MEGA (C) A 3

MANUEL DOS SANTOS

JILL KOREY O'SULLIVAN
ELI GHAZEL - DANAE KOZANOGLOU





MG_03_COMBO_TEXT_2023.indb 1 30/3/23 2:53 PM

MegaGoal 3 Student Book

MegaGoal Series Copyright @ 2009 by McGraw-Hill Education

Adaptation Copyright © 2024 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: 978-1-3989-3963-9

Publisher: Jorge Rodríguez Hernández Editorial director: Anita Raducanu

Development editors: Kasia McNabb, Ana Laura Martínez Vázquez

Art direction: Heloisa Yara Tiburtius

Interior design and production: Page2, LLC

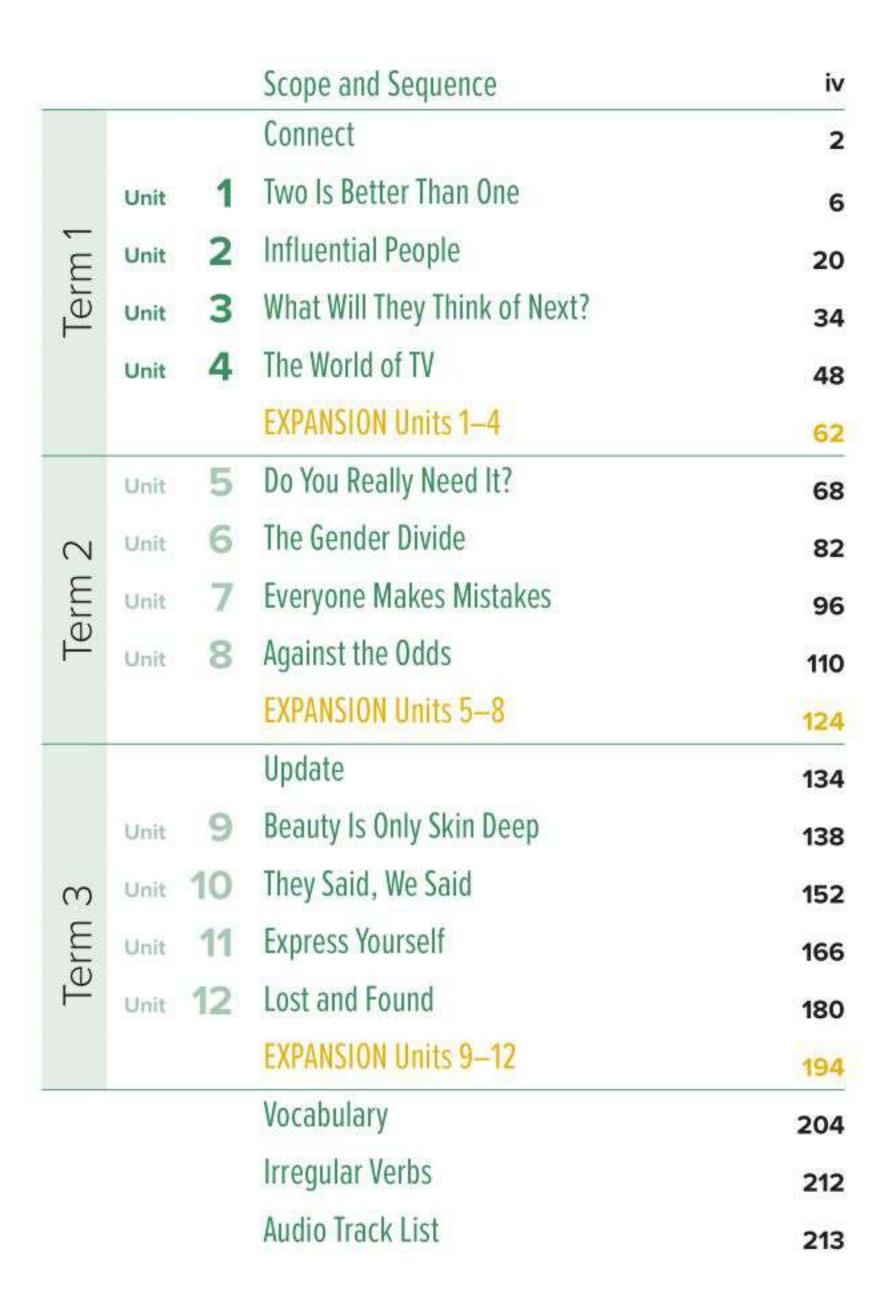
Cover design: Page2, LLC Photo coordinator: Kevin Sharpe

Photo Credits: The Photo Credits section for this book on pages 214-215 is considered an extension of the copyright page.

© 2024. 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.



Contents









Scope and Sequence

	Unit Title	Functions	Grammar
	Connect Pages 2–5	Express opinion and viewpoint, argument; agree and disagree Make deductions about the past and the present	can't be — must be/must be + -ing — can't have — must have
1	Two Is Better Than One Pages 6-19	Discuss how people/animals can help each other Negotiate Words connected with museums and galleries Express enthusiasm	Other, others, and another Emphatic do Simple present tense vs. present progressive Gradable and non-gradable adjectives
2	Influential People Pages 20–33	Talk about fame and fortune Discuss options Asking and telling about personal experiences	Used to versus be used to Would for repeated action in the past versus used to Was/Were going to (future in the past) Present perfect simple tense Past simple vs. present perfect
3	What Will They Think of Next? Pages 34–47	Discuss technology invented over the last one hundred years Make predictions about life in the year 2100 Persuade Words connected with space and the planetary system: part 1	Future perfect Future perfect progressive The future with dependent time clauses Simple present: be and information questions Simple past: be and be born Regular and irregular verbs in the past
4	The World of TV Pages 48-61	Talk about TV films and documentaries Identify genres of TV films Agree and disagree with opinions Words connected with space and the planetary system: part 2	Both and, not only but also, either or, neither nor Independent clauses with and, but, or, so, and ye Comparatives and superlatives I'd rather/I'd prefer
	EXPANSION Units 1–4 Pages 62–67		view nybody Out There? s: Idioms with world
5	Do You Really Need It? Pages 68–81	Evaluate and discuss the influence of advertising Create an advertisement for a product Advise someone against something Express preference: I'd rather/I'd prefer Words connected with shopping habits	Adverb clauses Because, because of, since, and now that (In order) to and so (that) Conditional sentences with when, if, even if, in case, only if, and unless Where, wherever, and everywhere
6	The Gender Divide Pages 82–95	Talk about gender differences and similarities Discuss stereotypes Ask for and give directions Words connected with hobbies and interests	Verbs + infinitives or gerunds with different meanings Passive forms of infinitives and gerunds Auxiliary verbs after but and and Present perfect progressive vs present perfect simple with time markers Adjectives + preposition + gerund
7.	Everyone Makes Mistakes Pages 96-109	Talk about famous mistakes in history Discuss personal mistakes Apologize Respond to an apology Words connected with business	Modals and passive modals in the past Count and non count nouns Expressions of quantity: some, any, a lot of, much, many, enough, plenty of, few, a little, hardly any

Ministry of Education

2023 iv 445



Listening	Pronunciation	Reading	Writing
Listen and identify features of spoken discourse versus written discourse	Recycling and using familiar stress, intonation patterns, expressing disbelief, surprise, query		
Listen for sequence of events in a summary about Dr. Abdullah Al-Rabeeah	The English /r/	Animal Partners	Write an essay about two friends Write and prepare a PowerPoint presentation about symbiotic relationships in teams (Project)
Listen for sequence in a lecture about the history of money	Past tense endings: /t/, /d/, and /ɪd/	Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi: A Success Story	Write a descriptive biographical essay about a person's life Research and make a poster presentation about a person you admire (Project)
Listen for specific information in a talk about the future of newspapers	Consonant clusters	An Out-Of-This- World Vacation	Write a discursive essay about a future development in Saudi Arabia and its impact on you and on society Research and make a PowerPoint presentation on future changes and their impact in a particular area that you are familiar with (Project)
Listen for specific information from a TV interview about office designs	Linking vowel sounds	The Formula behind Detective Stories on TV	Write an expository essay about the formula of a TV film genre Create and present a storyboard on important events in a person's life (Project)
	Tools for Writing: Commonly co Writing: Write an expository est or technology and how	AND REPORT OF THE PROPERTY OF	
Listen for specific details in a lecture on advertising techniques	To before consonants and vowels	Ads Everywhere: Do You "Buy" It?	Write a letter to your local newspaper Create and present a new advertisement for an existing product (Project)
Listen for specific details in a discussion about young/ new and experienced drivers	Rising and falling intonation on tag questions	Do Men and Women Speak the Same Language?	Write an essay about the communication features of men or women from different cultures Research and make a PowerPoint presentation on communication methods through time (Project)
Listen for specific information in stories about mistakes	Reductions of modals + have: could have, should have, might have, must have	Happy Accidents	Write a descriptive and personal narrative Research and make a poster presentation about indispensable home inventions (Project)

Ministry of Education 2023 - 1445



Scope and Sequence

	Unit Title	Functions	Grammar
8	Against the Odds Pages 110–123	Discuss remarkable events and coincidences Express surprise	Such that/so that Reducing adverb clauses Past progressive Was/were going to; was/were about to Past perfect tense Past perfect progressive and past simple
	EXPANSION Units 5-8 Pages 124-133	Language Review Reading: The Impact of a Changing World on F Reading: Phobias: Nothing to Fear	Human Language and Communication
	Update Pages 134–137	Express opinion/view, argument, agree and disagree,/belief, disbelief Make deductions/past and present Ask for and give clarification Make suggestions Summarize/recap	Can't be – must be/must be + -ing – can't have – must have Recycle familiar verb forms, narrative, connectors and modifiers, passive forms, would – hypothesis, modals for ability, possibility, adverbs, gerund, e.g. capable of -ing
9	Beauty Is Only Skin Deep Pages 138–151	Discuss beauty products and practices throughout history Talk about the importance of beauty products Make a complaint Respond to a complaint	Noun clauses beginning with that Noun clauses after verbs Noun clauses after adjectives Noun clauses as subjects of sentences Needs to be done; get/have done Present and past participles
10	They Said, We Said Pages 152–165	Discuss gossip and rumors Tell a secret Promise to keep a secret Words connected with the body	Noun clauses as reported speech versus quoted speech Rules and exceptions to the sequence of tenses Noun clauses beginning with whether or if Modal auxiliaries for the present and future: must, should, ought to, may, might, can, could
11	Express Yourself Pages 166–179	Discuss world languages Talk about the English language Ask someone to repeat something Words connected with different kinds of vacations	Adjective clauses and relative pronouns Relative pronouns as subjects and objects of adjective clauses Future forms with will and be going to Conditional sentences with if-clauses (present) Wish/If only
12	Lost and Found Pages 180–193	Conduct an interview Express regret Express understanding Words connected with historical monuments	Using where and when in adjective clauses Using whose in adjective clauses Conditional sentences with If-Clauses (Past) As if/as though Inversions
	EXPANSION Units 9-12 Pages 194-203	Language Review Reading: It's a Mystery Language Plus: Idioms about mysteries	





MG_03_COMBO_TEXT_2023.indb 6 30/3/23 2:53 PM



Listening	Pronunciation	Reading	Writing
Listen for specific details in a news story about identical twins who were separated at birth	Dropped final consonants	Survival Against the Odds	Write a descriptive essay about your vision of the future in Saudi Arabia in 2030 Research and design a cartoon strip about a survival story (Project)
	Language Plus: Idioms about for Tools for Writing: Run-on sente Writing: Write an essay about a	ences	re
Listen for specific information/ draw conclusions Listen and identify language functions in discourse	Recycle and use familiar stress, intonation patterns, to express attitude or feelings, e.g. disbelief, surprise, query		
Listen for specific information in a lecture about fad diets	Stress on affirmative and negative auxiliary verbs	Changing Concepts of Beauty in History	Write a persuasive essay about the importance of beauty Research and evaluate cosmetic products and make a poster presentation (Project)
Listen for specific details in a rumor as it is spread	Question intonation	Psst. Pass It On. (Why We Gossip)	Write a summary of an article about gossip Research harmful rumors and make a PowerPoint presentation (Project)
Listen for specific details in stories about people making mistakes in English	Emphasizing different words in a sentence to convey different meanings	Invented Languages	Write an email to a friend giving news and discussing differences between your language and English Research and identify specific similarities and differences between English and Arabic; make a PowerPoint presentation (Project)
Listen for specific details in stories about lost and found items	The dropped h sound at the beginning of pronouns and auxiliary verbs	Look What I Found!	Write a personal narrative describing a time that you lost and found something important Research a discovery story and make a PowerPoint or poster presentation (Project)

Tools for Writing: Using the definite article with geographical nouns

Writing: Write an essay about an unexplained mystery
Tools for Writing: Sentence fragments
Writing: Write an informational essay about a condition or disorder that involves the human mind



MG_03_COMBO_TEXT_2023.indb 7 30/3/23 2:53 PM

Update

الاستماع و المناقشة 1 Listen and Discuss

Read and find out what each text is about.

- human behavior
- · a clever business decision

- an accidental discovery
- · a breakthrough in space exploration

a clever business decision a breakthrough in space exploration

Rocking Chairs ...where?

Usually, people expect to see them on front porches, in living rooms, bedrooms, and cozy places where one is likely to have the time to relax. One of the last places where you'd expect to see rocking chairs is a busy airport, right? Wrong! Rocking chairs have caught on as a special touch in about 40 airports in the US. The trend started in 1997 at an international airport that was hosting a photography exhibit called Porch Sitting. There were photos of porches with rocking chairs, with actual rocking chairs placed in front of the photos as props. When the exhibit was over, and the rocking chairs were being removed, people started protesting. So the airport manager was quick to respond. He kept the chairs and ordered more. From then on, rocking chairs spread as a trend at more airports.

placed in front of the photos as props. When the exhibit was over, and the rocking chairs were being removed, people started protesting. So the airport manager was quick to respond. He kept the chairs and ordered more. From then on, rocking chairs spread as a trend at more airports.

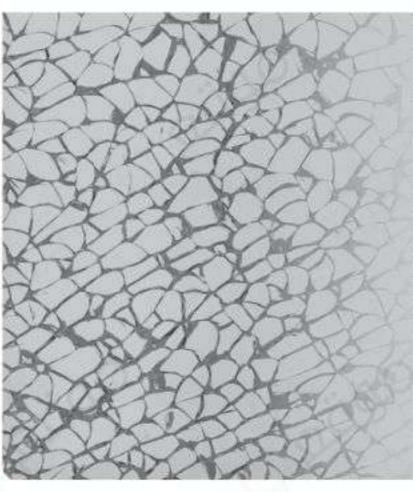
Is Europa similar to Earth?

A re-processed, high resolution, photo of Jupiter's moon Europa was released in 2014, showing the largest proportion of the satellite's surface. Scientists claim that there is water underneath Europa's icy shell that could host life, under the right conditions. This has provided an additional incentive to push forward with the exploration of this amazingly colorful moon. A new study, also suggests that there are big plates of ice sliding over and under each other within Europa's shell. This effectively means that the Earth is not the only solar system body that possesses plate tectonics, as was formerly believed!*



 Adapted from: AccessScience Editors. (2014). Evidence found for plate tectonics on Europa. AccessScience. Available at: https://www.accessscience.com/content/briefing/aBR0916141.

an accidental discovery



id you know that?

Safety glass, which is widely used in windshields, safety goggles, and more, was invented by accident over a century ago. In the early 1900s, a French scientist accidentally knocked a glass flask off his desk. The flask fell to the floor but only cracked instead of shattering into pieces. Having inspected the broken flask, he realized that it had contained plastic cellulose nitrate, which had coated the glass and prevented it from shattering upon impact.



an accidental discovery

And did you know that?

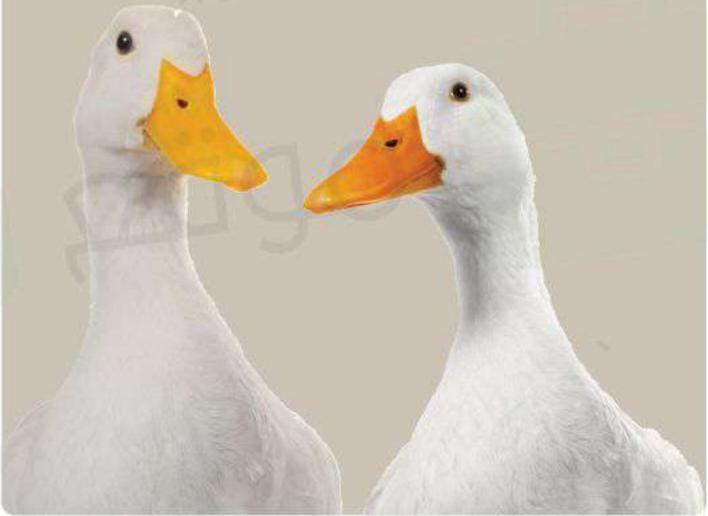
The first synthetic dye was accidentally created in 1856, by William Perkin, an 18-year-old chemist. He was carrying out an experiment in search of a cure for malaria when it all went very wrong resulting in a murky mess in the petri dish. Upon closer examination, William noticed a brilliant color radiating from the petri dish. It was the beginning of synthetic dyes that would change the world of fashion and manufacturing forever. *



human behavior

Would you gossip about a friend?

Gossip and rumors can destroy a young person's selfconfidence and affect their self-esteem. It can also lead to serious conditions such as depression, anxiety and eating disorders. Betraying the trust of a friend by talking behind their back reflects very badly on the person gossiping. People instantly assume that if one is capable of gossiping about a friend, then he/she is capable of doing it about anyone and keep their distance. Talking about a friend with negative intent does not make one stand out or help him/her become more popular. It is the surest way of isolating oneself and gradually losing one's friends altogether.



* Adapted from: Accidental Discoveries That Changed the World [Video]. (n.d.). AccessScience. Available at: https://www.accessscience.com/content/video/an400048.

2 Pair Work

قبل التحدث عن كل قضية, فكر في اللغهة التي بامكانك استخدامها

- A. Before you discuss each issue, brainstorm and think of language you can use:
 - · to express your opinion/view
 - to agree or disagree
 - to present arguments
 - ask for and give clarification, confirmation
 - · to make suggestions
 - أي عنه وإن/عناوين تحب البحث عنها بشكل أكثر ؟ ولماذا؟ to summarize/recap .
- B. Which topic/s would you like to find out more about? Why?
- C. Present similar examples that you know about.

swers in next page



Update

2 Pair Work

- A. Before you discuss each issue, brainstorm and think of language you can use:
 - · to express your opinion/view
 - to agree or disagree
 - to present arguments
 - · ask for and give clarification, confirmation
 - · to make suggestions
 - · to summarize/recap
- B. Which topic/s would you like to find out more about? Why?
- C. Present similar examples that you know about.

Answers:

A. The language that's commonly might be used:

- To express opinion/view: Expressive language is a language that is commonly used to express our opinions/views and it's one of the most powerful things that people can do with language is expressing their ideas , opinions, and points of view. You can make your opinion statement stronger by adding adverbs such as: really, truly,strongly, absolutely, completely, utterly, totally, unquestionably, certainly,fully, unarguably and decidedly.
- To agree or disagree: Agreeing to disagree doesn't mean you have to give up your opinion. ... Instead, show others respect by allowing them to hold a different opinion than yours. Agree to disagree and you'll find your friends can remain your friends even if they don't think exactly like you do. Here are some examples: Yes, definitely!, I feel the same way, I agree with you, that's a very valid point, I think what you said is true, you're right!, I understand, I see your point, that makes sense, and I couldn't agree more.
- To present arguments: The language of argumentation embraces certain terminology or turn of phrase to to convey key relationships among ideas, provide clear support, and signal coherent reasoning and assists the writer to present a case in an impersonal way.
- Ask for and give clarification, confirmation: The key to resolving these issues lies in clear and respectful communication. Some examples of nondirective clarification-seeking questions are: "I'm not quite sure I understand what you are saying." "I don't feel clear about the main issue here."
- To make suggestions: If we make a suggestion, it means that we mention a possible course of action to someone. There are a number of expressions which we can use to make suggestions such as Why don't we ...?,I suppose we could ..., How about ...?, and I think we should ...
- To summarize/recap: Be sure to use clear and concise language, incorporate vivid details and share relevant examples. You can use words and phrases such as "in summary," "to sum up," "in conclusion," "overall," "to recap," "to conclude," "in brief," "to put it briefly," "to summarize," "to sum it all up," "in essence," "to outline," "to reiterate," and "to restate."

Update

المحادثة

Conversation (



ع و تدرب على قراءة الجزء الأول من المحادثة Listen and practice reading Part 1 of the conversation in pairs. Then underline examples of deductions about the past and the present.

Adnan: Hey, listen to this. It's about a man who survived a

plane crash.

There can't be too many people who've lived to Omar:

talk about a crash!

No, probably not. Apparently, the plane had Adnan:

crashed and burst into flames about 2-4 km from the end of the runway. According to this article,

three passengers survived the impact but two of them died in hospital a few hours later.

He must have been the only survivor then! Omar:

Correct! He was thrown off the plane, strapped to his seat and landed upright on the street! Adnan:

You must be kidding! He can't have landed upright on the street! Do you believe it? Omar:

That's what the article says. Here's a picture of the man now. He was only 17 when it happened. It Adnan:

happened in January 1985. You can look it up!

I'll do that! Is there more? Omar:

Listen to Part 2 of the conversation in pairs and complete the blanks with must have or can't have.

Here's another story of a man who beat the odds! Adnan:

Not another plane crash! Omar:

No, this happened in Sweden. The man was Adnan:

trapped inside his car, for two months.

Two months? Why didn't he try to get out? Omar:

Adnan: He couldn't. His car was snowed over. He must

have got snowed in on his way to the next town.

He**Can't have** stayed alive for two months Omar:

in the cold. What did he eat?

According to the interview, he ate snow and

whatever snacks he had.

But that can't have been enough for two Omar:

months. He must have been confused. It must have been less than two months.

Yes, well the rescuers felt the same way. They couldn't believe he'd been there that long but Adnan:

scientists confirmed that he must have gone into hibernation. They also said that an "igloo

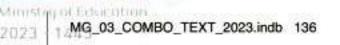
effect" must have been created by the insulation of the car, so he was able to survive!



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



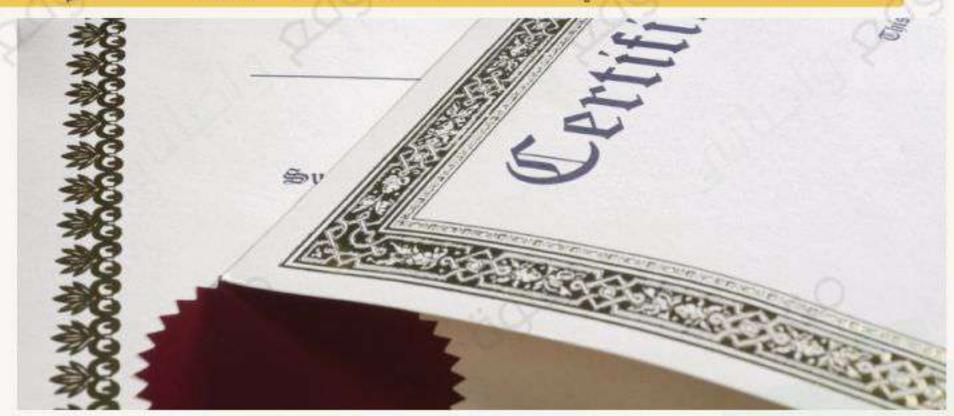




1. Some people may have a strong sense of determination, resilience, التحسدت or optimism that helps them persevere through challenges, while others may struggle with self-doubt, fear of failure, or lack of support. وقسرا عن الأشخساص الذين حققوا أحلامهم رغم كل الصعسوبات

1. Read about people who realized their dreams against all odds. What do you

think motivates some people to persevere and make the most of their lives? إعتقادك ما هل ما يفعله هؤ لاء يعطي حــافز أ لبعض الناس على المتابــرة و الإستفادة القصوي من حياتهم؟



Brian is a triple amputee who lost his legs and his right arm in an explosion. Three years later, with three prosthetic limbs, he enrolled in one of the most competitive schools of architecture in the U.S. and was due to graduate in 2014. He didn't think he should settle for anything less since his head had not been injured and his brain could function as well as it did before!

Mark has been working as a janitor at a prestigious university for two decades. He has worked from early afternoon till 11:00 at night mopping floors and emptying garbage cans and then stayed up after midnight studying for his classes. He signed up for one or two classes per semester and managed to graduate with honors in 2012, at age 52. He is not planning to give up his job, as it offers an irresistible benefit, namely free tuition. Instead, he is planning to study for his post-graduate degree next!

Martha earned two college degrees while living in an iron lung. She was paralyzed by polio at the age of 11 in 1948 and was confined in a metal tube, 23 hours a day. But she never gave up. She kept reading and attending classes without fail through her custombuilt intercom system. This is what she said in a documentary about her life: "Something happens to all of us. Mine is more visible than yours, but you have to deal with your things, too. None of us are exempt from things that would make us extraordinary people if the world knew the story."

- 2. Work in pairs. Discuss and make notes. العمل بشكل ثنائي. ناقـش وقم بتدوين الملاحظـات
 - A. What motivated Brian and Mark to carry on and pursue their dreams in learning?
 - B. How do you think Brian's life might have developed, if he hadn't been as determined?
 - C. How do you think Mark's life might have developed, if he hadn't taken advantage of the employee benefit that had been available to him?
 - D. How do you think Martha's life might have developed, if she had given up?
- Now use your notes to present and compare ideas in class.
- 4. Do you know or have you heard of other stories of courage and perseverance? Talk about them in class.
- 5. Try to find more amazing stories like the ones above and make notes. Present them in class.

وموقع هالت

- Work in pairs. Discuss and make notes.
 - A. What motivated Brian and Mark to carry on and pursue their dreams in learning?
 - B. How do you think Brian's life might have developed, if he hadn't been as determined?
 - C. How do you think Mark's life might have developed, if he hadn't taken advantage of the employee benefit that had been available to him?
 - D. How do you think Martha's life might have developed, if she had given up?

Answers:

- A. Their determination to make the most of what they had in order to realize their dreams, instead of allowing a physical handicap or disability determine their future. Their attitude helped them appreciate and take advantage of benefits/advantages that were available to them.
- B. Brian's life might have been completely empty and unhappy with no future prospects. If he'd given up he would probably have spent life in a wheel-chair.
- C. Mark might have become bitter and depressed as he got older, working as a janitor at the university but not being able to do what he wanted most.
- D. Martha might not have lived as long as she did if she had given up. She would probably have spent life confined in the metal tube with no interest in anything.
- 4. Do you know or have you heard of other stories of courage and perseverance? Talk about them in class.

Answer:

For me Life at every stage is a story of perseverance, moving from one phase of life to another, undoubtedly it took perseverance to be where we are today and we still need perseverance to get to where we desire to be. I had a friend in college whose brother was a doctor. He had applied to medical school three times. That means he was rejected twice. Then he was accepted. Later, he didn't give up in achieving his dream. He completed his studies. He had a Masters in Pediatrics and, of course, a MD.

I think there are any number of people out there who would have taken that first defeat and decided to change course. But it takes a certain kind of conviction to get back up and throw yourself at the problem.

It's not the biggest, grandest story of inspiration and achievement, but I really appreciated it.

1. What does the expression Beauty is only skin deep mean?







1. This phrase means just because you may be beautiful on the outside doesn't mean your personality is beautiful. This means that

physical beauty is superficial and is not as important as a person's intellectual, emotional,

2. Which do you think is more important: beauty or intelligence? Why? and spiritual qualities.

The Hairbrush

Hairbrushes have been around. for thousands of years. However, you may be surprised to learn that until recently they were only used by the wealthy and privileged. The upper-class ancient Egyptians used

I think intelligence is the most important because beauty ends, but intelligence is never ends.

hairbrushes made of animal hair, porcupine quills, shells, and bone for combing and to remove lice and other pests that got tangled in their hair. Brushes were manufactured for the first time in 1777 by an English company. The bristles came from wild animals and were stitched into the brush by hand. It is not surprising that these brushes were quite expensive. It wasn't until the beginning of the 20th century that brushes began to be manufactured by machine and to be produced with cheaper, synthetic materials, like nylon bristles. With these developments, brushes became extremely common.

Lipstick

Ancient Egyptian women made lipstick from a red dye extracted from seaweed and the poisonous element iodine. It was eventually discovered that this early form of lipstick made women very sick. Cleopatra had a safer, although not very appealing, recipe for lipstick: It was made from ants and beetles. The ants were used as the base, and crushed carmine beetles for their deep red color. In 1884, the first modern lipstick was introduced in Paris. It was a solid stick made of castor oil, beeswax, and animal fat. By the 1940s, the use of lipstick by famous wealthy women had led to its widespread

popularity. During this period, rotating lipstick in a tube was invented. Today, the average woman owns eight lipsticks!



30/3/23 2:56 PM

Deodorant

The ancient Egyptians worked hard to hide body odor. They put perfume in their baths and applied great quantities of it to their underarms. They tried using many odd items like incense and porridge as deodorant. The ancient Greeks were also afraid that they might give off an odor. Like the Egyptians, they bathed constantly and wore a lot of perfume. The Romans took this obsession a step further: They soaked their clothes in perfume, and even put it on their horses and household pets. The first trademarked deodorant, a paste called Mum, didn't appear until 1888. In the mid-1950s, the ballpoint pen inspired the first roll-on deodorant. Today deodorants are a multi-billion dollar industry and are as common as toothpaste in most homes.





Nail Polish

Nail polish can be traced back to around 3,000 B.C.E in both China and Egypt. Chinese nail polish was a mixture of beeswax, gelatin,

egg whites, and a gum from a special tree. Nail color represented social class. During the Chou Dynasty, around 600 B.C.E, the royal colors were gold and silver, so these were the colors worn by royalty and the upper class. Lower-ranking women were only allowed to wear pale colors. If they wore royal colors, they could be put to death. Ancient Egyptian men and women of high social rank stained their nails with red henna. Military commanders in Egypt and early Rome felt that it was important to be well-groomed before going into battle. It is strange, but true, that they spent hours before a battle having their hair curled and their nails painted.

Modern nail polish was invented in the 1920s. Its formula is very similar to the formula for car varnish.

	تحسفق سريسع			
	الصندوق A Vocabulary Complete each	رکام قرمن	کار حملة	1 05
-11	A. Vocabulary, Complete each	sentence with	a word from	the box

A. Vocabulary. Complete each sentence with a word from the box.

1. obsession	
2. traced	
3.extracted	
4.elements	
5.synthetic	
6.privileged	
7.appealing	

			The state of the s
appealing	extracted	privileged	traced
elements	obsession	synthetic	

- 1. She seems to have an _____ with handbags. She can't stop buying them.
- 2. The outbreak of food poisoning was _____ to a shipment of bad tomatoes.
- 3. The scientist _____ genetic information from the skin sample.
- 4. Iron, copper, oxygen, and carbon are all examples of ______.
- 5. There are no natural materials in this shirt. It's all _____
- You should feel _____ that you get to attend one of the best universities in the country.
- 7. The food was left out overnight, so it no longer looked very ______

B. Comprehension. Answer the questions. الأستيعـــاب

- 1. What were hairbrushes made out of thousands of years ago?
- 2. What are some of the different ways that lipstick has been made throughout history?
- 3. How did the ancient Egyptians try to hide their body odor?
- 4. What did nail polish represent in ancient Egypt and China?
- 1. They were made out of animal hair, porcupine quills, shells, and bone.
- Lipstick has been made from seaweed and iodine; ants and beetles; and castor oil, beeswax, and animal fat.
- They put perfume in their baths and on their underarms, and they tried using odd items such as incense and porridge as deodorant.
- 4. Nail polish represented social class.

2 عمسل ثنائي

Pair Work



Work with a partner to make a list of the four most important cosmetics or toiletries. Explain to the class why you chose these items.



3 Grammar





Noun Clauses Beginning with That

A noun clause is a dependent clause that is used to make a statement within a statement. Some noun clauses are introduced by the word that. However, that can be left out, especially in speaking.

I think (that) beauty is about what is on the inside of a person.



Noun Clauses After Verbs

A noun clause can follow certain verbs, such as:

remember (that) believe (that) expect (that) hope (that) complain (that) fear (that) imagine (that) suspect (that) decide (that) feel (that) think (that) know (that) discover (that) understand (that) find out (that) learn (that)

forget (that) notice (that) dream (that)

I noticed (that) she didn't put any make-up on today. Do you think (that) beauty products make some people look better?

الجمــل الأسميــة بعد الصفات

Noun Clauses After Adjectives

A noun clause often follows be + certain adjectives, such as:

be happy (that) be afraid (that) be surprised (that) be certain (that) be amazed (that) be disappointed (that) be lucky (that) be worried (that) be aware (that) be glad (that) be sure (that)

She doesn't seem to be aware (that) her dress is no longer in style. Are you sure (that) these products are not tested on animals?

الجمال الأسمية كفواعل للجمال

Noun Clauses as Subjects of Sentences

A sentence can have a noun clause as its subject. These sentences usually begin with it. Common expressions that begin sentences with noun clauses as the subjects include:

It is obvious (that) It is true (that) It is a fact (that) It is strange (that) It is possible (that) It is funny (that) It is surprising (that) It is unlikely (that)

It is surprising (that) toothbrushes only became common in the 20th century.

It is obvious (that) many beauty products contain unhealthy chemicals.

اكمـــل كل جملــــة بـ verb + that تأكد من استخـــدام الشكل الصحيـــح للفعل. في بعض الحالات يمكن الإجابة بأكثر من إجابة واحدة A. Complete each sentence with a verb + that. Be sure to use the correct form of the verb. In some cases,

more than one answer is possible.

I couldn't <u>believe that</u> you told him your secret.

1. Don't ______ you are supposed to meet us at the restaurant at 7:30 tonight. 2. We're sorry to hear that you're sick. We ______ you get better quickly.

_____ you like that color, but I think you look better in green.

4. She's always _____ it's too hot or too cold.

_____ you were going to come to the park with us.

6. The police _____ the criminal escaped the country.

7. I ______ you haven't eaten anything on your plate.

- 1. forget that
- 2. hope that
- 3. know that

4. complaining that

5. thought that

6.discovered that

7. noticed that

140

إقرا وأجب على كل عنصر. قم بتضمين جملة إسمية في إجابتك

- B. Read and respond to each item. Include a noun clause in your response.
- Talk about something you learned recently.

 I recently learned that a communications company once rejected Alexander Graham Bell's idea.
 - 1. Talk about something you saw recently.
 - 2. Talk about a complaint you made recently.
 - 3. Talk about a decision you made recently.
 - 4. Talk about something you believe.
 - 5. Talk about a dream you have for the future.
 - 6. Talk about something you will always remember.
 - 7. Talk about something you expect to happen in the future.
 - 8. Talk about something people often forget.

اجمع الأفكار الموجودة في كل زوج من الجمل في جملة واحدة واستخدم جملة إسمية

C. Combine the ideas in each pair of sentences into one sentence. Use a noun clause.

The next bus is due to arrive at 6:00. I'm sure of it.

I'm sure that the next bus is due to arrive at 6:00.

- 1. She's worried. She thinks she's going to fail the class.
- 2. We're going to have a mid-term exam. Are you aware of that?
- 3. We're lucky. We had good weather for the picnic.
- 4. He drove all the way here from his house. I'm amazed.
- 5. Joanne passed the exam. I'm certain.
- 6. He didn't get the job. He's really disappointed.
- 7. The summer is finally here. I'm glad about that.
- 8. Don't you like coffee? I'm surprised.

انظر إلى الصورة. صف المشهد وبإعتقادك بماذا يشعر كل شخص. استخدم جمل إسمية

D. Look at the picture. Describe the scene and how you think each person feels. Use noun clauses.



141

- B. Read and respond to each item. Include a noun clause in your response.
- Talk about something you learned recently.

 I recently learned that a communications company once rejected Alexander Graham Bell's idea.

Answers:

- 1. I recently saw a film that had great special effects.
- 2. I recently complained that it's too cold in the classroom.
- 3. I recently decided that I would exercise every morning.
- 4. I believe that I can learn English if I try harder.
- 5. I dream that scientists will find a cure for cancer.
- 6. I will always remember that my uncle taught me how to ride a bike.
- 7. I expect that in the future we will be able to travel in space.
- 8. People often forget that they should be polite to everyone.
- C. Combine the ideas in each pair of sentences into one sentence. Use a noun clause.
- The next bus is due to arrive at 6:00. I'm sure of it.

 I'm sure that the next bus is due to arrive at 6:00.

Answers:

- She's worried that she's going to fail the class.
- 2. Are you aware that we're going to have a mid-term exam?
- 3. We're lucky that we had good weather for the picnic.
- 4. I'm amazed that he drove all the way here.
- 5. I'm certain that Joanne passed the exam.
- 6. He's really disappointed that he didn't get the job.
- 7. I'm glad that the summer is finally here.
- 8. I'm surprised that you don't like coffee.
- D. Look at the picture. Describe the scene and how you think each person feels. Use noun clauses.

Answers:

The stylist is disappointed that the customer doesn't like his haircut. The customer is complaining that he doesn't like his haircut. The other customer is afraid that he will get a bad haircut too.







Real Talk

beat around the bush = speak indirectly

blow them away = really impress them

did a double take = looked again in surprise at someone or something

by far = by very much; obviously

fit to be tied = very angry

on the house = free

I'd like to speak with a manager. Sophie:

I'm the manager. How can I help you? Anne:

Sophie: Look at my hair!

It's lovely. Anne:

I'm not going to beat around the bush. I am very upset with this haircut. It's by far the worst haircut I've Sophie:

ever gotten. The hairstylist didn't listen to me at all. This is not the style I asked for. I'm fit to be tied.

I'm sorry you didn't get what you were expecting. But I have to tell you, I saw you when you Anne:

walked in. I did a double take when I saw you after the haircut. I think this style really suits you. It's

a dramatic improvement.

Sophie: But it's too short and it has all these layers! I look ridiculous.

Anne: Not at all! You just aren't used to it. Trust me. It brings out your eyes,

sophisticated.

You're just trying to make me feel better. Sophie:

Anne: No, I'm being entirely honest. You look elegant and sophisticated.

I have a wedding to go to this weekend, and I wanted to look my best. Sophie:

Perfect! You're going to blow them away with your new style. Anne:

Sophie: You really think so?

Anne: Absolutely. I'll tell you what: See what happens at the wedding. If your family and friends don't like it,

come back next week, and we'll give you any haircut you want on the house.

Well, OK. I guess that's fair. Sophie:

عن المحادثة About the Conversation

1. What was Sophie's complaint? 1. She did not like her haircut.

2. How did Anne respond? 2. She thinks her hair looks very nice.

3. How did Sophie's attitude change by

the end of the conversation? Why?3. Anne convinces Sophie that her haircut looks good. She agrees to keep it as it is for a while. دورك

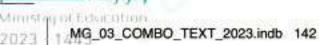
Your Turn

Role-play with a partner. Think of a situation in which someone might make a complaint about a service or product. Pretend you are the customer and make the complaint. Your partner, who has given the service or represents the business, responds to the complaint.

Making a Complaint

I am very unhappy/upset about/with... I insist that you... I want to make a complaint. I'd like to speak with a manager. I'm not (at all) satisfied with this (situation). I'm sorry to have to say this but... This is completely unsatisfactory. This is not what I expected/is nothing like... This...is too...







baby food

Listen to the lecture given by a nutritionist about fad diets. Then complete the chart.



1	Name of Diet	Idea Behind Diet	Problems with Diet	cabbage
1.	XO	الحل في "	3 5.0	
2.	التاا ب	مع الصفحة	402	
3.	المالية	5	35	

cotton balls

النطق 6 Pronunciation

Affirmative auxiliary verbs are usually not stressed in sentences unless they are used for special emphasis. However, negative auxiliary verbs are stressed within sentences. Listen and practice.

- 1. One recent fad diet that was popular with some famous people was the baby food diet.
- 2. Baby food has a texture and taste that is unappealing to adults.
- 3. The small portions aren't enough to keep an adult healthy.
- 4. It doesn't provide any of the vitamins and nutrients a person needs to survive.
- 5. This diet isn't guaranteed to result in weight loss.

بناء الكلمات 7 Vocabulary Building

سترى هذه الكلمات في فقرة القراءة صفحتي 144 و 145. وصل الكلمات بمعانيها A. You will see the following words in the reading on pages 144 and 145. Match the words with their meanings.

- 1. d ___ emerge a. idea of perfection
- 2. g___famine b. done from feeling rather than reason or learned behavior
- 3. a ideal c. the relationship of one part of something to another part in size and shape
- 4. b instinctive d. appear
- 5. h plump e. something against which other things are measured

g. serious food shortage

- 6. ____ proportion f. change in form; be different from
- 8. f vary h. slightly overweight

standards

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

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

7. e

a dictionary.

143



Listen to the lecture given by a nutritionist about fad diets. Then complete the chart.

Ş.O	Name of Diet	Idea Behind Diet	Problems with Diet
1.	Baby food diet	Replace one or two meals a day with jars of baby food to eat less.	The small portions are not enough for an adult. Baby food is unappealing
2.	Cotton ball diet	Cotton balls are low in calories and very filling, so you wouldn't be hungry for other foods.	Cotton balls have no taste; they have a terrible texture; they have no vitamins or nutrients. The diet can lead to digestive problems.
3.	Cabbage soup diet	Eat a lot of cabbage soup because it is filling and low in calories.	It restricts what you can eat on different days and is difficult to stick with. It causes mood swings and low energy levels.











2. Describe the features that you notice when you first meet someone.



Beauty in Islam is a broad aesthetic and moral concept that includes multiple spiritual, intuitive, physical and material dimensions. It involves feelings and practices related to taste, art, ornamentation, splendor, and beautiful manners. It covers both the individual as well as the community and form as well as content.



Changing Concepts of Beauty in History

Most societies place great value on beauty whether in art and architecture, fashion and appearance, or design and advertising. Throughout history, elegance and beauty have been the subjects of admiration and fascination. In modern times, we have competitions to find the most beautiful person or magazines to tell us about trends in fashion and design, and a billion-dollar cosmetics industry built around looking and feeling beautiful. Yet despite the importance placed on beauty, one question remains: What is beauty?

The ancient Greeks thought that proportion was the key to beauty. The Greeks believed that they had discovered the mathematical formula that represented perfect beauty, which was based on proportions in nature. According to this formula, for example, the ideal face was two-thirds as

wide as it was high. Modern research has proven that the basic concept of the Greeks' formula, if not the formula itself, was correct: Beauty does seem to relate to proportion and balance. When related to beauty, these qualities are called symmetry. A perfectly symmetrical face, just like a symmetrical flower, would have a left side that is identical to its right side. Research has shown that the more symmetrical an object or a face is, the more beautiful it is believed to be.

You might assume that this response to symmetry is something we learn. However, research has shown that the human appreciation for symmetry is instinctive. It has been found that babies will spend more time staring at pictures of symmetrical objects than they will at photos of asymmetrical objects. Not only is this response instinctive, but it does not appear to vary from one culture to another. In a study conducted at the University of Louisville, Kentucky, participants from thirteen different countries were shown pictures of a number of different people. All the participants rated the attractiveness of the people in the same way. They all gave the highest ratings to the people with the most symmetrical faces.

While it is true that people across all cultures tend to admire symmetrical features, standards of beauty do vary from one culture to another and from one time period to another. For example, each of the following was considered beautiful at a certain time and place, but would not be considered so today:

- During the Elizabethan era in England, women thought that high foreheads were elegant. So, they plucked inches of their front hair to achieve this look.
- · Also during the Elizabethan era, women brushed egg whites over their faces in order to have a glazed look.
- · In ancient China, the belief that it was elegant for women to have tiny feet led to foot binding.
- From the 14th to 19th centuries in Europe, women would bind their waists. The binding was sometimes so tight that often women could not breathe properly and sometimes fainted.





- القراءة Reading على القراءة القراءة القراءة القراءة القراءة Before Reading
 - 1. After reading the quote, discuss how beauty is defined in Islam.
 - 2. Describe the features that you notice when you first meet someone.
 - 1. Beauty in Islam is a broad aesthetic and moral concept that includes multiple spiritual, intuitive, physical and material dimensions. It involves feelings and practices related to taste, art, ornamentation, splendor, and beautiful manners. It covers both the individual as well as the community and form as well as content.
 - 2. Undeniably the first thing you notice about a person is their appearance. How they dress, how their eyes, face, height and overall appearance is, how they style their hair and how their overall body language is, if they are confident with themselves and how they carry their personality.





Another example of how the concept of beauty and fashion changes with time is the way attitudes toward weight have changed through the ages. In Europe between 1500 and 1900, a plump figure was considered very attractive. Famine was widespread, so plump figures represented health and wealth. During that period, it was common for people to pad themselves in order to look heavier.

In the 1900s, fears of food shortages started to diminish, and with it, so did the chubby figure. A new ideal began to emerge: Thin was in. Of course, this trend has continued to today. Because there is an overwhelming amount of fattening food available in most developed countries, it is now considered more attractive and healthy to be thin.

Today, fashion and beauty products are usually associated with women. However, this, too, is the result of a change that took place over time. In fact, the male form was the original standard of beauty in Western culture. The muscular and fit male athlete was the ideal of elegance. For hundreds of years, make-up was associated with both women and men. Men in ancient Greece, Egypt, and Rome wore make-up on their faces and nails. Roman men even had some bizarre beauty practices of their own, such as the habit of bathing in crocodile water to improve their skin. Men's grooming and make-up went in and out of style a number of times through history, before becoming very unfashionable during the industrial age of the early 1800s. However, there are signs that masculine concern for appearance is making a return, as more men are joining gyms and opting to use skin care products than ever before.

The standards for beauty and fashion have changed frequently throughout history and will, no doubt, continue to do so. However, one thing unlikely to ever change is people's fascination with beauty.



Answer the questions.

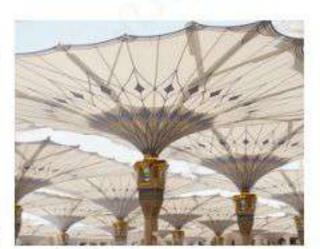
- 1. How did the ancient Greeks view beauty? What yid they base their formula on?
- 2. What is symmetry? How does it relate to be city?
- 3. What has research shown?
- 4. Give an example of something considered beautiful at a certain time and place in history.
- 5. How have attitudes toward body weight changed over time?





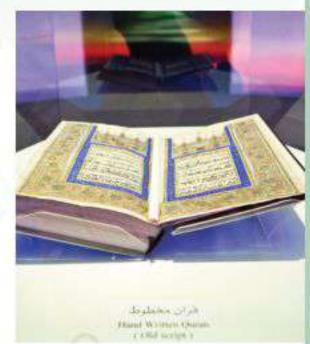
- Think about and compare inner and outer beauty. Work in pairs/groups.
- 2. Make notes of your ideas in the chart. Then use your notes to present and discuss your ideas in class.

18	Inner beauty	Outer beauty
Advantages	Inner beauty make a person more peaceful. It helps you appreciate outer beauty and feel good about yourself. Allow to experience the extraordinary richness of our surrounding.	Beautiful people are viewed as healthier. It's easier for beautiful people to find mates. Beautiful people are more persuasive.
Disadvantages	One might have to work harder to prove himself in some areas or studies. Harmful effect of media on inner beauty.	Less likely to be hired (sometimes) Beauty is beastly. It's harder to convince people that you are nice. No one imagine you have any problem.









وزاره الن

بعد القراءة After Reading

أجب على الأسئلة. Answer the questions

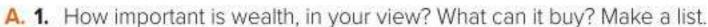
- 1. How did the ancient Greeks view beauty? What did they base their formula on?
- 2. What is symmetry? How does it relate to beauty?
- 3. What has research shown?
- Give an example of something considered beautiful at a certain time and place in history.
- 5. How have attitudes toward body weight changed over time?
- 1. The ancient Greeks thought that proportion was the key to beauty. They discovered a mathematical formula. The idea face was two-thirds as wide as it was high.
- 2. Symmetry is when one side of something matches the other side. Symmetrical faces are considered more beautiful.
- 3. A research has shown that people across all cultures tend to admire symmetrical features.
- 4. In ancient China, women practiced foot binding to make their feet look small.
- 5. In times of famine, it was more desirable to be plump. When food became readily available, it was more desirable to be thin.



موقع 🐟 صانت

10 Writing





- 2. Are there things that "money cannot buy"? What are they?
- 3. Why do you think most people are interested in earning enough money for their families? What kind of expenses do they need to cover?
- 4. Read the text and find out.
 - · What is the writer's view on the issue?
 - · What arguments does he use to support his view?
 - · What kind of examples does he use?
- 5. Do you agree or disagree with the writer? Why? Why not?



The importance of wealth

Although a lot of people say that money is not everything, I think wealth brings far more benefits than problems. It is common knowledge that people who are well off have easier lives. They don't have to worry about living expenses, household bills, school tuition, medical bills, and a lot more.

Consider a person who has three children. He is educated and holds a reasonable job with a reasonable salary. However, one of his children develops a condition that requires ongoing care and costly medication, while the other two are planning to study law and medicine. They expect to eventually go abroad in order to complete their postgraduate studies and specializations. His wife, who used to teach, can no longer work as she has a problem with her eyes. How is he going to manage?

It is obvious that this otherwise happy person with a happy family is faced with a predicament. He has to decide whether he can support everyone's plans and dreams or prioritize things in a way that will allow for partial satisfaction. In other words, should he encourage his two healthy children to go ahead and study but not expect to specialize abroad; or should he reduce medical expenses by moving his sick child to a cheaper facility? On the other hand, they are all his children, and he doesn't want to discriminate against any of them. He wishes he could find a way to fund everything and not displease anyone. In addition, his wife is going to need surgery soon.

I think the situation above demonstrates the importance of money as a means of providing and catering for a family's needs in a satisfactory manner. None of the problems that worry the father day and night and have changed his mood and personality would exist, if he had the funds. Naturally, wealth cannot buy happiness if there is none to be had. On the other hand, it can help sustain it in cases like the one described.

So, regardless of how materialistic this might sound, I believe that money is important. What I would like to say to those who claim that health is more important is that, although this might be true, it is equally true that having money can preserve a sense of well-being and health more effectively than not.

[قــرأ النص مرة أخرى ثم أجب على الأسئــلة .Read the text again and answer the questions

- · How many paragraphs are used? What is the theme of each paragraph?
- Identify the thesis statement and supporting argument.
- What does the writer use to support his view?
 - a. Examples
 - b. Questions to the reader
 - c. Opposing views and comments



10 Writing

Answers:

- A. 1. I think wealth brings far more benefits than problems. It gives us more options than we would have if we didn't have wealth. Wealth is the power to turn goals into reality. It has the depth of possibility, opens up the world and has the power to enrich our lives and the lives of others around us.
 - 2. Important things that wealth cannot buy include: happiness; mental health; time; inner peace; health relationships; respect; and good manners.
 - 3. Because they don't have to worry about living expenses, household bills, school tuition, medical bills, and a lot more.
 - 4. The writer believes that money is important. His arguments are that
 - Although, money cannot buy happiness if there is none, it can help sustain it, for example the father would not be so stressed and concerned if there was enough money to cover the family's needs.
 - Although, health is important, it is equally true that money can preserve or restore health.
 - He uses examples from the case he describes, for example the child that needs ongoing care along with the children that are planning to study law and medicine. In addition, the mother's condition and pending surgery increases the burden.
 - 5. I agree with the writer's arguments because he puts points on letters of the importance of wealth in a manner that's more acceptable and reasonable.
- 6. Read the text again and answer the questions.

Answers:

There are 5 paragraphs.

Paragraph 1:Introduction/writer's view

Paragraph 2:the case of the family man

Paragraph 3:the problem/the predicament

Paragraph 4:interpretation of the problem/writer's view and comments

Paragraph 5:Conclusion/writer's overall viewpoint

Thesis statements

Paragraph 1:Although ... problems.

Paragraph 2:However, one of his children ... medicine.

Paragraph 3:He has to ... satisfaction.

Paragraph 4:I think ... manner.

Paragraph 5:So regardless ... important.

- The surrounding text serves to support the thesis statements. The writer uses
- examples such as specific information about the case of the family described and referred to in the text.
- b. question to the reader, such as: "How is he going to manage?"
- c. opposing views and comments such as: "those who claim that health is more important..."





- B. 1. Write a persuasive essay to answer the question: Is beauty important?
 - 2. Think of reasons why beauty is or is not important, and write them in a chart. Use your chart to help you decide what viewpoint you will take in your essay. decide what viewpoint you will take in your essay. الجــدول. استخـدم الجدول لمساعدتك لتقرر وجهـة النظر التي
 - 3. Write your essay.

Beauty is important because...

- It affects how we feel about ourselves and how others see us.
- Physical appearance is positively interrelated with self-esteem and confidence.
- It can evoke positive emotions and provide a sense of appreciation for the world around us.
- Beauty is what allow us to experience the extraordinary richness of our surroundings.

Beauty is not important because.,

- It doesn't last for too long with any individual.
- We don't need to be perfect to feel and look beautiful. We have to find it within ourselves, then we will never listen to other opinions.
- Society's standards are not the authority for dictating your attractiveness.
- The qualities that lie beneath the surface matter most because that's what makes you who you are.

The Importance of Beauty Although some say that being beautiful has its drawbacks, I think beauty brings far more benefits than problems. When I say 'beautiful', I mean healthy, wellgroomed, and attractive. It is obvious that looking good on the outside also makes one feel good on the inside...

Writing Corner

When you write a persuasive essay:

- Think about opposing views and arguments.
- Consider your viewpoint.
- Use arguments that support your view.
- Use arguments that weaken the opposing view.
- Address your reader in as friendly a manner as possible.
- Address opposing views as if you can hear the reader's thoughts.
- Do not patronize your reader and do not be aggressive.
- Reflect on the things that put you off and lead you to stop reading something, and avoid such things when you write.
- 1. What do you think the effect is going to be if a writer is patronizing or aggressive? Why?
- 2. How do you react if you get the impression that the writer is not very considerate or fair with the reader?

- B. 1. Write a persuasive essay to answer the question: Is beauty important?
 - 2. Think of reasons why beauty is or is not important, and write them in a chart. Use your chart to help you
 - decide what viewpoint you will take in your essay.
 - 3. Write your essay.

Persuasive Essay On The Real Beauty

Beauty is always an admirable trait among the society. Throughout history, people across cultures have develop their own unique ways to appear beautiful. The awareness to look appealing in order to look attractive for the opposite sex they seek was naturally inherited and taught since childhood. This view eventually has become a legacy and accepted by majority. Unfortunately, recent studies discover that there are many people, dominated by women, desperately use shortcuts to look more physically attractive.

Beauty is a concept many find difficult to define, yet many would be able to offer a solution to make themselves more beautiful. If we do not know what beauty is, then how are we able to improve it? Plastic surgery has been gaining popularity and cultural support for decades now, even though there is substantial evidence to suggest that such procedures are dangerous and can lead to early death. For some, this risk is justified due to their unquenchable desire to become more beautiful. Pressure is too immense on the average American woman to remain beautiful as they age, and as a result, they feel compelled to turn to unorthodox solutions.

The saying "Beauty of the soul is the essential beauty." makes sense is simple: the true beauty of a person comes from within, from his or her virtues.

This is quite thought-provoking for many of today's young adults who are obsessed with physical appearance. Outer beauty, to be sure, is not insignificant, but it will eventually fade with age. Inner beauty, on the other hand, can directly spur the continuous development of individuals and indirectly promote the rapid progress of the family. But in fact, it means much more than that. It lasts forever and even has the potential to get more radiant with time and eventually bring economic prosperity and social harmony. And abounds in examples that demonstrate this point. So In this era, we also need to remind ourselves of this clichéd yet compelling saying.

الصيغة/الشكل والمعنى والوظيفة

Form, Meaning and Function



Need to Be (Done)

The hairbrushes need to be produced more cheaply. The zipper on my handbag needs to be replaced.

(= Someone needs to produce the hairbrushes more cheaply.)

(= Someone needs to replace the zipper on my handbag.)

Have/Get Something (Done)

Use have or get, with the past participle, when someone else does the service for you.

I will have/get my hair cut tomorrow.

I'm having/getting my hair cut tomorrow. What style should I ask for?

I'm going to have/get my hair cut next week. I need to book an appointment.

I had/got my hair cut yesterday. What do you think?

dry-clean

Past Participles as Adjectives

The zipper was broken. He fixed the broken zipper. break-broken The mirror was cracked. I threw away the cracked mirror. crack-cracked

replace

The computer was damaged. The technician repaired the damaged computer. damage-damaged

sew

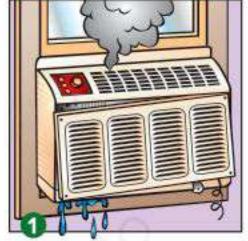
The shirt was torn. The tailor sewed the torn sleeve. tear-torn

قل ما هو الخطا في العناصر التالية. ثم قل كيف ينبغي إصالحها. استخدم الكلمات الموجودة في المربع لمساعدتك

A. Say what is wrong with the following items. Then say how the things should be fixed. Use the words in the box to help you.

repair The jacket is stained. It needs to be dry-cleaned.



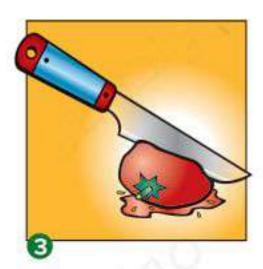




sharpen

fix

mend











B. Work with a partner and make a list of services you have used in the past. Talk about what you had or got done. Were you satisfied with the service provided? المقدمة؟ المقدمة؟

A: I got my hair cut last month. The style of haircut was not what I asked for! I was not happy at all.

148

A. Say what is wrong with the following items. Then say how the things should be fixed. Use the words in the box to help you.

	55.00
dry-clean repair replace sew sharpen fix r	mend
dry clean repair replace sew sharpen lix r	TICHO

Answers:

- 1. The heater is broken. It needs to be repaired/fixed.
- 2. The pants are torn. They need to be sewn.
- 3. The knife is blunt. It needs to be sharpened.
- 4. The car is dented. It needs to be mended/fixed.
- 5. A button has fallen off. It needs to be sewn back on.
- 6. The heel has broken. It needs to be repaired.
- The tire has a puncture. It needs to be replaced.

اسم الفاعل والمفعلول

Present and Past Participles

Use a participle clause to give more information. Use the present participle (the -ing form) when the meaning is active.

Companies selling beauty products understand the importance most societies place on appearance.

People arriving early will be given priority seating.

Use the past participle (the -ed form) when the meaning is passive.

The cosmetics industry, built around making people look and feel more beautiful, is worth a billion dollars.

The jewelry stolen last week has been found.

جملة إسم الفاعل مع أدوات العطف وحسروف الجسر

Participle Clauses With Conjunctions and Prepositions

Use the -ing form of the verb after these conjunctions and prepositions: while, before, after, on, without, instead of.

While working out at the gym, he saw an old school friend.

Before exercising, you should have a medical check up.

On arriving at the school, you should give your name to the person on the front desk.

Instead of going to the gym, he decided to play football.

صفات اسم الفاعل وإسم المفعول

Past and Present Participial Adjectives

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

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

Mariam and Mona were excited about visiting the new store.

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

Looking at jewelry for a wedding is exciting.

كلهة الجمال مستخدما إسم الفاعل أو إسم المفعلول بحيث يبقى المعنى كما هو

- C. Rewrite the sentences using a past or present participle so that the meaning stays the same.
- Mona tried on gold earrings. Mariam told her about the wedding plans. (while)
 While Mariam told her about the wedding plans, Mona tried on gold earrings.
 - 1. The train which is arriving on Platform 3 is the 10:33 Fast City Link. (arriving)

The train arriving on Platform 3 is the 10:33 Fast City Link.

2. The doctor who they called out lives nearby. (called)

The doctor called out lives nearby.

- 3. They didn't go home. They went to the park instead. (instead of)
 - Instead of going home, they went to the park.
- 4. He was listening to the football game on the radio and at the same time he did his homework. (while) While listening to the football game, he did his homework.
- The stock market crash which occurred in 2008 affected many people around the world. (occurring)
 The stock market crash occurring in 2008 affected many people around the world.
- 6. The news that Jack hadn't been accepted to his first choice of university was disappointing. (disappointed)
 Jack was disappointed when he found out he hadn't been accepted to his first choice of university.
- 7. As soon as you arrive at the airport, you must check in your bags. (on)

On arriving at the airport you must check in your bags.





- 1. Work in pairs/groups. Research 2 or 3 cosmetic products, such as a shampoo, conditioner, skin cream, lotion, etc., and collect information about their:
 - ingredients
- · testing
- purpose
- promotion
- 2. Study the promotional material you have discovered, e.g. leaflet, prospectus, website, poster, etc., and find out what the product claims to do. For example, a shampoo might claim to remove dandruff miraculously after a few uses. Does it?
- 3. Find out if the claim is true or not. Ask people and search for information on the Internet.
- Use the chart to make notes. Then use your notes to design and prepare a poster presentation. Remember to use photos or illustrations.
- Try to find out which products the product in question is competing against in the market. Collect information about them.
- 6. Share parts of your presentation within your group. Present in class. Allow 5 minutes for questions and answers after each presentation.



Cosmetic	Shampoo	2 Skincream	3 Lotion
Ingredients	 Sulphates Ammonium lauryl sulphate Sodium trideceth 	 Alpha-hydroxy acids Beta hydroxy acids Hydroquinone 	 Emollients, occlusive's pH adjusters, aqua, seed oil, preservatives, sesame
Purpose	 Remove dirt and oil from the surface 	Treat or prevent dry, rough, scaly, itchy skin and minor skin irritations	 Replenish extra dry or rough sports skin, help yourself relax, smooth calluses
Claim	 Preventing hair loss ,reducing the risk of scaple infections 	Treatment of yeast infections of skin, fungal infections.	 Prevents damage caused
Facts	 Shampoo has its origin in India. It's the leading products in the global hair care 	 Skin is body's largest organ and it regulates body temperature. 	 It is lighter than body cream and body butter, moisturizes oily skin perfectly
Source of facts and evidence	 Hacks & Inspiration Hair Experts at Unilever 	Hacks & Inspiration Hair Experts at Unilever	Hacks & Inspiration Hair Experts at Unilever
Competing products	Pantene, L'Oréal, Head and Shoulders, TRESemmé, Dove	The state of the s	Ponds, Lakme, Olay Johnson, Clinique, Garnier, and L'Oréal S.A., and Nivea

13 Self Reflection

	7		Я
	٠.	_	
	ы	_	
	۳	7	
			ч

Things that I liked about Unit 9	9:	Things that I didn't like very much:		
	0	0	0	
0,500	22	000	022	
70,		70	70.	
		Or 1	737	

Things that I found easy in Unit 9:	Things that I found difficult in Unit 9:		
	20 20		
999	200		

Unit 9 Checklist	I can do this very well.	I can do this quite well.	I need to study practice more.
discuss beauty products and practices throughout history	701		
talk about the importance of beauty products			
make a complaint			
respond to a complaint			
use noun clauses beginning with that		Į-	18
use noun clauses after verbs	1000 T	21/1/8	
use noun clauses after adjectives		3~	
use noun clauses as subjects of sentences			
use the structures: needs to be done; get/have done	×0		(6)
use present and past participles in a range of ways	700	70	3

My five favorite new words from Unit 9:	If you're still not sure about something from Unit 9:
	read through the unit again listen to the audio material study the grammar and functions
300	from the unit again ask your teacher for help

10 They Said, We Said

"The one who spreads gossip will not enter paradise."



-Prophet Mohammed (Peace be upon him.)

الإستماع والمناقشاة Listen and Discuss

1. What is gossip?

people disliked

about them.

gossip was when the gossip was

- 2. Do rumors circulate quickly? Why or why not?
- 3. Do you think gossiping is wrong? Why or why not?

To quote George Bernard Shaw, "The things most people want to Will Rogers said know about are usually none of that the only time their business."

Benjamin Franklin once said, "To find out people's faults, praise them to their friends."

Bertrand Russell said, "No one gossips about other people's secret virtues."

There's a Spanish proverb that says: Whoever gossips to you will gossip about you.

Eleanor Roosevelt said, "Great minds discuss ideas, average minds discuss events, and small minds discuss people."

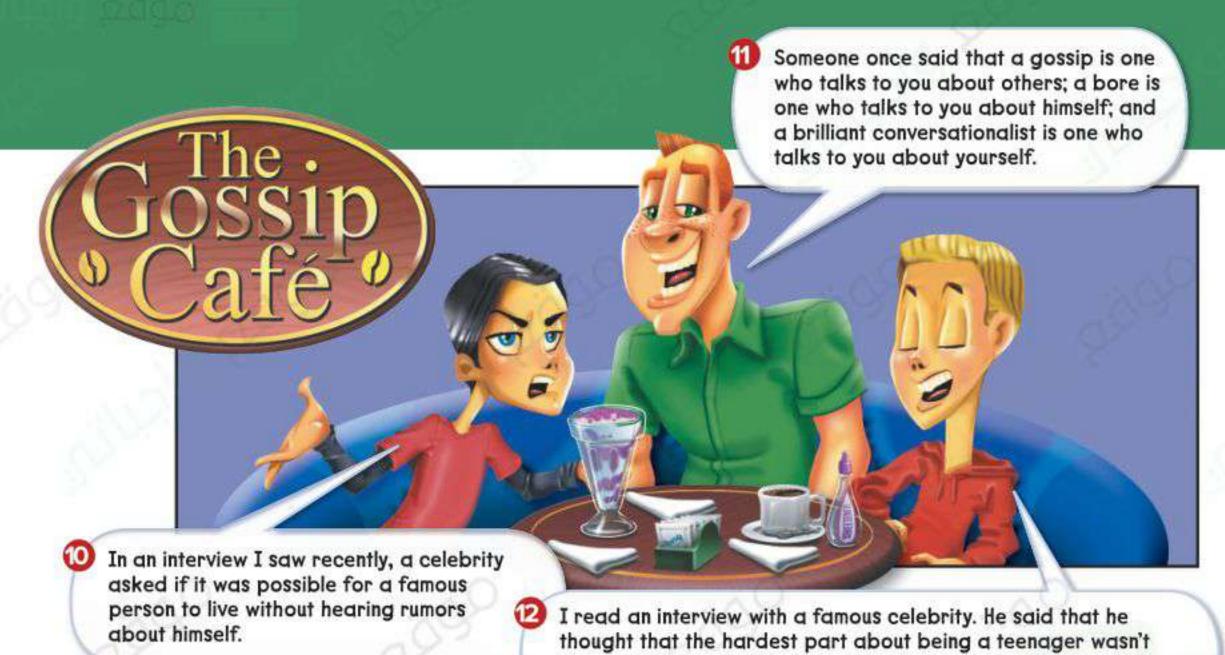
Someone once said that trying to squash a rumor was like trying to unring a bell.

152

Oscar Wilde said that there was only one thing in the world worse than being talked about, and that was not being talked about.

"If everyone knew what others said about him, there would not be four friends in the world." A French mathematician named Blaise Pascal said that.

30/3/23 2:56 PM MG_03_COMBO_TEXT_2023.indb 152



تحصقق سريصع

dealing with the gossip in the scandal magazines, but dealing with the criticism, ridicule, and gossip of other teenagers.

طابق کل کلمـــة بتعریفهــآس Quick Check

A. Vocabulary. Match each word to its definition.

1. h 2. d

4. c

5. b

6.g

7. e

1. brilliant

2. ___ circulate

3. ____ criticism

4. _____ praise

5. _____ ridicule

6. _____ rumor

7. scandal

8. _____ virtues

 a. pointing out bad points about something or someone

b. making fun of

c. say complimentary things

d. move around

e. gossip that follows an embarrassing event

f. morally good characteristics

g. information that comes from gossip rather than a reliable source

h. exceptional

- B. Comprehension. Answer the questions.
 - 1. Who doesn't like being the subject of gossip? Who does?
 - 2. What are some of the frustrations celebrities have expressed about gossip?
 - 3. Explain the meaning of the Spanish proverb in your own words.
 - 4. Which quote do you most strongly agree with? Why?
 - 5. Do you disagree with any of the quotes? If so, which one and why?

Pair Work



Play a game of "telephone" with your class. Work with your partner to think of a rumor to spread about a famous person. Whisper the rumor to the person next to you. That person whispers it to someone else. Continue to pass the message around the classroom, trying to keep the exact wording. The last person says the rumor out loud. How close is it to the original rumor?

- B. Comprehension. Answer the questions.
 - 1. Who doesn't like being the subject of gossip? Who does?
 - 2. What are some of the frustrations celebrities have expressed about gossip?
 - 3. Explain the meaning of the Spanish proverb in your own words.
 - 4. Which quote do you most strongly agree with? Why?
 - 5. Do you disagree with any of the quotes? If so, which one and why?

Answers:

- Will Rogers does not like being gossiped about. Oscar Wilde does.
- The fact that people are interested in talking about others' faults, not their virtues; that friends cannot be trusted not to talk behind one's back; that nothing remains private.
- If you have a friend who likes to gossip about other people, that friend probably gossips about you to others.
- 4. I agree with the George Bernard Shaw quote. People always want to know about other people's secrets.
- I disagree with the Spanish proverb. I think that true friends would not gossip about each other even though they enjoy gossiping about other people together.





Grammar الجمل الاسمية كالكلام المنقول مقابل الكلام المقتبس

Noun Clauses as Reported Speech versus Quoted Speech

Quoted speech repeats the exact words that someone said. A comma follows the verb in the main clause, and the quoted speech is placed inside quotation marks.

Reported speech uses a noun clause to paraphrase what someone said. It is not necessary to repeat the exact words, and quotation marks are not used.

Quoted Speech	Reported Speech
My mother said, "Gossiping is a bad habit."	My mother said (that) gossiping was a bad habit.
He said, "Mark cheated on the test."	He said (that) Mark had cheated on the test.

القواعد و الإستثناءات لتسلسل الأزمنة

Rules and Exceptions to the Sequence of Tenses

In reported speech, if the reporting verb in the main clause is in the past tense, the tense of the verb in the noun clause generally moves back one tense.

Quoted Speech	Reported Speech		
They said, "He likes gossip."	They said (that) he liked gossip.		
They said, "He is gossiping ."	They said (that) he was gossiping.		
They said, "He was gossiping all day."	They said (that) he had been gossiping all day.		

However, there are some exceptions to the rule of the sequence of tenses:

- 1. If the reporting verb is in the present tense, present perfect, or future, the noun clause verb does not change tense.
 - She says (that) gossiping is mean.
- 2. If the noun clause states a fact or general truth, the present tense can (but doesn't have to) be retained. The psychologist said that it is (or was) human nature to enjoy hearing about scandal.
- 3. When the action that the reported speech refers to has not happened yet, either will or would can be used. Our teacher said that the mid-term exam will (or would) be given next week.
- 4. The modals should, might, should have, could have, and must have do not change form in reported speech. "Tim **should** keep his mouth closed." — He said that Tim **should** keep his mouth closed.
- 5. An imperative is changed to an infinitive, and tell is used as the reporting verb. "Don't spread that rumor." — My friend told me not to spread that rumor.

الجمل الاسمية التي تبدأ ب Whether or If

Noun Clauses Beginning with Whether or If

To report yes/no questions, whether or if is used to introduce the noun clause. Ask (not say or tell) is used as the reporting verb.

Jane asked, "Is the rumor true?" - Jane asked her friend if the rumor was true. He asked, "Are they spreading rumors?" — The asked whether they were spreading rumors.

HOUSE LUNCHHOOP 2023 **154**45





اكتب جملاً تقتبس كلام المتحدث. استخدم قال مع الترقيم الصحيح

- A. Write sentences that quote the speaker's exact words. Use said along with correct punctuation and capitalization.
- Professor Jin: There will be no written exams. Professor Jin said, "There will be no written exams."
 - Rebecca: They should mind their own business.
 - 2. Albert: Can I have the check, please?
 - 3. Me: He deserves praise for all of his accomplishments.
- 4. You: I promise that I won't tell your secret,
- Mark Twain: The rumors of my death have been greatly exaggerated.
- 1. Rebecca said, "They should mind their own business."
- 2. Albert said, "Can I have the check, please?"
- 3. I said, "He deserves praise for all of this accomplishments."
- 4. You said, "I promise that I won't tell your secret."
- 5. Mark Twain said, "The rumors of my death have been greatly exaggerated."



الحل في الصفحة التالية B. Change the quoted speech to reported speech.

- Taro said, "Albert and I are going to form a writers' group." Taro said that he and Albert were going to form a writers' group.
 - 1. Mrs. Jackson said, "I have taught at this school for 15 years."
 - 2. He said, "My cell phone isn't working."
 - 3. The teacher asked John, "Why are you late?"
 - 4. My brother said, "I think I'm going to grow a beard."
 - 5. They said, "We don't want to go out tonight."
 - 6. My sister promised, "I'll tell you my secret later."
 - Peter said, "There's a brilliant lecturer speaking tonight."
 - 8. We said, "We'll help them move into their new apartment."
 - The waiter said, "There will be a 20-minute wait for a table."
 - Pedro said, "I was watching TV when the earthquake began."

ضع دائرة حول الفعل الصحيح لتكمل الجملة. إذا كان بالإمكان استخدام كلا الفعلين ضع دائرة - C. Circle the correct verb to complete each sentence. If both verbs are possible, circle both.

- 1. They said that they might might have) join us later.
- 2. She says that she (likes) / liked) her classes.
- 3. The weatherman said that there will / would be a storm tonight.
- He said that criticism (is)/ was) hurtful.
- 5. My aunt said that I should should have) call her this week.
- 6. The teacher said that a full moon (appears) appeared) once a month.
- 7. He said that he thas been / had been to both London and Paris.
- 8. He asked his friends not (call / to call) him at work.
- 9. He said that he will / would try to come to the meeting.
- Her friend warned that she (will would) get in trouble.
- D. Change each sentence to reported speech with if or whether.
- هي الصفحة التالية "My friend asked me, "Will you buy a laptop soon?" My friend asked me if I would buy a laptop soon. My friend asked me whether I would buy a laptop soon.
 - They asked him, "is the rumor true?"
 - 2. My sister asked me, "Are you going to tell me your secret?"
 - 3. The waiter asked the customer, "Do you want milk for your coffee?"
 - 4. I asked him, "Did you vote in the last election?"
 - 5. They asked us, "Do you need directions?"
 - 6. She asked her sister, "Can you get some groceries from the supermarket?"

كتب من 6 إلى 8 أسطر أخرى لحوار المحادثة الهاتفية ثم قم بتغيير كل سطر من الحوار إلى كلام منت E. Write 6 to 8 more lines of dialogue for the phone conversation. Then change each line of dialogue to reported speech.

Saeed: I heard that Ahmed and his wife are flying to Jeddah this week.

Saced said he heard that Ahmed and his wife were flying to Jeddah this week.

Faisal: I thought Ahmed didn't like flying.

Faisal said that he thought Ahmed didn't like flying.

حول الكلام المقتبس إلى كلام منقول

- B. Change the quoted speech to reported speech.
- Taro said, "Albert and I are going to form a writers' group."

 Taro said that he and Albert were going to form a writers' group.

Answers:

- 1. Mrs. Jackson said (that) she had taught at this school for 15 years.
- 2. He said (that) his cell phone wasn't working.
- 3. The teacher asked John why he was late.
- 4. My brother said (that) he thought he was going to grow a beard.
- 5. They said (that) they didn't want to go out tonight.
- 6. My sister promised (that) she would tell you her secret later.
- 7. Peter said (that) there is a brilliant lecturer speaking tonight.
- 8. We said (that) we would/will help them move into their new apartment.
- 9. The waiter said (that) there would/will be a 20-minute wait for a table.
- 10. Pedro said (that) he was watching TV when the earthquake began.
- D. Change each sentence to reported speech with if or whether.
- My friend asked me, "Will you buy a laptop soon?" حول كل جملة إلى كلام منقول My friend asked me if I would buy a laptop soon.

 My friend asked me whether I would buy a laptop soon.

Answers:

- 1. We asked him if/whether the rumor was true.
- 2. My sister asked me if/whether I was going to tell her my secret.
- The waiter asked the customer if/whether he wanted milk for his coffee.
- 4. I asked him if/whether he voted in the last election.
- 5. They asked us if/whether we needed directions.
- She asked her sister if/whether she could get some groceries from the supermarket.





Anna: Hello.

Anna, I'm so glad I found you. You'll never believe what Farah:

I just heard. Ella and Susan had a huge argument and

split up.

Again? That's a real on again, off again friendship! Anna:

Yes, but this time I hear it's for good. Farah:

Anna: What happened?

Rumor has it that Ella told Susan she was tired of her Farah:

> talking about herself and her problems and never wanting to listen to her. But the real reason was that she was really upset because she found out that Susan had been talking about her behind her back.

But she hadn't, had she? Anna:

No. But Stacy told Ella that she had heard Susan talking about her. Farah:

I thought Stacy was supposed to be Susan's friend. What a backstabber! Why would she bad-mouth Anna:

Susan like that?

Isn't it obvious? She said it because she wants to become Ella's friend. But that'll never happen because Farah:

we'll set things right!

We will? How are we going to do that? Anna:

We're going to talk to Ella and tell her that Stacy was lying. And we'll do it in front of Stacy. Farah:

Oh, no. I don't want to do that. You're better at this sort of thing. I hate confrontation. Anna:

But we need to confront Stacy with this. If we don't, she'll do it again. And it's not right for Ella and Susan Farah:

to fall out over a lie. They'd have gotten over that other issue about listening to each other but not this.

Would you forgive me if you found out I had talked about you behind your back?

Anna: Absolutely not. Have you?

Anna! This is not about us. It's about Ella and Susan; they've been friends since kindergarten. Farah:

Well, so have we. OK, OK, Let's do it! Anna:

Great! I'll call you back later with more details. Farah:

عن المحادثة

About the Conversation

1. What news does Farah give Anna? 1. Farah told Anna that Ella and Susan had split up

2. Why is Anna surprised at Stacy? 2. She thought that Stacy was Susan's friend.

3. What is Anna's response to Farah's 3. She is skeptical about it, because she doesn't suggestion? like confrontation.



Your Turn

Role-play with a partner. Make up some gossip to tell your partner. Discuss the gossip, using the phrases for telling a secret and promising to keep a secret.

Telling a Secret

Promising to Keep a Secret

Can you keep a secret? Please don't tell anyone I told you this, but... You'll never believe what I heard. You'ré not going to beliévé this, but...

I promise I won't tell anyone. I won't say a word about it. My lips are sealed. You can trust me.

2023 15645

Real Talk

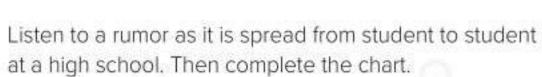
split up = stopped being friends on again, off again = something that is not stable for good = permanently behind (someone's) back = without (someone) knowing

backstabber = a person who says bad things about another

person behind his/her back

bad-mouth = to criticize someone to other people

الاستماع Listening





النطق Pronunciation

Questions usually serve one of two purposes:

- 1. To find out information that you don't already know. This kind of question usually ends with falling intonation.
- 2. To confirm that information you believe to be true is correct. This kind of question usually ends with rising intonation.

Listen and practice.

- 1. What do you think is going to happen?
- 2. What's going on?
- 3. Isn't that a bit harsh?
- 4. What are you talking about?
- 5. Didn't all that happen?

بناء الكلمات Vocabulary Building

سترى هذه الكلمات في فقرة القراءة صفحتي 158 و 159 وصل الكلمات بمعانيها A. You will see the following words in the reading on pages 158 and 159. Match the words with their meanings.

- 1. C confidential
- 2. **e** derogatory
- divulge
- excluding
- immune
- malicious
- 7. a superior

- a. better than others
- b. not vulnerable to being affected by something
- c. done or communicated in secret
- d. deliberately harmful
- e. showing lack of respect
- f. leaving out
- g. tell something that was secret

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

تأكد من إجابتك مع زميلك. إذا لم تستوعب معانى الكلمات ابحث عنها في القاموس والقال التس Ministry of Educatio

2023 - 1445

157

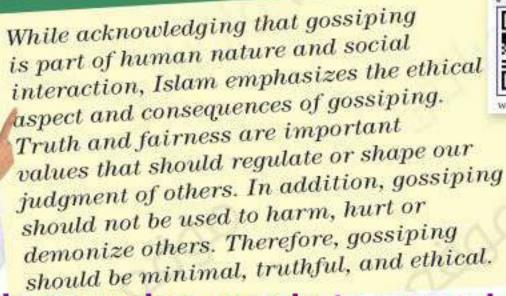


Listen to a rumor as it is spread from student to student at a high school. Then complete the chart.

300		Rumor	Truth
1.	What were Matt and Jake doing?	they crashed their father's van into a delivery van.	It was a hoax set up by their father and the police.
2.	Why did Ryan think they had gotten into serious trouble?	They were going to be hospitalized for at least a week.	It was filmed as part of a series on sensible driving for young drivers.
3.	What was their father doing at the scene of the accident?	Their father was going to send them to a boarding school.	It was a hoax set up by their father to scare them into being more careful.



Why do you think people gossip?



زابط الدرس الرقمي

Some people gossip to seek revenge. People may also gossip to spread rumors or to control the behavior of others. Whatever the motivation, gossiping can be harmful and damaging to both the person who is being talked about and the person doing the talking.

PSSt. Pass It On. (Why We Gossip)

I was everyone has included in cossiping about other people at some time. Gossiping seems to be part of human.

Almost everyone has indulged in gossiping about other people at some time. Gossiping seems to be part of human nature. Gossip is spread in classrooms, in offices, at restaurants, in hallways, on the street, over the phone, and on the Internet. No one is immune to gossiping or being gossiped about. But just why is it that people gossip?

There are many reasons people gossip. Some people gossip because it makes them feel like they are part of a group. The people spreading the gossip feel like they are in on a secret and that they are accepted by the people listening to the gossip. By excluding the person they are gossiping about, the gossipers feel included.

David Jardel has experienced this first hand. David recalls, "When I first graduated from college, I was hired along with a few other graduates to be an assistant at a news station. It was a really competitive job, and at first, it was difficult to make friends. We worked long hours and weren't paid very much. We were all really struggling. Or at least that's what I thought. But one day I overheard one of the other assistants, Rick, on the phone with his father. He asked his father if he could send more money to cover his rent. He also asked him whether he could increase the limit on the credit card he had given him. I got the feeling from the conversation that his parents were basically supporting him. I ended up gossiping about it to the other assistants. I knew I was wrong to do it, but at the time, I couldn't resist. We all had a good laugh about it, and it helped us bond as a group. But there was a price to be paid for that, and Rick paid it. We used to tease him quite a bit. For example, if we were ordering a pizza, we would say, "Oh Rick, wouldn't you prefer to have a nice meal at a restaurant and charge it to your daddy?" We meant it in good fun, but looking back, I can see how it might have seemed malicious to Rick. He ended up quitting. I've always felt bad about the part I played in his decision to leave."

Other common causes of gossip are insecurity and a need to feel superior. When you spread rumors about someone, it reduces that person's status in other people's eyes. Judging other people negatively can make insecure people feel better about themselves, at least temporarily. Jim Lyle recalls having been guilty of this himself: "When I had been at my first job for about a year, I was hoping for a promotion. Instead, they hired a new guy for the job that I had wanted. About six months later, a friend who worked in human resources told me that the new guy had been given a really bad performance review. My friend said that if his performance didn't improve, he would be in danger of being fired. I knew that this was confidential information, but each time I was having a conversation with someone in the office, I somehow found myself gossiping about it." Gossiping also made Jim feel powerful, important, and like the center of attention—at least for the few minutes it took to divulge the gossip. However, Jim adds, "His performance improved, and he's very good at his job now. Also, I've gotten to know him, and he's really a nice person. Now I'm always worried someone will tell him that I used to gossip about him!"

Interestingly though, the number one reason most young people gossip is not insecurity or a need for attention or acceptance. According to polls, most young people say they gossip out of boredom. Some people feel that when there is no conflict or drama in their social circle, life is too dull. For them, spreading rumors shakes things up and makes life more interesting. In essence, for many people gossip is a form of entertainment. Cindy LaMott, a 19-year-old student at a community college admits to being a big gossiper. Explains Cindy, "The truth is too boring. Gossip is fun. Though, I don't

Ministry of Education

2023 - 1585



However, for all its potential to do harm, gossip is not always a negative thing. Some gossip is harmless talk that is part of how people communicate and stay connected with each other. When people gossip about minor things, gossip can strengthen bonds between people and within a community. The issue isn't so much with gossip itself, but with the content of the gossip. Gossip becomes a problem when it is derogatory and hurtful.

So the next time you hear a piece of gossip and feel the urge to pass it on, stop for a moment. Ask yourself whether the gossip will do harm to the person being gossiped about. If you think it might, it's a good time to keep your mouth closed!

"The one who spreads gossip أجب بصح أو خطأ. أعد كتابة الجمل الخاطئة لتصبح صحيحة fter Reading

Answer true or false. Rewrite the false statements to make them true.

-Prophet Mohammed (Peace be upon him.)

- 1. true
- 2. false
- 3. false
- 4. true
- 5. false
- It is human nature to gossip. 2. false (need for attention, acceptance, insecurity, feel superior, powerful, important)
- Disappointment and anger are common causes of gossip.
 Gossiping is usually an effective way of gaining acceptance into a group.
- Gossip usually reduces the status of the person being gossiped about.
- 5. ___ The number one reason most young people gossip 5. false (Most young people gossip because they are bored.) is a need to feel superior.
 - 2. need for attention, acceptance, insecurity, feel superior, powerful, important.
 - 3. Gossipers are only accepted for the short period of time it takes to spread the gossip.
 - Most young people gossip because they are bored.

إذا سمعت إشاعة مؤذية عن شخص تعرفه, هل ستفعل أي شئ لمنع إنتشار ها؟ لماذا؟ ولم لا؟

If you heard harmful gossip about someone you knew, would you do anything to stop it? Why? Why not?

- 1. Work in pairs/groups. Think about the harm that can be done through spreading rumors and how you وكيف يمكنك العمــل على الحد من إنتشــار ها ,can stop them
- 2. Use the chart to make notes. Then use your notes to discuss and compare ideas in class.

Examples of rumors	1. Slander	2. Defame	з. Calumniate		
Consequences/harm	Mental health	Untrustworthy	Unlikeable		
The way you would react upon being told the rumor	Ignore because rumors are temporary.	Identity the people who are spreading rumor	Focus on your goals not on rumors.		
The way you would stop it	- Just move on bro	nations to all about th and remember people do something really great	spread rumors about		
The reason you would not stop it		Nothing! Hard you know but sometimes there's obviously a reason you would not stop it.			



If you heard harmful gossip about someone you knew, would you do anything to stop it? Why? Why not?

Answer:

The best thing you can do is nothing. Because if you react more, then you will also spreading rumors indirectly about yourself even more. Here some advices that can reduce the negative impacts of harmful gossip. These include:

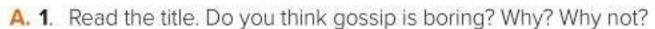
- Ignore because rumors are temporary.
- 2. Identity the people who are spreading rumors about you. if possible talk with them & ask what's their problem?
- 3. Focus on your goals not on rumors.
- Don't give explanations to all about the rumors on you because you know that are only rumors not your issues or something you did wrong.
- Just move on bro and remember people spread rumors about others when others do something really great when compared to them.
- 2. Work in pairs/groups. Think about the harm that can be done through spreading rumors and how you can stop them.

Answer:

The consequences that can be done through spreading rumors have negative impacts on mental health and relationships of the person being targeted by the rumors. He'll often be wrong and will end up eating humble pie at some point. If he isn't careful, he'll end up being charged with slander. He'll be known as someone untrustworthy and unlikeable.

10 Writing





- 2. What do you talk about when you are with your friends?
- 3. Read the text and find out.
 - · What is the writer's viewpoint? Why?
 - · How does she react when someone starts gossiping?
 - · Is she in favor or against minding one's own business?

Why gossip is boring

I hate gossip. I find it boring and destructive. Yet, so much in the media, in publications, and on the Web is based on gossip. A lot of people have become so heavily conditioned to it that they fail to recognize it as gossip. They regard it as news; information for public consumption.

I met an older friend that I had not seen for some time. She proceeded to tell me all the "news" about people I knew, and people that I had never heard of. None of it was harmful on its own but it was infinitely boring and awkward. I honestly felt I was wasting my time and hers for no obvious reason. I also became very reluctant to share any of my "news" because I felt that it would very likely become public property.

At some point, she realized that I was not engaged in the conversation and attributed my attitude to my obsession with work. So, she started lecturing me on the negative effects of not having some normal time off. She then told me about someone else who carried on like me—someone I knew—and how sick she had gotten through overwork that she had to be hospitalized for about four months. I started feeling physically sick.

What right does anyone have to upset someone to such an extent that they become sick? Why is it, that disaster draws so much attention? Why doesn't anyone tell stories or spread rumors about good days, successful endeavors, and happy people? Imminent calamity seems to sell a lot better than a happy development.

The trend has established itself quite well. Most news items are about threats, criminal behavior, destruction, bankruptcy, war... etc. The more dismal the news is, the larger the audience, the higher the ratings, and the more successful the program is.

"Mind your own business" is considered rude and aggressive. If you dare utter these words, you are summarily dismissed as a selfish, insensitive, and ungrateful. Somehow making others' business our own has become the norm rather than the exception. But I would still say it and take the risk in order to preserve some peace of mind and do my duty in a small way: reminding those who care to be reminded that we all have a right to privacy without being considered peculiar.

إقسرا النص مرة أخرى وحدد الفكرة الرئيسية. اختر أفضسل ملخص للفكرة الرئيسية من القائمة

- 4. Read the text again and identify the main idea. Choose the best summary of the main idea from the list:
 - a. The writer gives her reasons why gossip is rude and unhelpful.
 - b. The writer gives her reasons why gossip is not boring and helpful.
 - c. The writer gives her reasons why gossip is harmful and upsetting.

ع موقع السو

Writing **W**



- A. 1. Read the title. Do you think gossip is boring? Why? Why not?
 - 2. What do you talk about when you are with your friends?
 - 3. Read the text and find out.
 - What is the writer's viewpoint? Why?
 - · How does she react when someone starts gossiping?
 - · Is she in favor or against minding one's own business?

Answers:

- The writer hates gossip because she finds it boring and destructive.
- She feels bored and uncomfortable. She also becomes very reluctant to share any news for fear of having them passed on to a number of people who might or might not know her.
- She is definitely in favor of minding one's own business because she believes that everyone has the right to privacy without being considered antisocial or peculiar.
- 4. Read the text again and identify the main idea. Choose the best summary of the main idea from the list:
 - a. The writer gives her reasons why gossip is rude and unhelpful.
 - b. The writer gives her reasons why gossip is not boring and helpful.
 - c. The writer gives her reasons why gossip is harmful and upsetting.

Answers:

The best summary is c.

Students should have underlined some or all of the following:

Paragraph 1: I hate gossip. / I find ... destructive.

Yet, so much ... gossip. / A lot of ... consumption.

Paragraph 2: She proceeded ... heard of. / None ... property.

Paragraph 3: I started feeling physically sick.

Paragraph 4: Imminent calamity ... development. / the preceding questions

Paragraph 5: The more dismal the news... the more successful the program is.

إقرا المقال في الصفحة 158 و 159 مرة أخرى وتعرف على أهم الأسباب التي نكرها التساتب

- لماذا تعتبر النميمـــة ممارســـة غير صحيـــة/ أو ممارسة مؤذيـــة B. 1. Read the article on pages 158 and 159 again and identify the main reasons given by the writer on why gossip is an unhealthy and/or harmful practice. قم بتدوين ملاحظـــات حول كل فكرة رئيسية في الجدول أدناه
 - Make notes on each main idea in the chart below. Then re-write each main point using your own words. Don't introduce anything new, paraphrase only the ideas given in the article.
 - 3. Write a summary of the article. Use linking words and include an introduction.

اكتب ملخصا للمقال. استخدم كلمات الربط وتضمين مقدمة

Main Idea	Paraphrase
 Reasons People Gossip: Gossip makes them feel like they are part of a group, A need for attention or acceptance. Insecurity and a need to feel superior. Spreading rumors shakes things up and makes life more interesting. Gossip is a form of entertainment and fun. 	 Gossip becomes a problem when it is derogatory. People who are constantly looking for ways to bring you down will damage your mental health in one way or another given enough time. They will destroy your self esteem and make you feel insecure. Spreading rumors and participating in gossip isn't conducive to healthy relationships, either with the people/person you're talking to, or the people/person you're talking about.

Why Gossip is Boring

The article claims that gossip is not only boring but harmful and upsetting too.

The reasons for this viewpoint are many and varied. First of all, ...

Moreover, ...

In addition, ...

Writing Corner

When you write a summary:

- You should first identify the main ideas by underlining them in the article and taking notes.
- · You must use your own words and paraphrase the main ideas.
- Do not include examples.
- Do not introduce any new ideas of your own.
- Use appropriate linkers to connect your main points.
- Don't plagiarize. Remember to cite your source. Refer to page 203 and read about plagiarism and correct citation.

161

30/3/23 2:56 PI

Why Gossip is Boring?

In this essay, I'll explain in details the claims that gossip is not only boring but harmful and upsetting too. There are many reasons people gossip. Firstly, some people gossip because it makes them feel like they are part of a group. The people spreading the gossip feel like they are in on a secret and that they are accepted by the people listening to the gossip. By excluding the person they are gossiping about, the gossipers feel included.

Secondly, causes of gossip are insecurity and a need to feel superior. When you spread rumors about someone, it reduces that person's status in other people's eyes. Judging other people negatively can make insecure people feel better about themselves, at least temporarily. Moreover, the number one reason most young people gossip is not insecurity or a need for attention or acceptance. According to polls, most young people say they gossip out of boredom. Some people feel that when there is no conflict or drama in their social circle, life is too dull. For them, spreading rumors shakes things up and makes life more interesting. In essence, for many people gossip is a form of entertainment.

In addition, some people believe that truth is too boring. Gossip is a fun. However, for all its potential to do harm, gossip is not always a negative thing. Some gossips harmless talk that is part of how people communicate and stay connected with each other. When people gossip about minor things, gossip can strengthen bonds between people and within a community. The issue isn't so much with gossip itself, but with the content of the gossip. Gossip becomes a problem when it is derogatory and hurtful. Gossip becomes a problem when it is derogatory. People who are constantly looking for ways to bring you down will damage mental health in one way or another given enough time. They will destroy self esteem and make you feel insecure. Spreading rumors and participating in gossip isn't conducive to healthy relationships, either with the people/person you're talking to, or the people/person you're talking about.

الصيغة/الشكل والمعنسى والوظيفة

Form, Meaning and Function





Words Connected to Parts of The Body

Look at the picture of the candidate running for mayor and say which parts of the body you can see.

stomach

11

15		2.0	
1.	eye	9.	arm
2.	hand	10.	ear
3.	nose	11.	back
4.	throat	12.	foot
5.	head	13.	knee
6.	mouth	14.	shoulder
7.	leg	15.	teeth
	07.7459/km	100	100000000000000000000000000000000000000

الأفعال الناقصة وتقديم المشرورة في الحاضر والمستقبل

Modals and Giving Advice in the Present and Future

Use ought (not) to, had better, and should (not) to give advice.

The candidate for mayor said he would build a sports complex and lower taxes. We should vote for him! Majid: I don't agree. The news story says that he is not telling the truth. We ought not to vote for that candidate. We had better vote for someone else.

8. neck

A. Match t	he problems with t	he advice. Complet	e the gaps with a n	nodal verb. Then p	practice	
with you	ur partner. ميلك	، ثم تدرب مع ز	وات بفعل ناقص	ح. اكمل الفج	للت مع النصائع	قم بمطابقة المشك

A: Ali is always making fun of my younger brother. B: You should talk to Ali and explain how hurtful his behavior is.

Probl	em	Advice . V	P)
1	I heard a rumor about you.	a. You	take a rest.
2	We're very tired.	b. 0	go to the dentist.
3	Aisha is always gossiping.	You	tell the teacher.
4	Ahmed has a toothache The children have a sore throat.	d. You	tell me what you heard
5	The children have a sore throat. 🚧	e. She	about other people.
6	Faisal cheated on the test	f They	drink warm liquids

تخيل أن صديقك قد أطلــق شائعــة و هو ألان نادم على ذلك. أعط صديقك بعض النصائــح وأخبره بما يتوجب عليهم

B. Imagine your friend has started a rumor which they now regret. Give your friend some advice and tell them what they should, shouldn't, had better and ought to do.

A: I told Yasser's brother that Hisham had cheated on the text. But it wasn't true and I was only angry because he got a better mark than me. Now the whole school thinks Hisham cheated and I'm afraid Yasser's brother will tell Hisham it was me that started the rumor. What should I do?

B: You had better tell Hisham what you did and apologize. You shouldn't ...

الحل في الصفحة التالية





162

- A. Match the problems with the advice. Complete the gaps with a modal verb. Then practice with your partner.
- PA: Ali is always making fun of my younger brother.
 - B: You should talk to Ali and explain how hurtful his behavior is.

Answers:

- d You ought to/had better/should tell me what you heard.
- 2. a You ought to/had better/ should take a rest.
- 3. e She shouldn't talk about other people.
- 4. b He ought to/had better/should go to the dentist.
- 5. f They ought to/had better/should drink warm liquids.
- 6. C You ought to/had better/should tell the teacher.
- B. Imagine your friend has started a rumor which they now regret. Give your friend some advice and tell them what they should, shouldn't, had better and ought to do.

Answer:

A: I told Yasser's brother that Hisham had cheated on the text. But it wasn't true and I was only angry because he got a better mark than me. Now the whole school thinks Hisham cheated and I'm afraid Yasser's brother will tell Hisham it was me that started the rumor. What should do?

B: You had better tell Hisham what you did and apologize.

الأفعال المساعدة الناقصة للمضارع و المستقبل

Modals Auxiliaries for the Present and Future

القدرة Ability

Use can and be able to to express ability in the present.

Can you keep a secret Yes I can. / No, I can't. Is he able to discover who started the rumor? Yes, he is. / No, he isn't.

Use can and will be able to to express ability in the future.

Will you be able to speak to the principal? Yes, I will. / No, I won't. Can you find out who started that rumor? Yes, I can. / No, I can't.

الاستئذان Permission

Use may and can to express permission.

Yes, you may. / No, you may not. May I leave early today? Yes, you can. / No, you can't. Can I have another soda?

الطلبات Requests

Use can and could to make polite requests. Could is more formal. Could I have the check, please? Yes, of course. / Certainly.

Can I speak with you Sure. / Not now. I'm busy.

الإمكانيات Possibility

Use may, might, and could to talk about possibility. Use can't to talk about impossibility.

Do you think he might give away the secret? He can't tell. He doesn't know anything.

الضرورة و اللزوم Obligation and Necessity

Use must, need to and have to to express obligation and necessity. Use should to give advice.

You must stop gossiping. You **should** talk about events and not about people!

You must not spread rumors. You **shouldn't** tell anyone what you know.

Note: Must is stronger than should. It has a more formal or official tone.

ضع دائرة حول الفعل الصحيح لإكمال كل جملة. إذا كان بالإمكان استخدام كلا الفعلين ضع دائرة حولهما C. Circle the correct verb to complete each sentence. If both verbs are possible, circle both.

- 1. My grandmother said that we (should/ might) call her this week.
 - 2. The teacher told us we may / could have a test this week.
 - 3. Ali said after he passes his test, he (can / will be able to) drive his father's car.
 - 4. The news reporter said the missing helicopter (can /could) be in the Atlantic Ocean.
 - 5. The teacher explained that students (have to /shouldn't) gossip about other students.
 - 6. Faisal and Omar said they may / might play football later. We (ought to / must not) go and play, too.
 - 7. My brother said he may / might go to Dubai on vacation this year.
 - 8. That can't must) be the man we saw yesterday. The man we saw was much taller.
 - 9. My father has to work late today and so he won't be able to / can't join us for dinner.
- 10. Excuse me, (can) / need to) you help me find the accounts department?



وزارة التع Ministry of Education 2023 - 1445

163

المشـــروع Project **ني**

- 1. Work in pairs/groups. Think about or research a rumor that caused a lot of harm. Make notes about it in the chart.
- 2. Collect information and data from different sources. Include conflicting opinions on the truth or validity of the story.
- 3. Use your notes to prepare a PowerPoint presentation for your class. Remember to include photos or pictures.





	Social Media Source 1:	Press websites Source 2:	Social media & Source Press website	
The rumor Global Internet outage		COVID -19 Vaccination	Tsunami alert in Egypt 2023	
When and how it started	October 2023, Due to the effect of solar winds on Earth, which causes problems in all wireless networks.	2020, misinformation of Coronavirus Deaths	Feb. 2023, misinformation and fake news	
Who was responsible	Pioneers & users of social media	Press and users of social media	Social media & Press websites	
How it was spread	The rumors have spread across social media	The rumors of coronavirus deaths spread dramatically in 2023	The rumors have spread across social media, platforms, and press websites	
How it affected the life of a person/a group/an organization, etc.	Concerns were rising over global internet outage on October	People were very worried about the situation worldwide	Egyptians worried after multiple earthquakes in Turkey and Syria	
How the person or group responded/dealt with it	internet outage could be brought on by a stronger solar storm hitting Earth - a rare	The WHO approved COVID -19 vaccines to be used in	Egyptian Gov. asserted that the Egyptian land is stable, and	
Your view on what should/ shouldn't have been done	that has not yet happened in digital age	accordance with the WHO SAGE Roadmap	people should'nt panic about the possibility of tsunami in the country.	

13 Self Reflection

_				
			-	
				٦
				4
		•	_	
				٠
				п
	•			

Things that I liked about Unit 10:		Things that I didn't like very much:	
		200	0
0,500	000	000	000
38	10.	10	18

Things	that I found easy in Unit 10:	Things th	Things that I found difficult in Unit 10:		
	- 0				
99	200	280			

Unit 10 Checklist	I can do this very well.	l can do this quite well.	I need to study/ practice more.
discuss gossip and rumors	771		
tell a secret			
promise to keep a secret			
use noun clauses as reported speech versus quoted speech			
apply rules and exceptions to the sequence of tenses			
use noun clauses beginning with whether or if			
use a range of modal auxiliaries for the present and future: must, should, ought to, may, might, can, could			
Talk about parts of the body	0		(0)

My five favorite new words from Unit 10:	If you're still not sure about something from Unit 10:		
	• read through the unit again		
	 listen to the audio material 		
	study the grammar and functions from the unit again		
	ask your teacher for help		

Ministry of Education 2023 - 1445









- 1. What languages do you speak? Arabic, English, and French
- 2. Do you think English is a difficult language? Explain. I think English is one of the easier languages to learn.
- 3. Why do you study English? Speaking fluent English is an important for achieving success both as a student and as a professional.

حقائــق لغــوية رائعــة Fascinating Language Facts

The most widely spoken language in the world is Mandarin. There are 885 million people in China who speak it. English is the second most widely spoken language.

There are more people in China who speak English than there are in the United States.

There are 13 languages that 100 million people or more speak. These languages are Mandarin, English, Hindi, Spanish, Russian, Arabic, Bengali, Portuguese, Malay-Indonesian, French, Japanese, German, and Urdu.





Prosperity





Good Fortune

Longevity Auspiciousness

There are about 7,000 languages spoken in the world today. However, about 2,000 of these languages have fewer than 1,000 speakers.

It is believed that nearly half of the estimated 7,000 languages currently spoken in the world will have become extinct by 2050.

The language which has the world's largest alphabet is Cambodian. It has 74 letters. The language with the shortest alphabet is Rotokas, used in the Solomon Islands. It has only 11 letters.

Some of the languages that people speak in Africa include a clicking sound. These languages sound different from and are not related to any other known language. It is believed that the click languages may be the earliest human languages. These languages can only be spoken properly by those who acquire the language in childhood.

Arabic has influenced many languages. Many words in English have been borrowed directly or indirectly from Arabic. Such words include admiral, adobe, alchemy, algebra, alkaline, amber, arsenal, candy, carat, coffee, cotton, hazard, jar, lemon, mattress, sofa and many more



166

There are about 800,000 words in the English language. This is more words than any other language in the world. But people who speak English routinely use only about 1 percent of the immense number of words in the language.

> Punctuation did not exist in English until the 15th century.



حقائـــق عن اللغـــة الإنجلـــيزية English Language Facts

"Go" is the shortest complete sentence in the English language.

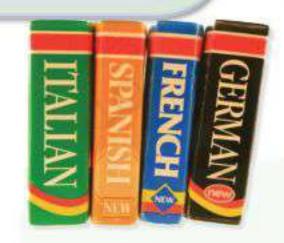
The English language has only one solitary word that ends in the letters mt. It is dreamt.

Bookkeeper is the only English word that has three consecutive doubled letters.

There is no word in the English language that rhymes with month, orange, silver, or purple.

The word that has more definitions in the English language than any other is set.





تحقق سريع

Quick Check 🗹

A. Vocabulary. Match each word to its synonym.

1. _____acquire

a. single

2. ____ consecutive

b. gigantic

3. ____ currently

c. learnd. regularly

4. _____ extinct

e. dead

5. _____immense

f. presently

6. _____ routinely
7. _____ solitary

g. continuous

- 7, a
- B. Comprehension. Answer true or false. Rewrite the false statements to be true.
 - 1. _____ English is the most widely spoken language in the world.
 - 2. _____ More people speak English in China than in the United States.
 - The shortest complete sentence in the English language is "We go."
 A few words in English have been borrowed from Arabic.
 - 5. _____ Punctuation was introduced to English in the 15th century.

عمسیل ثنانی Pair Work



قم بإنشاء إختبار من خمسة أسئلة حول اللغة الإنجليزية وتعطيه لزميلك قد تطلب من زميلك تعريف كلمات معينة أو تحديها بناءً على القدرائن قد موا بطرح الأسئلة على بعضكما البعض و من ثو ناقشوا الاحابات

قوموا بطرح الأسئليــــة على بعضكما البعض ومن ثم ناقشوا الإجابات Create a five-question quiz about the English language to give your partner. You might ask your partner to define certain words or to identify words based on clues. Ask each other your questions and discuss the answers.

- ? 1. What does the word equivalent mean?
 - 2. Say one English word that ends in the letters -tion.

- B. Comprehension. Answer true or false. Rewrite the false statements to be true.
 - _____ English is the most widely spoken language in the world.
 - 2. _____ More people speak English in China than in the United States.
 - _ The shortest complete sentence in the English language is "We go."
 - A few words in English have been borrowed from Arabic.
 - Punctuation was introduced to English in the 15th century.

Answers:

- false (Mandarin is the most widely spoken language in the world.)
- true
- false (The shortest complete sentence is "Go.")
- false (More words in English have been borrowed from Arabic.)
- true

2 Pair Work



Create a five-question quiz about the English language to give your partner. You might ask your partner to define certain words or to identify words based on clues. Ask each other your questions and discuss the answers.

Answers:

Q: In how many countries is English the official language?

A: 67 different countries.

Q: What are words like "and," "but," and "or" that connect words or clauses in a sentence called?

A: Conjunctions.

Q: What is the most commonly used letter in the English language?

A: The letter E.

Q: What are words like "there," "their," and "they're" called when they sound similar but have different meanings and spellings?

A: Homophones.

Q: What's the term for a word spelled the same forwards and backwards,

like "racecar"?

A: Palindrome.

القواعد Grammar



جمل الصفة و الأسماء الموصولة Adjective Clauses and Relative Pronouns

An adjective clause is a dependent clause that describes or gives information about the noun that comes before it.

I know a person who speaks three languages.

The language that he/she speaks at home is Spanish.

Relative pronouns relate clauses to nouns in adjective clauses. Use the relative pronoun who for people, and which and that for things.

Note: The relative pronoun that can also be used when talking about people in general. However, when a particular person is being referred to, who is preferred.

She is the kind of person that is always there for her friends.

The tutor who helps me with my English is very kind.

الأسماء الموصولة كفاعل لجمل الصفة Relative Pronouns as Subjects of Adjective Clauses

Relative pronouns can be the subject of an adjective clause. Relative pronouns that are followed by a verb are subject pronouns. Subject pronouns must always be included.

I am someone who loves doing crossword puzzles.

Words that have many meanings can be confusing.

الأسماء الموصولة كمفعول به لجمل الصفة

Relative Pronouns as Objects of Adjective Clauses

Relative pronouns can also be the object of an adjective clause. Relative pronouns that are followed by a noun or pronoun are object pronouns. Object pronouns can be omitted.

Spanish is a language (that) many people find easy to learn.

There are many words (which) James mispronounces.

Note: Whom is considered more correct than who when used as the object of an adjective clause. However, whom is very formal. In casual speech, either who is used or the relative pronoun is simply left out.

The teacher (who[m]) I like best is my language professor.

وصل نصفي الجملة. أعد كتابة الجملة. باستخدام ضمير الوصل لربط الجزئين

A. Match the sentence halves. Rewrite the sentence, using a relative pronoun to join the two halves.

A photographer is someone who takes photographs.

- h A photographer is someone <u>who</u>
- A fashion designer is someone who/that
- A flag is something which/that
- A linguist is someone who/that
- A hammer is something which/that
- An exam is something which/that
- An electronic reader is something which/that
- A vegetarian is someone who/that
- Synonyms are two words which/that
- A dictionary is something which/that

- have the same meaning.
- b. lets you read books on a screen.
- c. tests a student's knowledge.
- d. gives the meanings of words.
- e. is a symbol of a nation.
- doesn't eat meat.
- g. creates clothing.
- h. takes photographs.
- is used to put nails in a wall.
- studies languages.

- B. Decide whether the relative pronoun can be omitted in each sentence. If it can, rewrite the sentence without it. If it cannot, write no change.
- My sister never told me the reason that she called. My sister never told me the reason she called.
 - The bird that they saw in the museum is extinct.
 - Melissa cooks dishes that are incredibly delicious
 - That's not the book that the teacher asked us so &
 - Where is the food that I brought home to much restaurant last night?
 - The goalkeeper that plays for that part is from my hometown.
 - The people who live next doos of always very friendly.
 - John is a person who others can count on.
 - Do you have another pan that you can lend me?
 - 9. The book that you bought me is interesting.
 - Do you know anyone who speaks Swahili?
 - Jane is a solitary person who prefers to be alone.
- C. Combine each pair of sentences. Use the second sentence as the adjective clause.
- I finally finished reading the book. You gave it to me. I finally finished reading the book that you gave me
 - 1. I saw the man. He stole the wallet.
 - 2. The email didn't make sense. You sent it to me.
 - 3. We saw a film on TV last night. It was really depressing.
 - The man looked confused. He asked for decitions.
 - This is the restaurant. We have eaten at this restaurant for three consecutive days.
 - The article isn't in this newspaper. You want to read an article.
 - She lost the necklace. She borrowed it from her mother.
 - I know the neighbors. They have ten children.
 - Do you like the textbook? You are using it in that class.
 - Where can I find the supermarket? It sells organic fruits and vegetables.
 - 11. You need to write a research paper. The paper cites at least three sources.
- أكمل كل جملة بجملة الصفة. استخدم أفكارك D. Complete each sentence with an adjective clause. Use your own ideas.
- I like to eat foods __that are healthy
 - Which is spoken in many countries. 1. English is a language
 - 2. I routinely eat foods that are easy to make.
 - I like people who don't talk too much.
 - Students usually like teachers who are friendly.
 - 5. I sometimes worrythat I won't get the job that I want
 - 6. Hike books that are funny and light-hearted.
 - 7. I have a friend who often borrows money from me.
 - 8. I have a job that pays well.





30/3/23 2:56 PM

قرر ما إذا يمكن حنف ضمير الأسم الموصول في كل جملة إذا ممكن أعد كتابة الجملة بدونه

- B. Decide whether the relative pronoun can be omitted in each sentence. If it can, rewrite the sentence without it. If it cannot, write no change.
- My sister never told me the reason that she called.

Answers:

- 1. The bird they saw in the museum is extinct.
- 2. no change
- 3. That's not the book the teacher asked us to get.
- 4. Where is the food I brought home from the restaurant last night?
- 5. no change
- 6. no change
- 7. John is a person you can count on.
- 8. Do you have another pen you can lend me?
- The book you bought me is interesting.
- 10. no change
- 11. no change

اجمع كل زوج من الجمل. استخدم الجملة الثانية كجملة صفة

- C. Combine each pair of sentences. Use the second sentence as the adjective clause.
- I finally finished reading the book. You gave it to me.

 I finally finished reading the book that you gave me.

Answers:

- 1. I saw the man who/that stole her wallet.
- The email which/that you sent me didn't make sense.
- 3. We saw a filmon TV which/that was really depressing last night.
- The man who asked for directions looked confused.
- 5. This is the restaurant which/that we have eaten at for three consecutive days.
- The article which/that you want to read isn't in this newspaper.
- 7. She lost the necklace which/that she borrowed from her mother.
- 8. I know the neighbors who/that have ten children.
- 9. Do you like the textbook which/that you are using in that class?
- 10. Where can I find the supermarket which/that sells organic fruits and vegetables?
- 11. You need to write a research paper which/that cites at least three sources.









Jason: This restaurant is jam packed.

I know. I had to elbow my way through the crowd just to

get to the buffet table for some munchies.

Jason: And the people's voices are way too loud.

I'm sorry, I didn't catch that. What did you say?

Jason: I said the people's voices are way too loud! Hey, did you see that guy in the blue suit?

He seems to be familiar.

Oh, yeah, he's the captain of the football team.

Jason: What's his name?

Badr: lan Ford.

Jason: Sorry you're bored, but I was asking you the name of that guy.

No. I said his name is lan Ford! Badr:

Jason: Oh, sorry. The people's voices are ridiculously loud. So, what's he like?

He's OK. The only thing he's interested in is sports. I find him a bit boring. Badr:

Jason: Pardon? You found him snoring?

Oh, forget it. This is crazy. Badr:

Jason: Trying to talk over this noise is too difficult.

Badr: Yeah, I can't deal with it anymore. Do you want to leave?

Jason: What do you want to tell Steve?

Badr: No, I said let's leave. We can get a bite at the diner on the corner.

Jason: Yeah. Let's go.

عن المحادثة About the Conversation

1. What problem are Badr and Jason having?

- 2. Who is lan Ford, and what does Badr say about him?
- 3. At the end of the conversation, what do Badr and Jason decide to do?

Real Talk

jam packed = very crowded

elbow (one's) way = make one's way through

a crowd using some

physical force

munchies = crunchy junk foods

deal with = put up with

bite = snack

- 1. The peoples voices are too loud, and they can't hear each other clearly.
- 2. He is the captain of the football team. Badr says that Inds him boring.
- 3. They decide to leave the restaurant and get a bite to eat at the diner on the corner.

دورك Your Turn

Role-play with a partner. Imagine you are in a noisy or crowded place, such as a shopping mall, a subway, or a city street. Discuss your English class, pretending that you can't hear each other clearly. Use the phrases for asking someone to repeat something.

Asking Someone to Repeat Something

Can/Could you repeat that, please? Could/Would you say that again?

Excuse me, but I didn't catch the last part/the part about...

I'm sorry. I didn't catch that.

170

Pardon (me)?

What did you say?

What was that?

Would you mind repeating that?

الاستماع Listening

Listen to the students discuss making mistakes in English. Then complete the chart.



Y		What She Said or Wrote	What She Meant to Say or Write
1.	Badria (about her plans for the weekend)	She was preparing dinner for goats.	She was preparing dinner for guests.
2.	Paula (about her mother's visit)	dinner for goats. Her mother gave her an egg.	Her mother gave her a hug.
3.	Tina (about getting caught in the rain)	A STATE OF THE PARTY OF THE PAR	She got caught in a shower.
4.	Amira (about a recipe)	Add 2 cups of flower.	Add 2 cups of flour.

6 Pronunciation



Different words in a sentence can be emphasized to convey different meanings. Listen to the sentences. How does the meaning change in each pair?

- 1. a. You know ONE of the things that I find most difficult about learning English?
 - b. You know one of the things that I find most difficult about learning English?
 - 2. a. I know what you MEAN.
 - b. I know what YOU mean.
 - 3. a. We've ALL had that kind of thing happen.
 - b. We've all had THAT kind of thing happen.
 - 4. a. Is THAT a traditional gift in your country?
 - b. Is that a TRADITIONAL gift in your country?

بناء الكلمات Vocabulary Building



سترى هذه الكلمات في فقرة القراءة صفحتي

A. You will see the following words in the reading on pages 172 and 173. Match the words with their meanings.

- 1. d evolve
- a. lack of ability
- 2. h exception
- b. shown to have exclusive legal ownership
- 3. <u>Q</u> fictitious
- c. not favoring one side or the other
- humanitarian
- d. develop and change
- 5. a limitations
- e. honorable

- 6. C neutral
- f. devoted to improving the lives of all people
- 7. e noble
- g. make-believe, not real
- 8. b trademarked
- h. something that is different from what is expected
- B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

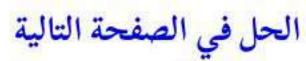
تأكد من إجابتك مع زميلك. إذا لم تستوعب معاني الكلمات ابحث عنها في القاموس

171







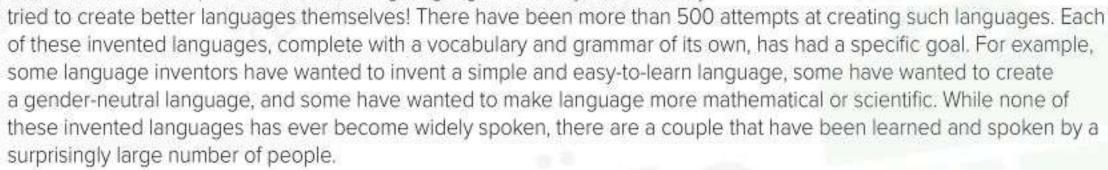


What do you think an *invented language* is?

Do you think such a language could be successful?

INVENTED LANGUAGES

Every language has its flaws and limitations. Some people have been so frustrated with the imperfections of existing languages that they have actually



The invented language that has the most speakers is Esperanto. This language was created in 1887 by Ludvik Zamenhof, a Polish doctor. Zamenhof lived in an area populated by four different ethnic groups that spoke many different languages. There were a great number of problems between these groups. Zamenhof felt that the language difference between the groups was the root of the problems. This gave him the idea of creating a language that would not belong to any one country or culture, but instead, would belong equally to all people. The hope was that a neutral second language would break down language barriers and build a sense of equality and brotherhood between nations. The language which he created to fulfill this dream was called Esperanto, which means hope in the Esperanto language.

Because Zamenhof's goal was clearly a humanitarian one, he was not interested in making any money from Esperanto. He published a guide to speaking Esperanto, and gave up all rights of ownership to the guide. This way the guide could be freely circulated to all people interested in learning the language.

Zamenhof wanted as many people as possible to learn Esperanto, so he made the language extremely simple, with no irregularities or exceptions to the basic rules. For example, in Esperanto all nouns end with an -o. All nouns can be made plural by simply adding a -j. So the word for friend is *amiko*, and the plural is *amikoj*. All adjectives end with an -a. To create the opposite meaning, a speaker simply adds *mal*- to the beginning of the word. So, for example, the word for *big* is *granda*, and the word for *small* is *malgranda*. The rules for verbs are equally simple, with no irregular verbs and no conjugation.

For all Zamenhof's good intentions, Esperanto never became the unifying international language he had hoped it would become. People were not eager to spend time learning a new language which so few other people spoke. However, Esperanto has survived to this day and is spoken by at least 100,000 people around the world.

The second most successful invented language is called *Klingon*. Other than the fact that it is also an invented language, it shares almost no similarities with Esperanto. Klingon, which was invented over 25 years ago, was not created with the noble intention of promoting the peaceful coexistence of people from different cultures. Instead, it is a trademarked invention of a major television studio. It was created in 1984 by a linguist named Marc Okrand for use in the *Star Trek* series. The characters who speak this language are the Klingon, a fictitious race of people from outer space.

The Klingon Dictionary, which is copyrighted by the television studio, has sold more than 300,000 copies, and has made quite a bit of money. Unlike Esperanto, Klingon is an extremely complicated language with complex grammar, making it an immensely difficult language to learn. As a result, it is estimated that only a few thousand people can speak Klingon





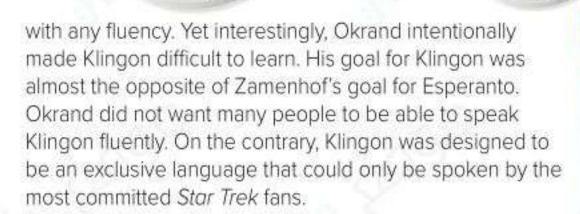




What do you think an *invented language* is?

Do you think such a language could be successful?

- Invented language is a language whose phonology, grammar, and vocabulary, instead of having developed naturally, are consciously devised for some purpose, which may include being devised for a work of fiction.
- Success is determined by a variety of factors. Language is merely one result of a collective mix of components, but is always the most crucial in case of competitive exams this may be important in some part but not always.



The vast majority of invented languages have disappeared almost as soon as they were created. While the most

successful invented languages, like Esperanto and Klingon, have caught the imagination of a community of people, these languages are spoken more as a novelty than as a practical, everyday language. The fact that no invented language has ever become widely spoken seems to tell us something: It is only languages that evolve naturally and slowly over time that have the power to spread, to continue, and to become part of our identity.

DISCOVERS

After Reading

Answer the questions.

- 1. What are some reasons people have created invented languages?
- 2. How did where Zamenhof lived inspire him to create Esperanto?
- 3. If bela means beautiful in Esperanto, what is the property?
- 4. Why didn't Esperanto become an internation second language?
- 5. What is Klingon, and why was it invented
- 6. How are Esperanto and Klingon alike? How are they different?

Speaking 🚨



- 1. Work in pairs/groups. Think about the languages that you, your family, and relatives can speak and make notes in the chart.
- 2. Decide which language(s) you prefer and why. Think about the people who use it, the reason it is used, how easy or difficult it is, etc.
- 3. Which language would you like to learn well? Say why you want to learn it. Compare answers. Which is the most popular language in your class?

Languages	1 Arabic	2 English	₃ French	
People who use it	All family members	All family members	My father	
Reasons/purpose of use	Native speakers	Study and work	Study and work	
Ease/difficulty of use and reasons	Easy	Easy	Easy	
Your preferred language of use and reasons	Arabic, Mother tongue.			
Your choice of language to learn and reasons	Spanish and Chinese.			



بعد القراءة After Reading

أجب على الأسئلة. Answer the questions

- 1. What are some reasons people have created invented languages?
- 2. How did where Zamenhof lived inspire him to create Esperanto?
- 3. If bela means beautiful in Esperanto, what is the word for ugly?
- 4. Why didn't Esperanto become an international second language?
- 5. What is Klingon, and why was it invented?
- 6. How are Esperanto and Klingon alike? How are they different?
- 1. Some inventors have wanted to invent a simple and easy-to-learn language, some have wanted to create a gender-neutral language, and some have wanted to make language more mathematical or scientific.
- 2. Zamenhof lived close to four different ethnic groups that spoke four different languages and that didn't get along very well. He thought the language difference between the groups was the root of the problem, and that they would get along better if they spoke the same language.
- 3. malbela.
- 4. People didn't want to spend too much time learning a new language that few people spoke.
- 5. Klingon is the language of Klingons, a fictitious race of people from outer space. It was invented just for Star Trek.
- 6. Esperanto and Klingon are both invented languages. Klingon was invented exclusively for Star Trek. and its circulation has made the studio a lot of money. Esperanto was developed for a humanitarian goal of bringing people together through a common language.







الكتابة Writing





- A. 1. Why do so many people learn English? What are some of the main purpos
 - 2. How important is it to have a "good accent" in English? Please define 200d accent."
 - 3. How easy is it for you to understand different speakers of Englick? Juiffy your answer.
 - 4. Read the text and find out.
 - How important is an accent according to the writer?
 - What should a learner develop to enhance understanting of spoken language?
 - Why do native speakers of English attend courses English for international communication?
 - · Why are features of intercultural communication important?
 - Do you agree with the writer's views? Why? Why not?

English as an International Language



In language learning, most people believe that a native speaker-like accent is an asset that can be used to impress people. The question, however, is which variety of English? The language spoken by people in the North of England is different from the variety spoken by people in the South; and this only touches upon the two ends of the continuum. There is a multitude of regional varieties within. So, maybe, the first thing to consider is the reason why we learn the language and what we intend to do with it.

Is it important for a learner of English to imitate one or more varieties when speaking? No, not necessarily, although people who learn the language in its natural setting tend to adopt regional features in terms of pronunciation, vocabulary, and grammar. What is more useful is developing the ability to understand different speakers, including speakers of other languages as a primary need.

As more and more people use English as a common medium to communicate with people from other countries, they affect the language and develop their own variety in terms of accent, vocabulary, and other features. So much so, that special language courses

are offered for native speakers who need to conduct business with people in different countries! So, for a change, native speakers have to attend courses that will familiarize them with new varieties of their language and help them develop the skills required to understand the people they communicate with. Naturally, intercultural communication and its requirements are a very important part of such courses and a prerequisite for successful communication with members of different cultures.

English as an international medium of communication is an evolving variety that is affected by the speakers of the language, whether they happen to be native or non-native. Therefore, our idea of a good user of the language has to be modified to accommodate characteristics that make one an effective communicator across cultures, over and above acquiring a prestigious native speaker accent and structurally accurate use of the language. If culture-specific variations will eventually be looked upon as varieties of the international medium remains to be seen. The fact, however, is that English is no longer the property of the English-speaking countries but of the whole world, and as such, it will inevitably reflect the culture and norms of different people.

MG_03_COMBO_TEXT_2023.indb 174



الكتابة 10 Writing 💹



To get a better job. Some learn English because he or she is going to travel and some others learn it because they like it.

- It is so important to have a good accent since no one would be racist with you.
- 3. It is a little hard because when the person speaks with an accent, it becomes no easy to understand that person.

- Not as important as many people think. At least not as important in speaking as it is in listening.
- The writer feels that it is important for learners to be able to understand different speakers of the language.
- In order to become a familiar with international varieties of English, spoken by people of different nationalities. This is necessary for them to communicate with speakers of other languages in order to conduct business or socialize.
- Because they are prerequisite of successful communication with members of different cultures.

- قارن لغتك الأم باللغة الإنجليزية. ما هي أوجه التشابه و الإختلاف
 B. 1. Compare your first language with English. How is it similar? How is it different? Compare things like the pronunciation, grammar, and expressiveness of the languages. Make notes on your ideas in your notebook.
 - 2. Read the email below and answer the questions:
 - · Who is writing? Why are they writing?
 - · How do they start the email? How do they end the email?
 - · Are there any interesting features typical of an email to a friend? What are they?

They are not similar. They are different in grammar.

- The writer calls Josie. Because they are close friends.
- They started the e-mail with asking about the other person and in ended with wishing the best for the other person.
- I don't think so, I think they are all the same.
- 3. Write an email to an international e-pal and explain how your language is similar or different to English.

Hi Ahmed.

How are you doing? I have that you started a new job few days ago. I hope that it is great.

I started to learn English lately. It sounded difficult, but it becomes easier and easier. My teacher is great. She is an American. English and Arabic are similar in some words. If you know them in Arabic, it would be the same in English with small changing in the pronunciation.

There are differences between the two languages. The grammar is totally different. In Arabic, it is more complicated, but in English, it is kind of easy.

I hope to master English in six months. My greeting. Your friend. Ali Saeed.



الشكل و المعنى و الوظيفة Form, Meaning and Function المستقبل



Future with Will or Be Going To

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

Questions (?)

Will people speak Arabic?

Are we going to learn Chinese at school?

Answers (Opinions)

I guess so. / I don't think so.

I think so. / I hope so. / I hope not.

Will versus Be Going To

Use will to make an on-the-spot offer, request or decision. Use be going to to express a plan that is already made or decided.

Ali is going to have his work professionally translated, but I can't afford it. I'll translate it using machine translation software on the Internet.

المستقبل المستمر

Future Progressive

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

Affirmative (+)

Free machine translation services on the Internet are going to get better and better. By 2030, most people around the world will be translating foreign languages through machines. They will no longer be learning the lingua franca (the common global language) to communicate in business and trade.

Questions (?)

Will you be working on the weekend?

Are they going to be taking the test, too?

Short Answers (+)

Yes, I will.

Yes, they are.

Short Answers (-)

No, I won't.

No, they aren't.

أكمل التنبؤات حول المستقبل بالشكل الصحيح للفعل. أكثر من إجابة واحدة ممكنة

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

will translate/are going to translate

1. In the next couple of years, speech recognition applications languages at business meetings in real time.

will use/are going to use (use) our smartphones to translate printed text by using the camera function.

_ on gasoline. They will run on electricity. (not runwon't run on/aren't going to run on 3. Cars _____

4. Robots won't be able to to make autonomous decisions. They will do what they are programmed to do.

5. In 50 years time, no-one will use (use) the lingua franca to communicate. We will all use machine translation software.



Express Yourself

اعمل مع زميلك. اسأل و أجب. أي من التالي باعتقادك



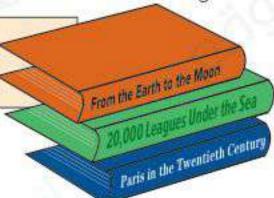
سيستمر الناس في استخدامها في ال50 سنة القادمة؟

B. Work with a partner. Ask and answer. Which of the following do you think people will still be using in 50 years?

A: Do you think we will still be using ballpoint pens?

B: No, I don't. I think that we won't use pens for anything in 50 years and all communication will be digital.

ballpoint pens DVD players magazines cell phones vacuum cleaners flat screen TVs books microwave ovens washing machines planes dishwashers cars



A: Do you think we will still be using ballpoint pens?

B: No, I don't. I think that we won't use pens for anything in 50 years and all communication will be digital.

A: Do you think we will still be using DVD players?

B: No, I don't. I think that we won't use DVD players in 50 years and the general perception seems to be that with streaming services and online cloud storage platforms there's no need to physical media.

A: Do you think we will still be using magazines in 50 years? B: I think magazines and newspapers will change beyond recognition, but they will nor really disappear.

A: Do you think we will still be using flat screen TVs in 50 years? B: No, I don't. I think that we won't use flat screen TVs in 50 years and they will look like windows. There will be nothing like that unless for nostalgia to watch old things.



الكلمات المرتبطة بأنواع مختلفة من العطلات Words Connected with Different Kinds of Vacations

Some words we connect with vacations are:

Adjectives		Nouns		Verbs	
amazing spectacular magnificent wonderful ancient peaceful/relaxing inexpensive popular	exciting/thrilling luxurious exotic awesome	marine life rain forest plants animals city archaeological site buildings tombs	rocks adventure wildlife coral reef desert oasis museums art galleries	visit see learn explore dive experience trek	travel hike

الجمل الشرطية مع.....المواقف الخيالية في المضارع Conditional Sentences with If-Clause: Imaginary Situations for the Present

Use conditional sentences to talk about imaginary or hypothetical situations in the present. Use the simple past in the if-clause.

If I didn't know foreign languages, I wouldn't travel around Europe alone this summer. (But I do know foreign languages, so I'm going to travel around Europe alone.)



Verb: Wish/If only for Unreal Situations

Use wish for things you want to happen but probably won't. We can also use If only in place of wish to add emphasis. in the present

I don't know many foreign languages.

I wish/If only I knew more foreign languages.

in the future

My parents won't let me go on vacation with my friends.

I wish/If only my parents would let me go.

Note: Was is usually used in informal spoken English with I: I wish I was on vacation.



30/3/23 2:56 PM

وصل العناوين مع كل نص. إملاً الفراغات بكلمات من الجدول أعلاه

b. 4 Trekking in On 1 (1.) Visit the spectacular (2.) city of Petra. You're going to (3.) this magnificent (4.) site and see the wonderful buildings and (5.) carved out in the rock.	(6.) in the peaceful coral (7.) of the Red Sea. You're going to see some of the most awesome and colorful (8.) life! Come face to face with sea turtles, lionfish, manta rays, and dolphins.	(9.) through the rain forest at Kinabalu Park and learn about one of the world's unique ecosystems. You're going to come into contact with thousands of different species of (10.) and (11.), including an (12.) variety of orchids.	Follow the Frankincense Trail from Muscat to Salala and (13.) the secrets of the ancient perfume. You're going to visit a (14.) oasis and see (15.) views of mountains, coastal villages and archaeological sites.
. visit. . ancient.	1000	703	
B. explore.			
archaeologic	al		
	al.		
tombs. dive.	al.		
i. tombs. i. dive. i. reef.	al.		
tombs. dive. reef. marine.	al.		
tombs. dive. reef. marine. hike. 0. plants.	al.		
i. tombs. i. dive. i. reef. i. marine. i. hike. i. plants. i. animals.	al.		
1. archaeologic 5. tombs. 6. dive. 7. reef. 8. marine. 9. hike. 10. plants. 11. animals. 12. amazing.	al.		
i. tombs. i. dive. i. reef. i. marine. i. hike. i. plants. i. animals. i. amazing. i. learn.	al.		
. tombs dive reef marine hike. 0. plants. 1. animals. 2. amazing. 3. learn. 4. desert.		ملك. اقرأ الحما أدناه و أ	اعماره د
. tombs dive reef marine hike. 0. plants. 1. animals. 2. amazing. 3. learn. 4. desert. 5. spectacular	كملها بأسلوبك	ميلك. اقرأ الجمل أدناه و أ	705
. tombs dive reef marine hike. 0. plants. 1. animals. 2. amazing. 3. learn. 4. desert. 5. spectacular . Work with a partner, Re	كملها بأسلوبك ad the sentences below	and end with your own ideas	
 tombs. dive. reef. marine. hike. plants. animals. amazing. learn. desert. spectacular Work with a partner. Re If I could choose an 	كملها بأسلوبك ad the sentences below	and end with your own ideas 4. He won't lend me	his textbook. I wish
 tombs. dive. reef. marine. hike. plants. animals. amazing. learn. desert. spectacular Work with a partner. Re If I could choose and If I had some extrains My friend asked me 	عملها بأسلوبك ad the sentences below y destination, noney, to go surfing. I wish	and end with your own ideas 4. He won't lend me 5. If we had more tim 6. If I could be anyon	his textbook. I wish
. tombs dive reef marine hike. 0. plants. 1. animals. 2. amazing. 3. learn. 4. desert. 5. spectacular . Work with a partner, Re 1. If I could choose and 2. If I had some extrain 3. My friend asked me 1. I would go	كملها بأسلوبك ad the sentences below y destination,	and end with your own ideas 4. He won't lend me 5. If we had more tim 6. If I could be anyon in Egypt.	his textbook. I wish ne,

177

30/3/23 2:56 PM

6. I would be an astronaut.

Express Yourself 11

المشروع 12 Project







2. Study the sentences and identify similarities and differences. Compare word order and ways that time is indicated. Remember to look for relevant data and analyses in books or on the Internet. Make notes in the chart.

3. Use your notes to prepare a PowerPoint presentation with additional examples, data, and sources.

4. Use questions to address your classmates and make your presentation more interactive.

5. Use illustrations to support meaning and/or elicit ideas from your audience.



English and Arabic sentences	Similarities (word order/time)	Differences (word order/time)
اه. Ali goes to school يذهب علي إلى المدرسة	The number of the words is the same	The order of words isn't the same.
		The order of words isn't the same.
2a. Ali is strong علي قوي	The order is the same	There is not verb in the Arabic one
علي شخص سيء علي شخص سيء	The order is the same.	There is not verb in the Arabic one.
3a.		3.
3b.	200	200
4a.	49	10 82
4b.		
5a.		
5b.	300	333





Е.			=	
				٦
		L.		J
		ь	-4	
		•	1	٧
				а

Things that I liked about Unit 11:	Things that I didn't like very much:
.00.	0
000	
9 10 1	70
Things that I found easy in Unit 11:	Things that I found difficult in Unit 11:

Unit 11 Checklist	I can do this very well.	I can do this quite well.	I need to study practice more.
discuss world languages		quite mem	practice more.
talk about the English language		<i></i>	
ask someone to repeat something			
use adjective clauses and relative pronouns			
use relative pronouns as subjects of adjective clauses			y8."
use relative pronouns as objects of adjective clauses	J. V.	CO.	
use future forms with will and be going to			
use conditional sentences with if-clauses (present); and wish/ If only			
talk about different kinds of vacations	199	- 8	3

My five favorite new words from Unit 11:	If you're still not sure about something from Unit 11:
	 read through the unit again listen to the audio material study the grammar and functions from the unit again ask your teacher for help

30/3/23 2:56 PM









- 1. Talk about the most valuable thing you have ever lost.
- 2. Talk about the most valuable thing you have ever found.



Amazing Lost Treasures

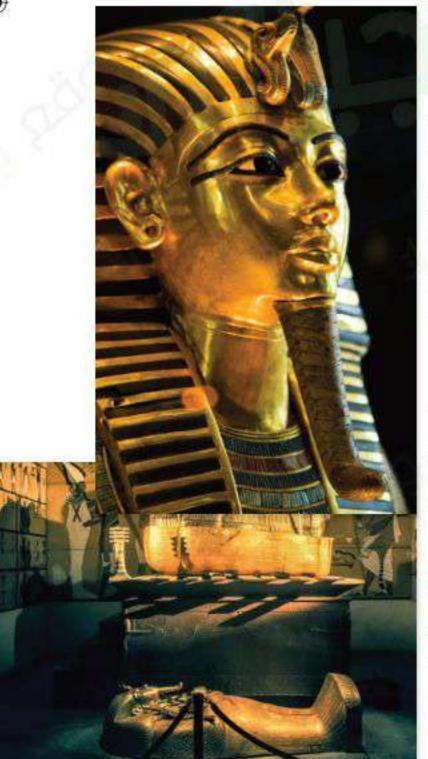
Moctezuma's Treasure





Moctezuma II was an Aztec emperor who ruled from 1502 to 1520. This was a time when the Aztecs controlled most of what is now Mexico and Central America. In 1520, the notorious Spanish invader Hernán Cortés kidnapped and killed Moctezuma. Cortés and his men then collected all of Moctezuma's dazzling treasures and tried to escape with them. But the Aztecs, who refused to surrender, caught up with the Spanish and fought them. Cortés and a few of his men escaped empty-handed, but eventually returned to take revenge and to attempt to steal the treasure again. However, the Aztecs hid the treasure somewhere around Lake Texcoco, and Cortés never found it.

One of Mexico's former presidents actually drained Lake Texcoco in an attempt to find the treasure, but he failed to find any trace of it. Today it is believed that Moctezuma's treasure is hidden somewhere near Mexico City, but no one knows exactly where.



Tutankhamun's Treasure

King Tutankhamun of Egypt, the boy pharaoh, succeeded his father to the throne when he was barely 9 or 10 years old. He died in his late teens. According to speculation, he was either assassinated or died of infection after an accident.

Tutankhamun's tomb, in the Valley of the Kings in Egypt, is the best preserved royal tomb ever discovered. Theodore M. Davis, an American businessman, was the first person to find clues that led to the discovery of the tomb. Howard Carter, an Egyptologist, confirmed, upon examining the clues, that the tomb lay inside the Valley of the Kings, the royal necropolis of the time.

Carter persuaded his friend Carnarvon to finance his search for the tomb. They had nearly given up when they finally noticed some steps buried under an ancient hut, leading to the sealed door of the tomb. They dug an opening that allowed entry to the tomb, where they found the most amazing artifacts: gold masks and furniture, stunning jewelry, exquisite paintings and inlaid boxes, and other objects of astonishing beauty and craftsmanship. It took Carter many years of his life to study and record all the findings. Everything was photographed and itemized. King Tut's treasure toured the world for the first time in the 70s. The second tour began in 2004.

The Amber Room

The Amber Room was a 180-square-foot (17-square-meter) room, whose four walls were made of six tons of amber, decorated with jewels. The room, which was constructed by Prussian King Friedrich Wilhelm the First, took over eight years to build. It was completed in 1716, at which time it was given to Tsar Peter the Great of the Russian Empire as a gift.

MG_03_COMBO_TEXT_2023.indb 180 30/3/23 2:56 PM

Listen and Discuss



- 1. Talk about the most valuable thing you have ever lost.
- 2. Talk about the most valuable thing you have ever found.

Answers:

- 1. I lost my wallet with my cards, IDs, and insurance cards and other cards was in it. I was very upset and felt disappointed. In the evening while I was watching the TV, somebody phoned me and told me that my wallet was with him and wanted me to meet him. He said that his son found it in the street when he went back home from school.
- It was in 2008. I found a thick wallet in the airport. The wallet was stuffed with jewelleries, money, credit cards, and then some. After going through it, I found the owner's address. I took a taxi to get there. As I arrived, a woman came driving a car. I showed her wallet , explained that I had found it in the airport, and was here to return it. She said it was her son's, said he never takes care of her belongings, and that was it. I turned around and left.

During World War 2, the Nazis found the invaluable room, tore it down, packed it in hundreds of crates, and took it to a destination that has never been discovered. One theory is that it was loaded onto a passenger ship that was sunk by a Soviet submarine. Another possible destination was the Ore Mountains in Germany, where the Amber Room may have been buried in salt mines. The most popular theory, however, is that the Amber Room was hidden in a lost, underground shelter

somewhere in the city of Konigsberg, Germany. The beautiful room has been called the sighth wonder it of the world, and historians estimate that its value today would be around \$142 million. The search for the Amber Room continues to this day. 2023 - 1445

تحصقق سريصع

Quick Check من الصنادوق A. Vocabulary. Complete each sentence with a word from the box.

preserve	notorious	surrender	treasure
invaluable	revenge	theory	

- 1. preserve
- 2. surrender
 - 3. theory
 - 4. notorious
 - 5. treasure
 - 6. revenge
 - 7. invaluable

- We should do whatever we can to _____ our historic monuments.
- 2. The burglars tried to steal the woman's jewelry, but she wouldn't ___ without a fight.
- 3. My _____ is that people search for gold not because they want to get rich, but because it is exciting.
- 4. The police were finally able to catch the _____ bank robbers.
- 5. The explorers found a _____ worth millions of dollars that had been buried for hundreds of years.
- 6. Even though Lisa borrowed and lost her favorite earrings, Beth knew it was an accident and so she didn't try to get_
- 7. The collection of the Egyptian Museum in Cairo is _

أجب على الأسئلية B. Comprehension. Answer the questions. الأستيع

- 1. Why didn't Cortés escape with Moctezuma's treasure?
- 2. What did one of Mexico's former presidents do in an effort to find Moctezuma's treasure?
- 3. Who was Tutankhamun?
- 4. What is so special about King Tutankhamun's tomb?
- 5. What is special about the Amber Room?
- 6. What are three theories about the location of the Amber Room?

عمسل ثنائي Pair Work

Conduct an interview with a partner. One of you will be Moctezuma, Tutankhamun, or Peter the Great, and the other will be a reporter. Discuss the treasure each person is associated with. For example: What did the treasure contain? What do you think happened to the treasure? Will the treasure ever be found? Why or why not?

Answers in next page

B. Comprehension. Answer the questions.

Answers:

- 1. Because the Aztecs fought Cortés and his men.
- 2. He drained Lake Texcoco.
- 3. He was a king of Egypt.
- 4. It is the best preserved royal tomb ever discovered.
- The Amber Room took eight years to construct and has been called the eighth wonder of the world.
- The Amber Room could have been on a passenger ship that was sunk by a Soviet submarine. It could have been buried in salt mines in the Ore Mountains. It might be hidden in a lost underground shelter in Konigsberg, Germany.

2 Pair Work

Answers:

King Tutankhamun became ruler of Ancient Egypt when he was just nine years old. The Boy King died just ten years later and he was buried in a golden coffin .Here, we are going to ask King Tutankhamun (King Tut for short!) a few questions about the treasure.

Reporter: What does the treasure contain?

Tutankhamun: the treasure was golden coffin surrounded by 5,000 priceless treasures, including animal statues, jewelry, clothes, weapons and even toys.

Reporter: Where is your treasure?

Tutankhamun: All of the items found inside Tuta's tomb were displayed in the Egyptian Museum, Cairo, and the Luxor Museum, but will be newly exhibited in the Grand Egyptian Museum at Giza.

Reporter: Why did you have as many as six chariots in your tomb? Tutankhamun: Ancient Egyptian religion (of Tutankhamun's day) thought much like other religions, that people in the afterlife would need the same sort of things as they did in life.

Reporter: Do you believe you would surmount the obstacles and be reanimated in the afterlife?

Tutankhamun: Yes, we as – kings, queens, nobles, and common people believe in the afterlife.





استخدام ... و ... في جملة المفعول

Using Where and When in Adjective Clauses

Where is used to modify a place in an adjective clause. Where cannot be omitted.

Last year I visited the city where Moctezuma's treasure is said to be buried.

There are alternatives to using where in an adjective clause. Where can be replaced by:

1. preposition + which

Last year I visited the city in which Moctezuma's treasure is said to be buried.

2. that/which + preposition

Last year I visited the city that Moctezuma's treasure is said to be buried in.

When is used to modify a noun or time in an adjective clause. When can be omitted.

Last Monday was the day (when) I found a SAR 100 bill on the street.

There are alternatives to using when in an adjective clause. When can be replaced by:

1. that (that can also be omitted)

Last Monday was the day (that) I found a SAR 100 bill on the street.

2. preposition + which

Last Monday was the day on which I found a SAR 100 bill on the street.

استخدام...في جملة المفعول Using Whose in Adjective Clauses

Whose is the possessive form of who. It can stand for his, her, its, and their, and is always used before a noun. Whose cannot be omitted.

There are people whose lives are spent looking for ancient objects.

Whose can be either the subject or the object of an adjective clause.

Tutankhamun was a pharaoh. His story is the most interesting to me.

Tutankhamun was the pharaoh whose story is the most interesting to me.

The man was very happy. I found his wallet.

The man whose wallet I found was very happy. (Whose is the subject.)

Note: Don't confuse whose with who's, which is the contraction for who is or who has.

The woman who's coming over tonight lost her watch.

She is the woman who's lost her watch.

She is the woman whose watch disappeared.

و موقع 🐞



اجمع كل زوج من الجمل المميزة باستخدام.....استخدم الجملة الثانية كجملة المفعول

- A. Combine each pair of highlighted sentences using where or when. Use the second sentence as the adjective clause.
 - 1. September 23rd is the day when people in Saudi Arabia celebrate National Day.
 - 2. 1918 was the year when World War 1 ended.
 - 3. There are websites where you can buy used textbooks.
 - 4. 11:07 is the time that my train arrives.
 - 5. Do you know a place where I can buy an electronic reader?
 - 6. Dubai is a city in which many towers have been built.

أعد كتابة إجابتك للتمرين أبطريقة بديلة للتعبير عن الجمل الأستثنائية

- B. Rewrite your answers for exercise A with an alternative way of expressing where and when clauses.
- The King's Palace in Riyadh is the palace in which King Salman lives.
 - 1. September 23rd is the day on which people in Saudi Arabia celebrate National Day.
 - 2. 1918 was the year in which World War 1 ended.
 - There are websites that you can buy used textbooks from.
 - 4. 11:07 is the time at which my train arrives.
 - 5. Do you know a place from which I can buy an electronic reader?
 - 6. Dubai is a city where many towers have been built.

أكمل كل جملة بجملة المفعول

- C. Finish each sentence with an adjective clause beginning with where or when.
- where there was a lot of love When I was a child, I lived in a home _
 - 1. I'll always remember the day when I bought my first car.
 - 2. I like to visit places where you can learn new things.
 - 3. 2009 was the year when I went to China.
 - 4. I'd like to attend a university where the standards are high. 5. I felt nervous the time when I had to give a presentation in front of the class.
 - 6. I usually eat in restaurants where the food is inexpensive.
 - 7. Hike to go to parks where I can have a picnic.
 - 8. I sometimes have days when I don't want to get out of bed
- D. Combine each pair of sentences with whose. Use the second sentence as the adjective clause.
- I need to thank the classmate, I borrowed my classmates cell phone. I need to thank the classmate whose cell phone borrowed.
 - 1. I have neighbors. Their son has the TV on load day and night.
 - 2. Is he the author? His books are so popular.
 - 3. The teacher is fantastic. I'm taking the teacher's course next semester.
 - 4. I have a friend. My friend's famer is a doctor.
 - 5. He is the chef. His resident is notorious for causing food poisoning.
 - 6. Who is the person? weir moldy sandwich is in the refrigerator.
- املا الف اغات
- Fill in the blanks with whose + a logical noun.
- I have a friend <u>whose</u> <u>parents</u> are very demanding.
 - 1. Last night I saw a celebrity on TV whose behavior was annoying.
 - 2. John is a man whose clothes are always very stylish.
 - They are popular writers whose books are well-known,
 - 4. It is a poem whose meaning is very difficult.
 - The student whose drawing won first prize was very proud.
- ج دائرة حول ... أو F. Circle who's or whose
 - 1. Do you know the person who's/ whose) standing at the back of the class?
 - 2. He's the guy who's whose) notorious for borrowing money that he never repays.
 - 3. Al-Kwarizmi is the mathematician (who's (whose) ten-digit numbering system had a great impact on mathematics and arithmetic worldwide.
 - 4. They want to find a secretary who's/ whose) responsible and efficient.
 - 5. Professor Blake is the one who's/ whose) taught us math for two years.
 - 6. We have a friend (who's /whose) brother is in Australia.
 - 7. Is she the woman (who's /whose) wallet was lost?
 - 8. Amin is a poet (who's whose poetry both my father and I enjoy.
 - 9. I'd like to find out who's whose) eaten everyone's food.

اربط كل جزء من الجمل ب...استخدم الجملة الثانية كجملة المفعول

- D. Combine each pair of sentences with whose. Use the second sentence as the adjective clause.
- I need to thank the classmate. I borrowed my classmate's cell phone.

 I need to thank the classmate whose cell phone I borrowed.
 - 1. I have neighbors. Their son has the TV on loud day and night.
 - 2. Is he the author? His books are so popular.
 - 3. The teacher is fantastic. I'm taking the teacher's course next semester.
 - 4. I have a friend. My friend's father is a doctor.
 - 5. He is the chef. His restaurant is notorious for causing food poisoning.
 - 6. Who is the person? Their moldy sandwich is in the refrigerator.
 - 1. I have neighbors whose son has the TV on loud day and night.
 - 2. Is he the author whose books are so popular?
 - 3. The teacher whose course I'm taking next semester is fantastic.
 - 4. I have a friend whose father is a doctor.
 - 5. He is the chef whose restaurant is notorious for causing food poisoning.
 - 6. Who is the person whose moldy sandwich is in the refrigerator?



موقع 🐟 صائم









Hey, Mohammed. How was your day? Abdullah:

Mohammed: Leave me alone. Abdullah: What's eating you?

Mohammed: Sorry. I'm just really aggravated. I lost

the watch that my parents got me for my

graduation. I'm really down in the dumps. I loved that watch. And, of course, my parents are going to hit the roof when they find out. If only I'd been more careful with it.

Abdullah: What a shame. Do you know where you left it? If I knew where I left it, then it wouldn't be lost! Mohammed:

OK. OK. Don't get bent out of shape. When did you realize it was gone? Abdullah:

Mohammed: When I got to work this morning. I looked all over the office and here at home. It seems to

have vanished into thin air.

And when's the last time you remember seeing it? Abdullah:

I was running late this morning. I remember taking the watch off my nightstand and looking Mohammed:

at it right before I went into the bathroom to shave.

Did you put it on after you looked at it? Abdullah:

No. I didn't want it to get wet, so I put it on top of the medicine cabinet. Hold on. Let me Mohammed:

take a look... Here it is! Abdullah, you're a genius!

Abdullah: I keep trying to tell you that!

عن المحادثة

About the Conversation

1. Why is Mohammed aggravated?

2. When did Mohammed realize that his watch was missing?

3. Where did Mohammed leave his watch? How did he realize this?

Real Talk

eating = bothering

down in the dumps = feeling sad and disappointed

hit the roof = be very angry

bent out of shape = upset, agitated

vanished into thin air = disappeared without a trace



Your Turn

Role-play with a partner. Tell your partner about something you lost. Use phrases from the box to express regret about the thing you lost. Your partner will express understanding and sympathy about the loss.

Expressing Regret	Expressing Understanding
I regret (not) having	How awful/upsetting that must have been!
I regret verb + -ing	I know how that feels.
I will/would never do that again!	I'm sorry that happened.
I wish I had(n't)	That's too bad.
I'm really annoyed that	What a shame!
I'm sorry I ever	
If only I	
Looking back, I would have	



عن المحادثة About the Conversation

- 1. Why is Mohammed aggravated?
- 2. When did Mohammed realize that his watch was missing?
- 3. Where did Mohammed leave his watch? How did he realize this?
- 1. He lost his watch.
- 2. He realized it was missing when he got to work.
- 3. He left his watch on top of the medicine cabinet bathroom. Abdullah helped him remember this.



الاستماع Listening



Listen to two people talking about things they have lost. Then complete the chart.

1	A. A.	David	Mariella	
1.	What was lost?	12017		
2.	How did it get lost?			
3.	How was it found?	فحة التالية	الحل في الص	
4.	How will the person avoid losing it again?		ي ق	

النطق 6 Pronunciation



The h sound is often left out at the beginning of:

- the pronouns he, her, him, and his;
- the auxiliary verbs have, has, and had. Listen and practice.
- 1. By the time I came outside to check on him, he was gone.
- 2. I spent an hour looking for him around the neighborhood, but couldn't find him.
- 3. It was a woman in one of her classes.
- 4. The most important thing I have ever lost was my cell phone.
- 5. She said a woman had found it on the beach.

بناء الكلمات

Vocabulary Building المحتى 186 و 187. وصل الكلمات بمعانيها بمعانيها

- A. You will see the following words in the reading on pages 186 and 187. Match the words with their meanings.
 - 1. d accustomed
- a. someone who determines the value of something
- 2. a appraiser
- b. real
- astronomer
- c. stuck between two things
- 4. b authentic
- d. used to
- 5. e stumble upon
- e. find something by chance
- 6. C wedged
- f. scientist who studies outer space
- B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

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

القاموس

الاستماع Listening **[**]

Listen to two people talking about things they have lost. Then complete the chart.



3		David	Mariella
1.	What was lost?	Max, the parrot	Mariella's cell phone
2.	How did it get lost?	Max opened the wire enclosure and got out of the yard.	the beach.
3.	How was it found?	Max came home when he heard the cell phone ringing	A woman found it, recognized a bridesmaid in the photos, and returned it to Mariella's sister's friend
4.	How will the person avoid losing it again?	David had a computer chip put inside Max for identification.	he will tie it to her pants with a string.







Where are some places that people might find valuable items? Have you ever looked for treasures in these places? If so, what have you found?

LOOK WHAT I FOUND!



We are accustomed to hearing announcements of important discoveries made by experts. For example, no one was surprised that it was an archaeologist who discovered Tutankhamun's tomb or an astronomer who spotted Neptune. But every once in a while, the most astonishing discoveries are made by ordinary people.

Take, for example, the story of the Philadelphia man who, in 1989, made a historic discovery in a flea market. The man, whose identity was never made known, bought an old painting at the flea market for \$4. He did not like the painting, but bought it because he liked the frame. When he got the painting home and took it out of the frame, he was surprised to discover a folded-up document wedged between the painting and the backing of the frame. The document appeared to be an old copy of the American Declaration of Independence. Taking a friend's advice, the man took the document to a professional appraiser where he received incredible news. The document was one of the original copies from the first printing of the Declaration of Independence in 1776. There were only 24 other such copies known to be in existence. The man put this incredibly rare document up for sale and found a buyer for \$2.42 million!

Teri Horton had a similar experience in 1987. Horton was looking through a thrift shop one day when she came across a painting that she thought was one of the ugliest things she had ever seen. She decided to buy it for a friend as a joke gift. She bargained the \$8 price of the painting down to \$5 and dragged the huge painting to her friend's home. However, the friend refused to take the painting because she thought it was too big and ugly. Horton took the painting home and organized a garage sale where she hoped to get rid of it.

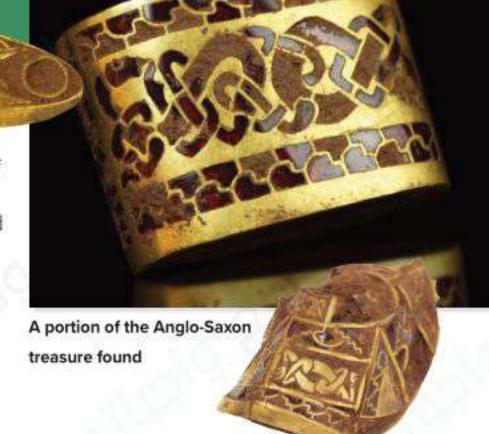
A local art teacher happened to be passing by and saw the painting. She told Horton that the painting looked like it had been painted by Jackson Pollock, a famous 20th century painter whose paintings sell for millions of dollars. Horton had the painting evaluated by experts, many of whom agreed with the art teacher. Since then, Horton has devoted herself to proving that her painting is authentic. She has gained many supporters along the way, including a powerful art dealer. She has had numerous offers to buy the painting, including one for \$9 million, but has refused each one. Horton is confident that eventually the art world will accept the painting as an authentic Pollock. If and when this happens, the painting could be worth over \$50 million!

Perhaps the single most historic discovery made by a non-expert in recent years was made by an unemployed British man named Terry Herbert. Herbert is an amateur treasure hunter who searched fields and back lots with his metal detector for over 18 years. In all those years, Herbert had never found anything of significant value. But it is a good thing he was so persistent. In September of 2009, while using his metal detector on the land of a friend's farm, the detector started beeping wildly. Herbert started digging and soon discovered that he had struck gold—literally: He had stumbled upon the largest Anglo-Saxon treasure ever found. The treasure consisted of 11 pounds of gold and 5 pounds of silver in the form of over 1,500 ornaments, swords, and other weapons. Experts believe this find will give us a much greater understanding of the Anglo-Saxons, the rulers of England from the 5th century until 1106. They also believe that this discovery will be considered one of the most important discoveries in British archaeological history.



The treasure, the value of which will be determined by a committee of experts, will be sold to a museum. The money from this sale will be split evenly between Herbert and the friend who owns the field where Herbert made the discovery. Herbert says that this experience has been "more fun than winning a prize."

So the next time you pass a garage sale or thrift store, or are clearing out "junk" from your attic, take a careful look. Who knows what unimagined treasures you may discover!



بعد القراءة After Reading

Answer true or false. Rewrite the false statements to be true.

- An original copy of the American Declaration of Independence was once bought for \$4.
- 2. ____ Jackson Pollock was a famous 19th century painter.
- Teri Horton owns a painting that may be an original Jackson Pollock.
 The Anglo-Saxons ruled England in the 1600s
- 5. _____ The largest Anglo-Saxon treasure ever found was found with an ordinary metal detector.
- 6. _____ The Anglo-Saxon treasure found by Herbert consisted entirely of jewels.

Speaking 🞑



- 1. Choose a historical place in Saudi Arabia and talk about it. Think about what you might find there.
- 2. What would you do if you discovered a treasure there, like the people in the reading and didn't know it was valuable? Would you get rid of it, keep it, sell it, or have it appraised by an expert?
- 3. What would you do if you knew it was valuable? Make notes in the chart and compare ideas in groups.

	What would you do if you found a	1. Valuable document	2. Valuable object	3. Buried treasure	
	Describe the	Quranic manuscripts dating back to the second and third centuries.	Metal artefacts	Pestles, grinders, mills, potteries and beads made of precious stones.	
	How would you feel if you found a?	Finding a treasure can bring a sense of relief and happiness.			
	What would you do with the?	As a general law, who belong to handed in to (as defined by law) it	o the police. Likewis	e, if you find a treasure	
1	Reasons for your choice	Archaeological artifacts are fundamentally regarded as the proof the people as a whole. People who find artifacts may be record to report them, at least under some circumstances. The state responsibility to manage the nation's common heritage, which			
23	44 MG_03_COMBO_TEXT_2023.indb 187	definitely includes lor	ngeost shiny things.	30/3/23 2:57 PM	

بعد القراءة After Reading أجب بصح أو خطأ. ثم صحح الجمل الخاطئة

Answer true or false. Rewrite the false statements to be true.

- 1. true An original copy of the American Declaration of Independence was once bought for \$4.
- 2.falseJackson Pollock was a famous 19th century painter.
- 3. true Teri Horton owns a painting that may be an original Jackson Pollock.
- 4.falseThe Anglo-Saxons ruled England in the 1600s.
- 5. **true** The largest Anglo-Saxon treasure ever found was found with an ordinary metal detector.
- 6.falseThe Anglo-Saxon treasure found by Herbert consisted entirely of jewels.



- 2. Jason Pollock a famous 20th century painter.
- 4. The Anglo-Saxons ruled England from the 5th century until 1106.
- 6. The treasure consisted of gold and ser in the form of crosses, ornaments, swords, and weapons.

الكتبابــة





- A. 1. Have you ever lost a piece of luggage during or after a trip? What would you do if you discovered that you had lost your suitcase?
 - 2. Do you think lost luggage is eventually found or not? Please give reasons.
 - 3. What would you do to avoid losing it?
 - 4. Read the title of the text below. It does not tell you what hopened but raises some questions.
 - When do you think someone might be thinking or someones?
 - What kind of story do you expect to read about?
 - 5. Read the personal narrative below and find out
 - · What is the writer's occupation?
 - Do you know anything about his age oppearance?
 - What kind of person do you imagine he is?
 - Where did the incident take place
 - What kind of state do you think the writer was in? How do you know?
 - · Could you predict the ending before you got to it? Why? Why not?
 - · How do you think the writer felt at the end?
 - 6. What would you have done? Why?

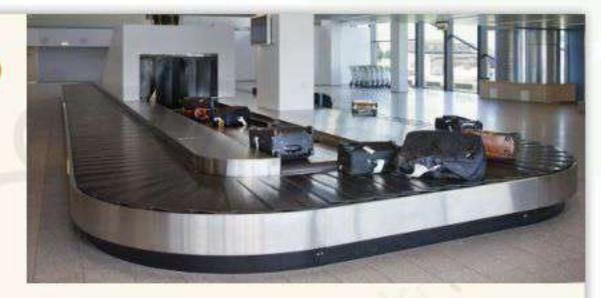
Had I really lost it?

I had just gotten back from a business trip in China.

I had been working very hard for a week, trying to make the most of my time there; I had meetings every day, wrote proposals and reports, discussed options with my associates, and so on. In other words, I was exhausted!

I had had a long but comfortable flight, during which I had been unable to relax because I kept thinking of the backlog waiting for me at work. All kinds of pending issues surged into my mind and started swirling about. I tried to push them back, but with little success. When we landed, I made up my mind to drive to the office first, deal with any urgent matters, and then go home.

I headed for the carousel to wait for my luggage. I just followed the crowd and stood by with a trolley, waiting for my suitcase to appear. People kept on picking up their luggage and walking away, and I kept on waiting and getting more and more stressed. Eventually, the carousel stopped. I was told that there was no more



luggage. I could not believe it! I had even packed a new laptop in my suitcase to avoid carrying it. I rushed to the information desk, all worked up, ready for a fight! The person in charge was used to dealing with upset passengers, so he explained what the procedure was and offered to take me to the service that dealt with lost items, where I would have to fill out a form with all my details. He assured me that, in most cases, the luggage was eventually recovered. On the way, we walked passed another carousel with some suitcases lined up alongside it. I caught a glimpse of a familiar sticker through the corner of my eye. When I stopped to check, I realized that I had found my suitcase. I had been waiting at the wrong carousel!

- 7. Read the personal narrative again and identify:
 - · statements that provide factual information about what the writer and other people did
 - · statements that provide access to the narrator's thoughts and feelings
 - · sections that convey slower motion and faster motion, and how this is achieved



10 Writing

Answers:

A. 1. Yes. I had lost my suitcase in Rome, Italy. I rushed to the information desk, and had reported of the lost suitcase. The person in charge explained what the procedure was and offered to take me to the service that dealt with lost items, where I would have to fill out a form with all my details.

- 2. In most cases, the lost luggage is eventually found.
- 3. Answers will vary

4

- I think it might be happening when someone is very busy, stressed and has a lot of duties to do.
- It's a embarrassing narrative story.

5.

- He is a businessman, or consultant or some related profession and often has to travel on business.
- No, not really. He could be the man in the suit in the picture in which
 case he might be in his forties or fifties or he might be younger in his
 mid to late thirties. We have no clues on his appearance.
- A very busy, preoccupied person.
- At the airport.
- The writer was stressed because he needed his luggage and had packed a new laptop in it as well. (paragraphs 3 and 4)
- Answers will vary.
- The writer must have felt very embarrassed at the end.
- Answers will vary.

7

Paragraph 1

Factual information: I had just ... for a week, / I had meetings every day, ... so on.

Thoughts and feelings: ..., trying to make most of my time there;/In other words, I was exhausted!

Paragraph 2

Thoughts and feelings: the whole paragraph

Paragraph 3

Factual information: I headed ... I kept on waiting / Eventually, the carousel stopped ... luggage. I had even packed ... to the information desk Thoughts and feelings: and getting more and more stressed / I could not believe it / ... all worked up ready for a fight!

Paragraph 4

Factual information: ..., so he explained ... my suitcase
Thoughts and feelings: The person in charge was used to dealing with
upset passengers, / I had been waiting at the wrong carousel
Sections that convey slower motion: Paragraph 2, Paragraph 3,
progressive forms, thoughts/reflection, conjunctions.

Sections that convey faster motion: Paragraph 1, Paragraph 4 [second half], simple forms e.g. past simple, listing as in paragraph 1 of actions time-consuming but are presented within restricted space in a condensed manner.

اكتب سرد شخصي حول شي مهم فقدته / أو وجدته وقبل أن تبدأ الكتابة, استخدم الجدول لتلخيص أحداث القصة بالترتيب الذي حدثت فيه أحداث القصة

- B. 1. Write a personal narrative about something important that you have lost and/or found.
 - Before you begin writing, use a chart to outline the events of the story in the order that they happened.
- Write your personal narrative describing what happened. Gives as many details as you can about the experience.

Topic of	Narrative:	Feelings/attitude	
First	Went through customs and waited at the carousel for my luggage.	Excited and waiting for my brown bag.	
Next	Stand by with a trolley waiting for my suitcase to appear.	Kept on waiting and getting stressed.	
Next	Found a brown bag with the same make and markings as mine.	Surprised when checked the name tag and found it wasn't mine.	
Then	The owner of the bag had taken my bag and left hers.	Reported this to the airline baggage department and left the airport.	
Finally	Got a call from the airline office saying	Still smile imagining the look on the lady's face when she would have	
108	claimed hers	opened my bag!	

How Did You Lose That:

The story I am about to tell is an embarrassing one. It happened in 2019, which I will always remember as the year when I lost my laptop. That's right. I lost my 17-inch laptop.

It was not stolen. I lost it.

My story begins at a large university library where I had gone to study and do some research. I used my membership card to get in and had to wait for almost an hour for a spot to become vacant at one of the tables where I could plug in my laptop. I was so excited about my new membership and just being there, that I left everything on the table and about my new membership and just being there, that I tried to get back to the table, where I'd walked away towards the journals section. When I tried to get back to the outlet... left my laptop, I could not find it. I had forgotten the number next to the outlet...

Writing Corner

When you write a personal narrative:

- · use devices that can make your story more vivid.
- include parts where you are thinking aloud and revealing your thoughts or predicament.
- address direct questions to the reader, such as: Who would think of such a thing?
- vary the pace of your story depending on the events and the feelings/mood involved.
- notice that you don't need to state everything explicitly; some developments or thoughts are naturally understood by the reader.
- Identify all the acts and/or thoughts that are implied and understood by the reader in the last lines
 of the model essay and write them.
 - I stopped walking toward the service desk where I was going to fill out a form for my lost luggage.

 I walked toward the suitcases that...
- 2. What is the effect on the reader when everything is stated or even restated explicitly?

وموقع 🕁 كالت

- B. 1. Write a personal narrative about something important that you have lost and/or found.
 - Before you begin writing, use a chart to outline the events of the story in the order that they happened.
 - 3. Write your personal narrative describing what happened. Gives as many details as you can about

Funny Lost Bag

Year ago I was flying from Berlin to Milan on Lufthansa. I had checked in a brown bag that kinds you see almost every second person checking in. The flight was comfortable. However, I had been unable to relax because I kept thinking of the backlog waiting for me for the preparations of BIT Milan 2002, Tourism Expo. I had been working very hard for a week, trying to make the most of my time there; I had meetings every day, wrote proposals and reports, and discussed options with my associates, and so on.

When we landed at Milan Malpensa Airport, I went through customs and waited at the luggage carousel. I just followed the crowed and stood by with a trolley, waiting for my bag to appear. All the bags had been unloaded from the carousel. People kept on picking up their luggage and walking away, and I kept on waiting and getting more and more stressed. When I searched through the bags, I found a brown bag with the same make and markings as mine but as I was about to wheel it away, I checked the name tag and found it wasn't mine. At that moment, I knew what had happened. The owner of that bag had taken my bag and left hers (as I later found out) behind. I reported this to the airline baggage department and left the airport.

A day later I got a call from the airline office saying that the lady had returned my bag and claimed hers. She told me that she had disappointed ever since she discovered what had happened because her bag contained wedding outfits because she had come to attend a wedding. I still smile imagining the look on her face when she would have opened my bag with different clothes that didn't belong to her.





30/3/23 2:57 PM





Form, Meaning and Function Conditional Sentences with If-Clause: Imaginary Situations for the Past

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

If Howard Carter hadn't persuaded his friend, Carnarvon, to fund the search for Tutankhamun's tomb, he would never have discovered King Tut's treasure.

للحالات غير الحقيقية As If/As Though

As If/As Though for Unreal Situations

We can use as if and as though + a past or past perfect verb to suggest that something is unreal or untrue. وزارة التعظم

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

2023 - 1445

It's High Time/It's About Time for Unreal Situations

Use It's high/about time + past simple to talk express criticism that something should have happened, or should already have been done.

It's high time you found a job and earned a wage.

It's about time you thought about the future.

nswers in next pag

Answers in next page

أ المواقف وخمن حول كيفية تحول الأشياء بشكل مختلف أعد كتابة الموقف باستخدام بنود فرضية للحاضر والم A. Read the situations and speculate on how things might have turned out differently. Rewrite the situation using hypothetical If-clauses for the present and the past. قارن افكارك مع زميل Compare your ideas with a partner.



- Carter did not give up the search for Tutankhamen's tomb. Carter's team discovered the most amazing artifacts. The artifacts were moved to The Egyptian Museum in Cairo. Many people have enjoyed visiting the exhibition. If Carter had given up the search for Tutankhamen's tomb, he wouldn't have discovered the most amazing artifacts. The treasures wouldn't have been dug up and exhibited in The Egyptian Museum in Cairo. Many people would not have been able to see the incredible display.
 - 1. A Philadelphia man visited a flea market. He purchased an old painting. Inside the painting was a valuable and rare document.
 - 2. Teri Horton was having a garage sale. A local art teacher was passing and saw a painting. The teacher told Mrs. Horton that the painting looked like a valuable piece of art by a very famous painter.
 - 3. Terry Herbert bought a metal detector. He used the metal detector to search for treasure for more than 18 years. He didn't give up. He visited a friend's farm and used his metal detector on his friend's land. He found a lot of gold. Archaeologists and historians learned a lot about England in the 5th century as a result

لدم الكلمات الدعائية لكتابة جملة جديدة بـ It's high/about time, as though and as if للمات الدعائية لكتابة

- B. Use the cue words to write a new sentence with It's high/about time, as though and as if.
- 1. Terry Herbert was not dreaming when he found 11 pounds of gold! (feel / as though / be) Terry Herbert felt as though he were dreaming when he found 11 pounds of gold!
 - 2. We are not rich. (spending money / as though)
 - 3. You should stop gossiping. (It's high time)
 - 4. You did not see something scary. (look / as if)
 - Adel is not an old man. (walks / as though)
 - 6. You don't own this house. (behaving / as if)
 - 7. He didn't take lessons in public speaking. (speaks / as if)
 - 8. Faris needs this job. (talking / as though)
 - 9. My brother ought to take better care of himself. (It's about time)
 - 10. She started the rumor. (pretends / as though)

190

A. Read the situations and speculate on how things might have turned out differently. Rewrite the situation using hypothetical If-clauses for the present and the past. Compare your ideas with a partner.

Answers:

- If a Philadelphia man hadn't visited a flea market, he wouldn't have purchased an old painting and he wouldn't have found a valuable and rare document.
- If Teri Horton hadn't been having a garage sale, a local art teacher would not have seen the painting. The teacher would not have told Mrs. Horton that the painting looked like a valuable piece of art by a very famous painter.
- 3. If Terry Herbert hadn't bought a metal detector, he wouldn't have found a lot of gold.
- B. Use the cue words to write a new sentence with It's high/about time, as though and as if.

Answers:

- Terry Herbert felt as though he were dreaming when he found 11 pounds of gold!
- 2. We are spending money as though we were rich.
- 3. It's high time you stopped gossiping.
- 4. You look as if you had seen something scary.
- 5. Adel walks as though he were an old man.
- 6. You're behaving as if you owned this house.
- 7. He speaks as if he had taken lessons in public speaking.
- 8. Faris is talking as though he didn't need this job.
- 9. It's about time my brother took better care of himself.
- 10. She pretends as though she didn't start the rumor.

الكلمات المرتبطة بالمعالم التاريخية

Words Connected With Historical Monuments

Some words we often use to talk about historical monuments are:

ancient	tomb	archaeologists	discover
ethnographic	exhibits	historians	preserve
exquisite	artifacts	Egyptologist	photograph
extraordinary	lost treasures	king	record
priceless	museum	queen	search
breathtaking	art gallery	pharaoh	exhibit
legendary	monuments		reveal

العكس Inversions

Use the following expressions at the beginning of a sentence + auxiliary + subject to show emphasis:

Not only did they find exquisite paintings, but they also found furniture when they opened up the tomb.

No sooner had they decided to give up than they saw a sealed door leading to the tomb.

Little did they know that they would find some steps buried under an ancient hut.

Not until I heard their story did I understand the hardships they must have suffered.

On no account/Under no circumstances should they give up the search.

Seldom have I been so lost for words.

Never have I seen something so remarkable.

المدينة. أكمل الفراغات بكلمة من الجدول أعلاه. يمكن أن تكون أكثر C. Read each review of museum exhibits in a city. Complete the gaps with a

vocabulary word from the chart above. There may be one more than one possible answer for some gaps.

Jeddah Regional Museum of Archaeology and Ethnography

The museum can be found in the (1.) _____ Khuzam Palace in the Al-Nuzlah al-Yamaniyah in the south of Jeddah. The building, which was originally a royal palace, is (2.) _____. There are artifacts dating from the stone age period, and more (3.) _____ and (4.) _____ which show the rise of Islam. There is also an (5.) _____ collection of (6.) _____ items which illustrate the culture of the region in more recent times.

The Egyptian Museum of Antiquities, Cairo

The first section of the museum houses the lost (7.) _____ of Tutankhamun, the boy pharaoh of Egypt who became a (8.) _____ when he was only nine or ten years old. There are gold masks, stunning jewelry, (9.) _____ paintings and inlaid boxes, and other objects of (10.) _____ beauty and craftsmanship. The next sections of the museum take you through a tour of history, including (11.) _____ from the predynasty and the Old Kingdom and monuments from more recent times. In other rooms you can see (12.) _____ coins and papyrus. There is also a hall for mummies, housing eleven (13.) _____ and kings.

أعد كتابة الجمل في دفتر ملاحظاتك باستخدام الكلمات بين الأقواس

- D. Rewrite the sentences in your notebooks using the words in parentheses. Use inversions.
- You can see ancient coins and papyrus. (not only)

 Not only can you see ancient coins, but you can also see papyrus.
 - 1. You can't take photographs of any rooms or exhibits. (circumstances)
 - 2. I don't go to museums and art galleries very much these days. (seldom)
 - 3. Ali and Ahmed had just arrived when the seminar finished. (sooner)
 - 4. The ancient Egyptians knew about the medicinal use of oils and kohl. (not only)
 - 5. You are not allowed to touch anything. (account)

191

- C. Read each review of museum exhibits in a city. Complete the gaps with a vocabulary word from the chart above. There may be one more than one possible answer for some gaps.
 - 1. historic
 - 2. breathtaking / astonishing / incredible
 - 3. exhibits
 - 4. artifacts
 - 5. extraordinary / incredible / astonishing
 - 6. ethnographic
 - 7. treasures
 - 8. king
 - 9. exquisite
 - 10. breathtaking / astonishing / incredible
 - 11. monuments
 - 12. ancient
 - 13. queens
- D. Rewrite the sentences in your notebooks using the words in parentheses. Use inversions.
 - Under no circumstances can you take photographs of any rooms or exhibits.
 - 2. Seldom do I go to museums and art galleries these days.
 - 3. No sooner had Ali and Ahmed arrived than the seminar finished.
 - 4. Not only did the ancient Egyptians know about the medicinal use of oils but they also knew about kohl.
 - 5. On no account must you touch anything.





المشـــروع 12 Project





- 1. Work in pairs/groups. Think about and research 2 discoveries that were made by ordinary people by accident. If you choose to use real stories of your family, interview people who can give you more information about what happened and the people involved.
- 2. Make notes about the story in the chart. Include your own comments.
- 3. Use your notes to prepare a PowerPoint or a poster presentation of the discovery story in class Remember to use photos and/or illustrations.









		Discoveries Made by Ordinary Ped	ople
	What was discovered?	1.Qur'anic manuscript, pottery fragments, and inscriptions dating back to the Abbasid era	2.Two mummies of a man and woman containing old writings in Himeria scriptures date back to about 1000 BC.
	Where was the discovery made?	Mountain cave	Ancient cemeteries
	Who made the discovery? How?	Two shepherds sought shelter from heavy rain in a mountain cave found a crack in the rock containing significant findings	Mummies were discovered by a gang who was in search of antiquities in one of the local cemeteries in the region.
9	What did the finder do?	The treasure handed over to the local authorities .	The mummies sent to the National Museum.
	What was the outcome?	The archeological site provide evidence of a long and complex past, stretching over thousands of years	The site has recently become more accessible due to improved transportation, making it easier for tourists to explore.
Y	Your views and comments	It is important to protect our heritage as it adds character and distinctiveness to the place, region or community and hence provides a sense of identity.	It's important to find and study mummies and ancient artifacts as they represent unique source of information about the past civilization

MG_03_COMBO_TEXT_2023.indb 192 30/3/23 2:57 PM

13 Self Reflection

Things that I liked about Unit 12:	Things that I didn't like very much:	
	0000	
70.	70	

Things that I found easy in Unit 12:	Things that I found difficult in Unit 12:		
999	200		

Unit 12 Checklist	l can do this very well.	l can do this quite well.	I need to study practice more.	
conduct an interview	711			
express regret				
express understanding		V -		
use where and when in adjective clauses				
use whose in adjective clauses		150	45	
use conditional sentences with If-clauses (past time)	100×5	-(1)/2		
use: as if/as though	~	-8~		
use a range of inversions				
talk about historical monuments	0			

My five favorite new words from Unit 12:	If you're still not sure about something from Unit 12:		
	 read through the unit again listen to the audio material study the grammar and functions from the unit again 		
	ask your teacher for help		





EXPANSION Units 9–12

مراجعة اللغة

- A. Change the quoted speech to reported speech. In some cases, more than one answer is possible.
- Keep away from people who try to belittle your ambitions. Small people always do that, but the really great make you feel that you, too, can become great. —Mark Twain

Mark Twain advised people to keep away from people who try to belittle their ambitions. He said that . . . ; small people always did that, but the really great made you feel that you, too, could become great.

- I will be father to the young, brother to the elderly. I am but one of you; whatever troubles you, troubles me; whatever pleases you, pleases me. —King Fahd bin Abdulaziz
- A man who views the world the same at fifty as he did at twenty has wasted thirty years of his life. —Muhammad Ali
- 4. I will praise any man that will praise me. —William Shakespeare
- He who obeys the Almighty has no difficulty in exacting obedience to himself.
 King Abdulaziz
- 6. ...every Muslim should work on some endowments that could benefit him in the life after death. Likewise, I prefer for my children to work on developing the wealth, that they would normally inherit after my death, while I am still alive, rather than keep it and continue working to increase it myself. —Sulaiman Al-Rajhi



King Abdulaziz (Ibn Saud)

أكمال كل جملة بضمير موصول وأفكارك الخاصة

- B. Complete each sentence with a relative pronoun and your own idea.
- lam accustomed to wearing clothes _____that are baggy and comfortable
 - 1. The most ridiculous rumor which I ever heard was that a famous football player was going to play for our local team.
 - 2. The virtues that I think are the most important are honesty and integrity.
 - 3. Makkah is a city which more than 13 million Muslims visit every year.
 - 4. I am someone who always locks the doors at night.
 - 5. I think _____ is the person ____who __ has had the biggest impact on my country.
 - 6. The language which I would most like to acquire is Spanish.
 - 7. Omar is a person who I admire so much because he was a great leader in Islamic history.
 - 8. I am accustomed to having friends who / that are fun and easygoing.
 - 9. The object that is my greatest treasure is is a box that belonged to my grandfather.
 - 10. Lightning is something which really intimidates me.



1 Language Review

A. Change the quoted speech to reported speech. In some cases, more than one answer is possible.

Answers:

- King Abdulaziz said that they had to always be ready and fit. He said that he trained his own children to walk barefoot, to rise two hours before dawn, to eat but little, to ride horses bareback - he said/added that sometimes they didn't have a moment to saddle a horse, leap to his back and go.
- King Fahd bin Abdulaziz promised/said that he would be father to the young, brother to the elderly. He said that he was but one of them; whatever troubled them, troubled him; whatever pleased them, pleased him.
- 3. Muhammed Ali said that a man who viewed the world the same at fifty as he had at twenty had wasted thirty years of his life.
- William Shakespeare said that he would praise any man that would praise him.
- King Abdulaziz said that he who obeyed the Almighty had no difficulty in exacting obedience to himself.
- 6. Sulaiman Al-Rajhi said that every Muslim had to work on some endowments that could benefit him in the life after death. Likewise, he preferred for his children to work on developingthe wealth, that they would normally inherit after his death, while he was still alive, rather than keep it and continue working to increase it himself.

اكتب جملة تحتوي على صفة + جملة اسمية لكل صورة. استخدم الصفات المقدمة و أفكارك الخاصة

C. Write a sentence with an adjective + noun clause for each picture. Use the adjectives provided and your own ideas.



(worried)

He is worried that he may have failed the exam.



 (disappointed) He is disappointed that he didn't win the match.



2. (happy) He is happy that his son got very good grades at school.



3. (surprised) He is surprised that his friend is moving to another country



4. (unaware) He is unaware that a car is approaching.



5. (glad) They are glad that they won the game.



EXPANSION Units 9–12

أكمل كل جملة بجملة اسمية صحيحة عنك

- D. Complete each sentence with a noun clause that is true about you.
- Sometimes I complain that I have too much homework
 - 1. Ten years from now, I hope that I will have a really nice house.

 - I sometimes fear that will not be accepted into a university.
 I would never forget that his appointment was the day before mine.
 When I was younger, I decided that wanted to be a teacher.
 Last week in class, I learned that the author of the book lived nearby.

 - 6. When most people meet me, they probably notice that I'm very tall.
 - My parents expect that will go to college.

8. People who have known me a long time know that my very trustworthy. استخدم الكلمات و العبارات لكتابة جمل تحتوي على جمل اسمية كفواعل

- E. Use the words and phrases to write sentences with noun clauses as the subjects.
- true: elephants have great memories

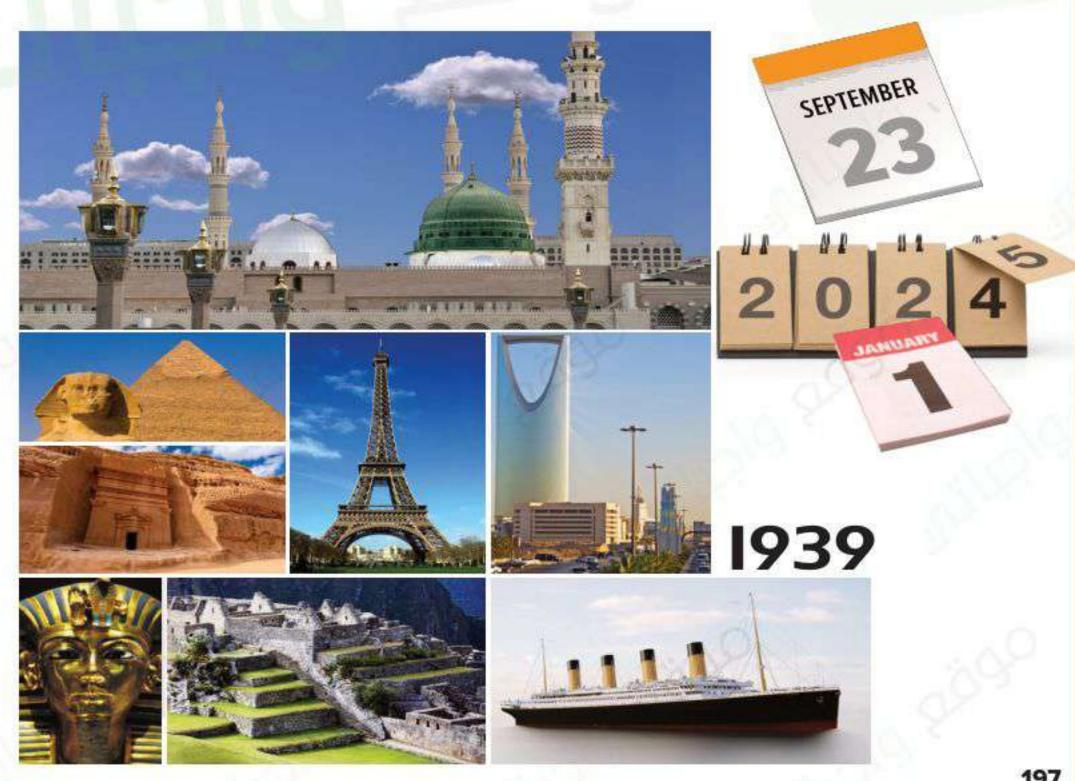
It is true that elephants have great memories.

- 1. a fact: your diet affects your health
 - It is a fact that your diet affects your health.
- 2. unlikely: he'll be able to afford a car this year
 - It is unlikely that he'll be able to afford a car this year.
- 3. funny: he doesn't like tomatoes, but he does like tomato soup
- It is funny that he doesn't like tomatoes, but he does like tomatoes soup, 4. strange: he missed the goal even though he was very close to it
- It is strange that he missed the goal even though he was very close to it. 5. obvious: people who study harder usually get better grades
- It is obvious that people who study harder usually get better grades.
- 6. possible: if people start using alternative sources of energy, global warming can be slowed
- It is possible that if people start using alternative sources of energy, global warming can be slowed

 F. Circle the correct relative pronoun in each sentence.
 - ضع دائرة على الضمير الموصول الصحيح في كل جملة
 - My mother is the person (who / that (whose) praise means the most to me.
 - 2. The shirt (where / who (which) I bought has a stain on the collar.
 - 3. The day (where / when / which) he graduated was the best of his life.
 - 4. The appraiser (who) which / whose) determined the diamond's authenticity is an expert.
 - 5. Al-Zahrawi is the 10th century surgeon who/ whose / where) is considered to be one of the fathers of modern medicine.
 - 6. I like weekends (where / who /when) I can spend time with my family.
 - 7. We often go to the park (whose /where/ when) we relax for hours.
 - 8. A humanitarian is a person (who (whose) when) goals are noble.

اكتب على الأقل ثمانية جمل عن الصور باستخدام جمل وصفية باستخدام الضمائر

- G. Write at least eight sentences about the photos using adjective clauses. Use the pronouns that, which, who, where, when, and whose.
- 1939 was the year when World War 2 began.
 - 1. January 1st is the day when people celebrate the coming of the new year.
 - 2. September 23rd is the day that Saudi Arabia celebrates its official establishment as a unified Arab state.
 - 3. Machu Picchu is the city where the ancient Incas used to live.
 - 4. The Giza pyramid is the monument where the pharaoh Khafre was entombed
 - 5. Mada'in Saleh is the place that became Saudi Arabia's first World Heritage Site.
 - 6. The Eiffel Tower is a destination that many tourists visit every year.
 - 7. Kingdom Center, which is the tallest building in Riyadh, is located in the business district of Al-Olaya.
 - 8. The Titanic was the ship which was supposed to be unsinkable.



EXPANSION Units 9-12

القراءة Peading قبل القراءة قبل القراءة Before Reading

- 1. What are some things in the natural world that might have been difficult for people to understand before the development of science and technology?
- 2. Do you think everything in the natural world can now be explained with science and technology?

It's a Mystery



Before the development of science and technology, man viewed the natural world as mysterious and sometimes frightening. People were confounded by questions such as *What is thunder? How are mountains formed? What causes sickness?* Then, with the development of science, man started to find the answers to such questions. Now that we live in an age of advanced scientific knowledge, it sometimes seems we have unlocked all the mysteries of nature. Yet every so often, nature presents us with unexplained phenomena for which there are still no rational, scientific explanations.

One such phenomenon that has been reported around the globe since ancient times is strange rainfall. From such diverse points on the globe as the U.S., Europe, and India, people have periodically reported such things as fish, frogs, and snakes suddenly falling from the sky. In one case, in July of 1901, a sudden heavy rain of frogs and toads fell on the city of Minneapolis, Minnesota. A reporter who covered the event wrote: "When the storm was at its highest, there appeared from the sky a huge green mass. Then followed a peculiar sound, unlike that of rain or hail. When the storm lessened, people found a variety of frogs 'three inches deep and covering an area of more than four blocks...so thick in some places [that] travel was impossible."

Some people believe these events are caused by tornadoes that occur over bodies of water. The theory is that the tornadoes, whose force sucks up animals into the clouds, are also responsible for carrying the animals until they are dropped back onto land. However, this explanation has never been proven. It also does not explain why many of these rainfalls consist of only one species, and why many of them consist of species that are not native to the area where they fall, but to an area many hundreds of miles away.

Perhaps the rainfall that has most confounded scientists is a heavy red rain that fell sporadically on Kerala, India over a two-month period in 2001. According to locals who experienced the rains, there was a flash of light and a boom so loud that it shook the houses in town. And then the rain began. The Kerala rain was studied by scientists around the world. It became famous in 2006 when Godfrey Louis, a professor at Mahatma Gandhi University in Kerala, made some astonishing claims about the rain. Louis said that the rain appeared to be composed of living, biological cells. However, he said that there was no evidence of DNA in the cells. As all cells on earth contain DNA, Louis concluded that the colored particles were living cells from a life form on another planet, carried to this planet by a meteorite. However, not all scientists agree with Louis, and the origin of the red rain of Kerala is still generally considered to be a mystery.

Another natural phenomenon that science has yet to explain is *ball lightning*. Ball lightning is the term for rare balls of light, usually at least as big as a doorknob and sometimes as big as a football, that float

EXPANSION Units 9–12

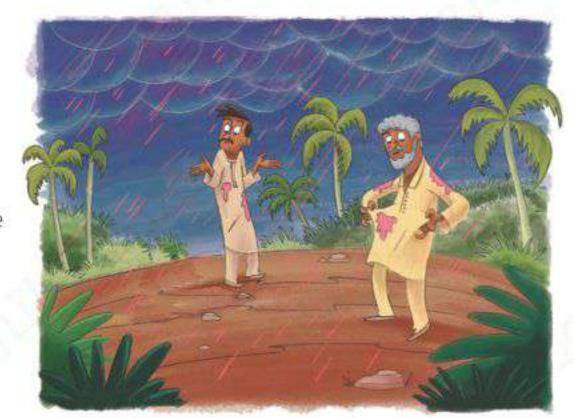
- القراءة Reading قبل القراءة قبل القراءة Before Reading
 - 1. What are some things in the natural world that might have been difficult for people to understand before the development of science and technology?
 - 2. Do you think everything in the natural world can now be explained with science and technology?
 - 1. strange rainfall of animals, red rain, and ball lightning.
 - 2. I think today we live in an age of advanced scientific knowledge, it sometimes seems we have unlocked all the mysteries of nature.





through the air during thunderstorms. These balls have no smell and no heat. They usually vanish soundlessly or explode with a loud pop when they come across something electrical, like a computer or TV. Although these strange electrical occurrences are not common, there have been occasional reports of ball lightning for centuries.

One widely-reported case of ball lightning occurred in January of 1984 in a Russian passenger plane. A Russian newspaper reported that the ball lightning "...flew above the heads of the stunned passengers. In the tail section of the airliner, it divided into two



glowing crescents that then joined together again and left the plane almost noiselessly." Although the ball lightning left two holes in the plane, it has often been reported to pass through solid objects without leaving a mark. Because ball lightning occurs so rarely and unexpectedly, scientists have not been able to study this phenomenon, and it remains a great mystery.

In this age of advanced scientific knowledge, it may seem surprising that there are occurrences in the natural world for which we have no explanation. But perhaps it is a good thing that we have not unlocked all of the mysteries of the natural world. Such mysteries help us maintain a healthy respect, curiosity, and awe of the natural world.

بعد القراءة محمد المعراءة

After Reading

- A. Match the words with their meanings. وصل الكلمات بمعانيها
 - 1. Confounded
 - 2. a rational
 - 3. f mass
 - 4. D peculiar
 - 5. e species
 - 6. ___ sporadically
 - 7. neteorite
 - 8. <u>Q</u>_awe

- a. logical
- b. strange
- c. having no pattern or order in time
- d. confused
- e. type
- f. an amount of matter with no specific shape
- g. amazement
- h. rock or metal that has fallen to Earth from outer space

3

ارة العلامية Amrungst Estacut

MG_03_COMBO_TEXT_2023.indb 199

30/3/23 2:57 PM

أجب على الأسئلة

- B. Answer the questions
 - 1. What are some of the mysterious things that have fallen from the sky?
 - 2. What does Godfrey Louis believe about the red rain of Kerala and why?
 - 3. What is ball lightning?
 - 4. Describe the ball lightning that occurred on a Russian airplane.
 - 1. Fish, frogs, snakes, and red rain have fallen from the sky in rainfalls.
 - 2. Louis believed that the red rain was particles from life forms on another plane, carried to Earth by a meteorite.
 - 3. Ball lightning is a ball of light that floats through the air during thunderstorms.
 - 4. The ball lightning floated through a passenger airplane, divided into two, formed into one again, and then floated out of the airplane, leaving two holes behind.

المناقشة

Discussion

- 1. Would you like science to discover a reason for the mysteries described in the reading? Why or why not?
- 2. Do you think people had more respect for the natural world before science unlocked so many of its mysteries? Explain.
- 3. What are some other mysteries for which there are no known explanations?
- 1. Yes, because everything in the universe happens for a reason, and science is man's way of explaining why these things happen. Science is based on fact, rather than religion, which is based on belief, and many scientific theories can actually be proved. If they cannot be proved, then evidence for them can be suggested.
- 2. One goal of science is to provide natural explanations for events in the natural world. Science also aims to use those explanations to understand patterns in nature and to make useful predictions about natural events. Biology is not just a collection of never-changing facts or unchanging beliefs about the world.
- 3. There are several profound mysteries that when solved can unlock all the secrets of mankind and to universe. These includes: the Universe, the origin and the fate of the universe, the dark stuff, dark matter, dark energy, dark force, quanta, singularities and tunnels, the magic balance, extraterrestrial tife, human civilization, and time travel.

30/3/23 2:57 PM



- 1. I cannot understand the directions in this computer manual. It's all Greek to me.
- 2. A: Why did he drop the class?
 - B: Beats me. He told me last week that he loved the class.
- 3. I ______ the assignment, so I'm going to talk with my teacher about it. 3. can't make heads nor tails of
- He's been having lots of different problems with his car lately. He's taking it to a garage today so that a mechanic can the problem.
 4. get to the bottom of
- 5. The investigators will piece together the clues to track down the thieves.
- 6. I found a gold watch in my mailbox, and I do not have a clue where it came from.

أدوات الكتابية: استخدام أداة التعريف مع الأسماء الجغرافية السنخدام أداة التعريف مع الأسماء الجغرافية

Tools for Writing: Using the Definite Article with Geographical Nouns

The is generally not used before:

- · continents: Asia, Europe
- countries: Saudi Arabia, Oman, Brazil, Canada (Exceptions include: the United States, the Philippines)
- states, cities, and streets: Jeddah, Abha, Massachusetts, Chicago, Wall Street

The is generally used before:

The

200

- · points on the globe: the Equator, the South Pole
- · geographical areas: the Middle East, the South
- · rivers, oceans, and seas: the Nile, the Atlantic, the North Sea

Correct the use of **the** in these sentences.



- The Arizona is a state in southwest of the United States.
- 2. Egypt is on the continent of the Africa.
- 3. Nile River helped the Egypt become one of the most powerful nations of the Africa and Middle East.

Answers in next page

ابحث واكتب عن لغيز لم يتم إزالة الغمروض عنه. قم بتضمين النقاط النحرية من الوحدات 9-12

Writing Prompt محفز الكتاب

Research and write an essay about an unexplained mystery. Include grammar points from Units 9–12.

اكتب مقالك

اختر لغزا للبحث والكتابة عنه. استخــدم فكرة من الصندوق أو فكرتك الخاصـة Write Your Essay

1. Choose a mystery to research and write about. Use an idea from the box or an idea of your own.

Big Foot	Stonehenge	The Loch Ness Monster
Chupacabras	The Bermuda Triangle	The Lost City of Atlantis
Crop Circles	The Green Sahara	The Taos Hum

2. Use a chart to organize your ideas. Write what you already know about the mystery in the K (Know) column. Write what you want to learn in the **W** (Want to Learn) column. Research these questions in 2023 - 1445 your library or on the Internet. Then write what you've learned in the **L** (Learned) column.

K	W	L
19	0.00	
	, 10	
	9	

- 3. Write a draft of your essay, working carefully to construct an effective conclusion.
- Have a partner read and comment on your draft. Use your partner's comments and suggestions to revise your essay.

Developing Your Writing: Writing Effective Conclusions

An effective conclusion usually refers back to the topic sentence in the essay's introduction, gives an essay a sense of completeness, and gives the reader something to think about. It is common to conclude an essay with one or more of the following techniques:

- · asking the reader a thought-provoking question
- · using a quotation
- · calling for some kind of action
- · evoking an image
- · echoing an image or idea from the introduction

It seems there is much we may never know about Stonehenge. For all the years that scientists have studied this prehistoric monument, we still do not know who built it or how it was built. We do not know whether it was used as a scientific observatory, as a place where people were buried, or as a place to which people came for ancient ceremonies. However, one thing is clear: Stonehenge reveals the amazing mathematical sophistication and engineering knowledge of its builders. How did these builders have such complex mathematical understanding thousands of years before the Egyptians arrived at the principles of modern mathematics? This is, perhaps, the greatest mystery of Stonehenge and will be speculated about for many years to come.

The Mystery of Stonehenge

Write Your Essay

1. Choose a mystery to research and write about. Use an idea from the box or an idea of your own.

Big Foot	Stonehenge	The Loch Ness Monster
Chupacabras	The Bermuda Triangle	The Lost City of Atlantis
Crop Circles	The Green Sahara	The Taos Hum

Answer:

K	W	L
 The Bermuda Triangle, often dubbed the "Devil's Triangle. Bermuda Triangle known for the mysterious disappearance of aircraft and ships for decades. The Bermuda Triangle mysteries can be demystified by examining logical explanation. 	 How Many Total Disappearances Have There Been? Does The Triangle Affect Compass Readings? What do the sailors think about it? Is methane gas causing the disappearances? Are disappearances the result of human error or phenomena? 	 The the freakish disappearance of ships and aircraft could be the result of large deposits of methane gas spewing up from the ocean floor. The Bermuda Triangle is one of the most heavily traveled shipping lanes inthe world. The Bermuda Triangle does not appear on any world maps The exact boundaries of the Bermuda Triangle are not universally agreed upon.

◆ The Bermuda Triangle Mystery: Facts and Theories

Bermuda is one of the few places in the modern world that still remain wrapped in an aura of superstitious mystery. The Bermuda Triangle, often dubbed the "Devil's Triangle," has long been shrouded in mystery, with tales of disappearing aircraft and ships captivating imaginations for decades. Encompassing around 500,000 square miles of ocean off the southeastern tip of Florida, the Bermuda Triangle has been the center of strange incidents for centuries.

The most recent scientific theory on the infamous Triangle suggests that the freakish disappearance of ships and aircraft could be the result of large deposits of methane gas spewing up from the ocean floor. Huge eruptions of methane bubbles may push water away from a ship, causing it to sink. If the highly flammable methane then rises into the air, it could ignite in an airplane's engine --causing it to explode and disappear.

While the allure of the unknown has led to sensationalized theories, a closer look at the facts and logical explanations can demystify this enigmatic phenomenon.

1. Weather and Environmental Factors:

The Bermuda Triangle's erratic weather patterns, including sudden storms and water spouts, are well documented. These natural occurrences can severely impact visibility, navigation systems, and vehicle stability, making accidents more likely.

2. Mechanical Failures and Equipment Malfunctions:

Complex machines like aircraft and ships are susceptible to mechanical failures. In the vast expanse of the Bermuda Triangle, equipment malfunctions, ranging from engine failures to communication breakdowns, can quickly escalate into disasters.

3. Human Error and Adverse Conditions.

Navigating the Bermuda Triangle presents unique challenges, including magnetic anomalies affecting compass readings. Human errors, such as misjudging distances or miscommunication, can compound these difficulties. In the case of Flight 19, adverse weather and Lieutenant Charles Taylor's questionable decision-making, fueled by his impaired condition and lack of essential equipment, played a pivotal role. Examining such incidents reveals the impact of human fallibility on these events.

4. Sensationalism vs. Facts:

The allure of the Bermuda Triangle has often led to sensationalized theories and hoaxes. Separating fact from fiction is crucial to understanding these incidents. Logical analyses by experts like Dr. Karl Kruszelnicki have debunked some mysteries, emphasizing the role of human error and adverse conditions. Investigating the context and evidence behind each incident can dispel myths, paving the way for a more rational understanding of the Triangle's reputation.

To sum-up, The Bermuda Triangle, known for its mysterious disappearances, can be demystified by examining logical explanations. Erratic weather patterns and environmental factors, such as sudden storms and navigational challenges, contribute to accidents. Mechanical failures and equipment malfunctions are also common in the area. Human error, including misjudgment and miscommunication, plays a role in incidents. Sensationalism and hoaxes have added to the mystery. By separating fact from fiction and analyzing each incident, a more rational understanding of the Bermuda Triangle can be achieved. By demystifying the Bermuda Triangle one logical explanation at a time, we can appreciate the power of rational inquiry in unraveling enigmas that have captured our collective imagination. Bermuda Triangle is a part of local lore that won't disappear anytime soon. But don't let the legend scare you away --the Triangle isn't the only thing that makes this island seem magical.

EXPANSION Units 9–12



A sentence fragment is a dependent clause that is

incorrectly treated as a complete sentence.

Incorrect: Because he's so intelligent.

Sentence fragments can often be fixed by either adding the fragment to an independent clause, or by removing the introductory word from the fragment.

Correct: I like listening to his lectures because he's so intelligent. Correct: He's so intelligent.

Correct these sentence fragments.

- 1. After the news report was over.
- 2. If I go shopping.
- 3. Unless the weather is nice.
- 4. Because we eat too much fast food.



- If I go shopping, I'll call you.
- Unless the weather is nice, we'll have to cancel.

وزارة التے

Ainistry of Education

We eat too much fast food.





Writing Prompt

Write an informational essay about a psychological condition or disorder. Include grammar points from Units 9-12 where possible.

اكتب مقالك

Write Your Essay

- 1. Decide what condition you want to write about. Some possible subjects include stuttering, insomnia, dyslexia, anxiety, attention deficit disorder, and eating disorders.
- 2. Research the disorder to answer the following questions: What is this disorder? What causes it? What are the symptoms? What are some example cases? How is the disorder treated?
- 3. Use a chart to record information and organize your ideas.
- 4. Write a draft of your essay. Be sure to avoid plagiarism. Paraphrase and cite sources when necessary.
- 5. Have a partner read and comment on your draft. Use your partner's comments and suggestions to revise your essay.





Disorder:				
Definition	- ide	3	190	-39
Causes	103	7(0)	7	10
Symptoms	1/1/200	2000		•••
Example cases	2	3	- >	ار کالے کال ق رار Ministry of Educati
Treatment				2023 - 1445

Developing Your Writing: Avoiding Plagiarism

Plagiarizing means copying ideas and words from another writer without giving credit to the writer. When you gather information for your essays, be careful to note any information you take directly from another source. When using this information, avoid plagiarism by doing the following things:

Quote exact words: Place exact words from another source in quotation marks. This clearly indicates that the words in quotations are not your own.

Paraphrase: Summarize and put ideas from another source into your own words.

Whether you use exact quotes or paraphrase, be sure to give credit to the original source after the quote or paraphrase. Then include a list of your sources at the end of your essay.

Stuttering

Faris has carefully researched and written his assignment. Now he has to present it in front of his class, but he doesn't want to. He is afraid that he will embarrass himself in front of his classmates. In fact, he is so scared of embarrassing himself that he would rather accept a failing grade for the assignment than take the risk.

Faris is a stutterer. Stuttering is a common speech disorder that affects a little less than one percent of the population. People who stutter repeat or prolong sounds and words, which disrupts the normal flow of speech. (NIDOCD, 2009)

National Institute of Deafness and Other Communication Disorders.

National Institute of Deafness and Other Communication Disorders.

September 3, 2009. http://www.nidcd.nih.gov/health/voice/stutter.asp

و موقع 🕳 🛋

Writing Prompt

Answer:

	Disorder: Attention Deficit Hyperactivity Disorder (A		
ADHD is a chronic condition that affect millions of children at often continues into adulthood.			
Causes	The exact cause of ADHD is not fully understood, although a combination of factors is thought to be responsible.		
Symptoms	Symptoms start before age 12, and some children, they are noticeable as early as 3 years of age.		
Example cases	Difficulty sustaining attention, hyperactivity and impulsive behavior struggle with low self-esteem, and performance in school.		
Treatment	When a child shows signs of ADHD, the doctor may refer to a specialist such as a development-behavioral pediatrician psychologist.		

Attention Deficit Hyperactivity Disorder: Causes and Treatment

Attention-deficit/hyperactivity disorder (ADHD) is a chronic condition that affects millions of children and often continues into adulthood. ADHD includes a combination of persistent problems, such as difficulty sustaining attention, hyperactivity and impulsive behavior. Children with ADHD may also struggle with low self-esteem, troubled relationships and poor performance in school. Symptoms sometimes lessen with age. However, some people never completely outgrow their ADHD symptoms. But they can learn strategies to be successful. While treatment won't cure ADHD, it can help a great deal with symptoms. Treatment typically involves medications and behavioral interventions. Early diagnosis and treatment can make a big difference in outcome.

Symptoms: The primary features of ADHD include inattention and hyperactive-impulsive behavior. ADHD symptoms start before age 12, and in some children, they're noticeable as early as 3 years of age. ADHD symptoms can be mild, moderate or severe, and they may continue into adulthood. ADHD occurs more often in males than in females, and behaviors can be different in boys and girls. For example, boys may be more hyperactive and girls may tend to be quietly inattentive. Most healthy children are inattentive, hyperactive or impulsive at one time or another. It's typical for preschoolers to have short attention spans and be unable to stick with one activity for long. Even in older children and teenagers, attention span often depends on the level of interest.

The same is true of hyperactivity. Young children are naturally energetic — they often are still full of energy long after they've worn their parents out. In addition, some children just naturally have a higher activity level than others do. Children should never be classified as having ADHD just because they're different from their friends or siblings.

When to see a doctor

If you're concerned that your child shows signs of ADHD, see your pediatrician or family doctor. Your doctor may refer you to a specialist, such as a developmental-behavioral pediatrician, psychologist, psychiatrist or pediatric neurologist, but it's important to have a medical evaluation first to check for other possible causes of your child's difficulties.

🛢 موقع واجبالان

Vocabulary

9

Beauty Is Only Skin Deep

VOCABULARY

Nouns

appreciation elements famine fascination ideal

obsession proportion standard symmetry varnish

Adjectives

emerge extract faint rotate stitch trace vary

Verbs

appealing bizarre

chubby glazed instinctive plump privileged synthetic well-groomed

Noun clauses after adjectives

be certain (that) be afraid (that) be amazed (that) be disappointed (that) be aware (that) be glad (that)

be lucky (that) be sure (that)

be happy (that)

be surprised (that) be worried (that)

Noun clauses after verbs

believe (that) complain (that) decide (that) discover (that) dream (that)

expect (that) fear (that) feel (that) find out (that) forget (that)

hope (that) imagine (that) know (that) learn (that) notice (that)

remember (that) suspect (that) think (that) understand (that)

Noun clauses as subjects of sentences

It is a fact (that) It is funny (that) It is obvious (that) It is possible (that)

It is strange (that) It is surprising (that) It is true (that) It is unlikely (that)

EXPRESSIONS

Making a complaint

I am very unhappy/upset about/with... I insist that you...

I want to make a complaint.

I'd like to speak with a manager.

I'm not (at all) satisfied with this (situation). This...is too...

I'm sorry to have to say this but... This is completely unsatisfactory. This is not what I expected/is nothing

like...

Real Talk

beat around the bush blow them away by far did a double take fit to be tied on the house



2023 - 1445

Vocabulary

10 They Said, We Said

VOCABULARY

Nouns

bore boredom calamity conflict

criticism

gossip insecurity promotion ridicule

rumor

scandal status virtues

Verbs

circulate divulge exclude

indulge praise squash

Adjectives

brilliant confidential derogatory imminent immune malicious superior

EXPRESSIONS

Telling a secret

Can you keep a secret?
Please don't tell anyone I told you this, but...
You'll never believe what I heard.
You're not going to believe this, but...

Promising to keep a secret

I promise I won't tell anyone.
I won't say a word about it.
My lips are sealed.
You can trust me.

Real Talk

backstabber bad-mouth behind (someone's) back for good on again, off again split up

11 Express Yourself

VOCABULARY

Nouns

barrier exception flaw limitation

Verbs

acquire evolve

Adjectives

consecutive exclusive extinct fictitious humanitarian immense neutral noble

solitary trademarked

Adverbs

currently immensely routinely

EXPRESSIONS

Asking someone to repeat something

Can/Could you repeat that, please?
Could/Would you say that again?
Excuse me, but I didn't catch the last part/the part about...
I'm sorry. I didn't catch that.
Pardon (me)?

What did you say?

What was that?

• Would you mind repeating that?

Real Talk

bite deal with elbow (one's) way jam packed munchies

وزارة التعليم

Ministry of Education

2023 21045

Vocabulary

12 Lost and Found

VOCABULARY

Nouns

appraiser astronomer revenge theory treasure

Verbs

bargain drain evaluate preserve reveal

split

stumble upon surrender weave wedge

Adjectives

accustomed amateur authentic dazzling invaluable

notorious numerous persistent

EXPRESSIONS

Expressing regret

I regret (not) having...
I regret verb + -ing...
I will/would never do that again!
I wish I had(n't)...
I'm really annoyed that...
I'm sorry I ever...
If only I...
Looking back, I would have...

Expressing understanding

How awful/upsetting that must have been! I know how that feels. I'm sorry that happened. That's too bad. What a shame!

Real Talk

bent out of shape down in the dumps eating hit the roof vanished into thin air

EXPANSION Units 9-12

VOCABULARY

Nouns

awe meteorite
cell occurrence
hail species
lightning thunder
mass toad

Verbs

composed of confound float stun vanish

Adjectives

astonishing diverse native peculiar rational

Adverb

periodically sporadically

EXPRESSIONS

Idioms

Beats me.
can't make heads nor tails of
get to the bottom of
It's all Greek to me.
not have a clue
piece together

وزارة التعليم

Ministry of Education 2023 - 1445

Irregular Verbs

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



وزارة التعطيم

Ministry of Education

2023 21245

MEGAGOAL 3 Audio Track List

CD1 Track	Unit	St	udent Book Section
2	Connect	1	Listen and Discuss
3	Connect	3	Conversation
4	Connect	4	Speaking
5 6 7 8 9	Unit 1 Unit 1 Unit 1 Unit 1 Unit 1 Unit 1	1 4 5 6 8 10	Listen and Discuss Conversation Listening Pronunciation Reading Writing
11	Unit 2	1	Listen and Discuss
12	Unit 2	4	Conversation
13	Unit 2	5	Listening
14	Unit 2	6	Pronunciation
15	Unit 2	8	Reading
16	Unit 2	10	Writing
17	Unit 3	1	Listen and Discuss
18	Unit 3	4	Conversation
19	Unit 3	5	Listening
20	Unit 3	6	Pronunciation
21	Unit 3	8	Reading
22	Unit 3	10	Writing
23	Unit 4	1	Listen and Discuss
24	Unit 4	4	Conversation
25	Unit 4	5	Listening
26	Unit 4	6	Pronunciation
27	Unit 4	8	Reading
28	Unit 4	10	Writing
29	EXPANSION Units 1–4	2	Reading

Track	Unit	St	Student Book Section		
2	Unit 5	1	Listen and Discuss		
3	Unit 5	4	Conversation		
4	Unit 5	5	Listening		
5	Unit 5	6	Pronunciation		
6	Unit 5	8	Reading		
7	Unit 5	10	Writing		
8	Unit 6	1	Listen and Discuss		
9	Unit 6	4	Conversation		
10	Unit 6	5	Listening		
11	Unit 6	6	Pronunciation		
12	Unit 6	8	Reading		
13	Unit 6	10	Writing		
14	Unit 7	1	Listen and Discuss		
15	Unit 7	4	Conversation		
16	Unit 7	5	Listening		

	10	Writing
Unit 8	1	Listen and Discuss
Unit 8	4	Conversation
Unit 8	5	Listening
Unit 8	6	Pronunciation
Unit 8	8	Reading
Unit 8	10	Writing
EXPANSION	2	Reading
Units 5-8	3	Reading
	Unit 8 Unit 8 Unit 8 Unit 8 Unit 8 EXPANSION	Unit 8 4 Unit 8 5 Unit 8 6 Unit 8 8 Unit 8 10 EXPANSION 2

CD3			
Track	Unit	St	udent Book Section
2	Update	1	Listen and Discuss
3	Update	3	Conversation
4	Update	4	Speaking
5	Unit 9	1	Listen and Discuss
6	Unit 9	4	Conversation
7	Unit 9	5	Listening
7 8	Unit 9	6	Pronunciation
9	Unit 9	8	Reading
10	Unit 9	10	Writing
11	Unit 10	1	Listen and Discuss
12	Unit 10	4	Conversation
13	Unit 10	5	Listening
14	Unit 10	6	Pronunciation
15	Unit 10	8	Reading
16	Unit 10	10	Writing
17	Unit 11	1	Listen and Discuss
18	Unit 11	4	Conversation
19	Unit 11	5	Listening
20	Unit 11	6	Pronunciation
21	Unit 11	8	Reading
22	Unit 11	10	Writing
23	Unit 12	1	Listen and Discuss
24	Unit 12	4	Conversation
25	Unit 12	5	Listening
26	Unit 12	6	Pronunciation
27	Unit 12	8	Reading
28	Unit 12	10	Writing
29	EXPANSION Units 9-12	2	Reading

مرارة التعليم Ministry of Education

2023 - 1445

غ موقع ⊕ جباتا<u>:</u> =

Photo Credits

iii (t) @Tatweer Co. for Educational Services, 2 (tl) @Sam Nord/Shutterstock, 2 (tr) @ZouZou/Shutterstock, 2 (b) @ra2 studio/ Shutterstock, 2 (br) @michaeljung/Shutterstock, 3 (tl) @3D generator/Shutterstock, 3 (cr) @pikepicture/Shutterstock, 4 (tr) @photobyphotoboy/Shutterstock, 5 (tr) @Image Source, 6 (cl) @Universal History Archive/UIG/Shutterstock, 6 (cr) @Pavel_ Markevych/Shutterstock, 6 (bl) ©Yes058/Shutterstock, 7 (tl) ©U.S. Air Force photo, 7 (cl) ©Everett Historical/Shutterstock, 9 (tr) ©Vladislav Ashikhmin/Alamy Stock Vector, 10 (tr) ©diplomedia/Shutterstock, 10 (cr) ©Thiago Leite/Shutterstock, 12 (cr) Co for Educational Services, 18 (c) @Gorodenkoff/Shutterstock, 18 (cr) @Shutterstock, 20 (tl) @say sizokhu/Shutterstock, 20 (bl) ©Royyan Wijaya/Shutterstock, 21 (tl) ©Mela_art/Shutterstock, 23 (c) ©Fedor Selivanov/Shutterstock, 23 (b) ©Nesrudheen Matathoor/Shutterstock, 24 (t) ©Luboslav Tiles/Shutterstock, 24 (tr) ©supertrooper/123RF, 24 (cr) ©Tatweer Co. for Educational Services, 25 (tr) @n_defender/Shutterstock, 26 (tr) @FAYEZ NURELDINE/AFP via Getty Images, 36 (br) @MH Art/Shutterstock, 38 (tr) © Pressmaster/Shutterstock, 38 (cr) © denniro/Shutterstock, 39 (t) © Michael Hoerichs/Alamy Stock Photo, 39 (tr) © Oleksiy Mark/Shutterstock, 40 (cl) @NASA, 40 (cr) @NASA/NOAA/GOES Project, 40 (br) @NASA/NOAA/GOES Project, 41 (tr) @Index Stock/Alamy Stock Photo, 41 (c) @NASA/NOAA/GOES Project, 43 (tr) @Digital Archive Japan/Alamy Stock Photo, 46 (cl) @Fedor Selivanov/Shutterstock, 46 (cr) ©Fedor Selivanov/Shutterstock, 48 (tr) ©VasiliyBudarin/Shutterstock, 48 (cl) ©Moviestore Collection/Shutterstock, 48 (cr) @Walt Disney/Kobal/Shutterstock, 48 (br) @chingyunsong/Shutterstock, 49 (tl) @Sushiman/ Shutterstock, 49 (tr) ©Craig Russell/Shutterstock, 51 (bl) ©Shchipkova Elena/Shutterstock, 51 (bcl) ©Vlad Sokolovsky/ Shutterstock, 51 (bcr) ©konradrza/Shutterstock, 51 (br) ©Vangert/Shutterstock, 52 (tr) ©Tatweer Co. for Educational Services, 52 (inset) @Melinda Nagy/Shutterstock, 53 (tr) @Lumina Images/Blend Images LLC, 54 (tr) @Stokkete/Shutterstock, 54 (tc) ©Thawat Tanhai/123RF, **56** (tr) ©Columbia/Kobal/Shutterstock, **56** (cl) ©Walt Disney/Kobal/Shutterstock, **56** (c) ©Moviestore Collection/Shutterstock, 56 (cr) ©Hammer/Kobal/Shutterstock, 59 (br) ©NASA/NOAA/GOES Project, 60 (tr) ©Chaosamran_ Studio/Shutterstock, 62 (tr) ©Leah-Anne Thompson/Shutterstock, 62 (br) ©Fedor Selivanov/Shutterstock, 64 (tr) ©NikoNomad/ Shutterstock, 64 (bl) @photravel_ru/Shutterstock, 65 (tr) @ESA/NASA, 68 (t) @Kevin Tichenor/Shutterstock, 68 (cr) @Marynka Mandarinka/Shutterstock, 68 (cl) ©ONYXprj/Shutterstock, 68 (bc) ©IgorAleks/Shutterstock, 69 (tl) ©Mariyana M/Shutterstock, 69 (c) ©S.Pytel/Shutterstock, 72 (tr) ©5 second Studio/Shutterstock, 73 (tr) ©Tatweer Co. for Educational Services, 74 (tr) @HansMusa/Shutterstock, 75 (tl) @drpyan/Shutterstock, 75 (cr) @ Hi Brow Arabia/Alamy Stock Photo, 76 (t) @Song_about_ summer/Shutterstock, 76 (c) ©EM Karuna/Shutterstock, 76 (b) ©Hany Musallam/Shutterstock, 78 (br) ©Lana U/Shutterstock, 80 (tr) ©Zapp2Photo/Shutterstock, 85 (br) ©Image Source, 86 (tr) ©Tatweer Co for Educational Services, 87 (tr) ©Zurijeta/ Shutterstock, 87 (cr) @Jose Luis Pelaez Inc/Blend Images LLC, 88 (cl) @L. Mouton/PhotoAlto, 89 (tl) @ESB Professional/ Shutterstock, 90 (tr) @Dreams Brand/Shutterstock, 90 (cr) @Tatweer Co. for Educational Services, 93 (c) @phive/Shutterstock, 94 (cl) © Drakuliren/Shutterstock, 94 (c) © Don Hammond/DesignPics/Alamy Stock Photo, 94 (cr) © FOTOGRIN/Shutterstock, 96 (cl) @Jeff Thrower/Shutterstock, 96 (cr) @Liveshot/Shutterstock, 96 (bl) @Carol M. Highsmith's America, Library of Congress, Prints and Photographs Division [LC-DIG-highsm- 04456], 97 (tr) ©Dave Thompson/Shutterstock, 99 (tl) ©sirtravelalot/ Shutterstock, 99 (1) ©rambux/Shutterstock, 99 (2) ©wutzkohphoto/Shutterstock, 99 (3) ©Tatweer Co. for Educational Services, 99 (4) ©jacglad/Shutterstock, 100 (tr) ©Kdonmuang/Shutterstock, 101 (tc) ©StudioSmart/Shutterstock, 101 (tcr) ©Tobik/ Shutterstock, 101 (tr) ©Zsolt Biczo/Shutterstock, 102 (tr) ©Steve Cukrov/Shutterstock, 102 (bcr) ©Studio KIWI/Shutterstock, 102 (br) @sirtravelalot/Shutterstock, 103 (tl) @Fotoeditores/Shutterstock, 104 (tr) @schusterbauer.com/Shutterstock, 108 (l-r) ©Ruslan Ivantsov/Shutterstock, 108 (2) ©Maksym Bondarchuk/Shutterstock, 108 (3) ©lasha/Shutterstock, 108 (4) ©Hurst Photo/Shutterstock, 108 (5) ©Fotocrisis/Shutterstock, 108 (6) ©David Papazian/Shutterstock, 110 (bl) ©Monty Rakusen/Image Source, 114 (tr) ©Tatweer Co. for Educational Services, 115 (tr) ©Katrina Elena/Shutterstock, 116 (tr) ©Dudarev Mikhail/ Shutterstock, 117 (tl) ©DavidXu/Shutterstock, 119 (tr) ©Millenius/Shutterstock, 122 (tr) ©scubadesign/Shutterstock, 124 (c) @Mega Pixel/Shutterstock, 124 (bl) @steamroller_blues/Shutterstock, 124 (bcl) @Rashevskyi Viacheslav/Shutterstock, 124 (bcr) ©Christian Bertrand/Shutterstock, 124 (br) @margouillat/123RF, 125 (1) @Barry Barnes/Shutterstock, @Marilyn Volan/ Shutterstock, 125 (2) ©Christian Bertrand/Shutterstock, ©Scanrail1/Shutterstock, 125 (3) ©vitals/Shutterstock, ©GoncharukMaks/Shutterstock, 125 (4) ©Brendt A Petersen/Shutterstock, ©Africa Studio/Shutterstock, 128 (tc) ©Tatweer Co. for Educational Services, 128 (tr) ©Pormezz/Shutterstock, 129 (cr) ©michaeljung/Shutterstock, 130 (tr) ©Eric Isselee/ Shutterstock, 130 (bl) ©Razor527/Shutterstock, 131 (tr) ©Alexey Khromushin/Shutterstock, 134 (l) ©Mary Rice/Shutterstock, 134 (cr) ©Elenarts/Shutterstock, 134 (br) ©charnsitr/Shutterstock, 135 (cl) ©Alex_Traksel/Shutterstock, 135 (cr) ©photomaster/ Shutterstock, 136 (tr) ©King Ropes Access/Shutterstock, 136 (br) ©waldru/Shutterstock, 137 (tr) ©Luis Carlos Torres/ Shutterstock, 137 (tc) @focal point/Shutterstock, 138 (tr) @Zdenka Darula/Shutterstock, 138 (cr) @gresei/Shutterstock, 138 (bl) @restyler/Shutterstock, 139 (tr) @Kasia/Shutterstock, 142 (tr) @ariadna de raadt/Shutterstock, 143 (tc) @gresei/Shutterstock, 143 (tr) ©Kyselova Inna/Shutterstock, 143 (cr) ©siriratsavett/Shutterstock, 144 (tr) ©MUHAMMAD FARID/Shutterstock, 144 (cl) ©m.elyoussoufi/Shutterstock, 145 (t-b) ©Zurijeta/Shutterstock, 145 (2) ©urosr/Shutterstock, 145 (3) ©AFZAL KHAN MAHEEN/ Shutterstock, 145 (4) @Gimas/Shutterstock, 146 (tr) @gulfimages/Alamy Stock Photo, 146 (tcr) @HansMusa/Shutterstock, 146 (cr) @michaeljung/Shutterstock, 147 (t) @nadezhda F/Shutterstock, 150 (I-r) @Yeti studio/Shutterstock, 150 (2) @Phill Danze/ Shutterstock, 150 (3) ©Panint Jhonlerkieat/Shutterstock, 150 (4) ©Body Stock/Shutterstock, 150 (5) ©Africa Studio/ Shutterstock, 155 (bl) ©Tatweer Co. for Educational Services, 155 (br) ©Tatweer Co. for Educational Services, 156 (tr) ©Maxx-Studio/Shutterstock, 157 (tr) ©Baloncici/Shutterstock, 158 (t) ©Ahmad Ihsan/Shutterstock, 159 (tl) ©Tatweer Co. for Educational Services, 160 (tr) ©Pressmaster/Shutterstock, 164 (tr) ©Michal Kowalski/Shutterstock, 164 (cr) ©wavebreakmedia/Shutterstock, 166 (tr) @Mikhail Zahranichny/Shutterstock, 166 (cr) @fotohunter/Shutterstock, 166 (bl) @deeplab/Shutterstock, 166 (br) @qvist/ Shutterstock, 167 (tr) @Castleski/Shutterstock, 167 (c) @Stephen Rees/Shutterstock, 167 (cr) @Joseph Calev/Shutterstock, 169

مرارة التعليم Ministry of Education

214



(br) ©Tatweer Co. for Educational Services, 170 (tr) ©Sorbis/Shutterstock, 170 (inset) ©Krakenimages.com/Shutterstock, 172 (tr) @agencja FORUM/Alamy Stock Photo, 173 (tl) @seeshooteatrepeat/Shutterstock, 173 (tr) @lev radin/Shutterstock, 174 (l) ©Tatweer Co. for Educational Services, 174 (cl) ©Pressmaster/Shutterstock, 174 (cr) ©Tatweer Co. for Educational Services, 174 (r) ©LDprod/Shutterstock, 178 (t-b) ©Scisetti Alfio/Shutterstock, 178 (2) ©Eiko Tsuchiya/Shutterstock, 178 (3) ©AFANASEV IVAN/Shutterstock, 178 (4) @WR7/Shutterstock, 178 (5) @Sebastian Crocker/Shutterstock, 180 (tr) @intueri/Shutterstock, 180 (cl) ©Sean M Smith/Shutterstock, 180 (bl) ©Jaroslav Moravcik/Shutterstock, 181 (tr) ©Milosz Maslanka/Shutterstock, 183 (tr) @michaeljung/Shutterstock, 184 (tr) @Tatweer Co. for Educational Services, 184 (tcr) @helloijan/Shutterstock, 185 (t) ©Vovantarakan/Shutterstock, 185 (tr) ©Eric Isselee/Shutterstock, 186 (tr) ©Susan Law Cain/Shutterstock, 187 (t) ©Daniel Buxton UK/Shutterstock, 187 (tr) @Daniel Buxton UK/Shutterstock, 187 (cr) @Daniel Buxton UK/Shutterstock, 188 (cr) @Spaces Images/Blend Images LLC, 192 (I-r) ©Andreja Donko/Shutterstock, 192 (2) ©Kathy Collins/Photographer's Choice RF/Getty Images, 192 (3) ©Viktoriia Hrekova/Shutterstock, 192 (4) ©maradon 333/Shutterstock, 194 (cr) ©Prachaya Roekdeethaweesab/ Shutterstock, 195 (cl) ©Ollyy/Shutterstock, 195 (1) ©Take A Pix Media/Shutterstock, 195 (2) ©Tatweer Co. for Educational Services, 195 (3) ©RealPeopleStudio/Shutterstock, 195 (4) ©Mike Focus/Shutterstock, 195 (5) ©Tatweer Co. for Educational Services, 197 (I-r, t-b) @hikrcn/Shutterstock, 197 (2) @MH Art/Shutterstock, 197 (3) @ampcool/Shutterstock, 197 (4) @Asier Villafranca/Shutterstock, 197 (5) ©Zaruba Ondrej/Shutterstock, 197 (6) ©Frank F. Haub/Shutterstock, 197 (7) ©Fedor Selivanov/ Shutterstock, 197 (8) ©R. MACKAY PHOTOGRAPHY, LLC/Shutterstock, 197 (9) @Photov.com/Pixtal/age fotostock, 197 (10) ©Joel Shawn/Shutterstock, 197 (11) ©antoniradso/Shutterstock, 198 (tr) ©Jason Persoff Storm/Image Source. Cover (bl) @Hussain Faisel AL-Salehi/Shutterstock, (br) @Orhan Durgut/Shutterstock.

