

1 Listen and Discuss



What activities do you do every day? Twice a day?

Check Your Lifestyle

Which of the people are you most like? Why?



Arthur is really into fitness. He works out at the gym regularly. He runs frequently, and he plays tennis twice a week. From time to time, Arthur goes rock climbing.



Refaa is a health food fanatic. She normally eats vegetarian meals. She hardly ever eats meat. She never drinks coffee, but she loves herbal tea. Sometimes she drinks six cups a day.



John hates any type of physical exercise. He enjoys challenging puzzles like sudoku. He spends most of his free time playing video games or solving puzzles in magazines.



Josh is an Internet addict. He seldom spends less than three hours a day on the computer. While he's chatting online, he often checks his cell phone for text messages.



Noura loves shopping. When she walks into a department store or a mall, she always buys something. She spends a lot of money. But she says shopping makes her happy.



Martin works very hard. He always takes work home from the office, and he rarely takes a vacation. He's really devoted to his job.

Your Profile

Answer the questions about your habits and routines.

How many hours a day do you watch TV? _____

How often do you exercise? _____

How long do you talk on the phone a day? _____

How often do you go shopping? _____

How much money do you spend a week? _____

How many hours a day do you sleep? _____

How much time do you spend on the Internet? _____

What two activities do you do very often? _____

What two activities do you hardly ever do? _____

What activities do you think you overdo? _____

Now compare your answers with a partner.

Quick Check ✓

A. **Vocabulary.** Underline words and expressions on pages 2 and 3 that tell about frequency (how often).

B. **Comprehension.** Answer the questions about the people.

1. How often does Arthur go rock climbing?
2. How frequently does John exercise?
3. How often does Refaa eat meat?
4. How long does Josh spend on the Internet?
5. How much money does Noura usually spend?
6. How often does Martin go on vacation?

2 Pair Work

B.

1. He goes from time to time.
2. He never exercise.
3. She hardly ever eats meat.
4. He spends at least three hours a day.
5. She spends a lot of money.
6. He rarely go on vacation



Simple Present Tense: Habitual Activities

Do | you | usually **drink** coffee?
Does | he/she |

I rarely **drink** coffee.
 He/She **drinks** coffee now and then.

Adverbs/Expressions of Frequency

100% of the time

always, all the time

50%-99%

usually, generally, normally, frequently, often, regularly

20%-49%

sometimes, occasionally, from time to time

1%-19%

once in a while, now and then, hardly ever, seldom, rarely

0%

never

I **rarely** eat junk food. I'm **usually** a salad-and-fruit person.

But I'll eat a piece of pizza **once in a while**.

- Adverbs of frequency usually come before the verb.
 - However, they come after the verb *be*.
 - Expressions such as *all the time*, *now and then*, *once in a while*, *twice a week*, *once a month*, *every two months* usually come at the end of the sentence.
 - Some adverbs and expressions can come at the beginning of the sentence.
- Sometimes** Hameed works late. **From time to time**, he brings work to do at home.

Questions with How Often/How Much/How Long

Q: **How often** do you use your cell phone?

A: I use it 20 times a day.

Q: **How much** time do you spend in the shower?

A: I spend about 5 minutes.

Q: **How long** do you spend on your homework?

A: I spend about 2 hours every night.

A. Rewrite the sentences in the opposite. Use the words in parentheses.

💡 Jamal frequently exercises. (seldom)

Jamal seldom exercises.

1. Ibrahim constantly talks on the phone. (rarely)
2. My brother occasionally checks his email. (often)
3. I sometimes surf on the Internet. (once in a while)
4. Qassim always arrives at work on time. (hardly ever)
5. Maha usually drinks tea instead of coffee. (from time to time)

Ibrahim rarely talks on the phone
My brother often checks his email
I surf on the Internet once in a while
Qassim hardly ever arrives at work on time
From time to time, Maha drinks tea instead of coffee

B. Now ask questions about the people in exercise A.

- 💡** How often does Jamal exercise ?
1. How often **does Ibrahim talk on the phone** ?
 2. How often **does your brother check his email** ?
 3. How often **do you surf on the Internet** ?
 4. How often **does Qassim arrive at work on time** ?
 5. How often **does Maha drink tea instead of coffee** ?

C. Work with a partner. Ask and answer questions about people's habits and routines.

A: What does Adnan normally do in the evening?

B: He usually studies.

Adnan / normally / evening



1. Faris / generally / for lunch



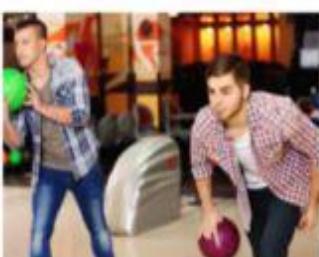
2. Frank and Ali / occasionally / in the park



3. Emma / seldom / after dinner



4. Ahmed and his family / often / on the weekend



5. Kyle / sometimes / with his friends



6. Ben / now and then

D. How often do you do the activities in exercise C? Write sentences using an adverb or expression of frequency. Compare sentences in small groups.

I normally get a haircut every two months.

E. Write sentences about things you **usually/always** do and you **seldom/never** do.

Write at least two false sentences. Read them to your partner. Can your partner guess which sentences are true and which sentences are false?



I usually hang out with my friends at the mall.

True False

I never watch TV on the weekend.

1. **I always tidy my bedroom**
2. **I usually play football after school**
3. **I never play computer games on weekdays**
4. **I seldom visit my friends**
5. **I always go shopping on the weekend**
6. **I never study on the weekend**

<input type="checkbox"/>	<input type="checkbox"/>

C.

1. A- What does Kyle generally have for lunch?
B- He generally have a burger.
2. A- What do Firas and Ali occasionally play in the park?
B- They occasionally play tennis.
3. A- What does Emma seldom do after dinner?
B- She seldom does the washing up.
4. A- What do Ali and his family often do on the weekend?
B- They often go to the park.
5. A- What does Ismail sometimes do with his friends?
B- He often goes bowling.
6. A- What does ben do now and then?
B- He gets a haircut now and then.

D.

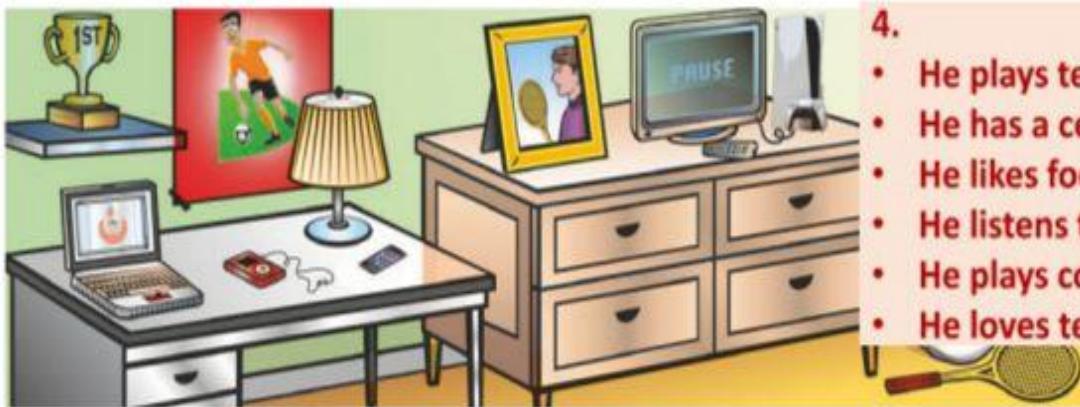
1. I sometimes have a burger for lunch.
2. I usually play tennis in the park.
3. I never do the washing up after dinner.
4. I always go with my family to the park on the weekend.
5. I seldom go bowling with my friends.
6. I get a haircut once a month.



4 Language in Context

A. Work with a partner. Look at the picture of Tom's room. What can you tell about his lifestyle?

 He usually does his homework on the computer.



4.

- He plays tennis .
- He has a cell phone.
- He likes football.
- He listens to music.
- He plays computer games.
- He loves tennis

B. In what ways is your room like the one above? In what ways is it different?

5 Listening

Listen to Musa, a professional football player, talking about his career and lifestyle. Write **true** or **false**.

1. ___ Musa comes from a poor background.
2. ___ He spends a lot of time with his family.
3. ___ Musa is proud of playing for his country.
4. ___ He likes to wear fashionable clothes.
5. ___ He gives money to help those in need.
6. ___ Musa doesn't like the media following him.



6 Pronunciation

Listen. Notice how **do** and **you** are said together as one word. Then practice.

Do you have a cell phone?

How often **do you** get a haircut?

Where **do you** live?

How much time **do you** spend on the Internet?

7 About You

Work in a group. Talk about your pastimes and routines.

How much time do you spend...

on your homework?

shopping?

on the phone?

exercising?

on the Internet?

with your family?

in the shower?

with your friends?

8 Conversation



Majid: How often do you go to the gym?

Omar: I work out every day, except weekends.

I'm a bit of an **exercise freak**.

Majid: Exercise turns me off.

Omar: Anyway, what are you doing now?

Majid: I'm checking my email.

Omar: How much time do you spend on the Internet?

Majid: A lot. I take my smartphone with me wherever I go. My friends say that my smartphone is really my best friend. You see, I can access the Internet almost everywhere.

Real Talk

exercise freak = someone who exercises a lot
turn (someone) off = does not interest at all

Anyway = a word to introduce a change in topic

You see = a phrase to introduce an explanation

Your Ending

What do you think Omar answers?

- 1 I prefer to exercise my body, not my thumb.
- 2 I only use my computer to send and receive email.
- 3 I don't have a cell phone. I don't want people calling me all the time.
- 4 Your idea: _____

About the conversation:

1. Yes, he does
2. Yes, it does
3. Yes, he does
4. Because he takes his smartphone with him wherever he goes

Your Turn

Interview your partner about Internet use.
Use the following prompts:

- | | |
|------------------------|-----------------------|
| 1. frequency | 4. type of connection |
| 2. number of hours | 5. where |
| 3. purpose (what for?) | 6. others: _____ |

About the Conversation

1. Does Omar exercise a lot?
2. Does exercise turn Majid off?
3. Does Majid spend a lot of time on the Internet?
4. Why can Majid check his email frequently?



Before Reading

Why do people you know use cell phones? How often do they use them?

CELL PHONE OBSESSION: Negative or Positive?

- 1 Yakkity, yakkity, yak. All around, you hear ring tones of cell phones, and you see people who are talking on the phone in public or sending text messages. This
- 5 use of cell phones may signal more than normal communication with friends and family. For some teenagers, this craze may be a sign of unhappiness and anxiety.
- 10 Cell phones are definitely part of today's youth culture. Ninety-five percent of U.S. teens have access to a smartphone, and soon over 60 percent of kids ages 8 to 12 will have **them**,
- 15 too. Students in grades 7 through 12 spend an average of more than an hour a day talking on their cell phones.



That's about the same amount of time that they devote to homework.

The majority of cell phone usage is for text messages. American teenagers send and receive sixty-seven text messages per day, on average, heavy users considerably more. They often become irritated when other people don't respond to **their** messages quickly. Heavy reliance on a cell phone can become a problem—and an obsession.

According to the *Los Angeles Times*, a survey of 575 high school students in the United States showed that two-thirds of the students who use their cell phones more than 90 times a day do so because they are unhappy or bored. They score higher on tests that measure depression and anxiety compared to students who use their phones less. However, when they were examined, the frequent users were not found to be clinically depressed—that is, **they** were not actually in a state of depression that was severe enough to require medical help. The researcher **who** conducted the study said, "The 30 young people may be unhappy because of a problem in **their** lives or anxious about their social status. They are trying to make themselves feel better by reaching out to others. Communicating via cell phone makes the 'addicts' feel popular."

For teenagers, cell phones are not just objects for communication. **They** are extensions of **themselves**. They are tools for keeping in touch. Many teenagers don't agree with the 35 study from the United States, and they say that people who are anxious or depressed wouldn't be sending out messages or making calls. For **them**, a lot of cell phone use shows that a person is popular and has a lot of friends. What do you think?

After Reading

Answer **true** or **false**.

1. F Only one out of every four young Americans owns a cell phone.
2. F American students spend a lot more time on the phone than on homework.
3. T Most of the cell phone usage is for text messages.
4. F People who talk a lot on the phone do so because they are depressed.
5. T Some people think that a lot of cell phone use is a positive thing.



Discussion

A. Discuss the questions.

1. What do you think about the study from the *Los Angeles Times*?
2. Do you have a cell phone? If so, how often do you use your cell phone? What for?
3. Approximately how long do you spend on each call?
4. How much is your monthly cell phone bill?
5. Discuss the advantages and the disadvantages of cell phones.

B. Read and discuss.

A recent survey found that 1 to 30 percent of text messages received on cell phones are mobile spam (unwanted commercial advertising). Unlike email spam, some cell phone users may be charged a fee for every incoming message. What do you think can be done to prevent it?

10 Project



Work in groups. Do a survey to find out how often and how long group members spend on the following activities:

- | | |
|------------------|--------------------|
| on chores | on the Internet |
| on homework | shopping |
| on a hobby/sport | using a cell phone |
| watching TV | other: _____ |

Discuss and compare results as a class. What habits or pastimes are the most common? On average, how often and how much time do members of the class spend doing them?



Writing

- A. What did you learn about the habits of young people from your class survey? Complete the chart with your findings.

Habit/Pastime	How often?	How long?
Computer games	Every day	For many hours
Hanging out and shopping	On weekends	For many hours
Chatting on the phone	Every day	2 - 3 hours

Writing Corner

Cohesion is important in writing. Cohesion means the way sentences link together. One way to make writing more cohesive is to use pronouns and possessive adjectives.

1. Pronouns and possessive adjectives link ideas in sentences.

Teenagers who play a sport say they often become friends with their teammates.

2. Pronouns help avoid repeating the same word or words.

Football is popular because it is fun. It has simple rules, so it is easy to learn.

3. Pronouns can refer to one word or a group of words.

Playing a team sport is beneficial because it keeps young people in shape and teaches them about cooperation.

- B. Look back at the **Reading** on page 8. What do the pronouns or adjectives refer to?

- | | | | |
|--------------------|---------------------------|-------------------------|-------------------------|
| 1. them (line 14) | cell phones | 5. their (line 30) | The young people |
| 2. their (line 21) | heaviest users | 6. They (line 33) | cell phones |
| 3. they (line 28) | heaviest users | 7. themselves (line 34) | teenagers |
| 4. who (line 29) | The frequent users | 8. them (line 36) | Many teenagers |

Teenagers in my country are obsessed with (1) their computers. The majority of (2) them spend an average of two to three hours a day on the computer.

(3) They regularly surf the Internet to learn about things that interest (4) them, and (5) they sometimes use (6) them to do research for school. Young people also frequently communicate through social media like Twitter and Facebook. They say that (7) it is a great way to keep in touch with (8) their friends. There are other teenagers (9) who just prefer to play video games.

For teenagers, the computer is a tool for learning and a means of communication. But most of all, (10) it is simply entertaining.



- D. Write a report about one or more of the most common habits and/or pastimes among young people in your country. Use information from your survey. Remember to use adverbs of frequency and pronouns.



12 Form, Meaning and Function

All, Both, Neither, None

All / Both / Neither / None + of + object pronoun + verb

Both / Neither refer to two people or two things.

Neither means not one and goes with singular verbs and nouns.

Both of them are teachers.

Neither of them is a math teacher.

Both of them teach science.

Neither of them teaches math.



All / None refer to three or more people or things.

All of them are teachers.

None of them are math teachers.

All of them teach science.

None of them teach math.



All / Both

All / Both can go after the auxiliary verb (be, can, do, etc.) and before the main verb.

They are **both** teachers.

Are they **both** science teachers?

They can **all** speak English.

Can they **all** speak English?

We **both** teach science.

Do you **both** teach science?

We are **all** having fun.

Are you **all** having fun?

Can you cook?

Yes.



A. Look at the survey. Write sentences about Noura and Maha. Use **both** or **neither**.

💡 Neither of them is a vegetarian.

1. **Neither of them eats junk food**
2. **Both of them can cook**
3. **Both of them work out regularly**
4. **Neither of them drinks a lot of coffee**

B. Now write sentences about Noura, Maha, and Badria. Use **all**, **not all**, or **none**.

1. **None of them are vegetarian**
2. **Not all of them eat junk food**
3. **All of them can cook**
4. **Not all of them work out regularly**
5. **None of them drink a lot of coffee**

C. Create your own survey with questions about lifestyle. Answer the survey. Then ask two classmates the survey questions. Write sentences about you and your classmates with **all**, **none**, **both**, and **neither**.

1 Listen and Discuss



Do you have a "People in the News" column in your local newspaper or magazine? What kind of information does it include?

People in the News

THE GIFT OF LIFE



Trent Olsen donated blood for the 100th time on Wednesday, June 23rd. Trent made his first donation at the Red Crescent Mobile Blood Donor Clinic when he was in his 20s. He said, "It started when some colleagues and I saw the mobile clinic parked outside our office. We all decided to give blood. I continued regularly after that because I thought it was the right thing to do. I didn't have a lot of money for charity, so it was my way of helping others." Every eight weeks, Trent makes his next appointment to give blood at the Fairview Clinic. One donation can save up to three lives.

Thank you, Trent!

ATHLETE OF THE YEAR

Congratulations to Ahmed Jamal who was awarded "Athlete of the Year" for his outstanding leadership in sports. Ahmed, 16, received the award from the school principal in a ceremony at Al Marwah High School on Monday evening.

HIS STORY

Ahmed was born with a crippling disease that made it difficult for him to walk. But that didn't stop him from playing his favorite sport – football. Ahmed explained, "I used to love watching AFC games, and my older brother, Ali, played football in high school. When I was 12, he taught me to play in the park. My family really encouraged me, so I got in touch with other kids like me and we formed a team." Ahmed and his team compete in the Special Olympics Junior League. He is team captain and this year's highest scorer. Ahmed is an example to all young athletes.



BLUE FLAG FOR SUNSET

Over one hundred employees from local hotels and restaurants gathered at Sunset Beach again on Tuesday for a clean-up operation. The employees combed the beach for plastic bottles, bags, cans, and other litter. Last year, hotel and restaurant owners in the community decided to take responsibility for keeping the beach clean. Their efforts are a big success, and Sunset Beach was awarded the Blue Flag by the Foundation for Environmental Education.



NEWBORN



David and Mary Ann Taylor are the proud parents of twins. Linda and Jenny were born at Newton Maternity Hospital on Monday, June 21st. Mother and infants are in good health. We wish the parents and the babies all the best.

Quick Check ✓

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

1. gave to charity **donated**
2. an arrangement to meet **appointment**
3. excellent **outstanding**
4. supported someone to succeed **encouraged**
5. got together/met **gathered**
6. a baby **infant**

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

1. Why did Trent continue to give blood?
2. How often does Trent give blood?
3. Why was it difficult for Ahmed to walk?
4. Who taught Ahmed to play football?
5. Why did the employees gather at the beach?
6. When were the twins born?

2 Pair Work



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

- ▢ What award did Ahmed receive?
▢ He received "Athlete of the Year."

B. **Ask** and **answer** about your past.

- ▢ Where were you born?
▢ I was born in Madinah.

1. **Because he thought it was the right thing to do**
2. **He gives blood every eight weeks**
3. **Because he was born with a crippling disease**
4. **His older brother Ali taught him to play**
5. **They gathered for a clean-up operation**
6. **They were born on Monday, June 21st,**



Simple Past Tense

Yes/No Question (?)

Did you/he/she/they **live** in Riyadh?

Short Answer (+)

Yes, I/he/she/they **did**.

Short Answer (-)

No, I/he/she/they **didn't**.

Information Questions (?)

Where **did** you/he/she/they **live**?

Answer

I/He/She/They **lived** in Riyadh. (+)

What **did** you/he/she/they **wear**?

I/He/She/They **wore** formal clothing. (+)

Where **did** you/he/she/they **work**?

I/He/She/They **didn't work** in an office. (-)

Be + Born

I **was born** in Syria.

The twins **were born** on June 21st.

Expressions with the Passive

To be **raised**, to be **married**, to be **called**, to be **educated**, etc., are commonly used in stories about people's pasts. For the passive in the past, use **was/were + past participle**.

Michael **was raised** in Montreal.

His parents **were married** in Tabuk.

The team **was called** *The Lions*.

He **was educated** in private schools.

Used to

Use **used to** for past habits and states.

Affirmative (+)

When I was little, I **used to** play with toys.

Negative (-)

I **didn't use to** play video games.

Questions (?)

Did you **use to** play with dolls?

Yes, I did. / No, I didn't.

What **did** you **use to** play with?

I **used to** play with toy cars.

- A.** Make sentences about yourself. Use the phrases, and add some of your own. Share your sentences with a partner.

be born

say my first word at the age of...

go to school at the age of...

grow up

start walking at the age of...

first use a computer at the age of...



A.

I was born in Riyadh.

I said my first word at the age of 11 months

I went to school at the age of 6

I started walking at the age of 1

I first used a computer at the age of 5

- B. List some of the things you **used to do/didn't use to do** when you were young. Then compare and discuss with a partner.

Used to Do	Didn't Use to Do
play with toys	play video games
ride a small bike	use the cell phone
watch cartoons	play football



- C. Complete the paragraph with the past tense form of the verbs in parentheses.



Let me tell you how I met (1. meet) my best friend Yousef and I went (2. go) to the same elementary school. Yousef was (3. be) a new 6th grade student, and the teacher asked (4. ask) me to show him around during his first week. I agreed (5. agree) to help out, and we spent (6. spend) every day together. Yousef grew up (7. grow up) in Abha, and his family moved (8. move) when his father got (9. get) a new job in Jeddah. He didn't know (10. not know) anyone, so introduced (11. introduce) him to my friends and classmates. After school, he came (12. come) with me to football practice. At first, he just watched (13. watch), but then he wanted (14. want) to play. He didn't play (15. not play) well at first, but he tried (16. try) very hard. And now Yousef is the best player on the team!

- D. Work with a partner. Ask and answer about the first and last time you did the activities.

A: When was the first time you rode a bike?

B: I first rode a bike when I was four.

A: When was the last time you rode a bike?

B: I last rode a bike the day before yesterday. I rode it to school.



D-

1. When was the first time you used a computer?

I first used a computer when I was five.

- **When was the last time you used a computer?**

I last used a computer yesterday.

2. When was the first time you had a haircut?

I first had a haircut when I was two

- **When was the last time you had a haircut?**

I last had a haircut two weeks ago.

3. When was the first time you went to the zoo?

I first went to the zoo when I was four

4. When was the last time you went to the zoo?

I last went to the zoo last weekend

5. When was the first time you went to a dentist?

I first went to a dentist when I was 5

- **When was the last time you went to a dentist?**

I last went to a dentist six month ago

6. When was the first time you went to the beach?

I first went to the beach when I was 2

- **When was the last time you went to the beach?**

I last went to the beach last summer.



4 Language in Context



Work in pairs. Look at this old photo, and guess what people did and didn't do then.

- Yellow lightbulb icon: People used to walk or ride donkeys in the city.
- Yellow lightbulb icon: People didn't use to drive cars and trucks in the city.



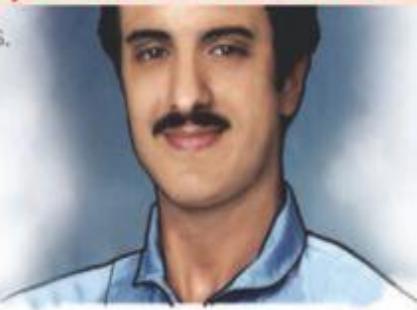
▲ Makkah, 1930

5 Listening



Listen to the biography of Prince Sultan bin Salman. Put the events in chronological order. Number them from 1 to 8.

- _____ He began helping organizations for the disabled.
- _____ He completed university and flight training in the U.S.
- _____ He was on the Saudi Media Committee during the 1984 Olympics.
- 1 He was born in 1956 in Riyadh.
- _____ He started working for the Ministry of Information.
- _____ He became Secretary General of the Saudi Commission for Tourism and Antiquities.
- _____ He flew aboard the space shuttle *Discovery*.
- _____ He became involved in preserving Saudi architectural heritage.



- People used to live in simple houses.
- People didn't use to live in modern houses.
- People used to read newspaper
- They didn't use to watch TV

6 Pronunciation



Listen to the pronunciation of **used to**. Then practice.

- | | |
|------------------------------------|---|
| I used to play with dolls. | He used to live next door to me. |
| Mona used to teach English. | They used to work together. |

7 About You



1. Where were you born?
2. Where did you grow up?
3. Where is your family from?
4. Did you use to live in a different place? Where?
5. What games did you use to play?
6. Did you ever meet a friend somewhere by chance? Explain.
7. Where did you meet your best friend?
8. Did you ever take part in an activity to help the community? What did you do?

8 Conversation



Reporter: Your basketball team, The Falcons, is now leading the Junior League. So, how did the team start?

Khalid: Our coach posted a note on the bulletin board at our high school asking for players. The team was formed from the group of hopeful athletes that turned up at the gym.

Reporter: Do you still have the original team members?

Khalid: Yeah. Charlie and Dave are forwards, Carlos plays shooting guard, and I'm the point guard. But Trevor...

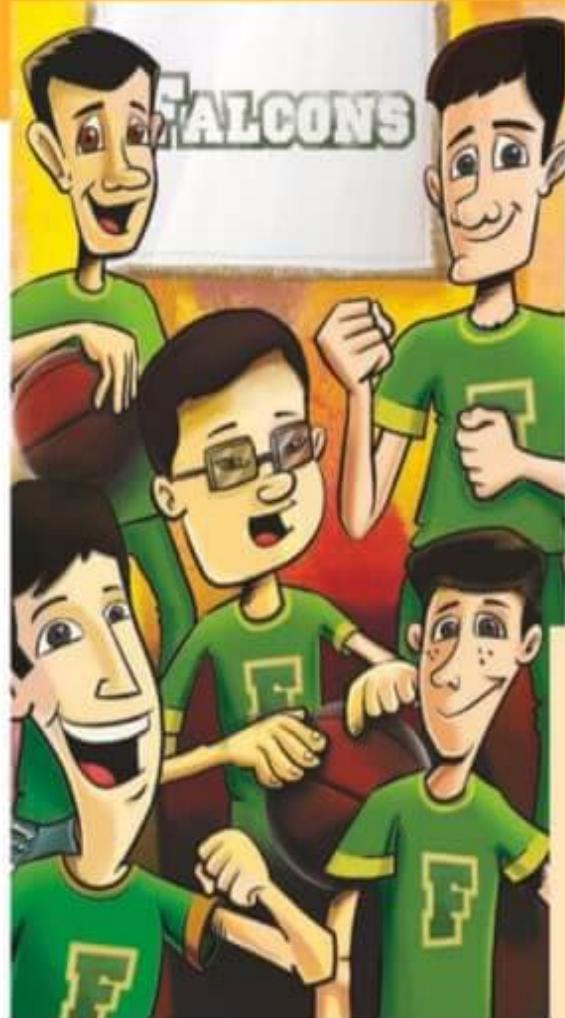
Reporter: What about your center forward? When did he join the team?

Khalid: Trevor came along a few months later. He used to play on another team, but he wasn't into the attitude of the players. He said they weren't serious enough, so he joined our team.

Reporter: Where did you practice, and where did you play?

Khalid: We used to practice in the school gym, but now we use the sports center. It has better facilities. We started in B Division, but now we're in A Division.

Reporter: When did your first big break come?



Your Ending

What do you think Khalid's answer was?

- ① When Trevor joined our team.
- ② When we won an important tournament.
- ③ When we beat the best team in Division B by 20 points.
- ④ Your idea: _____

Real Talk

to turn up = to appear unexpectedly

What about...? = used to introduce a new topic

to be into something = to be interested in, to like

big break = important opportunity

About the Conversation

1. How and where did the team members meet?
2. Were all the players originally on the team?
3. Where did they use to practice?
4. Why did Trevor leave the other team?
5. Why did the team change gyms?

1. They met at their high school when their coach posted a note asking for players
2. No, they weren't
3. They used to practice in the school gym
4. Because he wasn't into the attitude of the players
5. Because the sports center has better facilities



Before Reading

1. Have you ever read about the lives of royalty? Who have you read about?
2. What do you know about King Salman bin Abdulaziz?

The King of Saudi Arabia



The Custodian of the Two Holy Mosques, King Salman bin Abdulaziz was born in Riyadh on December 31, 1935. He was educated at the Princes' School In Riyadh where he studied sciences, religion, and the Holy Qur'an. He was appointed Crown Prince of the Kingdom of Saudi Arabia and Deputy Prime Minister by his predecessor, King Abdullah bin Abdulaziz, on June 18, 2012. Crown Prince Salman became the King of Saudi Arabia and the Custodian of the Two Holy Mosques on January 23, 2015.

King Abdulaziz appointed young Prince Salman as the Emir of Riyadh in March 1954, when he was just 19 years old. He served as Deputy Governor of Riyadh for just over a year. Then, he became Governor of Riyadh until 1960 and again from 1963 to 2011, when he became the Minister of Defense. He was also Honorary President of the Friends of the Red Crescent

and President of the Higher Committee for the Development of Riyadh. The Prince helped Riyadh develop from a mid-sized town into a major urban metropolis. He attracted a lot of tourism, business, and investment in the Kingdom. Today, Riyadh is one of the richest cities in the world, and it is a major center of travel and trade.



For over 50 years, in his capacity as a prince, His Royal Highness worked with many humanitarian groups that offer relief from natural and human disasters in the Kingdom and abroad. For his humanitarian work, he received many awards: from Bahrain, Bosnia and Herzegovina, France, Morocco, Palestine, the Philippines, Senegal, the United Nations, Yemen, and the King Abdulaziz Medal-First Class. He also supported many cultural projects. He was Chairman of the Riyadh Charity for Sciences and President of the

Prince's Prize for the Memorization of the Holy Qur'an.

King Salman holds many degrees and academic awards, including an honorary doctorate from the Islamic University of Madinah and the Kant Medal from the Berlin-Brandenburg Academy of Sciences and Humanities. He was also awarded an Honorary Doctorate in Literature from the University of Umm Al-Qura in Makkah.



After Reading

A. Match each word with the meaning.

- | | |
|--------------------------|---|
| 1. <u>e</u> abroad | a. a big city |
| 2. <u>d</u> humanitarian | b. taking away stress and pain |
| 3. <u>b</u> relief | c. name someone for an important position |
| 4. <u>c</u> appoint | d. a person who helps others |
| 5. <u>a</u> metropolis | e. in other countries |

B. Answer the questions about the reading.

1. Where did King Salman go to school?
2. When was he appointed as Crown Prince of the Kingdom?
3. For how many years was he the Governor of Riyadh?
4. How did he help to change Riyadh?
5. When did he become the King of Saudi Arabia?

C. Write down important events in King Salman's life. Continue

1.

C. Write down important events in King Salman's life. Compare your answers with a partner.

- | |
|---|
| 1. He was appointed Emir of Riyadh in 1954 |
| 2. He became Governor of Riyadh from 1963 to 2011 |
| 3. He became Minister of Defense |
| 4. He was appointed Crown Prince of the Kingdom of Saudi Arabia |
| 5. He was the President of the Higher Committee for the development of |
| 6. He became the King of Saudi Arabia in 2015 |

Riyadh

D. What are some of King Salman's accomplishments? Compare your answers with a partner.

- | |
|---|
| 1. He helped Riyadh develop from a mid-sized town to a major metropolis. |
| 2. He worked with many humanitarian groups. |
| 3. He supported many cultural projects |
| 4. He received many awards for his humanitarian work. |
| 5. He was Chairman of the Riyadh Charity for Science |

Discussion

1. Do you think celebrities are good role models?
2. What do you think about celebrities who speak in favor of certain causes and issues?
3. What do you think about celebrities who are philanthropists and raise money for different causes?



- 1. He went to the Princes School in Riyadh**
- 2. On June 18, 2012**
- 3. For 53 years**
- 4. He attracted a lot of tourism, business and investment in the kingdom**
- 5. He became the king of Saudi Arabia on January 23, 2015**



10 Writing

- A. Look at the timeline of events in Prince Sultan bin Salman's life. Then, complete the summary with prepositions and time words.



Prince Sultan bin Salman Abdul-Aziz Al-Saud was born ⁽¹⁾ **in** **Riyadh** ⁽²⁾ **on** **June** 27, 1956. He was educated ⁽³⁾ **in** **Riyadh**. ⁽⁴⁾ **After** high school, he went to study communications and aviation ⁽⁵⁾ **at** the University of Denver ⁽⁶⁾ **in** **the U.S.** ⁽⁷⁾ **while** he was there, he also became a pilot. He started his career ⁽⁸⁾ **in** **1982** as a researcher ⁽⁹⁾ **in** **the Ministry of Information** ⁽¹⁰⁾ **in** **Saudi Arabia**. ⁽¹¹⁾ **In** **1985**, Prince Sultan made history ⁽¹²⁾ **when** he became the first Saudi astronaut to travel ⁽¹³⁾ **in** **space**. He flew aboard the space shuttle STS-51-G Discovery ⁽¹⁴⁾ **from** **June 17** ^{(15) **to** **June 24**. ⁽¹⁶⁾ **Then** he joined the Royal Saudi Air Force as a pilot, and retired ⁽¹⁷⁾ **in** **1996**. ⁽¹⁸⁾ **from** **2000** ^{(19) **to** **2008**, he was Secretary General of the Saudi Commission for Tourism and Antiquities, and ⁽²⁰⁾ **in** **2008** he has served as its President.}}

Writing Corner

1. Prepositions of place: *in, on, at*

in Jeddah	in Saudi Arabia	in the world
on Earth	on an island	at school

2. Prepositions of time: *on, at, in, from...to...*

on Monday	on June 3rd	at 8:00 a.m.	at noon
in 2001	in May	in the winter	from 2007 to 2010

3. Time words: *since, ago, then, when, before, after*

I was raised **in** **Abha**. **Then** my family moved to **Riyadh** **when** I was twelve.

I have lived here **since** I was twelve. We moved here two years **ago**.

I learned to read **before** I went to school.

- B. Make a timeline about your life. Mark the important events in your life and your accomplishments on the timeline.

- C. Write your life story. Say where you were born, raised, and educated. Include important events, accomplishments, and influences in your life.

11 Project

Choose a famous person and research the events and accomplishments in his/her life. Write a biography of the person. Present the biography to the class.

Time Expressions for the Past

Last—last night, last Tuesday, last week, last month, last year, last summer

Yesterday—yesterday, yesterday morning, the day before yesterday

Ago—six years ago, two days ago, a week ago, five hours ago, ten minutes ago

When clauses

They didn't go to school *when they were four years old*.

When I was a child, I used to play with my toys all day.

Past dates and times

In 1998, in the 20th century, on May 25th 2000, on Monday, this morning, at 6 A.M.

A. Complete the sentences with the correct time phrases. Use the words in parentheses.

1. I'm in grade 9. **last year** (last) I was in grade 8, and _____ (ago) I was in grade 7. **Two years ago**
2. I was born **In 2007** (in). I was born _____ (on) _____ (ago) **14 years ago**
3. What time did you go to bed **Last night** (last)? What time did you wake up _____ (this)? **this morning**
4. I went to bed **at 9 p.m.** (at) last night, and I woke up **at 7 a.m.** (at) this morning.
5. We finished Unit 1 of SuperGoal 5 _____ (ago). **a week ago**
6. I started learning English **when I was 5** (when).
7. I didn't use to read and write **when I was 3** (when).
8. I started going to this high school _____ (in). **in 2019** **in the 19th century**
9. King Abdul Aziz Ibn Saud founded the Kingdom of Saudi Arabia _____ (century).
10. The Kingdom of Saudi Arabia was founded **in 1932** (in) _____ (on).

On September 23

in **bold**.

1. hosted / in / **Beijing** / the / Summer Olympics / 2008
2. took / before / math / a / test / **We** / day / yesterday / the
3. graduated / **Fahd** / when / was / he / 23 / university / from
4. he / to / morning / was / sick / **All** / so / didn't / class / this / go
5. ago / ten / **Mona** / a / started / years / as / working / teacher
6. century / didn't / **People** / cars / to / the / in / use / drive / 19th
7. parents / me / cell phone / **My** / week / bought / a / last
8. friends / new / I / when / started / high school / made / I

C. Work with a partner. Ask your partner questions using time expressions for the past. Then change roles.

A: What did you do last weekend?

B: I visited my grandparents last weekend.

A: What time did you wake up this morning?

B: I woke up at 6:30 this morning.



B.

1. Beijing hosted the Summer Olympics in 2008.
2. We took a math test the day before yesterday.
3. Fahd graduated from university when he was 23.
4. Ali was sick this morning so he didn't go to class.
5. Mona started working as a teacher ten years ago.
6. People didn't use to drive cars in the 19th century.
7. My parents bought me a cell phone last week.
8. I made new friends when high school started.

3 When Are You Traveling?

الطبعة الأولى

الطبعة الأولى

2022 - 1444



1 Listen and Discuss

What problems do air travelers have nowadays? Discuss with a partner.





⚠ Advice to Travelers ⚠

- Keep your belongings with you at all times to ensure their safety.
- Put a name tag on your suitcase to identify it.
- Do not agree to pack any items from strangers.
- Do not carry containers with liquids. Place liquids in your checked baggage.
- Always arrive at the airport at least two hours before departure to have extra time in case of long lines.
- Check that you have your photo identification (passport is required for international travel), ticket, and boarding pass with you to avoid difficulties.
- Check with your travel agent about visas and vaccinations for the countries you are visiting.
- Carry a major credit card.

Quick Check ✓

- A. Vocabulary.** Underline items that airplane passengers need.
- B. Comprehension.** Answer the questions.
1. How many bags is the man checking?
 2. Does the man need to take off his glasses?
 3. Why is the pilot going to bed early?
 4. Why is the young man going to Hawaii?
 5. Where should you put liquids when you travel?
 6. What do you need to have with you before you leave for the airport?

B.

1. **He's checking one suitcase and a carry-on.**
2. **No, he doesn't**
3. **Because he's flying to Japan the next morning.**
4. **He's going there to surf**
5. **I should put liquids in my checking baggage**
6. **You need your photo identification, passport, ticket and boarding pass with you.**

3 When Are You Traveling?

التعليم

Ministry of Education

2023-1444هـ

رائع المدرس العربي



3 Grammar



Present Progressive

Use the present progressive for actions happening now or for definite arrangements in the future.

My friends **are waiting** for me at the airport. My friends **are arriving** tomorrow.
What **are you doing** now? What **are you doing** tonight?

Note: Time expressions such as the following indicate the future: *tonight, tomorrow, next week.*

Future with Going to and Will

Use (be +) **going to** to talk about plans. Use **will** + *maybe/probably* for uncertain or indefinite plans.

What are you **going to** do on your vacation? Where **will** you stay?
I'm **going to** travel to Europe. Maybe I'll stay with friends.
I'm not **going to** travel this year. I probably **won't** stay in a hotel.

Infinitives of Purpose

Use the infinitive to say why people do things.

I'm going to KSA **to visit** relatives. He got up early **to catch** the plane.

A. Ask and answer about flights, times, arrivals, and destinations.

A: What time is Flight 720 arriving?

B: It's arriving at 9:45.

A: Where is it coming from?

B: It's coming from Dubai.

A: What time is Flight 239 leaving?

B: It's leaving at ten o'clock.

A: What gate is it going to depart from?

B: It's going to depart from Gate D22.

Arrivals

Flight	From	Arriving	Gate
SV 345	DAMMAM	8:00AM	D 20
EK 720	DUBAI	9:45AM	C 11
LH 87	FRANKFURT	10:20AM	B 19
IB 605	MADRID	11:00AM	A 17
SV 94	RIYADH	11:40AM	C 8
AZ 348	CAIRO	1:00PM	D 7

Departures

Flight	To	Departing	Gate
JAL 33	TOKYO	8:15AM	A 90
SV 633	AMMAN	9:10AM	B 7
BA 239	LONDON	10:00AM	D 22
TP 987	LISBON	11:30AM	C 15
SV 621	JEDDAH	12:20PM	C 10
AF 573	PARIS	1:25PM	B 16

B. Work with a partner. Ask and answer questions.

A: Why is Matt going to Colorado?

B: He's going there to ski.

Matt / go /
to Colorado



1. Sam / go / Paris



2. Ali and Maha / go / airport



3. Badr / go / travel agency



4. Ted and his son / go / mall



5. Sabah / go / bank



6. Rudy / go / consulate

C. Now do role plays for the items in exercise **B**. Ask your partner what he/she is going to do in a particular place.

A: What are you going to do in Colorado?

B: I'm going to ski. / I'll probably go skiing.

D. Complete your schedule for next Saturday. Then ask and answer questions with a partner. Try to arrange a time to meet and do homework together.

A: What are you doing at two o'clock next Saturday?

B: I'm getting a haircut. How about you?

A: I'm not doing anything.

My Schedule	Activities and Times	My Partner's Schedule	Activities and Times
Morning		Morning	
Afternoon		Afternoon	
Evening		Evening	

B.

- 1. Why is Sam going to Paris?**
- He's going there to study.
- 2. Why are Ali and Maha going to the airport?**
- They're going there to meet their son.
- 3. Why is Badr going to the travel agency?**
- He's going there to ask for tours.
- 4. Why are Ted and his son going to the mall?**
- They're going there to buy suitcases.
- 5. Why is Sabah going to the bank?**
- She's going to the bank to get foreign currency.
- 6. Why is Rudy going to the consulate?**
- He's going to the consulate to get a visa

3 When Are You Traveling?

الجامعة الإسلامية

Ministry of Education

2020-1441هـ



4 Language in Context

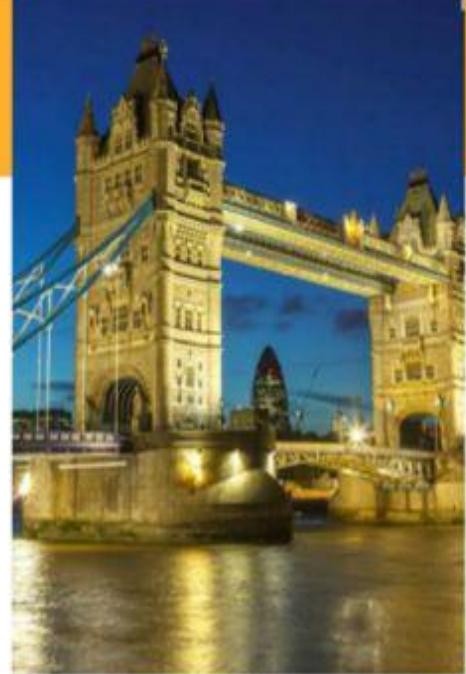
Yahya lives in Dammam. He's going to London on vacation next month.

1. List eight items he's going to need. Compare with a partner.

💡 *He is going to need a passport.
He's going to have to get a U.K. visa.*

2. What do you think he's going to do in London? Discuss in small groups.

💡 *He's going to take lots of photos.*



5 Listening



Listen to the conversation. Answer **true** or **false**.

1. Dan and Larry last saw one another two years ago.
2. Dan is working in the clothing industry.
3. They are both traveling to Milan.
4. Larry is going to Florence to study architecture.
5. Dan is going to Milan to find new clothing designs.



6 Pronunciation



Listen to the pronunciation of **-ing**. Then practice.

The plane is **arriving** at two.

When are you **leaving**?

Where are you **going** on vacation?

He's **coming** tomorrow.



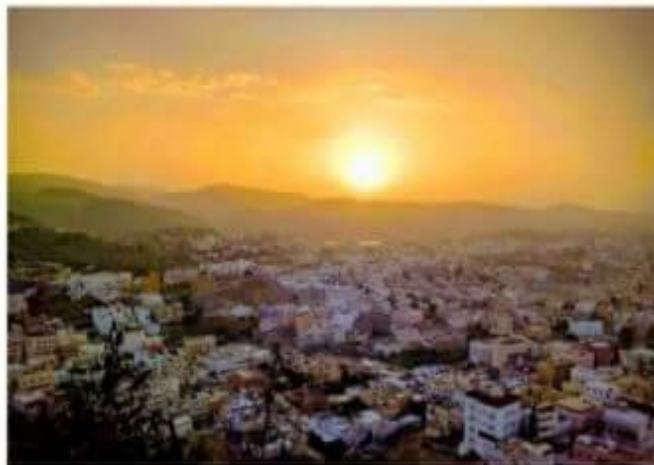
7 About You



1. Have you ever traveled by plane?
2. Are you afraid of flying?
3. What do you like/dislike about plane trips?
4. What do you like/dislike about airports?
5. What do you think are the good and bad things about traveling?
6. Have you ever had a bad travel experience?
Tell about it.

8 Conversation

- Michael:** Are you going to Saudi Arabia on business or vacation?
- Mr. Parker:** I'm going on business. My company has a branch in Riyadh. I'm attending a conference tomorrow morning, and then I'll probably fly back home to London next week. How about you?
- Michael:** I'm going to Saudi Arabia to study Arabic at King Khalid University. I'm an exchange student.
- Mr. Parker:** How long are you staying?
- Michael:** For a year, in Abha. Have you been there?
- Mr. Parker:** Yes, I have. It's very nice. Wonderful climate, but kind of slow for me, compared to Riyadh.
- Michael:** How's your Arabic?
- Mr. Parker:** Pretty good. I lived in Dubai for a while.
- Michael:** Well, I still make a lot of mistakes in Arabic, but my Arab friends say I have a good accent.
- Mr. Parker:** I'm sure you'll pick up the language quickly.



Real Talk

kind of = in some ways/slightly

pretty = very/quite

pick up = learn

About the Conversation

Answer about Michael. Then complete the same information about Mr. Parker.

1. Why is he going to Saudi Arabia?
2. How long is he staying?
3. What's his Arabic like?
4. In which city is he going to stay?

to study Arabic
for a year
not very good
In Abha

on business
for a week
pretty good
In Riyadh

Your Turn

Imagine you are traveling and you meet someone on the plane. Role-play the conversation with a partner. Use the following cues.

1. Where / stay?
2. Why / go / name of place?
3. How long / stay?

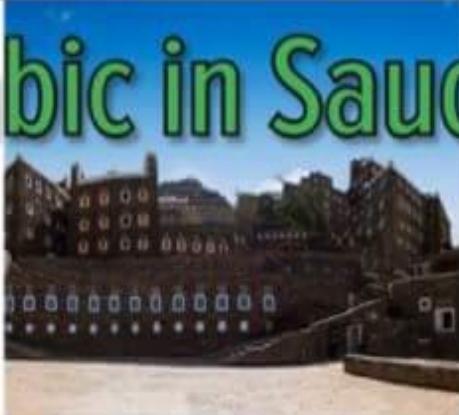


Before Reading

- What do you know about student exchange or language study programs abroad?
- Would you like to go on one? Why or why not?

Study Arabic in Saudi Arabia

Saudi Arabia is the perfect destination if you want to learn the Arabic language and Islamic culture. Saudi Arabia is unique, with lots of traditions, historic places, and contrasts in scenery.



Why learn Arabic in Saudi Arabia?

Because there is so much to see and visit, you can be sure you'll never run out of things to do before and after your Arabic classes.



Why learn Arabic?

Arabic is the language of the Holy Qur'an. It is spoken by more than 400 million people around the world, mainly in the Middle East and North Africa. Like English, there are many different dialects in Arabic, but the majority of speakers in Saudi Arabia, the U.A.E., Oman, Kuwait, Yemen, Bahrain, and Egypt all understand each other. Arabic is commonly spoken in many other places, even where it is not the first language; for example, in the United States and increasingly in European countries.

Why register at the Arabic Language School?

Learning the language

At our school, you will study the language and the culture of Islam! You will recite the Holy Qur'an, practice conversation, listen, and learn to read and write Arabic. Soon you will be comfortable speaking and using words and expressions the local people use.

Accommodations

You will live with a family. You will share their delicious food, their experiences, and learn all about everyday life in Saudi Arabia. The family members and local people will be pleased to help you with the language and help you experience the culture.



Why Abha?

Abha is the capital of Asir province. It is located in the Asir Mountains, 2,200 meters (7,218 feet) above sea level.



Its mild climate makes it a popular tourist destination, with average temperatures between 12° C (54° F) and 24° C (75° F). With a population of over 250,000, Abha is neither big nor small. The town is known for its traditional stone and mud-brick houses, but it also has modern hospitals and universities.

Abha has a rich heritage and a buzzing marketplace with regional foods and crafts. It attracts a great number of visitors, especially in summer, who come to relax and to take part in the lively atmosphere at the local summer festivals. Some even enjoy paragliding!

After Reading

A. Circle the correct meaning of the words as used in the brochure.

1. unique (1st paragraph)
 - a. strange
 - b. special**
 - c. to be chosen
2. to run out (2nd paragraph)
 - a. to go out the door
 - b. to come to an end, be left without
 - c. to use up everything**
3. dialects (3rd paragraph)
 - a. local varieties of language**
 - b. spelling differences
 - c. different accents
4. recite (4th paragraph)
 - a. tell a story
 - b. answer a question
 - c. repeat from memory**
5. rich (last paragraph)
 - a. wealthy
 - b. have a lot of sugar
 - c. have a lot of good things**
6. heritage (last paragraph)
 - a. traditions**
 - b. money from relatives
 - c. a preserved building
7. buzzing (last paragraph)
 - a. chaotic
 - b. busy and lively**
 - c. very hot
8. atmosphere (last paragraph)
 - a. the way a place or situation makes you feel**
 - b. traffic
 - c. gases surrounding Earth

B. Answer the questions.

1. What are the advantages of learning Arabic?
2. How will students learn Arabic at the Arabic Language School?
3. Where will students live during their stay in Abha?
4. What's the weather like in Abha?
5. Why is the town so popular with visitors?

Discussion

1. Have you ever been on an exchange program
2. How do you think you would adjust to a foreign culture?
3. Which country would you like to go to and study?
4. Discuss the importance of English as a world language. Is it used?
5. Approximately 500 million people speak Spanish. Do you think it will be an international language in the future?

B.

- 1. It is the language of the Holy Qur'an and it's spoken by more than 340 million people around the world.**
- 2. They will recite the Holy Qur'an, practice conversation, listen , learn to read and write Arabic.**
- 3. They'll stay with a Saudi family.**
- 4. It has a mild climate**
- 5. Because it has a mild climate, and it has a rich heritage and a buzzing marketplace with regional foods and crafts. Visitors come to relax and take part in the lively atmosphere at the local summer festivals. Some enjoy paragliding**

10 Project



Work in groups. Plan a study program for foreign students. You can include information about the classes, the accommodation, the food, the local culture, and the activities available in the area.

3 When Are You Traveling?

الجامعة

Ministry of Education

2022 - 1444

رائع المدرس العربي



Writing /

- A. Read the email. Do you think Adnan is having a good time in Toronto?

Dear Mom and Dad,

It was so nice to hear from you. I think of you all the time, too. You don't need to worry about me because I'm doing fine.

It was a little difficult for me to adjust at first because everything here is so different. The weather in Toronto is quite cold. It's about 14°C right now, but they say it can get really cold in the winter. The food is strange, too. The meals at the cafeteria are pretty good, but nothing like Mom's cooking. This afternoon, we had vegetarian pizza and salad.

The university has quite a large campus. I got lost on the first day, but I managed to ask for directions and made it to class on time. As for my classes, they are really interesting and the teachers are extremely helpful. I have four hours of English every day, so I'm learning quite fast. I still can't speak very well, but my teachers and classmates usually understand me. By the way, my classmates are very friendly, and I've made some new friends. We study together and hang out in the evenings.

Next week, our class is going to visit Niagara Falls. They've arranged for a tour guide to show us around. I'm sure it's going to be fantastic. I'll send you some photos.

I'm going to the library to study now. So, let's talk on Skype this Saturday. I miss you!

Love,

Adnan

Writing Corner

1. Intensifiers such as *very*, *quite*, *really*, *pretty*, *so*, and *extremely* make adjectives and other adverbs stronger. These adverbs are placed before the adjective or adverb.

The people are **really** friendly. I'm learning **quite** fast.

I feel **pretty** lonely sometimes. My teachers are **extremely** helpful.

The weather is **so** cold. I can't speak **very** well yet.

2. When there is a singular noun, *quite* is placed before the article.

It has **a** **very** large campus. It has **quite a** large campus.

- B. Look at the writing task in C below. Before you write, make a chart and write notes for each paragraph. The chart below is an example of Adnan's email.

1	greetings	think of you, don't worry
2	differences	difficult to adjust; weather, food
3	campus/classes	large campus (got lost), interesting classes, helpful teachers, learn fast, friendly classmates (new friends)
4	plans	visit Niagara Falls: tour guide, photos
5	closing	library, Skype Saturday, miss you

- C. Imagine you are a student studying in a foreign country. Write an email to a friend telling him/her about your experience. Describe your impressions, how you feel, and what you plan to do while you are there.

B -	1	greetings	miss you/ I'm doing well
	2	differences	Weather / food
	3	classes	Big university /many departments/ helpful friends and teachers
	4	plans	A trip to the beach/ photos
	5	closing	Dinner/ write soon

C.

Dear Sami

Thanks for your email. I really miss you. I want to tell you that I'm doing well.

I faced some difficulties at first, but now things are Ok. The weather here in Canada is very cold. I'm not used to that. But houses are warm enough. The food here is fantastic. I like it. But I miss my mom's cooking. Today we had sausages and salad. They were great.

The university is really big and has many departments. My friends took me on a tour and showed me around. My classes are really useful. I'm learning quickly. My teachers and classmates help me a lot.

Tomorrow morning I'm going to the beach with my class. I'm sure it will be great. I'll send you some photos.

I'm going to have dinner now. Write to me soon and tell me about you.

Best wishes

Ahmed

Form, Meaning and Function

Time clauses

Time clauses are introduced by conjunctions such as: *after, as soon as, before, until, when, while*. We do not use future forms in a time clause; we use the present.

They'll probably go skiing **when** they are on vacation. (future)

They went skiing **when** they were on vacation. (past)

I'll go shopping **while** you cook dinner. (future)

He went shopping **while** his wife cooked dinner. (past)

We place a comma after the time clause when it begins the sentence.

As soon as we arrive, we're going straight to the hotel.



Prepositions of Movement



A. Match each phrase with the correct time clause.

1. f Take your ticket and passport with you
2. j He's going to play football with his friends
3. g I won't spend a lot of money
4. b They'll probably visit a museum
5. i We're going to miss you
6. h You must go through the security check
7. c Passengers should wait by the gate
8. e They're meeting their son at the airport
9. a You should arrive at the airport
10. d He won't go out with his friends

- a. two hours before departure.
- b. when they're in London.
- c. until they call for boarding.
- d. until he finishes his homework.
- e. as soon as he arrives.
- f. before you leave for the airport.
- g. when I go to the shopping mall.
- h. before you board the airplane.
- i. while you're away at college.
- j. after he does his homework.

B. Complete the paragraph with the correct prepositions.

Imad and Jasem are visiting London for two days. When they arrive at Heathrow airport, they're going to take the London Underground train (1) towards the center of town. The train travels above ground as it moves (2) out of the airport, but when it gets near the city, it travels (3) into underground tunnels. They're going to get off at Green Park Station, near the hotel. After they check (4) into the hotel, they'll probably rest and have dinner. The next day, they're taking a tour (5) around the city on a double-decker bus. The tour stops at Big Ben and Buckingham Palace, and includes a short cruise (6) across the Thames River. On their last day, they want to walk (7) along Millennium Bridge and visit the Tate Modern. In the evening, they're going to check (8) out of the hotel and take the Underground back (9) to the airport.

4 What Do I Need to Buy?

مدونة المعلم العربي

Ministry of Education

2022 - 1444



1 Listen and Discuss



- How often do you go to the supermarket? What do you usually buy?
- Who buys the food and supplies in your family?

BEST PRICE SUPERMARKET Special Offers!



MEAT

- beef
- lamb
- chicken
- sausage



SEAFOOD

- salmon
- shrimp
- crab
- squid



FRUIT

- mango
- pineapple
- strawberries
- papaya
- avocado



VEGETABLES



- carrots
- onions
- peppers
- potatoes
- beans



OILS AND CONDIMENTS



- corn oil
- olive oil
- salt
- pepper



DAIRY PRODUCTS



- butter
- cheese
- milk
- yogurt



BREAD AND GRAINS



- cereal
- bread
- rice



DRINKS

- tea
- coffee



OTHER

- flour
- sugar



7.45 SAR
a kilogram



watermelons



7.50 SAR
a carton



This Week Only:

Buy one and get the second for half price!



eggs

8.40 SAR
a dozen



mushrooms

13.45 SAR
a box

milk

7.50 SAR
a carton

18.65 SAR
each



Let me see what I need for dinner.

First, for the appetizer, maybe I'll make a salad. I'll get a few tomatoes, peppers, and onions. I have enough parsley and cucumbers for a salad. I have to get some olive oil. I only have a little left, and I don't have any lemons at all.

Then for the main dish, I'm going to make chicken and rice. I'll need a whole chicken and some garlic. I think I have the other ingredients.

I have nothing for dessert.
Maybe I'll bake some date cakes.
I'll need some dates for that.

Now, I think
that's everything.



Quick Check ✓

A. Vocabulary. Use the groups on page 38 to classify these foods: apples, tuna, ketchup, couscous, turkey, garlic, dates.

B. Comprehension. Complete the chart.
What does the woman need to buy for dinner at the supermarket?

Dish	Ingredients Needed
Appetizer	Tomatoes, pepper, onions
Main Dish	A whole chicken , garlic
Dessert	Dates

2 Pair Work

A. Ask and answer about your last trip to the supermarket.

Did you get any coffee?

I got a little.

How about lemons?

I got a few.

How much chocolate did you buy?

I bought two bars.

And how many eggs?

I got a dozen.

B. Ask and answer about prices.

How much are oranges in your country?

They're 2 euros a kilo.

4 What Do I Need to Buy?

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3 Grammar



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

Count

I eat **a few** carrots.

I eat **many** vegetables.

How many bananas do you eat?

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

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

Noncount

I eat **a little** seafood.

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

How much milk do you drink?

Pronouns: *Something, Anything, Nothing*

I have **something** for lunch.

I don't have **anything** for lunch.

I have **nothing** for lunch.

Sequence Words: *First, Then, After That, Finally*

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

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

- A.** Complete the sentences with *something*, *anything*, and *nothing*.

something

1. You're a good cook. You always have _____ delicious for dinner.
2. The refrigerator is empty. There is _____ to eat in here.
3. I haven't made _____ special for supper. Make yourself a sandwich.
4. There's _____ better than a nice cup of coffee after a meal.
5. Aren't you having _____ for breakfast? You should eat _____ in the morning.
It isn't good to go out on an empty stomach.

something

- B.** Work with a partner. Ask and answer questions with *How many* and *How much*.

A: How many onions are there?

A: How much cheese is there?

B: There are a few.

B: There is a little.



B-

A: How many eggs are there?

B: There are many

A: How many tomatoes are there ?

B: There are a few

A: How many shrimps are there?

B: There are many

A: How many carrots are there?

B: There are a few

A: How many strawberries are there?

B: There are many

A: How much salt is there?

B: There is a lot

A: How much olive oil is there?

B: There is a little

A: How much bread is there?

B: There is a little

A: How many avocados are there?

B: There are a few

A: How many mushrooms are there?

B: There are many

- C. Complete the conversation with **any**, **a little**, **a few**, **dozen**, **package**, **enough**, **many**, and **much**. Then practice with a partner.

Noura: Do you need help?

Mona: Yes, I'm going to make a cake. Please check the refrigerator.

Are there (1) **any** eggs?

Noura: Yes, there are.

Mona: How (2) **many**?

Noura: There are only (3) **a few** left.

Mona: How (4) **much** butter is there?

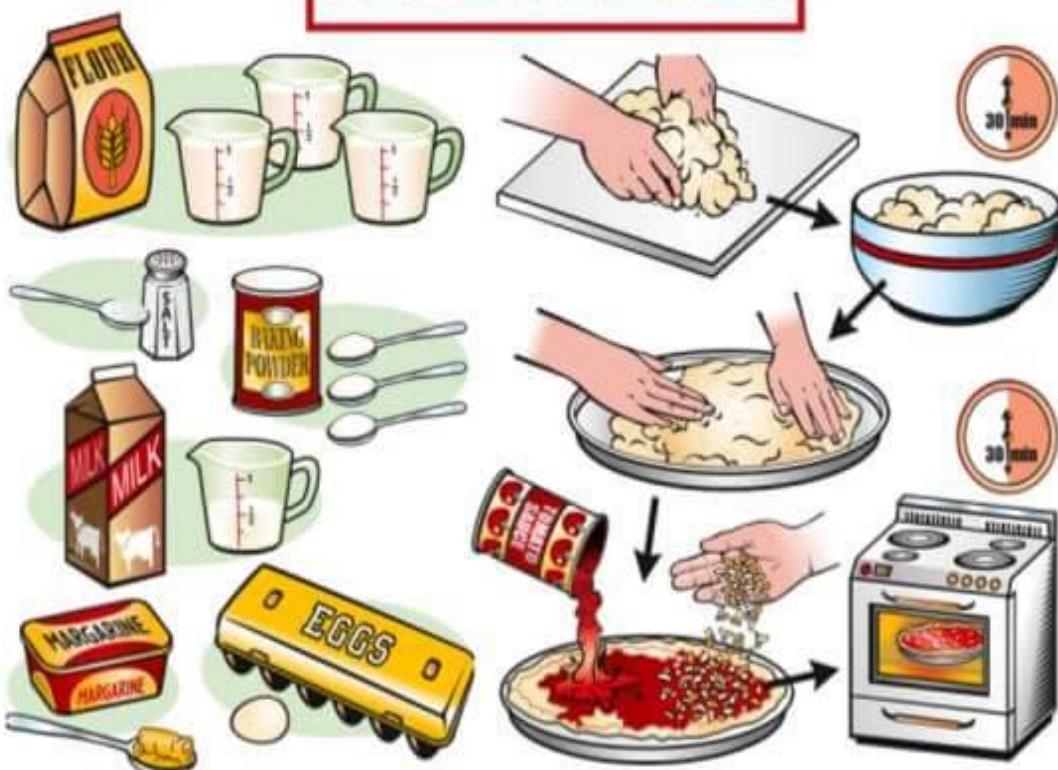
Noura: There's only (5) **a little** left. There isn't (6) **enough** for a cake.

Mona: Can you please go to the store and get a (7) **package** of butter, and a (8) **dozen** eggs?

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



HOW TO MAKE A PIZZA



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

Serves 3 people

4 What Do I Need to Buy?

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4 Language in Context



Give advice about cooking. Role-play with two other students.

- A: How should I cook the chicken?
B: Why don't you roast it in the oven?
C: I usually fry it.
A: I think I prefer to grill it.

chicken / roast ▶



▲ vegetables / boil



▲ eggs / fry



▲ burgers / grill



▼ artichokes / steam



▲ cake / bake

5 Listening



Listen to the conversation between Asma and Mrs. Hassan. Write down the things that Asma has in her shopping cart in the supermarket.

In Asma's Shopping Cart
Frozen chicken burgers
Two dozen buns
Extra Large bags of potato chips

6 Pronunciation



Listen. Notice the pronunciation of the three sounds. Then practice.

1	2	3
shrimp	cheese	jam
fish	chocolate	juice
sugar	chips	orange

7 About You



1. Do you like to go to the supermarket? Why, or why not?
2. When did you last go to the supermarket, and what did you buy?
3. What are food prices like in your country?
4. Can you cook? What's your favorite recipe?
5. Have you ever baked a cake? Tell about your experience.
6. Have you ever eaten an unusual dish? Tell about it.

8 Conversation



Father: Mmm! Smells good.

Mother: Well, I have a real international menu today. I hope you guys like it. First, I have a Mexican dip—tortilla chips and guacamole. Then for the appetizer I have a shrimp cocktail, New Orleans style. After that, we'll have Moroccan style chicken tagine and couscous, with Brazilian passion fruit mousse for dessert. And finally, Colombian coffee.



Father: Sounds great, I can't wait.

Daughter: Do you need any help?

Mother: No, thanks. Everything's under control. Let's sit down and have some guacamole.

* * *

Father: The guacamole was great!

Daughter: How do you make it?

Mother: It's easy. You just follow the recipe.

Father: This chicken is absolutely delicious, too!

Mother: Would you like some more?

Father: No, thank you. I've had more than enough.

Daughter: You should start your own restaurant. You're an excellent cook.



Father: Yeah, I totally agree, but let's keep Mom's cooking for us.

Daughter: I have to learn how to cook.

Mother: I can teach you. It's lots of fun, and it's relaxing.

Father: And it's much cheaper and healthier than eating out.



FYI

guacamole: an avocado dip—see page 39 for a recipe

chicken tagine: a spicy chicken stew, often with olives and apricots

couscous: grains of wheat dough that resemble rice



Real Talk

you guys =
I can't wait.
Everything*
I've had mo

1. She prepared an international meal.
2. No she doesn't
3. She suggested that her mother should start her own restaurant
4. She suggested to teach her how to cook
5. It's much cheaper and healthier than eating out.

About the Conversation

1. What kind of meal did the mother prepare?
2. Does she need any help in the kitchen?
3. What suggestion does the daughter make over dinner?
4. What does the mother suggest to her daughter?
5. What does the father say about eating at home?

Your Turn

Role-play a conversation with a partner. Imagine you have invited someone for a meal. Discuss the food and the recipes you are preparing. Then switch roles.

*FYI: For Your Information



Before Reading

What do you know about the foods on these pages?

Foods from the Americas

Read about the foods from the Americas.
Then try out the recipes.

Tomatoes

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

Avocado

The Aztecs also cultivated the avocado (they called it *ahuacatl*). The avocado is an oily fruit, rich in vitamins A, B, and C. The fruit does not get ripe on the tree. People need to pick it from the tree before it develops its flavor and full maturity. Sailors used to call avocados "seaman's butter," because the fruit lasts for a long time, and it was good for sea voyages.

Chocolate

Chocolate (*chocolatl* in the Aztec language) was the treasured drink of the Aztecs. When the Spaniard Hernán Cortés arrived in Mexico in 1519, the Aztecs gave him chocolate as part of a royal welcome. It is said that the Aztec Emperor, Moctezuma, used to drink 50 cups of chocolate a day out of a gold cup. The Spanish introduced chocolate to Europe. However, it was only in the nineteenth century that Henri Nestlé, in Switzerland, created the first bar of chocolate. Nowadays, very few people can resist the sweet food—once only for kings.



Pasta with Tomato Sauce

INGREDIENTS:

- 5 cloves garlic
 - 3 cups chopped tomatoes
 - 5 tablespoons olive oil
 - salt and pepper to taste
 - fresh basil to taste
 - 1 package pasta

DIRECTIONS:

Pasta: Cook separately according to package directions.

Sauce: First, chop the garlic into tiny pieces. Then put the tomatoes, olive oil, and garlic in a saucepan with salt and pepper, and cook on moderate to low heat for 20 minutes. After the sauce is thick, remove the pan from the heat. Tear fresh basil into pieces and add it to the sauce. Pour the sauce over the pasta.



Brownies

INGREDIENTS:

DIRECTIONS:

- $\frac{3}{4}$ cup margarine
 - $1\frac{1}{2}$ cups sugar
 - $1\frac{1}{2}$ teaspoons vanilla
 - 3 eggs
 - $\frac{3}{4}$ cup flour
 - $\frac{1}{2}$ cup dark cocoa
(powdered chocolate)
 - $\frac{1}{2}$ teaspoon baking
powder
 - $\frac{1}{2}$ teaspoon salt

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



Guacamole

INGREDIENTS.

- 2 ripe avocados
 - 2 tablespoons lemon juice
 - 1 small onion, chopped
 - ½ teaspoon salt
 - hot sauce (Tabasco or chili) to taste

DIRECTIONS.

Before you cut the avocados, make sure that they are ripe. Mash them in a bowl with the lemon juice. After that, add the chopped onion and the salt. Finally, add the hot sauce to taste, and mix the ingredients well. Serve the guacamole with tortilla chips.



After Reading

A. Answer **true** or **false**.

1. The Spanish introduced tomatoes to Europe.
 2. Tomatoes are not grown in the Middle East.
 3. Early sailors used avocados because they tasted like butter.
 4. Moctezuma sent the king of Spain a gold cup to drink chocolate from.
 5. The first chocolate bars date from the twentieth century.
 6. The main ingredient of guacamole is avocado.

B. Work with a partner. Choose one of the dishes and describe how to make it.

10 Project 



Work in a group. Plan a meal with foods from different countries or your own country.

- Write the recipes and illustrate them.
 - Present your meal to the class.

4 What Do I Need to Buy?

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11 Writing /

- A. What ingredients do you need to prepare your favorite dish? Write a note to a family member who is going to the supermarket. Ask him/her to buy the things you will need.

Dad,

I'm going to make turkey schnitzel for dinner. Can you please pick up the following things when you go to the supermarket?

- some grated Parmesan cheese
- a package of bread crumbs
- 4 slices of turkey meat for schnitzel

I think we have everything else. Wait... buy a few eggs and potatoes since there aren't many left.

Thanks a lot. See you tonight.

Maha

Writing Corner

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

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

Turkey Schnitzel

Ingredients

2 tablespoons milk	1 cup bread crumbs
½ cup flour	salt and pepper
2 eggs, beaten	4 thin slices of turkey
¼ cup Parmesan cheese, grated	4 tablespoons olive oil



Directions

- 4** Next, dip the turkey slices into the eggs.
- 8** Fry the turkey at medium heat on both sides until it is golden brown.
- 3** First, dip turkey slices into the milk, and then coat them with flour.
- 1** To start, mix the bread crumbs with the Parmesan cheese, salt, and pepper.
- 5** Finally, coat the slices with the seasoned bread crumbs.
- 7** After that, heat the oil in a large frying pan.
- 2** Place the milk, flour, eggs, and seasoned bread crumbs in 4 separate shallow bowls.
- 6** When the slices are coated, place them on a plate and let them sit for 5-10 minutes.

Suggestion: Serve the turkey schnitzel with salad and fries or mashed potatoes.

- C. Write the ingredients and the directions for your favorite recipe. In the directions, remember to use the imperative and sequence words.

A-

Mom,

I'm going to make pizza for dinner. Can you please pick up the following things when you go to the supermarket?

- Some mozzarella cheese
- Some flour
- Some tomatoes

We have everything else. But please buy some bananas and chocolate for dessert.

Thanks a lot. See you tonight.

Zena

C-

Cake

Ingredients:

4 eggs

1 ½ cup of sugar

1 cup of milk

2 cups of flour

2 tablespoons baking powder

2 tablespoons vanilla

½ cup melted butter

Directions

First put the eggs, sugar and vanilla into a mixing bowl and mix until well combined

Next add milk

After that add flour and baking powder

When it's well combined, add melted butter

Then put the mixture in a mold and but in the oven for 45 minutes.

Finally slice the cake and serve.

Form, Meaning and Function

Reflexive Pronouns

Use the reflexive pronoun when the subject and the object are the same person.

I → myself	we → ourselves
you → yourself	you → yourselves
he → himself	
she → herself	they → themselves
it → itself	



He likes to look at **himself** in the mirror.

Note: You can also use the reflexive pronoun to say that you did something without anyone's help: I made the cake **myself**.

Because versus So

The subordinate conjunction **because** introduces a reason—it tells why.

The conjunction **so** introduces a consequence or a result.

You should eat a good breakfast **because** it gives you energy.

We didn't have anything to eat at home, **so** we went out for dinner.

A. Complete the sentences with the correct reflexive pronouns.

1. Nawal cut **herself** while she was peeling potatoes.
2. The instructions on the box say: "Do it **yourself**."
3. Welcome everyone! Please help **yourselves** to coffee and snacks.
4. My father was hungry, so he made **himself** a sandwich.
5. When you set the timer, the oven will turn **itself** off.
6. Our refrigerator broke down, so we bought **ourselves** a new one.
7. The children are old enough to look after **themselves**.
8. I burned **myself** when I took the cake out of the oven.



B. Complete the sentences with **so** or **because**.

1. The service was excellent, **so** they left the waiter a big tip.
2. She bought four frozen pizzas **because** they were on sale.
3. Avocados are good for you **because** they're rich in vitamins.
4. Ali didn't feel well, **so** his mother made him some chicken soup.
5. I can't make cookies **because** I don't have all the ingredients.
6. She didn't remember the recipe, **so** she called her mother.

soup.

C. Join the sentences with **so** and **because**. Use the pronoun **it** where necessary.

We need to go grocery shopping. The fridge is empty.

💡 We need to go grocery shopping because the fridge is empty.

1. The bread was stale. We threw the bread away.
2. I can't cut the steak with this knife. The knife isn't sharp enough.
3. Maha is on a diet. She avoids eating foods with lots of calories.
4. I really enjoy cooking. Cooking is fun and relaxing.
5. She watches cooking shows on TV. She can learn new recipes.

C-

1. The bread was stale, so we threw it away
2. I can't cut the steak with the knife because it isn't sharp enough
3. Maha is on diet, so she avoids eating foods with lots of calories
4. I really enjoy cooking because it is fun and relaxing
5. She watches cooking shows on TV, so she learn new recipes

EXPANSION Units 1–4

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Measurement conversion

2022 - 1444

1 Language Review



- A. Complete the following information about yourself. Write complete sentences. Then compare with a partner.

Childhood Memories

1. Place and date of birth
2. Earliest memories
3. Favorite toy
4. Favorite teacher in elementary school
5. Best friend in elementary school
6. Favorite pastime as a child
7. Things you used to do
8. Things you didn't use to do

- B. Write questions for the following answers. Use the underlined words in each question.

1. I don't know what I'm doing next Thursday.

What are you doing next Thursday?

2. No, I'm going to do my homework tonight.

Are you going to do your homework after lunch?

3. He'll probably go to college after high school.

Will he go to collage after high school?

4. Their friends are arriving from Syria tomorrow.

When are their friends arriving from Syria?

5. She's going to meet her sister at the mall.

Where is she going to meet her sister?

- C. Complete the sentences with the correct verb or verb form.



Siberian Tigers



What (1) will probably become of the Siberian tiger, an endangered species, in the future? There (2) are now only about 400 to 500 Siberian tigers in the wild. (3) Will authorities be able to protect them? Siberian tigers (4) live in the forests of eastern Asia, northern China, and Manchuria, but the majority survive in the Ussuiand region of Russia. Some tigers (5) were born and raised in zoos. An adult male normally (6) weighs 440 to 660 pounds (200 to 300 kilograms) and measures about 13 feet (4 meters) from head to tail. They (7) are very large animals and consume a lot of food every day because of the cold climate. At one meal, a Siberian tiger can (8) eat up to 95 pounds (45 kilograms) of meat. Like all big cats, they hunt for their food. They sometimes (9) hide some of their catch in trees, so other predators can't see it or find it. If they can't eat it all in one meal, they take a nap and finish it off later.



- D.** Complete the sentences with expressions of quantity. Sometimes more than one answer is possible.

1. We only have _____ olive oil left. Don't forget to buy _____ oil.
2. Tony doesn't eat _____ seafood at all. He's allergic to it.
3. I'm trying to lose weight. Please give me only _____ french fries.
4. Many children don't eat _____ fruit because they don't like it.
5. _____ milk do you drink in a day?
6. _____ eggs do you eat in a week?
7. I never put _____ onions in the salad. They have too strong of a taste.
8. Have _____ hot tea. It'll make you feel better.

- E.** Read the text. Then use the prompts to ask and answer questions with a partner.

Pandas

The lovable, cuddly-looking panda is one of the world's most popular animals. Unfortunately, it's also one of the most vulnerable species. Pandas live only in the dense bamboo areas of the misty, rainy forests of southwestern China. Today only about 1,900 pandas remain in the wild. The Chinese government and various conservation organizations are working to protect pandas in their natural habitat. They want to maintain a "bamboo corridor" through which pandas can move freely. Bamboo shoots and leaves account for 99 percent of a panda's diet. An adult giant panda eats up to 95 pounds (45 kilograms) of bamboo per day over a period of about 16 hours. So it is important to have a protected place with a lot of bamboo available.

1. Where / pandas / live?
2. How many / pandas / in the wild?
3. How / organizations / work to protect pandas?
4. How much / eat?
5. How long / eat / a day?

Discussion

1. Are there any endangered or vulnerable species in your country?
2. What are the authorities doing about conservation of wildlife in your country?
3. What can we do to preserve wildlife for future generations?

2 Writing

Imagine you belong to an organization that helps to protect endangered or vulnerable animals. Unfortunately, you only have funds to help one species. Decide which animal you would like to help protect and write a report about it.



D.

- 1. They live in the dense bamboo area of the misty, rainy forests of southwest china.**
- 2. How many pandas remain in the wild today?**
 - About 1900 pandas remain in the wild
- 3. How are the Chinese government working to protect pandas?**
 - They want to maintain a “bamboo corridor” through which pandas can move freely
- 4. How much bamboo do pandas eat?**
 - An adult panda eats up to 95 pounds of bamboo.
- 5. How long do pandas eat a day?**
 - They eat over a period of 16 hours



Before Reading

1. Look at the photos. What do you think the text is about?
2. What do you know about the different ways of conserving water and providing freshwater?



WATER FOR LIFE

Imagine going to get a drink of water and discovering that the faucet is dry; or jumping into the shower to cool off on a steamy hot day and discovering that there's no water... Most of us simply take water for granted. We think there's plenty of it—in oceans, lakes, rivers, and streams. But this is not the case. The water we are using now is the very same water that the dinosaurs used millions of years ago. It is simply recycled over and over again. There will never be any more water on Earth than there is now.

Most of the water on our planet (97%) is salt water stored in oceans. The remaining 3 percent is freshwater—and most of that is locked up in ice caps and glaciers. In fact, less than 1 percent of the planet's water is usable freshwater. It's alarming that at the projected rate of population growth, humanity will use up more than 70 percent of all accessible freshwater by 2025.

Water is essential to people in more ways than we might think. We need water for cooking, bathing, transportation, and recreation. We eat aquatic plants and fish. We use water to irrigate our crops, to produce hydroelectric power, and to manufacture products. Water is indispensable for human health and well-being. People can live for two months without food, but will die in less than a week without water.

One of the greatest challenges facing the world in the twenty-first century is to preserve our natural reserves and to provide safe drinking water to the 20 percent or more of Earth's population that currently lacks easy access to it. The United Nations General Assembly proclaimed the years from 2005 to 2015 as the International Decade for Action "Water for Life."

One of the solutions to the problem of water conservation is to recycle wastewater. Stensund Folk College near Stockholm, Sweden, for example, is putting wastewater to good use. The school treats the wastewater in a greenhouse, where it is then used to provide water to plants and fish in an integrated cultivation system. In Lima, Peru, ponds full of algae and other small organisms clean up the wastewater. After 20 days, it is safe for reuse. Currently many factories, hotel chains, and apartment buildings around the world are installing water recycling systems.

We all need to be part of the solution, too. We need to learn how to use our water wisely. So the next time you have a drink or take a shower, think of how fortunate you are, and save water for life.



Stensund Wastewater Aquaculture

After Reading

1. Why do many people take water for granted?
 - a. It's cheap.
 - b. It cools you down.
 - c. It's easily available.
2. How much of the water on our planet is freshwater?
 - a. a great part
 - b. a small amount
 - c. a lot
3. How long can human beings live without water?
 - a. less than one week
 - b. two weeks
 - c. one month
4. What is one of the world's greatest challenges in the 21st century?
 - a. to recycle seawater
 - b. to find water
 - c. to provide freshwater
5. What do people use to clean up wastewater in Peru?
 - a. algae
 - b. fish
 - c. sun

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

1. **F** There is more freshwater today on Earth than at the time of the dinosaurs.
2. **F** By 2025, we'll use up 1 percent of all existing freshwater.
3. **T** At least one-fifth of the world's population does not have easy access to safe drinking water.
4. **F** The main goal of "Water for Life" is to recycle wastewater.
5. **T** At Stensund Folk College, Sweden, fish live in recycled water.

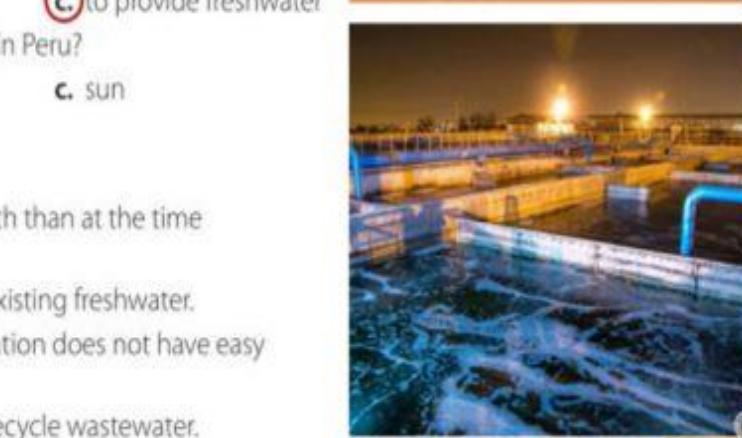
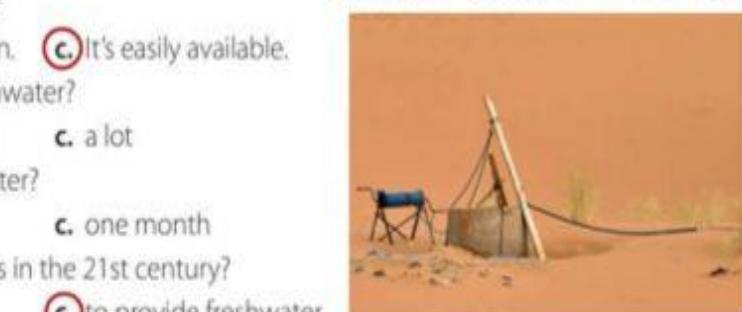
Discussion

1. Water is essential for life. Discuss the different ways that humans depend on water every day.
2. What will happen to a community if its water becomes contaminated?
3. What do you know about the different ways of conserving and providing freshwater?

4 Project

Work in a group. Research ways to save water in our everyday lives. Then prepare a campaign to persuade people to save water.

1. Find a title for your campaign.
2. List everyday suggestions to save water.
3. Present to the class.





What Have They Done to You?

Parrot, parrot, what have they done to you?
 Parrot, parrot, what have they done to you?
 They put you in a cage and made you talk.
 They cut your wings and made you walk.
 Look what they've done to you.
 Just look what they've done to you!



River, river, what have they done to you?
 River, river, what have they done to you?
 Your crystal waters no longer flow.
 The fish and the lilies no longer grow.
 Look what they've done to you.
 Just look what they've done to you!



Forest, forest, what have they done to you?
 Forest, forest, what have they done to you?
 They cut your trunks and cut your branches.
 They said they needed you for ranches.
 Look what they've done to you.
 Just look what they've done to you!



But we can save the birds and bees,
 Mountains, rivers, flowers, and trees.
 It's a problem that we all must face.
 If we all just do our share.
 Save the water, clean the air.
 We can make the world a better place.
 We can make the world a better place.
 We can make the world a better place.





Vocabulary

Find words in the song that mean:

1. a kind of farm
2. move, like water in a river
3. a kind of flower
4. a kind of insect

ranch
flow
lily
bee



Comprehension

A. Answer the questions about the song.

1. What happened to the parrot?
2. Is the water in the river clean?
3. Do fish live in the water now?
4. Why did they cut the trees down?
5. Who are "they" in the song?

B. What do you understand by the following? Write

1. "It's a problem that we all must face" means We all are responsible for taking care of the environment.
2. "If we all just do our share" means If everyone of us does his duty towards the environment.

1. **They put it in a cage, they made it talk, they cut its wings and made it walk**
2. **No, it isn't**
3. **No, they don't**
4. **Because they need land for ranches**
5. **People who don't care about the environment**

Discussion

Discuss ways that people can improve the situations mentioned in the song.

1. How can people clean up pollution?
2. How can people prevent forests from being cut down?

6 Project

Many environmental organizations are concerned about wildlife and ecology. Research some environmental organizations in your country on the Internet and discuss your findings with the class.



▲ Coral Reef in the Red Sea, Saudi Arabia