

MEGA

GOAL 2

WORKBOOK

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**Mc
Graw
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MegaGoal 2 Workbook

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Contents

Term 1	Unit	1	Connected by Technology	219
	Unit	2	Crime Doesn't Pay	229
	Unit	3	Far and Away	239
	Unit	4	TV Around the World	249
			EXPANSION Units 1–4	259
Term 2	Unit	5	Working 9 to 5	265
	Unit	6	Going Green	275
	Unit	7	There's No Place Like Home	285
	Unit	8	The Sporting Life	295
			EXPANSION Units 5–8	305
Term 3	Unit	9	Laugh Out Loud	313
	Unit	10	You Are What You Eat	323
	Unit	11	Amazing Animals	333
	Unit	12	What Would You Do?	343
			EXPANSION Units 9–12	353
		Writing Skills	363	
		Speaking Skills	367	



9 Laugh Out Loud

A أكمل الجمل بكلمات من الصندوق
Complete the sentences with the words from the box.

astonished bilingual fascinated irritated puzzled remarkable

! Susan is fascinated by bugs. When she sees one, she puts it in a jar and keeps it. Also, she has many books about different kinds of insects, and last summer, she even went to Bug Camp!

1. Keiko is bilingual. She was born in Japan, but moved to the U.S. when she was young. Now she can speak Japanese and English perfectly.
2. I often feel irritated when I'm around my younger brother. He never stops talking or bothering me. Also, he tries to make me play little kid games. I wish he would just leave me alone.
3. Asma's teacher said her paper was remarkable. She gave her an A and also asked to keep a copy of it, because it was so good!
4. I am astonished by the number of people who don't like school. It's amazing! We need school if we want to get anywhere in the world. I think they're all crazy!
5. I have lost one of my shoes and I'm totally puzzled by it. I thought I took them both off at the door last night, but this morning only one of them was there. I've looked everywhere, but I can't find it. I am so confused!

B أجب على الأسئلة
Answer the questions.

1. What fascinates you?
The Internet fascinates me. I don't understand how it work!
2. Do you know anybody who's bilingual? What languages can he or she speak?
My friend can speak Spanish and English.
3. Tell about a time when you were puzzled.
I was puzzled this morning when I couldn't find my car keys.
4. Tell about a time when you were irritated.
I was irritated last night when I wanted to watch TV, but my sister was already watching a game show.
5. How does a grasshopper move?
It hopes.
6. What color is a penguin? Where do they usually live?
Penguins are black and white. They live in cold places, such as Antarctica.
7. How many legs does a centipede have?
Some centipedes have 100 legs, but not all of them.
8. How does a snail move?
Snails move very slowly.



9 Laugh Out Loud

أكمل الفقرة. اكتب اسم الفاعل أو اسم المفعول للأفعال بين الأقواس

C Complete the paragraph. Write the present or past participle of the verb in parentheses.

Last year I took my first trip to India. I was so **!** (excite) excited ! In the beginning, my vacation was **(1)** (disappoint) disappointing because there were problems with my flight. First, my flight got delayed, so I had to sit in the airport in Abu Dhabi for hours and hours. It was really **(2)** (bore) boring. Finally, they let us on the plane and we took off. When we were close to New Delhi, they said there was bad weather and that we would have to circle. We circled for at least an hour—I was very **(3)** (frustrate) frustrated. After a while, they said we were low on fuel and we would have to land in Goa. It was so **(4)** (irritate) irritating ! I had already missed almost one whole day of my vacation! I was so **(5)** (annoy) annoyed.

Finally, after an hour in Goa, we got back on the plane and they flew us to New Delhi. I was **(6)** (relieve) relieved when I finally got there. New Delhi turned out to be a very **(7)** (excite) exciting city. I loved it! There are many **(8)** (interest) interesting museums and it has a **(9)** (fascinate) fascinating history. I went to see the monuments and gardens at Swaminarayan Akshardham. The place was so **(10)** (entertain) entertaining. Even the people were **(11)** (welcome) welcoming. In the end, I have to admit that it was a **(12)** (satisfy) satisfying trip!

D Answer the questions. Use **get** + adjective or **get** + past participle. أجب على الأسئلة باستخدام

! What happens if you don't get enough sleep at night?

I get very tired during the afternoon.

1. What happens if you don't do your homework?

My teacher will get angry.

2. What will you do if your friends never call you?

I will get upset.

3. What happened when you got a good grade on a test?

I got excited.

4. What happens if you never leave your house?

I get bored.

5. What will happen if your friend falls over in the mud?

She'll get dirty.

6. What will happen if you accidentally fall down in front of your whole class?

I'll get embarrassed.

E اكتب صيغتي تفضيل لكل صورة
Write two **the...the** comparative sentences for each picture.



1. a. The more you practice, the better you get.
b. The older you get, the taller you get.
1. a. **The older you get, the happier you get**
b. **The more time you spend with your family, the happier you are.**
2. a. **The more you read, the smarter you get.**
b. **The more you study, the more bored you get.**
3. a. **The faster you ride, the better it feels.**
b. **The warmer it gets, the less you want to ride.**
4. a. **The more you cycle, the stronger you get.**
b. **The less it rains, the more you can cycle.**
5. a. **The lower the sun gets, the prettier the sunset.**
b. **The later it gets, the lower the sun gets.**



9 Laugh Out Loud

أنهي الجمل. استخدم اسم الفاعل أو اسم المفعول

F Finish the sentences. Use a present or past participle, **get** + adjective, **get** + past participle, or a **the...the** comparative.

I I get impatient *when I have to wait for someone* _____.

1. **Roller coasters** _____ are exciting.
2. The later it gets, **the more tired I get.** _____
3. I got frustrated **by my homework.** _____
4. Jokes **are entertaining.** _____
5. My mother gets worried **if I stay out late.** _____
6. **Cold, snowy weather** _____ is depressing.
7. The longer I wait, **the more frustrated I get.** _____
8. History class **is boring.** _____
9. The more I go to school, **the smarter I get.** _____
10. Scary films **are frightening.** _____

أكمل المحادثة بالعبارات من الصندوق

G Complete the conversation with the phrases from the box.

cheer him up	getting to	killer	You blow me away
Do you get it	I have a good one	To tell you the truth	

Adnan: Hey, Fahd!

Fahd: What's up, Adnan?

Adnan: Not much. Are you ready to go? It's going to be a (1) **killer** _____ game!

Fahd: I know! I'm so excited! Wait...where's Ali? I thought he was coming with us.

Adnan: Nah. Ali didn't feel like going. He's been a bit down lately. He says all the studying is (2) **getting to** _____ him.

Fahd: Oh. That's too bad! Maybe we can go and (3) **cheer him up** I'll tell him some jokes.

Adnan: That's a great idea!

Fahd: Actually, (4) **I have a good one.**

Adnan: OK. Let's hear it.

Fahd: Two men are talking. The first man says, "My cat has no nose." The second man asks, "How does it smell?" and the first man replies, "Terrible." (5) **Do you get it?**

Adnan: Yeah, of course I get it! That was funny! (6) _____, Fahd! Where do you get these jokes? **You blow me away**

Fahd: (7) _____, I look them up on the Internet. **To tell you the truth**

Adnan: Hmm...maybe I'd rather not know. C'mon, let's go cheer up Ali!



القراءة READING

اقرأ المقال. ثم وصل الكلمات بتعريفها

Read the article. Then match the words and definitions.

How to Write a Funny Joke

In order to learn how to write a joke that will make people laugh, you first need to consider what makes a joke funny. One common type of joke is one that shows the **irony** of a situation. This is when the listener's **assumptions** about the world are the opposite of the reality in the joke. In addition, you will need to consider your **audience**. You will get more laughs over different types of jokes with your friends at school than you will with your grandparents.

The Setup: Setting up your joke is important. The setup should tell the audience who the characters are. Also, if it's relevant, it should tell us where and when the joke is happening. Next, the joke should go on to explain the details of the situation. Be careful not to make your joke too long or too confusing. Keep it simple and **stick to the point**. Also, effective jokes have easy ways to differentiate the characters, like *the first man* and *the second man*, or *the father mouse* and *the young mouse*.

The Punch Line: The first rule in writing a good joke is that every joke needs a punch line and, more importantly, a *punch word* to make the audience laugh. The punch line *turns* the idea of the joke. Suddenly, the audience can see that their assumptions are different than the reality of the situation in the joke. In a well-written joke, the punch line is the last line of the joke, and the punch word is the last word of the punch line. This is important because otherwise people don't know when to laugh. They will start to laugh, but then stop because they will think that the joke is not over yet.

Looking at a Joke: Now let's look at the joke about the parrot that attends a lecture. It's on the first page of Unit 9 of your Student Book. The joke starts:

A student with a parrot on his shoulder leaves a lecture theater. Another student follows him...

This gives us a clear picture of who the characters are (a student, a parrot, and another student), where the characters are (outside a lecture theater), and when it is taking place (after the lecture).

The joke continues:

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

This is the body of the joke. It explains what has happened. (The parrot was listening to the lecture and seemed to understand it.) It also gives us a clear picture of the other student's assumption (which is likely shared by the audience) that parrots shouldn't be able to understand lectures. The student's question "Don't you find it surprising?" **indicates** that he assumes the student with the parrot will agree with him, and when he says "I was very surprised" it seems to be confirmed.

The joke finishes:

He hated the class!

"He hated the class!" is the punch line, and "class" is the punch word. By mention of the word "class" the audience knows that the parrot can attend class, and the student thinks it's normal. This **juxtaposes** the assumption of the listener with the reality of the situation, which in turn, makes the audience laugh!

- | | |
|--------------------------------|--|
| 1. b irony | a. be a sign of |
| 2. c assumption | b. when the reality is the opposite of the meaning |
| 3. e audience | c. guess |
| 4. f stick to the point | d. put beside; contrast |
| 5. a indicate | e. people that are listening or watching |
| 6. d juxtapose | f. stay on topic |



اقرأ الطرائف واختر أفضل جزء مضحك. ضع خط على الكلمة الساخرة المضحكة

Read the jokes and choose the best punch line. Underline the punch word.

Which tire was flat?	Who was driving?	I won't have to write anything, right?
The chemical formula!	I am... Tess.	I am the ninth letter of the alphabet.
Well, you told us it's H to O.	I won't get sick.	What happened to all the books?
You don't have any books.		

Four high school boys were late for their morning classes. After lunch they reported to the teacher that they had had a flat tire on the way to school. Much to their relief, the teacher smiled and said: "Well, you missed the test, so sit down and take out a piece of paper." He waited for them to sit down. Then he said: "First Question: **Who was driving?**"

Teacher: Brian, what is the chemical formula for water?
 Brian: H I J K L M N O.
 Teacher: What are you saying?
 Brian: **Well, you told us it's H to O.**

Teacher: Tess, give me a sentence starting with "I."
 Tess: I is...
 Teacher: No, Tess... Always say, "I am."
 Tess: All right...
I am the ninth letter of the alphabet.

A class of fifth graders was riding along in a school bus, happy to be on an educational trip. The teacher told them that they would write about what they saw for their homework. Most of them were looking out the windows and pointing to different things. All of a sudden, the teacher noticed that a boy was sitting on the floor, between the seats, with his hands over his eyes. "Why are you sitting like that? Are you OK?" "Well," said the boy, "if I don't see anything, **I won't have to write anything, right?**"

Student: Mr. Smith, I ain't got no books.
 Teacher: Young man, you mean, I don't have any books. You don't have any books. We don't have any books. They don't have any books. Do you see what I'm getting at?
 Student: I think so.
What happened to all the books?

- Which joke do you think is the funniest? Why?
I think the first joke is the funniest because same thing happened to me.
- Which joke is the least funny? Why?
I think the third one is the least funny joke because it doesn't have a sense of humor.
- Which joke can you improve? How? Make any changes that you think are necessary.
I think the second joke could be improved by a simple change of attitude.

اكتب أكبر عدد من الكلمات لوصف الصورة. تخيل بماذا يفكر الطالب. اكتب جملاً لتقرأ أفكاره، وبين كيف يكون تأثير شيئاً ما على الآخر، فمثلاً كلما قرأت أكثر عن ابن بطوطة كلما استوعبت أكثر حول رحلاته

- J** Write as many words as you can to describe the picture. Imagine what the student is thinking. Write sentences to tell his thoughts, and show how one thing has an effect on a second thing, e.g. *The more I read about Ibn Battuta, the more I understand about his travels.*



Action words (verbs)		Describing words (adjectives)	
◆ sit	◆ study	◆ careful	◆ quiet
◆ think	◆ focus	◆ sophisticate	◆ hard
◆ concentrate	◆ touch	◆ demanding	◆ loaded
◆ support	◆ rest	◆ empty	◆ analytical
◆ pay attention		◆ challenging	◆ advanced.
		◆ piled	

- The more I study physics the more questions I have.**

- The more challenging the topic, the more interested I get.**

- The more I concentrate, the more analytical I become.**

9 Laugh Out Loud

الكتابة

K WRITING

الآن دورك في كتابة النكتة. استخدم المعلومات في المقال لمساعدتك
Now it's your turn to write a joke. Use the information in the article to help you.

قبل أن تكتب خطط لتفاصيل النكتة الخاصة بك باستخدام الجدول

1. Before you write, plan out the details of your joke in the chart. فكر في نكته ثم قم بالكتابة عنها

الشخصيات الأساسية Main characters	My brother and I.
المكان Where (optional)	At home.
الزمن When (optional)	Last year.
الحدث Situation	He eats a lot so the joke is about food
الجمهور Audience assumption	My friend.
واقع الحدث Reality of the situation	Too bad.
المقطع المضحك Punch line	Wow, this is the best dish ever.
الكلمة المضحكة Punch word	Wow!

الآن اكتب النكتة الخاصة بك و عند الانتهاء من الكتابة اقرأها على زميلك لترى إن كانت مضحكة

2. Now write your joke. When you finish, read it to a classmate to see if it's funny!

One year ago, my brother and I were very hungry we were really starving, so we went to the kitchen and we found nothing to eat. My brother decided to cook something for us to eat. After an hour of cooking he put the dish that he cooked on the table. When I came to see the dish I found it two bananas, I said astonishingly wow! that is the best dish!!! then we laughed.

انظر إلى الصورة. استخدم المعلومات الموجودة في فقاعات التفكير لإكمال رغبات و ندم كل شخص ممكن أن يكون هناك أكثر من

L Look at the picture. Use the information in the thought bubbles to complete the wishes and regrets of each person. **إجابة**
More than one answer may be possible.



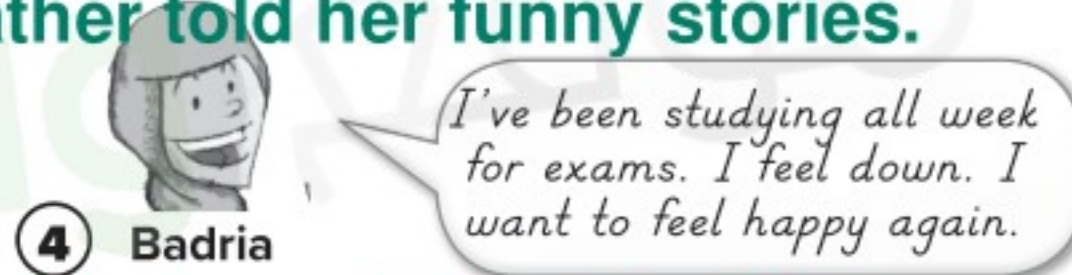
1. Fatima wishes **she knew some funny jokes.**



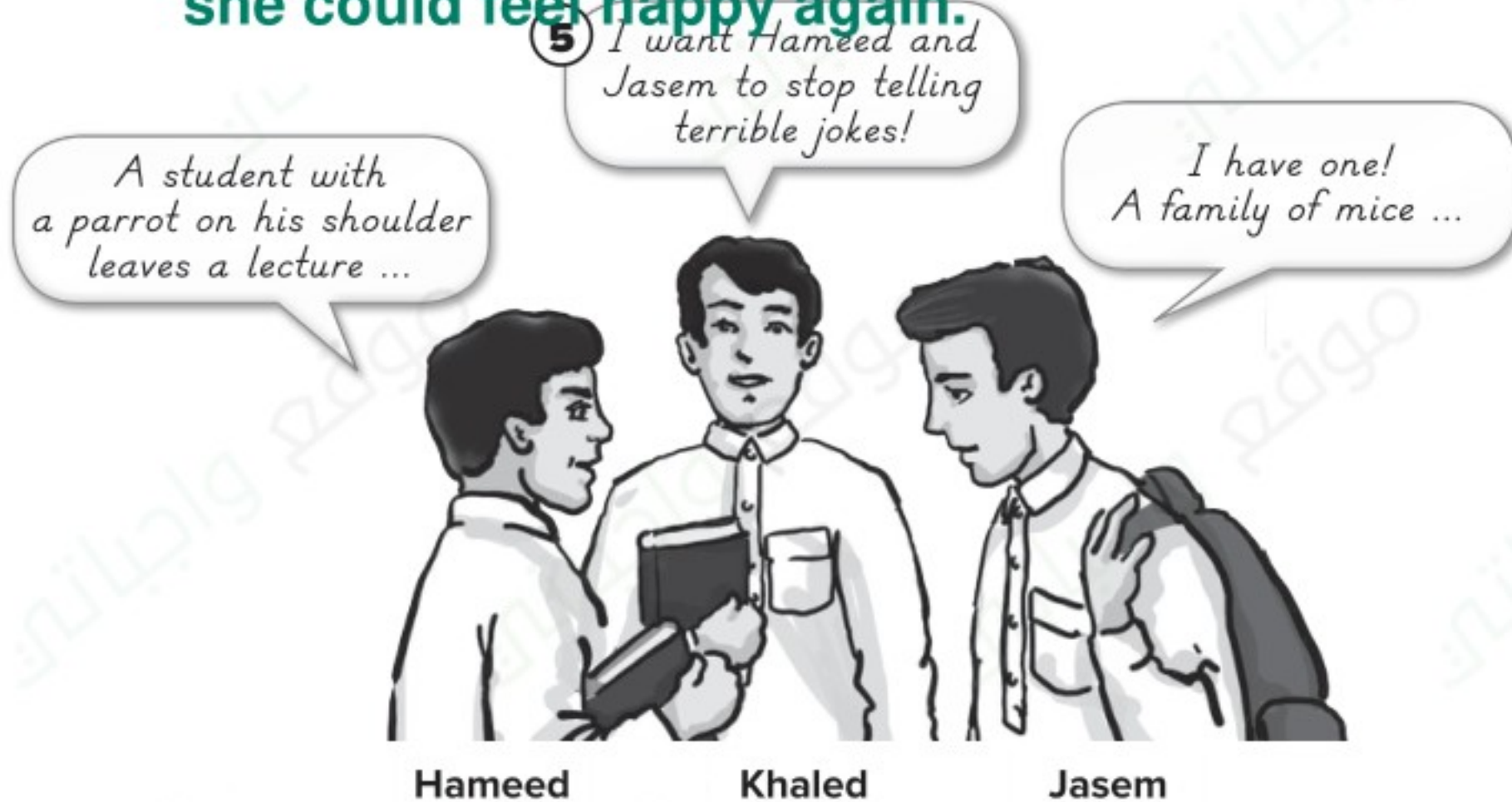
2. Nawal regrets **telling her sister the joke.**



3. Aisha wishes **her father would tell her funny stories./ her father told her funny stories.**



4. Badria wishes **it would stop raining./she felt happy again./ she could feel happy again.**



5. Khaled wishes **Hameed and Jasem would stop telling terrible jokes.**



ضع دائرة حول الكلمات الصحيحة لإكمال الجمل

M Circle the correct words to complete the sentences.

I I was (**so** / **such**) amused that I cried with laughter.

1. He was (**so** / **such**) a small child that people sometimes thought he was a baby.
2. It was (**so** / **such**) long ago that I can't remember it.
3. She knew (**so few** / **so little**) people that nobody noticed she was missing.
4. He looked (**so much** / **so many**) like a well-known TV comedian that people would often ask for his autograph.
5. It was (**so** / **such**) a funny show that I watched ten episodes one after the other.
6. It was (**so** / **such**) a difficult test that many students didn't pass.
7. I was (**so** / **such**) tired that I don't even remember getting into bed.

N Complete the sentences. أكمل الجمل

I The TV show is so funny that everyone in my class watches it.

1. **He** _____ is so smart that **I can't remember him.**
2. **He** _____ is such a funny person that **his humors always make me laugh loud.**
3. **It** _____ was such an enjoyable experience that **I couldn't forget it for ever.**
4. **The shows** _____ are so entertaining that **everybody are happy and excited.**
5. **It** _____ was such a fun time that **we watched five funny show episodes one after another.**



10 You Are What You Eat

أكمل الجمل بكلمات من الصندوق

A Complete the sentences with the words from the box.

aroma	delicacy	licensed	peak
bitter	distinguish	locks in	toxins

! Did you know that camel humps are a delicacy in China? They are usually boiled before they are served, but they are sometimes eaten raw!

1. Paint has lots of **toxins** in it, so you should try not to breathe in the fumes.
2. Tom wants to get **licensed** to fish so that he can catch some of the food his family eats.
3. It's true that I can run 5 kilometers now, but years ago, when I was at my **peak**, I could run 10 kilometers.
4. I put a lot of sugar and milk in my coffee, because otherwise it tastes too **bitter**.
5. Some people say that you should soak a turkey in salt water before you bake it. Apparently, this **locks in** all the juice, so it doesn't get dried out in the oven.
6. The **aroma** of fresh baked bread in the kitchen is making my mouth water.
7. My mother is such a gourmet cook that it's difficult to **distinguish** between her cooking and restaurant cooking.

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

1. What are two things people need to be licensed to do?

People need to be licensed to fish and drive.

2. What's an aroma that you like? What's one you don't like?

I like the aroma of baking cookies, cinnamon, and roses. I don't like the aroma of gas.

3. Give an example of a bitter food.

Coffee and dark chocolate are bitter food.

4. Give an example of a sour food.

Lemons and limes are sour foods.

5. Give two examples of delicacies.

Two examples of delicacies are fish eggs and chicken feet.

6. Why are toxins bad for us?

Toxins are poisons.



10 You Are What You Eat

- C** **ابحث عن الأفعال المركبة في كل جملة**
Find the phrasal verb in each sentence. Write **V** above the verb, **P** above the particle, and **O** above the object in each sentence. If there is a preposition, write **Prep** above it.

! **Todd, would you wake up your sister? It's time for breakfast.**

- I'm starving! Let's whip up a snack!
- Don't you think we should talk it over?
- I need to catch up on my favorite TV show.
- This calls for a celebration!
- After a big meal, I usually go running to try to burn it off.
- I gave up eating meat a year ago.
- My mother needs to come up with a menu for the dinner celebration.
- Cheese was on sale at the store, so I loaded up on it.

- D** **استخدم الأفعال المركبة و المفعول به لتكملة المحادثة. غير ترتيب الكلمات في كل فقرة**
Use the phrasal verbs and objects to complete the conversation. Change the order of the words in each item.

Mohammed: Hey Jasim, have you ever **!** (becoming / thought / a vegetarian / about)
thought about becoming a vegetarian?

Jasim: Not really. I think it would be difficult to **(1)** (meat / up / give) give meat up/give up meat

Mohammed: It's actually not hard at all, and it's a way to **(2)** (down / cut / foods / on)
cut down on foods that are high in fat and cholesterol.

Jasim: I just feel like I would **(3)** (run / of / energy / out) run out of energy or
(4) (a cold / down / with / come) _____ if I didn't get come down with a cold
nutrients from meat.

Mohammed: Actually, most vegetarians **(5)** (load / on / up / other foods) load up on other foods.
such as vegetables, fruit, bread, and cheese, and those have nutrients in them too.

Jasim: That's true. But what if I **(6)** (turn / a health nut / into) turn into a health nut?

Mohammed: Well, there's nothing wrong with that! And anyway, I know you can
(7) (up / lots of delicious foods / whip) whip lots of delicious foods up/whip up lots of
delicious foods.

Jasim: Well, it might be fun, but I have to **(8)** (over / think / it) think it over.

أعد كتابة الجمل. استخدم ضمير المفعول مكان اسم المفعول

E Rewrite the sentences. Use a pronoun object in place of the noun object.

I think it's time to throw out the leftover chicken.

I think it's time to throw it out.

1. Bill's tired of pizza. Let's eat something else.

Bill's tired of it.

2. It's difficult to tell apart beef and buffalo meat.

It's difficult to tell them apart.

3. She's trying to cut down on sugar.

She's trying to cut down on it.

4. Tom sent back his potatoes to the kitchen.

Tom sent them back to the kitchen.

5. Yesterday, I came across peanut butter ice cream. It was delicious.

Yesterday, I came across it.

6. Jake is taking his parents out for dinner tonight.

Jake is taking his parents out for dinner tonight.

أكمل المحادثة بالكلمات أو العبارات من الصندوق

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

come to think of it

have a sweet tooth

quite the

put you out

spread

whip them up in no time

Maya: Are you hungry?

Lisa: A little.

Maya: I can make a snack. How about some nachos?

Lisa: Oh, thank you, but I don't want to (1) **put you out** _____. You're busy with other things.

Maya: It's no trouble at all. I can (2) **whip them up in no time** _____. Really, I make them all the time and it's very fast.

Lisa: Thanks, I'd love some, but to tell you the truth, I (3) **have a sweet tooth** _____. How about something sugary?

Maya: Oh, no problem. (4) **Come to think of it** _____, I baked cookies this morning. I almost forgot! I also have some cake that I made yesterday and leftover pie from two days ago. Please help yourself to any of it.

Lisa: Wow! This is a huge (5) **spread** _____! There are so many choices! You're (6) **quite the** _____ cook, aren't you? I'm impressed.

Maya: Oh, thank you! I just hope you'll save room for dinner!

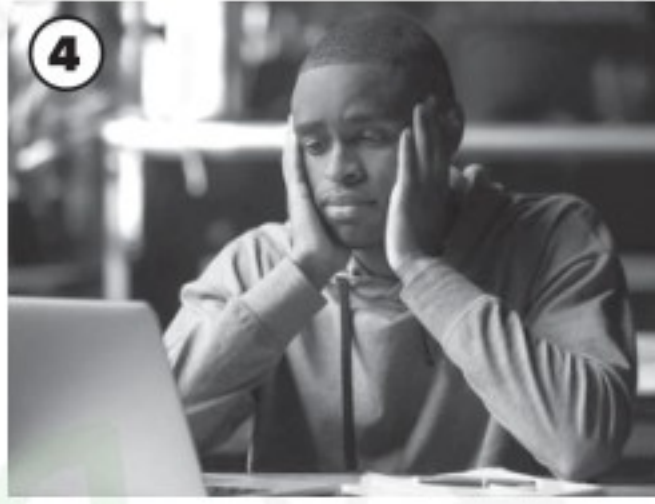
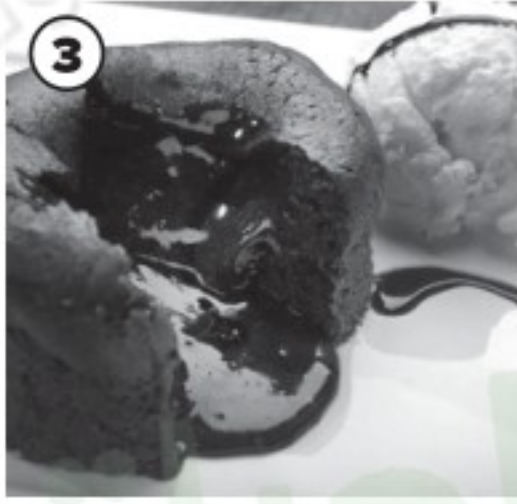
Lisa: Well, I'll try, but I can't make any promises.



10 You Are What You Eat

اكتب جملة عن كل صورة مستخدماً فعل مركب و اسم مفعول ثم اكتب نفس الجملة مستخدماً

G Write a sentence about each picture using a phrasal verb and a noun object. Then rewrite the same sentence using a pronoun object instead. ضمير مفعول بدلاً عنه



- a. Don't forget to take the cookies out of the oven.
b. Don't forget to take them out of the oven.

1. a. Please turn the volume down!
b. Please turn it down!

2. a. Adel is on the phone talking the problem over with Greg.
b. Adel is on the phone talking it over with Greg.

3. a. She is trying to give up sweets.
b. She is trying to give them up.

4. a. Tom is trying to figure out the answer.
b. Tom is trying to figure it out.

5. a. Ali ran into Omar while walking towards his office.
b. Ali ran into him while walking towards his office.

H القراءة READING اقرأ المقال ثم أجب على الأسئلة

Read the article and answer the questions.

Where in the world?

Many of the fruits and vegetables we see on our supermarket shelves today are cultivated in most continents on the planet. But this wasn't always the case. Have you ever stopped to think where these foods were first grown?

Date

Dates have been a dominant part of people's diets in the Middle East for thousands of years. The date palm, the tree on which the fruit grows, is probably the most ancient cultivated tree in the world and may have originated in the region we now know as Iraq. Today, dates are widely cultivated across Northern Africa, the Middle East, and South Asia. The fruit isn't only delicious, it's also very nutritious: it contains protein and vitamins, and is high in potassium and fiber. Saudi Arabia is now one of the world's biggest producers of dates.



Orange

The fruit we know for its high Vitamin C content is actually a hybrid, meaning it was created by combining the genes of two fruits: the pomelo and the mandarin. Oranges are grouped into two basic types according to their taste: the sweet orange and the bitter orange. When most of us talk about oranges, we actually mean the sweet orange, which is the fruit we eat and squeeze to make fruit juice. Bitter oranges are used in Chinese medicine and to make marmalade. Oranges originated in Southeast Asia, in a region including the northeastern part of India, southern China, and northern Myanmar. Today, Brazil is the leading producer of oranges in the world.



Tomato

People often associate them with Mediterranean cuisine, but tomatoes are native to Mexico and Central America. The Aztecs grew them back in the eighth century. In the sixteenth century, Spanish explorers introduced tomatoes to Spain, and the tomato's popularity spread quickly throughout Europe. The French, Germans, and Italians absolutely loved them. But the British thought they were poisonous at first. In the nineteenth century, a British diplomat introduced tomatoes to the Middle East, and now Egypt is among the world's top tomato producers.



Avocado

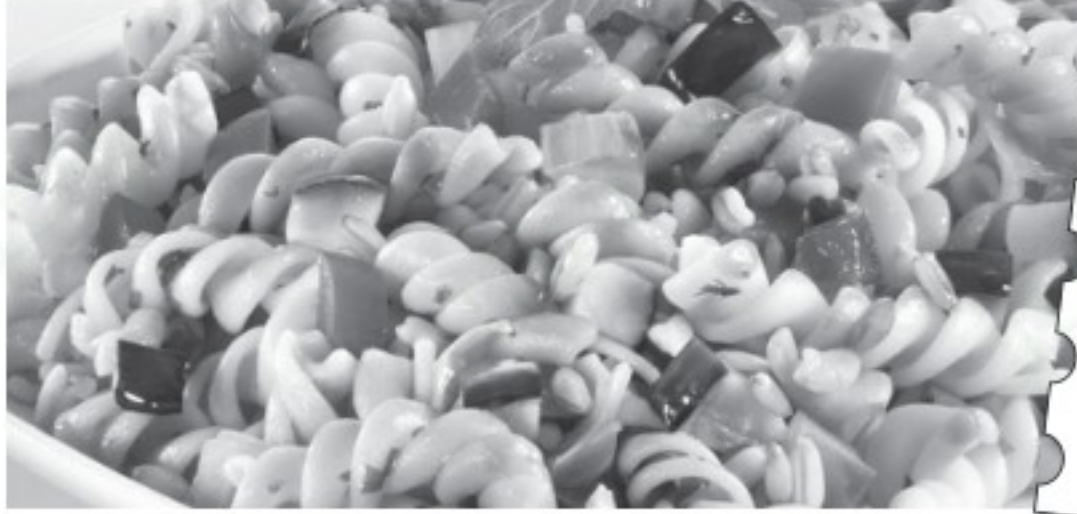
Long before the avocado became a trendy item on restaurant menus, it was cultivated by the Aztecs. The avocado is an oily fruit, rich in vitamins A, B, and C. The fruit does not get ripe on the tree. People need to pick it from the tree before it develops its flavor and full maturity. Sailors used to call avocados "seaman's butter," because the fruit lasts for a long time and it was good for sea voyages. A significant number of resources are needed to cultivate the fruit, since an avocado tree takes three to five years to start bearing fruit. Today, Mexico is the largest producer and exporter of avocados in the world.



1. Why are dates considered nutritious? **They contain protein and vitamins, and are high in potassium and fiber.**
2. How did Europeans react when tomatoes were introduced throughout Europe? **The French, Germans, and Italians absolutely loved them, but the British thought they were poisonous at first.**
3. Where were oranges first cultivated? **They were first cultivated in Southeast Asia, in a region including the northeastern part of India, southern China and northern Myanmar.**
4. Why were avocados called "seaman's butter"? **They were called "seaman's butter" because the fruit lasts for a long time and it was good for sea voyages.**
5. Which two Middle Eastern countries are among the world's leading producers of tomatoes and dates? **Egypt is among the world's leading producers of tomatoes and Saudi Arabia is one of the biggest producers of dates.**



- I** Read the list of ingredients for the pasta salad. Are there any ingredients that you don't like? What would you replace them with? Would you add anything?



Pasta salad

- 500 grams bow-shaped pasta
- 1 yellow, 1 red, and 1 green pepper, diced
- 1 cup parsley, finely chopped
- ½ cup spring onion, finely chopped
- 1 ½ cup mayonnaise or yogurt dressing
- 300-400 grams tinned tuna fillet
- Salt
- Pepper
- Soy sauce and Tabasco sauce (optional)

Number the instructions in the right order.

- 5** Put the pasta in a large bowl and mix in the tuna and the vegetables. Add the mayonnaise and stir.
- 6** Add a dash of Tabasco sauce.
- 1** Boil the pasta in a large pan of water with ½ a tablespoon of salt and 1-2 tablespoons of olive oil for about 12-15 minutes.
- 9** Serve cold with slices of tomato and cucumber.
- 2** Rinse and let it cool in a colander.
- 8** Cover the bowl with cling wrap or foil and leave it in the refrigerator for about two hours.
- 3** Chop parsley and spring onions finely, dice the peppers, and put them in a bowl.
- 7** Add salt, pepper, and a dash of soy sauce.
- 4** Take the tuna out of the tin and mash it with a fork. Then mix it in with the chopped vegetables.

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

1. Do you always have a salad with your meal? What kind of salad?

I always have a salad with my meal such as green salad, vegetable salad, long beans salad, and salad of pasta.

2. Do you always have dessert? What kind of dessert do you prefer?

I sometimes have dessert and baklava is my prefer dessert.

3. Which vegetables are more popular in your country? Why?

Tomatoes and potatoes are the most widely produced vegetables in my country.

4. Which meat dishes are more popular? Why?

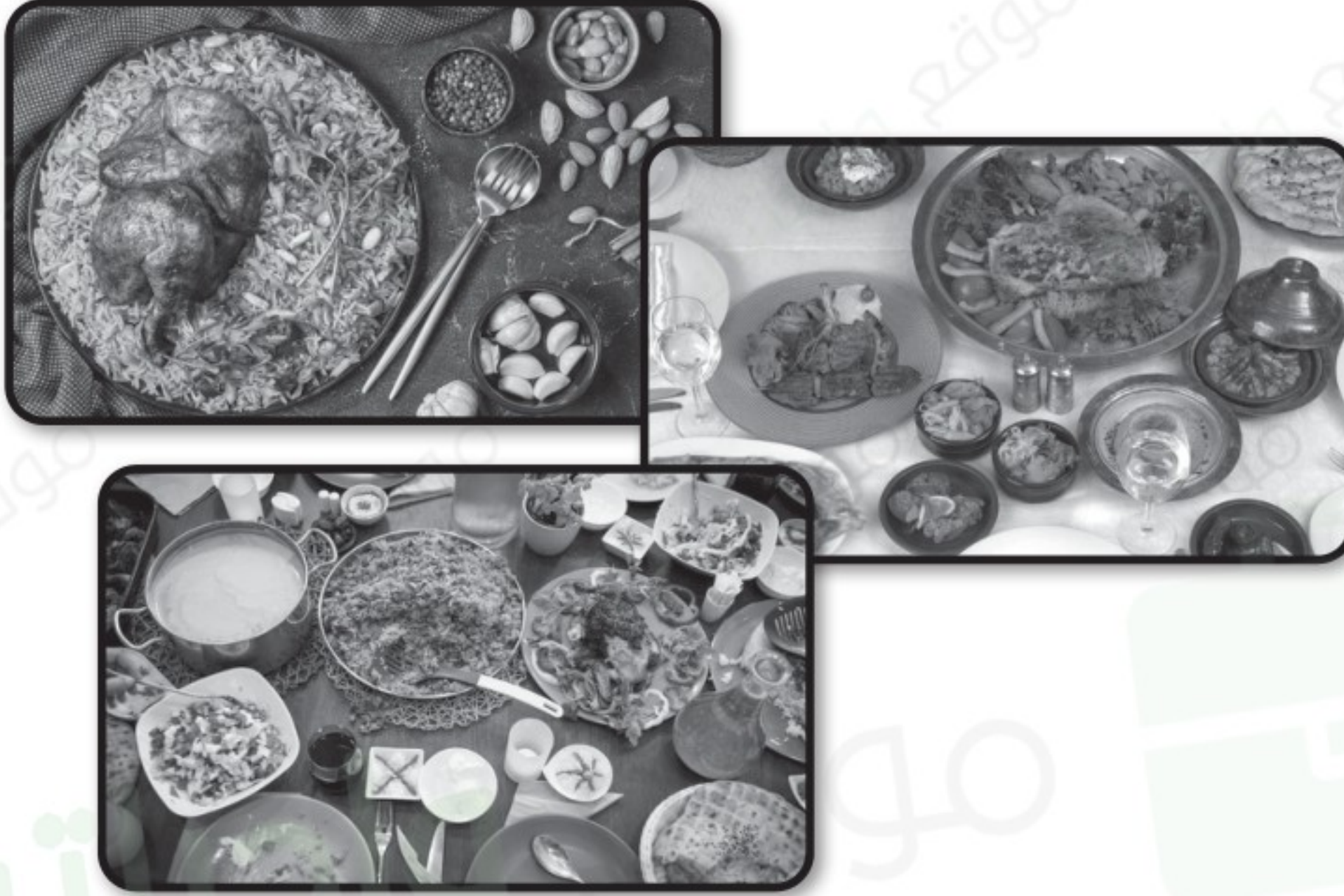
Kabsa, Mandi, Jareesh, Mutabbaq, and Harees considered as the national dishes of my country.

5. Is yogurt a staple in people's diets? Why? Why not?

Yogurt is a staple food in several cultures because it offers several important nutrients including protein and calcium. However, much of the research on yogurt's health benefits centers on its live bacterial content.

ادرس الصور واكتب أكبر عدد ممكن من الأفعال المركبة المكونة من كلمتين أو ثلاث كلمات
استخدم الأفعال المركبة لكتابة جمل حول الصور

- K** Study the pictures and write down as many two-word and three-word phrasal verbs as you can.
Use the phrasal verbs to write sentences about the pictures.



Two-word phrasal verbs	Three-word phrasal verbs
<ul style="list-style-type: none"> ◆ go out (to eat) ◆ pick at (food) 	<ul style="list-style-type: none"> ◆ sit down to (a meal)
<ul style="list-style-type: none"> ◆ dig into (a meal) ◆ drink up 	<ul style="list-style-type: none"> ◆ get taken out (to a restaurant),
<ul style="list-style-type: none"> ◆ bite into ◆ eat up (your dinner) 	<ul style="list-style-type: none"> ◆ catch up over (lunch/dinner)

1. **The boy's father suggested they go out and catch up over dinner. They sat down to an excellent meal and had a very good time.**
2. **The boy's father expected him to pick at his food, but he was hungry and dug in with enthusiasm.**
3. **When they had eaten up and drank up, they paid the check and left.**



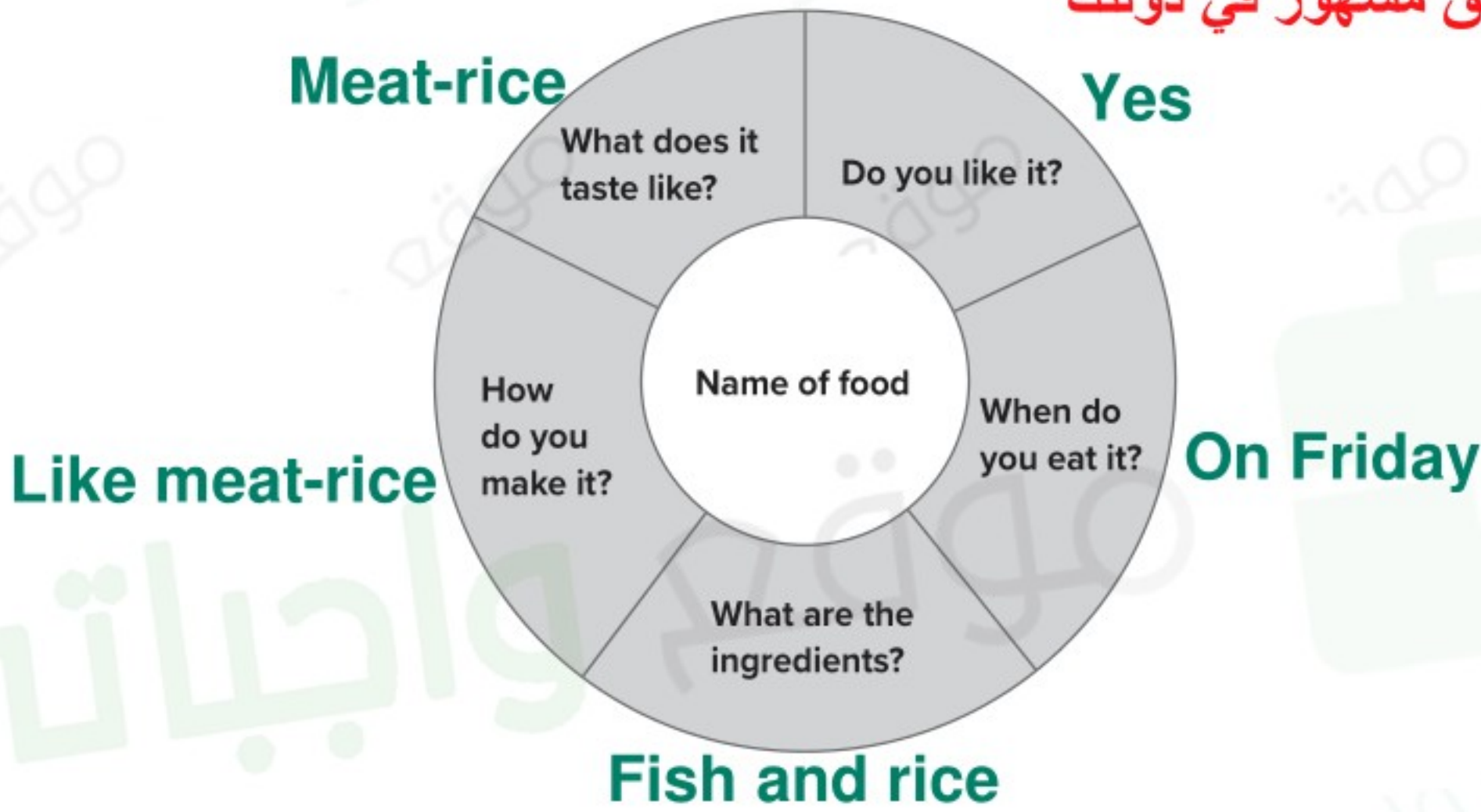
كتابة

L WRITING اكتب وصفاً لطبق مشهور في بلدك و أجب عن الأسئلة التالية في مقالك

Write a description of a famous dish in your country. Answer the following questions in your essay.

- What is the name of the food? ما هو اسم الأكلة؟
- What are the ingredients? How do you make it? ماهي المكونات؟ وكيف يتم طهوها؟
- What does it taste like? Do you like it? Why or why not? كيف مذاقها؟ هل تحبها؟ لماذا؟ ولم لا؟
- When do people usually eat it? (For example: breakfast, lunch, or dinner? متى يتناولها الناس عادة؟ على سبيل المثال في الإفطار أو الغداء أو العشاء. في المناسبات الخاصة أو كوجبة خفيفة؟

1. Before you write, make notes in the graphic organizer.



قم بالكتابة عن طبق مشهور في دولتك

2. Now write your essay. Use your graphic organizer to help you.

الآن اكتب مقالتك. استخدم الرسم التصويري لمساعدتك

Fish and rice

Each country in the world has a different cousin. One of the best cousins in the world is my country's. It is totally tasty and delicious. One of the best dishes in my country is fish with rice, it is like the meat-rice dish, but the only difference is the fish instead of the meat. You're going to prepare a bowl full of water and put the rice with the fish. Add the salt and any other species you want. Leave it on fire for about 30 minutes and it is ready to be eaten. We usually eat this dish in my country on Friday.

اكتب الحرف C للأسماء المعدودة و الحرف N للأسماء غير المعدودة

M Mark the nouns with C for count or N for noncount.

- | | | |
|--------------------|--------------------|-----------------------|
| 1. N meat | 4. N milk | 7. N ice cream |
| 2. C banana | 5. N sugar | 8. N juice |
| 3. C eggs | 6. C cookie | 9. C pineapple |



N انظر إلى الصورة أعلاه. اكتب على الطعام.
Look at the picture in M. Write about the foods.

! juice

Q: Is there any juice?

A: No, there isn't any juice.

1. meat

Q: Is there any meat ?

A: Yes there is some meat.

2. eggs

Q: Are there any eggs ?

A: Yes, there are some eggs.

pineapple

Q: Are there any pineapples?

A: Yes, there are some pineapples.

3. ice cream

Q: Is there any ice cream ?

A: No, there isn't any ice cream.

4. sugar

Q: Is there any sugar ?

A: Yes, there is some sugar.



اقرأ كل مجموعة من الكلمات ثم اكتب الكلمة التي لا تنتمي

Read each group of words. Write the word which does not belong.



- | | | | | | |
|--------------|---------|-----------|---------|-------|--------------|
| 1. margarine | sugar | vanilla | spoon | cocoa | spoon |
| 2. oven | bowl | chop | pan | cup | chop |
| 3. stir | eggs | add | mix | mash | eggs |
| 4. half | minutes | a quarter | degrees | taste | taste |

أكمل الوصفة بكلمة من التمرين أعلاه. من الممكن أن يكون هناك أكثر من إجابة

Complete the recipe with a word from O. More than one answer may be possible.

Brownies

Ingredients

- ¾ cup of margarine
- 1 ½ cups sugar
- 1 ½ teaspoons of vanilla
- 3 eggs
- ¾ cup flour
- ½ cup dark cocoa
- ½ teaspoon baking powder
- ½ teaspoon salt

Directions

- ! (1.) Mix the margarine, sugar, and vanilla in a (2.) **bowl**. Add the eggs, and mix well. After that, (3.) **add** the flour, cocoa, baking powder, and salt and mix well. Put the mixture into a baking (4.) **pan**, and bake it in a hot (5.) **oven** at 180° C (350° F) for 40 to 45 (6.) **minutes**.

11 Amazing Animals

أكمل الجمل بكلمات من الصندوق

A Complete the sentences with the words from the box.

abstract	bond	pampered
adapted	duration	released
affectionate	embraced	residence

Birds can be very affectionate towards their babies. They sit close to them and feed them until they are ready to leave the nest.

1. When I go to college next year, I am hoping to get an on-campus **residence** because I want to live near all the other students.
2. Today he is going to get himself totally **pampered**. He's going to get his hair cut, and his thobe cleaned and starched.
3. I prefer art that shows animals and scenery to **abstract** art. I like to know what I'm looking at.
4. The baby birds will be **released** into nature again after they learn to fly. We must be sure they will be able to survive out in the wild.
5. I was so happy to see my brother that I **embraced** him when I got home from vacation.
6. Many people form a very strong **bond** with their pets.
7. My sister had to have surgery last week. Even though the **duration** of the surgery was only 20 minutes, it seemed like a really long time.
8. We **adapted** well to living in a new house. My father was worried that it would be difficult for us to adjust to the new place.

أجب على الأسئلة

B Answer the questions.

1. When do you usually embrace someone? **People often embrace when they say hello or goodbye.**
2. Who do you know that is affectionate? Describe him or her. **My mother is an affectionate person. She is always hugging me and my sister.**
3. Do you like abstract art? Why or why not? **I don't like abstract art because I often don't understand what the picture is about.**
4. Describe your current residence. **I live in a small house with my parents.**



11 Amazing Animals

أكمل الجمل بصيغة مبني للمعلوم أو مبني للمجهول للأفعال بين القوسين

C Complete the sentences with the active or passive form of the verbs in parentheses.

Cockatoos can live (live) **to be 100 years old.**

Cats can be left (leave) **alone overnight.**

- Some animals shouldn't **be fed** (feed) chocolate.
- We may **get** (get) a parrot.
- Hunting licenses must **be purchased** (purchase) at City Hall.
- You can't **buy** (buy) another parrot. You have 3 already!
- Pets must **be fed** (feed) every day.
- Small birds should **be kept** (keep) in cages.
- You have to **clean** (clean) your parrot's cage every week.
- The new store will **open** (open) tomorrow.

حول الجمل من مبني للمعلوم إلى مبني للمجهول

D Change the sentences from active to passive voice. Use a passive modal or a passive reporting verb.

Bears can smell food from great distances.

Food can be smelled by bears from great distances.

- You can use Bear Spray if a bear approaches you in the wild.

Bear Spray can be used if a bear approaches you in the wild.

- People should not feed wild animals.

Wild animals should not be fed.

- A bell may warn a bear.

A bear may be warned by a bell.

- People must keep their food up in trees.

Food must be kept up in the trees.

- You have to clean up the food from your campsite.

Food has to be cleaned up from your campsite.

- People must not leave garbage behind.

Garbage must not be left behind.

- People say that bears follow the scent of food.

It is said that bears follow the scent of food.

- You shouldn't leave the trail at any time.

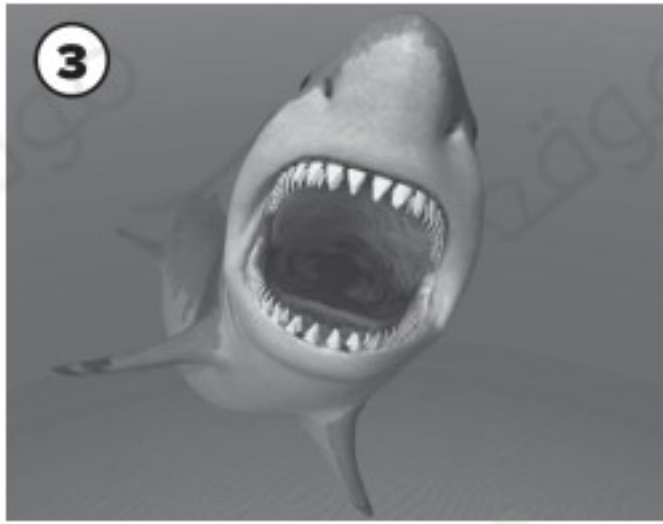
The trail should not be left at any time.

- People believe that running from bears is more dangerous than standing still.

It is believed that running from bears is more dangerous than standing still.

اكتب جملتين عن كل صورة. استخدم فعل ناقص مبني للمجهول أو فعل تبليغ مبني للمجهول في كل

جملة **E** Write two sentences about each picture. Use a passive modal or a passive reporting verb in each one.



a. It is believed that climate change caused the dinosaurs to become extinct.

b. Dinosaur fossils must be studied to find out why the dinosaurs became extinct.

1. a. **Polar bears must not be approached in the wild.**

b. **It is said that polar bears are very fierce.**

2. a. **Ostriches are said to be the largest birds in the world.**

b. **Ostriches must be given a lot of room to roam.**

3. a. **Great white sharks are thought to be one of the most ferocious animals in the ocean.**

b. **Areas where great white sharks swim should be avoided by swimmers.**

4. a. **Kittens should be kept with their mother for the first month.**

b. **Kittens are said to make good pets.**

5. a. **It is said that koala bears sleep up to 18 hours a day.**

b. **Koala bears are considered to be cute animals.**



11 Amazing Animals

صحح الأخطاء في كل جملة

F Correct the error in each sentence.

- found*
- Dolphins can be find in oceans around the world.**
- are**
- Dolphins are considered to be one of the most intelligent animals.
 - It is says that dolphins evolved 10 million years ago.
 - Even though dolphins are friendly, people should be careful when swimming near them.
 - Sounds from very far away is can heard by dolphins.
 - It is believed that dolphins need to live in groups to be happy.
 - Tricks can is taught to dolphins.
 - Dolphins must be kept in saltwater.
 - Tuna should be bought from companies that practice dolphin-safe fishing.

أكمل المحادثة بعبارات من الصندوق

G Complete the conversation with the phrases from the box.

24/7	back to the drawing board	calling the shots
get to the point	hang in there	

Badria: I found this cat outside our apartment door yesterday.

Mariam: Really? Did you call the building security? You can give them its tag number and they'll tell you who it belongs to.

Badria: I did call them, but they said its tags weren't valid. So it was (1) **back to the drawing board**.

Mariam: Well, maybe you could call the animal shelter.

Badria: Actually, I already did that too. They said they are very busy because people are finding stray cats (2) **24/7**. They will only keep it for three days before they put it to sleep.

Mariam: Really? That's so fast!

Badria: I know. I think so too, but I'm not the person (3) **calling the shots** at the shelter, so there's nothing I can do about it.

Mariam: Well, if I were you, I'd try to find someone to adopt it.

Badria: Good idea. So, let me (4) **get to the point**. Are you interested in adopting this cat?

Mariam: Me? Actually, my mom won't let me have a cat. I'm sorry. But (5) **hang in there**! Somebody will want to adopt it.

H القراءة READING اقرأ المقال ثم أجب بـصحيح أو خطأ

Read the article. Then answer **true** or **false**.

Mythical Animals

There are many animals that are mythical, or not real. It is agreed that most mythical animals, such as a dragon or a unicorn, truly are myth. However, with others, such as Bigfoot, the Chupacabra, and the Loch Ness Monster, there is more of a debate. Read on, and then you can decide for yourself if you think they are real or myth.

Bigfoot

There have been numerous sightings of a large, hairy creature known as Bigfoot. It is believed that this creature roams the forests of North America and looks like an enormous ape that walks on two feet. It is said that the same or similar creatures are found around the world under different regional names, most prominently the Yeti of the Himalayas. Witnesses have described Bigfoot as having large eyes and a large, low-set forehead. It is also reported to have a strong, unpleasant smell and enormous footprints. Bigfoot is believed to be omnivorous and mainly nocturnal. The scientific community considers Bigfoot to be a combination of folklore, misidentification, and hoaxes, rather than a real creature.

The Chupacabra

The legendary Chupacabra has puzzled zoologists for over 50 years. Stories of a strange beast drinking the blood of livestock were first reported in Puerto Rico in the 1950s. Since then, other sightings have been reported in Brazil, Chile, Mexico, and the U.S. Most eye-witnesses describe a beast that stands over one meter tall, which hops like a kangaroo on its hind legs. It is said to have leathery skin with long, sharp spines along its back. Witnesses also say that when alarmed, its red eyes glow and it gives off an unpleasant odor. Skeptics claim the Chupacabra is little more than a hoax or a mistaken identity, but others believe it actually exists.

The Loch Ness Monster

Thousands of people have reported seeing the Loch Ness Monster. This creature is said to live in the depths of the Scottish lake, Loch Ness, and supposedly resembles a dinosaur. The Loch Ness Monster first entered the public eye in 1933, when a newspaper published a full-page story about a couple who had been visiting Loch Ness and had seen a prehistoric animal with another animal in its mouth. Yet evidence of its existence is anecdotal, with minimal and much-disputed photographic material and sonar readings. The scientific community regards the Loch Ness Monster as a modern day myth, and explains sightings as a mix of pranks and wishful thinking.

1. **false** Many people think dragons are real.
2. **true** Bigfoot has mostly been seen in North America.
3. **false** Bigfoot looks similar to a goat.
4. **false** The Chupacabra attacks farm animals.
5. **true** The Loch Ness Monster is believed to live in a lake.
6. **false** Scientists think that the Loch Ness Monster is probably real.



ماذا تعرف عن هذه الحيوانات الأسطورية؟ أكمل الجمل باسم الوحش الأسطوري الصحيح

- I** A. What do you know about these mythical animals? Complete the sentences with the name of the right mythical beast.

Unicorns Pegasus Hydra The Sphinx Dragons

Hydra _____ is a multi-headed serpent with blood and breath so poisonous that it could kill a man by simply blowing on him.

The Sphinx _____ has the body of a lion and the head of a human.

Unicorns _____ are depicted by most cultures as beautiful white horses with a long, spiraling horn extending from the forehead.

Dragons _____ are depicted as large reptiles that spit fire or let out poisonous gases through their nostrils.

Pegasus _____ is thought of as a beautiful winged horse.

- B.** Match and list the words that are associated with each mythical animal next to its name. Some words can be used with more than one or two animals.

multi-headed	riddles	poisonous	guardian	horse	invincible	terrifying
gentle	mysterious	intellectual	horn	devour	purity	goodness
symbol	rainbow	winged	wise	courage	heroism	protector

- Hydra invincible, terrifying, poisonous, devour.
- The Sphinx mysterious, intellectual, guardian, riddles.
- Unicorns gentle, horn, purity, goodness, rainbow.
- Pegasus winged, protector, goodness, purity.
- Dragons wise, terrifying, guardian.

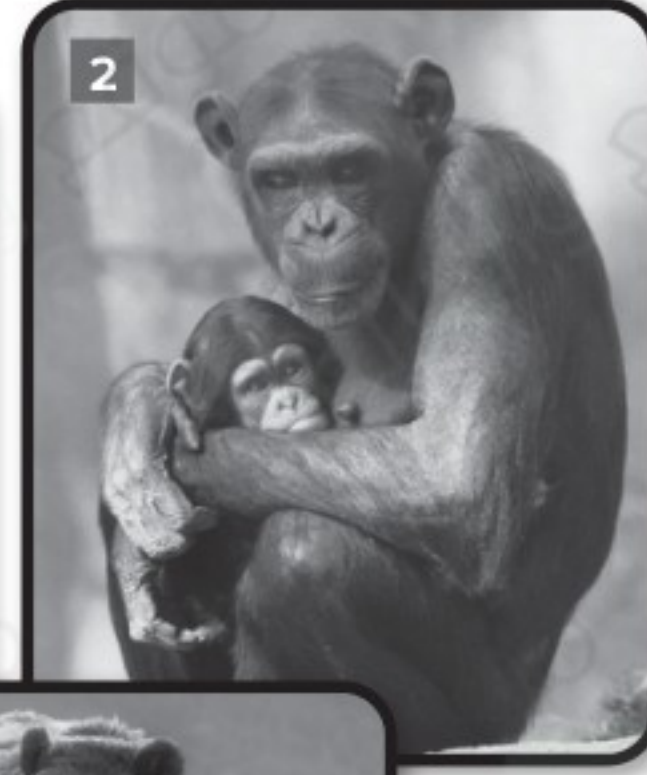
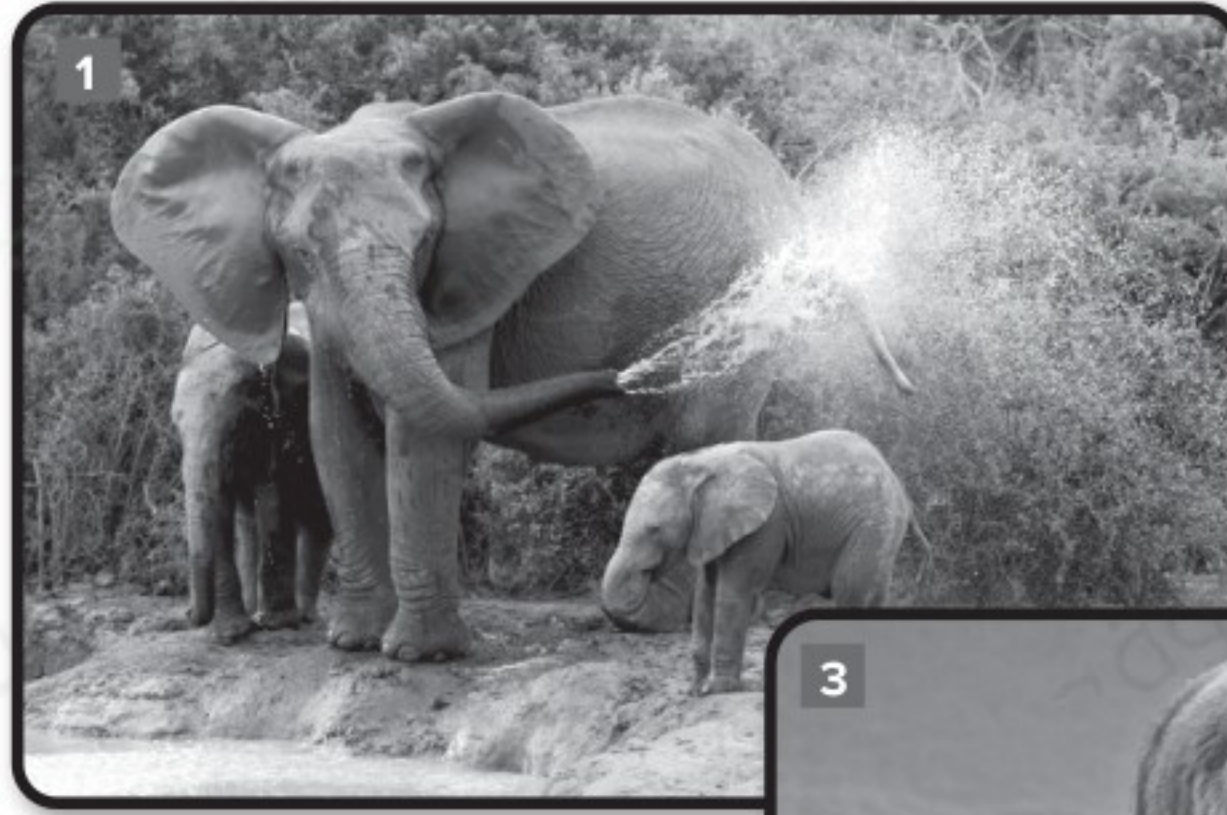
- C.** اختر حيواناً أسطورياً و اكتب جملاً عنه
Choose one of the mythical animals and write sentences about it.

Hydra was a multi-headed creature that devoured anyone that came near her.

Each of Hydra's heads seemed to have a will and a movement of its own.

تمعن في الصور جيداً و اكتب ملاحظاتك عما تعرفه عن كل حيوان ثم استخدم ملاحظاتك لكتابة جمل عنها

- J** Study the pictures and write notes about what you already know about each animal. Use your notes to write sentences about the animals. Start your sentences with: *It is said...*, *It is believed...*, *It is thought...*, or other passive reporting verbs.



ما تعرفه عنها

What I already know about...

الفيلة elephants	Loyal, family-oriented, packs, support each other
الشمبانزي chimpanzees	Naughty, possessive, highly emotional, agile
الدببة bears	Dangerous when hungry, vicious when there are cubs

1. a. **It is said that elephants are family-oriented.**
b. **It is believed that elephants support each other.**
2. a. **It is thought that chimpanzees are highly emotional.**
b. **It is said that chimpanzees are very clever.**
3. a. **It is believed that bears are wild and strong.**
b. **It is thought that bears are beautiful but dangerous.**



الكتابة

K WRITING

اختر حيواناً أسطورياً للكتابة عنه

1. Choose a mythical animal to write about. **قبل الكتابة استخدم الجدول لتجميع و تنظيم أفكارك**
2. Before you write, use the chart to gather and organize your ideas. Remember to write what you already know about the animal in the **K** column, what you want to know in the **W** column, and what you learned from research in the **L** column.

ما تعرفه K (Know)	ما تود أن تعرفه W (Want to Know)	ما تعلمته L (Learned)
It is very giant. It can fly in the sky.	I want to know how they live I want to know what do they eat I want to know where do they live	I learned that dragons live thousands of years ago I learned that dragons are not all giant.

الآن قم بكتابة مقالتك و استخدم الجدول السابق لمساعدتك

3. Now write your essay. Use your KWL chart to help you.

Dragons

A lot of people believe that many animals had been lived in the planet thousands years ago, but they died due to some reasons that we don't know even. One of the animals that I believe that were exited long time ago is dragon. Dragon is a very giant creature that blows fire from its mouth. They died due to an astronaut. A big astronaut stroked the earth with a size of the moon. Most of the animals died because of the heat of the planet that reached seventy degrees Celsius. I wondered how did they live? What did they eat? Where did they live? All these questions have kept playing in my mind. I looked for answers for these questions, but I didn't find the answers for them all. I learned from books that not all dragons are giant, and they lived thousands years ago. In the end we don't know the reality of dragons.

اقرأ النص و أجب عن الأسئلة

L Read the text and answer the questions.

The Great White: The World's Most Dangerous Fish

The great white shark is one of the oldest living species on Earth—it existed 350 million years ago. It is the largest and the most dangerous predatory fish, and it is the most feared by humans. Great white sharks can grow up to 20 feet (6 meters) long and weigh up to 4,400 pounds (2,000 kilograms). They have about 3,000 teeth arranged in several rows. When the front teeth break or fall out, these teeth are replaced by others from the next row. A shark's hearing is very sensitive, and they can hear their prey from many miles away. They can also detect one part per million of blood in seawater.

1. Which is the world's most dangerous fish?

The great white shark.

2. How big can a great white shark grow?

They can grow up to 20 feet (or 6 meters).

3. How heavy can a great white shark become?

A shark can weigh up to 4,400 pounds (or 2,000 kg).

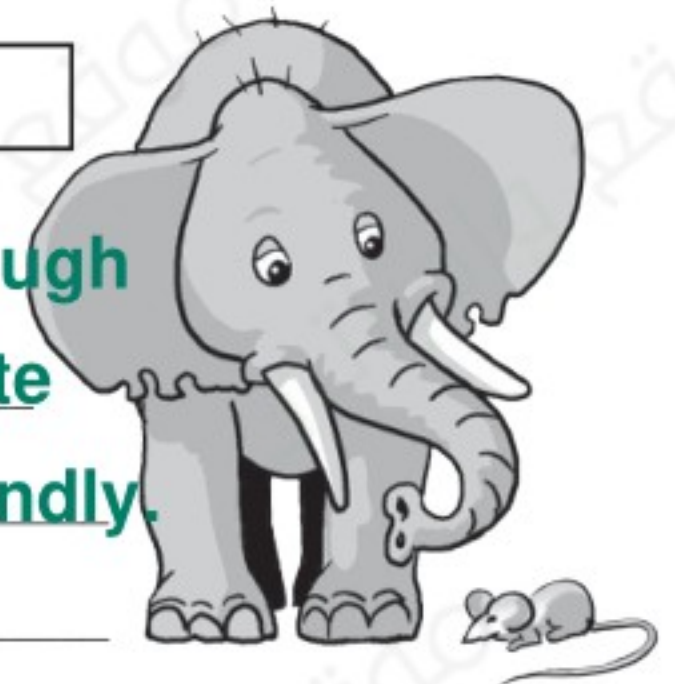
4. Which of the six senses are the most sensitive for this animal?

The sense of sound and smell.

M استخدم بعض الصفات من الصندوق للكتابة عن حيوان مذهل.
Use some of the adjectives in the box below to write about another amazing animal.

dangerous fast slow big heavy tiny intelligent extinct

A dolphin is a very intelligent animal. Even though it is quite a big animal, a dolphin can swim quite fast. It is not a dangerous animal; it is very friendly.



11 Amazing Animals

صحح الأخطاء في الجمل

N Correct the errors in the sentences.

1. I think the most suitable pet is either a cat ~~or~~ a turtle. **or**
2. Both my sister and my mother ~~likes~~ big cats. **like**
3. ~~Neither~~ my uncle ~~nor~~ my brother liked the zoo, so they went to visit it again. **Both and**
4. Both 'Humphrey' and 'Koko' ~~is~~ famous animals. **are**
5. ~~All~~ the cheetah and the lion are fast animals. **Both**
6. Neither John ~~or~~ his parents will have the chance to visit Africa this year. **nor**
7. The wildlife documentary was ~~neither~~ popular ~~nor~~ interesting, and also it won an award. **both and**

أعد كتابة الجمل عن الصور بحيث يبقى المعنى على ما هو. استخدم أدوات الربط

O Rewrite sentences about the pictures so the meaning stays the same. Use paired conjunctions **both...and**, **either...or**, or **neither...nor**.



1. Cats can run fast and so can mice.

Both cats and mice can run fast.

2. Jon and Adel did not join the after-school Computer Club. Jon and Adel joined the after-school Creative Workshop instead.

Neither Jon nor Adel joined the after-school Computer Club. They joined the after-school Creative Workshop instead.

3. Sam and Ali like fishing. Ali caught a fish but Sam didn't.

Both Sam and Ali like fishing. Ali caught a fish but Sam didn't.

12 What Would You Do?

أعد ترتيب أحرف الكلمات و العبارات

A Unscramble the words and phrases.

- dttemep** _____ *tempted*
1. yomrlal _____ **morally**
2. tameotvi _____ **motivate**
3. shavin _____ **vanish**
4. raded _____ **dread**
5. egt yaaw hitw ti _____ **get away with it**
6. spreelobnsi _____ **responsible**
7. seanor _____ **reason**

اكتب الكلمات من التمرين السابق بجانب تعاريفها

B Write the words from exercise **A** next to their definitions below.

- responsible** _____ : be blamed for something; guilty for something that happened
1. **tempted** _____ : wanted to do something (usually wrong)
2. **dread** _____ : fear
3. **vanish** _____ : disappear
4. **reason** _____ : think through something logically
5. **motivate** _____ : give someone a reason to do something; to get someone excited about something
6. **get away with it** _____ : not be held responsible for something you do (usually wrong)
7. **morally** _____ : ethically; related to what is right or wrong



12 What Would You Do?

اكتب الأفعال في الزمن الصحيح لإنهاء الفرضية أو الجمل الشرطية

C Write the verbs in the correct tense to finish the hypothetical or past hypothetical conditional sentences.

! If Ali hadn't sat out in the sun all day, he might not have gotten (get) a sunburn.

1. If he **had** _____ (have) a fast car, he would drive at high speeds all the time.
2. If it hadn't rained all weekend, the game **would not have been** _____ (be) canceled.
3. If Sabah **had gotten** _____ (get) cold, she would have put on a blanket.
4. If he **were** _____ (be) smart, he wouldn't drive so fast.
5. If we had reviewed our notes every day, we **might have remembered** _____ (remember) the lesson better.
6. If I walked to school every day, I **would stay** _____ (stay) in shape.
7. If I had the time, I **would learn** _____ (learn) to speak French.
8. If I **hadn't slept** _____ (sleep) so late, I might have been finished by now.

أنهي الجمل. استخدم الفرضية الشرطية لإنهاء الفرضية أو الجمل الشرطية

D Finish the sentences. Use hypothetical conditionals or past hypothetical conditionals.

1. If I spoke English perfectly, **I wouldn't be in this class.** _____
2. If you hadn't forgotten to do your homework, **you would have done better on the test.** _____
3. **If I could go anywhere** _____, I would go to Paris.
4. **If she had worn a jacket** _____, she might not have gotten sick.
5. If I were you, **I would call him.** _____
6. If he hadn't eaten so much, **he wouldn't have been so full.** _____
7. If money grew on trees, **I would be a gardener.** _____
8. If she had taken the bus home from school, **she wouldn't have gotten lost.** _____
9. **if I had studied** _____, I might have done well on the test.
10. If I found a wallet, **I would call the police.** _____
11. If I had found your wallet, **I would have returned it to you.** _____
12. If the world were a perfect place, **there wouldn't be any crime.** _____
13. If my watch hadn't broken, **I would have been on time.** _____
14. **If I were rich** _____, I wouldn't be here right now.

أكمل الجمل بالصيغة الصحيحة لفعل لمواقف غير الصحيحة

E Complete the sentences with the correct verb form for unreal situations.

! He looks as if he were (be) the King of Zyrdostan.

1. They behaved as though they **had known** (know) each other for years.
2. It looks as though they **hadn't been** (be / not) here for a while.
3. He acts as if he **was/were** (be) innocent.
4. I try to talk as if I **was/were** (be) a few years older.
5. She laughed as if she **had thought** (think) it was funny.
6. There was water all over the street, as though it **had rained** (rain).
7. They walked right in, as though they **lived/had lived** (live) here.
8. She ran away as if she **were/had been** (be) offended.

اكتب جملة عن كل صورة. استخدم الفاعل و الفعل مع

F Write a sentence about each picture. Use the subject and verb given with **as if** or **as though**.



! (he / swim)

He swims as if he were a dolphin.



1. (he / act)

He acts as if he were baby.



2. (he / drive)

He drives as if he were a race driver.



3. (it / smell)

It smelled as if we were in a garden.



4. (he / act)

He acts as though he were the king.



5. (it / look)

It looked as if it had snowed.



12 What Would You Do?

G تخيل أنك كنت في هذه المواقف. أجب على الأسئلة باستخدام الإفتراضات الشرطية
Imagine you were in these situations. Answer the questions using hypothetical conditionals or past hypothetical conditionals.

You are at the mall. You see your four-year brother take a small toy and put it in his pocket. What would you do? I would take him aside and explain to him why it is wrong and make him put it back.

You stayed up all night playing video games. The next day you took an English test and failed it. What would your mother have said if she had found out why you did poorly on the test? If you hadn't stayed up all night playing video games, you wouldn't have failed your English test!

1. Your parents bought you a new cell phone. You are really excited and decide to show it to your friends. As you are going to meet your friends, the cell phone falls out of your backpack into a busy street. A car runs over it and smashes it to pieces. What could you have done differently? _____

If I hadn't driven so fast, I would still have a new car.

2. What would your parents have said once they found out about the cell phone? _____

If you hadn't driven so recklessly, you wouldn't have broken your leg

3. You are eating dinner at a nice restaurant. When it's time to pay, you realize you don't have your wallet with you. What would you do? _____

I would ask if I could wash dishes.

4. You are shopping in the mall. You accidentally knock over a glass and it breaks. Nobody saw you do it. What would you do? _____

I would ask if I could pay for the damages.

5. You are shopping in the mall. You accidentally knock over a glass and it breaks. You don't think anybody saw you do it, so you walk away. As you are leaving, a security guard stops you and makes you pay for damages. If you had it to do over, what would you have done differently? _____

If I hadn't driven away, I wouldn't have gotten arrested.

6. You are taking a test in chemistry class. You studied hard for it. You know your best friend didn't study at all because he stayed up late last night watching television. You see him cheating on the test. What would you do? _____

I would tell the teacher

7. You are walking out of the mall and you see a small pile of money. You pick it up and count it. There is over SAR 50. There are a lot of people around, but you don't think anybody saw you pick it up. You see a woman near the entrance of the mall checking her pockets and looking nervous, but you aren't sure if the money belongs to her. What would you do? _____

I would ask the woman if she lost something.

8. Your brother is the best player on the school football team. Your parents are very strict. If he doesn't get an A in every class, he is not allowed to play football. He has football practice every night, so you know he is very busy. He asks you to do his homework every day before class. What would you do? _____

I would tell my friend that he can only copy my homework during football season.

H القراءة READING ثم أجب على الأسئلة

Read the article. Then answer the questions.

Kohlberg's Theory of Moral Reasoning

A moral dilemma is a big problem or quandary that will have both positive and negative outcomes no matter what decision is made. *Kohlberg's Theory of Moral Reasoning* describes the development that people go through when making moral decisions. It has six sequential stages, meaning that they go in order, and that no stage is ever skipped. Kohlberg's theory is based on his research, which consisted of presenting the following *Heinz Dilemma* to his subjects and having them make a decision about what they would do:

A woman was near death from a special kind of cancer. There was one drug that the doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging ten times what the drug cost him to produce. He paid \$200 for the radium and charged \$2,000 for a small dose of the drug. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about \$1,000, which was half of what it cost. He told the druggist that his wife was dying and asked him to sell it cheaper or let him pay later. But the druggist said, "No, I discovered the drug and I'm going to make money from it." So Heinz got desperate and broke into the man's store to steal the drug for his wife. Should Heinz have broken into the laboratory to steal the drug for his wife? Why or why not?

In order to determine which stage of moral reasoning each person was in, Kohlberg would focus on how they supported the decision they made, rather than the decision itself. The stages are as follows:

Stage 1: Obedience In this stage, the focus is on avoiding punishment. The rules for right and wrong are determined by parents and teachers. Example answer: *He should not steal the medicine, because he will go to jail.*

Stage 2: Self-Interest Subjects concentrate on their own needs and occasionally the needs of others. Fairness is present, but decisions are made based upon their own desires. Example answer: *Heinz should steal the medicine, because he will be happier if he saves his wife, even if he has to go to jail.*

Stage 3: Conformity People in this stage will emphasize being nice or good to gain approval from others. Example answer: *Heinz should steal the medicine because he wants to be a good husband.*

Stage 4: Social Systems People in this stage define right and wrong by doing one's duty to society. They are concerned with showing respect for authority and maintaining social order for its own sake. Example answer: *Heinz should steal the drug for his wife but also be punished for the crime. He should also pay the druggist what he is owed.*

Stage 5: Human rights In this stage, subjects are concerned with human rights. They try to define moral values apart from the authority of the group. Example answer: *Heinz should steal the medicine because everyone has a right to choose life, regardless of the law.*

Stage 6: Universal Human Ethics In the final stage of moral development, subjects follow self-chosen ethical principles that are valid and applied universally. Example answer: *Heinz should steal the medicine, because saving a human life is a more important value than the property rights of another person.*

1. Read the Heinz dilemma. What would you do if you were Heinz? Why?

If I were Heinz, I would also probably try to steal the drug for my wife. It is not right that the druggist would not allow Heinz to pay the money over time in order to save his wife.

2. Now read the stages again. Which stage of moral development are you in right now?

I think that I am in Stage 2: Self-Interest. I think it is more important that Heinz first saves his wife and worries about the consequences later.



12 What Would You Do?

اقرأ معضلة كارل ثم أجب على الأسئلة

- I** A. Read Carl's dilemma and answer the questions.

Carl was studying as his younger brother Sid played nearby. He had promised to keep an eye on his brother until their parents came back.

Suddenly, the phone rang; it was Mitch, Carl's best friend. Mitch wanted to come over and show Carl a new gadget that he had just bought. Carl looked at the time. He would have to get his brother ready for bed. This was all his idea. He had suggested that they stop using a babysitter as he could look after Sid. As expected, their father suggested that Carl get an additional allowance for his help.

Their parents were not due back for at least an hour. He needed about 20 minutes to feed Sid and then put him to bed, so that would probably leave another half hour if he didn't read a story to him. But without a story, Sid would probably refuse to go to sleep. He could, of course, give him that model car that he liked so much. It had small parts and it wasn't supposed to be safe, but Sid was very careful with things like that. A prized model car for a story...Was it a good deal? But he did want to see Mitch's new remote control for his game console. He was interested in using his extra allowance to buy one himself.

He decided to give the car to Sid. By the time he made up his mind, Mitch had arrived. Carl realized that he hadn't fed his brother. He asked Mitch to wait, went into the kitchen and warmed up some milk. He put some cookies on a plate and gave them to Sid. Sid took one sip of milk, dropped the cup on the carpet, and started crying. The milk was too hot. Mitch suggested they give Sid some ice cream to soothe him. So Sid had ice cream for dinner, and the model car. All was well.

When their parents returned, they found Mitch and Carl playing. They knew Mitch and were happy to see that Carl had company. They asked him if he'd fed Sid and put him to sleep.

Carl said he had. All of a sudden, they heard a choking sound from Sid's room and ran upstairs. Sid was sitting on his bed hanging onto the model car, choking on a part he had pulled off.

"Sid," said the mother. "It's all right, hang on. Why did you take Carl's car? I've told you not to."

1. What did the mother assume?

She assumed that Sid had taken the car without telling Carl.

2. What was Carl's dilemma at that point?

Whether he should tell his mother that he had given the model car to Sid himself.

3. Did Carl betray his parents' confidence in him? Why? Why not?

He did, partly. He kept an eye on Sid and tried to feed him and then put him to bed but was not prepared to take the time needed.

4. Did he betray his younger brother? Why? Why not?

In Sid's eyes he probably didn't, because he had given him the car.

- B. Read the story again and make notes on each event and its effect(s).

اقرأ القصة مرة أخرى و اكتب ملاحظتك على كل حدث و تأثيره

Event / Cause	Outcome / Effect
1. the phone rang	Carl wanted to see his friend's new gadget.
2. gave Sid milk	Sid dropped the cup on carpet.
3. Carl gave him a model car	Sid choked on a small part.

What would you have done? Do you think Carl made the right decision?

If you don't agree, what do you think he should/shouldn't have done? Why? Why not?

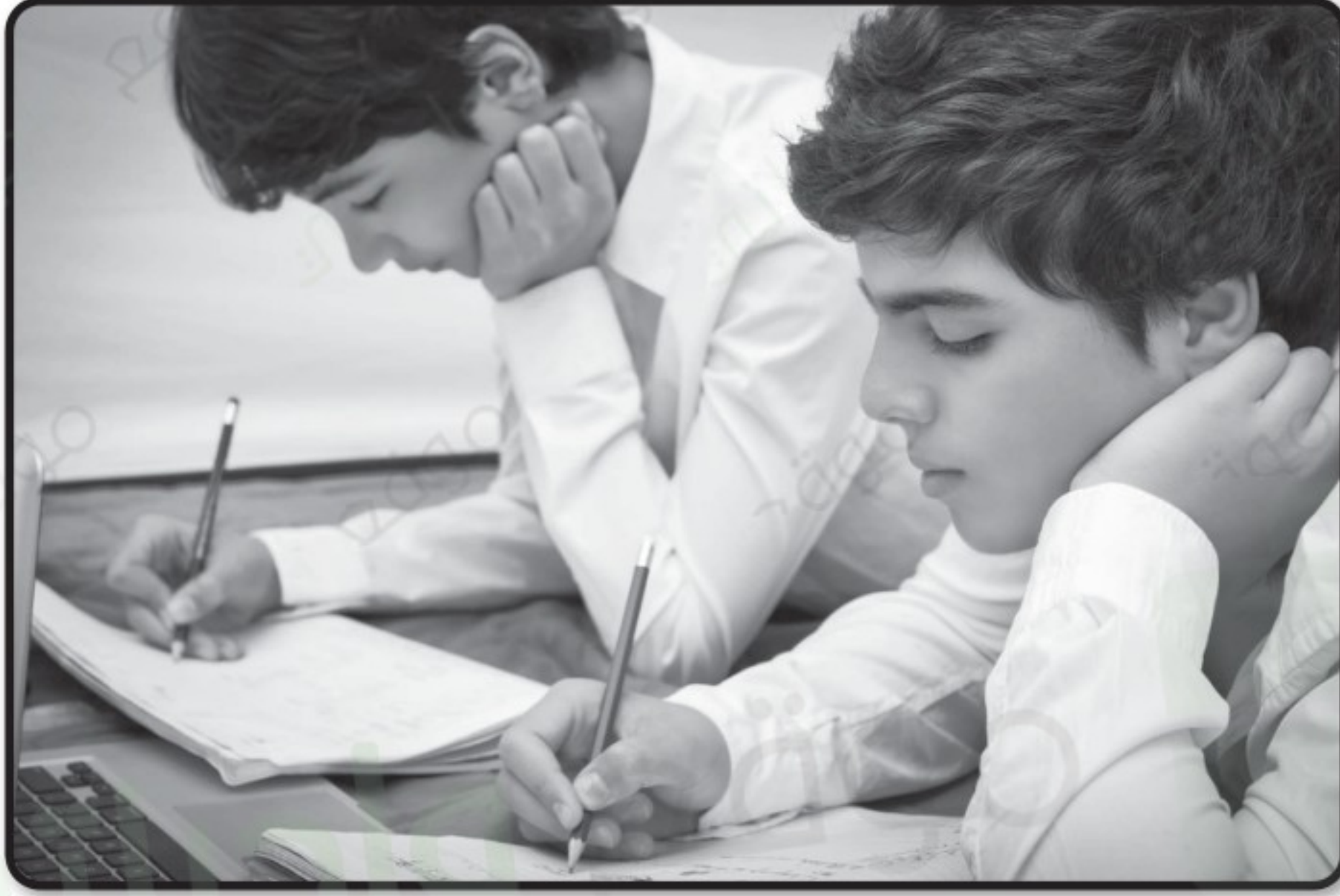
I would do the same as Carl did. Yes, he did. He should not help his brother because he must obey his parents.

ادرس الصورة و تخيل شعور الطلاب تجاه الإختبار. اكتب ملاحظات حول السبب و النتيجة لأفعالهم قبل كتابة الإختبار ثم اكتب جملاً لوصف ما كان بإمكانهم فعله بشكل مختلف ليشعروا بتحسّن تجاه الإختبار.

u Do?

استخدم الإفتراضات الشرطية السابقة

- Study the picture and imagine how the students feel about the test. Write notes on the cause and effect of their actions before writing the test. Then write sentences to describe what they could have done differently to feel better about the test. Use past hypothetical conditionals.



Cause

Effect

didn't pay attention in class

found the test difficult

didn't study

failed the test

studied through the night because they were sleepy

made mistakes

- If they had paid more attention in class, they wouldn't have found the test difficult.
- If they had studied, they would have answered more questions.
- If they hadn't stayed up through the night they wouldn't be sleepy.



12 What Would You Do?

الكتابة

K WRITING أكتب عن وقت واجهت فيه مشكلة و كيف اتخذت قرارك

Write about a time you faced a dilemma. How did you make a decision about what to do?

قبل أن تكتب سجل ملاحظتك في الجدول

1. Before you write, make notes in the chart.

اشرح المشكلة Describe the dilemma.	A hurricane stroked the city.
ماذا قررت أن تفعل؟ What did you decide to do?	I hide myself in the basement.
كيف اتخذت قرارك؟ How did you make your decision? What factors did you consider? ما العوامل التي أخذتها بعين الاعتبار؟	I saw a documentary. My security.
هل سيكون الوضع مختلف إذا تغير قرارك؟ How would things have been different if you had made a different decision?	I would die for sure.
كم كان عمرك؟ وهل تؤمن بنظرية كومبرج؟ How old were you? Where would you have fit into Kohlberg's Theory?	I was 14 years old.

الآن استخدم ملاحظتك من الجدول لكتابة مقالتك

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

I survived

Many years ago , when I was 14 years old, I was watching TV and the volume of the TV was loud, so I don't know anything about what was going on outside home. Suddenly I heard a loud voice which turns on it was a thunder. I felt scared so I switched the TV off. I went to the window to see what is going on.

I saw that a big hurricane destroying the houses with no mercy. I didn't know what to do, in a couple of seconds I remember a documentary about hurricanes and it was mentioned that you should hide yourself in a safe place or otherwise you would die.

I ran to the basement and spent many hours there till I didn't hear anything. Finally, when I get out of the basement, the house was collapsed.

- L** Complete the online blog about 'Ethics and Technology'. Use the verb in parentheses and future progressive or future perfect tense.

The technology is ready now, but are we ready for it?

Technology has completely changed the way we live and work and it will continue to do so in the future. According to a market forecast, five years from now, e-Learning **will have reached** (1. reach) a volume of nearly 6 billion dollars in the highest buying markets. This amount will be spent on packaged content, development services, learning platforms, tool hosting services, authoring software, and platform installation. Higher education **will have become** (2. become) the largest buyer by the end of the forecast period. More than 3 million students in the U.S. **will be attending** (3. attend) virtual schools, and more corporations **will be using** (4. use) e-Learning platforms for meetings and training sessions.

Moreover, rapid developments in robotics and A.I. (Artificial Intelligence) will mean that soon we will all be able to study or work remotely from the comforts of our home: We will send our robot to school or the office instead. By 2025, it is quite possible that some households will own a robot to carry out 'porter' style tasks, such as delivering and carrying packages. By 2030, experts believe that robotics **will have developed** (5. develop) so significantly that smart robots will be capable of performing autonomously, and make 'common-sense' decisions. By 2050, some scientists believe that smart robots **will have reached** (6. reached) such a high level of intelligence that they will be able to provide emotional care and companionship to the elderly and sick...

- M** Answer the questions about the text. أجب على الأسئلة حول النص

1. What will have happened by 2025?

By 2025, many households will have bought a smart robot.

2. Would you buy a smart robot? Why? Why not?

Yes, I would buy a smart robot because I will be able to study or work remotely from the comfort of our home.



12 What Would You Do?

أكمل المحادثة باستخدام الصيغة الصحيحة

N Complete the conversation using the correct form of **used to**, **be used to**, **would**, **was/were going to**.

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

Jim: Sure. What's going on?

Tom: My brother isn't doing very well in his history class. He **used to be** (1. be) a really hardworking student and he **would always listen** (2. always/listen) to the teacher. But lately he has become distracted. Anyway, he has asked me to write his history report for him. I **wasn't going to** (3. go) but I now think that maybe I should. He is my brother after all.

Jim: I don't know. It seems kind of dishonest to me. If your brother **used to be** (4. be) such a good student, why can't he write his own report?

Tom: Well, he really wants to join the school football team and he hasn't been concentrating on his studies. I've written a few papers for him over the last few months ...

Jim: Oh no, Tom! That's terrible! You should stop writing those papers.

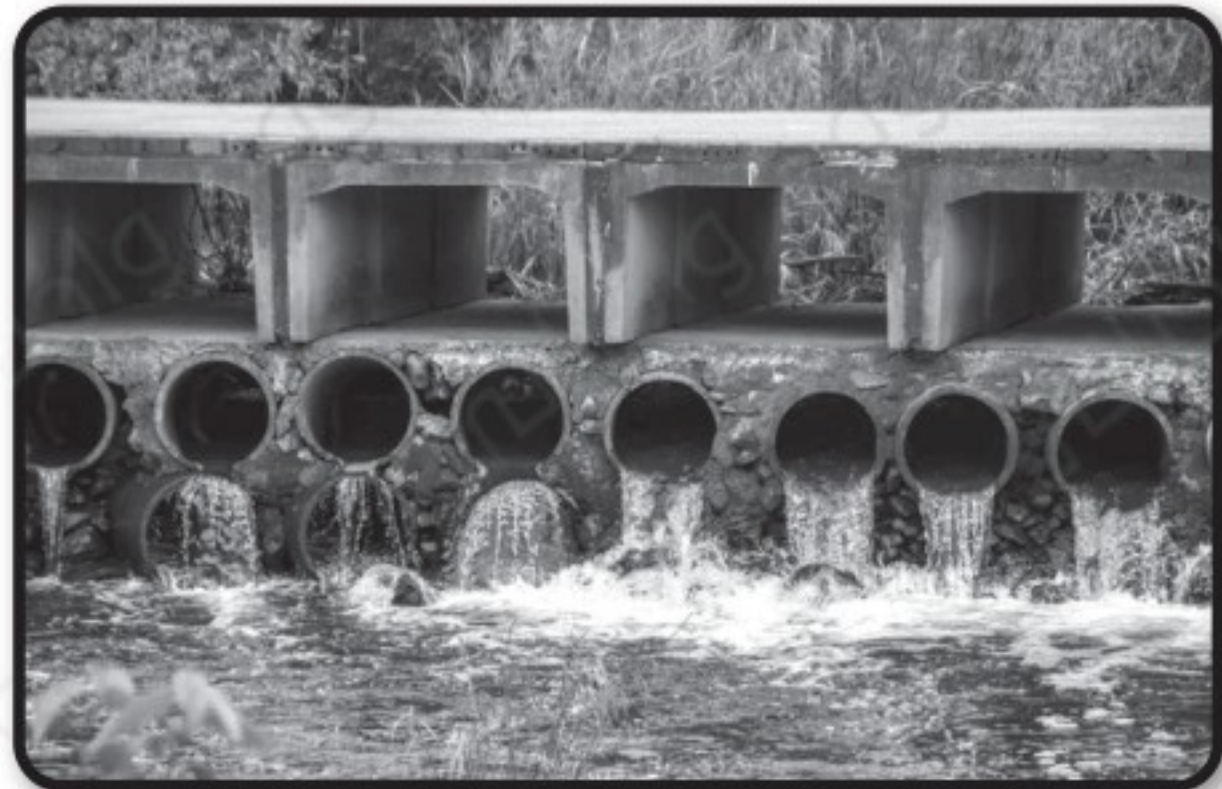
Tom: I know, but I want my brother to do well in school. Mom and Dad **are used to him** (5. use) him getting great grades and they will be so disappointed if he fails. If I help him, he will get a better grade in history. Also, he promised that he will do all my chores for the next month, if I write the paper for him...



اكتب محادثة مشابهة بينك وبين أفضل أصدقائك عن الحالة أدناه. اكتب محادثتك في دفترك باستخدام

O Write a similar conversation between you and your best friend about the situation below. Write your conversation in your notebook. Use **used to**, **be used to**, **would** and **was going to**.

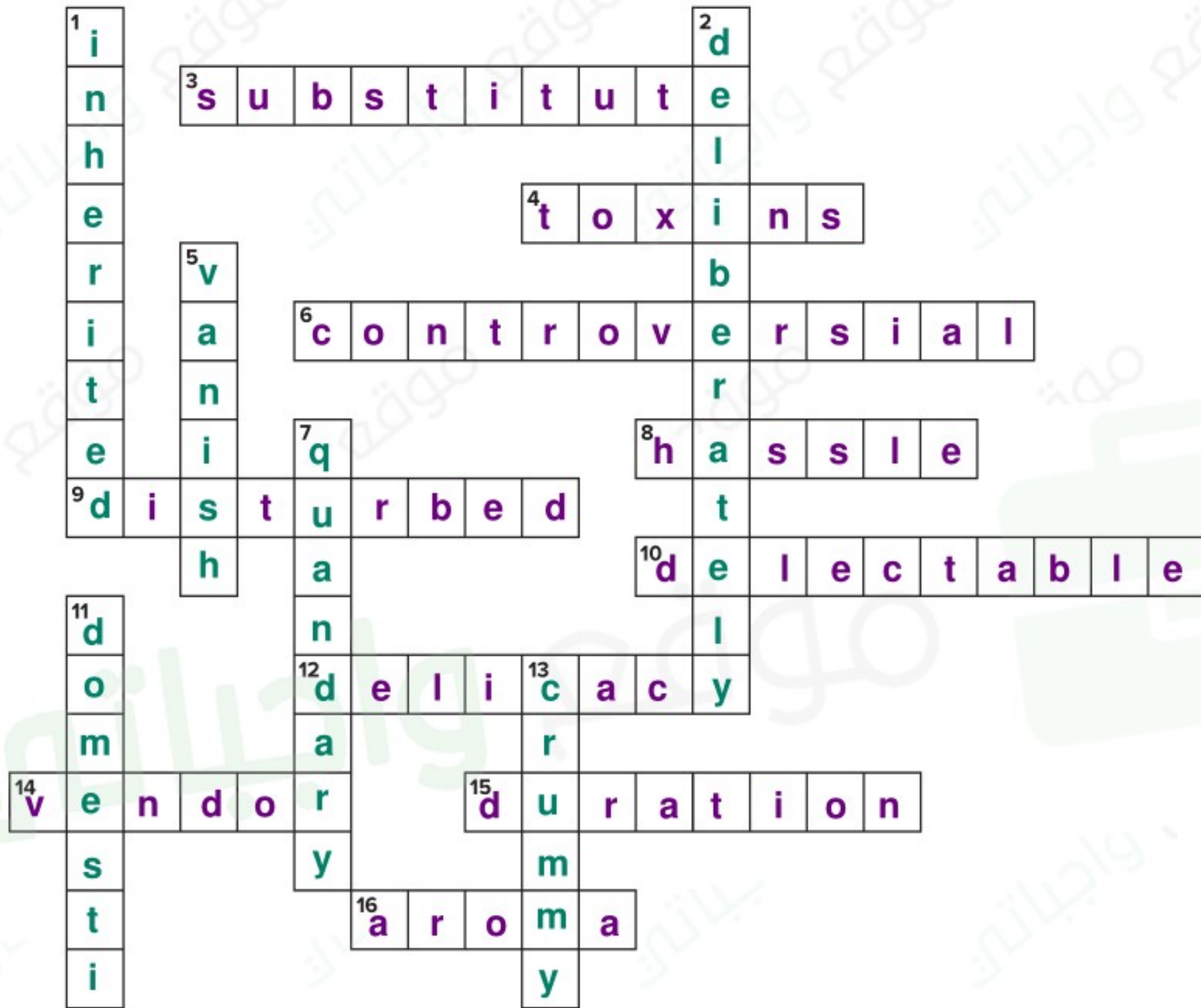
You are a writer for your school newspaper. You're working on an article about a local water pollution problem. You think that the pollution is from a factory that dumps chemicals into the river, but you aren't 100 percent sure. The pollution might not come from this factory. Some people are organizing a protest march in front of the factory. They want you to support them and to write a story about how bad the situation is. What will you do?



EXPANSION Units 1 – 4

أكمل الكلمات المتقاطعة. استخدم الكلمات من الوحدات 10 - 12

E Complete the crossword puzzle. Use words from Units 2-4.



Across

3. use something in place of something else
4. poisons
6. a topic or idea that people disagree about
8. something that comes from the sea or ocean

9. bothered

10. delicious
12. an exotic or expensive food
14. a person who sells something
15. the length of time that something lasts
16. the scent of something; odor

Down

1. got from one's parents or ancestry
2. done purposefully and carefully
5. disappear
7. a big problem or dilemma
11. an animal that has been tamed
13. of bad quality; not good (an informal word)



اقرأ المحادثة و ضع دائرة حول الصفات الصحيحة

B Read the conversation. Circle the correct adjectives.

Jamal: Hey Abdullah, what's wrong?

Abdullah: Oh nothing. I'm just **(1)** exhausted / exhausting). I've been working all week. It's really **(1)** annoyed / annoying).

Jamal: That sounds **(2)** (depressed / depressing). Will you get a break this weekend? There's an **(3)** (interested / interesting) restaurant opening.

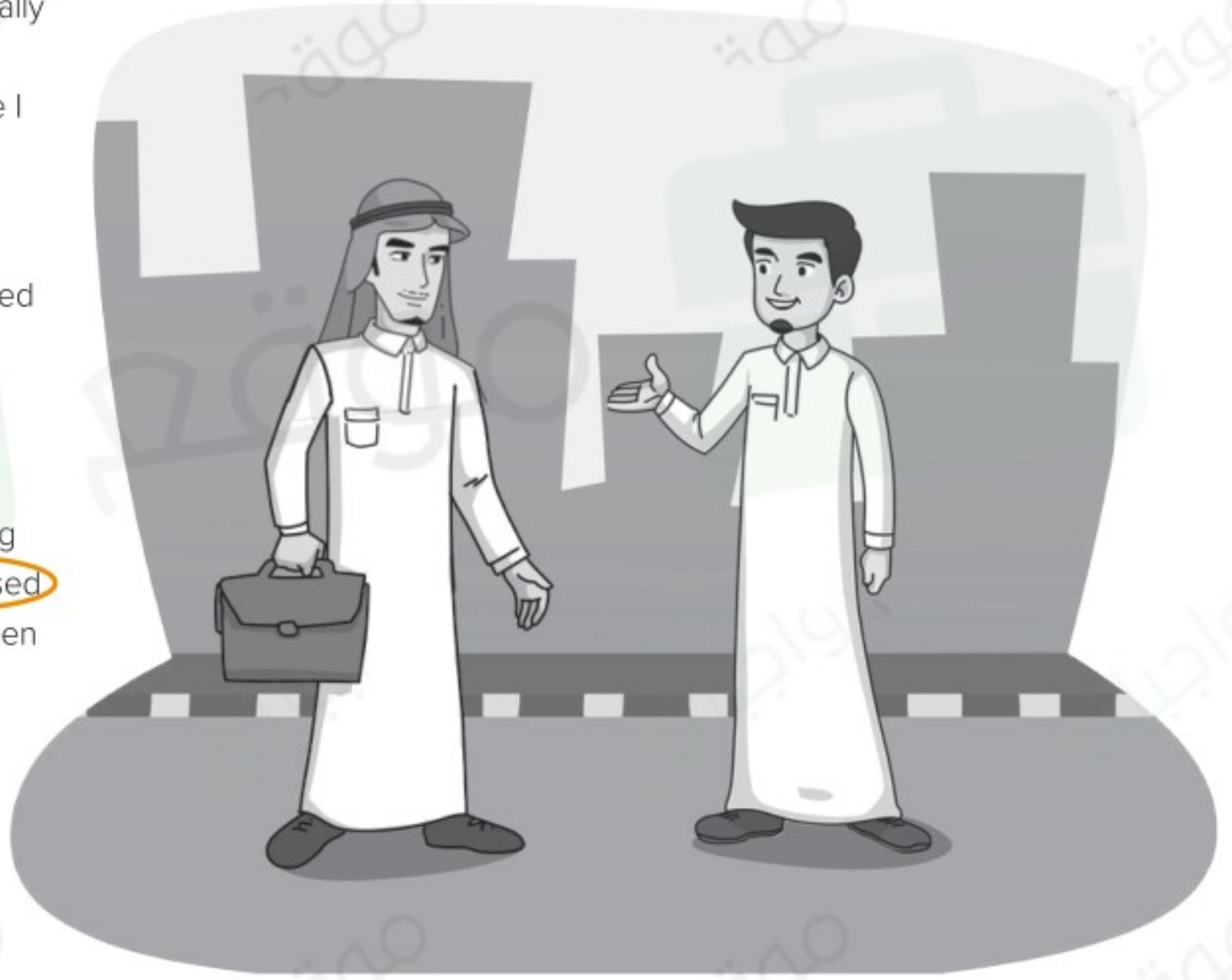
Abdullah: I would like to, but I have to take care of my little brother. I'm really **(4)** disappointed / disappointing) because I need a break.

Jamal: Well, maybe you can do something **(5)** (entertained / entertaining) with your little brother.

Abdullah: Yeah, we'll probably go downtown. The only thing is that I'm **(6)** embarrassed / embarrassing) to be seen hanging out with a twelve-year-old.

Jamal: Really? That's **(7)** (puzzled / puzzling). I'm sure people will admire you for taking care of your little brother!

Abdullah: That's true. Hopefully I won't be too **(8)** irritated / irritating) by hanging out with him all weekend.



EXPANSION Units 9–12

أكمل الجمل بالأفعال المركبة

C Complete the sentences with the phrasal verbs and objects.

- ! I just came from the store (come from / the store).
- Janet **looks down on people** (look down on / people) who eat fast food.
 - Let's try to **figure it out** (figure out / it) together.
 - I would like to **talk the problem over** (talk over / the problem).
 - I will **take care of him** (take care of / him) while you're away.
 - Let's try to **burn that big meal off** (burn off / that big meal) by walking home.
 - We haven't **run into her** (run into / her) in a long time.
 - I can't **figure him out** (figure out / him).
 - Will you **take the butter out** (take out / the butter)?
 - Did you **throw it out** (throw out / it)?
 - I **ran into them** (run into / them) yesterday afternoon at the mall.

D Change the sentences from active to passive. غير الجمل من المبني للمعلوم إلى المبني للمجهول.

! You shouldn't serve raw eggs.

Eggs shouldn't be served raw.

- People must store milk in the refrigerator.
Milk must be stored in the refrigerator.
- You can make yogurt at home.
Yogurt can be made at home.
- People should not eat unwashed fruit.
Unwashed fruit should not be eaten.
- You don't have to fry meats in oil.
Meats don't have to be fried in oil.
- People may keep butter out of the refrigerator for a few days.
Butter may be kept out of the refrigerator for a few days.
- You should serve the doughnuts with coffee or orange juice.
The doughnuts should be served with coffee or orange juice.
- You shouldn't eat ice cream every day.
Ice cream shouldn't be eaten every day.
- People can drink soy milk as a substitute for milk.
Soy milk can be drunk as a substitute for milk.



EXPANSION Units 9–12

أكمل الجمل بمعلومات من عندك. استخدم الصيغة الشرطية المناسبة

E Complete the sentences with your own information. Use an appropriate conditional form.

! If I saw someone shoplifting, I would call the police.

! If I had seen my best friend being rude to the teacher, I would have been upset.

1. If I heard gossip about a friend, I wouldn't tell anybody else.
2. If I had been born 100 years ago, I would not have learned how to use a computer.
3. If I found fifty riyals in the classroom, I would give it to the principal.
4. If I could be any animal, I would be a bear.
5. If I had seen the robbery, I would have called the police.
6. If I knew someone was cheating on a test, I would tell the teacher.
7. If I hadn't worn these shoes today, I would have worn my blue shoes.
8. If I hadn't forgotten, I wouldn't have gotten in trouble.
9. If I were you, I would be very careful.
10. If I had gotten up early, I would have been very tired.

F Correct the error in each sentence. صحح الخطأ في كل جملة

have answered

! If you had called me, I would answer.

1. If I be you, I would study for the exam. **were**
2. Moral decisions must make carefully. **be made**
3. If I could be the president of this country, I help the poor people. **would**
4. I threw away it yesterday because it was old. **it away**
5. Exotic pets should be train before they live around people. **trained**
6. Ahmed came the flu down with on Sunday. **down the flu**
7. If he hadn't get married so young, he could have traveled the world. **gotten**
8. She's smiling as though she win a million dollars. **won**
9. McDonald's restaurants can found all over the world. **be**
10. I came an interesting book across yesterday. **across an interesting book**

EXPANSION Units 9–12

اقرأ المقال لحادثة حقيقية سببت الكثير من الضحك ثم أجب على الأسئلة

G Read the account of a real incident that caused a lot of laughter and answer the questions.

My father was sitting at his desk, talking to a patient. He was a dedicated medical doctor and used to get very absorbed in his work. This often prevented him from noticing other mundane things around him, such as untidiness, worn out hinges, nails that were about to come off the wall, etc.

Anyway, he started looking for some medication that he had left on his desk. He was obviously not happy when he realized that someone must have gone in to tidy up in his absence, against his express wishes not to touch anything on his desk. Feeling quite annoyed he banged his hand on the desk, upon which the patient was startled and jumped up as a large painting that was on the wall over my father's chair and desk, came down, was ripped when it landed on his head, and ended up resting on his shoulders like a huge rectangular collar. Fortunately, he

was not hurt. It was a very old oil painting and the canvas must have been quite fragile.

The patient, who was initially horrified, stood there trying to suppress his laughter with my father glaring at him, livid with anger, until he stole a look in the mirror diagonally opposite his desk and saw himself collared by the painting, with his head sticking out. He started laughing so hard, they couldn't get the painting off him. And as this kind of laughter happens to be quite infectious everyone who was there witnessing the scene couldn't stop laughing either. He later said that the sight was so surreal, he could not help himself. He never had another painting above his desk after that, but would chuckle for months when he entered his office and saw the mark on the wall. He grudgingly let someone paint the wall nearly a year later.

1. Where did the incident take place?

At a doctor's office.

2. Who were the people involved?

The doctor and a patient.

3. What caused the painting to fall?

The banging on the desk and a loose nail.

4. Did anyone get hurt?

No, not really.

5. What was the doctor's initial reaction?

He was livid with anger.

6. What caused him to start laughing uncontrollably?

Seeing himself in the mirror, collared by the painting with his head sticking out

7. Why do you think he wanted to keep the mark on the wall?

To remind him of the incident.

8. What would you have done if you'd been in his position?

I would do the same as he has done.



EXPANSION Units 9–12

املاً الفراغات بالكلمات الصحيحة. قم بعمل تغييرات للشكل كلما تطلب ذلك

H A. Fill in the blanks with the correct words. Make changes to the form when necessary.

substance refer nutrition destroy yield notice test demonstrate

Penicillin was originally (1) **tested** by a French medical student in 1896 and rediscovered by bacteriologist Alexander Fleming in London, in 1928. Fleming observed that colonies of bacteria adjacent to a blue-green mold in a culture were being (2) **destroyed** by the mold. He (3) **demonstrate** the mold by producing it in a pure culture and confirmed that it produced a substance that killed a number of bacteria. Having named the (4) **substance** penicillin, Dr. Fleming published the results of his research, pointing out that mass production of penicillin could have therapeutic value.

Penicillin's ability to kill infectious bacteria was not (5) **noticed** until 1939, when Dr. Florey and his colleagues began intensive research at Oxford University. They had to turn to the United States for help during the Second World War as resources in Britain and Europe had been depleted. They were (6) **referred** to the Peoria lab, where scientists were already working on fungal cultures.

By 1941, Andrew J. Moyer, who specialized in the (7) **nutrition** of molds, found a way to increase the (8) **yield** of penicillin ten times. Clinical trials, in 1943, proved that penicillin was the most effective antibacterial agent to date. Production was increased to make sure it was available to treat wounded soldiers.

Four years after mass production began, it was discovered that microbes had developed a resistance to penicillin, so the production of different types of antibiotics was necessary.

اقرأ المقال ثم اكتب عما حدث في التواريخ التالية. استخدم جمل مبنية للمجهول

B. Read the article and write what happened on the following dates. Use passive sentences.

1896 **Penicillin was originally tested.**

1928 **Penicillin was rediscovered.**

1939 **Penicillin's ability to kill infectious bacteria was noticed.**

1941 **The yield of penicillin was increased ten times.**

1943 **Penicillin was proven the most effective antibacterial agent.**

Why is it necessary for pharmaceutical companies to produce new antibiotics?

Because microbes have developed a resistance to penicillin.

Why are people advised not to abuse the use of antibiotics? What are the consequences when that happens?

Because over prescribing antibiotics has led to resistant bacteria (bacteria that are harder to treat). Some germs that were once very responsive to antibiotics have become more and more resistant.

EXPANSION Units 9–12

- 1 Write as many words as you can about what you see in the picture. Write your words under each heading below. Then write sentences about the picture using some of your words.



Naming words (nouns)	Action words (verbs)	Describing words (adjectives)	Place words (where)	Time words (when)
- people - crowd - stores - palm trees - lights - stories	- walk - look at - watch - chat - talk - run - hurry	- crowded - bustling - busy - noisy - expensive (shops) - twinkling (lights)	- mall - stores - staircase	- morning - midday - early - late - Saturday - weekend

- The shopping mall was very crowded last Saturday at midday.
- There were people standing, walking, talking, and hurrying about. Many people watched the bustling crowds from the top story.
- The mall has been decorated with lots of twinkling lights. Even the trees are covered in lights.



اكتب أكبر قدر من الكلمات عما تراه في الصورة. اكتب كل كلمة في المكان المخصص لها في الجدول ثم اكتب جملاً عن الصورة مستخدماً هذه الكلمات

- c** Write as many words as you can about what you see in the picture. Write your words under each heading below. Then write sentences about the picture using some of your words.



الأسماء Naming words (nouns)	الأفعال Action words (verbs)	الصفات Describing words (adjectives)	المكان Place words (where)	الزمن Time words (when)
People	Walk	Busy	Mall	Midday
Crowd	Look at	Noisy	Stores	Early
Stores	Watch	Expensive	Staircase	Late

- The shopping mall was very crowded last Saturday at midday.**
- There were people standing, walking, talking and hurrying about.**
- The mall has been decorated with lots of twinkling lights. Even the palm trees are covered in lights.**



EXPANSION Units 9–12

اكتب عن الوقت الذي لم تستطع فيه التوقف عن الضحك. اشرح ما حدث مما جعلك تضحك بشدة قبل ان تكتب، استخدم مخطط السبب والنتيجة لتنظيم أفكارك

الكتابة

J WRITING

Write about a time you couldn't stop laughing. Explain what happened that made you laugh so hard.

1. Before you write, use a cause and effect chart to organize your ideas.

Cause	Effect
❖ Mispronunciation of words by a boy. When he pronounced the words "fruits juices" It sounded like he was saying "swear words"!	❖ The teacher comes over to our general area and said "Stop". Our faces were trucked so hard into our elbow trying so hard not to laugh

2. Now write your essay. When you've finished, re-read your essay and delete unnecessary words and phrases.

◆ Funny Mispronunciation of Words

There was a Filipino boy who didn't speak English very well, or know how to act cool in public. He suddenly jumped high out of his seat because he wanted to present next. His topic was on why fruit juices are bad for you. Every time he said the word "fructose" he pronounced it wrong and it sounded like he was saying swear words, "f*ck hoes". Not to mention he was speaking in the loudest voice possible (it sounded like when you're shouting something sarcastically) in which the classes next to us could hear him, and he wasn't even aware. The guy sitting next to me and I were dying of laughter. Then of course the teacher (who was sitting in the back of the classroom) comes over to our general area and says "Stop". But wait! The boy says "fructose" 20 seconds later, and this time me and the edgy boy sitting next to me flip out, our faces were tucked so hard into our elbows trying so hard not to laugh. Since the room was filled with over 30 kids, and everybody was supposed to be still and silent—paying attention, it was absolutely impossible to not hear us laughing. The teacher came back to our general area and said something like "That's very disrespectful, you know he has a hard time, stay with me after class." However, since the teacher couldn't visually see who was laughing at him, the two boys behind us ended up getting in trouble!

ادرس الصورة. اكتب تعابير باستخدام الكلمة التي يمكن أن تصف ما يحدث. ثم اكتب جملاً لوصف الصورة باستخدام بعض التعابير

K Study the picture. Write idioms with the word **mind** that could describe what is happening. Then write sentences to describe the picture using some of the idioms.



Idioms

- change one's mind
- call to mind
- call to mind
- be of two minds
- give someone a piece of your mind
- make up one's mind

1. The purpose behind the meeting is to call to mind other projects that carried similar benefits and risks.
2. The men are trying to make up their minds whether to go ahead with the project.
3. The men must have in mind the business plan when coming to important decisions.



اكتب مقال عن دواء جديد. يمكن أن يكون دواء يعطى للمرضى الآن أو دواء آخر لا يزال قيد التطوير. اشرح الدواء، والغرض من استخدامه، وما إذا كنت تعتقد أنها فكرة جيدة أم لا ولماذا

L WRITING

Write an essay about a new medicine. It can be a medicine that is now being given to patients or one that is still in development. Explain the medicine, what it's used for, and whether you think it's a good idea or not, and why.

1. Decide what topic you want to write about.
2. Use two or three sources from the library or Internet to find information about it. Use the note-taking chart to keep track of your sources and the information you find in each.

Source	Notes
➤ True You Weight Loss, North Carolina, U. S.	❖ Ozempic is a once-weekly injectable medication formulated to help adults with type 2 diabetes manage their blood sugar.
➤ Medical News Today	❖ Benefits include improved blood sugar, lower blood pressure, lower weight and cardiovascular benefits
➤ Women Health Magazine	❖ Ozempic is designed to be a long-term medication. "For patients who are responders to these medications

3. Now use your notes to write your essay.

◆ Ozempic For Weight Loss: Cost, Side Effects And Efficacy

Ozempic is an FDA-approved prescription medication for the treatment of type 2 diabetes in adults. It helps improve blood sugar in adults with type 2 diabetes and is proven to lower hemoglobin A1C, a measure of blood glucose over time, according to research cited on Ozempic's site. It also helps adults with type 2 diabetes and known heart disease lower their risks for cardiovascular events like stroke or heart attack.

The active compound in Ozempic, semaglutide, is a glucagon-like peptide-1 (GLP-1) receptor agonist. It works by activating GLP-1 receptors throughout the body and enhancing the effects of the naturally occurring hormone GLP-1.

"GLP-1 serves multiple key functions in the body," explains Christopher McGowan, M.D., a gastroenterologist specializing in obesity medicine and endobariatrics, and founder of True You Weight Loss in North Carolina. "It boosts the release of insulin by the pancreas in response to food intake, which helps to control blood sugar. Likewise, it reduces the release of glucagon—a hormone that increases blood glucose—thereby also helping to control blood sugar."

Nausea was the most common side effect reported by people receiving the drug in clinical trials. For most people, the nausea was mild and temporary. You're more likely to have nausea when you first start Ozempic treatment or after your doctor increases your dose. There's no limit to how long you can take Ozempic as long as you tolerate it well, and your healthcare provider thinks it is the appropriate medication for you.

Ozempic is used to treat chronic health conditions, type 2 diabetes, and can be prescribed off-label for treating overweight and obesity.

مهارات الكتابة 1

Writing Skills 1

الأحرف الكبيرة Capitalization

Rules for using capital letters are often different in English from the rules for using them in your own language, so it's important to check your written work for mistakes after you finish. Review the rules below and then complete the exercises.

1. Always use capitals at the beginning of sentences and quotations.
2. Use capitals for the names of cities, countries, rivers, lakes, mountains, universities, etc.
3. Use capitals for the days of the week and months of the year, but don't use them for the seasons.
4. Most jobs don't need capitals.
5. Use capitals for every word in titles, except for articles, conjunctions, and prepositions, unless they are the first word.
6. Use capitals for the names of organizations, but not for their products.
7. Use capitals for nationalities, languages, and religions.
8. Use capitals for family words when they appear alone or followed by a name, but don't use them when the word has a possessive pronoun or an article before it.
9. Use capitals for the names of holidays and historical events.
10. Don't use capitals for school subjects unless they are the name of a language.

اقرأ الجمل واكتب رقم (أرقام) القاعدة (القواعد) التي توضحها كل واحدة منهما

A. Read the sentences and write the number(s) of the rule(s) each one illustrates.

1. She cried, "Look out!"
2. The United States celebrates Independence Day on July 4th.
3. My father is a lawyer.
4. My favorite vacation was when my parents took us to Lake Como in Italy.
5. Harry used to work for Microsoft, but then he decided to become a teacher.
6. They graduated one Wednesday in the fall.
7. Uncle Dan majored in French and Latin.
8. Steye Queen will be talking about his new book, *Out in the Cold*.

1
1,2,3,9
1,4
1,2
1,6
1,3
1,7,8,10
1,5

انظر إلى الجمل، وقرر ما إذا كان استخدام الأحرف الكبيرة في كل منها صحيحاً أم غير صحيحاً

B. Look at the sentences and decide if the use of capital letters in each one is correct or incorrect. If the use is incorrect, change it.

1. I was born in Brooklyn, New York. ✓
2. How long have you been studying english? **English**
3. Have you read 20,000 leagues under the sea? **Leagues, Sea**
4. My favorite season is spring. ✓
5. Faisal wants to be a Doctor when he's older. **doctor**
6. Paul turned and asked, "what time does the game start?"
7. Tony thinks he's very clever because he studied at harvard university. **Harvard University**
8. Roy and Colin are really excited because they're going skiing in december. **December**

أعد كتابة الجمل باستخدام الحروف الكبيرة بشكل صحيح

C. Rewrite the sentences using capital letters correctly.

1. My father was born in London on October 16, 1967.
2. Veronica can speak Russian, French, Spanish, English, and Italian.
3. Gregor Fischer, the famous French writer, has just published his new novel Wind in the Trees.
4. I really don't like Mondays and Wednesdays, because we have math, Spanish, and biology.
5. Ahmed yawned and said, "There's nothing better in life than a quiet Friday at home."

3. Gregor Fischer, the famous French writer, has just published his new novel Wind in the Trees.

4. I really don't like Mondays and Wednesdays, because we have math, Spanish, and biology.

5. Ahmed yawned and said, "There's nothing better in life than a quiet Friday at home."

Writing Skills 2

تصحيح الخطأ: كلمات غير ضرورية

Error Correction: Unnecessary Words

When checking your work, you need to think carefully not only about whether or not words are missing, but also if some words are unnecessary, either grammatically or because they are repeating something you've already said. Look at the guide below to help you.

1. the: *The* is commonly included by accident when you are translating from your own language.

Remember, for example, that English doesn't use *the* before nouns when talking about things in general, or when talking about abstract nouns.

I don't think students should be given more homework.

Unemployment is one of the biggest problems in the developed world.

2. Prepositions: Sometimes a word in your native language needs a preposition before or after it, but in English it may be unnecessary. Think carefully—are you writing in English or simply translating?

I went home at six o'clock.

(**NOT:** I went to home at six o'clock.)

3. and: Although it is not grammatically incorrect, we do not usually include *and* in lists until before the final item.

I went shopping and bought a suit, three shirts, a pair of shoes, and a tie.

4. Words that have the same meaning: Be careful not to repeat yourself by using words that have the same meaning. For example, something can be big or large, but saying *A big, large tiger* sounds very strange, because it repeats the same concept.

5. Contractions: Don't repeat words that are already present in contractions.

Jack's been to Kenya.

(**NOT:** Jack's has been to Kenya.)

6. Personal pronouns: Don't use personal pronouns if you've already used a name in the same clause.

Lindsay lives in Mexico.

(**NOT:** Lindsay she lives in Mexico.)

اقرأ الجمل واكتب رقم (أرقام) القاعدة (القواعد) التي توضحها كل واحدة منها. صحح الأخطاء في كل جملة

A. Read the sentences and write the number(s) of the rule(s) each one illustrates. Correct the mistake(s) in each sentence.

1. Donna Keeley ~~she~~ likes reading ~~the~~ books and ~~the~~ poetry.
2. Can you ask ~~to~~ the waiter for the check?
3. Although he is very ~~clever~~ intelligent, Ali failed ~~to~~ his math test.
4. I normally get ~~to~~ the work at eight in the morning and go for ~~the~~ lunch at twelve.
5. Could you lend ~~to~~ me five dollars, please?
6. I'm very ~~really~~ interested in ~~the~~ ancient history.
7. Even though they threatened ~~to~~ him, he refused ~~not~~ to tell them the secret.
8. ~~The~~ violence is never an answer to ~~the~~ problems.
9. My brother ~~he~~ lives in Washington, D.C.
10. We're ~~are~~ looking forward to seeing you ~~the~~ next week.

1,6

2

2,4

1

2

1,4

2,4

1

6

1,5

مهارات الكتابة 3

Writing Skills 3

علامات الترقيم 1 Punctuation 1

Although your language may use the same punctuation symbols as English, it is important to realize that English may have different rules for using them. Punctuation in English can affect meaning, and poorly punctuated writing is very difficult for the reader to understand.

1. Periods: Use a period after statements and commands.

I've decided to change jobs.

Make me a cup of coffee, please.

2. Question marks: Use a question mark after, but never before, questions. Don't use one after reported questions, use a period instead.

"Have you got any change?"

"What time is it?" she asked.

She asked me what time it was.

3. Exclamation points: Use after surprising pieces of information and exclamatory phrases or sentences.

I got a promotion!

Oh, stop it!

No way!

4. Quotation marks: Use quotation marks at the beginning and the end of direct speech. Other punctuation usually goes before the end of the quotation marks. Quotation marks are also often used to show the title of articles, poems, stories, etc.

Mark said, "I really don't think you want to do that."

Have you ever read "The Road Not Taken" by Robert Frost?

5. Apostrophes: Use apostrophes in contractions and in the formation of possessives.

Please don't do that.

He's so smart it's unbelievable.

Have you seen Tom's new car?

Mike's apartment is very spacious.

انظر إلى الجمل أدناه وقم بتضمين علامات الترقيم الصحيحة (الفواصل, الأحرف الكبيرة قدمت سابقاً) كـ

A. Look at the sentences below and include the correct punctuation marks (commas and capital letters are already given).

1. Well arrive at about half past seven

2. Its raining What are we going to do

3. He asked me what time the banks closed I said I didnt know

4. Dont touch that iron Youll burn yourself

5. Have you met Mohammeds cousin, Adel

6. Aisha turned to Mona and said, I'm sorry, but I still dont know what you mean

7. Hes written a new poem called Seasons

8. Can you give me a call in the morning he asked You know how bad I am at waking up early

B. Decide if the punctuation in the following sentences is correct. If it's incorrect, change it.

1. I have to go to school and speak to my children's teacher.

2. "Would you like him to call you back"? she asked.

3. The horse lifted it's head and looked at us.

4. We've invited the Harrison's to dinner.

5. "Leave me alone!" Tom screamed, "Nobody here understands me."

6. I'm reading an interesting article called "Safer Internet."

- A. Look at the sentences below and include the correct punctuation marks (commas and capital letters are already given).

Answers:

1. We'll arrive at about half past seven.
2. It's raining. What are we going to do?
3. He asked me what time the banks closed. I said I didn't know.
4. Don't touch that iron! You'll burn yourself!
5. Have you met Mohammed's cousin, Adel?
6. Aisha turned to Mona and said, "I'm sorry, but I still don't know what you mean."
7. He's written a new poem called "Seasons."
8. "Can you give me a call in the morning," he asked. "You know how bad I am at waking up early."

- B. Decide if the punctuation in the following sentences is correct. If it's incorrect, change it.

Answers:

1. ✓
2. "Would you like him to call you back?" she asked.
3. The horse lifted its head and looked at us.
4. We've invited the Harrisons to dinner.
5. "Leave me alone!" Tom screamed. "Nobody here understands me."
6. ✓

Punctuation 2 علامات الترقيم 2

The comma has various uses in English, often helping to divide various pieces of information that appear in the same sentence.

Use commas:

- **to separate items in a list**
We went to Spain, France, Italy, and Greece on vacation.
- **after *yes* and *no* in answers**
Yes, I did. No, I haven't seen him recently.
- **before conjunctions (e.g., *and*, *but*, *so*) that separate two clauses**
He didn't like living in Washington, but he didn't want to leave his job.
- **to separate names of people in direct address**
How very nice to see you again, Mr. Smith.
- **after transitional expressions (e.g., *for example*, *however*, *furthermore*)**
Successful products today are truly international. For example, Microsoft programs are recognized all over the world.
- **to separate adjectives that modify the noun separately**
Gerry was tall, athletic, and very clever.
- **to separate quotation marks for direct speech from the rest of the sentence**
"I'm bored," Tim said. "When are we going to do something different?"
- **to separate clauses**
As soon as I get to the office, I'll send you the report.
- **to separate non-defining clauses from the rest of the sentence**
Tony Wakefield, who came to Mexico in 2009, is a director.
- **to separate interjections**
I am, by the way, also going to Chicago.

Don't use commas:

- **when the conjunction does not separate two independent clauses**
I want to get married and have children.
- **for names when it is not direct address**
I spoke to Dr. Franklin and he said that it was no problem.
- **for defining relative clauses**
That's the man who stole my car!

أدخل الفواصل في الأماكن المناسبة في الجمل أدناه

A. Insert commas in the appropriate places in the sentences below.

1. What do you think John?
2. If I had a million dollars I'd buy a house on the coast.
3. It was very hot in the sun so we moved our chairs into the shade.
4. "I really don't think that that's fair" he said "You hardly know me."
5. Mr. Wassermann who was born in Germany has taught at the school for the last twenty years.
6. For breakfast this morning I had yogurt peaches toast and coffee.
7. I've had these books for over a year. However I only started reading them last month.
8. Yes I know what you mean but I really don't agree!
9. When you get to the hotel can you give me a call?

Writing Skills

A. Insert commas in the appropriate places in the sentences below.

Answers:

1. What do you think, John?
2. If I had a million dollars, I'd buy a house on the coast.
3. It was very hot in the sun, so we moved our chairs into the shade.
4. "I really don't think that that's fair," he said. "You hardly know me."
5. Mr. Wassermann, who was born in Germany, has taught at the school for the last twenty years.
6. For breakfast this morning I had yogurt, peaches, toast, and coffee.
7. I've had these books for over a year. However, I only started reading them last month.
8. Yes, I know what you mean, but I really don't agree!
9. When you get to the hotel, can you give me a call?

مهارات التحدث 1

Speaking Skills 1

الطلبات, العروض, الرفض, القول شكراً

Requests, Offers, Refusals, and Saying Thank You

Asking people to do things and offering to do things for other people are things we do regularly in spoken English. Nonetheless, choosing the right words can be difficult because we don't want to offend the other person. Study the chart below for appropriate expressions.

Requests	I wonder if you'd mind... Could you possibly...? Would you mind if I (past simple)...? Would you mind <i>verb + -ing</i> ...? Could you...? Can you...?
Offers	I'll... Would you like me to...?
Refusals	Thank you, but there's no need. Sorry, but I'm not really interested. Sorry, but that won't be possible. Sorry, but I'd really rather not. No, thank you.
Saying thank you	Thank you so much. Thank you very much. Thanks. That was very thoughtful of you.

العمل مع زميل, قم بإعادة دور عمل المحادثة استناداً للمواقف التالية

A. Work with a partner. Role-play conversations based on the following situations.

1. Offer to give a friend a ride to the shopping mall.
2. Someone comes to the door and wants to sell you something. You don't want it.
3. Someone stops you on the street and asks you to answer some questions for a market research survey. You don't want to do it.
4. Your friend's cousin is coming to visit your town from New York. Offer to meet him/her for lunch one day and go sightseeing.
5. You are on a long bus journey. The person next to you has finished reading his/her magazine. Ask if you can read it.
6. You are on vacation in the U.S. You are not sure what time your bus leaves. Ask someone at the station to help you.
7. You have just won a prize in an essay contest. You have to make a speech and you would like to thank your friends and parents.
8. Explain to the appropriate person that you need to take time off from work or school to go to the dentist.
9. You need to ask your friend to lend you some money.
10. Your grandfather gives you a watch for your graduation. It's the one that you've always wanted.
11. You see an old woman struggling to carry a box. Offer to carry it for her.

A. Work with a partner. Role-play conversations based on the following situations.

Answers:

- A:** Would you like me to give you a ride to the shopping mall?
B: Thank you so much.
- A:** I Wonder if you mind to buy you this adaptor?
B: Thank you, but there's no need.
- A:** Could you possibly give me five minutes to answer some questions for a market research survey?
B: Sorry, but I'm not really interested.
- A:** Would you mind visiting the historical sites in the city?
B: Great. That's a good idea.
- A:** Could you possibly give me your magazine to read it?
B: Sure.
A: Thanks
- A:** Could you tell me at what time the is going to leave?
B: Sure. It will leave the station at 4:30 p.m.

Speaking Skills

مهارات التحدث 2

Speaking Skills 2

انظر إلى المخطط للحصول على طرق للتعبير عن رأيك, والقول ما إذا كنت توافق أو لا Discussions المناقشات

Look at the chart for ways to express your opinion, say whether you agree or disagree, and clarify ideas.

Expressing your opinion	As far as I'm concerned... From my point of view... I think/feel/believe that... I've always thought/felt/believed that... In my opinion...
Agreeing	I agree with... I couldn't agree more. I think that you've got a very good point there. I think that's right.
Disagreeing	Actually, I don't think that's right. I disagree. I don't agree. I see your point, but... I'm sorry, but I just can't agree with that.
Clarifying ideas	Another way of putting it, is to say that... Could you possibly explain what you mean by that? Do you mean that...? So if I understand you correctly, you mean... What do you mean by that? What I mean is...

العمل مع زميل. انظر للعبارات التالية وناقش كل واحدة على حده. يجب على أحدكم ان يوافق على العبارة والآخر لا يوافق

A. Work with a partner. Look at the following statements and discuss each one. One of you should agree with the statement and the other should disagree. Try to discuss each topic for as long as possible. Use the phrases in the chart above when appropriate. حاول مناقشة كل موضوع بأكبر قدر ما يمكن. استخدم العبارات في المخطط أعلاه.

- Smoking should be banned all over the world.
- All children should have to attend school until they are eighteen years old.
- Cell phones should be banned in restaurants and other public places.
- Learning English isn't as important as people think it is.
- Nobody should have to pay for health care.
- Wild animals shouldn't be kept in zoos.
- Texting and talking on phones while driving should be illegal.
- Studying grammar is more important than practicing speaking skills.
- Twenty-one should be the legal driving age around the world.
- The government should pay for college or university education.

Answers in next page



وزارة التعليم

Ministry of Education

368
2023 - 1445

Speaking Skills

A. Work with a partner. Look at the following statements and discuss each one. One of you should agree with the statement and the other should disagree. Try to discuss each topic for as long as possible. Use the phrases in the chart above when appropriate.

Answers:

1. A: As far as I'm concerned smoking should be banned all over the world.

B: I agree with you.

2. A: I've always thought that all children should have to attend school until they are eighteen years old.

B: Actually, I don't think that's right.

3. A: From my point of view cell phones should be banned in restaurants and other public places.

B: I disagree.

4. A: In my opinion Learning English isn't as important as people think it is.

B: Actually, I don't think that's right.

A: Why?

B: For many reasons. English language is most widely spoken language worldwide and it's the language of businesses.

5. A: I feel that nobody should have to pay for health care.

B: I think that's right.

3 مهارات التحدث

Speaking Skills 3

Sounding Natural

When you speak in English, it's important to try to sound as natural as possible. Ways of making your English sound natural include fillers, which are words and phrases that don't really mean anything, but which speakers often use to open a sentence or give them a little extra time to think. Other ways of sounding natural are to take turns in a conversation instead of dominating it, and to make sounds which show that you're interested in what the other person is saying.

Fillers	Uhhh... Well... Right... You know... I mean... OK...
Take turns	What do you think? What about you? And you? Do you agree or...?
Showing signs of interest	Really? Oh, yes. Uh-huh. Is that right?

أكمل المحادثة بالعبارات المناسبة من الصندوق

A. Complete the conversation with appropriate phrases from the box.

Ali: **Right,** I think the first thing we need to do is decide when we're going on vacation.

I mean, if we don't decide soon, we won't be able to make a reservation.

Fahd: **Uh-huh.**

Ali: So, I have, **uhmm,** five vacation days left.

Fahd: **Really?** I thought you only had four.

Ali: No, no. I have five, and you have five too, don't you?

Fahd: Yeah. **Well,** I'd like to go to Malaysia again and go to the beach. _____?

Ali: _____, I think I'd like that too. We could go back to that hotel on the beach, **What do you think?**
The Big Blue.

Fahd: Great! Let's make a reservation.

B. Practice conversations with your partner on the following topics. Make sure you take turns and show interest in what one another is saying.

- Planning a graduation ceremony for your class
- Your favorite TV show
- Your favorite time of the year
- Your career plans
- The best cell phone to buy

Speaking Skills

مهارات التحدث 4

Speaking Skills 4

PowerPoint and Poster Presentations

When preparing a presentation, it is important to bear in mind the audience and the time available for the presentation. Most people tend to try and pack too much information into a short time. However, the key is to be selective, and present things that the audience is going to be interested in or intrigued by.

Preparation	<ul style="list-style-type: none">• Brainstorm ideas on the subject and make notes or audio record.• Research and collect information from different sources.• Select the items of information that you would like to present and make notes about them, using your own words.
PowerPoint presentation	<ul style="list-style-type: none">• Use sheets of paper to make rough sketches of how you want to present your subject.• Use one sheet for each PowerPoint slide. Limit bullet points to about 4 or 5 items.• Include photos or drawings.• Use smaller cards for your personal notes with more information about what you plan to say to your audience.• When you use your computer, you can transfer your notes to the space provided on each PowerPoint slide, which only you can see (not the audience).• Use your sheets to practice/rehearse your presentation.• If you are working in groups, share the sections of the presentation and the number of slides out equally, so that each member of the group will present/speak for approximately the same amount of time.
Poster Presentation	<ul style="list-style-type: none">• Cut out different-sized pieces of paper for your text or bullet points.• Cut out photos from publications or print them out.• Try out different layouts on a large sheet of paper or cardboard to decide how you are going to compose your poster, what colors you are going to use, font size or handwriting, shapes, etc. Stick things in place temporarily, using tape that can be removed easily without damaging the paper or cardboard.• Hold up your poster or put it up on the wall/board to check that it is not too crowded and that texts and photos are clearly visible. Make any changes you think are necessary before finally sticking things into place.• If you are working in groups, share out sections of your presentation equally.

- A.** Work with a partner. Choose a topic, e.g. a sport like the ones you have read about or are familiar with, an activity, a place, or an object/device. Choose no more than 5 points to present with one or two photos/visuals. Present the topic to your partner. Comment on and evaluate each other's presentation.

