



تم تحميل الملف
من موقع **بداية**



للمزيد اكتب
في جوجل



بداية التعليمي

موقع بداية التعليمي كل ما يحتاجه الطالب والمعلم
من ملفات تعليمية، حلول الكتب، توزيع المنهج،
بوربوينت، اختبارات، ملخصات، اختبارات إلكترونية،
أوراق عمل، والكثير...

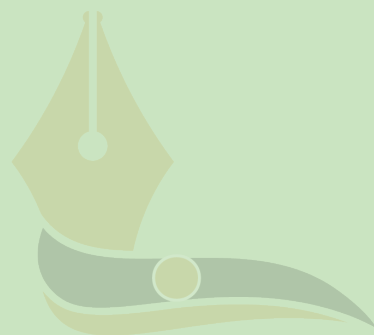
حمل التطبيق



SUPER

GOAL 2

بداية
beadaya.com | موقع بداية التعليمي



MANUEL DOS SANTOS

**Mc
Graw
Hill**

SuperGoal 2 Student Book

SuperGoal Series Copyright © 2009 by McGraw-Hill Education

Adaptation Copyright © 2023 by McGraw-Hill Education (UK) Limited

Published by arrangement with McGraw Hill LLC

ALL RIGHTS RESERVED. NO PART OF THIS BOOK MAY BE REPRODUCED OR TRANSMITTED IN ANY FORM OR BY ANY MEANS, ELECTRONIC OR MECHANICAL, INCLUDING PHOTOCOPYING, RECORDING OR BY INFORMATION STORAGE AND RETRIEVAL SYSTEMS, WITHOUT PERMISSION IN WRITING FROM MCGRAW HILL.

ISBN: 9781398928480

Publisher: Jorge Rodríguez Hernández

Editorial director: Anita Raducanu

Development editors: Ana Laura Martínez Vázquez, Janet Battiste

Art direction: Heloisa Yara Tiburtius

Interior design and production: Page2, LLC

Cover design: Page2, LLC

Photo coordinator: Kevin Sharpe

Photo Credits: The Photo Credits section for this book on page 260 is considered an extension of the copyright page.

beadaya.com | موقع بداية التعليمي

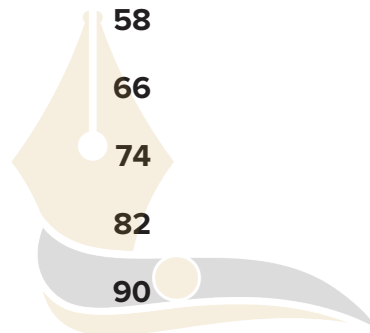
© 2023. Exclusive rights by McGraw-Hill Education (UK) Limited for manufacture and export. This book cannot be re-exported from the country to which it is sold by McGraw-Hill Education (UK) Limited.



www.mheducation.com

Contents

	Scope and Sequence	iv
Term 1	Unit 1 Are You Here on Vacation?	2
	Unit 2 What Are They Making?	10
	Unit 3 Who's Who	18
	Unit 4 Favorite Pastimes	26
	Unit 5 Is There Any Ice Cream?	34
	EXPANSION Units 1–5	42
Term 2	Unit 6 What Was It Like?	50
	Unit 7 What Happened?	58
	Unit 8 What's Wrong?	66
	Unit 9 Let's Go Out	74
	Unit 10 It's a Bargain!	82
	Unit 11 There's No Comparison	90
	EXPANSION Units 6–11	98
Term 3	Unit 12 It's Going to Be Fun!	106
	Unit 13 What's the Weather Like?	114
	Unit 14 Could You Do Me a Favor?	122
	Unit 15 Today's News	130
	Unit 16 Have You Ever...?	138
	EXPANSION Units 12–16	146
	Vocabulary	154
	Self Reflections	164
	Irregular Verbs	180
	Audio Track List	181



Scope and Sequence

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

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

Scope and Sequence

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

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

Project: Research tourist sites in your country

Chant Along: The (Right) Answer

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

Chant Along: Travel the World Over

Writing: Write about a place where you want to travel

Project: Write a verse about world travel

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

1 Are You Here on Vacation?

رابط الدرس الرقمي



www.ien.edu.sa

1 Listen and Discuss

What kinds of international festivals do you know about? Where do they take place?

Are you here for the festival?

How do you spell your last name?

Yes, I am. My name is Jean Fournier.

F-O-U-R-N-I-E-R.

Excuse me. Where's the restaurant?

Behind the elevators, on your right.

It's good to see you, Colin.

How are you?

Fine, thanks. How about you?

**INTERNATIONAL
WRITERS FESTIVAL**

WELCOME
ALL
PARTICIPANTS!

Lee, I'd like to introduce you to Joe.

Nice to meet you, Lee.

Nice to meet you, too.

Good night.
See you tomorrow.

Bye. Take care.

My name is Robert Atkinson,
but everyone calls me Bob.

Hi, Bob. I'm Francisco Ramirez.
But my nickname is Pancho.

I'm Faris. I'm from Saudi Arabia.
Where are you from, Ketan?

Well, I was born in Mumbai,
but I was raised in New Delhi
and I still live there.

Greetings: Hi

**Farewells: Good night / See you tomorrow /
Bye / Take care**

A. Vocabulary. Find and write down the greetings and farewells.

B. Comprehension. Who are they? Say and spell their names to a partner.

1. He's from India. **Ketan**
2. His nickname is Pancho. **Francisco Ramirez**
3. He's checking into the hotel.
4. His friend is introducing him to Joe. **Jean Fournier**
5. He's from Saudi Arabia. **Lee**
Faris

Hello Mazen. How are you

I'm Ali Salem

I'd like to introduce you to Mohammed

See you soon. Goodbye

2 Pair Work

A. Imagine you just arrived at the writers festival.

1. Greet someone you know.
2. Introduce yourself to someone.
3. Introduce a friend to someone.
4. Say goodbye to someone.

B. Work with another pair. Introduce your partner to them.

C. Choose one of the conversations and continue it. Present it to the class.

1 Are You Here on Vacation?

3 Grammar

Simple Present of the Verb *Be*

Use the simple present of the verb *be* to talk about situations and events that exist in the present or that are always true.

I'm on vacation. Riyadh **is** in Saudi Arabia.

Yes-No Questions (?)

Are you here on vacation?
Is Ahmed happy in his new job?
Is it very cold in your country?
Is the museum open on Fridays?
Are you here for the festival?
Are they from Egypt?

Short Answers (+)

Yes, I **am**.
Yes, he **is**.
Yes, it **is**.
Yes, it **is**.
Yes, we **are**.
Yes, they **are**.

Short Answers (-)

No, I'm **not**.
No, he **isn't**.
No, it **isn't**.
No, it **isn't**.
No, we **aren't**.
No, they **aren't**.

Information Questions: *How, What, When, Where, Who, Why*

How're* you doing? (How + are) Fine, thanks.
What are your names? My name is Saud, and his name is Ali.
When's* the festival? (When + is) It's in February.
Where are you from? I'm from Jeddah.
Who's that tall man? (Who + is) That's my uncle.
Why're* you studying? (Why + are) Because we have a test!

A. Complete the conversation. Use the correct form of the verb **be** or short answers with **be**. You can use contractions. Then practice with a partner.

- A: **Are** _____ you here on vacation?
B: No, I **am** _____ here for the writers festival.
A: It sounds like fun. So, what **is** _____ your job?
B: I **am** _____ a novelist, and my friend **is** _____ a poet.
We **are** _____ here for the festival.
Are _____ you here for the festival, too?
A: No, **I'm not** _____. I **am** _____ here on vacation.
I **am** _____ here with my friend, too.
He **is** _____ there near the reception desk.
B: **Is** _____ he the tall man in the red shirt?
A: Yes, **he is** _____. Let me introduce you to him.

B. Interview a classmate. Ask for this personal information:

- name
- spelling of first and last names
- age and date of birth
- nation
- address
- telephone number



What's your name?
How do you spell your first /last name?
How old are you?
What's your nationality?
What's your address?
What's your telephone number?
What's your email address?
What's your occupation?



C. Match the responses to the situations. Then practice the conversations with a partner.

- a. No, I'm Luke Robbins.
 b. That's all right.
 c. Nice to meet you.
 d. Fine, thanks.
 e. You're welcome.
 f. William. But my friends call me Bill.

1. Are you Dr. Philips? a

2. Let me introduce you to my sister, Amina. c

3. How are you doing? d

4. I'm Lee. What's your name? f

5. I'm so sorry. b

6. Thank you so much. e

4 Listening

Listen to Mr. Wilson's conversation with a hotel bellhop. Complete the information about him.

Nationality	British
Room—floor	9th floor—905
Number of days at hotel	1
Purpose of visit	a meeting

5 Pronunciation

Listen. Note the rising and the falling intonation. Then practice.

Are you a student?
Are they from Jordan?
Is he on vacation?

What's her name?
Where is she from?
Who are they?



1 Are You Here on Vacation?

رابط الدرس الرقمي



www.iem.edu.sa

6 Conversation



- 1 Her last name is Ghazali
- 2 No, he isn't. He's on vacation
- 3 He is paying by credit card
- 4 He is staying for four days
- 5 His room number is 705

About the Conversation

1. What's Ibrahim's last name?
2. Is Ibrahim at the hotel on business?
3. How is he paying for the hotel?
4. How long is he staying in the hotel?
5. What's his room number?

Desk clerk: Can I help you?

Ibrahim: Yes, please. I have a reservation.
My name's Ibrahim Ghazali.

Desk clerk: Are you here for the conference?

Ibrahim: No, I'm here on vacation with my family.

Desk clerk: How do you spell your last name?

Ibrahim: G-H-A-Z-A-L-I.

Desk clerk: Yes, Mr. Ghazali. How long are you staying with us?

Ahmed: Hello

Clerk: Hi, how can I help you

Ahmed: I have a reservation. my name is Ali

Clerk: Are you here on business

Ahmed: No, I am here on vacation

Clerk: How do you spell your first name

Ahmed: A-H-M-E-D

Clerk: Yes, Mr. Ahmed how long are you staying with us

Ahmed: A week

Clerk: Please, fill in this for. May I have your credit card, please

Ahmed: Here you are, Take it

Clerk: Thank you, room sex second floor

Here is your key card. have a nice stay

Your Turn

Imagine you are checking into a hotel and talking to the desk clerk. Role-play the conversation with a partner. Then change roles.



7 About You



Role-play with a partner. Imagine you are on a trip. Answer the questions for an immigration officer.

1. What's the purpose of your trip? **on vacation**
2. How long are you staying? **Three days**
3. What's your address in this country? **London street next to the bank**
4. Do you have any family here? **No**
5. What's their address?



8 Reading

Before Reading

What do you know about youth hostels?
What do you know about S.A.Y.H.A.?

The Place to Stay

Many young people traveling around the world are backpackers or students on a low budget. They want to see the world, but they can't afford to pay for regular hotels. So youth hostels are the perfect solution for travelers without a lot of money to spend. Today there are more than 4000 hostels in over 80 countries, and the Saudi Arabian Youth Hostels Association (S.A.Y.H.A) offers accommodations in 21 cities across the Kingdom.

The accommodations in hostels are inexpensive because guests usually share rooms and bathrooms. Most hostels have a laundry room, telephones, Internet connection, and a restaurant. Some hostels also offer cooking facilities, such as a kitchen with pots and dishes. Youth hostels are usually in interesting places where young people can learn about the local monuments, history, and culture. Some hostels are even inside old historic buildings, castles, and on boats.

Hostels are definitely the place for socializing. The guests, who are from different cities or countries, have the opportunity to meet other young people and share experiences. Many hostels organize tours and fun activities. For example, S.A.Y.H.A. holds sports and painting competitions, and there are also prizes for the best community projects. So when traveling, youth hostels are the best place to stay and make new friends.

After Reading

Answer **yes** or **no**.

1. **no** Young tourists are usually rich.
2. **yes** The rooms in youth hostels are usually cheap.
3. **no** You are allowed to cook in all youth hostels.
4. **yes** Hostels are good places for meeting people.

Discussion

Where do you stay when you travel where you stay.

I go to Rome With my family. Rome is fantastic. We go by plane and stay in a nice hotel. We do lots of exciting things in Rome. We got for long walks. The parks in Rome are huge. At night, we usually eat in amazing restaurants. The food is delicious! Rome is a beautiful place to Visit



1 Are You Here on Vacation?



9 Writing

A. Check (✓) the phrase that is more polite.

- | | |
|--|--|
| 1. <input checked="" type="checkbox"/> a. Can I help you, sir? | <input type="checkbox"/> b. What do you want? |
| 2. <input type="checkbox"/> a. I want to make a reservation. | <input checked="" type="checkbox"/> b. I would like to make a reservation. |
| 3. <input type="checkbox"/> a. Tell me where the restaurant is. | <input checked="" type="checkbox"/> b. Excuse me. Where is the restaurant? |
| 4. <input checked="" type="checkbox"/> a. May I have your credit card? | <input type="checkbox"/> b. Give me your credit card. |
| 5. <input type="checkbox"/> a. Say that again. | <input checked="" type="checkbox"/> b. Could you repeat that, please? |

Writing Corner

In formal situations, such as at a hotel, use polite language to make requests.

1. *Would like* is a polite form of *want*.

I want to make a reservation. →

I'd like to make a reservation.

Do you want breakfast? →

Would you like breakfast?

2. Use *Can* / *Could* / *May* to politely ask a question.

Spell your last name. →

Could you spell your last name?

Give me your passport. →

May I see your passport, please?



B. Read the questions. Decide what information is being asked for and write it in the chart.

Question	Information
1. What is your name, please?	name of guest
2. Could you spell your last name?	
3. What is your address and telephone number?	address and telephone number
4. What day are you arriving?	<i>arrival date</i>
5. How long (many days) are you staying?	<i>length of stay</i>
6. How many guests is the room for?	number of guests
7. May I have your passport, please?	Passport / identification
8. How are you paying for the room?	credit card or cash

C. Create a hotel or hostel registration form. Use ideas from the chart, and add any other information you think is important. Give your hotel a name and design a logo. Then, with a partner, practice asking for information to fill in your registration form.

10 Project

Find out about youth hostels in your country. Present the information to the class.

11 Form, Meaning and Function

Prepositions of Place: *across from, between, next to, on, near, far from*



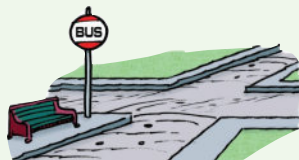
The park is **across from** the school.



The bank is **between** the post office and the restaurant.



The pharmacy is **next to** the bookstore.



The bus stop is **on** the corner.



The museum is **near** the hotel.

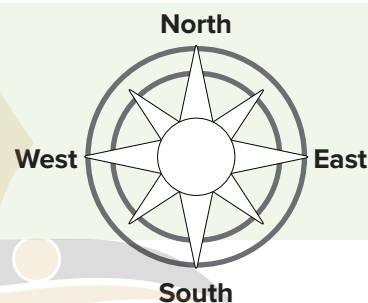


The airport is **far from** town.

Asking for and Giving Directions

Can you tell me where [the nearest bank] is?
Excuse me. Where is [the Art Museum]?
Is this the right way to [the subway station]?
How can I get to the [post office]?

Turn right onto Park Avenue.
Turn left at the next corner.
Go straight ahead for two blocks.
Go east on Second Street.



A. Match the questions with the answers.

1. d Is there a restaurant in the mall?
2. e Is the airport near the city?
3. f Excuse me. Where's the bus stop?
4. c Is the university north of here?
5. a Is this right the way to the hotel?
6. b Is the post office next to the park?

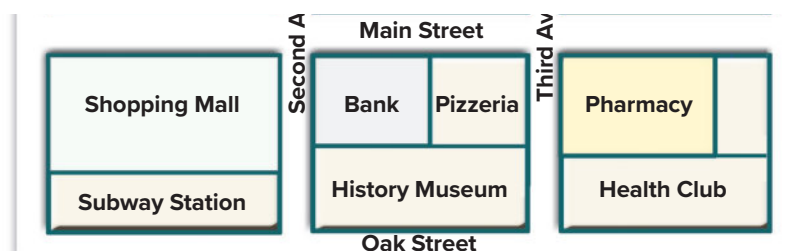
- a. Yes. Go straight ahead for one more block.
- b. No. It's between the bank and the health club.
- c. No, it isn't. It's to the south.
- d. Yes, there is. It's across from the bookstore.
- e. No, it isn't. It's far from the city.
- f. It's on the corner of First and Main.

B. Work with a partner. Describe the location of places on the map. Use **across from, between, next to, on, near, and far from**.

Sample answers

→ The bus stop is across from the shopping mall
The pizzeria is between the bank and the pharmacy
The café is next to the hotel

C. Work with a partner. Student A is a hotel guest: ask for directions to places on the map. Student B is a hotel concierge: give directions. Then change roles.



Sample answers

A: Excuse me. Where is the History Museum

B: Go straight on Third Avenue. Then turn right onto Oak Street

2 What Are They Making?



3 Grammar

Present Progressive

Use the present progressive for actions happening now.

Information Questions (?)

	am	I	
What	are	you	doing now?
	is	he	
		she	
	are	we	
	are	they	

Affirmative (+)

I'm	
You're	working.
He's	
She's	
We're	
They're	

Negative (-)

I'm not	
You aren't	working.
He isn't	
She isn't	
We aren't	
They aren't	

Yes-No Questions (?)

Am	I	
Are	you	
Is	he	reading?
	she	
Are	we	
	they	

Short Answers (+)

I	am.
you	are.
he	is.
she	
we	are.
they	

Short Answers (-)

I'm	not.
you	aren't.
he	isn't.
she	
we	aren't.
they	

We don't usually use the progressive with verbs like the following: *like, love, want, see, smell, taste, hear*.

I **like** martial arts films. I **don't hear** anything.

We can also use the present progressive for some actions in the future.

A: What are you doing **tomorrow**?

B: I'm **going** to the park.

A. Complete the conversation. Use the present progressive or simple present form of the verbs in parentheses.

Adel: Excuse me. What **is happening** (1. happen)?

Greg: They **are making** (2. make) a TV series.

Adel: What kind of series is it?

Greg: It's a detective story.

Adel: Oh, I **love** (3. love) detective stories.

Greg: Eric McGuire is the director. That's him over there.

He **is talking** (4. talk) to Brad Novak, the actor.

Adel: Who is that tall guy over there?

He **is wearing** (5. wear) a raincoat.

Greg: Oh, that's Adam Scott. He usually **plays** (6. play) a smart detective. In this scene, he **hears** (7. hear) an explosion and goes to investigate.

Adel: Oh, look. They **are starting** (8. start) to film.



2 What Are They Making?



6 Conversation

Reporter: So, Jet, how's the new project going?

Jet Chang: It's going very well.

Reporter: Tell me about it.

Jet Chang: Well, it's a documentary series about martial arts. We're filming the studio scenes here in Hong Kong and the rest in locations all over Asia.

Reporter: Are you using a stuntman for the



- 1 He's working on a documentary series about martial arts
- 2 They are ('re) filming the documentary in the studio in Hong Kong and in locations all over Asia
- 3 No, he isn't
- 4 Karate isn't about fighting. It's about physical strength and balance
- 5 Yes, they are, if the first episode is a success

About the Conversation

1. What kind of project is Jet working on?
2. Where are they filming the documentary?
3. Is Jet using a stuntman?
4. What does Jet say about karate today?
5. Are they planning a lot of episodes?

Your Turn

Role-play with a partner. Imagine you are a reporter interviewing Jet Chang. Then change roles. →

7 About You

1. What martial arts do you know about?
2. Do you think they're good sports? Why?
3. Do you watch documentaries?
4. What kind of documentaries do you like? Why?
5. Do they make documentaries in your country? What are they about?
6. Do you ever watch documentaries or videos online to learn more about something?

Real Talk

So = a way to start a new topic in a conversation

all by myself = with no one else's help

Not at all. = a strong "no" answer

Reporter: So, Ahmed, How is the new project going
Ahmed: It is going very well
Reporter: Tell me about it
Ahmed: It is a big Water park with high security and safety
Reporter: Are you planing to make a restaurant
Ahmed: Sure, I am planing to make a hotel and restaurant in addition to chalets
Reporter: How about the period of this project
Ahmed: Three years according to the feasibility of the the project



8 Reading

Before Reading

What do you know about web videos and e-learning?

E-Learning Is Easy!

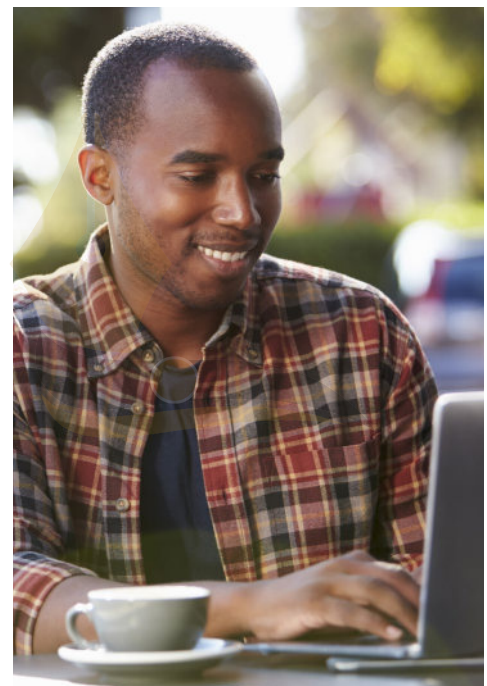
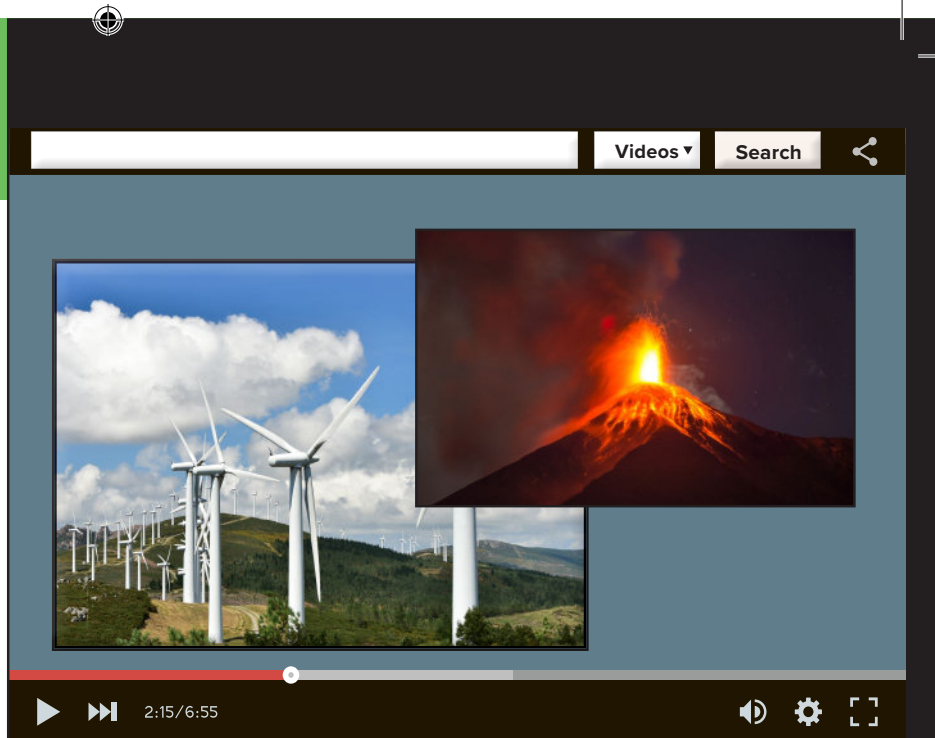
You see a young executive in a public place staring into his laptop and you think: "Oh, poor guy, he's working so hard." But, in fact, perhaps he's looking at Facebook or Skype. Perhaps he's chatting online with friends or watching a video from his family who lives far away. The Internet makes it easy to communicate. Lots of people share photos and videos with their family and friends. Webcams also make it possible for others to see you when you are talking online.

But web videos and webcams are much more than that. They are becoming popular tools for e-learning. Many teachers today show web videos in their classrooms. What better way to help students understand geography or science. And there are thousands of video clips to choose from—you can see active volcanoes, the latest developments in technology, or learn more about global warming. For some students and teachers, the Web is their classroom. More and more students are taking online lessons. Some language students, for example, learn on their own from websites, and others connect with their teacher online with the help of a webcam. There are also online schools like the Khan Academy with over 3,000 video lessons in math, science, economics, and history—and it's absolutely free. Do you want to know how to make a cheesecake or learn how to play golf? Free how-to videos online can teach you. Anyone can e-learn, and it's easy!

After Reading

Answer **yes** or **no**.

1. **no** Teachers usually use webcams in the classroom.
2. **yes** More and more people are learning online.
3. **no** You need to pay to use video websites.
4. **yes** You can probably learn how to fix a bike on the Web.



Discussion

Do your teachers ever show videos in the classroom to help you learn? Do you ever use online videos to learn how to do things?

The Internet can give us information about everything we ask. we can do research, contact teachers and send assignments¹⁵

2 What Are They Making?



9 Writing

A. Match each idea on the left with the supporting detail or example. Note how the words in bold help connect the idea to the example.

1. **d** Many teachers today show web videos in their classrooms.
 2. **e** More and more students are taking online lessons.
 3. **a** The Internet is a valuable tool that makes learning interactive and entertaining.
 4. **f** There are thousands of resources available online.
 5. **c** It is fast and easy to find up-to-date information on almost any topic.
 6. **b** The Internet is like a global database of information.
- a. Students, **especially** children, have fun learning through online activities and games.
 - b. **For instance**, you can watch the news in French, read an article in Arabic, or listen to a lesson in Spanish.
 - c. Students do not have to spend hours in a library **because** they have an electronic library at home or school.
 - d. What better way to help students understand subjects **such as** geography or science.
 - e. Some language students, **for example**, learn on their own from websites, and others connect with their teacher online with the help of a webcam.
 - f. Students can make use of references **like** online dictionaries, thesauruses, and encyclopedias.

Writing Corner

1. Connect ideas to supporting details and examples with linking words and phrases: *such as, like, for example, for instance, especially, and because.*

B. How is the Internet useful for students? Write your ideas in the chart. Then, think of details or examples and write them next to each idea.

Ideas	Details or Examples
Internet for Research and Development	Researches of the historical places and science
Tour and travel	Traveling and making a reservation through internet
useful for Education	more Lessons and explanations

C. Describe how the Internet is a useful tool for students. Use your notes from the chart in exercise B and other ideas from this unit.

Many people use Internet for different purpose and different needs. The Internet is a great platform for students to learn throughout their lifetime. Teachers can also use the internet to teach students around the world

11 Form, Meaning and Function

Imperatives

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

Affirmative (+)

Sit down. / Please **sit** down.

Negative (-)

Don't sit down. / Please **don't sit** down.

Also use the imperative to give advice.

Try the pizza. It's excellent.

Don't have the soup. It tastes terrible.

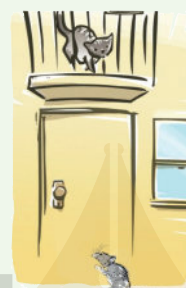
Prepositions: *inside, outside, in front of, behind, away, over, under*



The mouse is **inside** the box.
The cat is **outside** the box.



The mouse is **in front of** the cat.
The cat is **behind** the mouse.
The mouse is running **away**.



The cat is **over** the mouse.
The mouse is **under** the cat.

A. Write the negative imperative. موقع بداية التعليمي

1. It's not lunch time yet!
2. Why are you feeding the fish?
3. Why are you running away?
4. Help! He's breaking my ladder.
5. No! You're doing that wrong.

Don't eat lunch

Don't feed the fish

Don't run away

Don't break my ladder

Don't do that

B. Write the correct prepositions.

1. The cameraman is filming the scene. He's standing **behind** the camera.
2. The thieves are getting **away** in a fast car.
3. They are filming the talk show live **inside** the television studio.
4. They are making a documentary about dolphins **under** water.
5. In this scene, the stuntman is jumping **over** a wall.
6. The actors are ready to perform **in front of** the camera.
7. They are filming the scenes **outside** on location in the desert.

C. Work in a group to prepare a scene for a detective film. Choose a director, a cameraman, and two or three actors. The director will use the imperative and prepositions to give instructions.

3 Who's Who



رابط المدرس الرقمي
www.ien.edu.sa



1 Listen and Discuss

Do you know people who have the following jobs?
Discuss what you like or don't like about each occupation.



◀ **Hussain Saleh** is a salesperson. He works in a furniture store, but he would like to develop his abilities. So Hussain is studying business management in college at night. He wants to be a marketing manager.

BEST VALUE FURNITURE

Hussain Saleh
Sales Representative

Medina Road, Kilo 12
Jeddah 23421
Telephone: 966-2-516-9354
Email: h_saleh@bestvalue.com



Judy Simpson
Registered Nurse

Florence Nightingale Clinic
347 Oxford Street
Sydney, Australia
Telephone: 9631 0972
Email: jsimpson@hotmail.net.au



▲ **Judy Simpson** is a nurse, and she's studying to be a child psychologist. She likes to help young children with their problems. Judy works long hours in the hospital, and she doesn't have a lot of free time.



▶ **Oscar Gutierrez** is a travel agent. He works in a travel agency. Oscar organizes tours. His job is very exciting. He travels to many exotic places for his job. Oscar wants to have his own business one day.

Global Travel

Oscar Gutierrez
Travel Agent

Princesa 53, 12th Floor
Madrid 28008
Telephone (I) 9154 1830
Email: oscar@global.com.es



Quick Check ✓

A. **Vocabulary.** Name the job.

- Helps customers on the phone call center representative
- Arranges trips travel agent
- Takes care of sick people nurse
- Sells things to customers salesperson

B. **Comprehension.** Which people like their jobs?
Which people want to change their jobs?

people who like their jobs

Yusef Qassim and Oscar Gutierrez

People who want to change their jobs

Judy Simpson, Hussain Saleh, Rajesh Narwal, and Lee Yung



TeleWorld

Rajesh Narwal
Customer Service

Trade Center Building, 17th Floor
Sankey Road, Bangalore, India
Telephone: 2521-6973
Email: customerservice@teleworld.com.in

▲ **Rajesh Narwal** is a call center representative. He works for a computer software company. He says the salary is good, but he would like to learn more things. He is studying computer science. Rajesh wants to be a computer programmer.



CREATIVE SOLUTIONS

Lee Jinho
Graphic Designer

253-54, Changchung-dong
Seoul, Korea 100-392
Telephone: 82-2-275-6784
Email: leejinho@creative.com.kr

▲ **Lee Jinho** is a graphic designer. He works for an advertising firm. Lee produces advertisements and designs websites. He thinks his job is very stressful. He has a lot of deadlines. He needs to complete designs in a short time.



CONSTRUMAX

Yousef Qassim
Civil Engineer

P.O. Box 3925
Riyadh, Saudi Arabia 18411
Telephone: 966-1-774-7874
Email: yousefqassim@construmax.com.sa

◀ **Yousef Qassim** is an engineer. He works for a construction company. The company builds roads and bridges. Yousef is a good executive, and he hopes to be the president of the company one day.

2 Pair Work

A. **Ask** and **answer** about the people's jobs.

- What does Lee Jinho do?
- He's a graphic designer.
- Where does he work?
- He works in an advertising firm.

B. **Ask** and **answer** about the people's goals.

- What does Judy want to be?
- She wants to be a child psychologist. She likes to help children.

C. Imagine you are one of the people.

Ask and **answer** questions.

- What do you do?
- I'm an engineer. I work for Construmax. We build roads and bridges.



3 Grammar

Simple Present Tense

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

Affirmative (+)

I		
You		
We	work	in a hospital.
They		
He	works	
She		

Negative (-)

I		
You		
We	don't	work in a hospital.
They		
He	doesn't	
She		

There is an s ending on verbs for the third person singular (for *he, she, it*).

Add -es for verbs that end in s, x, ch, or sh: *dresses, fixes, teaches, washes*.

Wh- Questions in the Simple Present

Q: Where does he/she work?

A: He/She works in a hospital.

Q: Where do you/they work?

A: I/They work in a hospital.

Q: What do you do?

A: I'm a salesperson.

What do you do? usually means "What's your job?"

Professions and Verbs

The names of many jobs are like the verbs.

a teacher—teaches a driver—drives
a player—plays a translator—translates
a designer—designs a writer—writes

Noun Endings: -er, -ist, -or

Many names for people's jobs have these endings.

-er: driver, photographer, reporter, waiter
-ist: receptionist, scientist, dentist, journalist
-or: actor, director, doctor, translator

Verb *Want* + Infinitive


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

A: I **want to be** an engineer.

Q: What does he **want to be**?

A: He **wants to be** a pilot.

- A.** Complete the sentences with the simple present tense of an appropriate verb. Also fill in the subject pronoun.

 Fadwa is a teacher. She teaches in an elementary school.

- My uncle is a writer. He writes history books.
- Omar and Ali are engineers. They work for a construction company.
- Adnan is a bus driver. He drives a bus for the city.
- Fahd is a salesperson. He sells computers.
- Hameed is a journalist. He works for the city newspaper.



B. Write questions for the answers. Use *Wh-* questions.

1. **What does Fahad do** _____? Fahad is a waiter.
2. **Where does he work** _____? He works part-time in a restaurant.
3. **Where does he live** _____? He lives at home with his parents.
4. **What does he want to be** _____? He wants to be a computer programmer.
5. **What does he do during the day** _____? He goes to school during the day.

C. Complete the conversations with appropriate verbs in the simple present tense. Then practice with a partner.

1. **A:** What do your uncles **do** _____?
B: They're scientists. They **work** _____ in a laboratory.
A: That's exciting.
2. **A:** Where does your brother **work** _____?
B: He works in a bank. He's a teller, but he **wants** _____ to be a manager.
3. **A:** My brother **works** _____ for the United Nations.
B: Really. What does he do?
A: He's a translator. He **speaks** _____ five languages.



D. Choose an adjective for each of these jobs. Use the words in the box or your own ideas. Then compare with a partner. Do you agree or disagree about the jobs?

easy difficult boring exciting stressful fun interesting satisfying

1. teacher 3. dentist 5. worker on an assembly line 7. waiter
2. flight attendant 4. lawyer 6. computer programmer 8. reporter

- A:** I think reporters have an interesting job.
B: Yes, but their job is very stressful. They have a lot of deadlines.

A: I think computer programmers have a difficult job
B: Yes , but their jobs are interesting

4 Listening



Raymond wants to be a lawyer. What does he say? Answer **yes** or **no**.

1. **yes** The job is interesting and exciting. 4. **no** Raymond is a good speaker.
2. **no** A person doesn't need to be smart. 5. **yes** He wants to be a lawyer for the money.
3. **yes** The job is stressful. 6. **no** Raymond's grandfather was a lawyer.

5 Pronunciation



Listen to the pronunciation of **want + to**. Then practice.

I want to be a pilot.
 I don't **want to** be a doctor.

What do you **want to** be?
 Do you **want to** be a teacher?



3 Who's Who



6 Conversation



Ross: What does your father do, David?

David: My dad's a pilot. He flies those huge airplanes. **You know**, the ones that can carry over five hundred passengers.

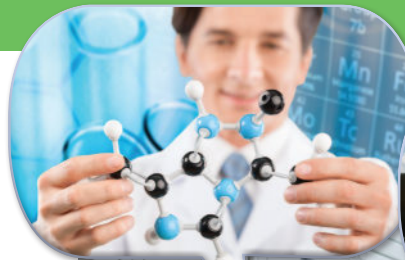
Ross: Wow! That's cool.

David: **Yeah**. I want to be a pilot just like my dad. What about your father? What does he do?

Ross: He's a writer. He writes for a sports magazine.

David: Do you want to be a writer, too?

Ross: No. I want to be a chemistry teacher. I love doing experiments, and I like teaching kids.



Your Ending

What is David's response?

- ① Yeah, teaching is an interesting job.
- ② Those students can make you proud.
- ③ The good side is that you get lots of vacations.
- ④ Your idea: _____

Real Talk

You know... = an expression used to explain something you just said

yeah = yes

About the Conversation

1. What does David's father do?
2. What does David want to be?
3. What does Ross's dad do?
4. What does Ross want to be? Why?

Your Turn

Discuss in groups. Where do the members of your family work? What do they do? What do they think about their jobs?

7 About You



1. What do you think are interesting jobs? What's interesting about them?
2. What do you think are bad jobs? What's bad about them?
3. What do you want to be in the future? Why?

A: What does your father do

B: He is a civil engineer

A: What do you think about his job

B: It is interesting

A: What does your uncle do

B: He is a teacher

A: What do you think about his job

B: It is boring

1 Computer programmer, I interest in coding

2 Box maker, same daily routine, It is boring

3 I want to be a computer programmer, because I love computer science and Technology



8 Reading

Before Reading

Look at headings in the text.

- What ideas do you think you will see in the text?
- List some words and phrases about the themes you expect to see in the text.

Jobs and Employment in Saudi Arabia



The assets of Saudi Arabia

Saudi Arabia has many assets. We have many advantages – our place, our society, our economy and our people. We will use these to build the best future for our country.

We build and support a culture of determination and achieving goals.

Employment goals for 2030

Among our goals by 2030: To lower the rate of unemployment from 11.6% to 7%. To increase women's participation in the workforce from 22% to 30%.

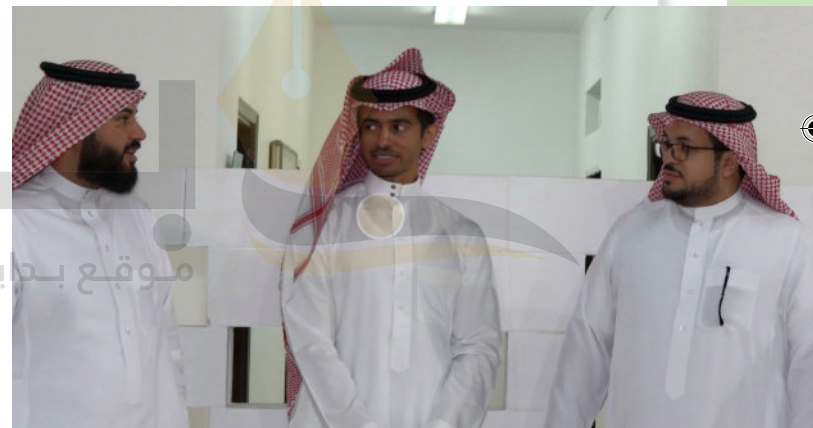
A vision for the future

Our vision is built around three themes: A good society, a strong economy and a determined nation.

A strong economy

A strong economy needs people to have good jobs and to work hard. We started a 'Job Creation Team' to help people find jobs. We assist new businesses that give people jobs and training. We improve technology and digital systems to support businesses and we give training and advice to people who are looking for jobs. We improved the education system to fit with the jobs that the economy needs.

Half of the people in Saudi Arabia are under the age of 25. This is a huge asset to our country and economy. We support young people in finding jobs they enjoy and that help the economy and society.



* Adapted from the text of the Vision Programs at <https://vision2030.gov.sa/en> and from the text that was drafted by the Council of Economic and Development Affairs as instructed by the Custodian of the Two Holy Mosques, King Salman.

After Reading

- List 3 things that Saudi Arabia does to support the economy.
 - Has a 'Job Creation Team' to help people find jobs**
 - Assists new businesses that give people jobs and training**
 - Gives training and advice to people looking for jobs**
- What percentage of people in Saudi Arabia are under the age of 25? **50%**
- What kind of culture is the country building?
- Name one of Saudi Arabia's employment goals for 2030.

3 A culture of determination and achieving goals

4 to lower the rate of unemployment from 11.6% to 7%

Discussion

- Is it more important to have a job you enjoy, or a job that pays a lot of money?
- How could you help someone who doesn't have a job?
- What job do you want to do? How will this help the economy and society of Saudi Arabia?



9 Writing

- A. What do you want to be? Write the job in the chart below. Make a list of good things and bad things about the job. Use your notes to tell a partner about the job and compare ideas. Remember to write key words only when you make notes.

Job: Computer programmer	
Good things	Bad things
Work remotely	Stressful
Problems solving	Health risks
Flexible job	Brain fatigue

Writing Corner

1. Use **and** to connect words and ideas which are similar.
Guy specializes in living room **and** dining room furniture.
2. Use **but** to connect contrasting ideas.
Martin likes working on ships, **but** he doesn't like working every day of the week.
3. Use **because** to give a reason for something.
Martin's job is very exciting **because** he travels all over the world.

- B. Read the text. What does this person want to be? Underline the words or phrases that describe the good things about the job. Circle the words or phrases that describe the bad things.

I enjoy asking questions and I love writing stories. I want to be a newspaper journalist. Writing for a newspaper is a good job because it is fun and very exciting. Journalists often need to travel to new places to discover stories. They see a lot of the world and they meet new people every day. The bad side is that this job can be very stressful and difficult because journalists have a lot of deadlines. A person needs to be very smart to be a journalist, but I think it is a very interesting and satisfying job. This job is important for society because it gives people news about what is happening in our country and around the world.

- C. Write about your dream job. Write about the good things and the bad things. Use your notes from the chart and words and phrases from this unit. Say why your job does something good for your country. Use the connectors: **and, but, because**.

I want to be a computer programmer , because I interest coding and exercise my brain in solving problems , I can work remotely from anywhere, So the good things about this job is the flexibility

10 Project

Interview three people in different occupations outside of class. Have them explain what they do and say what they like and don't like about their jobs. Report your findings to the class.

تفاوت الإجابات وهذه مقابلة مع شخص في الشارع



A: Hello, sir

B: Hi

A: May I ask three questions about your job

B: Go ahead

A: What do you do

B: I am A graphic designer

A: What does your job involves

B: Graphic designers involve visual concepts and wide imaginations, using computer software or by hand, to communicate ideas that inspire, inform, and captivate consumers

A: What do you like and don't like about your job

B: What I like about my job is that I can communicate any idea to a visual story and deal directly with clients

What I don't like about this job is that it is stressful and requires research

A: Thank you sir for this informations

B: You are welcome

A. Write what each person does. Use **who** or **that** and your own ideas.

📌 civil engineer

A civil engineer is someone who designs roads and bridges.

1. nurse

The person who cares for sick people

2. pilot

The person who flies an airplane

3. travel agent

The person who arranges transportation, tours, trips for travellers

4. waiter

The person whose job is to serve meals to people in a restaurant

5. journalist

The person writes news stories or articles for a newspaper

6. graphic designer

The person who works in graphic design and visual concepts

7. translator

The person who changes words of one language to another language

8. lawyer

The person who works in a court

beadaya.com | موقع بداية التعليمي

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

1. The neighbor **who** lives downstairs is a chef.

2. Is English a language **which** is easy to learn?

3. Would you like a job **which** has a large salary?

4. My brother works in a store **which** sells furniture.

5. The salesperson **who** helped me was very friendly.

6. The actor **who** is playing the lead role is very funny.

7. He works for a construction company **which** builds roads and bridges.

8. The graphic designer **who** made this advertisement is very creative.



C. Complete the sentences with your own ideas.

1. I like people who are **humbles**.

2. I don't like people that are **proud of themselves and impolite**.

3. I like books which are **talking about historical**.

4. I don't like books that are **scary and terrified**.

5. I want a job which is **flexible, so that I can work anywhere anytime**.

6. I don't want a job that is **restricted and stressful**.

4 Favorite Pastimes

رابط الدرس الرقمي



www.ien.edu.sa

1 Listen and Discuss

Which of the following pastimes are popular in your country?

Young People's Leisure Preferences

What do youth usually do in their free time? Here are some answers.



▲ They eat in food courts or restaurants.



◀ They travel and meet people.

They have a hobby. For example, they cook, paint, ▼ read, or make things.



They hang out with friends. ▲
They just meet and talk.

They exercise. ▶
They play sports or work out.



▲ They play video games or board games.



Read the chart of what Saudi youth do online. Do you use the Internet for the same things? What else do you use it for?

What Saudi Youth Do Online

(Percentage of young Saudi Internet users, ages 15-34)

Participate in social networks or professional networks through social media	98%
Send and receive emails	58%
Make telephone calls via the internet	45%
Play or download games, download films, pictures, or videos	37%
Download software and apps	32%

Source: Saudi Youth in Numbers. A report for International Youth Day 2020 by the Statistical Analysis and Decision Support Center of the General Authority for Statistics, Kingdom of Saudi Arabia

How often do you play basketball, Ali?



I usually practice three times a week. It's my favorite thing to do in my free time.



What's your favorite pastime, Josh?



I like to play hockey. I know how to ice-skate very well. I usually go to the rink on weekends.



Read the chart of what U.S. teens do online. Compare this chart to the one about young Saudi Internet users on page 26. What are the similarities? What are the differences?

What U.S. Teens Do Online

(Percentage of U.S. Internet users, ages 12–17)

Send and receive emails	89%
Play online games	81%
Get news or information about current events	76%
Buy things online, such as books, clothing, or gadgets	43%
Look for information on health, diets, or physical fitness	31%

Source: Pew Internet & American Life Project

FYI

Teens means *teenagers* (people aged between 13-19). *Young people* and *Youth* refer to much wider age ranges which are often different depending on the country or culture.

beadaya.com | موقع بداية التعليمي

Quick Check ✓

A. Vocabulary. Tick (✓) the activities you often do. Compare your answers with a partner.

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

1. **yes** Ali often works out.
2. **yes** Josh knows how to ice-skate.
3. **no** Teens seldom buy things online.
4. **no** Most teens are not interested in reading about current events.

2 Pair Work

A. Ask and **answer** about teens' pastimes.

- Do most teens send emails?
Yes, 89 percent of teens send emails.
- How often do teens eat out?
They eat out frequently.

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

- What do you do in your free time?
I like to paint. It's very relaxing.
- How often do you cook?
I don't know how to cook.

4 Favorite Pastimes



3 Grammar

Questions with *How often*?

How often do you work out?

Frequency Expressions: *once a week*, etc.

I work out **every day** / **once a week** /
twice a week / **three times a week**.

Adverbs of Frequency: *always, often, never, usually, sometimes, seldom*

Q: What does she **usually** do on Thursdays? **Q:** What do you **sometimes** do at night?

A: She **usually** goes shopping.

A: I **sometimes** go out.

Adverbs of frequency usually come after the verb *be* or before other verbs.

However, you can say ***Sometimes*** *I go out* or *I* ***sometimes*** *go out*.

Know How To

I **know how to** ski. (= I can ski.)

I **don't know how to** ski. (= I can't ski.)

A. Look at the chart of Sabah's activities. Make sentences, and compare with a partner.

Y *Sabah always takes a shower in the morning. / She takes a shower every day.*

	Sund
take a shower	✓
make the bed	
do homework	✓
cook dinner	
draw and paint	✓
watch TV	
take French classes	✓

Sabah always takes a shower in the morning
She takes a shower every day
She makes her bed on the weekend/twice a week
She does homework five times a week
She cooks dinner twice a week. She sometimes cooks dinner
She draws and paints four times a week. / She often draws and paints
She watches TV once a week/She seldom watches TV
She takes French classes three times a week

B. Ask and answer questions about Sabah's activities.

- How often does she take a shower?
- When does she make her bed?
- What language does she study?
- When does she take these classes?
- How often does she do her homework?

She takes a shower every day

She makes her bed on the weekends

She studies French

She takes classes on Sundays, Tuesdays, and Thursdays

She does her homework five times a week

She draws and paints

She does it four times a week

She never does her homework, she never cooks dinner, she never watches TV, and she never takes French classes on the weekend

C. Write about your usual activities. Tell your partner if you do or don't do them.

Yes, she does

Yes, she does

Every Day	Three Times a Week	Twice a Week	Once a Week	Never
brush my teeth	play football	go to the park	visit my uncle	Do the dishes



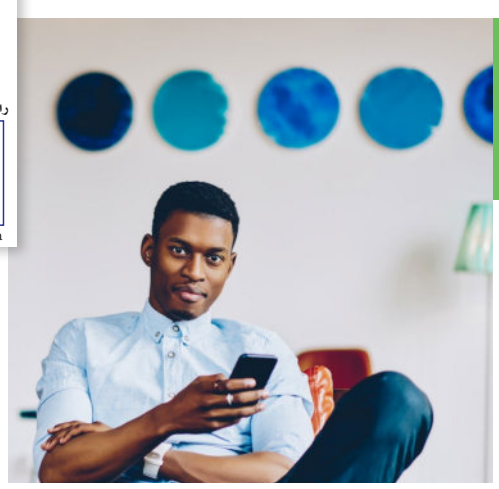
D. Ask your classmates how they spend their free time.

A: What's your favorite pastime?

B: Text messaging.

A: How often do you do it?

B: I do it all the time.



4 Listening

Listen to what Qassim and Fatima like to do in their free time. Answer **yes** or **no**.

Qassim

1. no He goes indoor climbing every day.
2. yes He knows how to climb very well.
3. no Qassim never climbs mountains.

Fatima

1. yes Fatima usually cooks with Noura.
2. yes She can cook well.
3. no Fatima's friends think that cooking is a creative hobby.

5 Pronunciation

Listen to the reduction of **do + you**. Then practice.

Do you exercise?

Do you play tennis?

Do you know how to cook?

When **do you** exercise?

Where **do you** play?

What **do you** cook?

4 Favorite Pastimes



6 Conversation

- Jason:** What do you usually do in your free time?
- Rick:** I have an unusual hobby. I fly planes.
- Jason:** That sounds exciting. How often do you do it?
- Rick:** I normally do it on the weekend. I really like to do aerobatics.
- Jason:** You mean, you perform stunts and stuff like that?
- Rick:** Yeah.
- Jason:** Wow! But isn't it dangerous?
- Rick:** No, not at all. It's really very safe. You should come along to the flying club sometime.
- Jason:** Sure. I'd love to go up in the air with you.
- Rick:** Up in the air? I fly model airplanes.
- Jason:** Oh, I see. That is an unusual hobby.

- 1 He flies model airplanes
- 2 He normally does it on the weekend
- 3 Yes, he does
- 4 He invites Jason to come along with him
- 5 He thinks Rick flies planes

About the Conversation

1. What's Rick's pastime?
2. How often does he do it?
3. Does he perform stunts?
4. What does he invite Jason to do?
5. What does Jason think Rick's hobby is at first?

7 About You

- A.** Talk about your favorite pastime.
1. How often do you do it?
 2. Where do you do it?

- B.** Talk about your skills.

I know how to use a computer.



- A:** What do you do in your free time
- B:** I usually go to the coffee shop. I play football, and I read novels
- A:** which activity come first on your list
- B:** Reading novels is my first priority

Your Turn

Do a group survey.

1. Ask your classmates about their free-time activities.
 2. Which activity comes first on your list?
 3. Which activities are the most popular?
- List the activities in order of preference.

8 Reading

Before Reading

Look at the photos. What do you know about this hobby?

Sky HIGH!



Aeromodelling is an exciting hobby. It attracts people of all ages. They all have one common interest—the love of flying small-sized airplanes. Most people no longer fly the old elastic-propelled planes. They no longer fly planes that are attached to two cables and that fly in circles around them. Nowadays, with the advances in technology, the big thing is radio-controlled airplanes. These models fly like real aircraft and are an aeromodeller's ultimate dream. People control the movement of the planes through radio signals. Aeromodels can even perform aerobatics in the sky!

Radio-controlled airplanes come in all shapes and sizes: from the Mini Flyer-plane with a wingspan of 9 inches (23 centimeters), to the huge passenger jet models with a 29 1/2-foot (9-meter) wingspan. The price of the airplanes varies from \$30 to several thousand dollars. There are different methods of propulsion, or ways to power the planes. These range from electric motors to expensive jet turbines.

Jet-powered models are sophisticated aircraft. Their engines sound like those of full-size jet planes. These jet models can travel at speeds of 236 miles (380 kilometers) per hour—that's more than the top speed of a Formula 1 race car. Jet models always attract large crowds at aeromodelling competitions. At these competitions, fliers usually do a series of actions with their planes, including launchings, landings, and doing maneuvers in the air.

Aeromodelling is a popular hobby all over the world. In the United States, for example, the Academy of Model Aeronautics has more than 170,000 members in 250 model airplane clubs. The organization advertises the great things about aeromodelling as a sport.



After Reading

Complete the chart with the information on aeromodels from the article.

Kinds of Aeromodels	Sizes	Prices	Kinds of Engines	Speeds
<i>elastic-propelled</i>				

4 Favorite Pastimes



9 Writing

A. Write notes in the chart about your hobby or pastime.

What's your hobby?	Reading
What equipment do you need?	Book
How often / how long do you do it?	Three times a week
Where do you do it?	at home, coffee shop or yard
Who do you do it with?	My father
Why do you like it?	I love to know about different cultures and I find it very interesting

Writing Corner

- Use the gerund (-ing form) as a subject or noun.
Painting is a relaxing hobby. **Playing football** is a lot of fun.
- Use the gerund (-ing form) as an object with the following verbs and phrases: *enjoy, feel like, like, love, prefer, and spend (time)*.
Do you like **playing** sports? Or do you prefer **watching** TV?
He spends his free time **working out** at the gym.
- The verbs *like, love, and prefer* can also go with the infinitive.
She likes **to cook** in her free time. She prefers **to make** ethnic foods.

B. Read the text about Noura's hobby. Circle the gerund where it is a subject. Underline the gerund where it is an object of the verb.

Painting is my hobby. I enjoy drawing and painting pictures in my free time. I just need some paper, my paints and brushes, and my imagination. I don't have much free time, so I usually paint on weekends. I often spend two or three hours creating a picture. I paint in my room or in the garden because I like painting flowers and trees. I usually feel like painting alone, but sometimes my friend and I paint together. She's a good artist, and she teaches me things. I love painting because it's a relaxing and creative pastime.



C. Write about your hobby or pastime. Use your notes from the chart and ideas from this unit.

. Reading is my hobby. I enjoy reading novels, historical stories in my free time I just need books and a calm place with a cup of coffee. Actually I don't have much free time, so I read on weekends. I usually spend six hours reading. I love to be alone when I am reading

11 Form, Meaning and Function

Gerunds after Verbs

Gerunds are the *-ing* form of a verb. They act like nouns and answer the question *what*.

I recommend **playing** basketball as a hobby.

He enjoys **skateboarding** in the park.

We use gerunds after certain verbs and phrases, such as:

can't stand	feel like	love	spend time
dislike	hate	prefer	suggest
enjoy	like	recommend	



Infinitives after Verbs

An infinitive is *to* + the base form of a verb. Like gerunds, infinitives act like nouns and answer the question *what*. The verbs *like*, *love*, *hate*, and *prefer* can go with either a gerund or an infinitive.

I like **to watch** TV, but I prefer **to play** games online.

We use infinitives after certain verbs and phrases, such as:

hate	like	prefer	would like
hope	love	want	would love



A. Write the gerund or infinitive of the verb in parentheses.

My favorite pastime is football. I spend a lot of time **practicing** (1. practice) because I'd like **to be** (2. be) a professional football player one day. My team trains twice a week, and our coach also recommends **working out** (3. work out) at the gym twice a week. We usually play matches on the weekends. My teammates and I love **winning** (4. win), but we can't stand **losing** (5. lose). We hope **to win** (6. win) the cup this year.

In my free time, I enjoy **hanging out** (7. hang out) with my friends. On Saturdays, we like **riding** (8. ride) our bikes in the park. When it's raining, we prefer **going** (9. go) to the mall. We like **looking** (10. look) in the stores, and sometimes we want **to buy** (11. buy) things like magazines or clothes. When we don't feel like **shopping** (12. shop), we eat lunch in the food court.

B. Write about your likes and dislikes. Use gerunds and infinitives.

- I like **I like playing video games**.
- I'd love **I'd love to travel around the world**.
- I enjoy **I enjoy making model planes**.
- I prefer **I prefer to send text messages**.
- I dislike **I dislike watching TV**.
- I can't stand **I can't stand cooking**.
- I spend my free time **I spend my free time reading books**.
- I recommend **I recommend working out at a gym**.

5 Is There Any Ice Cream?



1 Listen and Discuss

Look at the menu. Which of these foods do you like? Which foods don't you like?

Sarah's Kitchen Menu

Appetizers

Shrimp (grilled or fried)

Soup (bean or vegetable)



Salads

Green salad (lettuce)

Mixed salad (tomatoes, carrots, cucumbers, onions)



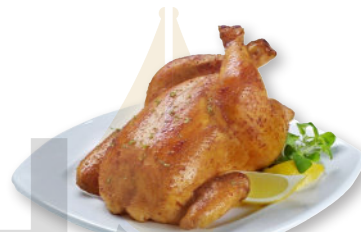
Main Courses

Steak (grilled Argentine style)

Chicken (roasted)

Fish (steamed Japanese style)

Pasta (with tomato or meat sauce)



All main courses come with baked potato or rice.



Desserts

Apple pie

Cheesecake

Ice cream



Beverages

Coffee/Tea (cup)

Chocolate milk (glass)

Fresh fruit juice (glass)

Water (bottle)

Soft drinks





1

Worker: May I take your order?
Customer: I'd like the chicken sandwich.
Worker: For here or to go?
Customer: To go, please.

2

Waiter: Would you like some dessert?
Customer: Yes, please. Do you have any cheesecake?
Waiter: Sorry, sir. We don't have any today. How about a piece of apple pie?

Quick Check ✓

- A. Vocabulary.** Put food words on the menu into the following categories:
meat, seafood, vegetables, fruits, dessert.
- B. Comprehension.** Answer about the menu and photos.
1. What's the name of the restaurant on the menu?
 2. Is there any ethnic food on the menu? What?
 3. Do any dishes come with French fries?
 4. What take-out food does the man want?
 5. Does the restaurant have any cheesecake?

2 Pair Work

- A. Ask** and **answer** about the menu.
- Is there any pie?
 - Yes, there's some apple pie.
 - Are there any chocolate cookies?
 - No, there aren't any.
- B. Order food** from the menu.
- What would you like?
 - I'd like a salad, please.
 - And to drink?
 - Some water, please.
- C. Offer something to eat or drink.**
- Would you like some coffee?
 - Yes, please. / No, thank you.

- 1 Sarah's Kitchen
- 2 Yes, there is steak Argentine style and fish steamed Japanese style
- 3 no
- 4 a chicken sandwich
- 5 no

5 Is There Any Ice Cream?

رابط الدرس الرقمي



www.ien.edu.sa

3 Grammar



Count/Noncount Nouns

Count nouns name things that you can count: *one carrot, two carrots*, etc. They have singular and plural forms.

Singular Count Nouns

a burger

an egg

Plural Count Nouns

two burgers

three eggs

Noncount nouns name things that you can't count: *rice, tea*. They don't use *a/an*. They don't have plural forms. Some nouns can be count or noncount: *a salad* or *some salad*; *a soup* or *some soup*.

Expressions of Quantity: *Some / Any*

Use *some* in affirmative statements.

Use *any* in negative statements and in questions.

Use *some/any* with noncount nouns and with plural nouns.

Affirmative (+)

There is **some** juice.

There are **some** fries.

Negative (-)

There isn't **any** juice.

There aren't **any** fries.

Questions (?)

Is there **any** juice?

Are there **any** fries?

Sometimes *some* is used in questions for offers.

Do you want **some** pizza?

How about **some** coffee?

Would Like

Use *would like* for preferences.

Q: What **would** you **like**?

A: I'd **like** a steak sandwich.

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

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

FYI

I'd = I would

Partitives

We say: a bottle **of** juice, a cup **of** coffee, a glass **of** water, a piece **of** cake.



A. Mark the nouns with **C** for count or **N** for noncount.

1. **N** ice cream
2. **C** potatoes
3. **C** eggs
4. **N** cheese
5. **N** chocolate
6. **C** vegetables
7. **C** sandwiches
8. **N** juice
9. **C** tomatoes

B. Complete the sentences. Use **a** or **some**.

1. I'd like **a** cheese sandwich and **a** soft drink.
2. Would you like **some** French fries with your steak?
3. I want **a** burger with **some** onions.
4. Can I have **some** chicken and **a** green salad?
5. I'd like **a** piece of cheesecake for dessert.
6. I'd like **a** eggs and **a** cup of coffee.
7. How about **some** turkey sandwiches for lunch?
8. I'm thirsty. May I have **a** glass of water?



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

Omar: Is this Gino's Italian restaurant?

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

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

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

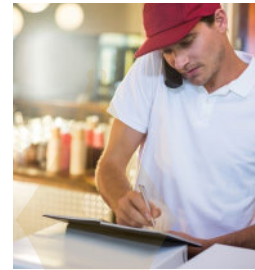
Omar: I'd like (3.) **some** minestrone soup and the lasagna bolognese. Do you have (4.) **any** apple juice?

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

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

Tony: Anything else?

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



D. With a partner, practice ordering a meal that you would like. Use the conversation in exercise C as a model.

4 Listening

Listen and mark what Hameed and Aisha order for lunch.

5 Pronunciation

Listen to the pronunciation of the plural endings. Then practice.

/s/	/z/	/əz/
drinks	eggs	juices
desserts	vegetables	sandwiches
cups	fries	dishes

Hameed		Aisha	
Order 316		Order 317	
<input type="checkbox"/> soup	<input checked="" type="checkbox"/> baked potato	<input type="checkbox"/> soup	<input type="checkbox"/> baked potato
<input type="checkbox"/> salad	<input type="checkbox"/> fries	<input checked="" type="checkbox"/> salad	<input type="checkbox"/> fries
<input checked="" type="checkbox"/> chicken	<input checked="" type="checkbox"/> soda	<input type="checkbox"/> chicken	<input type="checkbox"/> soda
<input type="checkbox"/> pasta	<input type="checkbox"/> iced tea	<input type="checkbox"/> pasta	<input checked="" type="checkbox"/> iced tea
<input type="checkbox"/> pizza	<input type="checkbox"/> coffee	<input checked="" type="checkbox"/> pizza	<input type="checkbox"/> coffee
<input type="checkbox"/> fish of the day	<input checked="" type="checkbox"/> ice cream	<input type="checkbox"/> fish of the day	<input type="checkbox"/> ice cream
<input type="checkbox"/> sandwich	<input type="checkbox"/> cake	<input type="checkbox"/> sandwich	<input type="checkbox"/> cake

5 Is There Any Ice Cream?



6 Conversation

- Server:** Are you ready to order?
- Brandon:** Yes, please. I'd like to start with an appetizer. Do you have any calamari?
- Server:** I'm afraid we don't have any, but we have some great grilled shrimp.
- Brandon:** How big are they?
- Server:** Oh, they're giant, sir.
- Brandon:** OK. I'll have them.
- Server:** And what would you like for your main dish?
- Brandon:** Let me see. I'll have the steak. What does it come with?
- Server:** It comes with a baked potato or a salad.
- Brandon:** The salad, please.
- Server:** How do you want your steak?
- Brandon:** Medium rare.
- Server:** Anything to drink?
- Brandon:** Some water. No ice, please.
- Server:** ...
- Server:** Here are your shrimp, sir. Enjoy!



- 1 He wants some calamari
- 2 He orders the steak
- 3 He wants the salad
- 4 He would like some water
- 5 No, he doesn't

About the Conversation

1. What does Brandon want as an appetizer?
2. What does he order as a main dish?
3. What does he want with his steak?
4. What would he like to drink?
5. Does he ask for any dessert?

7 About You

1. Do you like to eat out?
2. What kind of ethnic restaurants are there in your town?
3. Do you like to try different kinds of foods?
4. What foods do you like best?
5. What are the most popular foods in your country?

Your Ending



What's Brandon's response?

- 1 These are your large shrimp?
- 2 If these are giant shrimp, imagine the small ones!
- 3 How big is my steak?
- 4 Your idea: _____

Your Turn

Role-play ordering food in a restaurant. Order an appetizer, a main dish, and a dessert. Take turns being the server and the customer.



8 Reading

Before Reading

What do you know about international foods?
Discuss in a group.

Globalization of Foods

International fast-food chains are becoming more and more popular everywhere! You can have burgers, sandwiches, pizza, ice cream, coffee, and soft drinks in restaurants in the Americas, Europe, and Asia. In general, pizza in New York tastes more or less like a pizza in Italy or Hong Kong. However, there are some changes in the food according to the tastes and culture of the different countries. For example, in Japan, you can get a shrimp burger at McDonald's, and in KSA, the McArabia sandwich with chicken or beef is very popular.

Some famous brands had difficulty when they first entered certain countries. For example, in Peru, the most popular soft drink was and still is Inca Kola. Coca Cola couldn't compete against Inca Kola, so they

bought the factory. Now they produce Coca Cola and Inca Kola. In China, people usually drink tea, but coffee is becoming more and more popular. There are about 4,800 Starbucks coffee shops in the country.

In the past, most ethnic foods were just local. Nowadays with globalization, ethnic foods are also becoming popular everywhere. Pizza is originally from Italy, but today there are over 78,000 pizzerias in the U.S., and the number is growing. Asian food is found in food courts everywhere. And one of the most popular Middle Eastern foods around the world is shawarma, which is sometimes also called doner.



After Reading

1. What are some foods you can have in restaurants all over the world?
2. Is pizza similar in Italy and New York?
3. What is the most popular soft drink in Peru?
4. Is Starbucks successful in China?
5. What is another name for shawarma?

Discussion

You are going to have dinner in a good restaurant with a group of students in your class. Discuss what to eat.

- 1 burgers, sandwiches, pizza, ice cream, coffee, and soft drinks
- 2 Yes, more or less
- 3 Inca Kola
- 4 Yes, it is
- 5 doner

5 Is There Any Ice Cream?



9 Writing

- A. In groups of three, talk about your favorite foods. Find a dish that everyone in the group likes. Discuss the ingredients and how to prepare the dish.

Writing Corner

1. Use sequence words to show the order things happen: *first, next, then, after that, finally*.
To boil an egg, **first** boil the water in a pot. **Next**, put the egg into the water. **Then**, wait 3-5 minutes. **After that**, remove the egg from the water. **Finally**, serve the egg.
2. Use time words such as *when* and *until*.
Fry the onion in oil **until** it is golden brown.
When the water boils, put the spaghetti in the pot.

- B. Put the directions for the recipe in the correct order. Number the steps 1–8.

Cheese and Mushroom Omelet

Ingredients:

- 2 large eggs
- salt and pepper
- 3-4 sliced mushrooms
- 1 tablespoon butter
- ¼ cup grated cheese



Directions:

- 5 Next, pour the eggs into the frying pan with the mushrooms.
- 2 Add a little salt and pepper, and mix the eggs with a fork.
- 8 Finally, slide the omelet onto a plate.
- 6 When the eggs start to cook, sprinkle the cheese on top.
- 1 First, break the eggs into a mixing bowl.
- 4 Melt the butter, and fry the mushrooms until golden brown.
- 7 Then, fold the omelet in half.
- 3 After that, put the butter in a frying pan.

- C. Write a recipe for a dish that you know how to make. Make a list of ingredients. Use the

Traditional foods comprise a vital aspect of individuals' cultural heritage. Kabsa is my favorite dish and it is also popular in the kingdom of Saudi Arabia. This dish is a delicious blend of basmati (usually) rice cooked with a variety of meats, vegetables and spices. The beauty of traditional Kabsa is the way it is cooked. In Saudi Arabia, kabsa is prepared with all kinds of meats, including chicken, beef, goat, lamb and even camel. Fish and shrimp options are available as well. In addition, most kabsa is flavored with a combination of cloves, cardamom, saffron, cinnamon. The methods for preparing Kabsa is: First, put the onion and the oil in a pressure cooker with medium heat then stir until tender. Next add the meat to the onion and stir the meat with the onion. After that cut the tomatoes in small pieces and put them in the pot with one small spoon tomato sauce. Finally add the rice and water then add the spices from Saudi Arabia. Put the top on the pressure cooker and lock it. You must wait 30 minutes it will be done. This is one way to make Kabsa. There is another way to make Kabsa First Put the water and the pieces of meat in a big pot with high heat. After the water is boiling decrease the fire, cover the pot and cook for one hour. Use the medium pot and cook the vegetable oil and onions from 4 to 6 minutes. Next, "add tomatoes, chili pepper, cumin powder, cardamom powder, black pepper, cinnamon stick, tomato paste, MAGGI Chicken Bouillon cubes and cook with constant stirring for 3-4 minutes (2010)." Add the meat with liquid and add the rice. Finally Boil everything, decrease the fire, and cover the top for 20 minutes

11 Form, Meaning and Function

Too and Enough

Too can be placed before adjectives.

I don't like the soup. It's **too** salty.

Too much can be placed before noncount nouns and too many before count nouns.

I don't like the soup. There's **too much** salt in it.

I don't like the soup. There are **too many** carrots in it.

Enough can be placed after adjectives.

Don't add more salt. The soup is salty **enough**.

Enough can be placed before count and noncount nouns.

We have **enough** eggs, but we don't have **enough** sugar.

A phrase with too or enough can be followed by an infinitive phrase.

The soup is **too** hot to eat.

I have **enough** vegetables to make a salad.



A. Complete the sentences with **too** or **enough**.

- I don't have **enough** time to cook dinner.
- This restaurant is **too** crowded. Let's eat somewhere else.
- There were **too** many sandwiches, but not **enough** salad.
- No more, thank you. That's **enough** rice for me.
- It's **too** hot in here. Can we turn on the air conditioner?
- These shoes are **too** big, and those shoes aren't big **enough**.

B. Complete the sentences with **too much**, **too many**, or **not enough**.

- There are **too many** people in this restaurant. We can't find a table.
- There are **too many** desserts to choose from. I want to try them all!
- too much** sugar and **too many** sweets aren't good for you.
- I can't eat all this. There's **too much** pasta on my plate.
- I have **too much** work to do and **not enough** free time to relax.
- He's still hungry. There was **not enough** food.

C. Complete the sentences with an infinitive phrase.

- It's too late **to call him on the phone**.
- There isn't enough time **to finish the work**.
- Do we have enough eggs **to make a cake**?
- He's too young **to drive a car**.
- I'm too tired **to go for a walk**.
- Are you too busy **to help me with my homework**?

EXPANSION Units 1–5

1 Language Review



A. Write what the people in the jobs do.

⚡ A teacher teaches.

1. A driver drives.

2. A translator tranelates.

3. A manager manages.

4. A writer writes.

5. A student studies.

6. A salesperson sells.

7. A reporter reports.

8. A nurse cares for sick.

B. Rewrite the sentences. Change **can** or **can't** to **know how to** or **don't know how to**.

⚡ I can swim very well.

I know how to swim very well.

⚡ I can't swim at all.

I don't know how to swim at all.

1. I can speak Spanish.

I know how to speak Spanish

2. That student can't type.

That student doesn't know how to type

3. Refaa can make her own clothes.

Refaa knows how to make her own clothes

4. Farah can cook delicious Indian food.

Farah knows how to cook delicious food

5. Most of my friends can't play chess.

Most at my friends don't know how to play chess

C. Look at the picture, and answer the questions.



⚡ Is the police officer wearing jeans?

No, he isn't. He's wearing a uniform.

1. Is the young man buying a burger?

No, he isn't. He is buying an ice cream

2. Are the man and woman taking a bus?

No, they aren't. They are taking a taxi

3. Is the boy riding a bike?

No, he isn't. he is riding a skateboard

4. Is the tourist reading a book?

No, he isn't. he is reading a map

5. Is the businessman sending an email?

No, he isn't. he is having aphone call

D. Complete the conversation. Then practice with a partner.

Fahd: What is (1. be) your favorite pastime?

Tom: Board games, I guess. I have (2. have) lots of them. But Scrabble is my favorite.
Do you know (3. know) how to play (4. play) it?

Fahd: No, I don't.

Tom: Well, it is (5. be) easy. I can teach (6. teach) you some time.

Fahd: I prefer (7. prefer) something up-to-date, like video games. I think video games are (8. be) good for your mental health, and they are (9. be) a good way to get rid of stress.

Tom: Yeah, but some people become (10. become) addicted to video games. They play (11. play) for many hours at one time.

Fahd: Well, I know (12. know) people that play Scrabble for an entire afternoon. Sometimes my friend Mike starts (13. start) a game with friends after lunch, and he doesn't finish (14. not finish) until dinner time.

E. Make questions for the answers.

1. Who is that ?

That's Adnan. He's our neighbor.

2. What does your brother do ?

My brother's a computer programmer.

3. When does Maha wake up ?

Maha wakes up early every day.

4. When do you study, after school ?

I usually study in the evening, after school.

5. Do you know how to cook ?

No, I can't cook. But I know some really good restaurants.

F. Complete the conversations.

1. **A:** Why don't you have _____ chicken?

B: No, thank you. I _____ eat meat. I'm a vegetarian.

2. **A:** How about _____ seafood? The shrimp here are very nice.

B: I can't eat _____ seafood. I get red spots on my body _____. I eat shrimp.

3. **A:** _____ you like some dessert?

B: Yes, good idea. Do you have _____ fruit?

A: No, we don't have _____. _____ about a piece of chocolate cake?

B: I'm on a diet. I'm trying to _____ weight.



2 Reading

Before Reading

Look at the photos.
What do you think is happening?



LET THE GAMES BEGIN

Ask teenagers around the world how they love to spend their free time, and chances are they'll say video games. But no country can compare to South Korea for love of video games!

You walk around the COEX mall in Seoul on the weekend, and you look around. Teenagers are hanging out, people are shopping, families are eating in food courts, children are having fun... It's just like any other mall. And then you hear screams that are coming from the end of a corridor in the huge building. You walk in, and what do you see? Hundreds of young people are waving signs and chanting slogans. They are the fans of some of the nation's most famous sports stars, such as Lim-Yo-Hwan, Choi Yeon-Sung, and Suh-Ji-Houn. Their sport is something you don't normally find in the West. They are professional video gamers. People admire them for their skill in the science-fiction strategy game *StarCraft*. Next to these players is a panel of commentators and dozens of reporters. The players are not competing today. They are here for selection for a coming tournament.



There are two full-time video game television networks in Korea, and competitive gaming is one of the top televised sports. Thousands of fans attend the *StarCraft* tournament finals in stadiums.

But public video game areas aren't just for top players. South Korea has more than 20,000 public PC gaming rooms, or "bangs," which attract more than a million people a day. Video games are exciting and offer some real opportunities to solve problems and use strategic and critical thinking skills. Some parents actually encourage their children to play such video games as a way to relax, as an escape from academic pressure, and as a fun way to use brainpower.

Discussion

- 1 The good things :-** 1- Encourage teamwork 2- provide a fun 3- develop skills in reading, math
- The bad things :-** 1- sleeping problems 2- social problems 3- poor school performance
- 2 video gaming can be a good or a bad thing, depending on your gaming habits. Recent studies have shown that video games can have a positive or negative effect on how players behave, depending on the content**



After Reading

A. Match the words with the meanings.

- | | |
|------------------------|---|
| 1. <u>d</u> screams | a. to tell someone it's a good idea to do something |
| 2. <u>e</u> tournament | b. group of TV stations |
| 3. <u>b</u> network | c. stress |
| 4. <u>a</u> encourage | d. shouting |
| 5. <u>c</u> pressure | e. competition among a group of people |

B. Answer the questions.

1. What are teenagers doing? **Teenagers are hanging out, people are shopping, families are eating in food courts, and children are having fun**
2. What are the screams coming from? **There are screams coming from a part of the mall where people are playing video games**
3. What are the people doing? **They are waving signs and chanting slogans**
4. Who are the people? **They are Lim-Yo-Hwan, Choi Yeon—Sung, and Suh-Ji-Houn**
5. What are they? **They are professional video gamers**
6. Are they? **No, they aren't**
7. Where are they? **They are in stadiums**
8. What is a "bang"? **A "bang" is a public PC gaming room**
9. What are they doing? **They encourage their children to play video games as a way to relax, as an escape from academic pressure, and as a fun way to use brainpower**

Discussion

1. Discuss the good and bad things about video games.
2. Do you think video games are good or bad? Explain why.

Writing

Write about your favourite sport.

1. How do you play it? **Football is my favourite sport. I play it with my friends. The rules of this sport aren't complicated. Basically, there are usually 11 players on a team, and each team tries to score goals by kicking the ball into a net**
2. What do you like about it? **It is the most popular sport in the world. There are many football teams around the world but once every four years, the teams from around the world gather to play the same game in the world Cup**
3. How often do you play it? **I play it once a week and I'm very good at it**
4. What special skills do you need? **The ancient Greeks and Romans played football over two thousand years ago. Fitness, speed and training every day are needed to get strength muscles especially for the legs**

3 Reading

Before Reading

Look at the name of the food in the title of each section. What do you know about each food? Is it healthful or not?

Foods: TRUTHS AND LIES

Every day, new discoveries about food help change ideas that people had about certain items. Some food villains of the past are perfectly acceptable in today's diets.



Margarine

Margarine was introduced officially in the United States in 1950 as a substitute for butter. However, margarine contained trans fats,* which were worse than the saturated fat in butter. Nowadays, makers of margarine take out trans fats, and some brands include ingredients that help to protect the heart.



Eggs

Eggs can be a problem for people with high cholesterol, especially if the eggs are fried. For healthy people, eggs are a good source of protein and are good for the heart and brain. However, you shouldn't eat a lot of eggs.



Chocolate

People long associated chocolate with obesity, high cholesterol, and acne, because it contains sugar and saturated fats. Recent studies show that dark chocolate protects the heart, because it reduces the bad cholesterol and helps to lower blood pressure. Some nutritionists recommend one square from a bar a day.



Sandwiches

People said: "A sandwich isn't a substitute for a good meal." But some sandwiches can be a good healthy choice. One example is turkey or smoked salmon, with cheese, tomato, avocado, and lettuce on whole wheat bread, especially if you have the sandwich together with a glass of fresh orange juice.



Oils

Oils often have saturated fat, and generally they aren't good for you. However, olive oil is an exception. Olive oil increases the "good" cholesterol and helps to eliminate the "bad" cholesterol. In ancient times, people used olive oil as medicine.



Milk

Milk and other dairy products such as cheese and yogurt are considered the perfect foods for young and old. They provide the body with necessary calcium. Unfortunately, a large portion of the world's population cannot drink milk because they cannot tolerate the lactose in cow's milk. They need to find calcium in other sources.

*Trans fats result when liquid oils are made into solid fats. They are like saturated fat and raise the "bad" cholesterol level. Trans fats can be found in cookies, snacks, margarine, and other processed foods.

After Reading

1. What was the problem with eating margarine?
2. Why are eggs good for you?
3. How does chocolate help protect the heart?
4. How much chocolate should you eat a day?
5. Why is olive oil good for you?
6. Why can't many people drink milk?

Discussion

1. What is your opinion about the foods mentioned in the text?
2. What is your favorite food or drink?
3. Are young people in your country worried about eating healthy?
4. What do young people usually eat?
5. Is fast food popular in your country?
6. What do you think are the good and bad things about fast food?

4 Writing



Write about a food that you think is good or bad for your health.
Defend your point of view.

beadaya.com | موقع بداية التعليمي

5 Project



Research healthful diets.
Which foods are considered
healthful and unhealthful
for young people?



6 Chant Along



Just Another Day

I wake up in the morning,
And I crawl out of bed.
I don't feel like movin'—
Got a whole day ahead.
I grab a cup of coffee
And make myself a bite.
My head is aching—
Didn't sleep all night.

Chorus

It's just another working day.
Nothing in this job to look forward to.
I want to get away—
Get away from this strife
I got to do something,
Something good with my life.

The boss calls me in:
"You're not doing your share.
You don't fit in,
And you don't seem to care.
Get your act together.
I've had enough.
Just one more chance
Or you'll be laid off."

Chorus

It's six o'clock,
And it's time to go home—
Shut the laptop down
And hang up the phone.
I rush to the station
And stand on the train.
Tomorrow at eight
I'll be back again.

Chorus



Vocabulary

A. Match the words with the meanings.

- | | |
|-----------------------------|--|
| 1. <u>e</u> grab | a. a part that rightly belongs to a person |
| 2. <u>d</u> ache | b. difficulty |
| 3. <u>f</u> look forward to | c. hurry |
| 4. <u>b</u> strife | d. feel a pain |
| 5. <u>a</u> share | e. take into your hand quickly and firmly |
| 6. <u>c</u> rush | f. think about something in the future with pleasure |

B. Circle the correct meaning of each expression.

- | | |
|--------------------------|---|
| 1. crawl out of bed | (get up slowly / walk on your hands and knees) |
| 2. make myself a bite | (bite yourself / make a snack for yourself) |
| 3. you don't fit in | (your clothes don't fit / you aren't part of the team) |
| 4. get your act together | (wear more formal clothes / do a better job) |
| 5. you'll be laid off | (you'll lose your job / you'll be moved to a different job) |

Comprehension

Answer the questions.

- | | |
|---------------------------------|--|
| 1. How does the man feel? | 1 He feels bad |
| 2. Is he looking for a new job? | 2 No, he isn't |
| 3. Does he eat breakfast? | 3 Yes, he does |
| 4. Why is his head hurting? | 4 He didn't sleep all night |
| | 5 He's not doing his share, he doesn't fit in, and he doesn't seem to care |
| | 6 He finishes work at six o'clock |
| | 7 He usually has a bad day |
| | 8 He wants to get away and do something good with his life |

Discussion

1. Why do you think the man didn't sleep all night?
2. Why does the man want to change his job?
3. Do you think it's a good idea for the man to change jobs? Why or why not?

7 Writing

In your own words, write about a typical day in the life of the man from the chant.

8 Project

Think about what you do every day. Write two or three verses like the chant about a typical day in your life. Include a chorus.