- Agent:** What kind of vacation are you looking for?
- Omar:** I'm looking for a vacation in an exotic and exciting place. I love to meet people and learn about new cultures.
- Agent:** How about India?
- Omar:** It's a bit too crowded, and Indian food is not my favorite food.
- Agent:** Do you like nature? We have ecological tours in the Costa Rican rainforest. You can stay in a treetop resort. It's a unique jungle experience. You're going to love it.
- Omar:** I'm allergic to mosquitoes.
- Agent:** Why don't you go to the Alps? You will experience French, Swiss, Italian, and German cultures.
- Omar:** *Actually*, I want a place that isn't full of tourists. Somewhere *off the beaten track*.



### Real Talk

*Actually* = used to introduce an opposing idea  
*off the beaten track* = not visited by many tourists

### About the Conversation

1. Why doesn't Omar want to go to India?
2. What's wrong with Costa Rica?
3. What kind of place is Omar looking for?

## 7 About You

1. What's your favorite kind of vacation?
2. What do you like to do on a vacation?

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### Your Ending

What does the travel agent say in response to Omar's last statement?

- 1 Why don't you go to New Zealand?
- 2 How about Antarctica? There are no mosquitoes there.
- 3 Why don't you go to the Arabian Desert?
- 4 Your idea: \_\_\_\_\_

### Your Turn

Your partner tells you what he/she likes to do on a vacation. You make suggestions for where he/she can go. Your partner agrees or disagrees with your suggestion and says why.

3. How often do you take a vacation?
4. What are you going to do on your next vacation?



## 8 Reading

### Before Reading

With a partner, write down what you know about Al-Hijr.

# THE STONES OF AL-ULA



**To:** qassim\_n@space.net  
**Subject:** School trip to Al-Ula

Hi Qassim,

I'm writing this email from our hotel in Al-Ula. We arrived this evening after a long bus journey from Madinah. It's really too bad you couldn't join us on our school trip. We're going to learn so much about the historical sites that we can't learn in books.

It's quite busy here in town, with tourists from all over the world who have come to visit Mada'in Saleh. Tomorrow a guide is going to show us around the site. We're also going to visit the museum, Al-Ula oasis, and the old abandoned city.

The archaeological site lies about 20 km north of the town. It's also known as Al-Hijr because of the spectacular rock formations in the area. As you know, the site was settled by the Nabataeans in the first century. There are over 100 rock-carved monuments that are spread over an area of 13.4 kilometers, and due to the dry climate, they are in an excellent state of preservation. The site was included in UNESCO's World Heritage List in 2008 because of its cultural and architectural importance.

The desert around the oasis is covered by natural rock formations. Hundreds of curious shapes were carved by the wind into the soft sandstone, one of which resembles a giant elephant! The old city of Al-Deerah is going to be very interesting. It has over 500 houses from the 13th century, with stone foundations and mud-brick walls. Some of the stones were taken from the ruins of a Lihyanite settlement and still carry the ancient inscriptions. There is also a unique sundial that the inhabitants used to determine the start of Ramadan.

Don't worry. I'll take lots of amazing pictures to show you!

Best wishes,

Adel



### FYI

Lihyan was an ancient civilization in northwestern Arabia that existed about 2,500 years ago.

### After Reading

Mark the things that Adel is going to do in Al-Ula.

1.  ride an elephant  
2.  go rock climbing

3.  see amazing scenery  
4.  visit tombs

5.  go to a museum  
6.  carve sandstone



## 9 Writing

A. Read the email. Circle the adjectives. Underline the adverbs.

**From:** khalid\_2001@sgmail.com  
**Subject:** Greek island

Hi Saeed,

I hope you're well. I'm writing from the Greek island of Paros. You know how I always wanted to visit Greece. Well, I'm finally here. It's a dream come true!


First, we flew to Athens. We spent a wonderful day there visiting the Parthenon and the Acropolis Museum. Amazing! The next day, we went to the port of Piraeus and caught a high-speed ferry to the island. The voyage took less than 3 hours.

We're staying in a comfortable hotel in the capital, Parikia. It's a very picturesque town, with its narrow streets and traditional white houses that have blue doors and windows. In the evening, the stores, cafés, and restaurants are crowded with tourists. It's so lively, and I have to say Greek food is absolutely delicious!

Of course, the island has many scenic beaches with crystal clear waters and soft sand. Tomorrow, we're going to spend the day at Golden Beach. I'm really excited because I'm going to try windsurfing! Apart from the spectacular beaches, we plan to explore the unique sights of the island. We're going to visit the Archaeological Museum and the Valley of Butterflies.

I'll tell you more about my adventures in Paros soon. Write me back with your news.

Best wishes,  
 Khalid



B. Read the writing task in C. Before you write, complete the chart with notes for each paragraph.

Greetings	
Describe the journey	
Describe the place	
Activities you plan do	
Closing	

C. Write an email to a friend from a place that you know or would like to visit. Use your notes from the chart and ideas from this unit.

## 10 Project

In a group, plan a picnic. Present your picnic plan to the class. Use pictures and brochures.

# 11 Form, Meaning and Function

## Adverbs of Manner

Adverbs of manner are formed by adding *-ly* to an adjective. They express how something is done. Adverbs of manner usually go after the main verb or after the object of the main verb.

He drives **slowly**. He is reading the map **carefully**.

Adjectives that end in *-l*, double the *l*: careful → carefully

Adjectives that end in consonant *-y*, change *y* to *i*: easy → easily

**Note:** Some adjectives and adverbs have the same form:


He's a **fast** driver. He drives **fast**. We ate a **late** dinner. We ate dinner **late**.  
He's a **hard** worker. He works **hard**. The mountain is **high**. They climbed **high**.



**Note:** The adverb form of *good* is *well* and the comparative form is *better*.

He's a **good** player. He plays **well**. He plays **better** than he did last year.

**A.** Rewrite the sentences. Use adverbs of manner.

-  Adel is a careful driver. Adel drives carefully.
- 1. Hameed has a loud laugh. \_\_\_\_\_
- 2. We always eat an early dinner. \_\_\_\_\_
- 3. Fadwa and Amal are slow readers. \_\_\_\_\_
- 4. Saeed is a good tennis player. \_\_\_\_\_
- 5. Sabah is a quiet speaker. \_\_\_\_\_
- 6. Is Khalid a hard worker? \_\_\_\_\_
- 7. Majid and Ali are fast runners. \_\_\_\_\_
- 8. Learning English is easy for him. \_\_\_\_\_
- 9. Is my writing better now? \_\_\_\_\_
- 10. He jumped over the high wall. \_\_\_\_\_

**B.** Complete the conversation. Use adverb forms of the adjectives in parentheses. Then practice the conversation with a partner.

- A:** How was your vacation in Norway?
- B:** It didn't start \_\_\_\_\_ (1. good) because my flight left \_\_\_\_\_ (2. late). The plane shook \_\_\_\_\_ (3. wild), so I was happy when it landed \_\_\_\_\_ (4. safe) at the airport.
- A:** Wasn't it cold there?
- B:** Yes, but I dressed \_\_\_\_\_ (5. warm).
- A:** So, did you go skiing?
- B:** Of course! I took lessons on the first day. I learned \_\_\_\_\_ (6. quick) and \_\_\_\_\_ (7. easy). Then, I spent the week skiing \_\_\_\_\_ (8. fast) down the hills.
- A:** What did you do in the evenings?
- B:** I sat \_\_\_\_\_ (9. comfortable) by the fire and watched the snow fall \_\_\_\_\_ (10. peaceful) outside.





# 13 What's the Weather Like?

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## 1 Listen and Discuss

Which of these cities has weather most like yours?

## Weather Around the World

Summer is usually sunny, really hot, and very dry. Temperatures are often over 104 degrees Fahrenheit (40 degrees Celsius), and 54 percent humidity.

### Chicago, U.S.A.



It gets very cold in winter, and it often snows. Chicago gets approximately 40 inches of snow (100 centimeters) per year. Temperatures often fall below zero Celsius, and even below zero Fahrenheit.

### Jeddah, KSA



### Montreal, Canada



The weather in the fall can be unpredictable, from cool to cold. It's often windy and cloudy, and temperatures vary from 40 to 58 degrees Fahrenheit (5 to 15 degrees Celsius).

### Kyoto, Japan



Spring is usually cool, but some days can be quite warm. The average temperature is around 52 degrees Fahrenheit (11.2 degrees Celsius).

Adnan



"I won't stay in Jeddah in July and August. It's extremely hot. I'll probably visit my cousins in Acha and enjoy the mountains."

## People's Plans

"I think I'll go camping in the fall. It's when trees begin to lose their leaves and offer a magnificent display of colors."

Henry



Wayne



"I'll probably go ice-skating or skiing this winter. Maybe I'll visit my family in Florida and get away from the cold."

Tomi



"I'll go and see the cherry blossoms. Spring in Kyoto is absolutely breathtaking. It's my favorite season."

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It's hurricane season. Hurricane George will pass over the Gulf of Mexico, but will not cause any damage. It won't hit Mexico, but will stay over the gulf.

## The Weather Forecast

It'll rain in Central America tomorrow. It may also rain in the Yucatan Peninsula in Mexico. Florida will be cloudy. The temperature will be around 86 degrees Fahrenheit—that's 30 degrees Celsius—in Miami.

### weather symbols



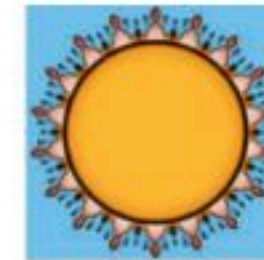
rainy



snowy



cloudy



sunny



partly cloudy/  
partly sunny



windy

### Quick Check

- A. Vocabulary.** Write the words from these pages that relate to temperature.
- B. Comprehension.** Answer the questions.
- Which city has hot summers?
  - What's the temperature in Chicago in the winter?
  - What will Tomi see in the spring in Kyoto?
  - What is attractive about Canada in the fall?
  - What will tomorrow's weather be like in Miami?

## 2 Pair Work

- A. Ask and answer** about the pictures and the people.
- What's the weather like in Kyoto in the spring?
  - It's usually cool.
  - What will Adnan do in the summer?
  - He'll probably go to the mountains.
- B. Ask and answer** about places and plans.
- What will you do in the summer?
  - I'll probably visit my family in Abha.

# 13 What's the Weather Like?



## 3 Grammar

### Future with Will

**FYI** *won't = will not*

Use *will* to talk about something that you think will or will not happen in the future.

#### Affirmative (+)

I'll	(I + will)
You'll	(you + will)
He'll	(he + will)
She'll	<b>travel.</b> (she + will)
It'll	(it + will)
We'll	(we + will)
They'll	(they + will)

#### Negative (-)

I		
You		
He		
She	<b>won't</b>	<b>travel.</b>
It		
We		
They		

#### Yes-No Question (?)

Will you travel next summer?

#### Short Answer (+)

Yes, I **will**.

#### Short Answer (-)

No, I **won't**.

### Information Questions

**What** will you do in the summer? I'll probably travel.

**Where** will you go? I'll go to Jordan.

**How** will you go? Maybe I'll drive.

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

**A.** Ask and answer about the weather.

**A:** What will the weather be like in Muscat tomorrow?

**B:** It'll be warm and cloudy. The temperature will be 25 degrees Celsius.



**B.** Ask and answer questions about your plans for the various times in the box.

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

**A:** What will you probably do in the summer?

**B:** I'll probably go horseback riding in Najran.



## 4 Listening

Listen to the weather report. Answer **yes** or **no**.

- The weather was fine on Thursday afternoon.
- Temperatures will be in the sixties on Friday afternoon.
- Saturday will be beautiful and sunny all day.
- It usually rains in the spring.
- It will probably snow on Saturday.
- You won't need boots and jackets in the mountains.



A barometer measures changes in atmospheric pressure and helps to predict whether it will be wet or dry.

## 5 Pronunciation

Listen to the /I/ sound. Then practice.

/I/			
I'll	I'll meet you at seven.	she'll	She'll go shopping next week.
you'll	You'll get cold.	we'll	We'll have fun on the trip.
he'll	He'll travel in the summer.	they'll	They'll probably stay home.

# 13 What's the Weather Like?

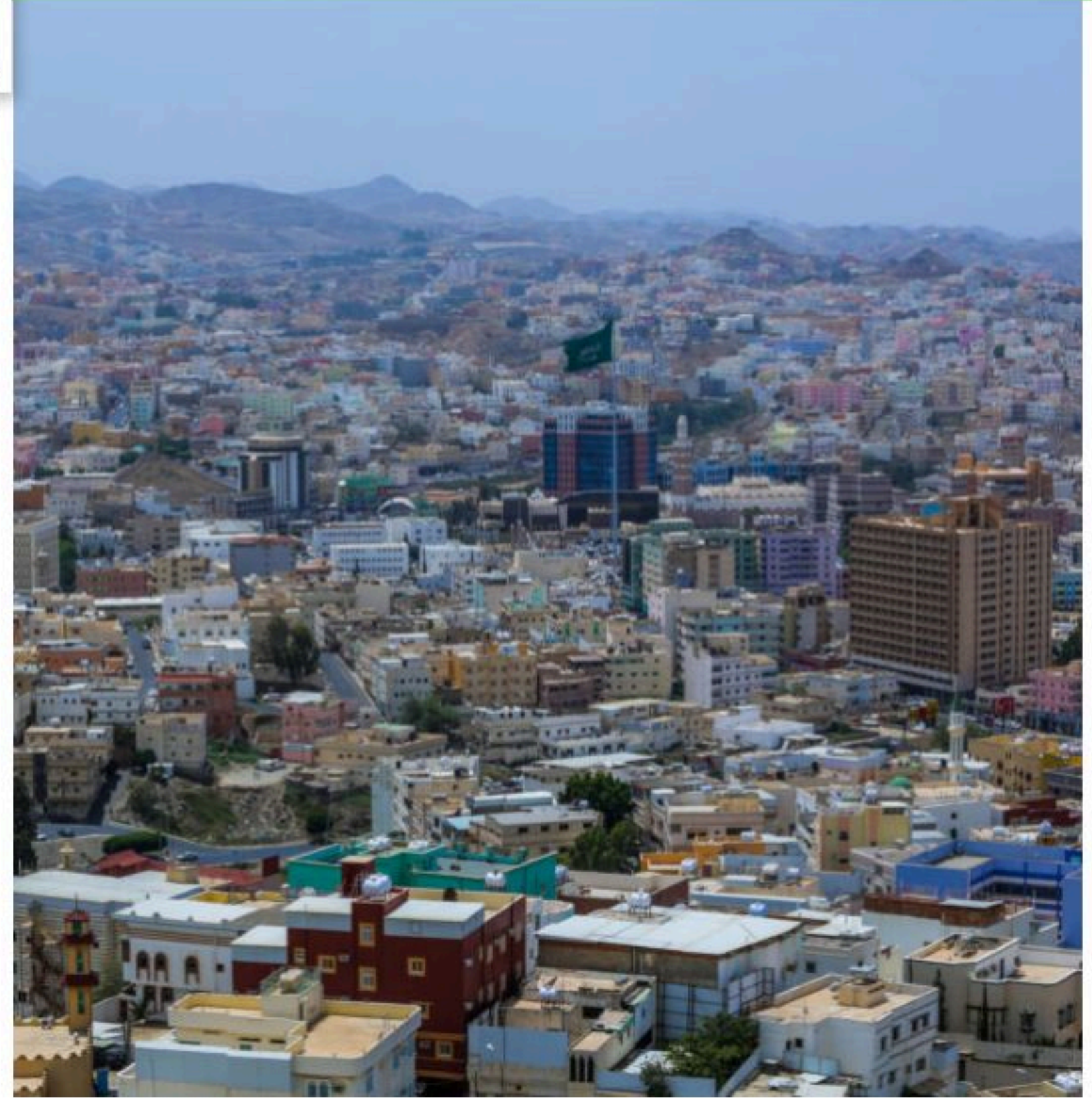
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## 6 Conversation

- Tariq:** So, I **hear** you're going to move to Abha.
- Adel:** Yeah. I got a great job there.
- Tariq:** What work will you do?
- Adel:** I'm going to be a trainee in an international hotel.
- Tariq:** When do you plan to move?
- Adel:** I'll probably go next month. I want to spend the rest of the summer with my family before I move away.
- Tariq:** How long will you stay?
- Adel:** **It depends.**
- Tariq:** Depends on what?



### Your Ending

What is Adel's answer?

- 1 It depends on the salary there. Will I make enough money?
- 2 It depends on the weather. Will I like the cold winters?
- 3 It depends on the training. Will I learn enough to help my career?
- 4 Your idea: \_\_\_\_\_

### Real Talk

**I hear** = a way to introduce news

**It depends.** = a way to say you are not certain

### About the Conversation

1. When will Adel go to Abha?
2. What is he going to do there?
3. Why isn't he going immediately?
4. How long will he stay?

### Your Turn

Imagine you are moving to a different country or city. Discuss what you will miss from your current home. Also discuss the things you will do and won't do in your new home.

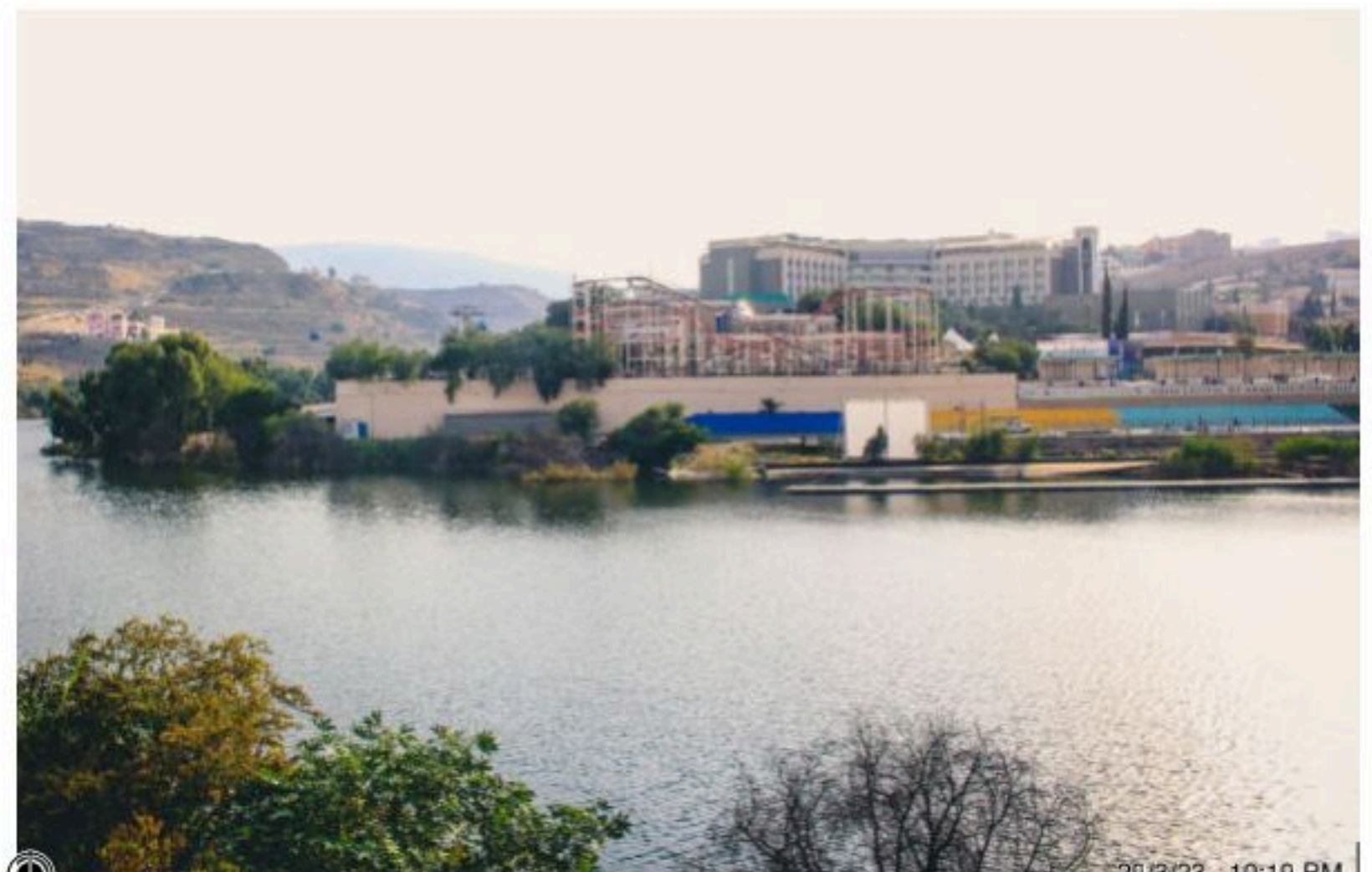
## 7 About You

1. What's your favorite season of the year? Why?
2. What will you do next year?
3. What subjects will you study next year?
4. What will you probably do after high school or college?

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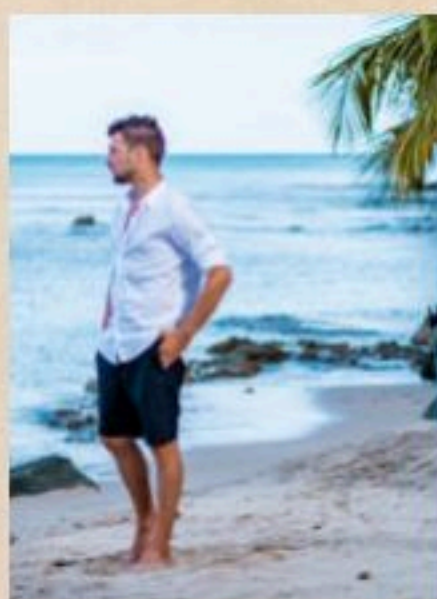
## 8 Reading

### Before Reading

Does the weather change the way you feel? How?

## Can Weather Affect People's Moods?

Do you think it will rain tomorrow? Will it be cool or warm? People often ask about the weather because they want to wear appropriate clothing. But the weather can mean more to people than just changes in clothing. According to new research, warm, sunny weather can have a positive impact on mental health and mood. On the other hand, cold, dark winter weather can have a negative effect, even causing Seasonal Affective Disorder (SAD), a depression that comes back every winter. Read people's answers to a survey about how the weather affects their moods.



I can't really tell if the weather affects people's moods. In my country, it's always hot. In the winter, the temperature is about 84 degrees Fahrenheit (29 degrees Celsius). We usually have bright, sunny skies, and the people here are normally very happy even during thunderstorms. Maybe one day I'll get to see the snow and see if the cold weather will change my mood. *Ibrahim - Jeddah, Saudi Arabia*

I live on an island that has about two hundred beaches. So the weather affects the way I feel and our way of life very much. I'm in a lively mood the whole year round. People think that my country is tropical, but in the south we sometimes get some really cold, windy days, and I feel down. However, they don't last very long. When that happens, I just try to tell myself not to worry because tomorrow or the day after will be beautiful and sunny again. *Felipe - Florianopolis, Brazil*

The weather definitely affects the way I feel. When it's rainy and dreary out, I feel tired and depressed, and I don't want to do anything outdoors. So I try not to look out of the window, and I spend my time like a typical couch potato, watching TV and eating, or playing video games. My body and my brain seem to function better when it's sunny. I'm more energetic, and I feel like exercising more frequently. The trouble is that it rains on about one day out of three in England. *Keith - Liverpool, England*

### After Reading

Complete the chart. List the effects of the weather on the three people.

	Good Weather	Bad Weather
Ibrahim		
Felipe		
Keith		

# 13 What's the Weather Like?



## 9 Writing

**A.** Look at the pairs of synonyms. Which adjectives describe moods? Which describe weather? Complete each sentence with one suitable adjective from the boxes.

sleepy/tired miserable/depressed bored/indifferent energetic/lively happy/cheerful

dreary/gloomy pleasant/mild extreme/harsh cold/freezing hot/boiling



1. Please, turn up the heat. It's \_\_\_\_\_ in here.
2. Fahad went to bed late last night, so he feels \_\_\_\_\_.
3. Because Noura was not interested in the conversation, she felt \_\_\_\_\_.
4. Ahmed was so \_\_\_\_\_ when his team lost the championship.
5. I always smile when I'm in a \_\_\_\_\_ mood.
6. Camels can survive in the \_\_\_\_\_ conditions of the desert.
7. A healthy diet and an active lifestyle will make you feel more \_\_\_\_\_.
8. It's \_\_\_\_\_ in here. Can we turn on the air conditioner?
9. The weather in spring is usually \_\_\_\_\_, not too cold or too hot.
10. This morning was wet and \_\_\_\_\_, but the sun has finally come out.

### Writing Corner

1. Use *if* or *when* to refer to repeated situations.  
**If / When** it rains, I usually stay indoors.  
 I feel miserable **when / if** it rains all day.
2. Use *when* to refer to future situations that are certain.  
 I will call you **when** I get home.
3. Use *if* to refer to future situations that are possible, but not certain.  
**If** I get home early, I will call you.

**B.** Write notes in the chart to describe the activities you do and how you feel in certain weather conditions.

Warm and sunny	
Cloudy and rainy	
Hot and dry	
Other: _____	

**C.** Write about how the weather affects you. Use your notes from the chart and ideas from this unit. Use **if** and **when**.



وزارة التعليم Research the weather in a place you would like to visit. Present your findings to the class.

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# 11 Form, Meaning and Function

## Conditional Sentences with Present and Future Forms

You can use conditional sentences with *if* to talk about causes and results.

### Present Facts

Use the simple present tense in both clauses.

If it **is** sunny outside, I always **wear** sunglasses.

Water **becomes** ice if you **put** it in the freezer.

### Future Facts

Use the simple present in the *if*-clause and the future with *will* in the result clause.

If their team **wins**, the fans **will be** happy.

The fans **won't be** happy if their team **loses**.

They **won't play** tennis if it **rains**.

If it **doesn't rain**, they'll **play** tennis.

**Will** they **play** tennis if it **rains**?

### May/Might

Use *may/might* in the result clause to suggest something is possible, but not certain.

If Noura **doesn't study**, she **might fail** the test.

We **might go** skiing if there **is** enough snow.



### A. Complete the sentences with the verbs in parentheses. Use the simple present or **will**.

- If you \_\_\_\_\_ (heat) water to 100 degrees Celsius, it \_\_\_\_\_ (boil).
- Imad \_\_\_\_\_ (stay) late tonight if he \_\_\_\_\_ (not finish) his work on time.
- If you \_\_\_\_\_ (go) to university, what \_\_\_\_\_ (you / study)?
- The cell phone \_\_\_\_\_ (not work) if it \_\_\_\_\_ (not have) a battery.
- If the temperature \_\_\_\_\_ (warm up), the snow \_\_\_\_\_ (melt).
- If he \_\_\_\_\_ (not hurry), he \_\_\_\_\_ (miss) the bus and be late for school.
- If I \_\_\_\_\_ (not know) a word, I \_\_\_\_\_ (look) in my dictionary.
- It \_\_\_\_\_ (get) dark if the sun \_\_\_\_\_ (go) down.



### B. Complete the sentences with the present or future forms of the conditional.

Say how the weather makes you feel.

- If the sky is dark and cloudy, \_\_\_\_\_.
- If it's warm and sunny, \_\_\_\_\_.
- If it's hot and humid, \_\_\_\_\_.

Say what you **will** or **won't** do or what you **may/might** do.

- If I finish all my homework, \_\_\_\_\_.
- If I go to university, \_\_\_\_\_.
- If it rains tomorrow, \_\_\_\_\_.
- If the weather is nice this weekend, \_\_\_\_\_.
- If the temperature is above 40°C, \_\_\_\_\_.



# 14 Could You Do Me a Favor?

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## 1 Listen and Discuss

What is the same and what is different between this family gathering and the gatherings your family normally has?



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Let me carry that for you.

No, that's all right. Thank you.

Will you tell Sarah to bring some snacks from the kitchen?

I'll tell her, and I'll get some napkins, too.

Excuse me. That's my glass.

Oh, I'm sorry.

That's OK.

Can I borrow your cell phone? I need to make a quick call.

## Quick Check



**A. Vocabulary.** Read the conversations. Mark **O** for offers (when people offer help) and **R** for requests (when people ask for help).

**B. Comprehension.** Answer about the picture.


1. What does the boy with the camera want?
2. What kind of drink would the old man like to have?
3. What does the girl ask Sarah to bring from the kitchen?
4. What does the boy offer to do for the woman with the cake?
5. What do the boys with the video camera want?

## 2 Pair Work

**A.** Imagine you are at the family gathering. Make requests.

-  Will you lend me your camera?
-  Sure. / Certainly.  
OR: Sorry, I can't.

**B.** Imagine you are at the family gathering. Offer to do things.

-  I'll get some more snacks.
-  Thanks.

# 14 Could You Do Me a Favor?

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## 3 Grammar

### Can, Could, Will, Would

Use *can*, *could*, *will*, or *would* for requests.

#### Request

Can	you	help me?
Could		
Will		
Would		

#### Agreeing

Sure.  
Certainly.  
Of course.  
No problem.

#### Refusing

Sorry. I can't.  
Not now. I'm busy.

### I'll, Let me

Use *I'll* or *Let me* when offering to do something.

#### Offering

I'll	carry that for you.
Let me	

#### Accepting

Thank you.  
You're very kind.

#### Refusing

That's all right.  
Don't worry.

### Want + Object Noun/Pronoun + Infinitive

Use *want* + object noun/pronoun + infinitive to get people to do something.

**Q:** What do you **want Omar to do**?


**A:** I **want him to take out** the garbage.

### Tell and Ask + Object Noun/Pronoun + Infinitive

**Ask Amina to bring** some snacks.

**Tell her not to be** late.

#### A. Write requests for the situations.

 This bag is really heavy. I can't carry it.

- We want to take a photo. We don't have a camera.
- I'm thirsty. I want something to drink.
- We want to play, but we don't have a ball.
- I need to call a friend, but I don't have a phone.
- I don't know which bus goes downtown.

*Could you help me with this bag?*

---



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#### B. Make offers for the situations.

 There are a lot of plates in the kitchen sink.

- Your mother is trying to get a can from the top shelf.
- A friend doesn't know how to do a math assignment.
- Some people want someone to take their photo.
- A friend needs to cook a steak, but doesn't know how.

*I'll wash them for you.*

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mother / her son

Could you please take out the garbage?

C. Describe the situations in which people are making requests. Use **want to**.

*The mother wants her son to take out the garbage.*

Please lend me \$10.



1. Rana / Sabah

Could you fill in this form?



2. the receptionist / Saeed

Can I borrow your cell phone?



3. Mr. Jenkins / Andy

Will you give me a hand?



4. Ricardo / Matt

Please put away your toys.



5. mother / her children

Would you pass me the salt?



6. Khalid / his wife

D. Practice with a partner. Accept or refuse the above requests.

## 4 Listening

Listen to the messages from Jason's telephone answering machine. Match each person with his message.

- |                |   |
|----------------|---|
| 1. ___ Jim     | a. This person wants Jason to pick him up at 8:00 A.M.          |
| 2. ___ Andy    | b. This person asks to borrow Jason's brother's volleyball net. |
| 3. ___ John    | c. This person tells Jason to bring a mask and flippers.        |
| 4. ___ Charles | d. This person asks Jason to bring snacks.                      |

## 5 Pronunciation

Listen. Note the reduction of **could you** and **would you**. Then practice.

Could you?	Would you?
Could you give me some rice?	Would you help me?
Could you turn off the light?	Would you pass me the salt?



## 6 Conversation



**Panel 1:** Sultan, will you do me a favor? Sure. What do you want me to do? If Fahd calls, tell him I'm not home. He always wants help with his homework.

**Panel 2:** OK. No problem. RING!

**Panel 3:** Hello. This is Fahd. May I speak to Ali?

**Panel 4:** Hi, Fahd. My brother's not here. I have no idea. Did you try his cell phone? Yes, I did. But he doesn't answer. Ah, that's too bad! What time will he be back? Can I take a message?

**Panel 5:** Yes. Please tell him I got free tickets for the football game tonight.

### Your Ending

What does Sultan say?

- 1 Could I come with you in his place?
- 2 I'll tell Ali to call you when he gets home.
- 3 Can you get me a free ticket too?
- 4 Your idea: \_\_\_\_\_

### About the Conversation

1. What does Ali want Sultan to do?
2. What is Fahd calling about?
3. What does he want Sultan to do?

### Your Turn

Role-play a conversation. Practice giving and taking telephone messages with a partner. Then give the message to a third person.

### Real Talk

Will you do me a favor? =

Will you help me with something?

I have no idea. = I don't know.

## 7 About You

1. Do you often receive text messages or email messages from your friends?
2. How do you usually keep in touch with your friends?
3. Do you normally return calls quickly?
4. Do you remember to reply to messages?



## 8 Reading

### Before Reading

When do people usually write messages or leave notes?

# Dear Daughter

Dear Farah,

I need you to do me a big favor. There's been an emergency, and I have to go to the hospital. Your grandmother fell down the stairs, and I'm afraid she may have a broken hip. Your brother is going to drive me there as soon as he gets home. I don't know how long I'll be there, so I really need your help tonight.

I didn't have time to finish preparing the meal, so please make dinner for the family. The chicken is ready—it's in the fridge. Just cook it with some rice. Will you also make a salad? Your father will be home at about 7 o'clock. He's going to be late because he has a meeting after work. Could you also wash Hameed's football uniform? His team has a big game tomorrow. He can't do it because he is taking me to the hospital. I did the rest of the laundry this morning, but I didn't have time to iron your father's clothes for tomorrow. Please do that for me. Thanks, dear.

Don't worry. Hameed will call you later to let you know about grandmother's condition.

Love,  
Mom

P.S. Tell Mona and Imad to help you wash up after dinner. And please make sure that they do all their homework. Don't let them watch TV until they've finished! Ask your father to help Imad with his math if you don't have time.

### After Reading

1. What is the emergency?
2. What is Hameed going to do?
3. What does the mother want Farah to do?
4. Why can't Hameed wash his uniform?
5. What should Farah's younger brother and sister do?

### Discussion

How do you help your family?  
How do they help you?

# 14 Could You Do Me a Favor?

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## 9 Writing

- A. Listen to Jason's messages from page 125 again. Write a short note for each message. Only include the necessary information. The first one is done as an example.



### Writing Corner

1. Be polite when you ask someone for a favor. Use *please*.  
Could you **please** help me with my math homework this evening?
2. If you cannot do the favor, you can politely apologize and explain why.  
**I'm sorry**, but I'm busy tonight. How about tomorrow?
3. When someone does you a favor, you should always thank him/her.  
**Thank you** so much for your help. **Thanks** for helping me.

- B. Work with a partner. Take turns asking each other for a favor. Accept or refuse to do the favor. Use polite language: **please, I'm sorry, but..., thank you/thanks**.
- C. Write a note in which you ask someone to do you a favor. Explain why you need the favor. Use polite language and other ideas from this unit.

## 10 Project

In a group, write down the most common favors people ask. Present your ideas to the class.

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# 11 Form, Meaning and Function

## Functions with *Will*

The modal verb *will* expresses the future time, and it is used in a variety of functions. We use *will* in expressions for the following purposes:

### Request

Will you help me?

### Offer

I'll help you carry that.

### Promise

I'll be careful. I **won't** do that again.

### Threat

Stop that or I'll tell mother.

### Refusal

She **won't** listen to me.

### Deduction

I suppose it'll be a formal event.

### Instant Decision

I'll wear my blue dress.

### Farewell

I'll see you tomorrow.



### A. Match each sentence with its function.

- |  |                     |
|--|---------------------|
| 1. _____ I'll try harder next time.          | a. offer            |
| 2. _____ I won't let you use my bike.        | b. refusal          |
| 3. _____ I'll have a chicken burger.         | c. threat           |
| 4. _____ I'll talk to you later.             | d. promise          |
| 5. _____ Will you explain it again?          | e. request          |
| 6. _____ I'll show you how to do it.         | f. instant decision |
| 7. _____ Stop that or I'll tell the teacher. | g. farewell         |
| 8. _____ He won't be home now.               | h. deduction        |

### B. Complete the sentences with **will** or **won't** and the verb in parentheses.

- I'm sorry that I let you down. I \_\_\_\_\_ (not disappoint) you again.
- Let's take a break. I \_\_\_\_\_ (make) us some coffee and a snack.
- If you don't leave immediately, I \_\_\_\_\_ (call) security.
- It's hot in here. \_\_\_\_\_ (you / turn on) the air conditioner?
- I'd like to stay, but I really have to go now. We \_\_\_\_\_ (talk) soon.
- I \_\_\_\_\_ (have) the chicken and rice. And a salad to start with, please.
- The baby \_\_\_\_\_ (not stop) crying. I don't know what to do.
- We should wait. He \_\_\_\_\_ (not want) us to start without him.



# 15 Today's News

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## 1 Listen and Discuss

Did you ever hear an unusual piece of news on the radio or TV? Talk about it.



*TUNED FOR BREAKING NEWS...STAY TUNED FOR BREAKING NEWS...STAY TUNE*

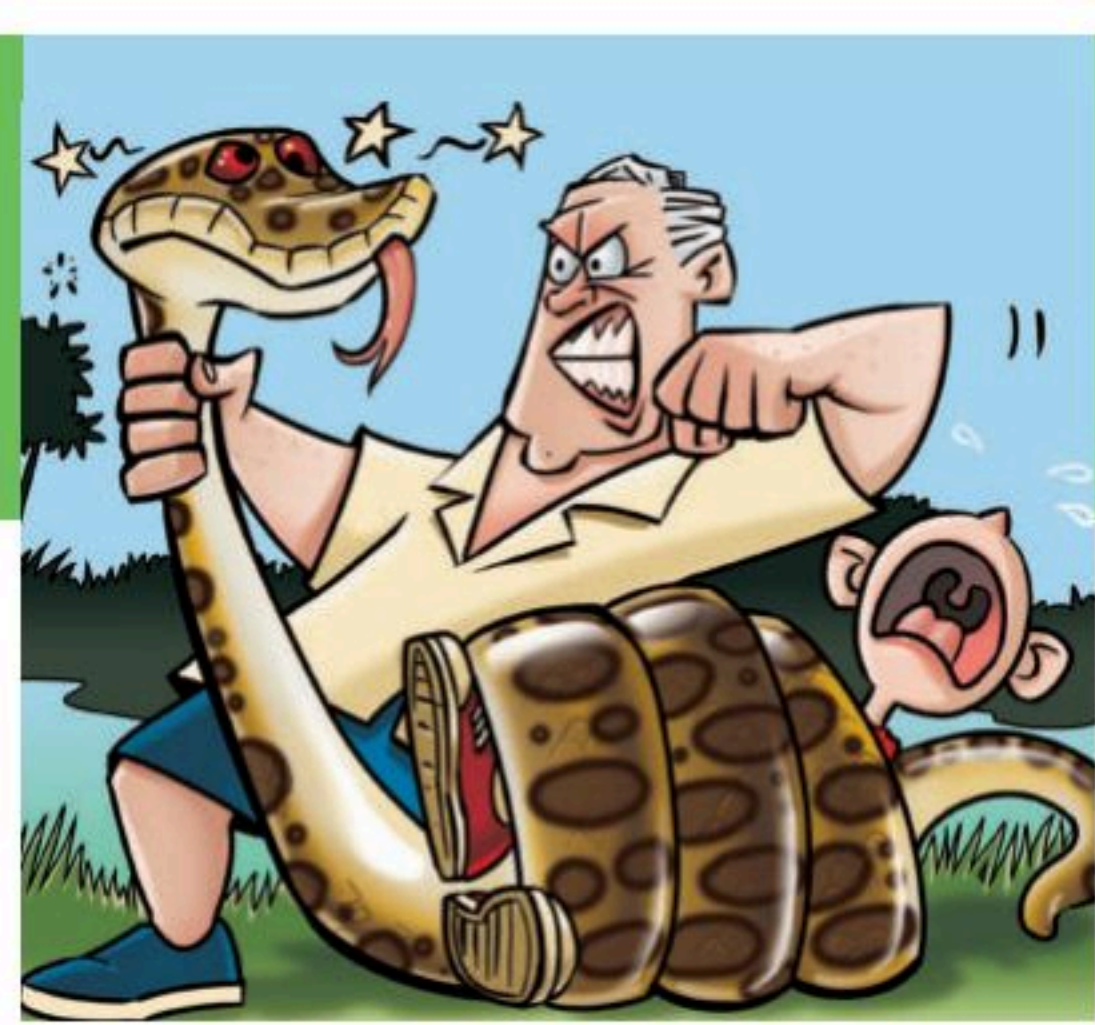


A parrot named Percy was fired from the Bakersville Zoo. He was one of a dozen talking parrots, which are the zoo's main attraction. The parrots were performing in front of a crowd when Percy suddenly shrieked out improper language. The visitors and zookeepers were shocked. The zoo decided not to risk a repeat performance in front of children and kicked Percy out of the zoo. One zookeeper said, "We'll find a safe new home for Percy."

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A 76-year-old grandfather saved his 8-year-old grandson from a 13-foot-long (4-meter-long) anaconda. The boy was playing with friends near a small river in Cosmorama, Brazil, when the snake attacked him. The boy's grandfather was working nearby. When the grandfather heard the boy's screams, he ran to the riverside and was able to get the animal off the boy. The fight between the snake and the man continued. Finally, someone managed to give the grandfather a big knife, and the grandfather killed the snake. Our hero was very strong, because it normally takes five men to overpower and get control of a snake that size.

## The NEWS @ FIVE



The last thing 17-year-old Ricardo Gordon remembers was that a storm was coming, and he was rushing to get inside. Next thing he knew, he was lying in a hospital bed. Here is what happened. Ricardo was listening to the live broadcast of the football game when lightning hit him. As a result, his hair and ears were burned, and he had dark spots all over his body. The wounds on his body followed the wire of his smartphone, from his ears down to his hip, where he was carrying the device. The electric current traveled from his smartphone to his headphones. Ricardo is lucky to be alive!

### Quick Check ✓

**A. Vocabulary.** Match each word with the meaning.

- |                     |                       |
|---------------------|-----------------------|
| 1. ____ be fired    | a. dominate           |
| 2. ____ shriek      | b. piece of equipment |
| 3. ____ risk        | c. lose one's job     |
| 4. ____ get control | d. injury             |
| 5. ____ wound       | e. shout loudly       |
| 6. ____ device      | f. take a chance      |

**B. Comprehension.** Match the titles with the news stories.

- a. Shocking Match    b. Tight Squeeze    c. Bad Example

**C. Answer about the stories.**

1. What did Percy do wrong?
2. What was the grandson doing when the snake appeared?
3. What was Ricardo doing when he was struck by lightning?

## 2 Pair Work

**A. Ask** and **answer** about the stories.

- What was Ricardo doing when the lightning hit him?
- He was listening to the football game on his smartphone.

**B. Ask** and **answer** about yourself.

- What were you doing when the big storm started?
- I was waiting for a bus.



## 3 Grammar

### Past Progressive

#### Affirmative (+)

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

#### Negative (-)

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

#### Yes-No Questions (?)

Was	I he she it	sleeping?
Were	we you they	

#### Short Answers (+)

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

#### Short Answers (-)

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

### Past Progressive + When

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

**Action 1:** I was taking a shower.

**Action 2:** The telephone rang.

I **was taking** a shower **when** the telephone rang.

**Q:** What were you doing **when** I called you?

**A:** I **was taking** a shower.

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

 **Jack / sleep // hear / noise** *Jack was sleeping when he heard the noise.*

- Asma / cook dinner // electricity / go out
- The people / going home // fire / start
- The workers / leave / building // elevator / stop
- Majid / look at / trees // he / see / parrot
- The thief / steal / car // police / arrest him
- The students / wait for / bus // rain / start





B. The guests arrived early. What were the Smiths doing when they arrived? Write sentences.



Mr. Smith was mowing the lawn.

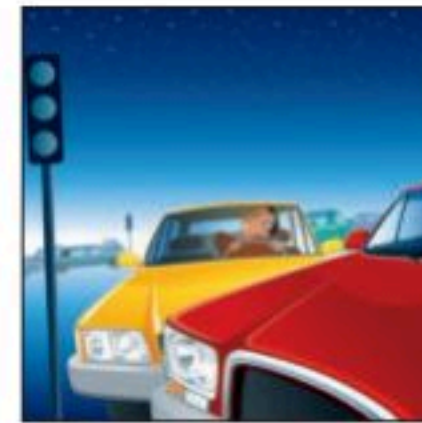
- |                      |                         |
|----------------------|-------------------------|
| 1. Mrs. Smith _____  | 5. Big sister _____     |
| 2. Grandfather _____ | 6. Little brother _____ |
| 3. Grandmother _____ | 7. Little sister _____  |
| 4. Big brother _____ |                         |

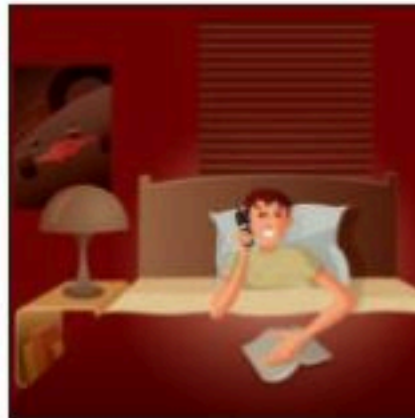
## 4 Listening

Listen and match each conversation to a picture. Write the number next to the picture.














## 5 Pronunciation

Listen. Note the word stress. Then practice.

1st syllable	2nd syllable	3rd syllable
lightning	performance	electricity
language	electric	
	attraction	



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## 6 Conversation

**Reporter:** So, Robert, could you tell us what happened?

**Robert:** Well, I was delivering a pizza and a bottle of soda to a high-rise apartment building last Friday night when the elevator broke down.

**Reporter:** So, what did you do?

**Robert:** I shouted and pushed the alarm button, but no one heard me.

**Reporter:** Why didn't you just use your cell phone to call someone?

**Robert:** I wasn't carrying my cell phone. I just forgot it.

**Reporter:** How long were you in the elevator?

**Robert:** I was stuck in there for 10 hours.

**Reporter:** Weren't you nervous and scared?

**Robert:** Not really. I **kept my cool**. I ate the pizza and drank the soda. Then I went to sleep.

**Reporter:** How did you get out?

**Robert:** Well, finally, some residents called the building manager because the elevator wasn't working. When they got the elevator started, I was sleeping on the floor of the elevator with the empty pizza box.



### Real Talk

**kept my cool** = didn't get stressed

### About the Conversation

1. What was Robert doing in the building?
2. How did he get stuck in the elevator?
3. What did he do when that happened?
4. How long was he in the elevator?
5. How did he get out?
6. What kind of person do you think Robert is?

### Your Turn

Choose an important event that happened in your town/country and say what you were doing at the time.

## 7 About You

1. Are you scared of elevators or small spaces? Why?
2. Were you ever in a blackout? What were you doing when it happened? What did you do?
3. Did you ever hear about an unusual incident like the one in the Conversation? Describe it.
4. Were you ever in a situation where you couldn't communicate with anyone? Explain.

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## 8 Reading

### Before Reading

Read the headline. What do you think the newspaper article is about?

*The Herald*

# Age Means Nothing



Six-year-old Marta Garcia was sitting with her little three-year-old brother in the backseat of the family car as her dad prepared to get in the car and take the wheel. Suddenly a stranger appeared and pushed Marta's father out of the way. He wanted to steal the car. The father fought back, but the thief overpowered him and got in the car. Marta's father was holding on to the car door and screaming when the man started to drive down the road. He said later, "My children were in there. I wasn't going to let go." Finally he lost his grip on the car and fell onto the road. The car disappeared, and the father sat crying on the side of the road.

But Marta wasn't going to

let the thief get away with that. She started hitting the carjacker with her fists and pulling his hair. Finally he got tired of it, stopped the car, and ordered the two children out. Marta took her brother from his car seat and helped him get out of the car.

Some minutes later, when Marta's father looked up, he couldn't believe his eyes. His two kids were coming toward him. Marta was holding her brother's hand.

Marta said, "I wasn't scared. I wanted us to be safe. I was hitting the bad man. I just wanted Daddy." The local police officer said, "Marta is a brave little girl."

### After Reading

Complete the sentences.

1. Marta was sitting in the backseat when \_\_\_\_\_.
2. Marta's father fought with the thief, but \_\_\_\_\_.
3. Marta hit the thief and pulled his hair until \_\_\_\_\_.
4. Marta's dad was sitting on the side of the road when \_\_\_\_\_.



Do you think it's a good idea to try to stop a thief? Talk about it.

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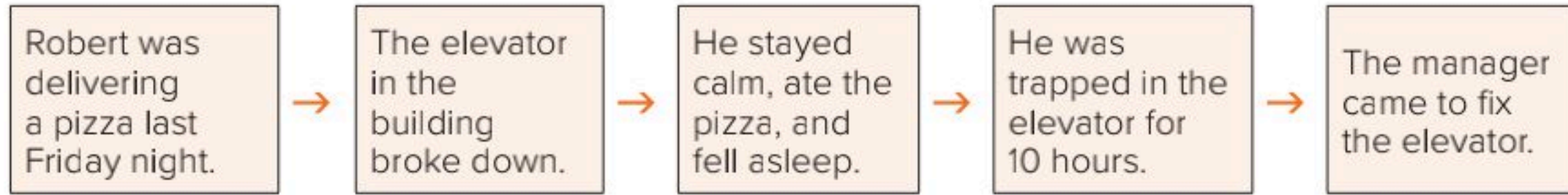
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## 9 Writing

A. Look at the event chain diagram. What news story is it from in this unit?



### Writing Corner

Follow these steps when writing a summary:

1. Skim the text for the main idea.
2. Find the important information.
3. Delete any unnecessary information.
4. Do not add any opinions of your own.
5. Use your own words to write the summary.

B. Read the summary of the news story. Can you think of another suitable headline?

#### Delivery Boy Trapped in Elevator

Last Friday night, Robert was delivering a pizza to an apartment building. The elevator broke down and he was trapped inside. Robert didn't panic. He ate the pizza and fell asleep. Ten hours later, the building manager came to fix the elevator and he found Robert asleep inside.

C. Choose a news story from the unit. Write notes in the event chain diagram.

D. Summarize one of the news stories in the unit in your own words. Use your notes from the event chain diagram. Write your own headline for the story.



# 11 Form, Meaning and Function

## Adverbs of Degree

Adverbs of degree tell about the intensity of a verb, adjective, or adverb. Some common adverbs of degree are: *absolutely, almost, completely, extremely, hardly, just, quite, really, very.*

Adverbs of degree go before the main verb and before the adjective or adverb.

I **absolutely** agree with you.

You **almost** missed your flight.

The students did **quite** well.

He was **just** running.

He can **hardly** stand up.

He is **completely** exhausted.



## Could and Was Able To

We use *could* and *was able to* to talk about general ability in the past.

I **could** run fast when I was young.

They **couldn't** see in the dark.

I **was able to** run fast when I was young.

They **weren't able to** see in the dark.

We use *was/were able to*, but not *could*, to talk about one specific past action.

He **was able to** rescue his grandson.

He **could** rescue his grandson.

A. Write each student's test score next to the name. (Note: 60% = pass)

- \_\_\_\_\_ Jason completely failed the test.      100%
- \_\_\_\_\_ Mark almost passed the test.      95%
- \_\_\_\_\_ Ali's test was absolutely perfect.      75%
- \_\_\_\_\_ Bill did extremely well on the test.      60%
- \_\_\_\_\_ Fahd's test result was quite good.      58%
- \_\_\_\_\_ Tom was just able to pass.      30%



B. Circle the correct words in the story. In some cases, both words are correct.

Six-year-old Marta Garcia and her baby brother were sitting in the back seat of the car. Mr. Garcia was (1. almost / just) getting into the car when a strange man pushed him away. Mr. Garcia tried to stop him, but the man was (2. very / absolutely) strong and (3. could / was able to) overpower Mr. Garcia. The man, who wanted to steal the car, got in and started driving away. Mr. Garcia grabbed the car door, but he (4. couldn't / wasn't able to) hold on and fell onto the road. He felt (5. quite / completely) helpless and sat there crying.

At first, the thief (6. hardly / just) noticed the children who were sitting quietly in the back. Then Marta became (7. really / extremely) upset. She started hitting the thief and pulling his hair. He (8. hardly / almost) drove off the road. Finally, he (9. couldn't / wasn't able to) stand it any longer, so he stopped the car and ordered the children to get out. Marta (10. could / was able to) help her brother out

of the car.

The children started walking back. Mr. Garcia was (11. very / absolutely) thrilled to see his children again.

Marta is an (12. absolutely / extremely) brave girl.



# 16 Have You Ever...?

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## 1 Listen and Discuss

Look at some people's experiences. Mark the things you've done. Compare with a partner.

## Have You Had an Exciting Life?

Our reporter Scott Turner asks people about their experiences.



**Scott:** Have you ever been hang gliding? ▲

**Omar:** Yes, I have. I went last year. It was awesome.



◀ **Scott:** Have you ever flown in a small plane?

**John:** No, never. This is my first time.

**Scott:** Have you ever eaten something weird? ▶

**Qassim:** Yes, we have. My family and I ate durian fruit in Malaysia.



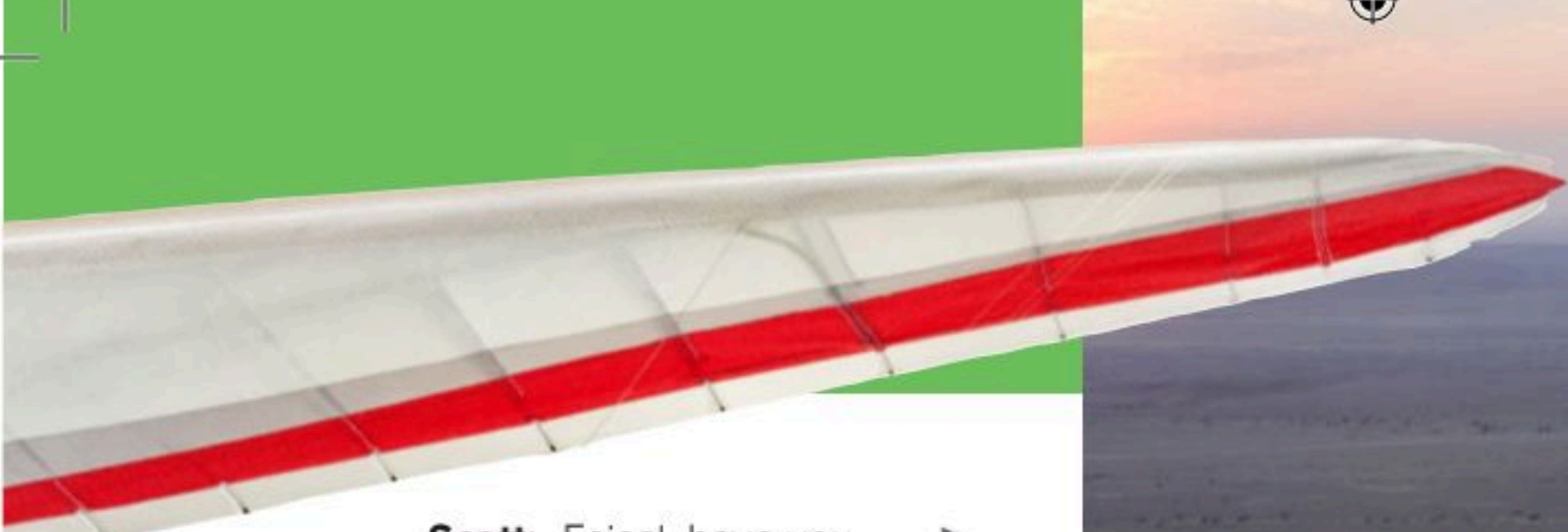
▲ **Scott:** Have you ever ridden a camel?

**Adnan:** Yes, when I was in Egypt.



▲ **Scott:** Have you ever seen an unusual animal?

**Mark:** Yes. I've seen a zorse. A zorse is half zebra, half horse.



**Scott:** Faisal, have you ever gone on a desert safari?

**Faisal:** Yes, I have.

**Scott:** When did you do it?

**Faisal:** Two years ago near Riyadh. It was fun and exciting.



**Scott:** Have you ever tried cliff hanging?

**Don:** No, I haven't. No ropes, no harness. I'm not crazy.



### Quick Check





**A. Vocabulary.** Find words from the conversations in these categories: sports, foods, animals. Write them.

**B. Comprehension.** Answer **yes** or **no**.




1. \_\_\_\_\_ John has flown in a small plane.
2. \_\_\_\_\_ Omar has been hang gliding.
3. \_\_\_\_\_ Adnan rode a camel in Egypt.
4. \_\_\_\_\_ Qassim and his family have never eaten durian fruit.
5. \_\_\_\_\_ Don went cliff hanging last year.
6. \_\_\_\_\_ Mark has never seen an odd animal.

## 2 Pair Work

**A. Ask** and **answer** about the people.

-  Has Faisal ever gone on a desert safari?
-  Yes, he has.
-  When did he do it?
-  He did it two years ago.

**B. Ask** and **answer** about yourself.

-  Have you ever eaten durian fruit?
-  No, I haven't. Have you?
-  Yes, I have. I ate durian fruit when I was in Malaysia.



## 3 Grammar

### Present Perfect

Use the present perfect to talk about an indefinite time in the past, when the specific time in the past is not important. It is often used to talk about time from the past up to now, for example, in a person's life up to now.

#### Affirmative (+)

I've	<b>been</b>	to Bahrain.	(I + have)
You've			(you + have)
He's			(he + has)
She's			(she + has)
We've			(we + have)
They've			(they + have)

#### Negative (-)

I	<b>haven't</b>	<b>been</b>	to Bahrain.
You			
He	<b>hasn't</b>		
She			
We	<b>haven't</b>		
They			

#### Yes-No Questions (?)

<b>Have</b>	I	ever	<b>been</b>	to Bahrain?
	you			
<b>Has</b>	he			
	she			
<b>Have</b>	we			
	they			

#### Short Answers (+)

Yes,	I	<b>have.</b>
	you	
	he	<b>has.</b>
	she	
	we	<b>have.</b>
	they	

#### Short Answers (-)

No,	I	<b>haven't.</b>
	you	
	he	<b>hasn't.</b>
	she	
	we	<b>haven't.</b>
	they	

- The present perfect is made up of the verb *have* and the past participle.
- To form the past participle of regular verbs, add *-ed*.
- Here are some irregular past participle forms:

be – <b>been</b>	eat – <b>eaten</b>	go – <b>gone</b>	meet – <b>met</b>	see – <b>seen</b>	take – <b>taken</b>
do – <b>done</b>	fly – <b>flown</b>	hear – <b>heard</b>	ride – <b>ridden</b>	swim – <b>swum</b>	write – <b>written</b>

See the list of irregular verbs on page 180.

**Note:** *Ever* means "at any time." It is often used in questions with the present perfect.

### Present Perfect versus Simple Past

Use the simple past to indicate a specific time in the past.

I've **been** to Bahrain.

I **was** in Bahrain **last year**.

#### A. Complete the conversations. Then practice with a partner.

1. **A:** Have you ever \_\_\_\_\_ a snake?

**B:** No, I \_\_\_\_\_. Have you?

**A:** Yes, I \_\_\_\_\_ one in the desert.

**B:** Were you frightened?

2. **A:** I \_\_\_\_\_ ants in Mexico years ago.

**B:** What did they taste like?

**A:** They \_\_\_\_\_ spicy.

3. **A:** \_\_\_\_\_ Nasser ever gone snorkeling?

**B:** Yes, he has.

**A:** \_\_\_\_\_ he like it?

**B:** No, he \_\_\_\_\_. He was scared.

4. **A:** I've never \_\_\_\_\_ in a helicopter.

**B:** I have. I \_\_\_\_\_ in one over the Red Sea.

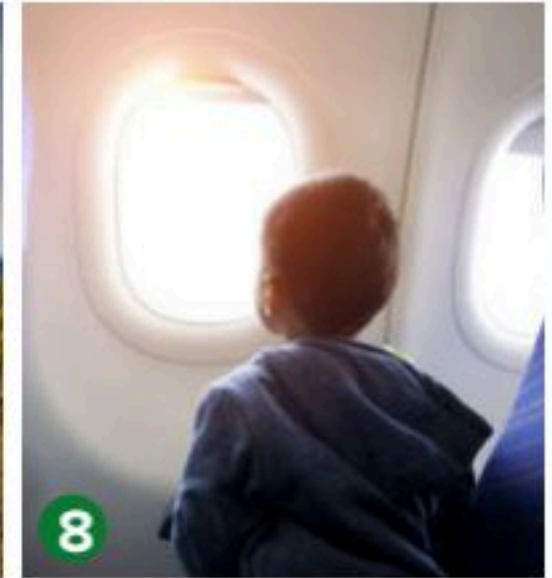
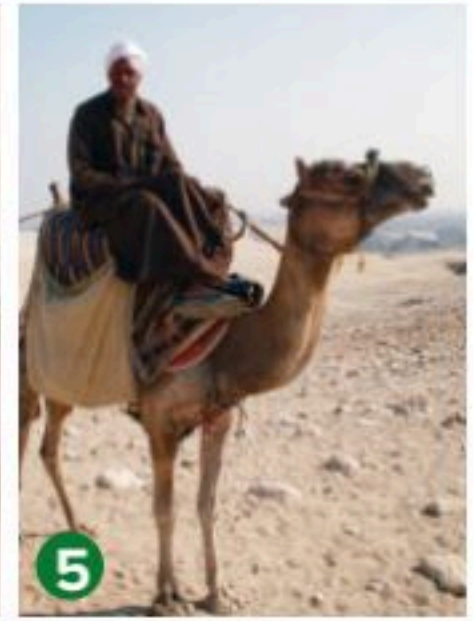
**A:** I'd like to do that one day.



B. Work with a partner. Ask and answer about your experiences.

A: Have you ever gone ice-skating?

B: No, I haven't. / Yes, I have. I went ice-skating in the winter.



C. Tell about your partner's experiences to another classmate.

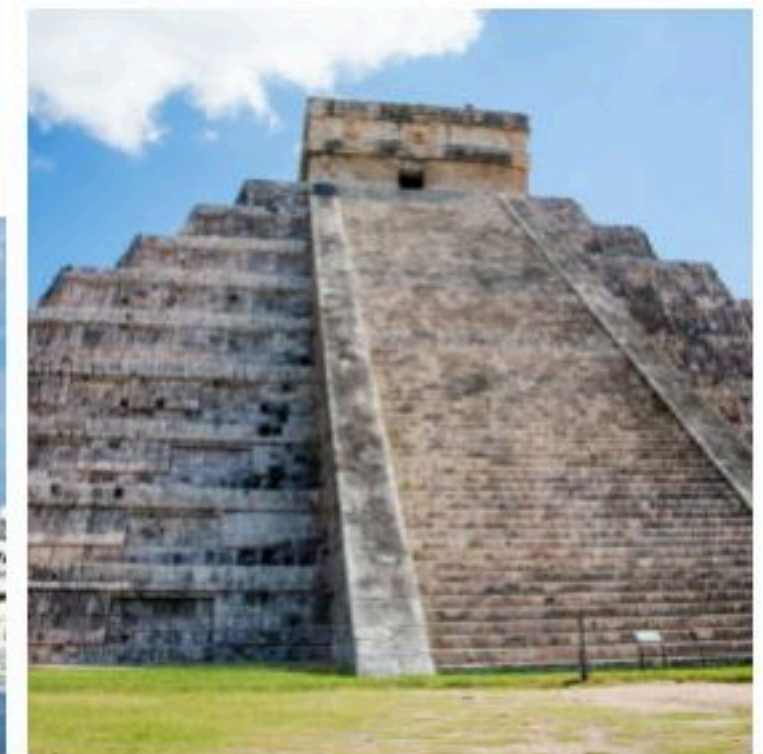
## 4 Listening

Listen to Matt talking about his travel experiences. Mark the things he's done.

1. \_\_\_ visited historic places
2. \_\_\_ climbed a volcano
3. \_\_\_ eaten grasshopper
4. \_\_\_ gone to Colombia
5. \_\_\_ been to Nicaragua
6. \_\_\_ visited the Panama Canal area



Panama City ▲



Mayan ruins in Guatemala ▲

## 5 Pronunciation

Listen to the /v/ sound in **have** and **'ve**. Then practice.

I've never flown in a plane.

You've flown a plane!

They've seen a shark.

What have you done?

Have you climbed a mountain?

You haven't been to a museum?

# 16 Have You Ever...?



## 6 Conversation

**Michael:** What's the most awesome experience you've ever had?

**Andrew:** **Definitely** when I went shark diving. Have you ever heard of it?

**Michael:** No, never.

**Andrew:** Well, I went shark diving in Gansbaai, South Africa. It's one of the best places in the world to see the great white sharks up close.

**Michael:** **You're out of your mind!** You'll never catch me diving in the middle of sharks.

**Andrew:** It's not like that. You go out on a boat to a place called "Shark Alley," and you go down inside a cage. The people on the boat throw out big pieces of fish tied to a rope in order to attract the sharks. The sharks come up real close, and frequently they knock the cage with their heads.

**Michael:** Weren't you afraid?

**Andrew:** **To be honest**, I was **scared to death**.



**Gansbaai,  
South Africa**

**FYI** "Gansbaai" is the Afrikaans word that means "goose bay."

### Real Talk

**Definitely** = expressing a high degree of certainty  
**You're out of your mind!** = You're crazy!  
**To be honest** = to tell the truth  
**scared to death** = very frightened

### About the Conversation

1. Where did Andrew go on his vacation?
2. What kind of experience was it?
3. How do they attract the sharks?
4. Was he scared?
5. What does Michael think?

### Your Turn

Find someone in your class who has done these things. Then share your findings with the class.

	Name	Who/What/When and Where
gone snorkeling		
flown in an airplane		
eaten an unusual food item		
traveled to an exciting place		
met a famous person		

## 7 About You

1. What was the most dangerous or most exciting experience you've ever had?
2. What was the most relaxing, peaceful experience you've ever had?



## 8 Reading

### Before Reading

What do you know about camels? Have you ever ridden one?



## Ships of the Desert

"It's the one of the most uncomfortable experiences I've ever had. But it was incredibly fun! I'll never forget it!" That's what many people say after they have ridden a camel for the first time. Camels, also known as "ships of the desert," have been a favorite means of transport for millennia due to their ability to withstand the hot, dry climate of the desert.

Riding a camel is not the same as riding a horse. First, the rider must sit and balance himself about two meters above the ground on the camel's hump. Second, a camel walks differently than a horse. It moves the two right legs together, and then the two left legs. This can make the rider swing from side to side.

### Riding a camel for the first time? Here are some helpful tips:

1. Wear sunscreen, long sleeves, and a hat for protection from the hot sun.
2. Wear long pants and socks to protect your legs from getting itchy.
3. Always go riding with an experienced cameleer who knows the animal. Camels are emotional and will respond better if a familiar person is nearby.
4. Get on when the camel is in a sitting position. Put one foot on a small stool and then throw your other leg over the camel's hump in one motion.
5. When the camel stands up, hold on tight and grip your knees around the camel's sides. As the camel leans forward, lean back in the opposite direction to keep from falling.
6. Sit and hold the reins confidently. Camels are intelligent and can sense if you are nervous.
7. Relax in the saddle and bend your knees at a 90° angle. This will help you balance as the camel swings you from side to side.
8. After the ride, wait for the camel to sit down. Hold on. Lean back and then forward, just as you did when the camel stood up.



### After Reading

1. Why are camels called "ships of the desert"?
2. How is riding a camel different from riding a horse?
3. What are two characteristics of camels?
4. Which tip do you think is the most important and why?



## 9 Writing

A. Read about Ali's uncle. Circle all the linking words and phrases that you can find.

Do you know anyone who has gone scuba diving in the coral reefs of the Red Sea, mountain biking in Al Baha, or paragliding in Asir? These are just a few of the exciting things my uncle has done. Hameed is a travel writer who publishes articles to promote youth tourism in the Kingdom. He believes that the best way to write about things is to experience them. He has ridden camels and raced Arabian horses. He has also climbed to the summit of Shada Mountain. He has been sand skiing in the Rub' Al Khali Desert and has driven a 4x4 in the dunes of Al Qassim.



Of course, he is careful. "Safety comes first," he always says. Before he does any extreme or dangerous activity, he first learns about it. Then he trains with expert instructors. In fact, he spent a week practicing in a pool before he went scuba diving in the sea.

So what's next for Uncle Hameed? He hasn't flown in a hot air balloon, nor has he tried kite surfing. However, he has promised to take me mountain biking around Al Souda Mountain when I'm 16. I can't wait!

### Writing Corner

Linking words and phrases help connect ideas and make a paragraph easier to read.

1. To show addition: *and, or, nor, also, too*
2. To show contrast: *but, however, on the other hand*
3. To give examples or emphasis: *for example, like, such as; of course, in fact*
4. To show time: *when, before, after, since, first, second, next, then*

B. Think of someone you know or invent a character that has had an exciting life. Write notes in the chart about what the person has done and why it is exciting.

Activity	Why it is exciting

C. Write about someone who you think has had an exciting life. Explain why. What has the person done?

## 10 Project

Research an extreme sport or activity. Present the information to the class.

# 11 Form, Meaning and Function

## Review of the Present Tenses and the Simple Past

### Simple Present

Use the simple present to talk about permanent actions like habits or routines. We often use frequency expressions such as: *always, usually, often, rarely, never, every day, once a month, on weekends.*

The students usually **write** a test every month.

### Present Progressive

Use the present progressive to talk about temporary actions that are happening now. We often use time expressions such as: *right now, now, at the moment.*

The students **are writing** a test at the moment.

### Present Perfect

Use the present perfect to talk about actions that have happened at an indefinite time in the past or actions that have happened from the past up to now. We often use time expressions such as: *ever, never, so far, yet.*

The students **haven't written** a test yet.

### Simple Past

Use the simple past to talk about actions that were completed in the past. We often use time expressions such as: *yesterday, last week, two days ago, a year ago, in the 19<sup>th</sup> century, in 2010.*

The students **wrote** a test last week.

### A. Choose the correct verb for each sentence.

- Hameed \_\_\_\_\_ his horse, Smokey, almost every day.
  - rides
  - is riding
  - has ridden
- He \_\_\_\_\_ his horse Smokey because of its gray color.
  - is naming
  - named
  - names
- He \_\_\_\_\_ Smokey to become a champion jumper.
  - is training
  - trains
  - trained
- Hameed and Smokey \_\_\_\_\_ in two competitions so far.
  - are
  - were
  - have been
- They \_\_\_\_\_ the competitions, but they did quite well.
  - didn't win
  - don't win
  - haven't won
- Hameed \_\_\_\_\_ that they will win the next competition.
  - is believing
  - believes
  - has believed



### B. Put the verbs in parentheses into the correct forms of the present or past.

- We \_\_\_\_\_ (not be) to Oman yet, but we \_\_\_\_\_ (go) to UAE last year.
- Ali usually \_\_\_\_\_ (walk) to work, but yesterday he \_\_\_\_\_ (take) a taxi.
- She \_\_\_\_\_ (lose) her keys, so now she \_\_\_\_\_ (search) the house to find them.
- So far she \_\_\_\_\_ (look) in her room, but the keys \_\_\_\_\_ (not be) there.
- We \_\_\_\_\_ (not eat) anything all day because we \_\_\_\_\_ (fast) for Ramadan.
- Oh, no! It \_\_\_\_\_ (rain), and I \_\_\_\_\_ (leave) my umbrella in the car.
- I \_\_\_\_\_ (not know) why you're nervous. \_\_\_\_\_ (you / not ever / fly) in a plane?
- They \_\_\_\_\_ (not use) cars in the 19th century. Today, people \_\_\_\_\_ (drive) their cars everywhere.



# EXPANSION Units 12–16

## 1 Language Review

**A.** Use the correct form of the verb. For some items, more than one form is correct.

1. It \_\_\_\_\_ (be) always cool in the mountains in the summer.
2. Do you think it \_\_\_\_\_ (rain) tomorrow?
3. I \_\_\_\_\_ (not believe) those weather reports. They're often wrong.
4. What does Arshad \_\_\_\_\_ (plan) to do in the future?
5. We \_\_\_\_\_ (call) you when we get to Abu Dhabi.
6. It \_\_\_\_\_ (snow) when we left Montreal.
7. They couldn't sail yesterday because there \_\_\_\_\_ (not be) any wind.
8. Will you \_\_\_\_\_ (help) me with the decorations?

**B.** Make predictions about the future. Answer the questions. Then compare with a partner.

1. What kind of job do you think you'll have?

\_\_\_\_\_

2. When do you think you'll get married?

\_\_\_\_\_

3. How many children will you have?

\_\_\_\_\_

4. Where will you live?

\_\_\_\_\_

5. Which team will be champion in your country this year?

\_\_\_\_\_

6. Where will you go on your next vacation?

\_\_\_\_\_

**C.** Choose the appropriate sentence or expression for a polite answer.

- |   |                             |                      |
|---|-----------------------------|----------------------|
| 1. Will you help me?                      | a. Why should I?            | b. Certainly.        |
| 2. I don't understand these instructions. | a. I'll help you.           | b. Can't you read?   |
| 3. Could you turn off your cell phone?    | a. Of course.               | b. I'm talking.      |
| 4. Please let me see those photos.        | a. Not now. I'm busy.       | b. Sure.             |
| 5. Would you like to have dinner now?     | a. No, you can't cook.      | b. Yes, I'm hungry.  |
| 6. I'm sorry. I didn't see you.           | a. Put on your glasses.     | b. That's all right. |
| 7. Can you pass me the bread, please?     | a. Get up and get it.       | b. Here you are.     |
|   | a. That's very kind of you. | b. No way!           |



وزارة التعليم me carry that box for you.

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D. Make the request. Use the word in parentheses.

💡 Mr. White wants Tommy to wash the car. (can)

Tommy, can you wash the car?

1. Fadwa wants her sister to help her with the dishes. (will)

\_\_\_\_\_

2. The children want their dad to drive them to the mall. (could)

\_\_\_\_\_

3. Imad wants his mother to wash his uniform. (can)

\_\_\_\_\_

4. Hanan wants her friend to do her a favor. (would)

\_\_\_\_\_

E. Use the words to write sentences with the past progressive.

💡 I / take a shower / when

I was taking a shower when the water stopped.

1. Fahd / ride motorcycle / when

\_\_\_\_\_

2. They / play volleyball / when

\_\_\_\_\_

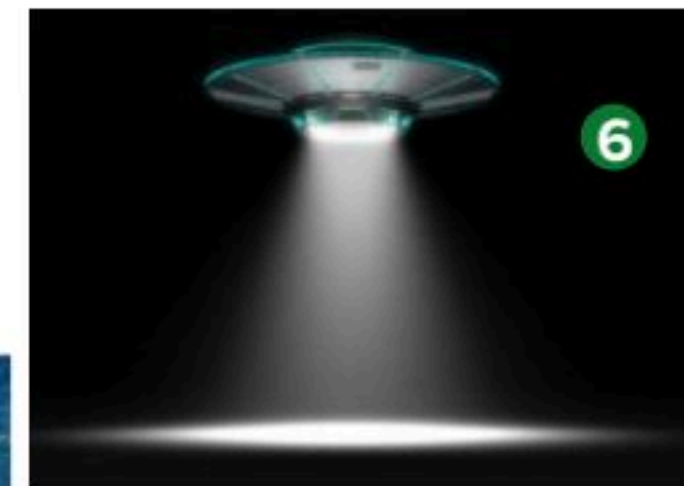
3. Yahya / mow the lawn / when

\_\_\_\_\_

4. I / look out the window / when

\_\_\_\_\_

F. Write which things you have done or haven't done.



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

2 Reading 

Before Reading

Look at the pictures.

What do you know about the two billionaires?



Success!

From a poor family in Saudi Arabia, Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi managed to become a billionaire and one of the world's most respected businessmen and philanthropists.

Sulaiman Al-Rajhi grew up in Al-Qassim, where he and his older brother, Saleh, set up a small business. They started by changing money for travelers who were going to visit the holy cities of Makkah and Madinah. When the oil industry grew in the 1970s, the brothers expanded their business. Many men from other countries came to work in Saudi Arabia. Sulaiman and Saleh helped these men by creating a safe and reliable way to send money back home to their families. Then, in 1983, they opened Saudi Arabia's first Islamic bank. Today, Al-Rajhi Bank is the largest Islamic bank in the world.

Over the years, Sulaiman Al-Rajhi has invested his wealth in many other businesses, education, and charities. One of these is organic farming, because he believes in a

healthy lifestyle. He also set up the Awqaf Sulaiman Al-Rajhi Holding Company (ASRHC) which supports charities and humanitarian projects around the world. In 2009, the Awqaf Sulaiman Al-Rajhi Holding Company (ASRHC) opened the Sulaiman Al-Rajhi University, which offers courses in Nursing, Medicine, and Health Sciences.

In 2011, Sulaiman Al-Rajhi decided to give away his entire fortune of \$7.7 billion. He gave most of his money to his family and the rest to charity. For his many years of hard work to establish an Islamic bank and his generous efforts to help others, he was awarded the King Faisal International Prize for Service to Islam in 2012. Today he is rich in experience, and he happily continues to work on projects with the Awqaf Sulaiman Al-Rajhi Holding Company (ASRHC).

Success!

Success!

Success!



Success!

As a young boy, Bill Gates was an unlikely candidate for one of the future richest men in the world. He was shy and not very sociable. But he had a special talent for math and science. His parents recognized his intelligence and enrolled him in Lakeside, a school in Seattle that was known for its high academic achievement.



It was there that Bill Gates came into contact with the first computer, and also met fellow student Paul Allen, who shared his fascination for computers. At the age of 17, Gates built a timetable system for the school and earned \$4,200.

In 1976, Gates dropped out of Harvard and started Microsoft with Paul. Their big opportunity came in 1980 when they signed an agreement to provide the operating system for IBM's new personal computer. The operating system, MS-DOS, became the operating system for PCs all over the world.

Success!

In 1973, Bill Gates went to Harvard University, but his heart was not in his studies. While he was in college, he teamed up with Paul Allen to write the first computer language program for the PC (personal computer) called BASIC.

Bill Gates became a billionaire, and today he uses his money to improve the lives of hundreds of people globally through an organization that he and his wife founded—the Bill and Melinda Gates Foundation.

Success!

### After Reading

1. List what each person has done to become successful.

Sulaiman Al-Rajhi	Bill Gates

2. What do Sulaiman Al-Rajhi and Bill Gates have in common?

### Discussion

1. In your opinion, what do you think is the key to success?
2. Talk about successful people that you know or have read about.

Success!

Success!

Success!

Success!

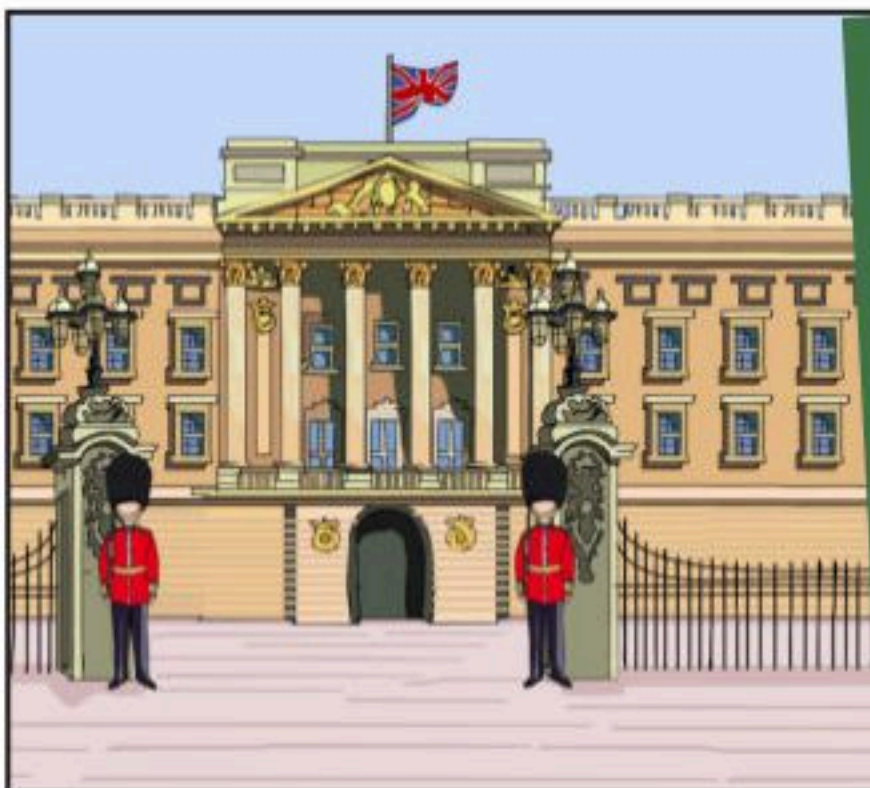
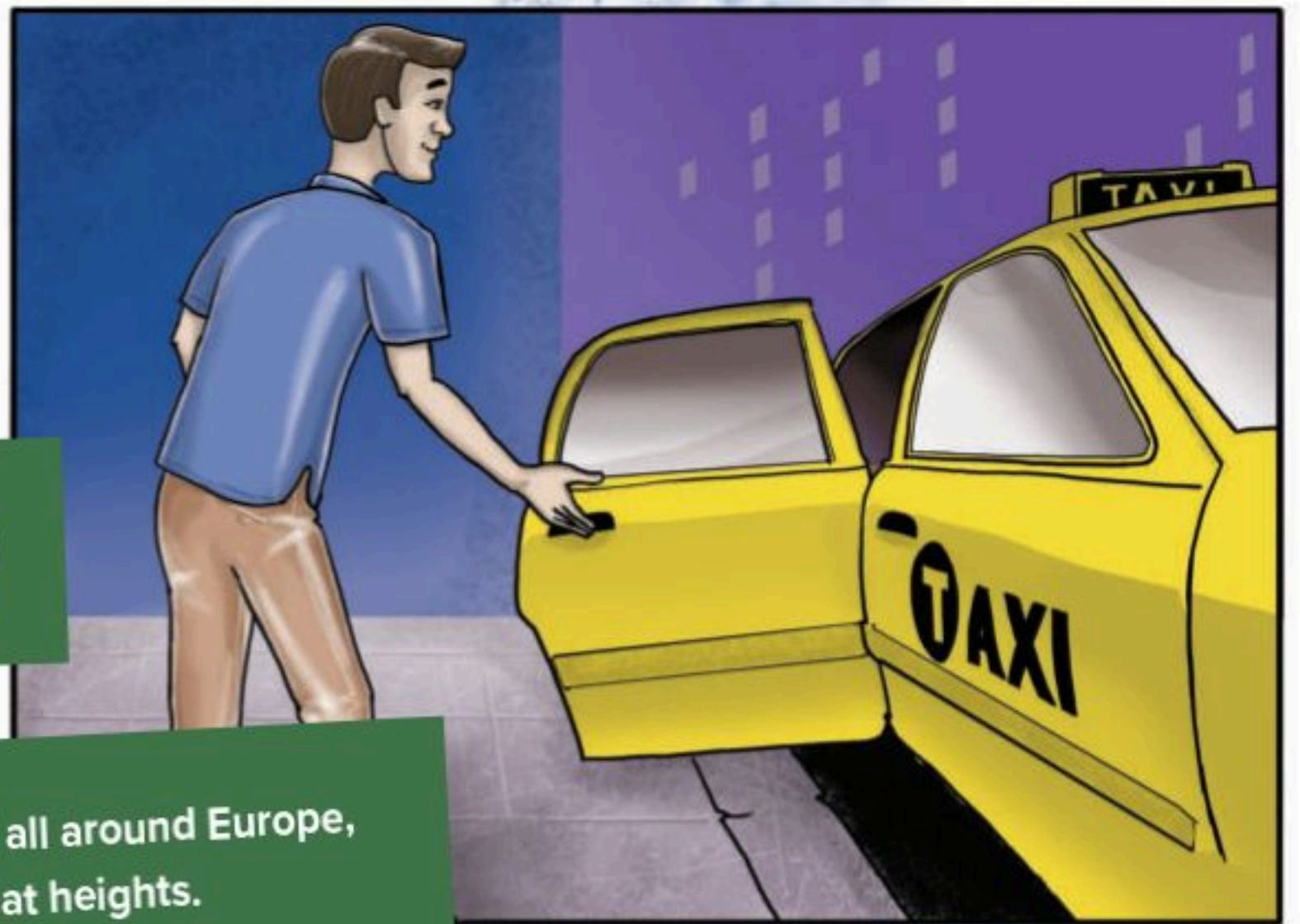


ممارسة التعليم Choose a role model. Do research about the person. Present your findings to the class.

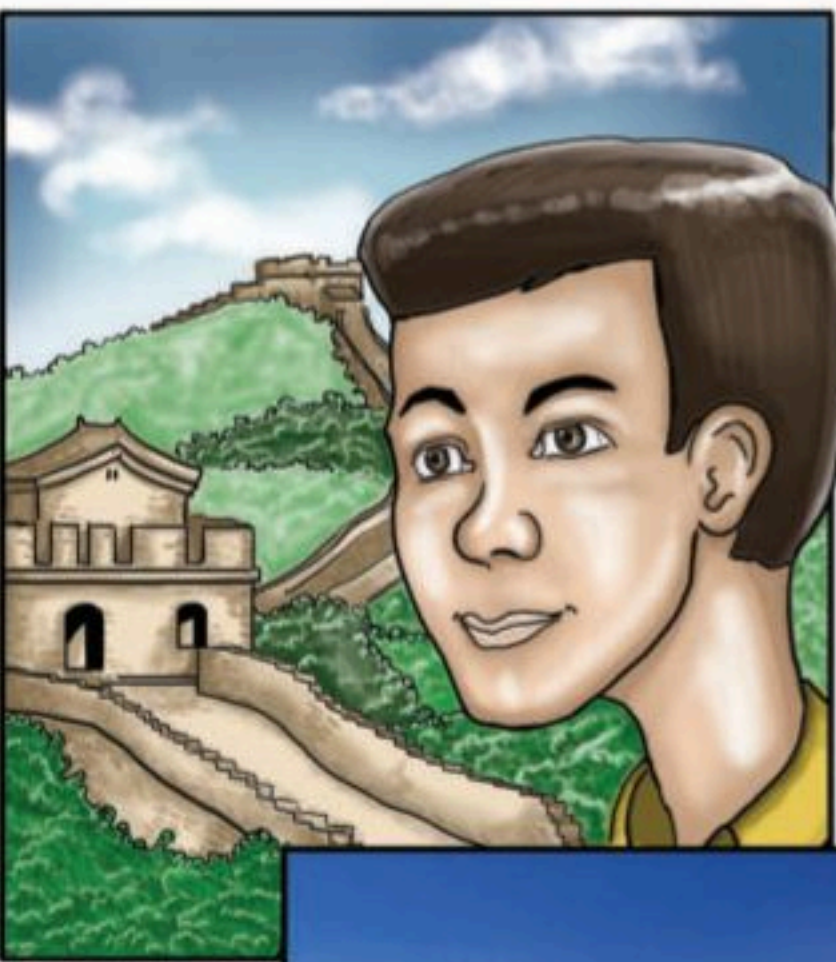
4 Chant Along



# Travel the World Over



I'm going to travel all around Europe,  
Ski the Alps at great heights.  
I'm going to climb the Eiffel Tower,  
And, in Madrid, watch the bull fights.  
I'm going to sail to the Greek islands,  
And taste Italian cuisine,  
Stroll through markets in London,  
And see the palace of the king.



I'm going to explore all over Asia,  
Trek all along the Great Wall,  
Ride a rickshaw in Shanghai,  
Hike the Himalayas in Nepal.  
I'm going to ride elephants in India,  
Drive a 4x4 in Arabian sand,  
I'm going to smell the cherry blossoms,  
And take the bullet train in Japan.



I'm going to North and South America,  
Up high to Machu Picchu in Peru,  
Catch a cab in New York City,  
And cross the Great Lakes by canoe.  
I'm going to snowmobile in Alaska.  
I'm going to raft down the Amazon,  
Listen to the roar of Venezuelan Falls,  
And cruise right around Cape Horn.

I'll go on wildlife safaris in Africa,  
Dive in Australia's Great Barrier Reef.  
I'm going to travel the world over,  
And see things beyond belief.

## Vocabulary

A. Put the words into the correct category.

rickshaw	stroll	hike	raft	4x4	train
cruise	sail	canoe	trek	climb	cab

Travel on Foot	Transport on Water	Transport on Land

B. Look at the chant. Write four things related to the senses.

- 🔦 *See the palace of the king.*
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_

## Comprehension

1. What is the man going to do?
2. Which continents is he going to visit?
3. Which European countries is he going to visit?
4. Which Asian countries is he going to visit?
5. What do you think the last line means?



## 5 Writing

Write about a place where you want to travel and what you are going to do there.

## 6 Project

Write another verse for the chant about world travel. Present it to the class.

7 Chant Along 

# I Never Found Gold Anywhere Until I Got Back Home

I've been to Jamaica.  
I've been to Japan.  
I've traveled all over the world.  
I've sailed on a ship and flown in a plane.  
But I've never found diamonds or gold.

I studied in Paris when I was a teen—  
I looked for happiness there.  
Then I went to London where I saw the queen.  
Worked at a job in Mayfair.  
But I've never found gold anywhere.  
No, I never found gold anywhere.

*I've been a sailor, a waiter, a writer.  
I've been a teller, a driver, a fighter.*

When I finished school, I worked in a bank.  
Then I fought in a terrible war.  
I shot with a rifle and rode in a tank.  
But I've never broken the law.  
But I've never found gold anywhere.  
No, I never found gold anywhere.

*I've been a sailor, a waiter, a writer.  
I've been a teller, a driver, a fighter.*



▲ United Kingdom Parliament



▲ A beach in Jamaica



▲ Mount Fuji in Japan



▲ Sorbonne University in France

# I Never Found Gold Anywhere Until I Got Back Home

## Vocabulary

What do you think the following expressions mean?

1. I looked for happiness there.
2. I've never found gold anywhere.
3. I've never broken the law.

---



---



---

## Comprehension

A. List the countries the speaker in the chant has been to and the jobs he has had.

Countries	Jobs

B. Answer the questions.

1. When did the man study in Paris?
2. What did he do in London?
3. What did he do after he finished school?
4. What did he do in the army?
5. Has he ever done anything wrong in his life?
6. What kind of life has he had?



## Writing

Write an interview with the man.

## Discussion

1. What do you think about the kind of life the speaker has had?
2. Would you like to have a life like his? Why or why not?
3. Choose another title for the chant.



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# Vocabulary

## EXPANSION Units 6–11

### VOCABULARY

#### Nouns

antique  
arch  
architect  
collection  
conquest  
enclosure  
entrance  
landmark  
observation  
deck  
pyramid  
renovation  
tower

#### Verbs

acquire  
depart  
possess

#### Adjectives

bulletproof  
illuminated

#### Prepositions

along  
around  
in the middle of

### EXPRESSIONS

#### Idioms

a helping hand  
be named after  
cheer (someone) up  
ease one's pain  
feel blue  
in times of trouble  
wait in line

## 12 It's Going to Be Fun!

### VOCABULARY

#### Nouns

art gallery  
coral reef  
cuisine  
culture  
ecosystem  
ecotourism  
habitat  
herd  
jungle  
marine life  
mosquito  
oasis  
resort  
safari  
scuba diving  
theme park  
tomb  
trail  
trekking  
variety  
view  
village  
wildlife

#### Verbs

carve  
experience  
explore  
hike

#### Adjectives

adventurous  
allergic  
ancient  
awesome  
coastal  
ecological  
ethnic  
exotic  
inexpensive  
magnificent  
peaceful  
quiet  
thrilling  
unique

### EXPRESSIONS

#### Idiom

come face to face (with)  
come into contact (with)

#### Real Talk

Actually  
off the beaten track



## 13 What's the Weather Like?

### VOCABULARY

#### Nouns

barometer	leaf, leaves ( <i>pl.</i> )
cherry blossom	rain
damage	season
degree	snow
display	spring
fall	summer
forecast	temperature
gulf	weather
humidity	winter
hurricane	

#### Verbs

cause  
pass over  
rain  
snow  
vary

#### Adjectives

breathtaking  
magnificent  
unpredictable

#### Adjectives— Weather words

cloudy  
cold  
cool  
dry  
hot  
sunny  
warm  
windy

#### Adverbs

absolutely  
extremely  
partly (cloudy)  
probably  
quite

#### Preposition

below

### EXPRESSIONS

#### Asking about the weather

What's the weather like . . . ?

#### Real Talk

I hear  
It depends

## 14 Could You Do Me a Favor?

### VOCABULARY

#### Nouns

gathering  
napkin  
snack  
voice

#### Verbs

lend  
lower  
borrow

### EXPRESSIONS

#### Making and responding to requests

Certainly.  
Could you . . . ?  
I'm sorry.  
No problem.  
Of course.  
Sure.  
Will you . . . ?  
Would you . . . ?

#### Offering help and responding

Let me . . .  
No, that's all right.

#### Interrupting

Excuse me.

#### Telephone language

Can I take a message?  
Did you try his cell phone?  
Hello. This is . . .  
May I speak to . . . ?  
(He) doesn't answer.

#### Real Talk

I have no idea.  
Will you do me a favor?

# Vocabulary

## 15 Today's News

### VOCABULARY

#### Nouns

anaconda  
attraction  
crowd  
device  
electric current  
headphones  
hero  
hip

knife  
lightning  
parrot  
scream  
snake  
storm  
wire  
wound

#### Verbs

attack  
be fired  
burn  
deliver  
kick out  
manage  
overpower  
remember

risk  
rush  
shock  
shriek  
warn

#### Adjectives

empty  
improper  
strong  
stuck

### EXPRESSIONS

#### Idioms

break down  
get control of

#### Real Talk

keep your cool

## 16 Have You Ever . . . ?

### VOCABULARY

#### Nouns

cage  
camel  
cliff hanging  
desert safari  
hang gliding  
harness  
rope  
shark diving  
volcano  
zebra

#### Verbs

dive  
knock  
throw

#### Adjectives

frightening  
weird

#### Adverb

up close

### EXPRESSIONS

#### Idiom

Have you ever heard of . . . ?

#### Real Talk

definitely  
scared to death  
To be honest  
You're out of your mind!



## EXPANSION Units 12–16

### VOCABULARY

#### Nouns

achievement	fascination	rifle
agreement	fighter	roar
belief	fortune	sailor
billionaire	happiness	success
cab	height	tank
candidate	industry	war
canoe	law	wealth
charity	philanthropist	4x4
effort	rickshaw	

#### Verbs

cross  
cruise  
drop out  
enroll  
establish  
expand  
found  
give away  
invest  
raft  
recognize  
set up  
snowmobile  
stroll  
support  
trek

#### Adjectives

academic  
entire  
generous  
humanitarian  
reliable  
respected  
shy  
sociable  
successful

#### Prepositions

around  
beyond  
through

### EXPRESSIONS

#### Idioms

break the law  
come into contact with  
team up with  
the world over



## Unit 12 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.
ask about and describe vacations			
plan a vacation			
use the future with <i>be going to</i> in the affirmative and negative and in <i>yes/no</i> questions and short answers			
ask information questions with <i>be going to</i>			
use adjectives in the correct position			
use adverbs of manner			

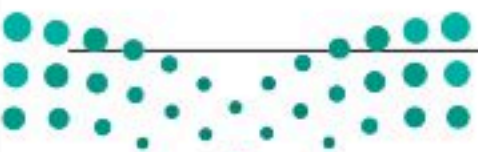
My five favorite new words from Unit 12:	If you're still not sure about something from Unit 12:
_____	<ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher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

## Unit 13 Self Reflection

Things that I liked about Unit 13:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 13:	Things that I found difficult in Unit 13:
_____	_____
_____	_____
_____	_____

Unit 13 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about the weather			
talk about seasons			
talk about future activities			
make predictions			
use the future with <i>will</i> in the affirmative and negative and in <i>yes/no</i> questions and short answers			
ask information questions with <i>will</i>			
use the conditional with present and future forms			

My five favorite new words from Unit 13:	If you're still not sure about something from Unit 13:
_____ _____ _____ 	<ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul>

# Unit 14 Self Reflection

Things that I liked about Unit 14:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 14:	Things that I found difficult in Unit 14:
_____	_____
_____	_____
_____	_____

Unit 14 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
make and respond to requests			
make and respond to offers			
give and take phone messages			
use the modal verb <i>will</i> in expressions			
use <i>can, could, will, and would</i>			
use <i>I'll</i> and <i>Let me</i>			
use the construction <i>want</i> + object noun/pronoun + infinitive			
use the construction <i>tell</i> and <i>ask</i> + object noun/pronoun + infinitive			


My five favorite new words from Unit 14:	If you're still not sure about something from Unit 14:
_____	<ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul>
_____	
_____	

# Unit 15 Self Reflection

Things that I liked about Unit 15:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 15:	Things that I found difficult in Unit 15:
_____	_____
_____	_____
_____	_____

Unit 15 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about the news			
ask and answer questions about past ongoing activities			
tell narrative stories in the past			
use the past progressive in the affirmative and negative and in <i>yes/no</i> questions and short answers			
use the past progressive + <i>when</i>			
use adverbs of degree			
use <i>could</i> and <i>was/were able to</i>			

My five favorite new words from Unit 15:	If you're still not sure about something from Unit 15:
_____  _____ _____	<ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul>



# Unit 16 Self Reflection

Things that I liked about Unit 16:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 16:	Things that I found difficult in Unit 16:
_____	_____
_____	_____
_____	_____

Unit 16 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
talk about activities I have and haven't done			
use the present perfect in the affirmative and negative and in <i>yes/no</i> questions and short answers			
use the present perfect versus the simple past			
use the present tenses and the simple past correctly			

My five favorite new words from Unit 16:	If you're still not sure about something from Unit 16:
_____	<ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul>
_____	
_____	



# Irregular Verbs

Base Form	Simple Past	Past Participle
be	was / were	been
become	became	become
blow	blew	blown
buy	bought	bought
come	came	come
cut	cut	cut
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
fight	fought	fought
find	found	found
fly	flew	flown
get	got	gotten
give	gave	given
go	went	gone
hang	hung	hung
have	had	had
hear	heard	heard
hold	held	held
hurt	hurt	hurt
know	knew	known
leave	left	left
lend	lent	lent
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
think	thought	thought
throw	threw	thrown
wake (up)	woke (up)	woken (up)
wear	wore	worn
win	won	won
write	wrote	written



# SUPERGOAL 2 Audio Track List

## CD1

Track	Unit	Student Book Section
2	Unit 1	1 Listen and Discuss
3	Unit 1	4 Listening
4	Unit 1	5 Pronunciation
5	Unit 1	6 Conversation
6	Unit 1	8 Reading
7	Unit 2	1 Listen and Discuss
8	Unit 2	2 Pair Work
9	Unit 2	4 Listening
10	Unit 2	5 Pronunciation
11	Unit 2	6 Conversation
12	Unit 2	8 Reading
13	Unit 3	1 Listen and Discuss
14	Unit 3	2 Pair Work
15	Unit 3	4 Listening
16	Unit 3	5 Pronunciation
17	Unit 3	6 Conversation
18	Unit 3	8 Reading
19	Unit 4	1 Listen and Discuss
20	Unit 4	2 Pair Work
21	Unit 4	4 Listening
22	Unit 4	5 Pronunciation
23	Unit 4	6 Conversation
24	Unit 4	8 Reading
25	Unit 5	1 Listen and Discuss
26	Unit 5	2 Pair Work
27	Unit 5	4 Listening
28	Unit 5	5 Pronunciation
29	Unit 5	6 Conversation
30	Unit 5	8 Reading
31	EXPANSION	2 Reading
32	Units 1–5	3 Reading
33		6 Chant Along

## CD2

2	Unit 6	1 Listen and Discuss
3	Unit 6	2 Pair Work
4	Unit 6	4 Listening
5	Unit 6	5 Pronunciation
6	Unit 6	6 Conversation
7	Unit 6	8 Reading
8	Unit 7	1 Listen and Discuss
9	Unit 7	2 Pair Work
10	Unit 7	4 Listening
11	Unit 7	5 Pronunciation
12	Unit 7	6 Conversation
13	Unit 7	8 Reading
14	Unit 8	1 Listen and Discuss
15	Unit 8	2 Pair Work
16	Unit 8	4 Listening
17	Unit 8	5 Pronunciation
18	Unit 8	6 Conversation
19	Unit 8	8 Reading

20	Unit 9	1 Listen and Discuss
21	Unit 9	2 Pair Work
22	Unit 9	4 Listening
23	Unit 9	5 Pronunciation
24	Unit 9	6 Conversation
25	Unit 9	8 Reading
26	Unit 10	1 Listen and Discuss
27	Unit 10	2 Pair Work
28	Unit 10	4 Listening
29	Unit 10	5 Pronunciation
30	Unit 10	6 Conversation
31	Unit 10	8 Reading
32	Unit 11	1 Listen and Discuss
33	Unit 11	2 Pair Work
34	Unit 11	4 Listening
35	Unit 11	5 Pronunciation
36	Unit 11	6 Conversation
37	Unit 11	8 Reading
38	EXPANSION	2 Reading
39	Units 6–11	4 Chant Along

## CD3

2	Unit 12	1 Listen and Discuss
3	Unit 12	2 Pair Work
4	Unit 12	4 Listening
5	Unit 12	5 Pronunciation
6	Unit 12	6 Conversation
7	Unit 12	8 Reading
8	Unit 13	1 Listen and Discuss
9	Unit 13	2 Pair Work
10	Unit 13	4 Listening
11	Unit 13	5 Pronunciation
12	Unit 13	6 Conversation
13	Unit 13	8 Reading
14	Unit 14	1 Listen and Discuss
15	Unit 14	2 Pair Work
16	Unit 14	4 Listening
17	Unit 14	5 Pronunciation
18	Unit 14	6 Conversation
19	Unit 14	8 Reading
20	Unit 15	1 Listen and Discuss
21	Unit 15	2 Pair Work
22	Unit 15	4 Listening
23	Unit 15	5 Pronunciation
24	Unit 15	6 Conversation
25	Unit 15	8 Reading
26	Unit 16	1 Listen and Discuss
27	Unit 16	2 Pair Work
28	Unit 16	4 Listening
29	Unit 16	5 Pronunciation
30	Unit 16	6 Conversation
31	Unit 16	8 Reading
32	EXPANSION	2 Reading
33	Units 12–16	4 Chant Along
34		7 Chant Along



## SuperGoal 2 Workbook

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وزارة التعليم

Ministry of Education

2023 - 1445

SUPER

# GOAL 2

WORKBOOK

**MANUEL DOS SANTOS**



وزارة التعليم

Ministry of Education

2023 - 1445

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# 12 It's Going to Be Fun!

Term 3

**A** Look at the photos. Describe each photo with an adjective. Use the adjectives in the box.

exotic    inexpensive    luxurious    relaxing    adventurous    noisy



relaxing

1. \_\_\_\_\_

2. \_\_\_\_\_



3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**B** Write a sentence about each photo in exercise **A**. Use the correct adjective.

*An afternoon at the park is relaxing.* OR *The man is having a relaxing day at the park.*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



# 12 It's Going to Be Fun!

**C** Look at the schedule. Write sentences. Use the future with **going to**.

Malaysian Sun Tours: Imad and Faisal's Schedule						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Imad and Faisal: fly to Malaysia	Imad: climb a mountain Faisal: go fishing	Imad and Faisal: go to the beach	Imad and Faisal: go sailing	Imad: visit museums Faisal: go diving	Imad and Faisal: go on a jungle trek	Imad and Faisal: fly home

**Monday / Imad / visit the museums**

*On Monday, Imad isn't going to visit the museums.*

1. Tuesday / Imad and Faisal / go to the beach

2. Thursday / Faisal / go diving

3. Saturday / Imad / go sailing

4. Friday / Imad and Faisal / go on a jungle trek

5. Monday / Imad and Faisal / visit the museums

6. Thursday / Faisal / go fishing

7. Monday / Imad / climb a mountain

**D** You are going to Malaysia on vacation. Write what you are going to take and not going to take. Use the words in the box or use your own ideas.

passport   boots   sandals   umbrella   coat   sunglasses

**Going To Take**

**Not Going To Take**

*I'm going to take sandals.*



**E** Complete the conversation. Use **What, When, Which, How, Where, Who,** and **How long.**

**Mr. Tyler:** (1) \_\_\_\_\_'s your name?  
**Adnan:** My name is Adnan Abdullah.  
**Mr. Tyler:** (2) \_\_\_\_\_ are you going?  
**Adnan:** I'm going to Orlando, Florida.  
**Mr. Tyler:** (3) \_\_\_\_\_ are you going to stay with?  
**Adnan:** I'm going to stay with my uncle.  
**Mr. Tyler:** (4) \_\_\_\_\_ are you going to get to your uncle's house?  
**Adnan:** I'm going to take a taxi.  
**Mr. Tyler:** (5) \_\_\_\_\_ are you going to stay in Florida?  
**Adnan:** I'm going to stay for about a week.  
**Mr. Tyler:** (6) \_\_\_\_\_ are you going to do in Orlando?  
**Adnan:** I'm going to visit Disney World.  
**Mr. Tyler:** (7) \_\_\_\_\_ airport are you going to fly out of?  
**Adnan:** I'm going to fly out of Orlando Airport to go to New York.  
**Mr. Tyler:** (8) \_\_\_\_\_ are you going to leave the United States?  
**Adnan:** I'm going to leave next month.  
**Mr. Tyler:** Welcome to the United States. Have a nice vacation.  
**Adnan:** Thank you.



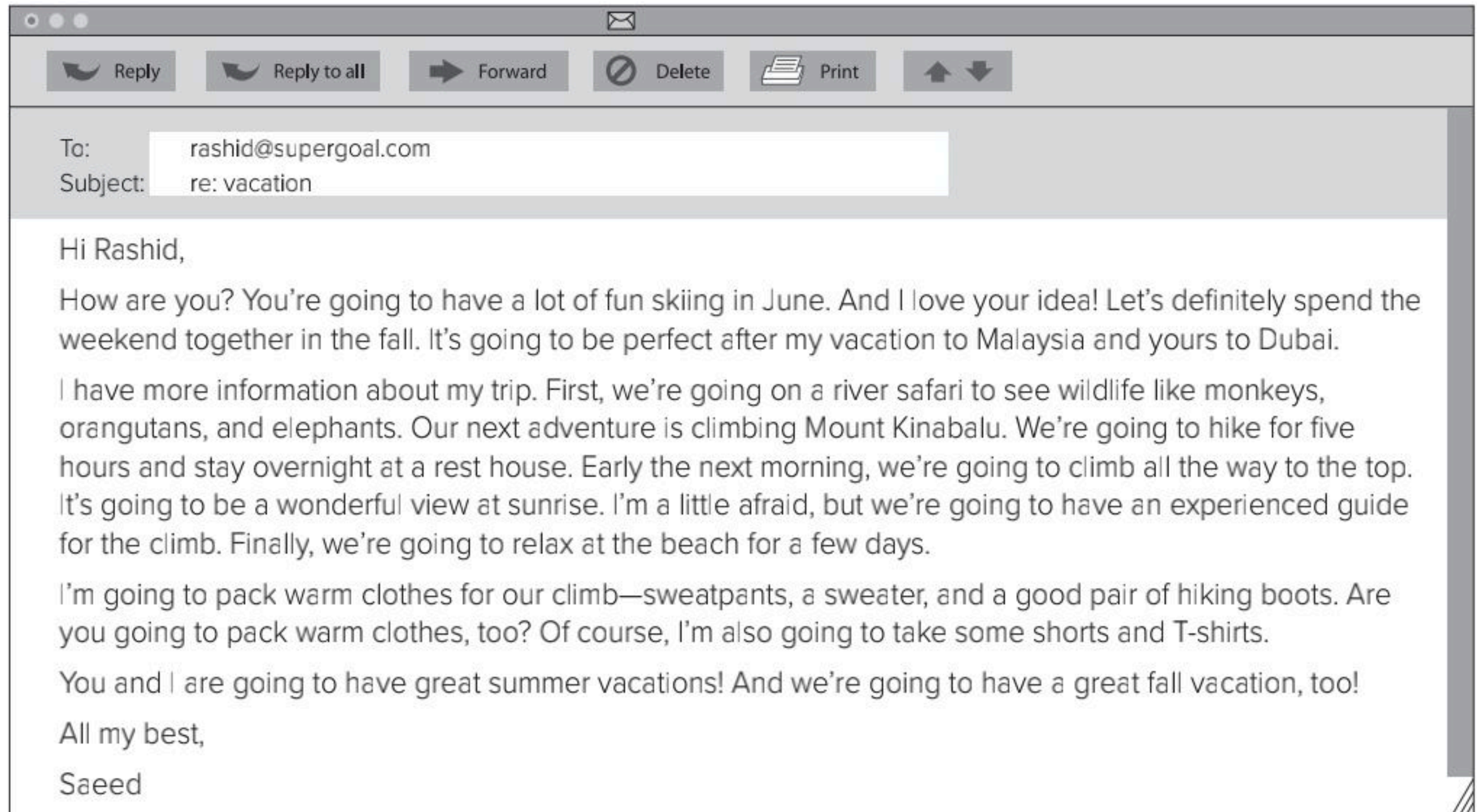
**F** Answer the questions.

1. Who is Adnan going to stay with in Florida?  
 \_\_\_\_\_
2. What is Adnan going to do on his vacation?  
 \_\_\_\_\_
3. Where is Adnan going to fly to after his stay in Orlando?  
 \_\_\_\_\_
4. When is Adnan going to leave the United States?  
 \_\_\_\_\_

# 12 It's Going to Be Fun!

## G READING

Read the email.



Answer the questions.

1. Who is going to go skiing in the summer? Where?

\_\_\_\_\_

2. What is Saeed going to do on his vacation?

\_\_\_\_\_

3. How long is Saeed going to climb before he reaches the rest house?

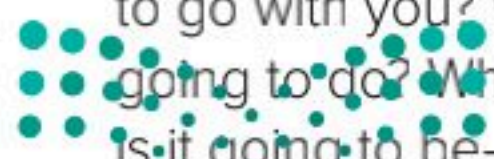
\_\_\_\_\_

4. What is Saeed going to pack?

\_\_\_\_\_

## H WRITING

Imagine you are going to take a vacation. Write about it. Where are you going to go? Who is going to go with you? What are you going to do? Which kind of vacation is it going to be—adventurous or relaxing? How?



My \_\_\_\_\_ Vacation

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# 13 What's the Weather Like?

**A** Look at the photos. Describe the weather. Use words in the box. Use some words more than once.

cold   hot   sunny   dry   windy   cloudy   rainy



💡 *It's hot and sunny.*



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_

**B** Complete the sentences with weather words.

1. It's very \_\_\_\_\_ right now. It'll probably rain tonight.
2. It's going to \_\_\_\_\_ today. You need your umbrella.
3. I need my warm coat and hat. It's a very \_\_\_\_\_ day.
4. It will be 40 degrees Celsius today. That's \_\_\_\_\_!
5. Where are my sunglasses? It's really \_\_\_\_\_ today.
6. Look at the leaves blowing. It's really \_\_\_\_\_ today.

# 13 What's the Weather Like?

**C** What will the weather be like? Write a sentence for each place. Use two weather words.

City	Weather Icon	Temperature
Riyadh	Sunny	20°C / 68°F
Islamabad	Rainy	5°C / 41°F
Amman	Rainy	10°C / 50°F
Dubai	Partly Sunny	21°C / 70°F
Kabul	Snowy	-1°C / 30°F
Cairo	Cloudy	14°C / 57°F

**Amman, Jordan**

*It'll be cool and rainy.*

1. Riyadh, KSA
2. Kabul, Afghanistan
3. Islamabad, Pakistan
4. Dubai, UAE
5. Cairo, Egypt

**D** Answer the questions.

1. What is the weather like today?

\_\_\_\_\_

2. What will the weather be like tomorrow?

\_\_\_\_\_

3. What will the weather be like this weekend?

\_\_\_\_\_

**E** Look at the photos. Answer the questions. Use the future tense with **will** and short answers.

**Will it rain this afternoon?**

*No, it won't.*

1. Mark is faster than Alberto. Will he win the race?

\_\_\_\_\_

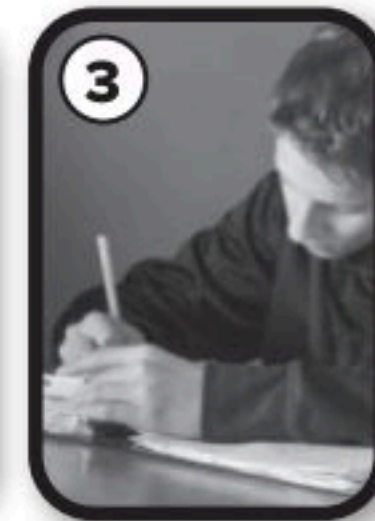
2. It's 18°C and sunny. Will I need my coat?

\_\_\_\_\_

3. Thomas does his English homework every day.

Will he pass the big test?

\_\_\_\_\_



**F** Write a question for each answer. Use the future tense with **will**.



**What will Richard's uncle eat on vacation?**

**Richard's uncle will probably eat fast food.**



1. \_\_\_\_\_

I'll probably play football this weekend.



2. \_\_\_\_\_  
He'll probably drive to work.



3. \_\_\_\_\_

After college? Maybe I'll try to find a job in an engineering firm.

# 13 What's the Weather Like?

## G READING

Read the story.

Omar is living in a dorm at college this year. He really likes his classes, but he doesn't like living in the dorm. It's noisier in the dorm than it was at home. It's harder for him to study in the dorm, too. He likes his roommate, Fred. They hang out together a lot, and they both like to run in the morning. Omar and Fred are now good friends. But Fred never helps clean the room. He leaves his clothes and books all around. Their room is always messy. Omar eats in the college cafeteria, and he doesn't like the food there. There aren't any cooking facilities in the dorm. Omar's uncle's family lives near the college. They invited Omar to live with them next year.



Answer the questions. Give your opinions.

1. Where will Omar live next year?

\_\_\_\_\_

2. Will he eat in the college cafeteria next year?

\_\_\_\_\_

3. Will his room be clean or dirty next year?

\_\_\_\_\_

4. Will his room be noisy or quiet next year?

\_\_\_\_\_

## H WRITING

Write about the weather where you live. What will it be like in six months? What will you probably wear? What will you probably do?

*The Weather in Six Months*



# 14 Could You Do Me a Favor?

**A** Look at the photos. Complete the conversations with the expressions in the box.

I'll tell her.                      ~~Could you lower your voices?~~      Can I borrow your cell phone?  
 Let me help you carry that.      Of course, I'll say a few words.      Could you take a photo of me?



**A:** *Could you lower your voices?*  
**B:** Sure.

**1. A:** \_\_\_\_\_  
**B:** No problem.



**2. A:** \_\_\_\_\_  
**B:** Thank you.

**3. A:** Everyone wants you to say something.  
**B:** \_\_\_\_\_



**4. A:** \_\_\_\_\_  
**B:** Certainly.

**5. A:** Would you tell your mother to bring some plates?  
**B:** Of course. \_\_\_\_\_

**B** Put the expressions from exercise **A** in the correct column.

**Offer**

**Request**



*Could you lower your voices?*

# 14 Could You Do Me a Favor?

**C** Write requests and responses for each photo. Use **can**, **could**, **will**, and **would**.



**Q:** *Could I have a sandwich?*  
**A:** *Of course.*

**1. Q:** \_\_\_\_\_  
**A:** \_\_\_\_\_



**2. Q:** \_\_\_\_\_  
**A:** \_\_\_\_\_

**3. Q:** \_\_\_\_\_  
**A:** \_\_\_\_\_

**D** Read each story. Write the conversation.

**A customer at the hotel is carrying a heavy suitcase. A porter who works at the hotel offers to carry the suitcase. The customer refuses his offer.**

**Porter:** *Let me carry that for you.*  
**Customer:** *That's all right.*

**1.** A small girl wants a box of cookies from a high shelf at a supermarket. She can't get the box. A tall woman offers to get the cookies for her. The girl accepts her offer.

**Woman:** \_\_\_\_\_  
**Girl:** \_\_\_\_\_

**2.** Faris and Ali are leaving the office. Faris doesn't have a car. Ali offers to give Faris a ride home. Faris refuses the offer.

**Ali:** \_\_\_\_\_  
**Faris:** \_\_\_\_\_

**3.** Majid and Ahmed are eating dinner in a restaurant. The waiter brings the bill. Majid quickly picks up the bill. He wants to pay. Ahmed accepts his offer.

**Majid:** \_\_\_\_\_  
**Ahmed:** \_\_\_\_\_



**E** Describe the situations in which people are making requests. Use **want to**.

Adel, would you clean your room after dinner?

Sure, Mom.

*Mom wants Adel to clean his room after dinner.*

Hey, Noura! Can you go to the mall with me this afternoon?

Sorry, Mona. I can't.

1.

Hanan, could you help your sister with her homework?

Not now, Dad. I'm busy.

2.

Ali, will you help me paint the house this weekend?

Certainly, Dad.

3.

**F** Unscramble the words to make sentences.

*ask / to meet / Yahya / in the library*

*Ask Yahya to meet in the library.*

1. to the mall / your brother / ask / to drive you

2. to stop / your father / ask / by the store on his way home

3. the children / tell / their voices / to lower

4. your English teacher / ask / about the summer course in London

5. about the new museum / me / tell

# 14 Could You Do Me a Favor?

## G READING

Read the conversation.

**Farah:** Hi, Amal. Thanks for the invitation to the graduation party. Can I do anything to help?

**Amal:** Sure. Could you bring some fruit salad?

**Farah:** Of course. Would you like me to bring a cake, too?

**Amal:** No, thanks. I already bought one.

**Farah:** Do you need any sandwiches?

**Amal:** I'll make sandwiches. But please bring some ice cream.

**Farah:** OK. I'll get some ice cream at the store. Should I come early to help?

**Amal:** No, you don't have to. But could you bring some paper plates?

**Farah:** Certainly. Do you have enough forks and spoons?

**Amal:** Yes, I do. Wait a minute. Could you bring some plastic cups?

**Farah:** No problem. And I'll bring a few bottles of soda.

**Amal:** Thank you. That would be great! I forgot about drinks.

**Farah:** Super! I'll see you tomorrow!

**Amal:** Great! Oh, one more thing. Could you bring your cookbooks?  
I want to learn new recipes.

**Farah:** Of course. I can't wait!



Write **T** for **True** or **F** for **False**.

1. \_\_\_\_\_ Amal wants Farah to bring some fruit salad.
2. \_\_\_\_\_ Farah is going to bring some ice cream.
3. \_\_\_\_\_ Amal wants Farah to bring some paper cups.
4. \_\_\_\_\_ Farah isn't going to bring any soda.
5. \_\_\_\_\_ Farah can't bring her cookbooks.

## H WRITING

Imagine that you are helping a friend plan a graduation party. Write a conversation between you and your friend. How can you help your friend?



### Graduation Plans

Me: \_\_\_\_\_

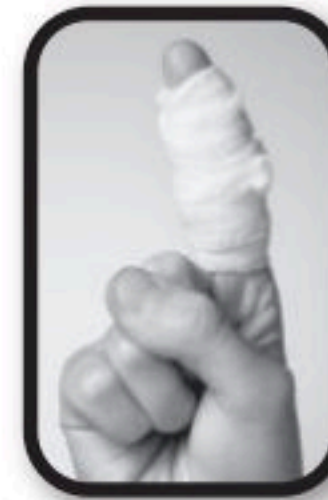
My Friend: \_\_\_\_\_

# 15 Today's News

**A** Look at the photos of what people were doing this weekend. Complete the stories. Use the words in the box.

<b>knife</b>	<b>storm</b>	<b>scream</b>	<b>attractions</b>
<b>snake</b>	<b>crowd</b>	<b>wound</b>	<b>lightning</b>

1. My mother has a bandage on her finger. It's not a large \_\_\_\_\_, but it hurts. She was cutting some vegetables for dinner and cut her finger with the \_\_\_\_\_.



2. We visited the San Diego Zoo last week. One of the main \_\_\_\_\_ there is the Panda Trek. There was a huge \_\_\_\_\_ of people around the exhibit when the pandas came out to eat.



3. I have a very funny story. My uncle is a big man. He is strong and works at a construction site. A worker found a \_\_\_\_\_ under a rock. He showed it to my uncle. Immediately everyone heard a very loud \_\_\_\_\_. They all turned to see what was happening. Well, my uncle is very afraid of those long reptiles!



4. Last night, I looked out my window and saw my neighbor's house on fire. Just before that, we had a really bad \_\_\_\_\_. The sky turned very dark. There was lots of thunder and rain. And during this time, my neighbor's house was hit



by \_\_\_\_\_, which caused the fire.

# 15 Today's News

**B** Look at the picture. What wasn't/was happening at the park yesterday? Use the past progressive.



**man under the tree / eating cookies**

*The man under the tree wasn't eating cookies.*

*He was reading a newspaper.*

**1. two boys / playing tennis**

---

---

**2. boy with cap / sleeping**

---

---

**3. father and son / watching TV**

---

---

**4. mother and daughter / reading books**

---

---

**5. man with the hat / eating ice cream**



**C** Look at the photos of what people were doing. Answer the questions. Use short answers.



1. Was he eating pizza?

\_\_\_\_\_



2. Was he taking a test?

\_\_\_\_\_



3. Were they doing their homework?

\_\_\_\_\_



4. Were they skiing?

\_\_\_\_\_

**D** Make sentences using **when**. Then write questions for the sentences.

**Badria / sleep // phone / ring**

*Badria was sleeping when the phone rang.* \_\_\_\_\_

*What was Badria doing when the phone rang?* \_\_\_\_\_

1. they / swim // rain / start

\_\_\_\_\_

2. Ibrahim / do his homework // mother / call him for dinner

\_\_\_\_\_

3. the car / go too fast // traffic light / turn red

\_\_\_\_\_

**4. we / watch the news on TV // lights / go out**

\_\_\_\_\_

## E READING

Read the story.

Some friends of mine live in Alaska. They told me this story. My friends were really surprised last Tuesday afternoon. They



were playing football after school when a moose walked across the football field! They stopped and stared. They followed the moose. When the moose walked across the park, some adults and children were picking up litter. They, too, stopped and stared. They followed the moose. When the moose crossed the street, some children were sitting in a school bus. They got out and followed the moose. Then the moose walked in front of a police car. The police officer was talking on his phone when he saw the moose. Finally, the moose walked to the bakery. It stood there and was smelling the bread. Everyone thought the moose was hungry and wanted some food. The entire town stopped and was watching the moose. People asked, "What can we do to help the moose? We need to get it back to the forest." Someone had an idea! Soon after, the moose was walking out of town following the bread truck!

Answer the questions.

1. What were the writer's friends doing when they saw the moose?

---

2. What were the people in the park doing when they saw the moose?

---

3. What were the children doing when they saw the moose?

---

4. What was the police officer doing when he saw the moose?

---

5. What was the moose doing in front of the bakery?

---

## F WRITING

Write a news article about something you saw or read about. What were people doing when the event happened? Give your article a title, too.

---



---



---



---



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# 16 Have You Ever...?

**A** Look at each group of words. Circle the word that doesn't belong.

- |                   |               |               |                     |
|-------------------|---------------|---------------|---------------------|
| 1. fish           | shark         | lobster       | camel               |
| 2. football       | baseball      | hang gliding  | basketball          |
| 3. bungee jumping | swimming      | water skiing  | surfing             |
| 4. driving a car  | cliff hanging | riding a bike | riding a motorcycle |

**B** Look at the photos. Complete the sentences.



1. Have you ever gone \_\_\_\_\_?



2. Ali has been \_\_\_\_\_. He went to France last year, and his father took photos.



3. Paul has never tried \_\_\_\_\_, but it's his brother's favorite sport.

# 16 Have You Ever...?

**C** Complete the chart. Use the correct forms of the verbs.

Present	Simple Past	Past Participle
	was / were	
do		
	ate	
		gone
	saw	
swim		
	took	
write		

**D** Complete the conversations. Use the present perfect.

1. **Asma:** I visited Qasr Al-Masmak last year.

**Hanan:** I \_\_\_\_\_ Qasr Al-Masmak several times.

2. **Faisal:** I rode a motorcycle last week.

**Majid:** That's nothing. I \_\_\_\_\_ a motorcycle many times.

3. **Ali:** I swam in the Red Sea on my vacation.

**Tariq:** That's great! My brother \_\_\_\_\_ there before, too.

4. **Yahya:** I saw a volcano near Madinah in Harrat Khaybar.

**Imad:** My father \_\_\_\_\_ volcanoes in three different countries.

5. **Fahd:** I ate pizza when I was in Naples, Italy.

**Saeed:** My family and I \_\_\_\_\_ pizza there, too.

6. **Refah:** My parents took a cruise two years ago.

**Amal:** My uncle \_\_\_\_\_ several cruises.





**E** Ask and answer about your experiences. Use the phrases from the photos. Write short answers.



play football



ride a roller coaster



hear a lion roar



eat Korean food



**Q:** *Have you ever played football?*

**A:** *Yes, I have.*

1. **Q:** \_\_\_\_\_

**A:** \_\_\_\_\_

2. **Q:** \_\_\_\_\_

**A:** \_\_\_\_\_

3. **Q:** \_\_\_\_\_

**A:** \_\_\_\_\_

4. **Q:** \_\_\_\_\_

**A:** \_\_\_\_\_

5. **Q:** \_\_\_\_\_

**A:** \_\_\_\_\_



break your leg



see a real camel

**F** Complete the sentences. Use the simple past or the present perfect.

1. I \_\_\_\_\_ (go) to Jeddah three times last year.

2. Adel \_\_\_\_\_ (eat) a whole pizza yesterday.

3. We \_\_\_\_\_ (not take) any tests in English.

4. \_\_\_\_\_ you \_\_\_\_\_ (wake up) on time this morning?

5. My brother \_\_\_\_\_ (not play) tennis in years.

6. \_\_\_\_\_ you ever \_\_\_\_\_ (be) to another country?

7. I \_\_\_\_\_ (do) my homework after dinner.

## G READING

Read the article.

### Fly Like a Bird

Today we can fly in a plane. We can fly in a spaceship. And we can fly attached to a large kite—a hang glider. The modern hang glider has a very long history. It starts in China during the time of Emperor Wenxuan of Northern Qi. Around the year 550, the emperor used prisoners to be his test pilots. Then in 875, Abbas Ibn Firnas, who was 65 years old at the time, flew a “considerable distance” near Córdoba, Spain. He crashed and hurt his back. A century and a half later, in 1010, a man in England named Eilmer of Malmesbury jumped from a tower attached to a kite. He flew 200 meters before he crashed and broke both legs. These early flights ended in disaster because the gliders were not designed properly. These pioneers based their gliders on a bird’s wing, but they didn’t understand how a bird’s wing works.

In the 1880s, a German named Otto Lilienthal built a glider, and it did actually work like a bird’s wing. He became known as the father of modern hang gliding. He made over 2,000 flights with his hang glider. Unfortunately in 1896, he fell 17 meters during a flight and broke his spine. He died the next day.

Yet Lilienthal inspired two brothers in the United States—the Wright brothers. Lilienthal’s work influenced their first experiments. And thanks to the Wright brothers and Otto Lilienthal, we can fly from one country to another in several hours or less.



### Write **T** for **True** or **F** for **False**.

1. \_\_\_\_\_ Hang gliding first started in China.
2. \_\_\_\_\_ An Englishman broke his arms when he crashed his hang glider.
3. \_\_\_\_\_ Many people understood how a bird’s wing works long before the 1880s.
4. \_\_\_\_\_ Otto Lilienthal is the father of modern hang gliding.
5. \_\_\_\_\_ The Wright brothers never heard about Lilienthal.

## H WRITING

Imagine what it is like to go hang gliding. Write about it.

### *A Hang Gliding Adventure*



# EXPANSION Units 12 – 16

**A** Complete the sentences. Use **be going to**.

- A:** Did he climb the mountain?  
**B:** No. \_\_\_\_\_ tomorrow morning.
- A:** Did you go ice-skating this winter?  
**B:** No. \_\_\_\_\_ next winter.
- A:** Isn't he flying to Cairo today?  
**B:** Yes, he is. And he \_\_\_\_\_ back next week.
- A:** Didn't you visit Paris last year?  
**B:** Yes, I did. And I \_\_\_\_\_ Tokyo next year.
- A:** Did you stay in a hotel?  
**B:** No. I stayed with my aunt, but I \_\_\_\_\_ in a hotel in Tokyo.
- A:** Did you study for the history test?  
**B:** No, not yet. I \_\_\_\_\_ tonight.

**B** Look at the photos. Use them to make predictions.



**English is really hard this year for Hashim. He has a big test tomorrow. What will he do after school today?**

*He'll probably study for his English test after school.*

1. Jack enjoys this time of year. Every day is sunny and hot, and he goes to the beach. What will he do at the beach tomorrow?  
\_\_\_\_\_

2. It rained all last week. Now it's sunny and warm, and the grass is really tall at Fahd's house. What will Fahd do tomorrow?  
\_\_\_\_\_

3. Johnny got a new camera from his parents. He is always outside with it. What will he do outside tomorrow?  
\_\_\_\_\_



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# EXPANSION Units 12 – 16

**C** Make a request and an offer for each situation.

**Sahar's friend, Amina, has a broken leg, and she has to carry a lot of books at school. It's really difficult for her.**

**Amina's Request:** *Sahar, would you carry my books?*

**Sahar's Offer:** *Let me carry your books to class.*

1. Sabah's mother has to go to the dentist, but she still wants to have dinner at the same time for her family. She calls Sabah.

**Mom's Request:** \_\_\_\_\_

**Sabah's Offer:** \_\_\_\_\_

2. Ahmed wants to buy a new laptop, but he needs help. He doesn't know how to choose a good laptop. His friend, Saeed, knows a lot about computers and technology.

**Ahmed's Request:** \_\_\_\_\_

**Saeed's Offer:** \_\_\_\_\_

3. Imad is really good at math. He is in the same class as Majid. Math is difficult for Majid, and there is a big test tomorrow.

**Majid's Request:** \_\_\_\_\_

**Imad's Offer:** \_\_\_\_\_

4. There's a new restaurant in town. Adel and Khalid would like to eat there.

**Adel's Request:** \_\_\_\_\_

**Khalid's Offer:** \_\_\_\_\_

**D** Make sentences with the past progressive and the simple past. Use **when**.

**Fahd / work (when) storm / hit**

*Fahd was working when the storm hit.*

1. Hameed / swim (when) rain / start

2. Qassim / read (when) bus / arrive

3. Fatima / cook dinner (when) power / go out

4. Amira / sleep (when) phone / ring

5. Adnan / surf online (when) he / receive Ali's email

# EXPANSION Units 12 – 16

**E** Write questions. Then answer them. Use the present perfect and short answers.



**you and your family / ever / visit / another country**

**Q:** *Have you and your family ever visited another country?* \_\_\_\_\_

**A:** *Yes, we have.* OR *No, we haven't.*

1. you / ever / go / to the desert

**Q:** \_\_\_\_\_

**A:** \_\_\_\_\_

2. your father / ever / ride / camel

**Q:** \_\_\_\_\_

**A:** \_\_\_\_\_

3. you / ever / eat / Indian food

**Q:** \_\_\_\_\_

**A:** \_\_\_\_\_

4. your friend / ever / see / an elephant

**Q:** \_\_\_\_\_

**A:** \_\_\_\_\_

**F** Choose the correct verb for each sentence.

1. If it rains tomorrow, they \_\_\_\_\_ hiking in the mountains.

a. don't go

b. won't go

c. haven't gone

2. Ahmed \_\_\_\_\_ many beautiful fish when he was scuba diving.

a. was seeing

b. has seen

c. saw

3. I'm nervous because this is the first time I \_\_\_\_\_ in an airplane.

a. am flying

b. have flown

c. will fly

4. When he was young, my brother \_\_\_\_\_ many sports.

a. played

b. was playing

c. has played

5. It's so cold outside. I think I \_\_\_\_\_ a cup of hot tea.

a. will have

b. am having

c. have

6. \_\_\_\_\_ you do me a favor and prepare a salad, please?

a. Could

b. Should

c. May

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