

المملكة العربية السعودية  
وزارة التربية والتعليم  
التطوير التربوي



Kingdom of Saudi Arabia  
Ministry of Education  
Educational Development

# اللغة الإنجليزية Say It In English

**Pupil's Book  
Term 1**

**للفصل الثالث المتوسط  
الفصل الدراسي الأول**

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طبعة ١٤٢٨ - ١٤٢٩ هـ

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بازع بنان والبرياع

أشرف مشروع اللغة الإنجليزية بوزارة التربية والتعليم على التأليف  
والمراجعة بإشراف كل من :

الدكتور / عبد الكريم بن صالح الحميد

الأستاذ / عيسى بن غازي العتيبي

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الأستاذ / محمد بن حمود الدخيل

ومن وحدة متابعة المناهج بتعليم البنات :

الأستاذة / سعاد بنت صالح الحديثي

ويأمل المشروع من جميع المشرفين والمشرفات والمعلمين والمعلمات  
وأولياء الأمور إبداء مرئياتهم وتزويده بما لديهم من ملحوظات أو  
مقترحات ببعثها إلى مشروع اللغة الإنجليزية بوزارة التربية والتعليم على  
العنوان التالي :

هاتف : 4046666 تحويلة 2545 أو تحويلة 2555

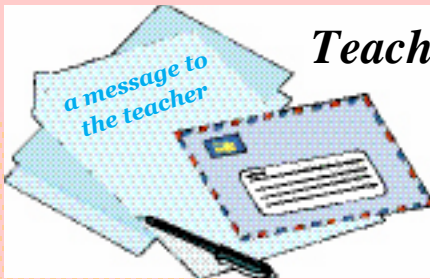
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شاكرين للجميع تعاونهم والله الموفق ...

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ





## **Teachers :**

*There are many different ways of teaching English. Some courses are taught through grammar; others through topics, a third kind is taught through language functions. In courses which are based on topics or functions, grammar is used as required.*

*In this course students use English to communicate from day one. The course is based upon language functions in which grammar is carefully controlled. Students see sentences in diagrams and tables where they are introduced to parts of speech.*

*Unlike other courses, this course provides enough time to students to master and acquire lexicon and structures taught.*

*The skills of listening, speaking, reading and writing are developed gradually. Don't expect your students to acquire these skills from the first time. Moreover, revision and recycling are integrated into the course to facilitate learning.*

*There are twenty units. Each unit is divided into four forty-five-minute lessons. Four weeks of the course are set aside for revision.*



تُعدُّ اللُّغة الإنجليزيَّة اللُّغة الأمَّ لحوالي ٤٠٠ مليون شخص. وتشير بعضُ التقديرات إلى أنَّها اللُّغة الثانية أو الثالثة لحوالي ٦٦٠ مليون شخص أو أكثر في مختلف أنحاء العالم. واستخدامها

يعني القدرة على نشر الإسلام في أيِّ من بقاع الأرض التي يتحدَّث ساكنوها بتلك اللُّغة. وهي في الوقت الراهن لغة الدبلوماسية والعلوم والأعمال التجاريَّة والطيران والملاحة. والإمام بها يؤهَّل للدراسات المتقدِّمة في الجامعات أو الكليَّات كما يمكنُّ من قراءة الصحف الإنجليزيَّة كصحيفة العرب نيوز، رياض ديلي، وسعودي جازيت التي تصدر من المملكة العربيَّة السعوديَّة، وبواسطة اللُّغة الإنجليزيَّة يمكن التقاط ما تبثه المحطَّات الناطقة بها.

ولإتقان اللُّغة الإنجليزيَّة حديثًا وقراءةً وكتابةً نقدم هذه التوجيهات :

- ١ – الانتباه الدائم والتيقُّظ المستمر والإنصات لما يُلقى عليكم في أثناء الدرس.
- ٢ – استظهار الكلمات الجديدة وفهم معناها والتدرُّب على كتابتها.
- ٣ – الحرص على ترديد ما تمَّ تعلُّمه فرديًّا أو جماعيًّا في الصفِّ الدراسيِّ؛ لتثبيت المعلومات الجديدة في الأذهان.
- ٤ – فهم العبارات والجُمَل؛ إذ لا بد أن يندر الحديث باللُّغة العربيَّة في الصفِّ.
- ٥ – الاستفادة من الوسائل والبطاقات والأشرطة اللُّغويَّة المستخدمة بما يُعين على الفهم والإدراك.
- ٦ – الحرص على حلِّ التدريبات الموجودة في كتاب النشاط يوميًّا.
- ٧ – تعويد النفس دائماً على ربط المعلومات الجديدة بالمعلومات القديمة فذلك كفيل بتثبيتها، علماً بأنَّ أفضل وسيلة للتعلُّم تعتمد على بذل المجهود الذاتي.
- ٨ – الإكثار من القراءة واستخدام القاموس اللُّغوي، واستثمار التقنيات الحديثة في الاستماع إلى المحادثات المفيدة والبرامج النافعة بما يجعل الأذنين تعتادان النطق الصحيح.
- ٩ – التحدُّث باللُّغة الإنجليزيَّة في المواقف الداعية لذلك.
- ١٠ – الاستفادة من الإرشادات التالية في تعلُّم اللُّغة الإنجليزيَّة بما يحقق لكم المُتعة والإفادة.

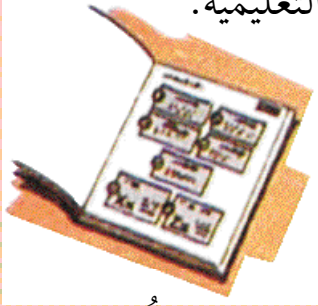




## إرشادات عامّة



٢ استثمار الاستخدامات اللغويّة التي تمّ تعلمها في ممارسة بعض الألعاب، وحل بعض الألغاز التعليميّة.



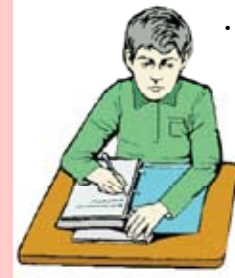
٤ الحرص على تثبيت ماتمّ تعلّمه من خلال درس المراجعة الذي يلي كل وحدة المتضمّن تلخيصًا لنقاط القواعد الرئيسيّة في الوحدة، والتدرّب على طريقة قراءة ونطق الكلمات إضافةً إلى إجراء التدريبات العامّة لكلّ ماتمّ تدريسه في الوحدة.



٦ الاستماع إلى البثّ الإذاعيّ باللّغة الإنجليزيّة على قنوات المملكة العربيّة السعوديّة ومشاهدة تلفزيون المملكة العربيّة السعوديّة القناة الثانية بقدر الإمكان.



١ الانتباه إلى المعلمّ /ة؛ والتركيز على الصور الموجودة في الكتاب المدرسي أو الملصقات التوضيحيّة المعينة؛ لمطالعتها أو مناقشتها، والحرص على الاستماع إلى الحافظة الصوتيّة في الوقت ذاته.



٣ الإكثار من المراجعة على الكتابة في كتاب النشاط وفي الكراسة بالنسخ، والإجابة عن الأسئلة، وحل الألغاز، وكتابة الجمل والفقرات بعد كل درس أو درسين. وعادة يتم البدء بذلك في الفصل ثم يستكمل في المنزل.



٥ إعادة تثبيت ماتمّ تعلّمه من خلال وحدة المراجعة التي تعقب كل أربع وحدات.

٧ تطوير المقدرة على القراءة بالإنجليزيّة بالمحاولة المستمرة في قراءة النصّ الإنجليزي الذي تُكتب به كثير من اللوحات الإرشاديّة والإعلانات.



للغة الإنجليزية ولاسيما في هذا العصر أهمية كبرى فبواسطتها يمكن للتلميذ/ة اكتساب الكثير من المعارف والعلوم ، وأخذ منها ما يفيد في الحياة ، خاصة في مجال الدعوة إلى الله.

وإدراكاً منا لأهمية ما تقوم به الأسرة في إنجاح عمليتي التعليم والتربية ، وتأكيد المكتسبات القيمية والاتجاهات الإيجابية ... عليه نأمل من رب الأسرة القيام بالتالي :

١ - تهيئة الجو المناسب لتلقي التلميذ/ة الدرس، والحثُّ على طلب العلم والمعرفة.

٢ - تنمية الوعي بأهمية تعلم اللغة الإنجليزية.

٣ - الاطلاع على الكتب الدراسية المقررة والنظر في أهدافها ومعلوماتها وتدريباتها وأنشطتها؛ لتذليل ما قد يواجهه التلميذ/ة من مشكلات تعليمية.

٤ - الإطّلاع على جدول التكاليف المنزلية، وتشجيع التلميذ/ة على الاستذكار المنظم وعلى حل الواجبات.

٥ - متابعة تصويبات المعلم/ة والملاحظات، لمعرفة المستوى التحصيلي للتلميذ/ة، ومعالجة ما يكون من قصورٍ قبل استفحاله.



الحمد لله وحده... والصلاة والسلام على محمد بن عبد الله - صلى الله عليه وسلم - هادي البشرية وخير البرية.

وبعد... هذا كتاب اللغة الإنجليزية للصف الثالث المتوسط من سلسلة « *Say it in English* » تقدمه للناشئة من أبنائنا وبناتنا التلاميذ والتلميذات وزملائنا وزميلاتنا من معلمي ومعلمات هذا الصف راجين تحقيقه الأهداف الموضوعه له، وتلبيته الحاجات اللغوية والمعرفية في إطار تعميق الخبرة وتعزيزها وتوظيفها. ولإعداد هذا الكتاب تمّ الاطلاع على كتب اللغة الإنجليزية التي تدرس في دول الخليج العربية، وبعض الدول العربية الشقيقة الأخرى، والكثير من كتب الدول الأجنبية المتخصصة في تدريس اللغة الإنجليزية لغير الناطقين بها وتمّ الاسترشاد بها والاستفادة منها. وفيما يلي توضيح لأبرز النقاط التي شملها تعديل الكتاب.

### أولاً - تنظيم الكتاب

- ١ - تقسيم الكتاب المقرّر إلى جزأين ، خُصّص الأوّل منها للفصل الدراسي الأوّل والثاني للفصل الدراسي الثاني ويصحب كل منهما كتاب للتمارين.
- ٢ - توجيه رسائل تربوية لكلّ من التلميذ/ة والمعلم/ة وولي الأمر تشير إلى مهامّ كلّ ومسؤولياته حيال تحقيق أهداف المادة.
- ٣ - تضمين كلّ جزء من الكتاب المقرّر ثمان وحدات خُصّصت منها وحدتان للمراجعة. شملت كل وحدة منها أربعة دروس متنوّعة احتوت أنشطة متعدّدة تحفّز التلميذ/ة وتدفع إلى استخدام اللغة مبدوءة بخطاب موجّه للتلميذ/ة يُطلب فيه (السماع، التكرار، الكتابة، القراءة، الإكمال) إضافةً إلى الأنشطة الثنائية والجماعية.

٤ – تدعيم الكتاب المقرّر بـصور ورسوم تجذب الانتباه وتشوق إلى تعلّمه والاستفادة منه.  
واستخدام الألوان ولا سيّما في لفت الانتباه إلى المفردات الجديدة والتراكيب اللغويّة والأنشطة  
المختلفة.

٥ – تزويد الكتاب المقرّر بقائمة تحوي المفردات اللغوية الجديدة ثمّ ترتيبها فيه بالنظر إلى الحرف  
الأوّل من الكلمة إضافة إلى معجم مفردات الصف الثاني المتوسط لتكون للمعلم/ة على دراية  
بما تمّ تدريسه في تلك المرحلة من قوائم بتصريفات الأفعال والقواعد الإملائية.

٦ – إيراد استبانة تقويم الكتاب المقرّر آخر كلّ جزء؛ لتمكين المعلم/ة والمشرف/ة التربوي وأولياء  
الأمر من تدوين الملاحظات والمريّيات للتعديل والتطوير الهادف والمستمر بإذن الله.

٧ – التوثيق العلميّ... بذكر مصادر ومراجع الكتاب المقرّر .

وتتلخّص أهداف هذا الكتاب فيما يلي :

★ مراجعة ما سبق دراسته.

★ القراءة بفهم عن مواضيع هم التلميذ/ة وكتابة جمل مترابطة على شكل قطعة.

★ تهجئة بعض الكلمات واستخدام علامات الترقيم بطريقة سليمة.

★ تكوين قائمة بالكلمات والتعبيرات الخاصّة بها.

★ التعرّف إلى بعض قواعد اللغة الإنجليزيّة واستخداماتها الصحيحة.

وبنهاية كتاب الفصل الدراسي الأوّل سيتمكّن كلّ من التلاميذ والتلميذات بإذن الله - تعالى - من  
القيام بما يلي باللغة الإنجليزيّة.

\* التحدُّثُ عن وسائل التعلم.

\* التحدُّثُ عن الإِعداد والتخطيط.

\* التحدُّثُ عن الأماكن المختلفة حول العالم.

\* التحدُّثُ عن مشكلات البيئة وإعطاء حلول.

\* التحدُّثُ عن الحواس الخمس وأهميتها.

\* التحدُّثُ عن الصداقة.

وسيتمكونون كذلك من القراءة بفهم وكتابة الفقرات القصيرة.

## ثانياً - بناء المنهج وتنظيم خبراته

تمَّ تأليف مقرَّر (*Say it in English*) على أساس دمج المهارات في كلِّ وَحدة بحيث يُغطِّي وظائف اللغة (*Language Functions*)، والقواعد والكلمات، والقراءة، والاستماع، والتحدُّث، والنطق، والصوتيات، والتدريبات. فاحتوت الدروس على أنشطة تركز على ما سبق من مهارات؛ لتؤدِّي الغرض من استخدام اللغة للتواصل والتخاطب (*Communicative Purpose*).

وفيما يلي مناقشة الطرائق والمبادئ المستخدمة في كلِّ مهارة :

١- القواعد ووظائف اللُّغة : يعتمد المقرر في طريقته على أساس وظائف اللغة واستخداماتها في الحياة اليوميَّة والمواقف المختلفة مثل : إلقاء التحيَّة وتحديد الوقت الصحيح ووصف الأشخاص والأشياء. أمَّا قواعد اللغة فلقد جاءت بطريقة تدريجيَّة من خلال الدروس والتدريبات. مع تلخيص لها في نهاية كلِّ وَحدة على شكل جدول.

٢- المفردات : تمَّ اختيار الكلمات على أساس أهميتها للمبتدئين والمبتدئات في تعلُّم اللغة بما يمكن من التخاطب والتواصل في العديد من المواقف المختلفة في الحياة اليومية بتغذية القطع المختارة للاستماع والمحادثة والقراءة بها. كما تم وضعها في أنشطة متنوعة تعين التلميذ/ة على استظهارها واستخدامها في مواقف حياتية.

٣- القراءة : تمَّ اختيار وإعداد قطع القراءة - بشكل عام - أعلى قليلاً مما يُتَوَقَّع أن يكون عليه مستوى المبتدئين والمبتدئات؛ وذلك للتعريف بأمثلة مما يمكن ممارسته في الحياة اليومية مع التهيئة لذلك في جوِّ الفصل. ويصاحب قطع القراءة تدريبٌ أو أكثر للمساعدة على فهم القطعة وتنمية مهارات القراءة الفاعلة.

٤- الاستماع : تُعدُّ مهارة الاستماع المهارة الأولى في اكتساب اللغة ... لذا فقد تمَّ التركيز عليها بشكل أكبر في المنهج المعدل . وقد تمَّ استخدام الأسلوب ذاته المعتمد عليه في القراءة ؛ وذلك بإعطاء التلميذ/ة أمثلة من الاستخدامات اللغوية المتكررة في المواقف اليومية الحقيقية التي يكون فيها الاستماع طبيعياً.

٥- التحدُّث : تُعطى الفرصة للتلميذ/ة للحديث - عادةً - في الأنشطة الثنائية والجماعية لمحاكاة ما يتم في الواقع من محادثات، وتم التركيز في هذه الأنشطة على الطلاقة وليس على الدقة في استخدام اللغة. كما يتضمن الكتاب أنشطة وألعاب تعليمية تساعد على استخدام اللغة في التخاطب والتواصل.

٦- الكتابة : إنَّ الكتابة في المقرر المعدل كالمُتَّبَع سابقاً تأخذ أشكالاً متعدّدة كالوصف وكتابة البطاقات البريدية وذلك باستخدام الخرائط الذهنية. وفي الصف الثالث المتوسط يطلب من التلميذ/ة كتابة فقرات عن موضوعات تتعلّق بالاهتمامات الشخصية (مما له صلة بالحياة اليومية)

مع التركيز على مهارات المنهج العلمي في الكتابة (*Process Writing*) وتشجيع التلميذ/ة على كتابة أمثر من مسوودة وتصحيحها وتدقيقها باستخدام (*Check list*) ومن ثم كتابة المنتج النهائي.

٧- الموضوعات : إن الموضوعات الأساسية في كتاب الصف الثالث المتوسط تتضمن : وسائل التعلم، وضع الخطط، الأماكن المختلفة حول العالم، مشكلات البيئة وإعطاء حلول، الحواس الخمس وأهميتها والصداقة، وفي الغالب فإن الكلمات المقدمة في الكتاب تدور حول هذه المواضيع.

٨- الصوتيات : (*Phonics*) يكمل هذا المقرر إعطاء مبادئ الصوتيات إيماناً بأهميتها في تعلم النطق والقراءة والهجاء وتُخصّص صفحة في درس المراجعة لذلك .

٩- الهجاء والإملاء : يتضمّن الكتاب تدريبات على الهجاء بطرائق مختلفة وعلى المعلم/ة إملاء الكلمات الأساسية في الوحدات مرّة واحدة أسبوعياً على ألا تقل عن ثلاثة أسطر وتكون إما قطعة أو جمل.

١٠- التدريبات والمراجعة : لأهميّة التطبيق والممارسة في تعلم اللغة تمّ تخصيص وحدة كاملة للمراجعة تلي كل ثلاث وحدات، تحتوي تمارين عمّا درّس في الوحدات الثلاثة جميعها، تُغطّي المهارات كافّة، ويمكن استخدامها لتقويم أداء التلميذ/ة بطريقة غير رسمية وعلى التلميذ/ة وإجابة الأسئلة في الدفتر الخاصّ بالمادة (دفتر لغة إنجليزية أربعة أسطر).

لجنة التأليف

## *Plan Of Student's Book*

<b>Unit</b>	<b>Topics</b>	<b>Functions</b>	<b>Grammar</b>	<b>Listening Phonics</b>	<b>Reading Writing</b>
<b>1</b>	<b>Learning Tools</b>	Talking about learning strategies. Talking about definite plans.	Reviewing tenses Future with present continuous and be + going to	Listening to a conversation about becoming a good listener. Spellings of long o sound	Reading about using a dictionary. (finding specific information) Writing a paragraph about improving language skills.
<b>2</b>	<b>Making Plans</b>	Talking about possible plans/ quick decisions. Making suggestions.	Future with will. Suggestions with let's ..., what about....., etc.	Listening to a conversation about planning an event. Spellings of long u sound Listening phonics.	Reading a questionnaire about planning. (restating information / pronoun referent) Writing about planning an event.
<b>3</b>	<b>Going to Places</b>	Describing situations and possible consequences. Talking about imaginary situations.	If - conditional (1 <sup>st</sup> conditional if + present simple + will). If - conditional (2 <sup>nd</sup> conditional if + past + would).	Listening to a conversation about different theme parks. Diphthong ow.	Reading about the Eiffel Tower (Inferring vocabulary / restating information). Writing a postcard
<b>4</b>	<b>Revision</b>				



<b>Unit</b>	<b>Topics</b>	<b>Functions</b>	<b>Grammar</b>	<b>Listening Phonics</b>	<b>Reading Writing</b>
<b>5</b>	<b>Save Our Planets</b>	Talking about problems and stating plans and intentions to solve a problem. Directing others to do something.	Verb + infinitive . Verb + pronoun + infinitive.	Listening to dangerous facts about the environment. Diphthong oy	Reading about reducing rubbish. (Inferring vocab. / restating information) Writing about an environmental problem.
<b>6</b>	<b>The Senses</b>	Expressing feelings and opinions. Talking about sign language.	Stative verbs. Present perfect.	Listening to a conversation about development of senses in a child. ûr	Reading about senses. (Inferring vocab / restating information) Writing about a special person.
<b>7</b>	<b>Friendship</b>	Talking about friendship. Talking about duration.	Present perfect. Questions with Yes/ No. Present perfect with since and for.	Listening to people talking about qualities their friends have. Schwa.	Reading about an experience between two friends. (Inferring vocab / sequencing) Writing a paragraph about a close friend.

**Revision**



## *Content*

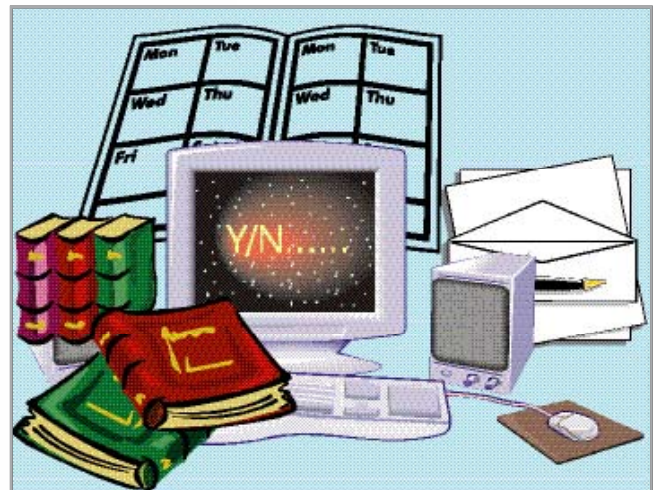
<i>Unit</i>	<i>Topic</i>	<i>Page number</i>
<i>1</i>	<i>Learning Tools</i>	<i>1</i>
<i>2</i>	<i>Making Plans</i>	<i>10</i>
<i>3</i>	<i>Going to Places</i>	<i>20</i>
<i>4</i>	<i>Revision</i>	<i>30</i>
<i>5</i>	<i>Save Our Planet</i>	<i>39</i>
<i>6</i>	<i>The Senses</i>	<i>49</i>
<i>7</i>	<i>Friendship</i>	<i>59</i>
<i>8</i>	<i>Revision</i>	<i>69</i>

# Unit 1

## Learning Tools

**In this unit, you are going to:**

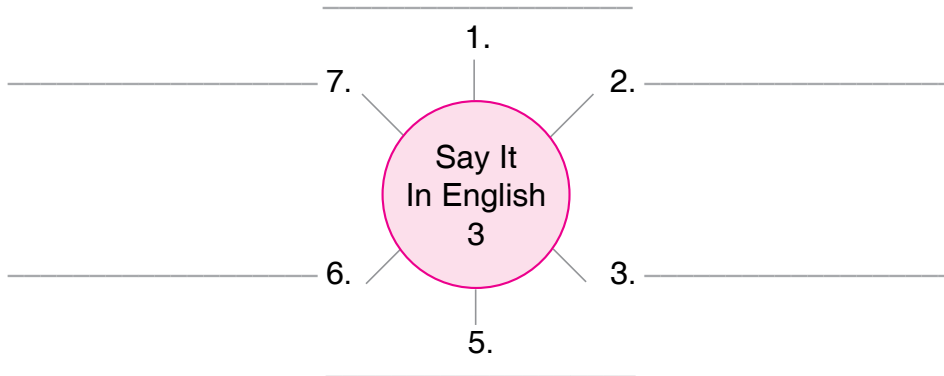
- learn how to become a better student.
- listen to advice on becoming a better listener.
- read about using a dictionary.
- write a paragraph about learning English.



### Discussion

A. How many units are there in the book?

B. 1. Look at the table of contents in your book. Write the titles of the units in the web below.



2. Match the titles above with the pictures below.



C. Skim through your student book and mark true ( T ) or false ( F ). Correct the false ones.

- a. There are eight units.
- b. Each unit has a section on writing.
- c. Every unit has five lessons.
- d. Words are found in the index in categories.
- e. There is new vocabulary in each unit.
- f. There is new grammar in lesson three.
- g. There is a reading passage in lesson one.
- h. There is a glossary at the end of the book.

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

## Conversation



### A. Listen and practise.

Student 1 : I'm enjoying my English classes.

Student 2 : Oh really. That's good.

Student 1 : But I'm still not a good reader. How can I improve?

Student 2 : Before you read, look at the pictures and titles, then ask yourself questions about the reading.

Student 1 : Then what?

Student 2 : Read quickly to find the answers to your questions.

Student 1 : But I can't read fast.

Student 2 : Don't read each and every word; try to read two or three words at a time.

Student 1 : That's a good idea.

Student 2 : Don't forget to underline the key words and main ideas as you read. This will help you summarize the text later.

Student 1 : Thanks for the advice. I'm going to try it.



### B. If a friend needs advice, would you give it to him/her?

## Grammar

### A. Match the tenses with the sentences in the box below.

1. Modals

2. Present simple

3. Past simple

4. Present continuous

a. I'm enjoying my English classes.

b. I did well in last year's exam.

c. I can't read fast.

d. I ask myself questions before reading.

### B. Complete the paragraph with the correct form of the verbs in brackets. Use Modals where necessary.

You have been learning English for two years now. Your success in learning this language \_\_\_\_\_ (depend) on how often you use it.

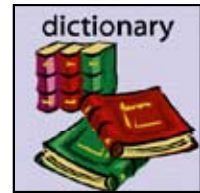
You \_\_\_\_\_ (improve) your English language skills at school. You \_\_\_\_\_ (speak) to your friends in English. You \_\_\_\_\_ (speak) Arabic in the English lessons. You \_\_\_\_\_ also \_\_\_\_\_ (improve) your English at home.

You \_\_\_\_\_ (watch) English programmes or you \_\_\_\_\_ (write) a diary. Reading, at least, one book or magazine a week \_\_\_\_\_ (increase) your vocabulary. Don't let new words frighten you. Try to guess their meaning or \_\_\_\_\_ (look) them up in a dictionary.

### C. In Pairs : Take turns asking and answering about ways to improve your spoken English as well as your handwriting and dictionary.



## Reading



- A. 1. Do you own a dictionary?  
 2. Have you used a dictionary before?  
 3. Why is knowing the alphabet important when using a dictionary?

## Dictionary Skills

When you read, you can often guess the meanings of new words. Sometimes, however, you need to use a dictionary. In a dictionary, an entry gives information about a word. The sample and the descriptions below explain the parts of an entry.

1	discuss / disenchanted		
2	dis.cuss /diskas/ v. 1. If people <b>discuss</b> something they talk about it, often in order to reach a decision. <b>We can discuss the plan for the party.</b>		5
3	2. If you <b>discuss</b> something, you write or talk about it in detail <b>Let's discuss the questions for the exam.</b>		6
4			

**1. Guide words** - guide words help you find the word you want to look up. There are two boldface guide words at the top of each page. The guide word on the right is the last boldface entry on that page.

**2. Entry word** - An entry word is the word that you look up in the dictionary. Entry words are printed in bold. They are listed in an alphabetical order. Words that begin with the same letter are put in an alphabetical order using the second letter. Words that

have more than one syllable are divided into syllables by dots.

**3. Pronunciation** - The pronunciation shows how the word is said.

**4. Part of speech** - The part of speech of the entry word. For example, v. stands for verb.

**5. Definition** - This gives the meaning of the word.

**6. Sentence** - Sometimes sample sentences are given to show how the word is used or to clarify the meaning.

In addition to the above explanation about the use of the dictionary, you need to keep in mind that using a dictionary is a skill. The only way to learn how to use it is by actually using it.

**B. Circle each list of words that is written in alphabetical order.**

- |          |            |          |          |           |
|----------|------------|----------|----------|-----------|
| 1. learn | 2. lead    | 3. write | 4. speak | 5. listen |
| lazy     | leader     | walk     | speed    | light     |
| leg      | leadership | water    | spend    | life      |

**C. After reading the sample entry, answer the questions below.**

1. The entry word is \_\_\_\_\_
2. How many syllables does the word have? \_\_\_\_\_
3. What part of speech is the entry word? \_\_\_\_\_



4. How many definitions are there? \_\_\_\_\_  
 5. Write the sample sentences. \_\_\_\_\_  
 \_\_\_\_\_

**Vocabulary**

**A. Use a dictionary to look up the following words.**

plan - graph - organize - summarize - proofread - review - topic

**B. Use each word in a sentence.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**C. In Pairs :** Compare your sentences.

**Listening** 

**A. Are you a good listener? Listen to the following sentences. Decide which will help you become a better listener.**

advice	good	bad	advice	good	bad
1	<input type="checkbox"/>	<input type="checkbox"/>	7	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	8	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	9	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	10	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	11	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>			



**B. In Pairs :** Compare your answers.

**C. Listen to the correct answers. How many of your answers are correct?**

## Conversation



## A. Listen and practise.

Student 1 : I really need to improve my English.

Student 2 : So do I. What're you going to do?

Student 1 : I'm going to read stories and summarize them.

I'm going to listen to some English programmes  
and speak English more often.

Student 2 : What else?

Student 1 : I'm going to use graphic organizers to review  
new vocabulary.

Student 2 : That sounds like a lot of hard work.



## B. Is discussing plans with others helpful? Why?

## Grammar

## Future with ....

## Present Continuous

What are you **planning** to do this year?

I'm **planning** to work hard.

## Be + going to

What **are** the students **going to do**?

They're **going to review** new vocabulary.

They're **going to use** a graphic organizer.

## A. Complete the sentences in the following dialogue, using the correct form of the verb :

A : What are you doing next Friday?

B : I \_\_\_\_\_ (study) for my history test on Saturday.

A : Too bad , I \_\_\_\_\_ (have) a math test and I  
need your help. Can I come over on Wednesday?

B : I'm sorry. I \_\_\_\_\_ (visit) my grandparents.

A : What about Thursday ? \_\_\_\_\_ you  
\_\_\_\_\_ (do) anything?

B : Actually, I \_\_\_\_\_ (help) my brother with  
his homework. Why don't you come over then?



## B. In Pairs : Talk about how you plan to study for :

- **daily quizzes.**

- **weekly tests.**

- **mid term exams.**

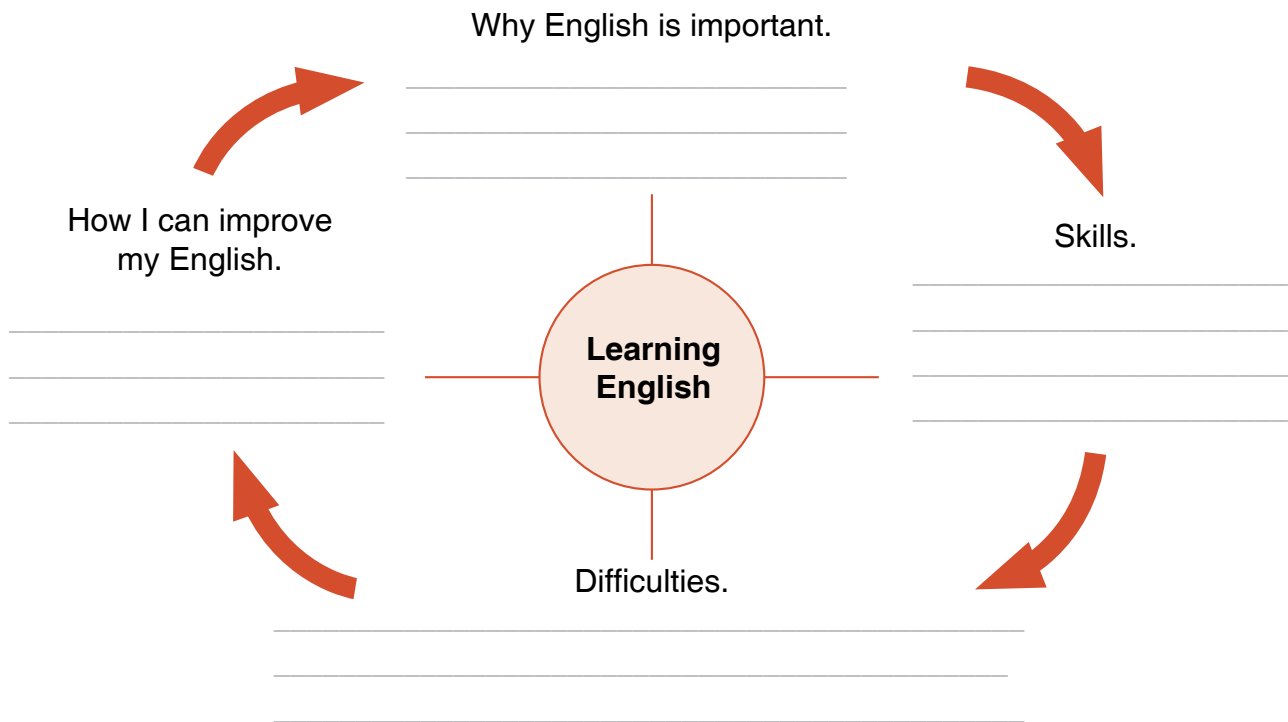
- **final exams.**

**Writing** 

**A. Number the writing activities in the order you use more.**

Activity	You	Your partner	Activity	You	Your partner
1. Read about the topic.	<input type="checkbox"/>	<input type="checkbox"/>	5. Write supporting sentences.	<input type="checkbox"/>	<input type="checkbox"/>
2. Use graphs or webs to gather ideas.	<input type="checkbox"/>	<input type="checkbox"/>	6. Review the writing.	<input type="checkbox"/>	<input type="checkbox"/>
3. Organize the ideas.	<input type="checkbox"/>	<input type="checkbox"/>	7. Rewrite it.	<input type="checkbox"/>	<input type="checkbox"/>
4. Write a topic sentence.	<input type="checkbox"/>	<input type="checkbox"/>	8. Proofread your writing.	<input type="checkbox"/>	<input type="checkbox"/>

**B. Complete the web below. Then, use the information to write a paragraph about ways to improve your English on page 2 of your workbook.**



**C. Review your paragraph for mistakes and then give it to your partner to proofread.**

**D. Rewrite your paragraph in your notebooks, correcting all mistakes.**

Phonics 

Long O

A. Listen and repeat.









Long o is also written as :

o + e    rose, bone, role, wrote

oa        boat, toast, oat, soak

ow        flow, know, grow, bowl

B. 1. Listen and repeat.

<p><b>crow</b></p>  <p>o + e   - oa   - ow</p>	<p><b>road</b></p>  <p>o + e   - oa   - ow</p>	<p><b>bone</b></p>  <p>o + e   - oa   - ow</p>	<p><b>goal</b></p>  <p>o + e   - oa   - ow</p>
<p><b>cone</b></p>  <p>o + e   - oa   - ow</p>	<p><b>oak</b></p>  <p>o + e   - oa   - ow</p>	<p><b>rose</b></p>  <p>o + e   - oa   - ow</p>	<p><b>bow</b></p>  <p>o + e   - oa   - ow</p>

2. Listen to the words again. Circle the letters that stand for the vowel sound in each word you hear.

C. Say each picture name. Read the words next to the picture. Circle the word with the same vowel sound as the picture name.

	wide slow speed		house soak sick		rose why light
	glow cup cop		tie hit toad		cone speed eight

## Grammar Summary

Future with Present Continuous				
I	am	not	<b>studying</b> for the exam <b>buying</b> tickets	tomorrow.
He / She	is			next week.
We / You / They	are			next month.
Future with Be going to				
I	am	(not) going to	<b>summarize</b> the story <b>write</b> a letter <b>proofread</b> your paragraph	this evening.
He / She	is			tonight.
We / You / They	are			next week.
Questions				
<b>Are you going to</b> .....			Yes, I'm.	
<b>Is he going to</b> .....			No, he's not.	
<b>Are they going to</b> .....			Yes, they are.	

### A. Read the following tips for learning vocabulary. Rewrite the tips, following the instructions in brackets.

1. Use a dictionary to check meaning, spelling and grammar of the words. (Modals)  
\_\_\_\_\_
2. Write new words in a separate notebook and on flashcards. (Past)  
\_\_\_\_\_
3. Try to use the new words as often as you can. (Advice)  
\_\_\_\_\_
4. Review the words regularly. (Present Simple)  
\_\_\_\_\_
5. Hang flash cards with new words on the wall so you can see them and read them frequently. (Present Continuous)  
\_\_\_\_\_

### B. In Pairs : Take turns telling each other about the most useful tip above.

#### Speaking

**In Groups :** Find out how people do things by using the 'Purposeful Activities' .

#### Writing

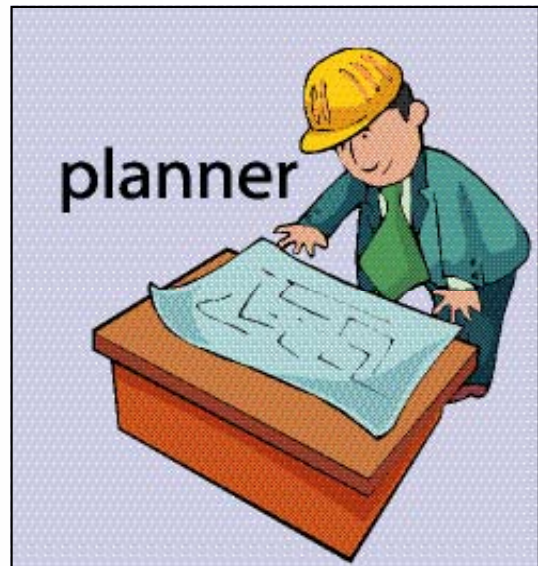
Write a paragraph in your notebook about how your classmates are going to improve their language skills. Use the information you have gathered in the speaking activity.

## Unit 2

# Making Plans

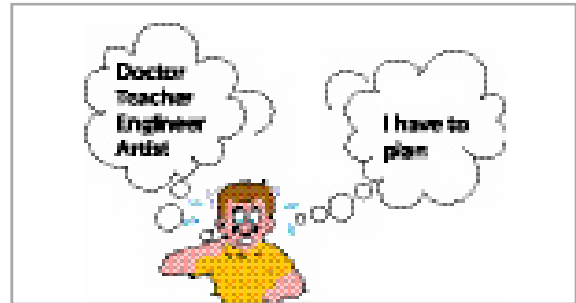
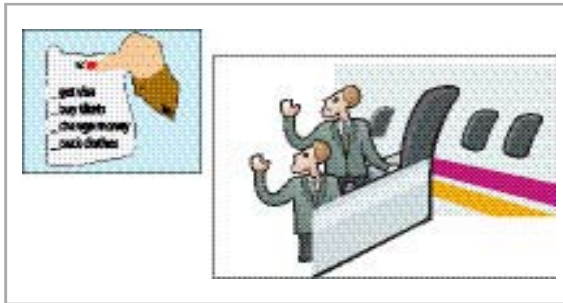
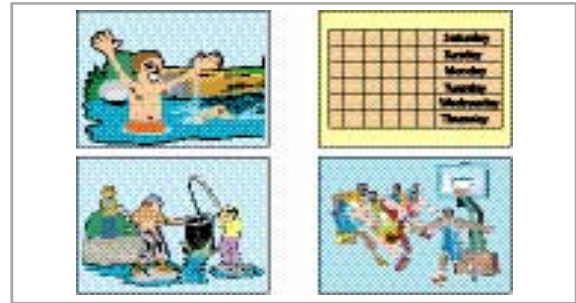
**In this unit, you are going to :**

- talk about plans.
- make suggestions.
- accept and refuse suggestions.
- listen for information about plans.
- read a questionnaire.
- write a note to a friend.





## Discussion



- What do people usually plan for?
- Are people that plan ahead more successful?

## Conversation



## A. Listen and practise.

Student 1 : Are you doing anything next weekend?

Student 2 : No. I'll probably stay home.

Student 1 : Would you like to go to the basketball final?

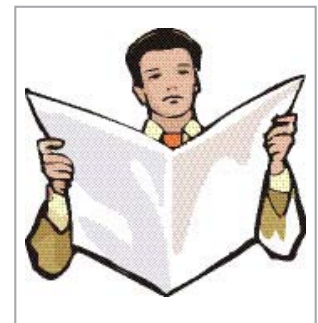
It will be here in Jeddah.

Student 2 : Really! When?

Student 1 : Thursday. 7:00 p.m.

Student 2 : I'd love to go.

Student 1 : Great. Then I'll pick you up at half past six.



## B. Why is making plans important?

**Grammar**

**Future with 'will' (possible plans / quick decisions)**

What <b>are</b> you <b>doing</b> on Thursday?	I'll probably <b>stay</b> home. I think I'll <b>stay</b> home.
When <b>will</b> we <b>go</b> to the match?	I'll <b>pick</b> you up at 6:30.

**A. Complete the following dialogues using will.**

- A : Did you buy the ticket?  
B : Oh, I forgot. I \_\_\_\_\_
- A : The phone is ringing.  
B : I \_\_\_\_\_
- A : Do you think we \_\_\_\_\_ on time?  
B : I hope so. But it's very crowded.

**B. Make sentences about your plans at the given times. Use think or probably.**

What will you do .....

- tonight? \_\_\_\_\_
- tomorrow morning ? \_\_\_\_\_
- on the weekend ? \_\_\_\_\_
- next week? \_\_\_\_\_

**C. In Pairs : Compare your answers.**

**Listening**



You will hear a group of students planning to beautify their school. Write the name of the student (s) next to each task.

Plans	Names
paint benches and corridors.	
clean up.	
get plants.	
put up signs and posters in the school yard.	
distribute work and follow up.	

## Vocabulary

A. Write down the words from the box that go with the verbs in the table.

abroad to study	a trip to the museum	career	future
picnic	fishing	course	holiday
		a walk in the old city	

Plan	Arrange	Take	Go

B. Think of a project. Write four sentences about some of the things you plan to do for your project. Use the above words.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Reading



A. Discuss these questions.

1. Do you plan ahead? Give examples.
2. Think of something you did without planning. What were the results?

B. Read the questionnaire. How would you react to the given situations? Choose the answers that best describe your responses.

## Are you a planner?

1. You have an important school project. It's Sunday today and you have to give it on Wednesday morning.
  - a. You're planning to do it tonight. That'll give you time to read it tomorrow night and give it in early on Wednesday.
  - b. You're going out tonight, and you're going to do it tomorrow night.

2. You meet a friend you haven't seen for ages. He / She suggests going out together.
  - a. You take out your diary to see what you're doing next week, and make an appointment, there.
  - b. You agree immediately and promise to call him / her the next day.
3. Your grandfather gives you SR 500.
  - a. You put the money in the bank to save for a new camera / dress / computer that you want to buy.
  - b. You buy a few CDs and some new clothes; invite a friend for a meal.
4. Someone gives you an important message for your cousin.
  - a. You phone him / her right away so that you don't forget.
  - b. You'll tell him / her when you see him / her next week.
5. You're invited for lunch to your uncle's house. You know it'll take you at least thirty minutes to get there.
  - a. You allow 40 minutes for the drive so you won't be late.
  - b. You allow 25 minutes for the drive and hope you can make it on time.
6. It is the end of term. You have two weeks of holiday and your parents have made plans for a trip.
  - a. You start packing. You read tourist guidebooks.
  - b. You leave all preparations to the last minute.

**C. Read the following sentences. Find the phrase or sentence in the text that has the same meaning and underline it.**

1. You have three days to do your homework.
2. You haven't seen your friend for a long time.
3. Your uncle's house is half an hour away from your house.
4. You have 14 days vacations.

**Count your answers**

**Mostly A's**

You're a good planner.

**A = B**

You're Ok but need to try harder.

**Mostly B's**

You have to start planning.

**D. What nouns do the underlined pronouns refer to?**

1. Line 2 : You have to hand it in. It means \_\_\_\_\_
2. Line 6 : He / she suggests going out together. He / She means \_\_\_\_\_
3. Line 17 : You phone him / her right away. Him / Her means \_\_\_\_\_

## Conversation



### A. Listen and practise.

Student 1 : Do you have any plans for the summer?

Student 2 : No, any suggestions?

Student 1 : Why don't we take Karate lessons together?

Student 2 : Karate! I don't think I can. I have a bad back.

Student 1 : Let's take swimming then. It'll make your back stronger.

Student 2 : Sounds great. When do we sign up?



### B. Do you use your time wisely during holidays? How?

## Grammar

Making Suggestions	Accepting	Refusing
Why don't we take a summer course?	That's a good idea.	It's a great idea but....
Let's take swimming	I'd love to.	I don't think I can .....
How / What about taking Karate lessons?	Sounds great.	I'd love to but .....
		I'm sorry, I can't because...

### A. Complete the conversations.

1. Asma : \_\_\_\_\_

go for a picnic.

Rogaya : I \_\_\_\_\_

(Refuse, give an excuse)

2. Husband : \_\_\_\_\_

having a dinner party.

Wife : \_\_\_\_\_

(Accept)

3. Ahmad : Why \_\_\_\_\_

go swimming.

Majid : \_\_\_\_\_

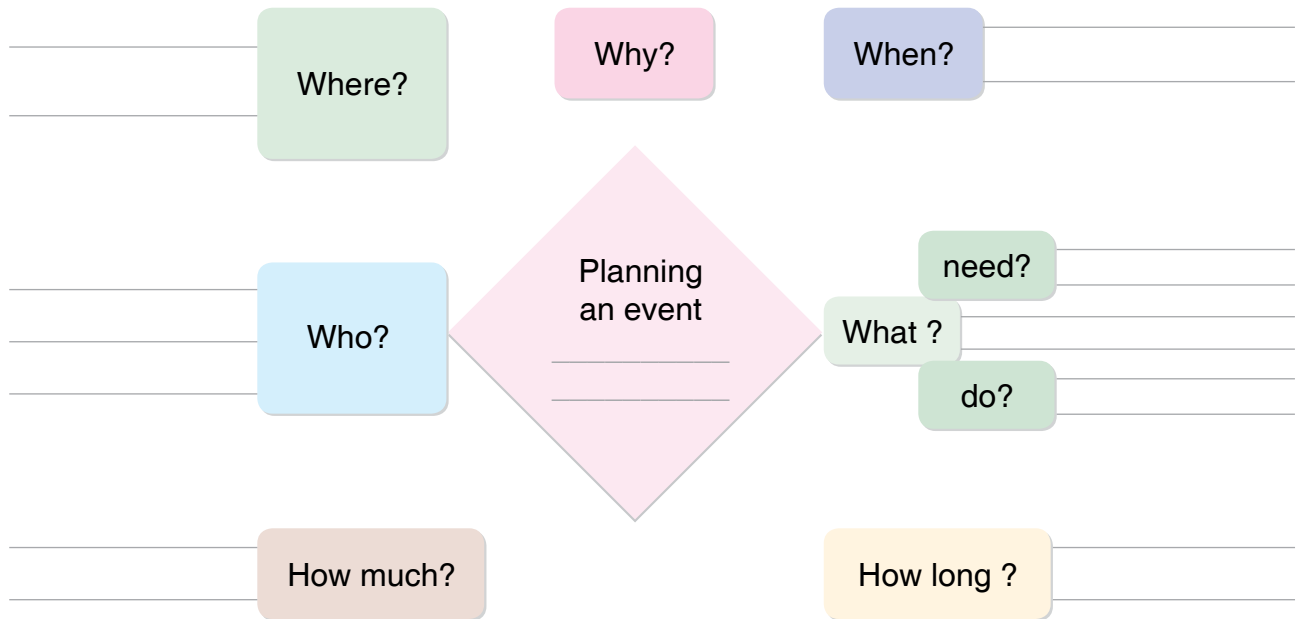
(Refuse, give an excuse)

### B. In Pairs : Take turns to make four suggestions. Accept two, refuse two and give excuses.

**Writing**



**A. In Groups :** Choose an event you'd like to plan e.g. graduation party - sports day - bazaar, etc...  
Complete the graphic organizer with the necessary information.



**B. Use the information above to write a note to your friend, who is absent, telling him / her about your plans. Make a suggestion about what he / she can do.**

Name : \_\_\_\_\_ Date : \_\_\_\_\_  
Time : \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature



Phonics



Long U

A. Listen and repeat.

Long **U** is also written as :

**u + e** tube, rule, fuse

**oo** pool, loop, stoop, root

**ou** soup, group, troupe

**ui** suit, fruit

**ew** few, drew, new, hew



B. 1. Listen and repeat.

<p><b>dune</b></p> <p>u+o oo ew ui ou</p>	<p><b>screw</b></p> <p>u+o oo ew ui ou</p>	<p><b>suit</b></p> <p>u+o oo ew ui ou</p>	<p><b>roots</b></p> <p>u+o oo ew ui ou</p>
<p><b>soup</b></p> <p>u+o oo ew ui ou</p>	<p><b>moon</b></p> <p>u+o oo ew ui ou</p>	<p><b>fruit</b></p> <p>u+o oo ew ui ou</p>	<p><b>dew</b></p> <p>u+o oo ew ui ou</p>

2. Listen to the words again. Circle the letters that stand for the vowel sound in each word you hear.

C. Say each picture name. Read the words next to the picture. Circle the word with the same vowel sound as the picture name.

	<p>cut</p> <p>cool</p> <p>cot</p>		<p>boat</p> <p>but</p> <p>blew</p>		<p>grape</p> <p>group</p> <p>gut</p>
	<p>toe</p> <p>tone</p> <p>tune</p>		<p>just</p> <p>jam</p> <p>jewel</p>		<p>tub</p> <p>tool</p> <p>took</p>

## Grammar Summary

Future with 'will'		
I / He / She We / They / You	<b>will</b> (not)	<b>perform</b> Hajj next year.
		<b>buy</b> a new car tomorrow.
		<b>go</b> to the pharmacy.

Suggestions			
<b>Why don't we</b>	take	a course	next month?
<b>What about</b> <b>How about</b>	taking		this summer?
<b>Let's</b>	take		next month / this summer.

Accepting	Refusing
That's a good idea. I'd love to. Sounds great.	It's a great idea, but .... I don't think I can ..... I'd love to, but ..... I'm sorry, I can't because ...

### A. Give two correct responses for each questions.

1. Why don't you visit the art gallery tomorrow?

\_\_\_\_\_

\_\_\_\_\_

(accept)

(refuse)

2. We're having friends over for dinner on Thursday night.  
How about joining us?

\_\_\_\_\_

\_\_\_\_\_

(accept)

(refuse)

3. Let's study for our geography test together.

\_\_\_\_\_

(accept)

**Listening**



(refuse)

Listen to some friends deciding what to do during their weekend. Write the number of the conversation next to each suggestion. Then check (✓) to show if the suggestion is accepted or refused.

**Speaking**



Con No.	Suggestion	Accepted	Refused	Con No.	Suggestion	Accepted	Refused
	Go out for dinner				Go to a lecture		
	Check out the book fair				Go out for coffee		

**In Pairs :** You and your partner want to have some fun next week. Take turns to make suggestions. Then, check your planner to accept or refuse.

Student A turns to page 80.

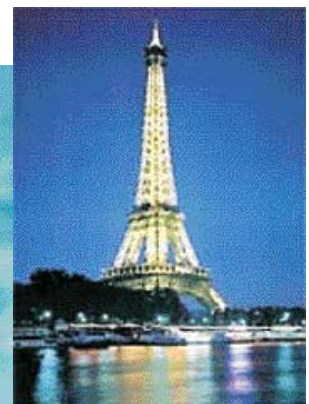
Student B turns to page 81.

## Unit 3

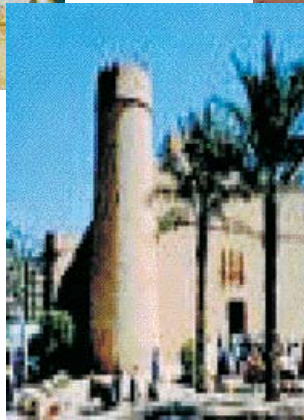
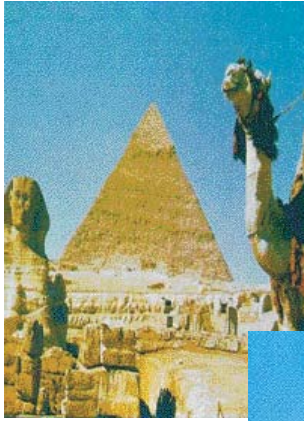
# Going to Places

**In this unit, you are going to :**

- describe situations and their possible consequences.
- talk about imaginary situations.
- talk about places and monuments.
- listen to a conversation about different theme parks.
- read about a famous monument.
- write a postcard.



## Discussion



- How many of these monuments do you recognize?
- Which countries are they in?
- Have you been to any of them?

## Conversation



### A. Listen and practise.

Student 1 : How're you going to Jeddah?

Student 2 : We'll probably go by car. My father likes to drive.

Student 1 : If you go by car, It might take you ten hours.

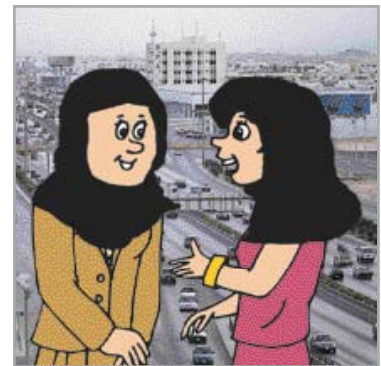
Student 2 : I know. That's why my mother wants to fly there.

Student 1 : Anyway, It's more interesting go by car.

I wish you a safe trip.

Student 2 : Thanks. But promise you'll see me if you visit Jeddah.

Student 1 : I sure will.



### B. Do you give up doing things to please your family?



## Grammar

### Conditional sentences with if clauses ( first conditional)

If he **buys** a new car, he **may** drive to Jeddah.  
 If you **go** by car, you **will** probably **be** very tired.  
 If we **go** by plane, it **will take** an hour and a half.  
 If I **visit** Jeddah, I **am going** to see the water jet.

**A. Complete the sentences with the correct verbs in brackets. Use: will, may, going to where necessary.**

1. If the weather is nice, we \_\_\_\_\_ (go) to Syria.
2. If we go by bus, we \_\_\_\_\_ (take) more luggage.
3. If we reach Syria, by sunset, we \_\_\_\_\_ (have) dinner at a famous cafe.
4. If my Syrian friend \_\_\_\_\_ (have) time, he'll take us sightseeing.
5. If it doesn't cost too much, we \_\_\_\_\_ (go) there again.

**B. Look at the pictures of some famous places. What will you do if you visit them? Use may be going to.**



Syria



United Kingdom



Malaysia



**C. In Pairs : Compare your answers.**

## Listening



Listen to three brothers trying to decide where to go on their last day in Florida. Tick the activities you hear.

**1. Magic Kingdom**

- watch parades.
- see the Disney characters.
- drive around.
- go sightseeing.
- eat in restaurants.



**2. Universal Studios**

- drive your own car.
- come face to face with Jaws.
- see how movies are made.
- take a cruise.



**3. Sea World**

- swim with dolphins.
- see polar bears.
- go water skiing.
- ride a helicopter.
- watch pandas and shows.





**Vocabulary**

A. Write each word under a suitable category.

Dollar	85, 000, 000	Chinese	North America	Euro
Turkish	Islam	Europe	Riyal	Arabic
Asia	French	Franc	16, 000, 000	Australia
322,000	Sterling	English	1, 200, 000	
Christianity	South America	1,000,000	Judaism	

<b>Location</b>	<b>Population</b>	<b>Language</b>	<b>Religion</b>	<b>Currency</b>
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....

B. **In Pairs** : Think of a country for each of the items in the box. Then, compare with your partner.



A. Answer the following questions then read the passage.

1. Name some of the sights in your city.
2. What is the most famous place in the Kingdom?
3. Name some famous places around the world.

## Eiffel Tower

The Eiffel Tower in Paris is one of the most popular places in the world. Every year, more than two million tourists visit this iron tower. It was built in 1889 by a French engineer, Gustave Eiffel. It is 300m high, which is nearly 108 stories, and weighs up to 7000 tons. It was the tallest building in the world until the Empire State Building was built 40 years later.





Before the Tower was built, some French men did not like Eiffel's design and called it "an eyesore". They also predicted that it would cost too much and would not be ready in time for the Paris Festival. Eiffel knew better, his crew not only finished the work in twenty-one months but also completed it in time for the festival's opening day. This earned Gustave Eiffel the nickname "Magician of Iron".

The Eiffel Tower is now loved by the French citizens, and has become the symbol of Paris.



**B. From the passage, find a word which has the same meaning as:**

1. well known. **(paragraph 1)** \_\_\_\_\_
2. a group of people working together. **(paragraph 2)** \_\_\_\_\_
3. not a real name. **(paragraph 2)** \_\_\_\_\_
4. a sign. **(paragraph 4)** \_\_\_\_\_

**C. These sentences are taken from the passage. Match them with the sentences below that have the same meaning.**

1. It was the tallest building in the world until the Empire State Building was built 40 years later. **(paragraph 1)**
2. Eiffel knew better, his crew not only finished the work in twenty-one months but also completed it in time for the festival's opening day. **(paragraph 2)**
3. Before the Tower was built, some French men did not like Eiffel's design and called it "an eyesore". **(paragraph 2)**
4. The Eiffel Tower is now loved by French citizens, and has become the symbol of Paris. **(paragraph 4)**

- \_\_\_\_\_ French people are very proud of the Eiffel tower.
- \_\_\_\_\_ The people who built the tower worked hard and fast.
- \_\_\_\_\_ The Empire State Building is taller than the Eiffel Tower.
- \_\_\_\_\_ Those who saw the drawings of the tower said they were ugly.

## Conversation



### A. Listen and practise.

Student 1 : I wish I had Bill Gates' brains?

Student 2 : Why?

Student 1 : If I had his brains, I'd go to an institute of technology.

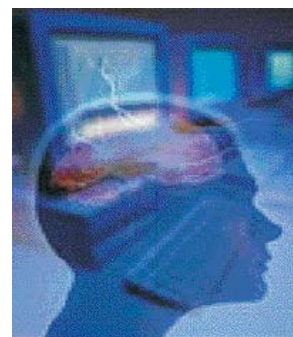
Student 2 : There're so many. Which one do you want to go to?

Student 1 : I'd love to go to the one in India. It's famous for information technology.

Student 2 : Then you'd become someone special in the future.

Student 1 : It sounds fantastic, but it seems impossible.

Student 2 : No, It's not. I just read about a Saudi boy who invented a computer programme in mathematics. So you can make your dream come true if you study hard.



### B. How can you fulfil your dreams?

## Grammar

### If clauses (Second Conditional)

If I **were** talented, I **would go** to a school for the gifted.

If you **went** to India, **you would** get a great education in information technology.

### A. Complete the sentences with the correct form of the verb.

I wish I could go to Jordan, but the trip is too expensive. If I \_\_\_\_\_ (have) enough money, I \_\_\_\_\_ certainly \_\_\_\_\_ (spend) my vacation there. If I \_\_\_\_\_ (go) to Jordan, I \_\_\_\_\_ (take) a tour to famous historical places like Jerash and Petra to see the Roman ruins. If I stayed in Amman, I \_\_\_\_\_ (love) to visit the Jubilee Institute for gifted children. If I \_\_\_\_\_ (be) rich I \_\_\_\_\_ (work) really hard to go there.

### B. In Pairs : Discuss where you would go and what you would do if you travelled to the Moon.

**Writing**



**A. Look at the parts of a post card.**

**POST CARD**

	<p>Date ← May 15, 2004</p> <p>Greeting ← Dear Noura,</p> <p>Message ← My new school is nice. You can see how huge it is from the picture. I'm very happy because everyone is so nice and helpful. I'll tell you about my friends in my letter.</p> <p>Signature ← _____ Asmaa</p>	<div style="border: 1px solid black; width: 40px; height: 30px; margin: 0 auto;"></div>	<p>Stamp →</p> <p>Address → Noura Madani P.O. Box 529, Jeddah, 1291 Saudi Arabia</p>
--	---	---	--

**B. Which post card is written correctly? Why?**

<p>3/8/2004</p> <p>Dear khalid,</p> <p>Cairo is a very beautiful city .I'm having a great time even though it's quite hot during the day, I'll write again soon.</p> <p style="text-align: right;">Mazen</p>	<div style="border: 1px solid black; width: 40px; height: 30px; margin: 0 auto;"></div>	<p>Khalid Fadel P.o Box 323, Jizan, Saudi Arabia</p>
--	---	--

<p>13/5/2004</p> <p>Dear Fatima,</p> <p>P.o box 158 Makkah, Saudi Arabia</p> <p style="text-align: right;">Maha</p>	<div style="border: 1px solid black; width: 40px; height: 30px; margin: 0 auto;"></div>	<p>Hi, how are you? This is the village we're staying at. It's probably the most beautiful place in Tunisia. The people here are very nice and the food is great. I bought you a nice gift. I'm sure you will like it. See you in 3 weeks.</p>
---	---	--

**C. Imagine you are a visitor in your hometown. Send a postcard to your friend in Egypt telling him / her about it.**

<p><b>Postcard</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div>
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## Phonics



Ou / Ow have the same vowel sound as in out / ow/.

## A. Listen and repeat.

**ou** house, found, round, sound

**ow** cow, bow, how, town



## B. 1. Listen and repeat.

pound



p \_\_\_\_ nd

bow



b \_\_\_\_

couch



c \_\_\_\_ ch

crowd



cr \_\_\_\_ d

crown



cr \_\_\_\_ n

town



t \_\_\_\_ n

round



r \_\_\_\_ nd

brown



br \_\_\_\_ n

## 2. Complete the words with the letters that stand for the vowel sound.

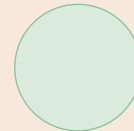
## C. Say each picture name. Read the words next to the picture. Circle the word with the same vowel sound as the picture name.



ground  
good  
goal



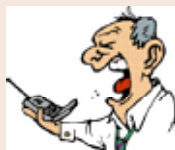
dune  
drawn  
down



front  
fruit  
frown



hood  
hunt  
hound



lose  
loud  
load



prove  
proud  
prune

## Grammar Summary

If - conditional (First Conditional)						
If	I , you , we , they	<b>take</b>	a holiday	I , you , we , they	<b>may</b>	<b>go camping.</b>
	he, she	<b>takes</b>		he, she		<b>will</b>

If - conditional (Second Conditional)						
If	I , you , we , they	<b>went</b>	to Hai'l	I , you , we , they	<b>would</b>	<b>see the snow</b>
	he, she			he, she		

Form conditional sentences, using the following cues.

1. go / picnic - need / to plan two weeks in advance. (First Conditional)

---

2. go / boat - take / two hours. (Second Conditional)

---

3. reach / early - see / sunrise. (First Conditional)

---

4. stay / outside - hear / sea birds. (First Conditional)

---

5. snow / fall - ski / mountains. (Second Conditional)

---

## Speaking



**In Groups :** Do the 'Before you leave' activity.



**Vocabulary**

A. Tick the means of transport you can use to go to the given places.

	School	Egypt	Syria	Riyadh	Australia
On foot					
By motorbike					
By bus					
By car					
By train					
By plane					
By ship					

B. Write the correct means of transportation in the brackets

My cousins had an interesting holiday. First, they flew to Japan ( \_\_\_\_\_ ). They spent a week there. Then, they sailed to Hawaii ( \_\_\_\_\_ ). The journey was long but enjoyable. In Hawaii, they walked around the island ( \_\_\_\_\_ ). After two days, they flew to San Francisco ( \_\_\_\_\_ ). There, they drove around the neighbouring areas and went sightseeing. ( \_\_\_\_\_ ). Finally, they rode to Los Angeles ( \_\_\_\_\_ ) and stayed there for two weeks.

**Listening**



A. Listen to Asim talking about his trip to Singapore. Complete the table below.

Information about Singapore



Location	Population	Languages	Religion
Capital	Currency	Weather	Places of interest

A large red crosshair graphic is positioned in the top-left corner of the page. It consists of a vertical bar and a horizontal bar that intersect at the top-left corner. The intersection point is a darker shade of red.

## Unit 4

# Revision

## Speaking

- A. 1. How much of your English lessons can you remember?**  
**2. Work with a partner to answer these questions.**

1. Can you name three things you studied in the three units?
2. Which unit did you like most?
3. How many grammar points did you study?
4. Can you write five words related to each unit?
5. Which unit did you find the most useful?
6. Which unit was the most difficult?

- B. 1. Name the skills in the pictures.**  
**2. Complete the webs with ways you can use to improve each skill.**




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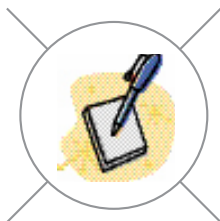

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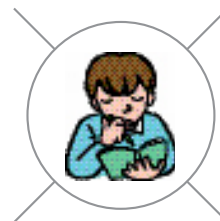

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- C. In Groups :**
1. Put a tick next to the skills you are good at. Find members in your group that need to improve the skill. Tell them about the strategies you use.
  2. Which skill do you want to improve? Go around the class to find a group that can help you improve it. Listen to their suggestions. Take notes and comments.

**Grammar**

Match the terms in A with the examples in B.

A	B
1. noun	a. Where is the book?
2. question	b. dark/light
3. second conditional	c. should / can / may
4. irregular verb	d. interesting
5. adjective	e. If I read more books, I'd improve my vocabulary.
6. present continuous	f. I'm planning for a project.
7. first conditional	g. suggestion
8. opposites	h. If you visit a museum, you'll learn a lot.
9. modals	i. proofread.

**Language Functions**

Choose the correct answer.

1. How often do you learn new vocabulary?

- a. I like books.
- b. Everyday.
- c. By bus.

2. Do you have any plans for tonight?

- a. I'm going to my friend's house.
- b. I always like to make plans.
- c. I have a plan for tonight.

3. Where're you going next week?

- a. I may leave to Makkah now.
- b. I'll go to Taif.
- c. I'm going shopping tonight.

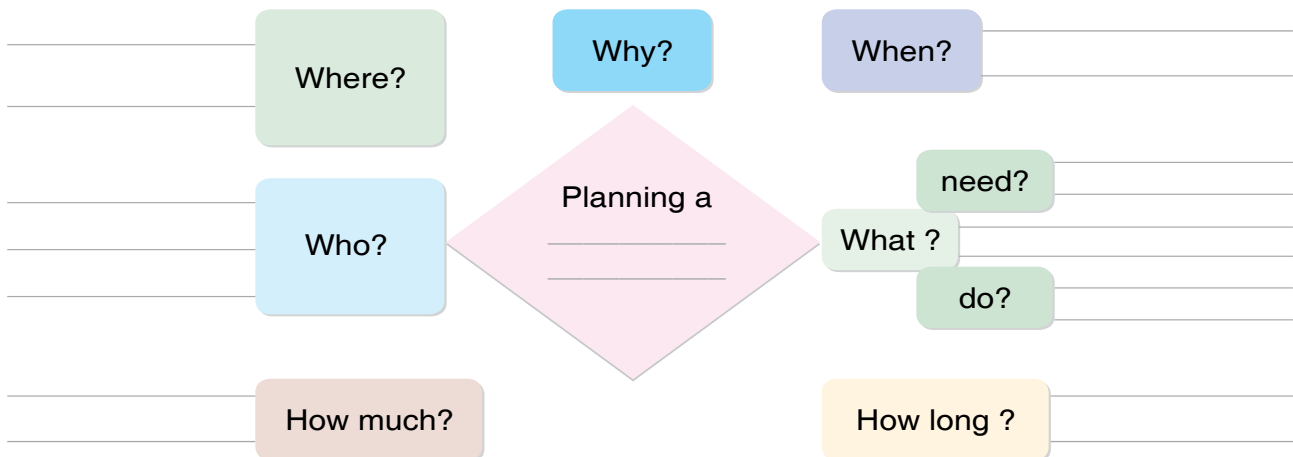
4. Let's study together.

- a. Sorry. I can't.
- b. I'm late.
- c. Thank you.

**Writing**



A. You're planning a trip to Turkey. Complete the web below.



B. In your notebook, write a paragraph about your plans.

**Vocabulary**

Use your dictionary to complete the information for the entry words below.

monument / \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

career / \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Listening**



Omar, Yasser and Hashim are talking about their plans for the coming holiday. Complete the table with the right information.

	Where?	When?	How?	How long?
Omar				
Yasser				
Hashim				

**Conversation**



Complete the conversation between two people talking about their plans.

Saleh : I wish I was travelling this summer.

Omar : If you \_\_\_\_\_ , where \_\_\_\_\_ ?

Saleh : I'd go to \_\_\_\_\_

Omar : Why?

Saleh : if I \_\_\_\_\_  
 \_\_\_\_\_

Omar : What else would you do?

Saleh : I'd also \_\_\_\_\_

Omar : If I were you, I'd stop day dreaming and go back to work.





## Speaking

**In Pairs** : Plan your ten-day-prize vacation.

	You	Your partner
1. Where? How long? What / do?		
2. Where? How long? What / do?		
3. Where? How long? What / do?		
4. Where? How long? What / do?		

## Grammar

**A. Use the correct future form to complete the sentences.**

- I'm hungry. I \_\_\_\_\_ (make) myself a sandwich.
- He \_\_\_\_\_ (study) English next year.
- We \_\_\_\_\_ (leave) at 8:00 p.m. tomorrow.
- Look at those clouds! It \_\_\_\_\_ (rain) at any minute.
- I think he \_\_\_\_\_ (be) very successful.

**B. Look at Nada's report card. Write sentences, showing Nada how she can improve her grades.**

1.	_____
2.	_____
3.	_____
4.	_____

## Report Card

reading	65 %
grammar	70%
speaking	50%
writing	75%
vocabulary	65%
listening	50%

## Reading



## A. Read the story then answer the questions.

“What do you want to be when you grow up?” I've been asked this question many times.

The first time I thought about it seriously was during high school. My teacher asked the class to write an essay about our future plans. I didn't know what to write! There I was, sitting in the classroom, staring blankly at the page.



That's when I began to think about what I wanted to do. After a lot of thought, I realized that I wanted to go to college and major in elementary education. I found myself writing that I planned to teach first graders, because the early years of a child's life shape her/his personality.

In my essay, I wrote about how I wanted to become a great teacher. My wish was for my students to enjoy learning and love reading. I wanted to make reading fun for them. My dream was for them to remember me every time they read a book. I wanted to leave a mark on their lives.

## B. Give a title to the story.

---

## C. Match the words in column A to their meanings in column B.

- |                         |                          |   |
|-------------------------|--------------------------|---|
| 1. elementary education | <input type="checkbox"/> | become older.                                       |
| 2. mark                 | <input type="checkbox"/> | a field of study chosen as a speciality.            |
| 3. major                | <input type="checkbox"/> | what someone wants to do later on.                  |
| 4. great teacher        | <input type="checkbox"/> | first six years of learning in school.              |
| 5. grow up              | <input type="checkbox"/> | a special person who gives knowledge and skills to. |
| 6. future plans         | <input type="checkbox"/> | make a change upon someone or something forever.    |

## D. Read the text, then write down what nouns do the underlined pronouns refer to.

- paragraph 1 , line 1 : the pronoun I means \_\_\_\_\_
- paragraph 2 , line 5 : the pronoun his / her means \_\_\_\_\_
- paragraph 3 , line 3 : the pronoun them means \_\_\_\_\_

## Conversation



**Complete the conversation.**

Maha : I don't like writing. I get bored when I write.

Samah : If you keep thinking this way, you won't improve your writing.

Maha : What should I do?

Samah : \_\_\_\_\_  
\_\_\_\_\_

Maha : Do I need to rewrite the paragraph?

Samah : \_\_\_\_\_  
\_\_\_\_\_

Maha : Why shouldn't I memorize the model paragraph?

Samah : \_\_\_\_\_



## Listening



**Samah has just learned how to write a summary. Listen to the conversation and put the steps in order.**

Sequence	Steps of summary writing
<input type="checkbox"/>	Omit unnecessary details
<input type="checkbox"/>	Read text
<input type="checkbox"/>	Connect main points
<input type="checkbox"/>	Write main points

## Speaking



**In Groups :** Play the 'What will happen if .....' game.

**Grammar**

**A. What would you do if you became a famous leader? Write 7 sentences, using if .....**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_

**B. Zahid is thinking about things he can do during the coming holiday. Look at his list, and write sentences about his plan using will / may.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Books**  
Fikh Al Sunnah  
Oliver Twist ?

**Arts**  
Al Radwi Exhibition  
Photo Exhibition

**Sports**  
Baseball ?  
Al Etehad Vs Al Ahli

**Trips**  
Al Janadria Festival  
Al Musmak Fort ?

## Unit 5

# Save Our Planet

**In this unit, you are going to :**

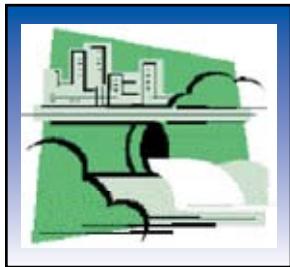
- state solutions to problems.
- direct others to do things.
- listen to dangerous facts about the environment.
- read about reducing rubbish.
- write about an environmental problem.



## Discussion



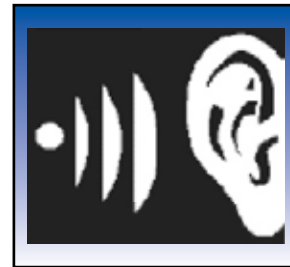
\_\_\_\_\_ pollution



\_\_\_\_\_ pollution



\_\_\_\_\_ pollution



\_\_\_\_\_ pollution

- What kinds of pollution can you see in the pictures? Write them.
- Do you think garbage is a problem? Why?
- What can we do to take care of our environment?

## Conversation



## A. Listen and practise.

Student : Is pollution danger to our planet?

Prof. Abdullah : Yes, the air we breathe is no longer clean. Smoke and fumes cause cancer and diseases for children

Student : That's dangerous! What can we do about it?

Prof. Abdullah : Scientists are planning to improve upon electric cars. We also intend to build factories outside the cities.

Student : What if we plant more trees? Will that help?

Prof. Abdullah : Of course, it will.

Student : Will this solve the problem?

Prof. Abdullah : No, because people are also polluting the seas and rivers.

Student : Now, I understand why it's such a big problem.



## B. How can we help save the earth?



**Grammar**

**Infinitive (Verb + infinitive (pattern A) )**

The government **promises to stop** wasting natural resources.  
 We **decided to throw** the garbage in plastic bags.  
 Scientists are **planning to improve** electric cars.  
 The students **agreed not to pollute** their environment.

**A. Complete the sentences with suitable verbs.**

1. You \_\_\_\_\_ care about pollution.
2. Scientists \_\_\_\_\_ find ways to keep the environment clean.
3. We all \_\_\_\_\_ care about the planet.
4. Nobody should \_\_\_\_\_ keep this country clean.
5. What do you \_\_\_\_\_ learn about recycling?
6. Our teacher \_\_\_\_\_ read something about pollution.
7. Prophet Mohammed, peace be upon him, \_\_\_\_\_ overuse water.



**B. In Pairs :** Make five sentences about the environment, using the verbs in A. Then compare with a partner.

**Listening**



**A. Listen to three people talking about pollution. What kind of pollution is each one reading about?**

Kind of Problem	Solutions
1. _____ pollution	_____
2. _____ pollution	_____
3. _____ pollution	_____
4. _____ pollution	_____

**B. Now, listen again. Write the solutions.**

Vocabulary

A. **In Pairs** : Match the events below to the results in the table.

- no littering.
- recycling
- conserve energy
- gather garbage weekly
- dumping products in the sea.
- reduce smoke from cars



events	results
	keep our resources longer
	dirty streets / air pollution
	clean cities
	fish die
	cleaner environment
	cut less trees



B. Do the questionnaire below.

**Do You Really Care?**

never usually always

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 1. Before leaving the room, I turn off the lights and the A.C.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I keep a plastic bag in the car to avoid littering.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I use ozone friendly air fresheners and pesticides.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I keep the volume down when I watch TV.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I reuse empty bottles.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. When the weather is nice, I open the windows instead of the A.C. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I don't throw cans or bottles in the sea.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I turn off the water tap when I brush my teeth.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

C. Now add your score.

**never = 0** 0 to 5 You're not really concerned. **Take it more seriously.**

**usually = 1** 6 to 10 You're motivated, but you need to **try harder.**

**always = 2** 11 to 16 You are a friend of the planet. **Your grandchildren will thank you.**

D. **In Pairs** : Compare the results.

## Reading



- Does this sign look familiar? What does it mean?
- What do you think the word recycle means?
- Are there recycling banks in your city?
- Do you think recycling is important? Why?



## Your Rubbish Please

Each year people throw millions of tons of trash, such as; bottles, grass clippings, paper, boxes, books, clothing and much more. Gradually, this has led to major problems : pollution, over-use of resources and lack of landfills.

In the 1970's, European countries began to recycle because glass, plastic and aluminum became very expensive. Recycling became a solution for both pollution and over-use of resources. Today, almost all developed countries have their own system for collecting and recycling their garbage.

However, there are many countries that do not have a recycling system. People still throw away materials that can be recycled because there aren't any waste banks. These products go to landfills to create a new problem. Cities are running out of places to put their trash.

What can be done?

We should all keep the 3 R's in mind. They provide practical solutions to the trash problem.

### Reduce

Reducing is about two things. It is about thinking before buying. Ask yourself if you really need to buy an item. It is also thinking about what is the purpose of the packaging of the item.

### Reuse

Reusing is taking an item you're planning to throw away and using it again for something else, or giving it to someone else who needs it.

### Recycle

Recycling is a great way to turn rubbish into new material. You can take products such as plastic, glass, aluminum cans, magazines and newspapers to the nearest recycling unit.

The message is simple : think before you throw things away. It's not all just RUBBISH.

1. **The main idea of the passage is :**
  - a. Different types of rubbish.
  - b. Solutions for the problem of rubbish.
  - c. European countries and recycling.
2. **In the passage :**
  - a. Words such as \_\_\_\_\_ (paragraph 1) and \_\_\_\_\_ (paragraph 2) mean rubbish.
  - b. The 3 R's stand for \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_
3. **Each sentence below is a summary of a paragraph in the text. Write the number of the paragraph next to its summary.**
  - Recycling started in Europe more than thirty years ago. (Paragraph \_\_\_\_\_)
  - There is a solution for the problem of rubbish. (Paragraph \_\_\_\_\_)
  - In many countries the problem still exists. (Paragraph \_\_\_\_\_)
  - Trash causes pollution. (Paragraph \_\_\_\_\_)
4. **In Groups : Discuss the steps for starting a recycling project at school.**

## Conversation



## A. Listen and practise.

Badr : Oops! I missed the can.

Father : I can't believe it Badr. How many times have I told you not to throw your trash on the road.

Badr : Don't worry Dad. The cleaners will collect the garbage.

Father : Badr, I want you to be a more responsible person.

You can't expect others to collect your garbage.

You've made me really angry.

Badr : Sorry Dad. I promise you to be more careful.



## B. What can you do to keep the place you live in clean?

## Grammar

verb + (pro)noun + infinitive (pattern 2)

I **want** Badr **to** stop throwing trash on the street.

Father **would like** him **to** be more responsible.

The teacher **told** him **not to** litter.

## A. Choose the correct verb:

1. Our teacher always advises us (to keep - keep - keeping) the environment clean.
2. He invites scientists (talks - to talk - talking) to us about pollution.
3. We asked (their - them - they) to tell us about recycling.
4. They expect us not (throw - to throw - throws) away empty cans or bottles.
5. They also encouraged students (visited - to visit - visit) the recycling plant.
6. The teacher advised the students (to read - read - reading) more about recycling.



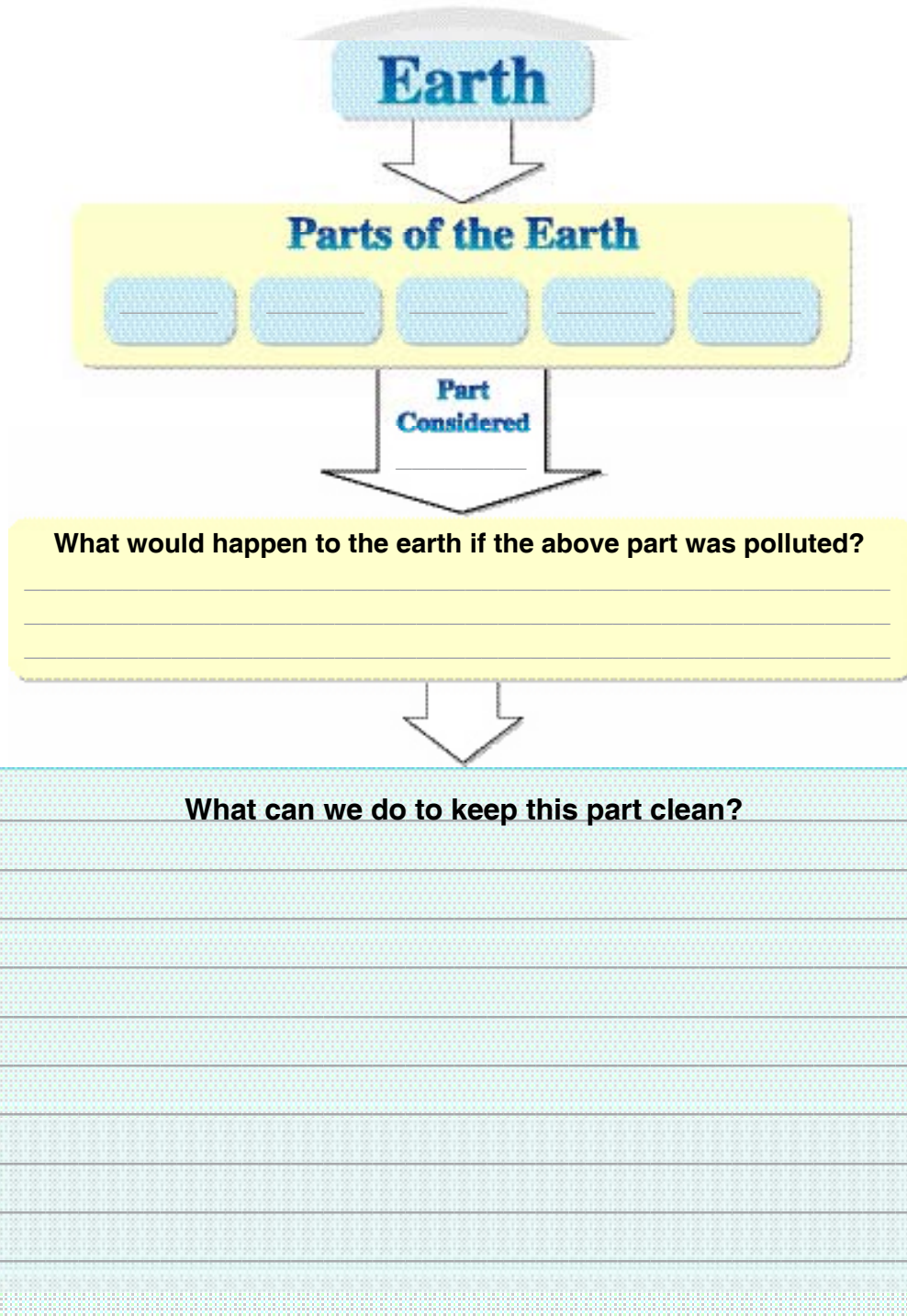
## B. In Pairs : Discuss the type of pollution you find in your city.

## C. Direct other students to solve this problem.

**Writing**



Write the parts of the planet in the first part of the graphic organizer. Then, follow your teacher's directions.





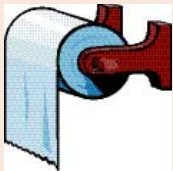







Phonics 

Diphthong oy / oi

A. Listen and repeat.





oy / oi	boy , toy , enjoy , coy boil , coin , broil , toil
---------	---

B. 1. Listen and repeat.

foil 	coil 	oyster 	toy 
oi - oy	oi - oy	oi - oy	oi - oy
boil 	noisy 	boy 	point 
oi - oy	oi - oy	oi - oy	oi - oy

2. Listen to each picture name and circle the letters that stand for the vowel sound you hear.

C. Say each picture name. Circle each word with the same vowel sound as the picture name.

1  <input type="checkbox"/> hoist <input type="checkbox"/> about <input type="checkbox"/> zoo	2  <input type="checkbox"/> tool <input type="checkbox"/> tail <input type="checkbox"/> toil	3  <input type="checkbox"/> soy <input type="checkbox"/> suit <input type="checkbox"/> such
4  <input type="checkbox"/> ploy <input type="checkbox"/> pup <input type="checkbox"/> pop	5  <input type="checkbox"/> grow <input type="checkbox"/> groin <input type="checkbox"/> groan	6  <input type="checkbox"/> day <input type="checkbox"/> roy <input type="checkbox"/> ray

D. Read the sentences, then underline the words with the previous vowel sounds.

- A refinery is a place where crude oil is used to make chemicals.
- In our garden, the soil is very rich. We can grow many vegetables.
- Soy beans are a good source of protein.
- It is bad manners to point at people while talking to a friend.
- Small toys and coins are dangerous to be given to children, they might swallow them and choke.



## Grammar Summary

verb + infinitive				
He / They	Intend (s) plan(s) agree(s)		<b>to conserve</b>	water. energy. electricity.
	expect(s) want(s)	use/ people / factories		

**A. Read the following sentences. Say if the verbs belong to 1 or 2.**

1. We all agreed to use less electricity.
2. Doctors need to warn people against skin cancer.
3. Public service messages always remind people to save water.
4. Our teacher told us to read about pollution.
5. My father expects us to turn off the lights before we sleep.
6. Some factories refuse to use less chemicals.



## Speaking

**As a “Friend of the Earth”, what should you do to save it? In groups of four: Discuss the problems that face our planet. Give solutions for each problem.**



**Listening**



**A. You will hear an interview with Ali about his team prize winning project. Listen, then answer the questions.**

**B. What is the project about?**

\_\_\_\_\_

**C. Listen again. Write the group number to complete the table.**



Group number	Objectives	Tasks
_____	Recycle papers and cans	Gather papers and cans from school and neighbours.
_____	Save water	Post signs
_____	Importance of water	Talk to students

## Unit 6

# The Senses

**In this unit, you are going to :**

- express your feelings and opinions.
- talk about sign language.
- read about senses.
- listen to conversations about senses.
- write about a special person.



## Discussion



taste



touch



hear



see



smell

- What are the people in the picture doing?
- What parts of their bodies are they using?
- Think of two things each sense helps us to do.

## Conversation



## A. Listen and practise:

Student 1 : How breathtaking! I love the sea.

Student 2 : Look at those sea birds. Aren't they lovely?

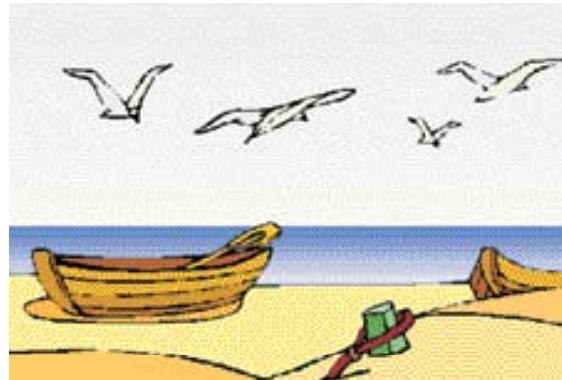
Student 1 : Let's get closer look!

Student 2 : OK. But let me take off my sandals.  
I enjoy walking barefoot on the sand.  
It feels so soft.

Student 1 : Mmm. It smells so fresh. I love it.

Student 2 : See that shell over there. Let's go pick it up.  
It's beautiful. Hold it to your ear. What can you hear?

Student 1 : The sea. Sounds exactly like waves. I think I'll take a couple of shells home.



## B. Do you praise God when you hear the sounds of nature?

## Grammar

Stative verbs	
Feelings	Opinions
I <b>like</b> walking bare foot. I <b>prefer</b> this idea. I <b>enjoy</b> going to the beach. I <b>don't like</b> sea water. I <b>love</b> collecting sea shells.	The sand <b>feels</b> soft. It <b>sounds</b> more interesting. The air <b>smells</b> fresh. It <b>tastes</b> salty. They <b>look</b> beautiful.

A. Match a sentence in A with a sentence in B. Then, complete the sentences in B with a stative verb.

A	B
1. I like your new dress.	<input type="checkbox"/> They _____ awful.
2. I didn't like the sandwiches.	<input type="checkbox"/> It _____ so soft.
3. I prefer this new air freshener.	<input type="checkbox"/> It _____ good on you.
4. I love this bedcover.	<input type="checkbox"/> It _____ like fun.
5. I enjoy walking in the rain.	<input type="checkbox"/> The room _____ really nice.

B. **In Pairs** : Write five more statements like the ones above, expressing your feelings and opinions. Then, talk about your statements with your partner.

## Listening



The five senses in a newborn baby develop with time. Listen and write down the senses and their time of development.

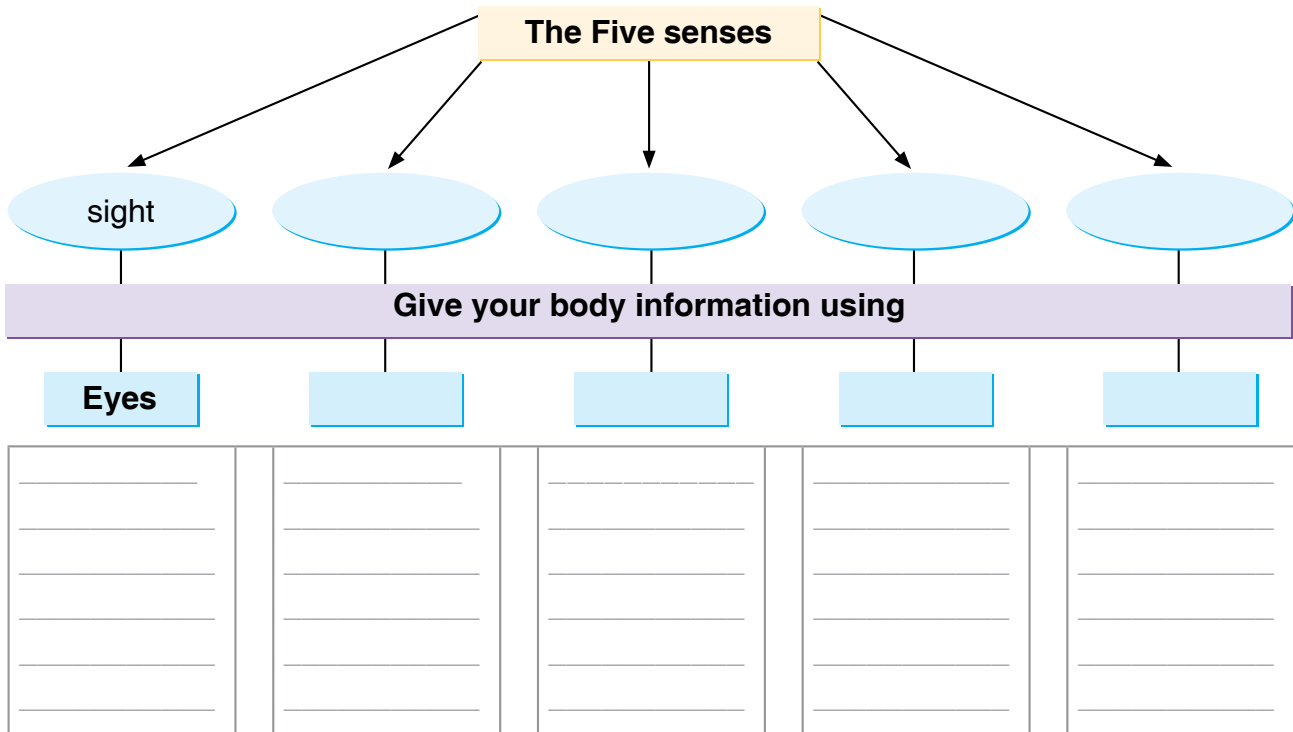
	Senses	Time of development
Conversation 1	_____	_____
Conversation 2	_____	_____
Conversation 3	_____	_____
Conversation 4	_____	_____





**Vocabulary**

A. Complete the graphic organizer.



B. Find out the information your body gets through each of these senses. Use the adjectives in the box below to fill the columns above.

red big sour hot smooth hard colours quiet blue  
 bitter rough loud soft sweet rotten round fresh  
 noisy bright square salty cold small

**Reading**



A. What do you know about the senses? What do you want to know? Fill in the first two columns of the **KWL** table

What I <b>k</b> now	What I <b>W</b> ant to know	What I <b>L</b> earned



**B. Read the following text:**

# Our Senses

What's that smell? Do you hear this! Look at me! Feel this, isn't it soft? When we hear or use these senses, we probably never stop to think about how we use our senses.

Our sense organs; nose, ears, eyes, tongue and skin start working when something from the outside world stimulates them. They take the information in and send it to the brain.

Many scientists say we actually have nine senses; sight, hearing, taste, touch, smell, pain, balance, thirst and hunger. The first five are known as external senses. They provide us with information about the outside world. The other four senses are the internal senses. They provide information about what we feel inside our bodies. For example, the sense of hunger shows that our body needs food.



In short, without our senses life would be very difficult. They are our only way of getting information from the outside world. They are a great blessing from Allah.

**C. What is the meaning of each underlined word in the passage? Read each word in context, then match them with their meanings.**

1. internal	<input type="checkbox"/> give	4. blessing	<input type="checkbox"/> make active
2. external	<input type="checkbox"/> outer	5. stimulate	<input type="checkbox"/> gift
3. provide	<input type="checkbox"/> inner		

**D. Write the correct paragraph number next to each main idea.**

The importance of the senses \_\_\_\_\_  
 How our senses work \_\_\_\_\_  
 Types of senses \_\_\_\_\_  
 Introduction \_\_\_\_\_  
 Conclusion \_\_\_\_\_

**E. Underline the sentences in the passage that are restated below.**

- Outer senses tell us about the world around us.
- Inner senses tell us what our bodies need.

**F. What did you learn about your senses? Fill in the third column of the KWL table.**

## Conversation



## A. Listen and practise.

Student 1 : Have you ever seen anyone use his hands to talk?

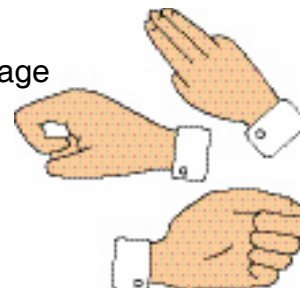
Student 2 : Yes, I've seen Waleed. He uses the British Sign Language to talk to his brother. He's deaf.

Student 1 : What's the British Sign Language?

Student 2 : It uses gestures and signs for whole words.

Student 1 : Sounds difficult.

Student 2 : The other sign language is simpler. It uses a hand movement for each letter of the alphabet.



## B. Do you accept special people the way they are?

## Grammar

## Present Perfect

**Have** you ever **seen** anyone use sign language?

Yes, I **have**. I **have seen** Waleed use it.

No, I **haven't**. I **have never seen** anyone use / sign language.

**I have = I've**  
**He has = He's**

## A. Fill in the blanks with the correct form of the verb in parentheses.

I \_\_\_\_\_ (start) a new course on sign language. My brother told me about it. The instructor \_\_\_\_\_ (teach) us some of the alphabets. There is a special hand movement for each letter of the alphabet. We \_\_\_\_\_ (take/not) all the letters yet. But I can form a few words using the letters I \_\_\_\_\_ (learn). I \_\_\_\_\_ (do) well so far. I never thought that learning sign language would be so interesting.

## B. Your teacher will write statements on the board. Move around the class, and ask questions to find out if the statements are true or false.

**Writing** 

Think of a person who has lost one of his/her senses. Answer the following questions to write a short paragraph about him/her in your workbook page 27.

**Why is this person special?  
What did he/she do?**

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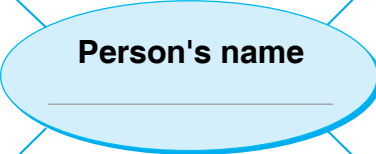
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**Who is he/she?**

---

---

---



**When did he/she lose it?**

---

---

---

**Which sense did he/she lose and when?**

---

---

---

**How is he/she dealing with this difficulty?**

---

---

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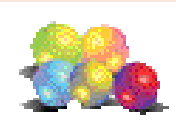



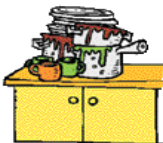
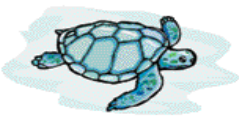


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### Phonics

#### A. Listen and repeat.


er/ ir/ ur/ ear /or	
er	herd, nerve, serve, term, nerd
ir	bird, firm, fir,
ur	curd, hurt, fur, turn, urn, curl
ear	heard, learn, pearl
wor	word, work, world, worse

#### B. 1. Listen and repeat.

 <b>pearl</b>	 <b>turkey</b>	 <b>world</b>	 <b>fur</b>
er/ ir/ or/ ur/ ear	er/ ir/ or/ ur/ ear	er/ ir/ or/ ur/ ear	er/ ir/ or/ ur/ ear
 <b>dirty</b>	 <b>turtle</b>	 <b>stir</b>	 <b>skirt</b>
er/ ir/ or/ ur/ ear	er/ ir/ or/ ur/ ear	er/ ir/ or/ ur/ ear	er/ ir/ or/ ur/ ear

#### 2. Listen to the words again. Circle the letters that stand for the vowel sound you hear.

#### C. Say each picture name. Circle each word with the same vowel sound as the picture name.

	card couch circus		burn barn born		pure pear pearl
	girdle glad goat		work went walk		warm worse wool

#### D. Underline the words that have the same vowel sound as fur.

My brother Wisam has worked as a clerk for three years in a garden store. Last week a burglar broke into the store. He stole turtles, purple birds and lots of worms. He left behind some dirt from his shoes and a torn shirt. My brother called the police. As soon as the burglar heard the police car, he ran away.

## Grammar Summary

Stative Verbs						
I	<b>like</b>	this	idea.	It	<b>sounds</b>	interesting. / boring.
	<b>prefer</b>				<b>smells</b>	fresh. / delicious. / great.
	<b>love</b>				<b>looks</b>	pretty. / light. / fresh. / delicious.
	<b>hate</b>				<b>tastes</b>	delicious. / good.
					<b>feels</b>	soft. / rough. / tight.

Present Perfect					
He, She, It	<b>has</b>	not	<b>learnt</b>	sign language.	
I, We, They, You	<b>have</b>				

Simple Past VS. Present Perfect	
Simple Past	Present Perfect
I <b>heard</b> the news last week.	I <b>have heard</b> the news.
He <b>didn't find</b> his diary yesterday.	He <b>has not found</b> his diary yet.

### A. Complete the conversation, using the present perfect or the simple past of the verbs in parentheses.

- A. Excuse me, sir. We're doing a survey. Could I ask you a few questions?  
 B. Sure. Go ahead.
- A. \_\_\_\_\_ (visit) the Special Needs Centre?  
 B. Yes, \_\_\_\_\_ (be) there once.
- A. Why did you go there?  
 B. I \_\_\_\_\_ (want) to visit a relative.
- A. How \_\_\_\_\_ (feel) about the children?  
 B. I really \_\_\_\_\_ (respect) them for coping with their problems.
- A. How about you sir, \_\_\_\_\_ (visit) any of these centres?  
 c. No, but my daughter has.
- A. Really?  
 C. Yes, she \_\_\_\_\_ (volunteer) to work at a center.
- A. Great, would you gentlemen be interested in helping out with the children if you had the chance?  
 C. We sure would.

## Speaking



**In Pairs :** Do the “How did you like it?” activity.

## Listening



Our senses help us do many things. Listen to the situation and tick the senses the people are talking about in each one.

Situation	Senses			
	hearing	sight	taste	touch
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Unit 7

# Friendship

**In this unit, you are going to :**

- talk about friendship.
- talk about how long you have known your friends.
- listen to a conversation about qualities in a friend.
- read about an experience between two friends.
- write a paragraph about a close friend.



## Discussion

## Qualities in a Friend?

- Kind
- Honest
- Easy to talk to
- Thoughtful
- Caring
- Respectful
- Helpful
- Dependable



- What makes a good friend?
- Who is your best friend? Why do you like him/ her?

## Conversation



## A. Listen and practise.

Student : I'm really lucky. I made friends from the first day of school.

Father : Have you ever thought about what friendship means?

Student : It means doing things together.

Father : It is much more than that. Friendship is caring and sharing. True friends are always honest and dependable.

Student : They have to be honest with each other, too.

Father : That's true, but friends have to be careful not to hurt each other's feelings.

Student : Have you ever had such a friend?

Father : Yes, I've been very lucky. I have two true friends.



- B. "A real friend is someone who walks in when the rest of the world walks out"  
Do you agree with this quote? Why?

## Grammar

### Present Perfect

<b>Have you ever thought</b> about friendship?	Yes, I <b>have</b> .	No, I <b>haven't</b>
<b>Have you ever had</b> a true friend?	Yes, I <b>have</b> .	No, I <b>haven't</b>

#### A. Form questions and write answers about yourself.

1. A : help / a friend in trouble \_\_\_\_\_

B : \_\_\_\_\_

2. A : lend / a friend a valuable thing \_\_\_\_\_

B : \_\_\_\_\_

3. A : know / helpful friend \_\_\_\_\_

B : \_\_\_\_\_

4. A : prevent / a friend from doing something bad \_\_\_\_\_

B : \_\_\_\_\_

5. A : fight / with a friend \_\_\_\_\_

B : \_\_\_\_\_

#### B. In Pairs : Ask each other similar questions.

## Listening



#### A. Listen to people talking about important qualities in a friend. Write the qualities.

Speaker (1) \_\_\_\_\_

Speaker (2) \_\_\_\_\_

Speaker (3) \_\_\_\_\_

#### B. In your opinion, whose friend has the best qualities? Why?

**Vocabulary**

**A. Look up the meaning of the following words in the dictionary.**

happy	embarrassed	safe	jealous	worried
neglected	supported	angry	comfortable	hurt

**B. Which of the above feelings are pleasant and which are unpleasant. Write each one under the correct column.**

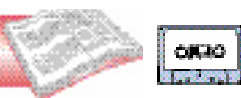
Pleasant	Unpleasant

**C. Write what you feel when you think of :**

Your teacher	Your brother	Your classmate	Your partner

**D. In Groups :** Compare your ideas. Share your notes with a partner and discuss your feelings and reactions.

**Reading**



**A. - What is friendship?**

**- Think of some negative feelings that may damage a relationship.**

## Sometimes Friendship Hurts

When I first met Khalid, I never expected we could become friends. We were so different. I was talkative and social while he was shy and quiet. So, when he took the seat next to mine in class, I thought to myself "What a bore". As I got to know him better, I found him to be really nice, kind and patient. Soon, we became very good friends.



However, after we both joined the school basketball team, things started to change. We spent hours practising together, but the coach liked the way I played better. He advised me to join the local basketball team. This aroused of jealousy in Khalid. He was not happy for me and started to embarrass me and hurt my feelings. naturally, I was very upset.

A few weeks later, something happened that completely ruined our friendship. I was chosen to play in the national basket ball team. When my friends heard the news, they were all happy except for Khalid who was angry and said "You are becoming a real snob."

Our team won the final game. Although everybody was happy and proud of our team, there was feeling of bitterness inside me. Months passed and I moved to a different school. I don't see Khalid any more, but I have much better friends now.

### B. Read the story, then circle the best answer below.

<p>1. "<u>What a bore</u>", means :</p> <p>a. What an interesting person</p> <p>b. What a funny person.</p> <p>c. What a dull person.</p>	
<p>c. honesty</p> <p>2. ruined means :</p> <p>a. fixed</p> <p>b. improved</p>	<p>c. ended</p> <p>3. The friendship between Khalid and the writer ended :</p> <p>a. badly</p> <p>b. happily</p>

c. properly

### C. Different feelings were presented in the story. Arrange them according to the events.

\_\_\_\_\_ anger    \_\_\_\_\_ sadness    \_\_\_\_\_ liking    \_\_\_\_\_ disliking    \_\_\_\_\_ jealousy

### D. In Groups : Discuss what Khalid should have done.

## Conversation



## A. Listen and practise.

Student 1 : How long have you known that?

Student 2 : We've known each other since we were in third grade.

Student 1 : How did you meet?

Student 2 : It was my first day at school. I was feeling uncomfortable. He / She came up, spoke to me and offered to get me something from the canteen. It usually embarrasses me when I meet new people, but I felt happy when he / she spoke to me.

Student 1 : How nice!

Student 2 : Yes. From that day on, we became good friends.

Student 1 : And now you're best friends.



## B. How can we make new classmates and students with special needs feel comfortable?

## Grammar

## Present Perfect : "for, since"

How long have you known Samah?

We've known each other for six years.  
We've known each other since third grade.

A. Complete the sentences. Write since or for in the blanks.

- I haven't seen Khalid \_\_\_\_\_ he left school.
- We haven't seen each other \_\_\_\_\_ a year.
- They have been at our house \_\_\_\_\_ three hours.
- My friend has been here \_\_\_\_\_ 10:30 a.m.

## B. Use the correct form of the verbs between brackets then complete the sentences.

- Rayan and I \_\_\_\_\_ (know) each other since \_\_\_\_\_.
- He moved to Abha with his family last year. I \_\_\_\_\_ (not see) him for \_\_\_\_\_.
- Rayan is coming back today. In fact, I'm at the airport waiting for him.  
I \_\_\_\_\_ (be / wait) for \_\_\_\_\_ hours.
- The plane \_\_\_\_\_ (take off) since \_\_\_\_\_. It's 5:00 p.m. now, but the plane hasn't arrived yet.

## C. In Pairs : Ask your partner how long he/she has done something.

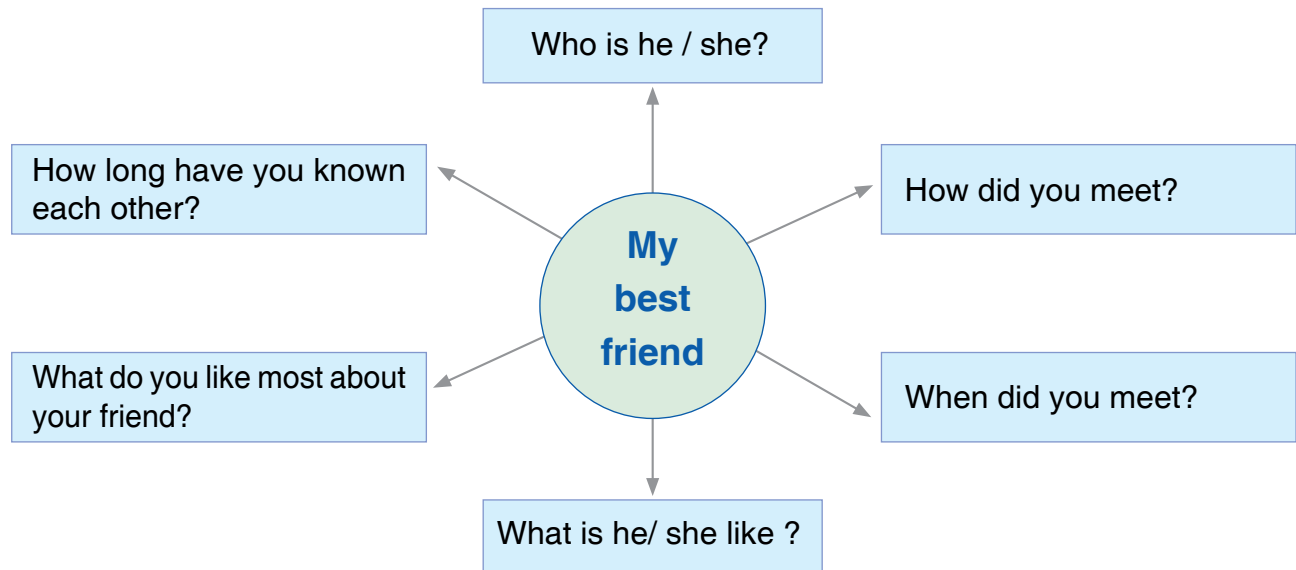


**Writing**



**A. What is your best friend like?**

**B. Look at the web. Answer the questions about your best friend.**



**C. Write a paragraph about your best friend, using your answers.**

A large rectangular area with a light blue dotted background, intended for writing. It features horizontal lines for text and vertical dashed lines on the left and right sides to define the margins. A small blue triangular graphic is located in the bottom right corner.

## Phonics













### Schwa

#### A. Listen and repeat.

We use the schwa sound in words and syllables that are not important as in:

a	asleep	o	melon
e	children	u	cactus
i	pencil		

#### B. 1. Listen and repeat.

<p>camel</p> 	<p>lemon</p> 	<p>ballon</p> 	<p>tiger</p> 
<p>salad</p> 	<p>doctor</p> 	<p>canoe</p> 	<p>zebra</p> 
<p>carrot</p> 	<p>pilot</p> 	<p>elephant</p> 	<p>woman</p> 

2. Listen to the words again. Circle the letters that stand for the schwa sound in each word you hear.

#### C. Listen and circle the letter that stands for the schwa sound.

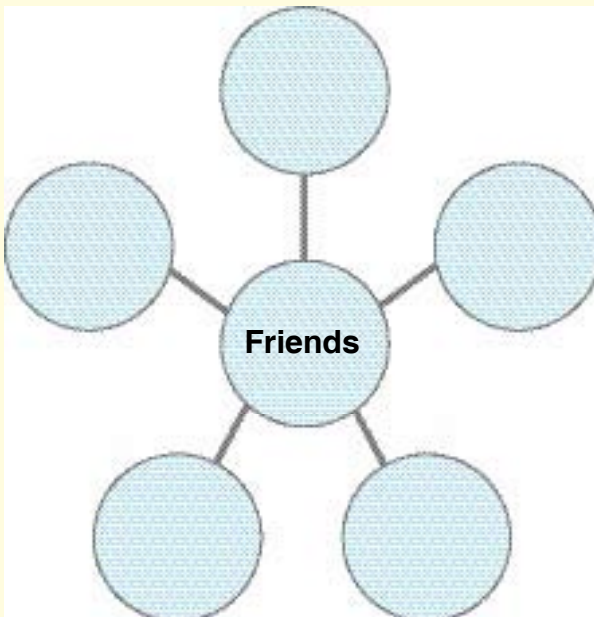
<p>children</p> 	<p>person</p> 	<p>seven</p> <p>7</p>	<p>today</p> 
<p>hospital</p> 	<p>chorus</p> 	<p>breakfast</p> 	<p>letter</p> 
<p>circus</p> 	<p>brother</p> 	<p>sister</p> 	<p>answer</p> <p>5 + 1 = 6</p>

**Grammar Summary**

If Present Perfect				Affirmative answer			Negative answer		
Yes / No questions									
<b>Have</b>	I you they we	<b>ever</b>	<b>met Ahmad?</b>	Yes,	I you they we	<b>have.</b>	No,	I you they we	<b>haven't.</b>
<b>Has</b>	he she				he she	<b>has.</b>		he she	<b>hasn't.</b>

Questions				Answers with Since or For				
<b>How long</b>	<b>have</b>	you they we	<b>known Khalid?</b>	I you they we	<b>have</b>	<b>known him</b>	<b>for</b>	ten years.
	<b>has</b>	he she		he she	<b>has</b>		<b>since</b>	last summer. 1986.

- A. Complete the web with adjectives that describe your friends' qualities.**  
**B. Use the adjectives to write questions using the present perfect.**



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**C. In Pairs :** Ask each other the questions.

**Speaking**

**A. Choosing Friends.**

Look at the people below carefully. Choose two you might make friends with.

Choices for boys



Choices for girls



**B. In small groups :** Explain to one another why you chose these pictures.

**C. What did you learn about yourself from the choices you made?**

Was your choice made because of looks, age, feelings, or other reasons?

**Reading**

**A. Read the poem and give it a title.**

\_\_\_\_\_

**B. The poet compares his friend to four things.**

**Write them down.**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

**C. Compare your friend to something else.**

My friend is like \_\_\_\_\_



## Unit 8

# Revision



## Vocabulary

Answer the riddles.

1. It is like a machine you put food in it and your teeth cuts it up.
2. Air in, air out, it comes and goes through your \_\_\_\_\_.
3. If you can't smell, you can't \_\_\_\_\_.
4. Soft, hard, hot or cold you can't tell without touching with your \_\_\_\_\_.
5. Once you close them darkness will surround your \_\_\_\_\_.
6. Without your ear you just can't \_\_\_\_\_.
7. If you cover your eyes, you will not \_\_\_\_\_.

m	k	t	b	s	a	v	m
o	l	r	n	o	s	e	e
u	t	a	s	t	e	h	m
t	q	t	h	a	n	d	s
h	s	e	y	e	s	c	p
f	u	n	b	h	e	a	r
g	w	p	x	l	s	e	e

## Speaking

**A. In Groups:** Look at the pictures on page 87. Name the problems.

Say how you feel about these problems.

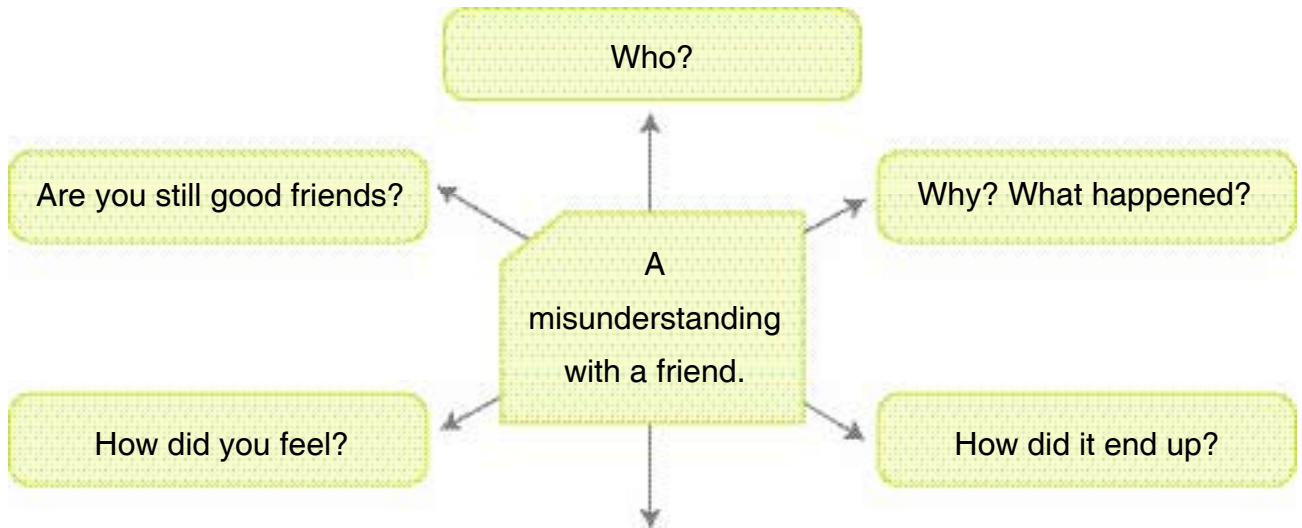
**B.** Write solutions to these problems.

**C.** Share your ideas with other groups use we "want to .../ we expect people to ..."



**Writing** 

**Have you ever had a fight with a friend? Write a paragraph about a situation when you had a misunderstanding with a friend**



Handwriting practice area with 10 horizontal lines and two vertical dashed lines on the left and right sides.

**Vocabulary**

Complete the sentences below with suitable adjectives.

1. If my friends talk about me behind my back,

I would feel \_\_\_\_\_.

2. We always feel \_\_\_\_\_

when our teachers tell us off in front of others.

3. Her face often turns red when

she gets \_\_\_\_\_.

4. Maha likes to meet new people and make

friends. She is \_\_\_\_\_.

5. I always laugh when my friend is around. She is so \_\_\_\_\_.

6. Before a test, I can't sleep. I feel \_\_\_\_\_.

**Speaking**

**In Groups :** Play “ Jigsaw Mischief ”.

## Reading



## The Ozone Layer

Ozone is a natural gas, similar to oxygen, which forms a layer around the earth. The ozone layer plays an important role in protecting life on our planet. It acts like a natural filter against the harmful UV rays of the sun. If these rays reach Earth, people will face serious health problems such as skin cancer, eye diseases, and weaker bodies. Animals and crops will suffer, too.

Unfortunately, the ozone layer is being reduced by chemicals we use everyday in refrigerators and air conditioners. There is already a large hole in the ozone layer over the South Pole. If we continue to use such chemicals, the hole will become bigger and the ozone layer will get thinner.

Countries around the world have recognized the danger of the ozone problem. They have agreed to reduce the production and use of harmful chemicals. You can participate in protecting the ozone layer. Don't overuse household cleaners, hairsprays, or products that can result in releasing chemicals into the air.

### A. From the text, find a word which has the same meaning as :

1. paragraph 1: a poisonous gas found around the earth \_\_\_\_\_.
2. paragraph 1 : keeping from harm or danger \_\_\_\_\_.
3. paragraph 2 : making less \_\_\_\_\_.
- .
4. paragraph 3 : causing damage \_\_\_\_\_.

### B. Match the sentences in A to their sentences that have the same meaning in B.

A	B
1. It is being reduced by chemicals.	<input type="checkbox"/> This layer is becoming thinner because of chemicals.
2. Ozone protects life on our planet by acting like a filter.	<input type="checkbox"/> This gaseous layer is important because it stops harmful rays from coming to the earth.
3. Countries all over the world have agreed to reduce production of harmful chemicals.	<input type="checkbox"/> Governments all over the world have decided to lessen the making of damaging chemicals.

**Grammar**

**A. Put the following adverbials in the correct column.**

yesterday    two days ago    yet    never    since    in 2001  
 on Monday    last month    since morning    June    for a week    already

Used with Past Tense	Used with Present Perfect

**B. Form three sentences, using some of the words or phrases in the box.**

---



---



---



---



---

**Speaking**



**In Groups :** Play " What makes a good friend "

## Reading



A. Read the a, b, c, of friendship, then answer the questions.

## A Friend

Accepts you as you are.	Believes in you.
Calls you just to say "Hi".	Doesn't give up on you.
Encourages you all the time.	Forgives your mistakes.
Gives unconditionally.	Helps you.
Invites you over.	Just be with you.
Keeps you close to heart.	Loves you for what you are.
Makes a difference in your life.	Never judges you.
Offers support.	Picks you up.
Quits your fears.	Raises your spirit.
Says nice things about you.	Tells you the truth.
Understands you.	Values you .
Walks beside you.	(X)-plains things you don't understand.
Yells when you won't listen.	Zaps you back to reality.

B. Put true ( T ) or false ( F ), then correct the false sentences.

1. A friend who gives unconditionally is generous. ( )
2. A talkative friend is the one who tells you the truth. ( )

C. 1. Answer the questions.

How would you like your friend to be? (Put the qualities in order, the most important first)

2. Compare your answer with a partner.

D. Which letters stand for these qualities. (more than one answer if possible)

- \_\_\_\_\_ stands by you.
- \_\_\_\_\_ doesn't expect anything from you.
- \_\_\_\_\_ doesn't talk about you behind your back.
- \_\_\_\_\_ gives you advice.

**Language Function**

**A. Complete the conversation.**

Students 1 : How long have you known Khalid / Maha?

Students 2 : \_\_\_\_\_.

Students 1 : Are you close friends?

Students 2 : \_\_\_\_\_.

Students 1 : What is he / she like?

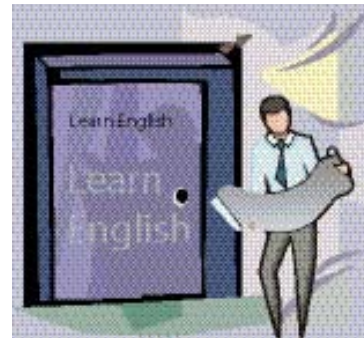
Students 2 : \_\_\_\_\_.

Students 1 : He / She seems to be \_\_\_\_\_.

Students 2 : \_\_\_\_\_.

Students 1 : \_\_\_\_\_ would you like to meet him / her?

Students 2 : \_\_\_\_\_.



**B. Choose the correct reply or completion.**

<p>1. Have you ever used sign language?</p> <p>a. Have you? b. I have some. c. Yes, I have.</p>	<p>2. I love to watch the rain.</p> <p>a. It is so beautiful. b. It is noisy. c. We get very wet.</p>
<p>3. What can we do about land pollution?</p> <p>a. Pollution is a big problem. b. We plan to throw less garbage. c. Scientists promise to find solutions.</p>	<p>4. How long have you known your friend?</p> <p>a. I have two friends. b. Since 2001. c. Yesterday.</p>



## Speaking



**In Groups** : Play “Save the Planet” game.

## Listening



**A. Two teams are giving their ideas for reducing pollution to their teacher. Listen and write the ideas.**

Idea	agree	disagree
1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>

**B. Listen again then tick to show if you agree or disagree.**

## Grammar

**Underlined the correct form of the verbs between brackets.**

1. My grandmother (lived - has lived) in a tent when she was young.
2. Now she (live - lives) with us in the city.
3. My grandmother does not like to use modern inventions.  
She (did not wash - has never washed) her clothes in a washing machine.
4. She (likes - liked) washing them by hand.
5. In the past, she (makes - made) her coffee on an open.
6. She (has never watched - didn't watch) TV.
7. She (has listened - listened) to the radio only.

## **Appendix A**

# **Activities**

# Unit 1 / Lesson 4

## Speaking

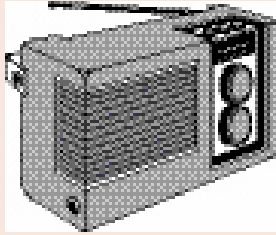
How are you going to learn new vocabulary and their spelling?



What are you going to do to improve your reading?



What are you going to do to say new words correctly?



What are you going to do improve English?



Where are you going to learn English?



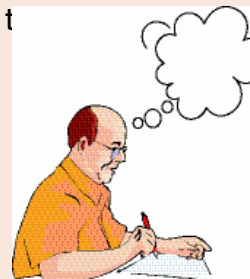
How are you going to improve your writing skills?



What are you going to do to become a good listener?



What are you going to do to remember t



**Unit 2 / Lesson 4**  
**Speaking**

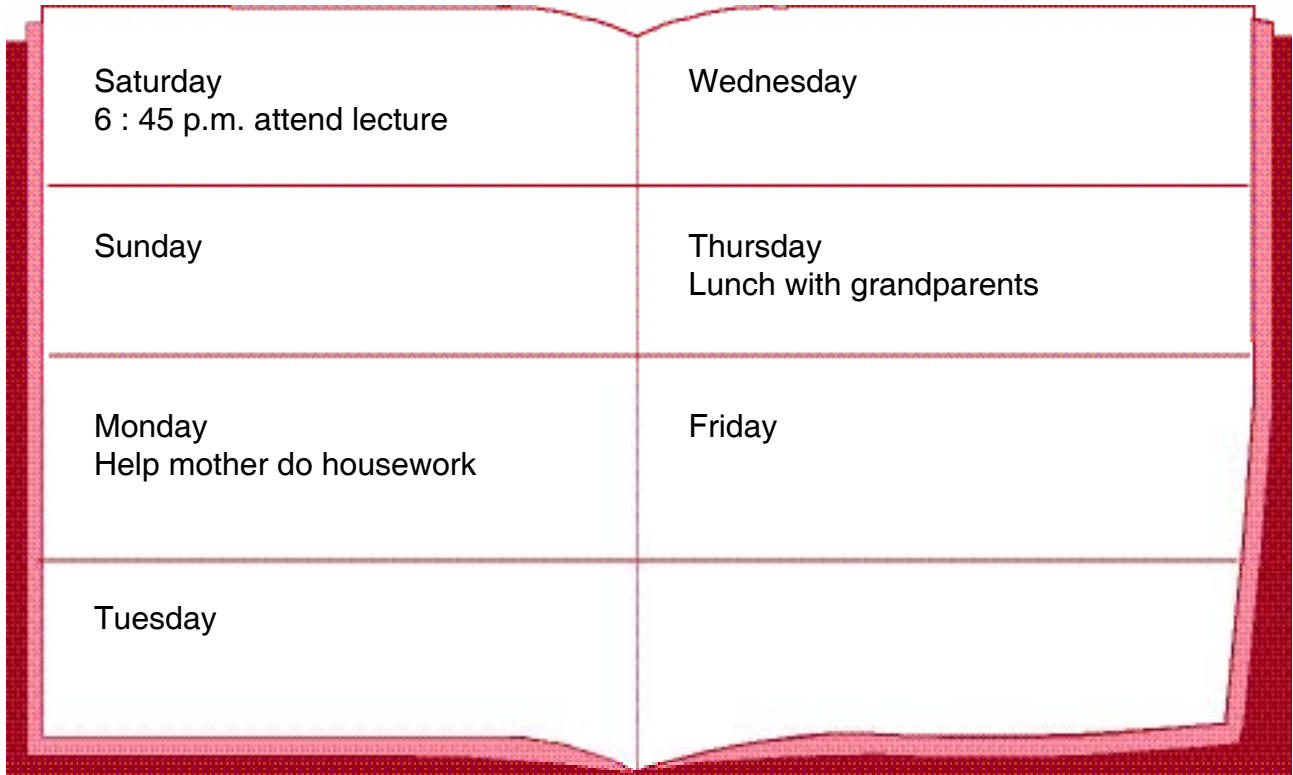
**Student A.**



To suggest, say	To accept, say	To refuse, say
Let's .....	That's a good idea.	I don't think I can.
Why don't we ....	Sounds great.	I'm sorry. I can't, because
What / How about ...	I'd love to.	I'd love to, but .....
		It's a great idea, but ....

**Unit 2 / lesson 4**  
**Speaking**

**Student B.**



To suggest, say	To accept, say	To refuse, say
Let's .....	That's a good idea.	I don't think I can.
Why don't we ....	Sounds great.	I'm sorry. I can't, because
What / How about ...	I'd love to.	I'd love to, but .....
		It's a great idea, but ....

**Unit 3**  
**Lesson 4**

# Before you leave

**You're going on a trip to the moon.  
How would you spend your last day on Earth?**

You	Questions	Your partner name : _____
I'd go _____ ?	_____ _____	_____ _____
I'd eat _____ ?	_____ _____	_____ _____
I'd listen to _____ ?	_____ _____	_____ _____
I'd watch _____ ?	_____ _____	_____ _____
I'd play _____ ?	_____ _____	_____ _____
I'd visit _____ ?	_____ _____	_____ _____
I'd _____ ? _____	_____ _____	_____ _____
I'd _____ ? _____	_____ _____	_____ _____
And I'd put _____ ? _____	_____ _____	_____ _____
in my suitcase!		











**Unit 4**  
**Lesson 3**

# Holiday Prize

You have won a ten-day activity holiday on the Jewel Island. Plan your holiday and make notes in the table you have prepared. Find out your partner's plans and note them in your table.











-  Fishing
-  deep-sea diving
-  skiing
-  sailing
-  mountain climbing
-  water skiing
-  golfing
-  horse-riding

Are you going to be in any places on the same day so that you can meet? If not, change your plans. Then, plan your time and what you are going to do together.



You have won a ten-day cultural holiday on the Jewel Island. Plan your holiday and make notes in the table you have prepared. Find out your partner's plans and note them in your table.



-  castle
-  fountain
-  caves
-  nature reserve
-  art gallery
-  museum
-  mosque
-  palace

Are you going to be in any places on the same day so that you can meet? If not, change your plans. Then, plan your time and what you are going to do together.



## Unit 6

### Lesson 4

Student A, ask student B to express his / her feelings and opinion about his / her past experience.

Student A :

**see** / waterfall / volcano / an elephant bathe / fireworks

**eat** / snails / lobsters / shrimps / sushi / raw fish

**draw** / your father's hands / a house / a scene / world map

**break** / a window / armchair / mirror / an expensive vase

**bake** / a cake / cookies / ice cream cake / fruits

**catch** / a rabbit / fish / a squirrel / a frog

**listen to** / Islamic songs / people quarreling / broken car engine

E.g.

Student 1 : Have you ever....?

Student 2 : Yes, I have.

Student 1 : How did you like it?

Student 2 : It tasted / felt / sounded / smelled / looked

## Unit 6

### Lesson 4

Students B, ask student A to express his / her feelings and opinion about his / her past experience.

**Student B :**

**have** / spicy food / fried ice cream / fried chocolate

**hear** / an owl / thunder / earthquake / the ocean

**cook** / sausages / dried fish / B.B lamb (Kouzi) / goat's stomach

**wear** / fur coat / rain coat / leather clothes / wooden watch

**ride** / hot air balloon / motorbike / helicopter / banana boat

**buy** / a car / cell phone / digital camera / jet ski

**E.g.**

Student 1 : Have you ever....?

Student 2 : Yes, I have.

Student 1 : How did you like it?

Student 2 : It tasted / felt / sounded / smelled / looked

# Unit 8

## Lesson 1

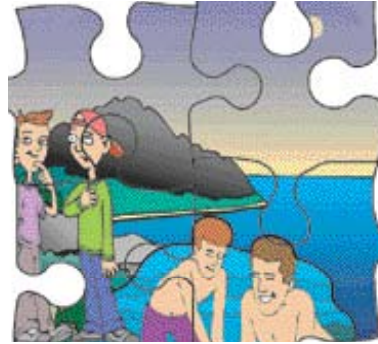




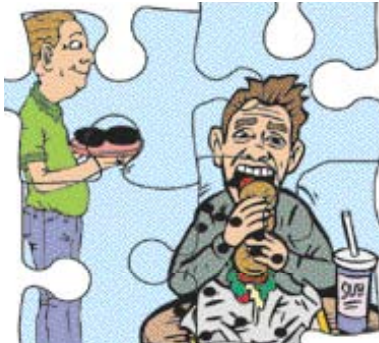
**Unit 8**  
**Lesson 2**



**You have talked about a friend.**



**You have polluted the sea.**



**You have touched food with dirty hands.**



**You have felt jealous of your friend.**



**You have listened to people without permission.**



**You have smelt food.**



**You have made a lot of.**



## Unit 8

### Lesson 3



# What makes a good friend?

	Your ranking	Group ranking	Class ranking
1. Someone who always listens to your problems.			
2. Someone who will keeps a secret.			
3. Someone who gives you a good advice.			
4. Someone who gets on well with your other friends.			
5. Someone your family likes and approves of.			
6. Someone who shares your interests.			
7. Someone who will always tells you the truth.			
8. Someone who has the same background as you.			
9. Someone you meet frequently.			
10. Someone who finds the same things funny.			
11. Someone of similar intelligence to you.			
12. Someone who thinks you are wonderful.			
13. Someone who considered to be nice-looking.			



# Unit 8

## Lesson 4

Problems	Solutions
Weather hotter or colder	Make a hand out about pollution. 
More diseases	Avoid causes of air pollution.
Dead fish	Use glass not plastic.
More noise	Less use of cell phones.
Smoke covers the sky	Punish noisy neighbours.
The hole in the ozone layer becomes bigger	Walk or use bicycle not cars.
Factories dump their garbage in rivers.	Plant more trees.
Streets are full of garbage.	Cars run without petrol.
No more landfills.	People stop smoking.
	There are more recycling plants.
	Punishing factories' owners.
	Pick litters from streets.
	Reusing things, start recycling.
	Use ozone friendly sprays. 



## **Appendix B**

# **Vocabulary & Expressions**

# Words / Language Functions

## Unit : 1 'Learning Tools'

Nouns	Verbs	Others	Functions and expressions
definition dictionary plan planner pronunciation syllables tools web	improve organize proofread review summarize	entry word graphic organizer guide words part of speech	<p><b><u>Talking about learning strategies :</u></b></p> <ul style="list-style-type: none"> <li>- How can I .....</li> <li>- Start by ..... + ing ....</li> <li>- You can / could / should</li> <li>- That's a good idea.</li> <li>- I'll try that.</li> </ul> <p><b><u>Talking about definite plans :</u></b></p> <ul style="list-style-type: none"> <li>- What is he / she going to do tonight / tomorrow?</li> <li>- He / She is going to ....</li> <li>- What are they / you doing next week?</li> <li>- They are ..... next week.</li> <li>- Is he / she going to .... next year?</li> <li>Yes, he is.</li> <li>No, he isn't.</li> </ul>



## Unit : 2 'Making Plans'

Nouns	Verbs	Adjectives	Functions and expressions
planner career a walk visa response future museum trip	stay pick up accept refuse perform beautify plan arrange abroad	famous	<p><b><u>Talking about possible plans / making quick decision :</u></b></p> <ul style="list-style-type: none"> <li>- What / When are you going to.....?</li> <li>    I think I'll ....</li> <li>    I guess I'll ...</li> </ul> <p><b><u>Making Suggestion and Responding :</u></b></p> <ul style="list-style-type: none"> <li>- Why don't ....</li> <li>- How / What about ....</li> <li>- Let's ....</li> <li>- That's a good idea.</li> <li>- Sounds great.</li> <li>- I'd love to, but ....</li> <li>- I'm sorry, I can't because ....</li> </ul>



## Unit : 5 'Save Our Planet'

Nouns	Verbs	Adjectives	Functions and expressions
environment conservation pollution energy planet garbage rubbish dump smoke problem solution factory waste resources land landfill pesticides	pollute litter recycle agree allow permit require force encourage intend decide plan	warm noisy	<p><b><u>Talking about problems and stating plans and intentions to solve a problem :</u></b></p> <ul style="list-style-type: none"> <li>- What is the problem? .....</li> <li>- We intend to .....     plan to .....</li> <li>- One thing to do is .....</li> </ul> <p><b><u>Directing others to do something :</u></b></p> <ul style="list-style-type: none"> <li>- I'd like you to / want you to / expect to .....</li> </ul>

## Unit : 6 'The Senses'

Nouns	Verbs	Adjectives	Functions and expressions
<p>senses smell taste touch fun</p>	<p>taste touch smell see hear look enjoy love hate prefer feel</p>	<p>bored tight light safe hard fresh sour rough bitter salty bright rotten loud awful delicious internal external</p>	<p><b><u>Expressing feelings and opinions :</u></b>            - I like .....            hate ....            enjoy .....            - It smells / tastes / sounds .....</p> <p><b><u>Talking about Sign Language :</u></b>            - Have you ever used ....?            Yes, I have / Yes I've .....            No, I haven't.</p>

## Unit : 7 'Friendship'

Nouns	Verbs	Adjectives	Functions and expressions
qualities joy misery	fight	thoughtful respectful caring helpful dependable lucky sensitive pleasant unpleasant jealous hurt worried embarrassed supported neglected brave intelligent sensitive	<p><b><u>Talking about Friendship :</u></b></p> <p>- Have you ever .....</p> <p>Yes , I have.</p> <p>No, I haven't.</p>

## **Appendix C**

# **Irregular Verbs & Spelling Rules**



## ***Irregular Verbs***

<b><i>Present</i></b>	<b><i>Past</i></b>	<b><i>Participle</i></b>	<b><i>Present</i></b>	<b><i>Past</i></b>	<b><i>Participle</i></b>
(be) am/is/are	was / were	been	read	read	read
buy	bought	bought	ride	rode	ridden
come	came	come	run	ran	run
cut	cut	cut	sell	sold	sold
drive	drove	driven	set	set	set
fall	fell	fallen	sit	sat	sat
feel	felt	felt	sleep	slept	slept
get	got	got	speak	spoke	spoken
give	gave	given	spend	spent	spent
grow	grew	grown	take	took	taken
hear	heard	heard	teach	taught	taught
keep	kept	kept	tell	told	told
lose	lost	lost	think	thought	thought
put	put	put	wear	wore	worn
quit	quit	quit	write	wrote	written

## ***Pronunciation of Regular Past Forms***

<i>with /d/</i>	<i>with /t/</i>	<i>with /id/</i>
studied	worked	invited
stayed	watched	visited

## Spelling rules

A	Plural nouns
1. <i>Most words just add -s.</i>	
1 pen	2 pens
1 apple	6 apples
1 room	10 rooms
2. <i>Words with -s, -ch, -sh and -x add -es.</i>	
1 box	2 boxes
1 bus	3 buses
1 sandwich	10 sandwiches
1 crash	4 crashes
3. <i>Words with consonant + -o add -es.</i>	
20 potatoes	
10 tomatoes	
1 potato	
1 tomato	
4. <i>Words with consonant + -y change to -ies.</i>	
2 families	
8 libraries	
9 stories	
1 family	
1 library	
1 story	
5. <i>Words with -f change to -ves.</i>	
6 knives	
2 wives	
1 knife	
1 wife	
6. <i>These words have no -s.</i>	
2 children	
10 men	
20 feet	
1 child	
1 man	
1 foot	

B	Comparatives	
1. <i>Most words just add -er and -est</i>		
long	longer than	the longest
cold	colder than	the coldest
fast	faster than	the fastest
2. <i>Most words with silent-e add -r and -st</i>		
wide	wider than	the widest
late	later than	the latest
white	whiter than	the whitest
3. <i>Some words double the last letter.</i>		
big	bigger than	the biggest
fat	fatter than	the fattest
hot	hotter than	the hottest
sad	sadder than	the saddest
4. <i>Words with consonant + -y change to -ier and -iest.</i>		
happy	happier than	the happiest
noisy	noisier than	the noisiest
thirsty	thirstier than	the thirstiest
windy	windier than	the windiest

<b>C Verbs</b>		
<b>adding-s</b>	<b>adding -ed</b>	<b>adding -ing</b>
<p>1. Most words just add <b>-s</b></p> <p>eat            eats arrive        arrives</p>	<p>1. Most words just add <b>-ed</b>.</p> <p>clean            cleaned repeat            repeated</p>	<p>1. Most words just add <b>-ing</b></p> <p>laugh            laughing drink             drinking</p>
<p>2. Word with <b>-y</b> change to <b>-ies</b>.</p> <p>fly                flies study             studies worry             worries</p>	<p>2. Word with Silent <b>-e</b> add <b>-d</b>.</p> <p>smile             smiled revise            revised use                used</p>	<p>2. Word with silent <b>-e</b> take off the <b>e</b> and add <b>-ing</b>.</p> <p>take                taking score                scoring change             changing</p>
<p>3. Words with consonant + <b>-ch, -ss, and -sh</b> add <b>-es</b>.</p> <p>teach             teaches cross             cross<b>es</b> finish             finishes</p>	<p>3. Words with <b>-y</b> change to <b>-ied</b></p> <p>carry                carried study                studied worry                worried</p>	<p>3. Some words double the last letter.</p> <p>sit                    sitting swim                 swimming stop                  stopping</p>
	<p>4. Some words double the last letter.</p> <p>stop                stopped travel              travelled</p>	

<b>D Adverbs</b>	
<p>1. Most words just add <b>-ly</b>.</p> <p>quick                quickly safe                  safely slow                 slowly</p>	<p>2. Words with <b>-y</b> take off the <b>-y</b> and add <b>-ily</b>.</p> <p>happy                happily heavy                heavily hungry                hungrily thirsty                thirstily</p>

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

## استبانة تقويم كتاب

مشرف/ة تربوي/ة	معلم/ة	ولي أمر التلميذ/ة
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المؤهل الدراسي : \_\_\_\_\_  
التخصص : \_\_\_\_\_

نأمل التكرم بالإجابة عن بنود الاستبانة وذلك بوضع علامة ( ) أمام كل بند في حقل التقدير المناسب كما في المثال التالي :

العبارة	ممتاز	جيد جداً	حد	مقبول	ضعيف
تنوع موضوعات الكتاب وكفايتها					

في المثال السابق وضعت علامة ( ) في حقل جيد وهذا يعني أن موضوعات الكتاب متنوعة وكافية بتقدير جيد ، وهكذا ...



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## أوّلاً - محتوى الكتاب ومادته

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١	تحقيق المحتوى أهداف المادة .					
٢	ملاءمة لغة الكتاب مستوى التلميذ/ة .					
٣	ترسيخ المحتوى القيم الدينية .					
٤	تنوع موضوعات الكتاب وكفايتها .					
٥	اتصال المادّة بخبرات التلميذ/ة .					
٦	تركيز الكتاب على إكساب التلميذ/ة خبرات جديدة .					
٧	اتصال المادّة بمشكلات التلميذ/ة .					
٨	تضمين الكتاب معلومات المادّة وحقائقها الأساسية .					
٩	جذب أسلوب الكتاب اهتمام التلميذ/ة .					
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١١	كفاية الأسئلة في مساعدة التلميذ/ة على استيعاب مادة الكتاب .					
١٢	كفاية الأسئلة في استثارة تفكير التلميذ/ة .					
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١٤	مناسبة الأسئلة مستوى التلميذ/ة الصّفّ .					
١٥	دقّة صياغة الأسئلة ووضوحها .					
١٦	مراعاة الأسئلة الفروق الفردية بين التلميذات .					
١٧	الأسئلة بشكل عامّ .					



### ثالثاً - شكل الكتاب وإخراجه

م	العبرة	ممتاز	جيد جداً	جيد	مقبول	ضعيف
١٨	نوعية ورق الكتاب.					
١٩	لون ورق الكتاب .					
٢٠	متانة تجليد الكتاب .					
٢١	مناسبة المسافات بين الأسطر في صفحات الكتاب .					
٢٢	مناسبة المسافات بين الكلمات .					
٢٣	مناسبة حجم الخطّ الطباعيّ المستخدم .					
٢٤	الكتاب وإخراجه بشكل عامّ .					

### رابعاً - أسئلة عامة

م	العبرة	نعم	لا
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لوزارة التربية والتعليم

بالمملكة العربية السعودية



Kingdom of Saudi Arabia  
Ministry of Education  
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# *Say It In English*

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