MEGA

GOAL 2

MANUEL DOS SANTOS

JILL KOREY O'SULLIVAN

ELI GHAZEL - DANAE KOZANOGLOU

Mc Graw Hill

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MegaGoal 2 Student Book

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Scope and Sequence

	Unit Title	Functions	Grammar
	Connect **Pages 2–5**	Express opinion, feeling and preference Agree and disagree Ask for and give information and instructions Warning and advice	*Had better* Recycling/using familiar verb forms, prepositions, modifiers, inversion, conditionals
1	Connected by Technology **Pages 6–19**	Ask for clarification and confirm Discuss using technology for communication Talk about personality characteristics	Auxiliary verbs: *do*, *have*, *be* The comparative and superlative Needs to be done; have/get something done Past participles as adjectives
2	Crime Doesn't Pay **Pages 20–33**	Discuss crime and punishment Read and discuss newspaper articles Explain steps in a process	The passive Past perfect and past perfect progressive Simple past tense: *be*, regular and irregular verbs *Used to* and *would* Past progressive tense
3	Far and Away **Pages 34–47**	Talk about travel experiences and travel dreams Discuss hotels and services Make and decline special requests	Adverbs of degree Sentence adverbs Future with *be going* to and *will* Information questions Present progressive
	EXPANSION Units 1–3 **Pages 48–53**	**Language Review** **Reading:** Computer Viruses: A Headache for Humans **Language Plus:** Words ending with *load*	
4	TV Around the World **Pages 54–67**	Discuss types of TV programs Express and explain preferences Express certainty Talking about festivals	Direct and indirect objects *To* and *for* before indirect objects Articles Adjective clauses and relative pronouns Relative pronouns as subjects and objects
5	Working 9 to 5 **Pages 68–81**	Talk about jobs Ask for favors, make requests and ask for information Express obligation, necessity and lack of necessity	Subjunctive *I'd like you* + infinitive / *I want you* + infinitive Tag questions
6	Going Green **Pages 82–95**	Evaluate how "green" you are Discuss ways to be environmentally responsible Make suggestions Express preferences with *I'd rather*	Gerunds after verbs Infinitives after verbs Simple present tense versus present progressive Conditional sentences with present and future forms
	EXPANSION Units 4–6 **Pages 96–101**	**Language Review** **Reading:** The Psychology of Color **Language Plus:** Idioms with Colors	

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Listening	Pronunciation	Reading	Writing
Listening for fact, speaker attitude, relationship			
Listen for specific details about a cell phone bill	Syllable stress on numbers	Amazing Internet Connections	Write an essay comparing ways of socializing and state your preference Write about and evaluate things you can do on the Internet (Project)
Listen for specific details in a lecture on safety	Linking adjacent consonant sounds	Crime Puzzles	Write a story for a newspaper or web article Research and write about Famous Crimes, Frauds, or Blunders (Project)
Listen for specific details about packing for a trip	Stress on compound nouns	Ecotourism: See the World While Saving It	Write a letter about places to visit in Saudi Arabia Research and make a poster promoting ecotourism in your country (Project)
	Tools for Writing: Capitalization **Writing:** Write about a problem or difficult situation you have experienced		
Listen for specific information about a game show	Reduction of *going to* and *want to*	A Brief Overview of the History of Television	Write a book review Write, direct, and film your own TV episode (Project)
Listen for specific information about a survey on job satisfaction	Syllable stress on words ending with *-tion*, *-cian*, and *-sion*	You Do *What* For a Living?	Write about an unusual job that you might like to have Research and write a presentation on Great Jobs and Careers (Project)
Listen for specific information about glass recycling	Thought groups	Living Off The Grid	Write a letter to a newspaper Design and make posters promoting "Going Green" in your school
	Tools for Writing: Common Errors with Prepositions **Writing:** Write about cultural meanings of color, symbols, customs, or gestures		

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Scope and Sequence

	Unit Title	Functions	Grammar
	Reconnect **Pages 102–105**	Express personal view/objective comment, enthusiasm/regret/wishes/strong agreement Talk about advantages/disadvantages, possibility/necessity/consequence/result, relate past to present, size/characteristics, make deductions about past/present, report statements/questions/thoughts, focus on action	Recycle familiar verb forms, simple present/narrative, connectors and modifiers, passive forms, *would –hypothesis*, progressive forms, *have something done*, modals
7	There's No Place Like Home **Pages 106–119**	Talk about your home Describe things you are looking for Words connected with directions for places Expressing requests, offers, promises, warnings; making decisions	Adjective order *Too* and *enough* Discuss quotes and feelings about home
8	The Sporting Life **Pages 120–133**	Talk about the Olympics Talk about sports and athletes Encourage and express confidence in someone Explain steps in a process or game	Gerunds as subjects Superlative + present perfect Present Perfect Progressive versus present perfect simple Time expressions: *How long ...?* Adverbs of manner Comparative forms and structures with adjectives and adverbs
9	Laugh Out Loud **Pages 134–147**	Talk about humor Explain consequences with comparatives Tell and respond to jokes Expressing wishes, regret and criticism	Past and present participial adjectives *Get* + adjective; *Get* + past participle *The...the...* comparatives *Such...that/ so...that* *Can't, could, couldn't, must, may,* or *might*
	EXPANSION Units 7–9 **Pages 148–153**	**Language Review** **Reading:** Can You Believe They Believed It? **Language Plus:** Idioms about sports	
10	You Are What You Eat **Pages 154–167**	Talk about food myths Discuss eating habits Offer, accept, and decline food and drink	Phrasal verbs Separable and nonseparable phrasal verbs Three-word phrasal verbs Count/noncount nouns Expressions of quantity: *some/any, few, little, a lot of, much/many, enough* *Would like* Words connected with recipes Sequence words: *First, then, after that, finally*
11	Amazing Animals **Pages 168–181**	Talk about animals and their behavior Ask for advice Give advice	Passive modals The passive with reporting verbs Adjectives *All/both/neither/none; Both...and.../neither... nor.../either...or...*
12	What Would You Do? **Pages 182–195**	Talk about ethics and morals Discuss ethical dilemmas Give opinions	Present hypothetical conditionals versus past hypothetical conditionals Implied conditionals *As if/As though* for unreal situations Future progressive and future perfect Time expressions for the future: by the year, this time tomorrow *Used to* versus *be used to* *Was/were going to*
	EXPANSION Units 10–12 **Pages 196–201**	**Language Review** **Reading:** Mind Over Matter **Language Plus:** Idioms with *mind*	

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Listening	Pronunciation	Reading	Writing
Listen for specific information Listen and identify language/ questions in discourse/interview	Recycle and use familiar stress, intonation patterns, identify falling/ rising intonation patterns and effects, e.g. enthusiasm, regret		
Listen for specific details about renting an apartment	Stress on two-syllable nouns and verbs	Vision 2030 Kingdom of Saudi Arabia	Write a description of a home Research and write about different types of houses in the world; prepare a poster or PowerPoint presentation (Project)
Listen to profiles of Olympic athletes for specific details	Voiced and voiceless *th*	A Country Born on Skis	Write an email giving complex instructions on a sport or other recreational activity Research and write about the most popular Olympic sporting events; prepare a poster (Project)
Listen for specific information about animals' ability to laugh	The *b* and *v* sounds	Laughter Really Is the Best Medicine	Write short messages Write a scene from a TV sitcom Research and write about a funny scene from a sitcom or film; prepare a Power-Point presentation (Project)
	Tools for Writing: Avoiding wordy sentences **Writing:** Write about a hoax		
Listen for sequence in the process of making a chocolate bar	Stress on two-word and three-word phrasal verbs	Accidental Food Discoveries	Write a description of a memorable event Research and write about snacks and desserts in the Arab world; prepare a PowerPoint or poster presentation (Project)
Listen for specific information about horse training	The *y* and *j* sounds	Animal Heroes	Write about a type of animal Research and write about animals in the Arab world; prepare a poster presentation (Project)
Listen for specific details about mountain rescues	Stress on content words and function words	Peeking into Our Medical Future	Write a personal narrative about an important decision that has impacted your life Research ground-breaking treatment and procedures in Saudi Arabia; prepare a PowerPoint presentation (Project)
	Tools for Writing: The definite article and generalizations **Writing:** Write about a new technology		

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Connect

1 Listen and Discuss

Read the texts below and match each one with the correct heading. Write in the blank.

Technology
TV Around the World
Unusual Buildings
Working Days
Ecotourism
Going Green



The paper vs. eBook debate, which has been going on for several years, does not seem to serve any real purpose. Digital has become an integral part of life; so much so, that we fail to notice it. Hard copies, on the other hand, are still available, but for how long?



The Makkah Clock Royal Tower is among the top tallest buildings in the world. The clock face is large enough to be seen from 25 kilometers away. Have you seen it?



Ecotourism allows travelers to observe and experience life and culture in a natural and often undisturbed location that lends itself to activities like hiking, climbing, rafting etc. This type of tourism often provides funds for conservation and contributes to the development of the local economy. Would you be interested in this type of travel?



Cable television is gradually being replaced by the Internet. Recent research indicates that a substantial number of cable subscribers in their late twenties to mid-thirties are planning to discontinue their cable TV subscriptions. On-demand viewing appeals a lot more to people who want to watch a show of their choice at a time that suits them best. What is your view?

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It is not unusual for working people to complain about having to follow the same routine day in and day out. Come retirement time, however, a great number of them feel lost and suffer physically and psychologically through the absence of the same routine. Why do you think this happens?



Climate change has been a critical issue in recent years due to its destructive consequences caused by natural disasters, such as storms, hurricanes, flooding and landslides. Deciding to "go green" has presented a dilemma for countries which have to choose between immediate economic growth and greener policies. This has delayed timely action and prevented the implementation of "green" measures that can contribute to the reduction of carbon emissions. What is your view?

2 Pair Work

Answer the question at the end of each text and discuss. Express your opinion and agree or disagree. Use phrases from the box.

Expressing Opinion/ Feeling/ Preference - Agreeing/ Disagreeing
What do you think of ...? I think it's interesting / an amazing achievement.
What's your view on ...? I'm not sure. I can see why ... but I can't see eye to eye with ...
Don't you think it's an interesting / original ...? No, not really.
We're on the same page here.
I see your point but ... / I have no doubt that your view is valid, but I personally feel that...
I admire people who ... but I can't see myself doing it.
Which would you choose? I prefer... / I think I'd opt for ... / go for (conventional travel).

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3 Conversation

Listen and practice reading the conversation in pairs. Then act it out.

Librarian: Can I help you?
Hashim: Could you please tell me where I can find biology books and research documents?
Librarian: What exactly are you looking for?
Hashim: It's about a science project and I need to gather information, in order to create a timeline for biological research over the last 60 years or so.
Librarian: I see. That must be interesting. It can't be easy to collect all the information and choose the key items you need but I'm sure you'll manage. Go to aisle 5 and look up the biology section. I'm sure you'll find what you need.
Hashim: I hope so. Thanks for your help.
Librarian: One more thing! The research documents are in the reference section. You have to sign and get a key. You can look up what you need and read documents in the reference section, but you mustn't take anything out.
Hashim: Can I photocopy any pages?
Librarian: You'll have to check with me first. You are not allowed to photocopy old manuscripts.
Hashim: I understand. Thanks again.

(an hour later)

Ali: I've noticed you have to use a whole pile of books. Are you doing research?
Hashim: Yes, I'm trying to. But I'm not sure I can do it within the deadline. I'll need to spend days in the library, reading and making notes.
Ali: Don't you worry! Of course you'll make it. It seems impossible at first but you get used to it. Would searching online or using eBooks help?
Hashim: That would be awesome but all the computers are taken.
Ali: No, not really. How about using this one? I'm just about to leave.
Hashim: Are you sure?
Ali: Absolutely. I'll let the librarian know on my way out. You'd better move over right away before someone else takes it. Here, I'll help you move your things.
Hashim: Thanks a lot. I owe you big time!
Ali: Not, at all. I'm sure you'd do the same!

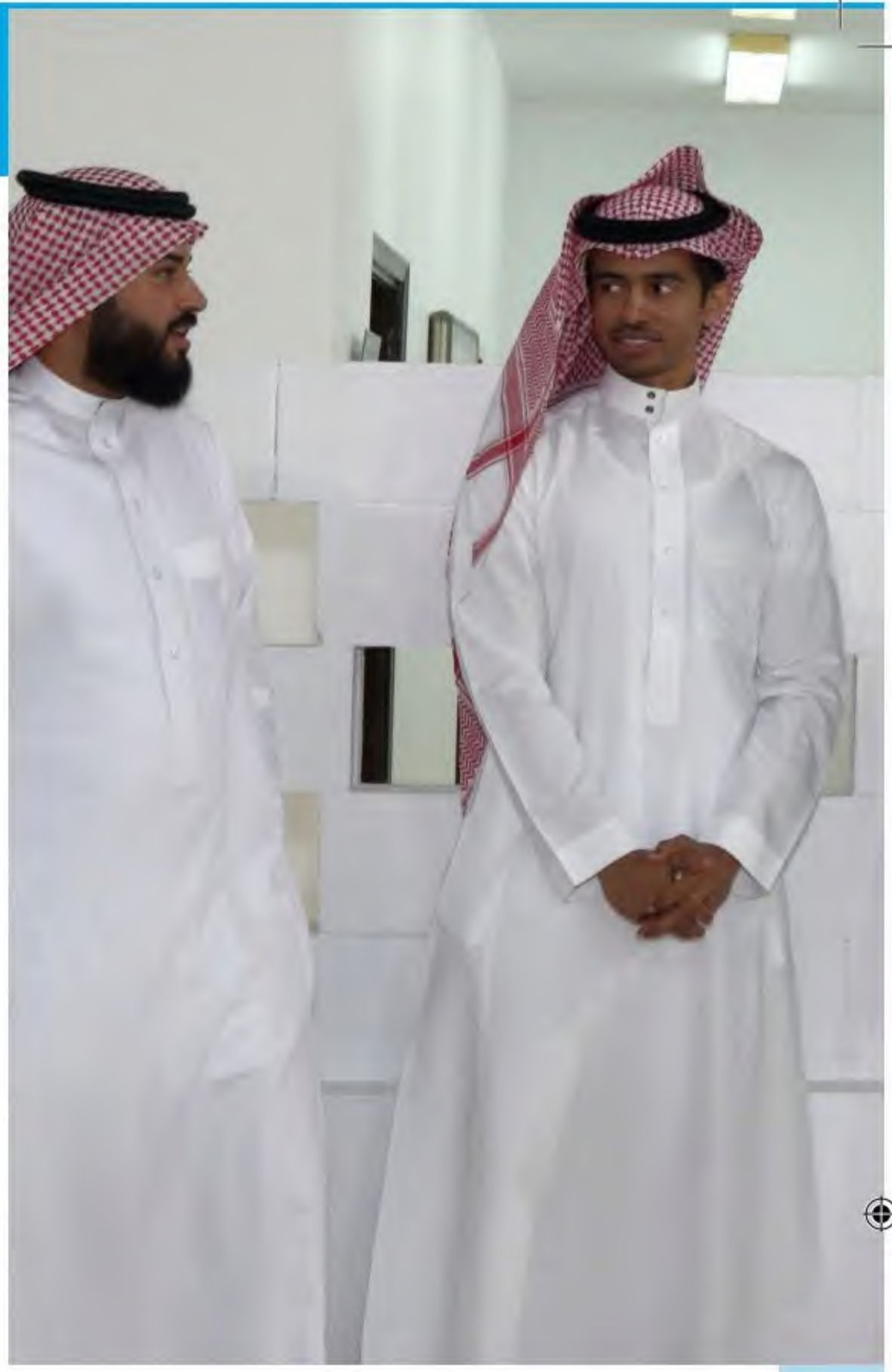
Your Turn

Role-play a conversation like the one above with a partner. Use phrases from the box below.

Asking for and Giving Information / Instructions	
Could you please tell me where I can ... / where the ... is? Go to (aisle 5) and ... / walk down (aisle 3) and turn right ...	Can I photocopy ...? / Am I allowed to ...? / Is it all right if I ...?
What exactly are you looking for? Information / data ... / It's a project that I need ...	Obligation / Ability / Prohibition
Asking permission	You have to/need to sign ...
	You mustn't take anything out/touch anything ...
	You are not allowed to...

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4 Listening

Listen to the conversation and answer the questions.

1. What is the relationship between the speakers? Are they friends, brothers, other?
2. How do you know?
3. Listen and practice the conversation in pairs.

Omar: You'd better have your eyes checked if you don't want to get into serious trouble.
Imad: Yes, I know they feel all dry and puffy.
Omar: Have you been sleeping well?
Imad: As well as possible! I've been staying up trying to finish my project, and spending a lot of time in front of the computer.
Omar: Do you take breaks? You need to take a break every hour.
Imad: I'd never get to the end of it that way.
Omar: Well, you won't have the eyesight you need to get to the end of it if you don't have breaks! Another reason for taking breaks is to prevent damage to your back from endless hours of sitting at your desk.
Imad: But I'm young. Older people tend to have back problems.
Omar: You're wrong there. People can cause themselves damage at any age. What has saved you so far is the fact that you work out and do sports.
Imad: Yes, my parents have said the same thing!

5 About You

1. How many hours a day do you spend studying during exams?
2. How do you feel at the end of an examination period?
3. Which of the statements below do you agree with? Give reasons.
   - **A.** You'll do a better job if you stay up and work through the night.
   - **B.** You'll do a better job if you get some sleep and work in the morning.
4. What would you advise your friend to do/not to do when preparing for exams?
5. Role-play a conversation like the one above with a partner. Use phrases from the box.

Warning / Advice

You'd better ... if you don't want to get into serious trouble.

You'll do a better job/ have a better ... if you ...

You won't ... if you don't / You need to ... or else ...

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1 Connected by Technology

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1 Listen and Discuss

Read the Internet profiles of the three young people.
Find two important details about each.



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Send a Message
Add as Friend
Forward to Friend
Send a Smile

Name: Ahmed Al Ali
Gender: Male
Age: 22
Home: Dammam, Saudi Arabia

If I had to describe myself with one phrase it would be "down to earth." I also love being outdoors. Being in nature makes me feel peaceful and happy. I especially love the quiet of morning. One of my favorite things to do is wake up really early and go for a long hike.

I'm not always quiet, though. I have a few very close friends, and we spend hours talking and laughing. My family and friends mean everything to me, and they know that they can depend on me for anything. I'm a good listener. I'm not the type of person who tells people what they should do when they have a problem. Instead, I give lots of support and encouragement.

Quick Check ☑

A. Vocabulary. Who do you think would most likely do the following actions—Faisal, Luke, or Ahmed?

1. Chat with friends over the computer.
2. Go camping with friends.
3. Go bungee jumping.
4. Help a friend with a problem.
5. Share his honest opinion about a friend's problem.
6. Make a friend laugh about his problem.
7. Spend evenings watching TV with his friends.

B. Comprehension. Discuss the meaning of these expressions with a partner. Decide which person each proverb describes best—Faisal, Luke, or Ahmed.

1. Better late than never.
2. Nothing ventured, nothing gained.
3. Silence is golden.
4. The apple doesn't fall far from the tree.
5. Laughter is the best medicine.
6. Honesty is the best policy.

2 Pair Work

1. Which person is most like you? Why? Which person is most unlike you? Why?
2. Write your own profile. Exchange and discuss your profile with your partner.

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3 Grammar

Auxiliary Verbs

Auxiliary verbs work together with main verbs. The most common auxiliary verbs are *do*, *have*, and *be*.

Use *do* with negative statements and questions and with affirmative and negative short answers.

She **doesn't** like social networking websites.
Do you send lots of text messages? Yes, I **do**. / No, I **don't**.
Did Thomas answer your email? Yes, he **did**. / No, he **didn't**.

Use *have* with present perfect and past perfect affirmative and negative statements, questions, and short answers.

She **has** (not) created her own website.
Has she posted any photos yet? Yes, she **has**. / No, she **hasn't**.
Have you charged your cell phone? Yes, I **have**. / No, I **haven't**.
I **had** gotten his email an hour before he called me.

Use *be* with progressive affirmative and negative statements, questions, and short answers.

She **is** (not) answering her cell phone.
Is your cell phone working? Yes, it **is**. / No, it **isn't**.
He **was** using his brother's cell phone yesterday.
Were you surfing the Internet last night? Yes, I **was**. / No, I **wasn't**.

Also use *be* with passive affirmative and negative statements, questions, and short answers.

The Internet **is** (not) used by millions of people.
Were you given a password? Yes, I **was**. / No, I **wasn't**.

A. Circle the auxiliary verb in each sentence.

1. We are downloading an antivirus right now.
2. I do not check my email when I'm on vacation.
3. Online newspapers have become more popular than print newspapers.
4. Did you send her a message?
5. The Internet is used by millions of people each day.
6. My grandmother had never used the Internet before last week.
7. We have been online for a long time.

B. Write ***yes/no*** questions.

I'm shutting the computer down now. *Are you shutting the computer down now?*

1. He found lots of good resources for his essay online.
2. She usually turns her cell phone off before class.
3. She's had that bicycle for a long time.
4. He's not answering his phone.
5. She has posted photos on her website.
6. We've downloaded the program we were looking for.

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C. Complete the sentences with the correct forms of ***do***, ***have***, and ***be***.

Leila: (**1**) _____ you still make your own jewelry?

Ana: Yes, I do. In fact, I (**2**) _____ turned my hobby into a business.

Leila: Really? (**3**) _____ you selling your jewelry now?

Ana: Yes, I (**4**) _____. I (**5**) _____ sold more than 50 pieces of jewelry online this year. My jewelry (**6**) _____ bought by people all over the world. Right now, I (**7**) _____ making a bracelet for a woman in Shanghai!

Leila: (**8**) _____ you make that necklace you're wearing?

Ana: Yes, I (**9**) _____.

Leila: It's lovely. (**10**) _____ you have time to make one for me?

Ana: Of course.

Leila: How much (**11**) _____ a necklace like that cost?

Ana: I (**12**) _____ not accept money from friends! I'll make you a necklace, but (**13**) _____ not even think about paying me for it!

D. Look at the picture. Make up a story about it. Use sentences with auxiliary verbs. Answer questions like these:

- Who are these people?
- How long have they known each other?
- How long have they been here?
- What are they doing?



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4 Conversation

Grandma: What are you doing, Cara?

Cara: I'm texting Maria. I haven't seen her all week, so I'm just saying "hi."

Grandma: What's that beep?

Cara: It's Maria. She just sent a text message back to me.

Grandma: I don't understand. How on earth do you type what you want to say so quickly?

Cara: You don't actually type the words out. You use abbreviations and acronyms. Hold on. I'll show you. Right now I'm asking if she wants to come over and hang out.

Grandma: That's a lot to type.

Cara: Right. So instead I type "DYWT come ovr." Does that make sense?

Grandma: DYWT? What does that mean?

Cara: DYWT means "Do you want to." It's the first letter of each word.

Grandma: Oh. OK. Now what?

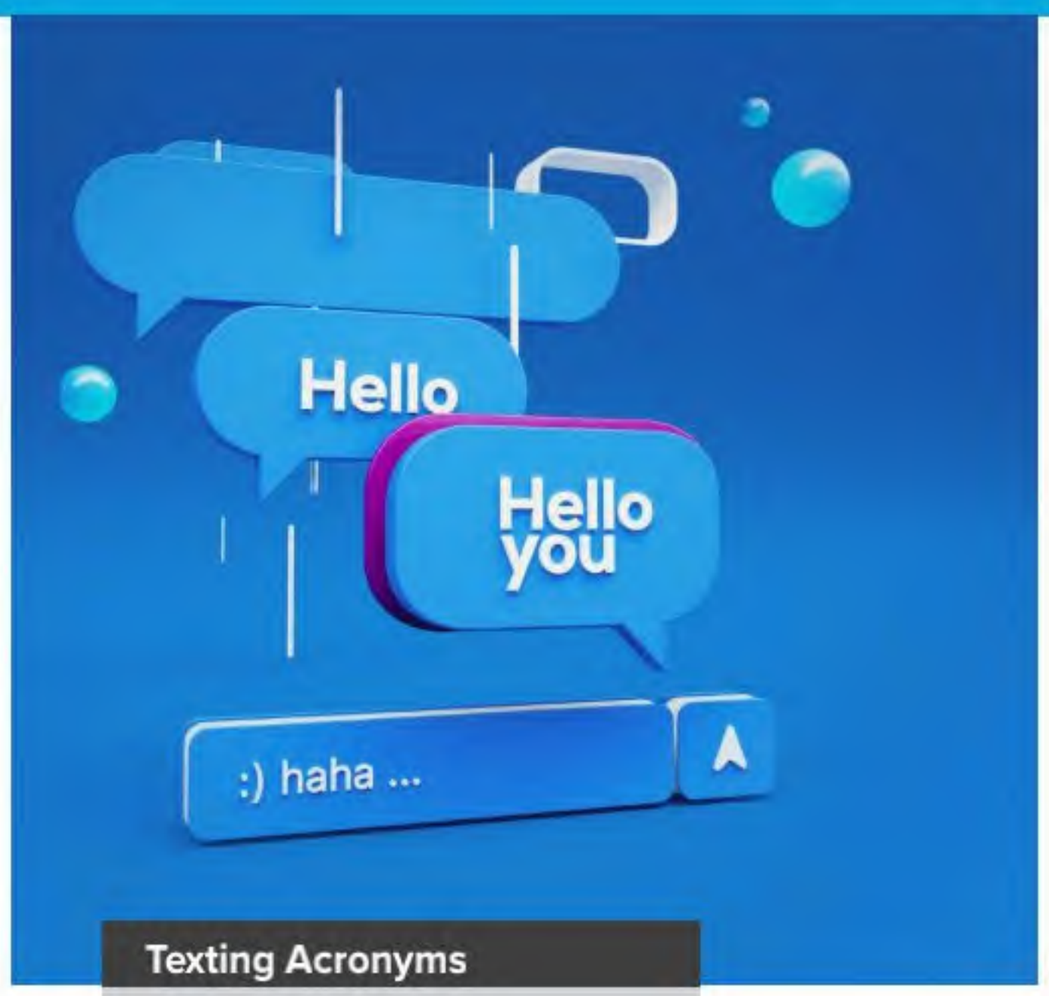
Cara: She'll respond in a second. *(beep)* There.

Grandma: What did she say?

Cara: (*spelling it out*) Gr8. B ovr n 10 mins.

Grandma: I think I get it. She's saying, "Great. Be over in ten minutes."

Cara: Now you've got the hang of it, Grandma!



Texting Acronyms

WU?	What's up?
LOL	laughing out loud
B4N	bye for now

Real Talk

How on earth? = How is it possible
Hold on. = Wait a moment.
hang out = spend time together informally
get it = understand
got the hang of it = started to understand something

About the Conversation

In pairs, ask and answer the questions. Then switch roles.

1. What doesn't the grandmother understand?
2. What acronym does the grandmother learn? What texting acronyms do you use?
3. Tell your partner about a time you explained something or learned something new from someone.

Your Turn

Role-play with a partner. Explain to your partner how to do something. Use phrases to ask for clarification and confirm from the box.

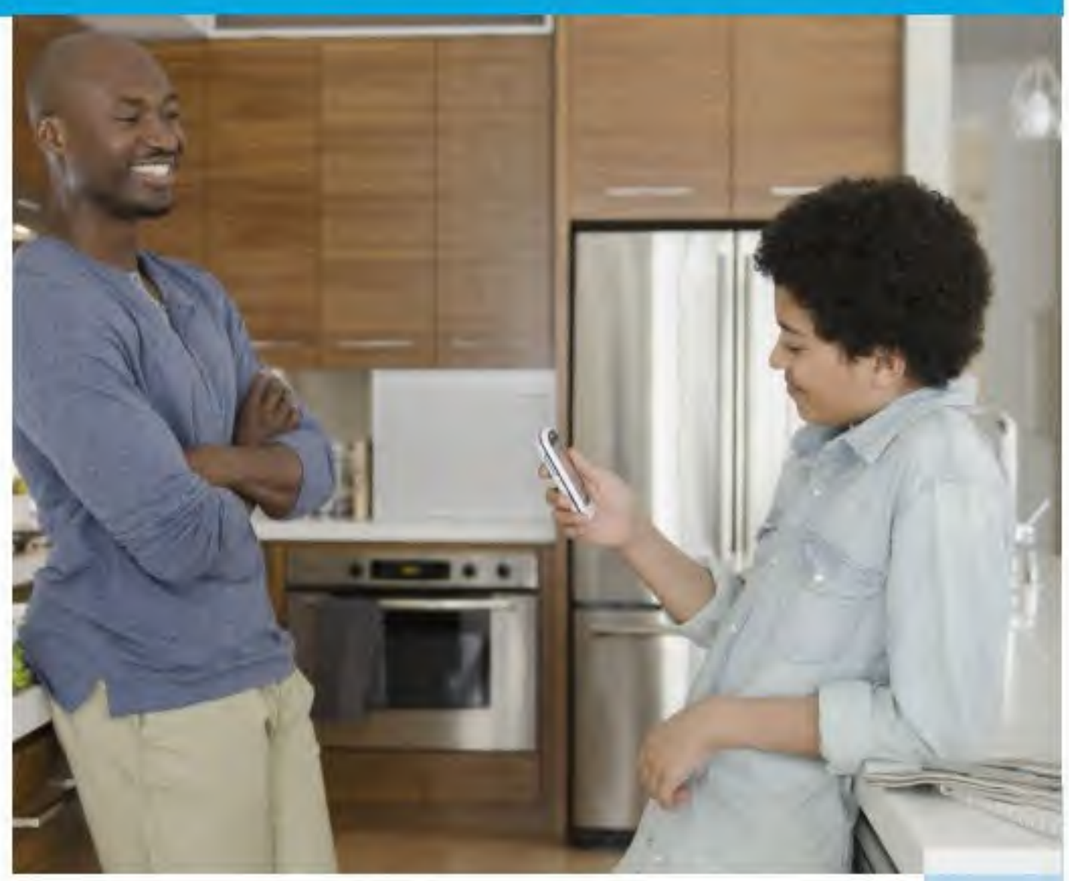
Asking For Clarification and Confirming

I don't understand.	How do you...?
Can you explain it?	What does that mean?
Does that make sense?	I get it.

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5 Listening



Listen to a father talk to his son about using his cell phone. Write the numbers.

1. How many cell phone minutes does Michael think he has used this month?
2. How many minutes has he actually used?
3. How much does it cost for 900 minutes?
4. How much does each additional minute over the plan cost?
5. How much does Michael's bill add up to this month?
6. How much of the bill does Michael's father suggest he pay?

6 Pronunciation

When counting "teen" numbers, such as thirteen and fourteen, stress the first syllable. In most other cases, we tend to stress the last syllable in "teen" numbers. When using these words to talk about quantity, time, or money, stress the second syllable.

In "ten" numbers, such as twenty and thirty, always stress the first syllable.

Listen and repeat the sentences. Circle the correctly stressed numbers.

1.	SEVENteen	sevenTEEN
2.	FORty	forTY
3.	FIFteen	fifTEEN
4.	THIRteen	thirTEEN
5.	THIRty	thirTY

7 Vocabulary Building

A. You will see these words in the reading on pages 12 and 13. Put each word into a category in the chart.

asthma	extraordinary	paramedics	unique
cyber	networking	posted	virtual

Related to Computers	Synonym for "Special"	Related to Health

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

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8 Reading

Before Reading

Has the Internet ever helped you meet or reconnect with a friend? Explain.

AMAZING INTERNET CONNECTIONS

We all use the Internet to connect with people. Using email, social networking sites, and instant messaging are ordinary ways that people connect. But at times, the Internet has been used to connect ordinary people in extraordinary ways.

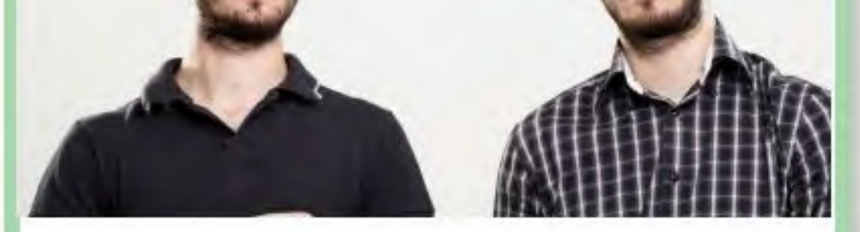
SAVING A LIFE



12-year-old Sean Redden from Denton, Texas, was in on the Internet, playing a cyber fantasy world game. Suddenly someone came online, asking for help. The person said she was a Finnish business student who was locked in her college's computer lab. She said she was having an asthma attack and couldn't breathe.

Redden wasn't sure if this was part of the game as sometimes a few people lie on the Net. However, as he later told the *Dallas Morning News*, he decided it was, "too real to be a joke." So Redden called the police. With the additional help of international phone operators, Finnish paramedics found 20-year-old Tara Laintinen and gave her the medical attention she needed. Without the Internet and the efforts of a 12-year-old boy half a world away, she might not have survived.

FINDING YOUR DOUBLE



It was just an ordinary night on a crowded subway car for Patrick Swales, a 21-year old web designer in New York City. The car had just stopped at a station and the doors opened. Suddenly, he saw himself waiting at the platform. But the clothes were not really his style. What was he doing waiting there? He should be in the car. But he was in the car! By the time he realized that he had just run into his double, the doors had shut and they were moving. At that instant, their eyes met. Disbelief, amusement, wonder were all conveyed in that one look! They both raised a hand in an attempt to catch each other but it was too late.

Shaken by the encounter and determined to find his double, Patrick came up with a unique idea. He created a website called subwaymydouble.com. He posted his own photo and a description of the man he had seen in the subway, in the hope that someone would see it and make contact. He got the call two days later.

Now Patrick and his double are best friends. His name is Manuel and he is in New York studying web design! Patrick and Manuel have decided to take themselves out of the public eye, so they have stopped updating the site. Patrick posted this message on the website: "In our best interest, there will be no more updates to this website. Unlike popular TV series, you will have to continue the story yourselves. Best wishes to all and may you find your double someday."

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REUNITED... 60 YEARS LATER

Asma, a 75-year-old grandmother of eight, enjoyed telling her grandchildren stories about her youth. These stories usually featured Sabah, Asma's best childhood friend. Asma and Sabah had been as close as sisters. Then, when the girls were 15, Sabah's family moved away and the girls lost contact. But Asma never forgot her childhood friend.

One day, Asma was telling her 13-year-old grandchild, Ali, a story about Sabah, when Ali asked, "Why don't you try to find her?" Ali got out his laptop and showed Asma how to surf the Web. A mere 30 minutes later, they had found Sabah! Asma's hands trembled as she dialed her old friend's phone number. When Sabah answered and Asma identified herself, Sabah burst into tears. By coincidence, Sabah was now living nearby.

Sixty years later, the women are inseparable once again. "My life has improved dramatically since Asma found me," says Sabah. "I never feel lonely anymore."
Adds Asma, "It's as if we had never been apart. Sixty years have made no difference to our friendship!"

These are just a few of the incredible ways people have been brought together by the Internet. Every day there are more. Who knows what amazing Internet stories are unfolding at this very moment.

After Reading

1. In your own words, explain how Sean Redden saved Tara Laintinen.
2. What do you think of the way Patrick Swales found his double? Would you ever do something like this? Why? Why not?
3. Think about the story of Asma and Sabah. Is there someone you would like to be reunited with? Who and why?
4. What do all of the stories have in common?

9 Speaking

Work in pairs or groups. Think about the advantages and disadvantages of the Internet and make notes in the organizer. Discuss your ideas in class.

	Advantages	Disadvantages
1		
2		
3		
4		

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10 Writing





A. Look at the photos and define face-to-face and online learning.

1. Do you know anyone who is studying online? Would you prefer to learn online? Why? Why not?
2. Do you prefer to communicate with your teacher and classmates face-to-face? Why? Why not?
3. What are the differences?
4. Read the text and answer the questions:
   - What is the trend for university courses?
   - What kinds of students opt for online courses?
   - Why do some students enroll in face-to-face courses?
   - Which type of course is more successful?
5. Read the text again and find out which paragraph:
   - presents information about face-to-face courses
   - sets the scene and introduces the topic
   - presents information about online courses
   - rounds up issues

Learning Face-to-Face and Online

There have been significant changes in education due to technology. The Internet has played a determining role in transforming the face of education as we used to know it. More and more universities and colleges offer face-to-face and Online course modes or blended versions that combine classroom face-to-face and email, social networking, or synchronous e-learning.

Research has shown that students choose different options, depending on individual preferences, learning styles, and practical considerations. For example, working adult students prefer online courses as they offer the flexibility that they need to combine learning with work. In other words, individuals, whose time and/or mobility are restricted, are happier with online courses.

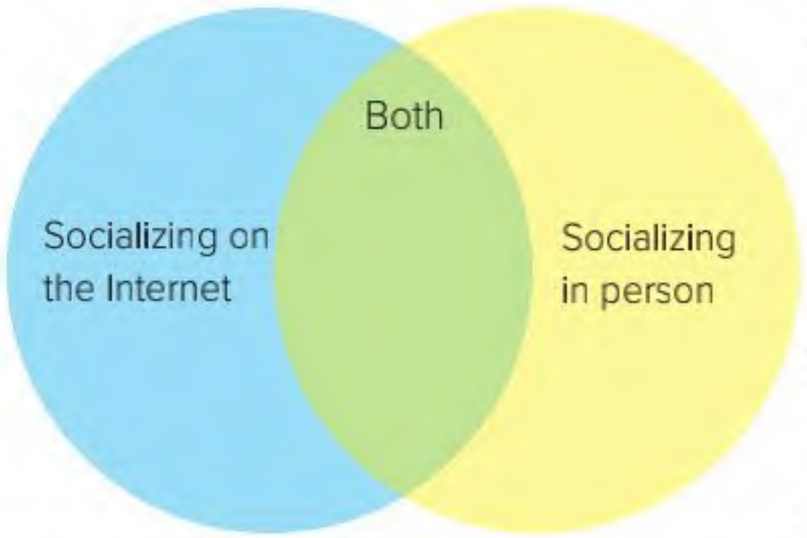
On the other hand, a large number of students enroll in face-to-face courses as they feel that face-to-face instruction and communication with peers will help them understand concepts better and learn more effectively. They are not opposed to using email or social networks to communicate with peers but not with their instructor. On the contrary, online students find it easier to communicate with instructors by email as it frees them of inhibitions they might have about asking questions or raising issues face-to-face.

Both groups defend their respective choice wholeheartedly. This is further demonstrated by success rates and learning outcomes. So, given a positive attitude to technology and the necessary skills, students will benefit from online courses as much as their counterparts in face-to-face contexts. What remains to be seen is if such courses will also benefit interpersonal skills and help people perform as members of a team.

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B. Study the charts below. What is the topic for discussion shown in both?



1. Write an essay comparing and contrasting the two ways of socializing and say which you prefer and why.
2. Think about the features of socializing with friends in person or face-to-face and socializing on the Internet. Make notes in the chart below. Are there things that you can do in both cases?
3. Use your notes to write the essay.
4. Exchange and read each other's draft essays. Suggest improvements.
5. Revise, improve, and re-write your essay.

Socializing in person/ features	Socializing online/features	Same	Different

Socializing Online and In Person

In some ways socializing on the Internet is similar to socializing in person. For example, whether you are actually with your friends or on the Internet you can ...

Writing Corner

In an essay, you often have to discuss the similarities or differences between two different situations, opinions or ideas:

- use phrases to say what is similar; Likewise ..., In the same way ..., Similarly ..., as well as, ...both ...
- use phrases to say what is different; In contrast, ..., However, ..., On the other hand, ...,
- provide examples to illustrate what you mean with phrases like:
  For example, as in ..., such as ..., in other words...

Underline examples of phrases used in the text on page 14 for comparison and contrast and explain why they are used.

Paragraph 4, line 1: Both groups defend... is used to compare.

- use phrases to state your preference and give reasons why: Personally, I prefer ..., I'd rather ...than ..., because ..., The reason for this is ...

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11 Form, Meaning and Function

Comparative and Superlative Forms of Adjectives

The Comparative

Use adjective + *-er* or *more / less* + adjective to make the comparative.

Email is a **fast** way to communicate.
Print newspapers are **popular**.
Smartphones are **expensive**.

Instant messaging is **faster** than email.
Online newspapers have become **more popular** than print newspapers.
Cell phones are **less expensive**.

Note: The comparative is often used with *than*.

The Superlative

Use *the* + adjective + *-est* or *the most / least* + adjective to make the superlative.

Face-to-face courses are **the fastest** way to learn.
F2F courses are expensive. Blended learning is **less expensive**.

Our online courses are **the most popular**.
Our short online course is **the least expensive** way to study.

Some adjectives have irregular comparative and superlative forms.

good–better–the best **bad–worse–the worst**

A. Complete the sentences with the comparative or superlative forms of the adjectives in parentheses. Use *the* before superlatives.

1. The clock tower of the Abraj Al-Bait Towers in Makkah is one of _____ (tall) buildings in the world.
2. Social networking is _____ (good) way to stay connected with friends.
3. The Taj Mahal in India is one of _____ (beautiful) buildings in the world.
4. _____ (popular) online video game on the market is 'Big Ideas 2'.

B. Look at the statements and choose the best option. Work with a partner. Give your opinion with some reasons. Use comparatives and superlatives.

In my opinion, laptops are a waste of money. Tablets are cheaper and less heavy...



1. *Laptops / tablets* are a waste of money.
2. The best way to make new friends is *by using social media / joining a school club.*
3. *Car / Plane* travel is more dangerous than *car / plane* travel.
4. Nowadays, people prefer to *shop online / shop at the mall.*
5. The best way for young children to learn is by *using technology such as computers, laptops and tablets / reading books.*
6. It is better to *take a train or a bus / drive* to college.
7. On weekends, I prefer to see *family / friends.*



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Need to Be (Done)

The TV **needs to be fixed**. (= Someone needs to fix the TV.)
The car seats **need to be cleaned**. (= Someone needs to clean the car seats.)

Have/Get Something (Done)

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

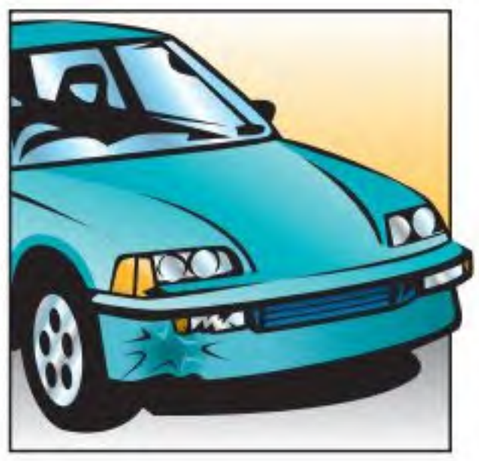
The rooms need to be decorated. We're **having/getting** the rooms **decorated**.
The air conditioner needs to be repaired. We're going to **have/get** the air conditioner **repaired**.
The house needed to be painted. We **had/got** the house **painted**.

Past Participles as Adjectives

break–**broken** The cell phone was **broken**. I threw away the **broken** cell phone.
crack–**cracked** The tablet's screen was **cracked**. I got the **cracked** screen replaced.
damage–**damaged** The laptop was **damaged**. The computer technician fixed the **damaged** laptop.

C. Complete the conversation. Use the correct form of the verbs in parentheses. Then practice the conversation with a partner.

Khaled: I _____ (1. have) this car for six months, and it gives me all kinds of problems.
Joe: What is it this time?
Khaled: It _____ (2. not start) in the mornings.
Joe: Maybe it's because of the cold, or the battery _____ (3. might/be) low. It probably needs _____ (4. recharge).
Khaled: It isn't that. I just _____ (5. have/put in) a new battery _____, and it still won't start. I think the starter needs _____ (6. repair).
Joe: Is there anything else wrong with the car?
Khaled: Yes, the exhaust pipe _____ (7. fall) off, and the radiator is leaking. They both need _____ (8. fix).
Joe: Is your car under warranty?
Khaled: Yes, it is.
Joe: Then you shouldn't worry. We'll _____ everything _____ (9. have/fix) for you.
Khaled: That's what you _____ (10. say) the last time.



D. Talk about what you *get (have) done* regularly or *need to get (have) done*, or *will get (have) done* soon. Use the ideas in the box.

create a website • fix my printer
service my smartphone • print my digital photos
replace the screen on my tablet



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12 Project

Prepare a presentation for your class on **Things to Do on the Internet**.



1. Work in groups. Discuss things that you do on the Internet. Use the list below to help you and add your own ideas.

Interactive games	☐	Blogs	☐	Add your own ideas:	
Competitions	☐	Videos	☐		
Problem solving	☐	News	☐		
Role-play games	☐	Information	☐		
E-shopping	☐	Education	☐		
Social networks	☐	Download programs	☐		

2. How do you use the following? What are some of the advantages and disadvantages? Add your own ideas to the list.

	Use	Advantages	Disadvantages
Social networks			
Blogs			
Threads/discussions			
Electronic articles			
Videos			
Information			
Websites			

3. How do you feel about the Internet as a medium? How reliable is it? Would you recommend it as a reliable and valid source of information? Why? Why not?

4. How does the Internet contribute to learning? Is it effective?

5. Use your notes to prepare a PowerPoint presentation or a poster. Work in groups or pairs.

6. Present in class.

When you prepare a PowerPoint presentation, remember to:

- focus on your audience: think about what they would like to hear or find out about
- focus on your content: be selective, use visuals and/or examples
- focus on your slides: plan what you are going to include on each slide (up to 5 points)

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13 Self Reflection



Things that I liked about Unit 1:	Things that I didn't like very much:
_____ _____	_____ _____

Things that I found easy in Unit 1:	Things that I found difficult in Unit 1:
_____ _____	_____ _____

Unit 1 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
ask for clarification and confirm			
discuss using technology for communication			
talk about personality characteristics			
use the auxiliary verbs *do*, *have*, and *be*			
use the comparative and superlative			
talk about what needs to be done			
use *have/get* something done			
use past participles as adjectives			

My five favorite new words from Unit 1:	If you're still not sure about something from Unit 1:
_____ _____ _____	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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2 Crime Doesn't Pay

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1 Listen and Discuss

1. Discuss one or two famous crimes. Who was involved? What happened? Where and when did it happen?
2. Read the newspaper headlines. Then read the newspaper articles about foolish crimes. Which headline matches which article?
3. Discuss the articles. Which criminal do you think is the most foolish? Why?

a **British Burglar Says "Sorry" With Flowers**

b *Killer Sentenced to Die for Second Time*

c Credit Card Thief Signs Own Name

d *The Impatient Inmate*

e **Paper Boy Steals Truck to Speed Up Deliveries**

f **Criminals with Big Plans, Small Car**

1

GRAYSON, California, USA — An inmate who was just a day away from being released from jail fled the county prison on Thursday, according to the Grayson sheriff's department. When Bob Newton, 32, saw a gate that had been opened for a truck, he couldn't resist the opportunity to escape. Deputy Royjindar Singh saw Newton run through the gate and disappear into a cornfield. Newton is being pursued by a K-9 unit, a helicopter, police deputies, and the California Highway Patrol. Newton had been serving a five-day sentence for a misdemeanor reckless driving charge. When caught, Newton could now face up to a year in state prison.

2



KUALA LUMPUR, Malaysia — Malaysian police reported on Tuesday that two armed robbers stole a car, then hijacked a security van with $1.3 million inside. However, the robbers encountered a problem when they tried to transfer the money to their getaway car. The car the robbers had stolen was a compact car. It was so small that it could not carry all of the cash, and the robbers were forced to abandon more than half of it!

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3



ROSARIO, Argentina — Argentine police didn't have much of a challenge finding a man accused of using a stolen credit card. The man used the credit card, then signed his own name on the receipts! The credit card was reported stolen from an unlocked apartment last month. According to the police, Alfredo Ramirez, 21, had used the credit card to buy a cappuccino at a coffee house and to buy milk and cereal at a grocery store. The next time he tried to use the stolen card, it was declined and seized. Ramirez has been charged with three counts of unauthorized use of a credit card.



Quick Check ☑

A. Vocabulary. Match the words with their meanings.

1. _____ decline
2. _____ unauthorized
3. _____ to abandon
4. _____ inmate
5. _____ misdemeanor
6. _____ hijack

a. without permission
b. to leave or give up something
c. to refuse
d. a minor crime
e. to take control of a moving vehicle by force
f. a prisoner

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

1. _____ *Credit Card Thief Signs Own Name* talks about a prisoner breaking out of prison.
2. _____ *Credit Card Thief Signs Own Name* reports the story of a credit card theft.
3. _____ *Criminals with Big Plans, Small Car* is about a hijacking and a robbery.
4. _____ *Criminals with Big Plans, Small Car* tells the story of robbers who did not prepare well for their crime.
5. _____ *The Impatient Inmate* reports on a robbery.

2 Pair Work

Think of a crime story that you heard or read about in the news. Tell your partner about it, explaining the details.

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3 Grammar

The Passive

Use the passive to put the focus on an action, rather than who did the action.
The passive is formed with *be* (any tense) + past participle.

The crime **was committed** early in the morning.
The murder weapon **has been found**.
The murderer **will be brought** to justice.

To include who did the action, use the preposition *by*.

The burglar **was arrested *by the police***.

Note: Newspapers often use the passive to report crime stories.

Past Perfect and Past Perfect Progressive

We use the past perfect to talk about an activity or event that was completed before another activity or event in the past.

Reiko **had forgotten** to lock the door before she left the house.
The criminal **had** already **escaped** by the time the police arrived.

We use the past perfect progressive when the activity was in progress at the time another activity or event happened in the past.

Juan **had been getting** cash from the ATM when he was mugged.
The driver **had been swerving** between lanes when the police officer stopped him.

A. Rewrite the active sentences as passive sentences.

Police found the suspect wearing a cow costume.
The suspect was found wearing a cow costume.

1. A 92-year-old grandmother chased and caught the criminal.
2. The police discovered 54 money boxes in the suspect's home.
3. Police found the suspect hiding in a trash can.
4. The jury found the suspect guilty of stealing $40,000 worth of bananas.
5. The police will fine him for littering the sidewalk.

B. Write the newspaper headlines as full, passive sentences.

Killer Sentenced to Die for Second Time
A killer has been sentenced to die for the second time.

1. Man Accused of Driving Stolen Car to Court
2. Man Jailed for Driving Too Fast
3. Break-In Suspect Found Asleep in House
4. Man Found Guilty of Stealing Candy from Child
5. Man Arrested for Not Paying Library Fines
6. Businessman Fined $35 for Illegal Parking



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C. Combine the sentences to create one past perfect or past perfect progressive sentence.

(1st) Marco was walking down a poorly lit street. (2nd) He was mugged.
Marco had been walking down a poorly lit street when *he was mugged*.

1. (1st) Tania was talking on the phone. (2nd) She heard an intruder in the house.
_____ when _____.

2. (1st) He was a trusted politician. (2nd) He was arrested for stealing state funds.
Before _____.

3. (1st) Luckily, I installed an alarm. (2nd) The robbery took place.
_____ before _____.

4. (1st) He was jogging. (2nd) He got into his car.
Before _____.

5. (1st) My wallet was stolen. (2nd) I didn't have any money.
_____ because _____.

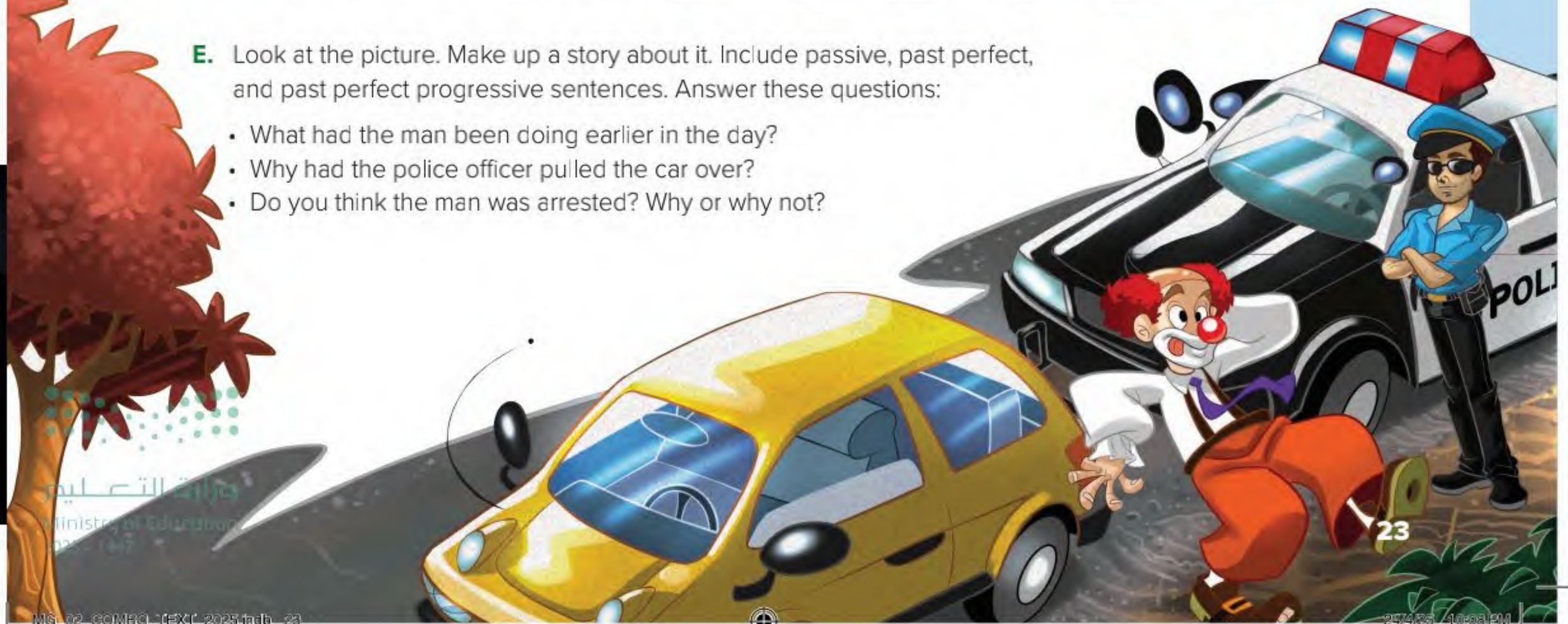
D. Complete the newspaper article with the correct form of the verbs. For some answers, both the simple past and the past perfect forms are possible.

Would-Be Robber Forgets Important Detail

STANTON, Texas—John Wilkinson, 24, _____ (**1.** attempt) to rob the Stanton Drug Store yesterday. Wilkinson _____ (**2.** spend) weeks planning every detail of the robbery. He _____ (**3.** buy) a ski mask to cover his face. And right before the robbery, he _____ (**4.** take) the license plate off his car. Wilkinson _____ (**5.** feel) confident that he _____ (**6.** plan) the perfect robbery. The robbery itself _____ (**7.** go) off without a hitch. The problems began when Wilkinson _____ (**8.** try) to get away. Wilkinson _____ (**9.** run) to his car. He _____ (**10.** leave) it parked and running in front of the pharmacy. He _____ (**11.** try) to get in the car but the door wouldn't open. Wilkinson _____ (**12.** discover) that he _____ (**13.** make) an incredibly stupid mistake. He _____ (**14.** think) so much about the robbery, that he _____ (**15.** lock) his keys in the car by mistake!

E. Look at the picture. Make up a story about it. Include passive, past perfect, and past perfect progressive sentences. Answer these questions:

- What had the man been doing earlier in the day?
- Why had the police officer pulled the car over?
- Do you think the man was arrested? Why or why not?



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2 Crime Doesn't Pay

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4 Conversation

Albert: When traveling in cities, I used to worry about being pickpocketed. Then I learned how pickpockets do it. That taught me how to prevent it from happening to me.

Ali: So how do they do it?

Albert: Well, to begin with, they look for someone on the street who has stopped to look at buildings or people. That's one of the reasons tourists are an easy mark.

Ali: Then what happens?

Albert: The pickpocket will often pretend to bump into the victim by accident. He might act as if he's dizzy. He may ask where you're from, act really friendly, and try to shake your hand.

Ali: Then what?

Albert: At this point, he might pretend to lose his balance and fall against you. Like this *(falling over)*.

Ali: Then what?

Albert: That's it. You've let your guard down, and consequently, he's nabbed your wallet.

Ali: Are you kidding? Come on. My wallet couldn't possibly be stolen that easily.

Albert: Are you sure?

Ali: I'm positive.

Albert: Then what's this in my hand?

Ali: My wallet!



Real Talk

easy mark = likely victim(s)
by accident = not on purpose
let your guard down = not be careful enough
nabbed = stolen
Are you kidding? = Are you joking?
Come on. = Please be serious.
I'm positive. = I'm certain.

About the Conversation

1. What crime are the people talking about?
2. How does the crime happen? Explain the steps.
3. Have you or anyone you know ever been pickpocketed or robbed? What happened?

Your Turn

Role-play with a partner. Think about a process for doing something. Explain the steps in the process to your partner. Use the phrases for ordering from the box.

Ordering

To begin with...	At this point...
Once...	Consequently...

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5 Listening

Listen to the lecture on safety. Take notes and then answer the questions.

1. Complete the chart.

Things you can do to stay safe	Tick ☑ the things you do
	☐
	☐
	☐
	☐
	☐



2. Why is it important to stay alert?

3. Which of these safety precautions do you already take? Will you start taking others?

6 Pronunciation

When a word ends with the same consonant sound that the next word begins with, the two sounds are linked. Listen and repeat the sentences. Practice linking the consonants.

1. Thanks for coming to our safety tip**s s**eminar.

2. This class will give you important **t t**ips.

3. To prevent yoursel**f f**rom being mugged, keep valuables out of sight.

4. Don't let your guar**d d**own.

5. I mus**t t**ravel to an unfamiliar area.

7 Vocabulary Building

assume	grim	pavement
coincidence	installed	suspect
display	insured	

A. You will see these words in the reading on pages 26 and 27. Complete each sentence with one of these words.

1. That watch is valuable. You should have it _____ in case it's ever stolen.

2. The police are looking for the _____. He has dark hair and was wearing a green shirt.

3. The news about the plane crash was _____. There were no survivors.

4. I was just thinking of Tom when I bumped into him on the street. What a _____!

5. Alex had a new house alarm _____ to keep his home safe.

6. My brother fell on the _____ at the skateboard park and broke his wrist.

7. I _____ that I'm meeting her at the usual time. But maybe I'd better check.

8. The department store has a beautiful vacation _____ in their window.

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

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8 Reading

Before Reading

What mystery or crime stories have you read? Talk about the characters and the story.

Crime Puzzles



The Case of the Stolen Jewels

Detective Colmes was at the coffee shop around the corner when he learned that Jones's Jewelry had been broken into. He arrived at the scene of the burglary in moments.

Mr. Jones, the owner of the store, explained what had happened. "I arrived this morning to open up the store. As I walked up to my shop, I noticed a lot of broken glass on the pavement. I looked up and realized that the display window had been broken." Colmes looked out the broken window at the sidewalk, littered with glass. Mr. Jones continued, "Then I saw that all of the jewelry from the display window was gone. The doors were still locked, so this must be where the burglar broke in!"

"Why didn't the alarm go off?" asked Colmes. "It's a strange coincidence," said Mr. Jones. "I removed our old alarm system yesterday and made an appointment to have a new one installed today."

Colmes looked around at the empty jewelry cases. "I assume your jewelry was insured?"

"Of course!" said Mr. Jones. "Thank goodness for that!"

Colmes nodded and said, "Mr. Jones, I believe there was a crime indeed. And it was committed by you."

What crime does Colmes suspect Mr. Jones of committing? Why?

The Case of the Bowling Alley Murder

The Center Street Bowling Alley, the oldest bowling alley in the city, closed at midnight. At 4:00 A.M., the janitor found a terrible sight: a man with a knife in his back lying in one of the lanes. Detective Colmes quickly arrived at the scene with a swarm of police officers.

"Anybody know the victim?" asked Colmes. "I do," said one of the officers. "That's Bob Reynolds. He's running for councilman. He and Mike Jenner have been having a bitter campaign battle."

"Perhaps we should pay Mr. Jenner a visit," said Colmes. Before leaving the bowling alley, Colmes took his cell phone out of his pocket and left it behind.

On arriving at Mike Jenner's house, Colmes told Jenner, "I have some grim news. Bob Reynolds has been murdered."

"No! I can't believe it!" cried Jenner.

"We'd like to speak with you about the murder. But first, I need to get back to the police station to file the report. Can you meet me at the station?"

"Of course. I'll help in any way I can."

"I'll give you a call." Colmes patted his pocket. "Uh oh, I must've left my cell phone at the bowling alley. Would you mind picking it up and bringing it with you to the station?"

Jenner looked confused, but said, "Sure. I'll do anything to help with the investigation."

Later that day, Jenner brought Colmes's cell phone to the station. He was arrested and charged with murder. Why?



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Answer
The Case of the Stolen Jewels:
Detective Colmes suspects that Mr. Jones took the jewelry himself and pretended that there had been a burglary so he could collect insurance money. The broken window is Colmes's clue. If someone had broken into the shop, the broken glass should have been on the inside of the shop. Since it was outside the store, the window must have been broken from inside.

Answer
The Case of the Bowling Alley Murder:
Detective Colmes never told Mr. Jenner in which bowling alley the murder took place. Yet Mr. Jenner knew which bowling alley to go to for Colmes's phone. Mr. Jenner must have known where the murder took place because he was there!

After Reading

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

1. _____ Detective Colmes was at the police station when he heard about the robbery.
2. _____ The broken glass was inside the store.
3. _____ The Center Street Bowling Alley is the only bowling alley in the city.
4. _____ Mike Jenner was Bob Reynolds's friend.
5. _____ Colmes left his cell phone at the bowling alley on purpose.

9 Speaking

1. Talk about the characteristics of a good detective. Work in pairs or groups.
2. Write your ideas in the organizer below. Use the organizer to discuss in groups or in class.

Crimes that a detective investigates	Characteristics needed to solve crimes	Do I have these characteristics?

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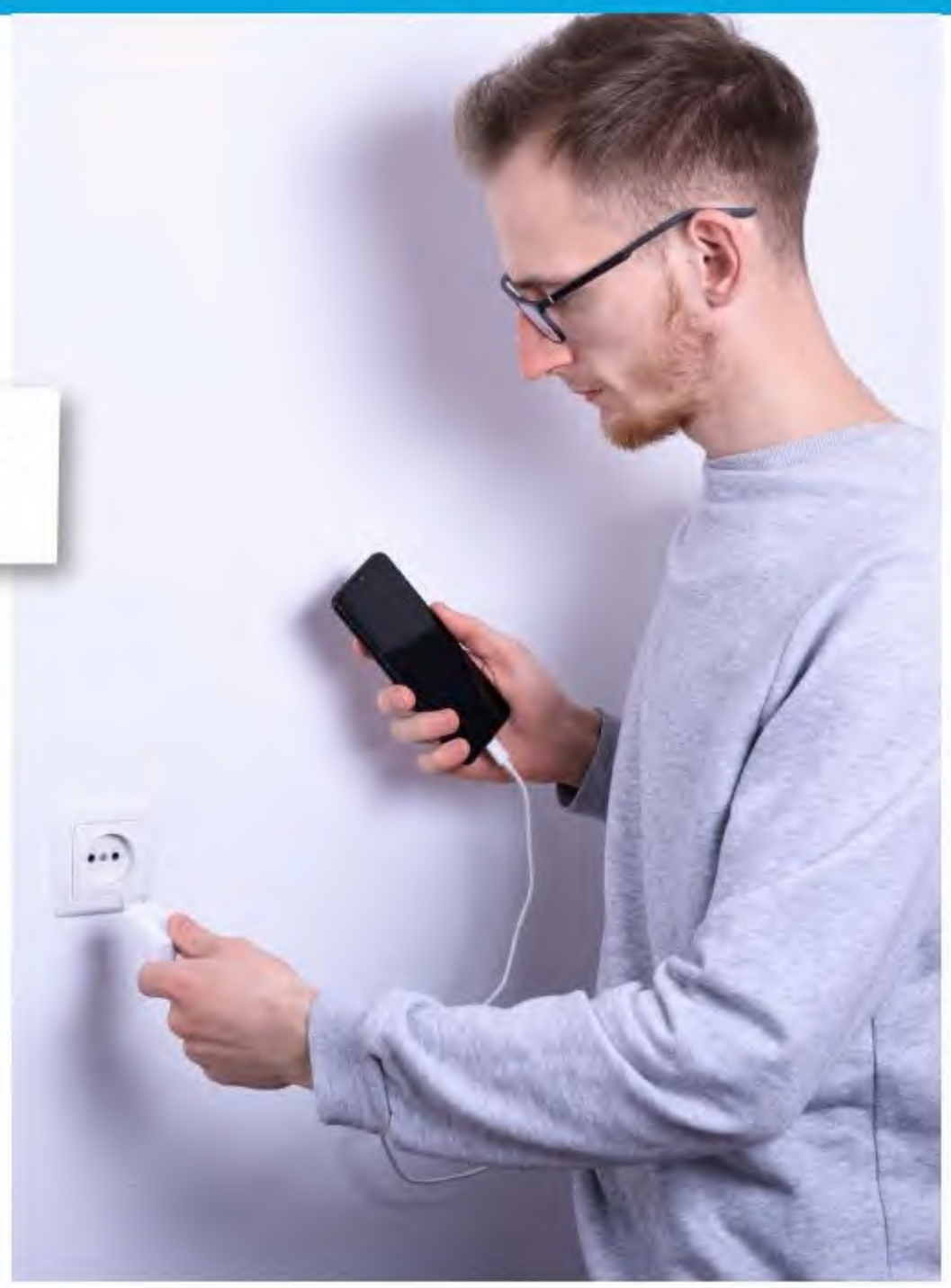
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10 Writing

A. Read the title of the article below and decide who it is addressed to. Give reasons for your answer.

CHARGING YOUR CELL PHONE, CAN GET YOU IN TROUBLE!



1. Read the article and answer the questions.
   - Why did the burglar leave the house in a hurry?
   - What did the police find?
   - How did they discover the identity of the burglar?
2. Read the article again and answer the questions.
   - How does it begin?
   - Are all the events presented in the order they happened (chronologically)? Why? Why not?
3. Find out which paragraph/s focus on:
   - the police investigation
   - the burglary
   - the arrest
4. How many past forms can you find?
5. Are there any passive forms? Why? Why not?

A burglar was arrested after leaving his cell phone at the house that he broke into. The man was going through the rooms, looking for valuables, when he heard someone unlock the door and enter the house. So, he jumped out of a window and fled to avoid getting caught.

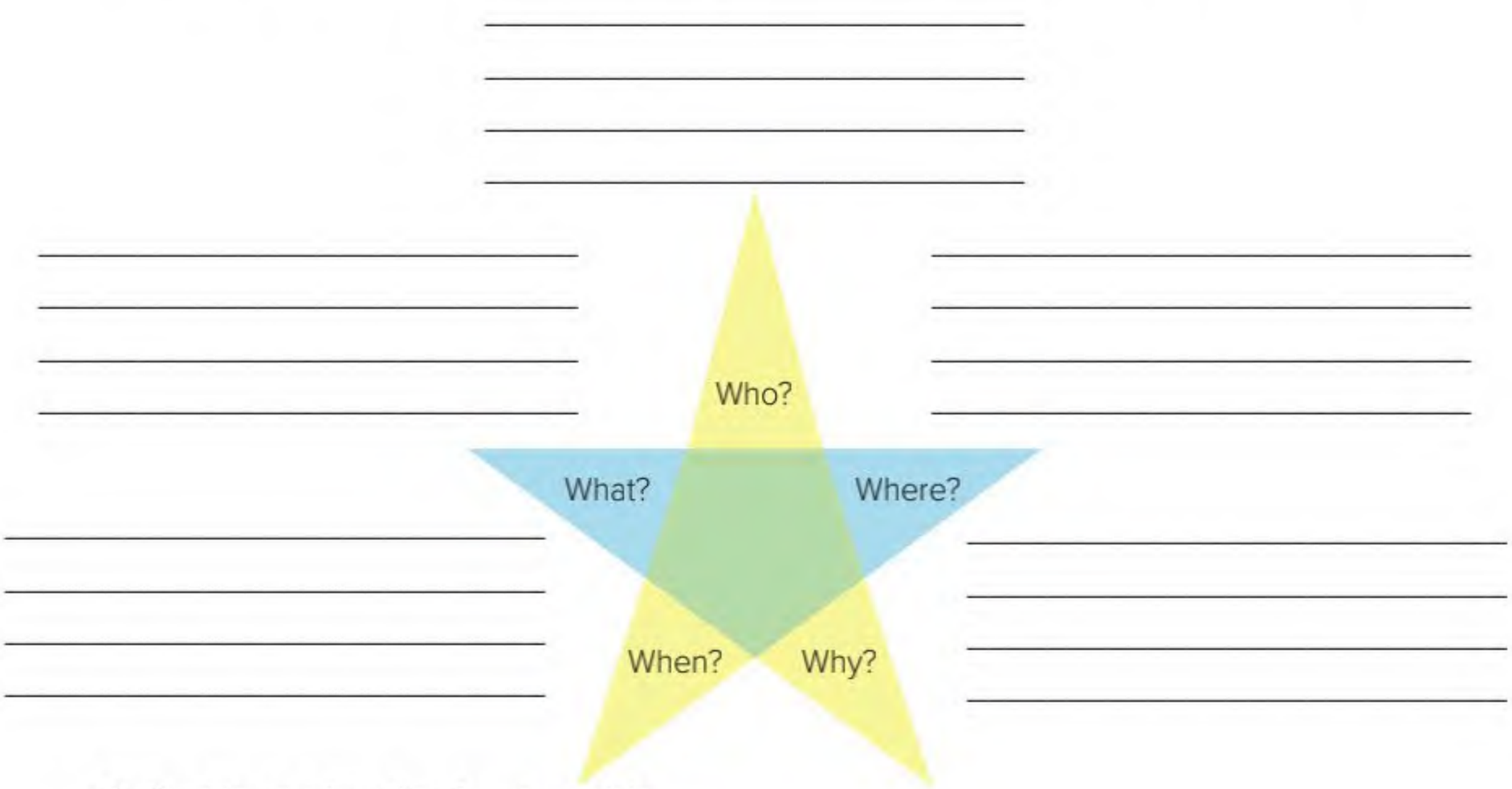
The police searched the house later, looking for prints and other clues to help them identify the man. All of a sudden, one of the owners pointed to a cell phone plugged into one of the sockets, charging, and said that he had never seen it before and did not know who it belonged to. The police checked with the rest of the family and confirmed that it did not belong to any of them.

One of the police officers had an idea. He called a contact listed in the phone memory, and told the person that the owner of the phone had been in an accident, so the police were trying to get in touch with friends and family. The man was identified. He was later arrested and charged with a total of 12 burglaries!

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B. **1.** Write a story for a newspaper or web article describing a crime. Choose a real or imagined crime. The crime should be a foolish, non-violent one.

2. Before you write, answer the five "Ws" about this crime: ***Who***, ***What***, ***Where***, ***When***, and ***Why***. Use the pentagon chart to help you think and make notes around it.

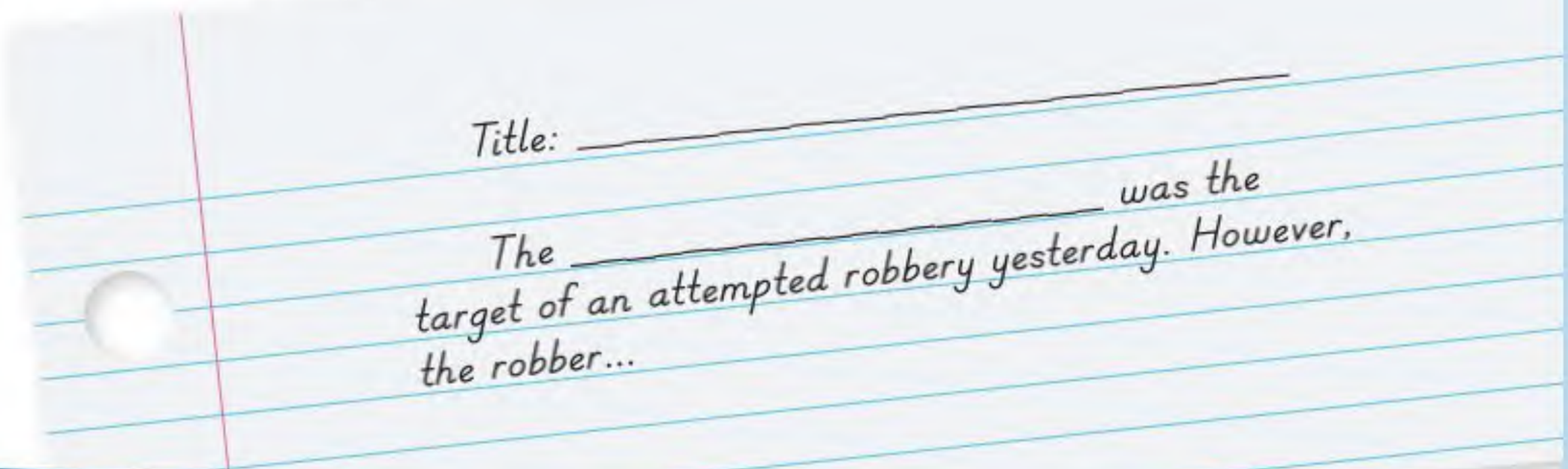


3. Decide on a headline for your article.

4. Use your notes to write the first draft of the article.

5. Exchange and edit your drafts.

6. Re-write, check, and submit or post.


Title: _____

The _____ was the target of an attempted robbery yesterday. However, the robber...

Writing Corner

When you write an article, a story for a newspaper or magazine:

- open with an account of an event that has happened recently; if a reader is attracted by the first few lines, they are more likely to read the whole story.
- notice that articles which provide the account of an event do not usually present things in natural order (chronologically); Use a variety of verb tenses to jump back and forth in past time: What happened? What had happened?; What was going to happen (but probably didn't)?; What has happened?
- use time markers to help your reader follow the order of events in the narrative: Before...; Later that day ...; Soon after ...; When ...; While ...; and so on.
- bear in mind that such articles are usually quite 'dense', i.e. they contain a lot of information in little space

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11 Form, Meaning and Function

Simple Past Tense: *Be*

How **were** the burglars caught?
Was the pickpocket sorry for his crime?

There **were** security cameras everywhere.
Yes, he **was**. He apologized to the victim.

Simple Past Tense: Regular and Irregular Verbs

What **did** the police **do**?
Where **did** they **go** after they were arrested?

They **arrested** the criminal.
They **went** to the police station.

They **didn't arrest** the man.
They **didn't go** to the police station.

Time Expressions for the Past

The armed robber stole a car **yesterday**.
The burglar went to jail **in 2006**.

Nathalie forgot to lock the door **last night**.
I went to Oman three years **ago**.

The Past with *Used to* and *Would*

We use *used to + be* to talk about past states that are no longer true:
Q: What **did** you **use to be** afraid of when you were younger?
A: I **used to be afraid** of elevators. I always took the stairs instead.

We use *used to + verb* and *would + verb* to talk about past habits that are no longer true:
Q: **Did** you **use to** travel a lot in your job?
A: Yes, I **used to (would) travel** to a new place every year. I **didn't use to like** it much and now I prefer to stay in one place.

A. Complete the conversation. Use the past tense of the verbs in parentheses. Then practice with a partner.

Fahd: What _____ (1.happen) to you yesterday?
Imad: I _____ (2. go) to the Falcon's football game and a pickpocket _____ (3. steal) my wallet.
Fahd: Oh no! _____ (4.do) you call the police?
Imad: Yes, and they _____ (5.catch) the thief!
Fahd: That's great! How _____ (6.do) they catch him?
Imad: There _____ (7.be) security cameras everywhere.



B. Work with a partner. Ask and answer about how Omar's life has changed. Use *used to* and *didn't use to*.

A: *How often **did** Omar **use to** watch crime dramas on TV?*
B: *He **used to watch** crime dramas every day. He **didn't use to do** anything else!*

1. Omar watched TV every day. Now he goes to the gym.
2. Omar ate a lot of junk food. Now he eats fruit instead.
3. Omar was overweight. Now he isn't.
4. Omar was always tired. Now he has more energy.
5. Omar didn't sleep well at night. Now he sleeps more soundly.



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Past Progressive

We use the past progressive when we describe what was happening at a specific time in the past.

Q: What were you doing at three o'clock today? **A:** I was driving home from work.

We use the past progressive when we talk about a temporary state or action.

Q: Have you always lived in Riyadh? **A:** No. A few years ago, I **was living** in Dubai.

Q: What **were** you **doing** in Dubai? **A:** I **was working** at a hotel.

We use the past progressive with *always* to describe a repeated or annoying action.

My neighbor's son **was always getting** into trouble when he was younger.

We use the past progressive to describe a long action that is interrupted by a short action.

I **was working** on my computer when suddenly the power **went out**.

We use the past progressive to describe two actions that were happening at the same time.

While I **was studying**, my brother **was watching** TV.

C. Read the interview between the policeman and Mr. John Wilkinson. Complete the paragraphs with the simple past tense or the past progressive form of the verb in parentheses.

Policeman: What *were* you *doing* (1. do) at 3 P.M. yesterday, Mr. Wilkinson?

John: I _____ (2. be) in the 'Supermarket.' I _____ (3. buy) milk.

Policeman: Who _____ you _____ (4. shop) with at that time?

John: I _____ (5. shop) with anyone. I was alone.

Policeman: At 3 P.M., a security guard saw you outside the 'Ski and Snow' store. You _____ (6. park) your car. Is that true, Mr. Wilkinson?

John: Oh yes, that's right. At 3 P.M. I _____ (7. park) my car. But I _____ (8. go) to the 'Ski and Snow' store to buy a ski mask. I _____ (9. go) to the 'Supermarket'...

Policeman: What _____ you _____ (10. buy) at the 'Supermarket' Mr. Wilkinson?

John: I _____ (11. buy) some cheese.

Policeman: Why _____ you _____ (12. take) the license plate off your car when you were parked next to the 'Snow and Ski' store, Mr. Wilkinson?

John: Ermmmm... I .... don't know.

Policeman: Why _____ you _____ (13. say) that you _____ (14. buy) a ski mask at the 'Snow and Ski' shop, Mr. Wilkinson?

John: Ermmm... I..... didn't say that. Did I say that? I meant .....

Policeman: _____ you_____ (15. rob) the Stanton Drug Store yesterday, Mr. Wilkinson?



D. With a partner, discuss if you think John Wilkson is guilty or innocent. Give some reasons why based on the interview in exercise **C**.

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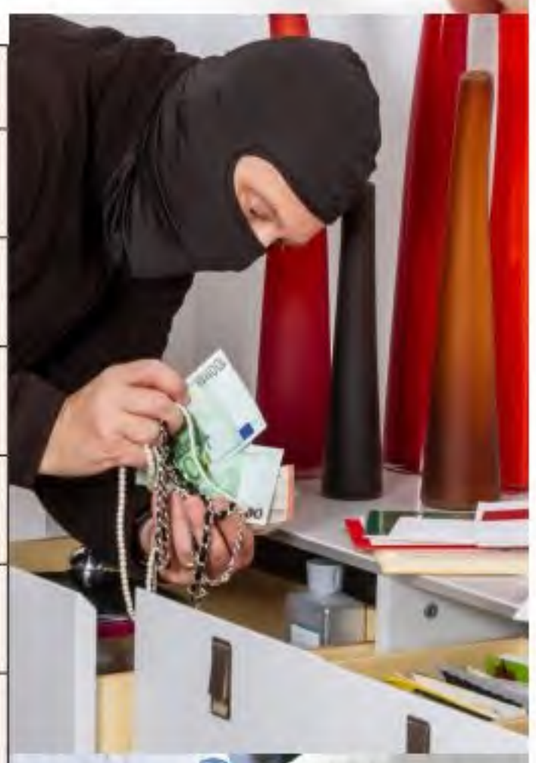
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12 Project

1. Choose and research one of the following topics:
   Famous Crimes
   Famous Frauds
   Famous Blunders
   Intellectual Property Crimes
2. Work in pairs or groups. Collect information from different sources and make notes in your organizer.
3. Use your notes to prepare a PowerPoint presentation or a poster.
   - Select photos/pictures or design/draw your own.
   - Plan what you are going to present and in what order.
   - Prepare your texts, e.g. bullet points, slogans, descriptions and/or accounts.
   - Share the work.
   - Collate your material and prepare.
4. Rehearse and then present in class.



☐ Crime ☐ Fraud ☐ Blunder	
What was it about?	
Who was involved?	
Where did it take place?	
When did it happen?	
Why did it happen?	
How was it resolved?	





When you prepare a PowerPoint presentation, remember to:

Focus on your audience:
- what the audience knows or expects
- ways to keep them interested and engaged
- ways to entertain them, e.g. a joke, or a comment

Focus on your content:
- decide what you are going to talk about
- select and use keywords/information
- illustrate with visuals or examples
- be prepared to say more than what is on your slides

Focus on your slides:
- do not include too many points on each slide
- do not use a small font
- limit your points to about 4 or 5 maximum
- use bullet points, charts, or graphs
- use visuals
- reveal the information gradually
- include notes in the margin if you need a reminder of what you want to say
- do a trial run—practice using your material and software

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13 Reflection

Things that I liked about Unit 2:	Things that I didn't like very much:
_____ _____	_____ _____

Things that I found easy in Unit 2:	Things that I found difficult in Unit 2:
_____ _____	_____ _____

Unit 2 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
discuss crime and punishment			
read and discuss newspaper articles			
explain steps in a process			
use the passive			
use the past perfect and past perfect progressive			
use the simple past tense: *be*			
use regular and irregular verbs in the past			
use *used to* and *would*			
use the past simple versus past progressive			

My five favorite new words from Unit 2:	If you're still not sure about something from Unit 2:
_____ _____ _____	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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3 Far and Away

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> **"Certainly, travel is more than the seeing of sights; it is a change that goes on, deep and permanent, in the ideas of living."**
>
> *—Miriam Beard Vagts*

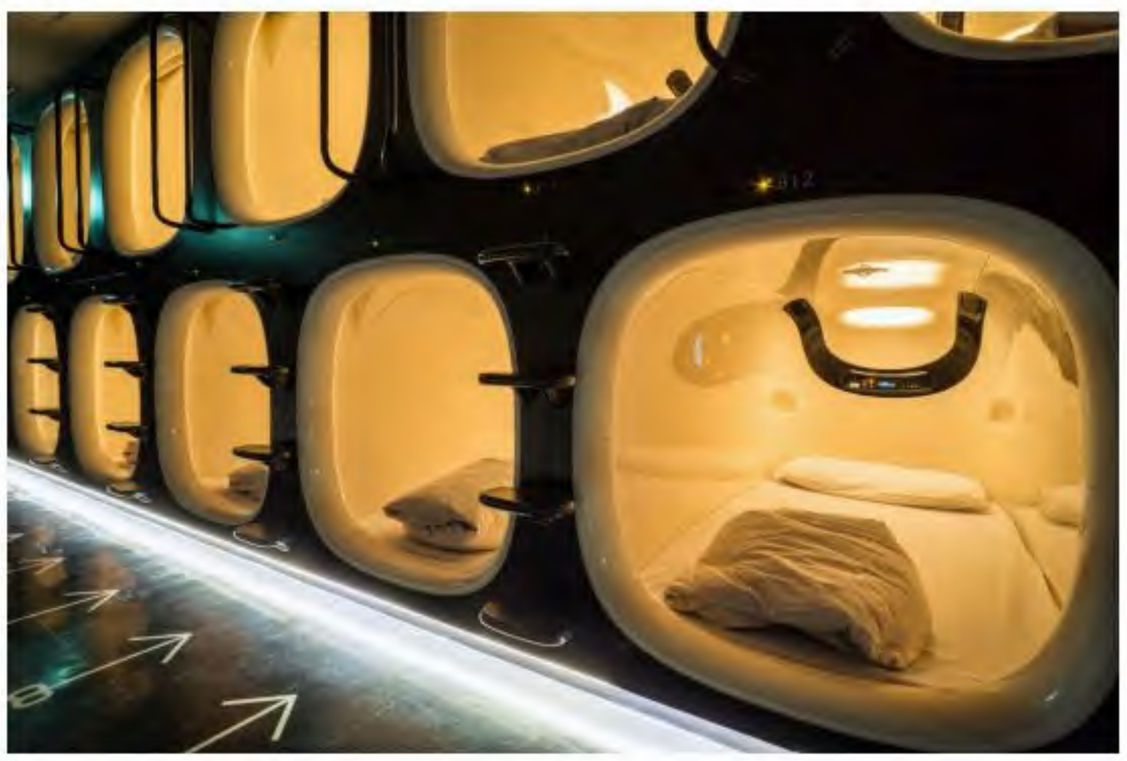
1 Listen and Discuss

In pairs, tell each other five things you expect a hotel to have. Then read about these four unusual hotels. Share with each other how each hotel is different from what you expected.



Jules' Undersea Lodge
Florida, USA

Undoubtedly, most people have never been to a hotel like Jules' Undersea Lodge before. This extremely unusual hotel, located in Key Largo, Florida, is on the ocean floor! Guests scuba dive to the hotel's one unit, which is over 19 feet (six meters) below the surface. The unit includes two bedrooms, a television, and 50-inch (127-centimeter) circular windows that offer views of passing sea life.



Capsule hotels
Throughout Japan

In recent years, capsule hotels have gained widespread popularity in Japan. Capsule hotels are hotels in which guests stay in a small sleeping space that is just big enough for a bed. There is so little room that some people can scarcely sit up in these capsules. However, in expensive cities, capsule hotels offer a relatively inexpensive alternative to more traditional hotels.

Ariau Amazon Towers Hotel
Manaus, Brazil

Ariau Amazon Towers Hotel in Manaus, Brazil, is the world's largest commercial tree house. Amazingly, Ariau's towers are built at the level of the rain forest treetops, about 72 feet (22 meters) in the air. The towers are linked together by four miles (six kilometers) of wooden catwalks. This very unusual setting gives guests the unique opportunity to experience the plant and animal life of the rain forest canopy while leaving the rain forest's ecosystem undisturbed.



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The Kakslauttanen Hotel

Lapland, Finland

In the heart of Finnish Lapland, 155 miles (250 kilometers) north of the Arctic Circle, lies a truly magical place. The Kakslauttanen Hotel offers guests the opportunity to stay overnight in either a snow or glass igloo. Those who choose the glass igloos can enjoy the night skies and the stunning Northern Lights from the comfort of their own bed. Luckily, the hotel provides cozy, extra-warm sleeping bags for the guests who choose to sleep in snow igloos!



Quick Check ☑

A. Vocabulary. Complete the paragraph with words from the box.

commercial	relatively	undisturbed
ecosystem	surface	widespread

I live in a beautiful area of Panama that is very popular with tourists. In the last few years, there has been (**1**) _____ development of large, impersonal hotels. Lately, I've been thinking about opening a small, friendly hotel. It would be (**2**) _____ close to the center of town, but far enough away that the guests would be (**3**) _____ by the noise and traffic. I'd like my hotel to have a view of the water. There's nothing I like better than to watch the sun reflect off the (**4**) _____ of a lake. I'd also like to run a wildlife park close to the hotel. I wouldn't charge admission to the park because I don't think enjoying nature should be a (**5**) _____ activity. However, I'd limit the number of people who could enter the park each day, as too many visitors would disrupt the (**6**) _____.

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

1. _____ Capsule hotels are popular in Japan.
2. _____ Guests take a boat to Jules' Undersea Lodge.
3. _____ Jules' Undersea Lodge has small, square windows.
4. _____ The Kakslauttanen Hotel gives guests the opportunity to explore the rain forest canopy.
5. _____ Capsule hotels provide an inexpensive alternative to traditional hotels.
6. _____ Guests at the Ariau Amazon Towers Hotel have a negative effect on the rain forest's ecosystem.

2 Pair Work

You are going to design your own unusual hotel. List three to five things you would like your hotel to have. Then in pairs tell each other about your hotel.

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3 Grammar

Adverbs of Degree

Adverbs of degree tell us about the intensity of a verb, adjective, or other adverbs. Some common adverbs of degree are:

absolutely	completely	hardly	quite	so
almost	enough	just	rather	too
barely	extremely	nearly	scarcely	very

Adverbs of degree usually go before the main verb they modify.

I've **almost** finished packing. I **nearly** missed my flight.

Adverbs of degree usually go before the adjective or adverb they modify.

The travel agent was **extremely** helpful. He read the map **very** carefully.

When *enough* is used as an adverb of degree, it is placed after adjectives and adverbs.

Is your coffee hot **enough**? You are not speaking loudly **enough**.

Sentence Adverbs

Sentence adverbs modify an entire sentence, or a whole clause within a sentence. They indicate the attitude of the speaker. Some common sentence adverbs are:

actually	certainly	frankly*	obviously	probably
admittedly*	clearly	honestly*	officially*	undoubtedly
apparently	evidently	naturally*	presumably	(un)fortunately*

(*) Some sentence adverbs usually go at the beginning of a sentence.

Frankly, I'm disappointed in the quality of this hotel.

Other sentence adverbs can go after the verb *be*, before simple tenses of other verbs, or after the auxiliary in a compound verb.

You are **obviously** having a good time.
He **certainly** spent a lot of money on this trip.
The flight has **undoubtedly** left by now.

A. Rewrite each sentence to include the adverb of degree.

We have recovered from our trip. (almost) *We have almost recovered from our trip.*

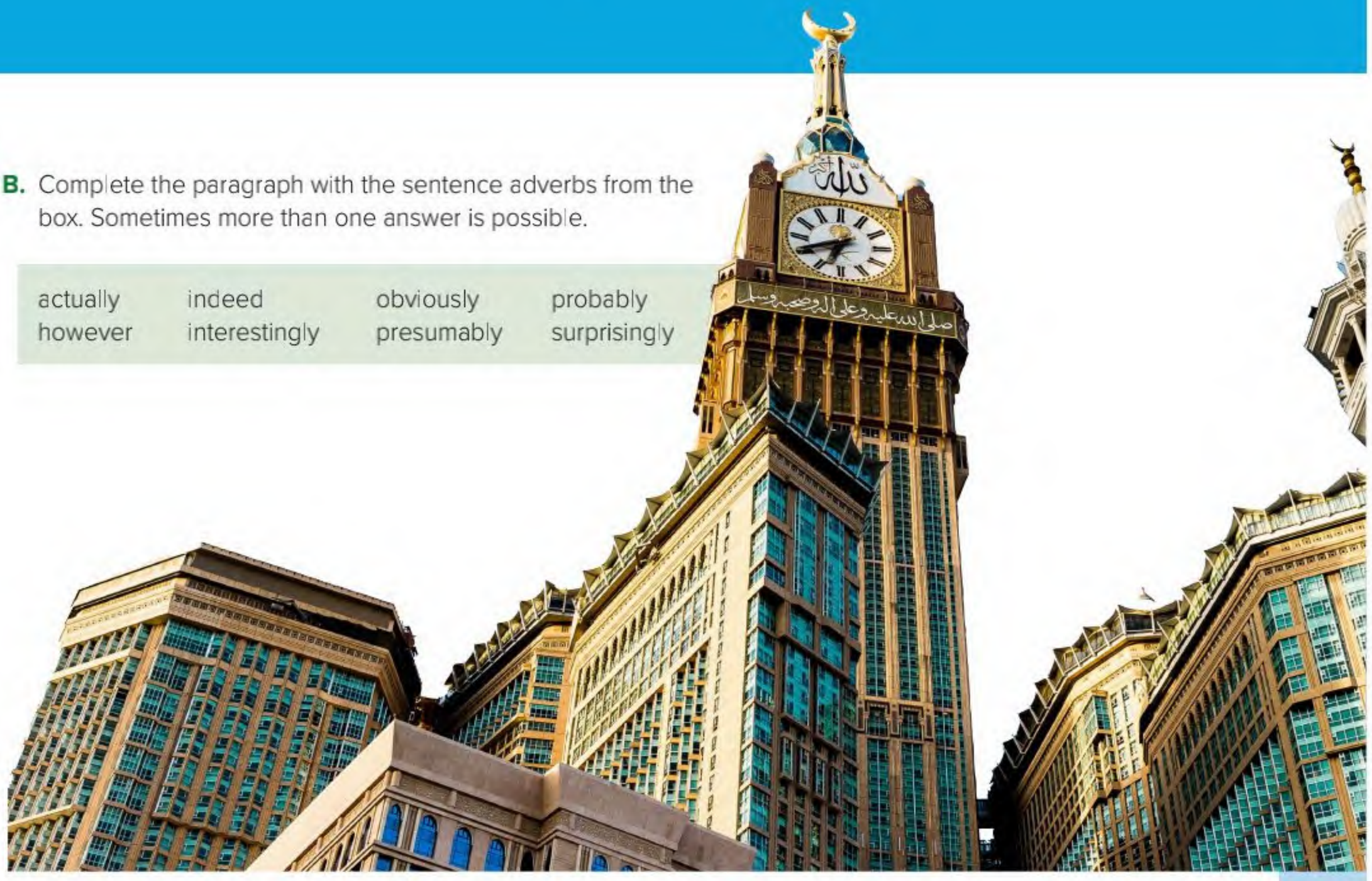
1. We ate anything on the airplane. (hardly)
2. The food was bland for me. (too)
3. The flight attendant dropped my meal on me. (nearly)
4. Sleeping on the train was uncomfortable. (rather)
5. We were exhausted by the end of our trip. (absolutely)
6. The airplane seat wasn't big for me. (enough)

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B. Complete the paragraph with the sentence adverbs from the box. Sometimes more than one answer is possible.

actually	indeed	obviously	probably
however	interestingly	presumably	surprisingly



Staying in the Abraj Al-Bait hotel in Makkah, Saudi Arabia, is an amazing experience. (**1**) _____ it is a complex of seven skyscraper hotels. (**2**) _____ , the central hotel tower has the world's largest clock face and, (**3**) _____, the tallest tower in the complex is (**4**) _____ the tallest building in Saudi Arabia, with a height of 601 meters. The hotel is very close to Islam's most sacred site, the Great Mosque of Makkah. The hotel complex was (**5**) _____ built to accommodate pilgrims of the Hajj that visit Makkah every year from all parts of the Muslim world (**6**) _____, it also welcomes visitors to Makkah throughout the year, even though the greatest concentration of visitors is most (**7**) _____ during the Hajj. The Abraj Al-Bait has a five-story shopping mall and a parking garage capable of holding over a thousand vehicles, (**8**) _____ both for the visitors of the mall and for the hotel guests.

C. Read the following facts about another unusual hotel in another country. Then write a paragraph about it, using adverbs of degree and sentence adverbs.

- The hotel is located on the Torne River, 124 miles (200 kilometers) north of the Arctic Circle.
- The hotel is the biggest igloo in the world.
- It melts into the river every spring and is recreated every winter.
- The temperature inside the hotel is 23° Fahrenheit (-5° Celsius).





ICEHOTEL, Sweden

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4 Conversation



Attendant: Flight C458 is ready for takeoff. Please ensure your seatbelts are fastened and your seats are in the upright position.

Passenger: Excuse me?

Attendant: Yes? Can I get something for you?

Passenger: No, but I wonder if I can ask you a question?

Attendant: Certainly.

Passenger: I see that there's an empty row near the front of the plane. I was wondering if it would be possible to change seats. I usually try to get some sleep during red-eye flights, and it would be much easier if I could spread out.

Attendant: Unfortunately, that won't be possible. It's against our policy for passengers to leave their assigned seats on this airline.

Passenger: Well, that's a crummy policy. I don't get it. Other airlines allow it. Why should passengers be crammed together when there are open seats on the flight?

Attendant: Please try to understand. The problem is that if we gave you the seat, it wouldn't be fair to other passengers who might also want the open seat.

Passenger: That's a drag. Especially since I requested a window seat at the front of the plane, and they put me on the aisle near the back!

Attendant: Could I see your ticket, please?

Passenger: Sure, why?

Attendant: Sir, the empty window seat at the front of the plane *is* your seat! Your seat is number 3, not 33.

Passenger: Oh! Awesome!

Real Talk

red-eye = overnight
crummy = bad
don't get it = don't understand
a drag = a disappointment
Awesome! = Terrific!

About the Conversation

1. What request does the passenger make?
2. How does the flight attendant respond? What reasons does he give?
3. How does the passenger end up getting what he wants?

Your Turn

Role-play with a partner. Imagine you are at a shopping mall, making a special request of the sales clerk or assistant. Use phrases for making and declining special requests.

Making and Declining Special Requests

I wonder if it would be possible...	That won't be possible...
Do you think it would be possible...?	I'm afraid (we) can't...
Unfortunately, that's not possible...	We can't do it because...
I wish it were possible, but...	The problem is...

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5 Listening

Listen to the experienced traveler talk about what to pack for a backpacking trip through Europe. Tick ☑ the items he recommends bringing.

rain jacket	☐	smartphone	☐
expensive boots	☐	sunglasses	☐
toiletries	☐	box of bandages	☐
trash bags	☐	tweezers	☐
water bottle	☐	expensive jewelry	☐
2–3 bandages	☐	guide book	☐



6 Pronunciation

A. Words like ***backpack*** and ***water bottle*** are called compound nouns because they are made up of two separate nouns. The stress goes on the first part of the compound noun. Say each sentence. Then listen to see if you stressed the compound nouns correctly.

1. Throw a couple of **trash bags** in your **backpack** for dirty laundry.
2. Keep your **sunglasses** and **water bottle** in an easily accessible front compartment.
3. Some people like to bring a **notebook** or journal to write about their travels.
4. You packed everything except your **toothpaste** and **toothbrush**.
5. I'll look for a **postcard** in my **mailbox** every day!

B. Find compound nouns in the passages about hotels and in the conversation you read. Underline and practice reading them aloud. Remember to stress the first part.

7 Vocabulary Building

A. You will see these words in the reading on pages 40 and 41.
Match the words with their meanings.

1. _____	pristine	**a.**	the action of cutting down trees to clear forests
2. _____	preserve	**b.**	distinguishing traits or qualities
3. _____	conservation	**c.**	something that causes a person to act
4. _____	incentive	**d.**	abundantly green, fertile
5. _____	deforestation	**e.**	careful protection of something
6. _____	characteristics	**f.**	to keep safe from injury, harm, or destruction
7. _____	remote	**g.**	lessening, diminishing
8. _____	reduction	**h.**	geographically isolated
9. _____	lush	**i.**	not spoiled

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

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8 Reading

Before Reading

1. ***Eco-*** means "related to the earth or environment." What do you think ***ecotourism*** means?
2. Read the passage and underline all the words and phrases that can help you understand what ecotourism means.

Ecotourism: See the World While Saving It



Imagine vacationing in a place of stunning, natural beauty. Picture yourself relaxing on a pristine beach in Belize, exploring the desert on a camel in Riyadh, or following lions and zebras in Kenya. Now imagine that while enjoying these experiences, you are also helping to preserve the environment, protect wildlife, and support local communities. Sound too good to be true? It isn't! Such vacations are part of the fastest-growing trend in the travel industry. The trend is called ecotourism.

While ecotourism was almost unheard of before the 1990s, it has quickly become a multi-billion dollar industry. But what exactly *is* ecotourism? These are some of its characteristics:

- It involves travel to natural, often remote, destinations. These are often protected areas where development is limited.
- Ecotourism destinations focus on recycling, water conservation, and using renewable energy sources.
- It builds environmental awareness. As visitors explore an area, they also learn about it.
- It provides an economic incentive to preserve the environment and raises money to help protect it.
- It creates financial opportunities and jobs for the local population.

Costa Rica was one of the first ecotourism success stories. At one time, Costa Rica had the highest rate of deforestation in all of Latin America. However, since ecotourism, there has been a dramatic reduction in deforestation. Now, more than a quarter of Costa Rica's land is protected from development. Costa Rica is now the world's top ecotourism destination. Amazingly, this small country of five million people has about three million visitors per year.

Stacy Davison is one of the three million tourists who chose to visit Costa Rica this year. "We wanted to explore a country that was largely unspoiled by development. And, boy, did we get what we were looking for. We saw beautiful beaches, lush rainforest, and exotic wildlife." Stacy is especially enthusiastic about a wildlife refuge she and her husband visited during their trip. "Getting there took four hours by bus along an unpaved road. But it was so beautiful that it was worth it. We hiked the trails and took a tour through the rain forest canopy. Our guide showed us how to poke a stick into a termite nest to get a snack (They have a nutty flavor!), and how to use live leaf-cutter ants to create stitches for a cut. It was quite an amazing experience!"

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Stacy also enjoyed knowing that the money she was spending on her vacation was being used in environmentally responsible ways. She stayed in locally-owned, environmentally-friendly hotels that grow their own fruits and vegetables, and use renewable sources of energy such as wind and solar power.

Undoubtedly, ecotourism plays a critical role in preserving the land in Costa Rica as well as in other ecotourism destinations around the globe. At the same time, ecotourism provides visitors with a unique, unforgettable, and educational vacation. Basically, ecotourism is a win-win situation for both the tourists and the countries they visit.

After Reading

Complete the sentences.

1. _____ is the fastest growing trend in the travel industry.
2. _____ is the world's top ecotourism destination.
3. At one time, Costa Rica had the highest rate of _____ in Latin America.
4. More than _____ of Costa Rica's land is protected from development.
5. Two examples of renewable energy sources are _____ and _____.

9 Speaking

1. Work in pairs or groups. Think about the characteristics and benefits of ecotourism and make notes in the chart. Then list the names of places in your country that are good for ecotourism and the activities that are offered there.
2. Use your notes to discuss your ideas in class.

	Characteristics/benefits of ecotourism	Places in my country for ecotourism
1		
2		
3		
4		
5		

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KINGDOM OF SAUDI ARABIA

10 Writing

A. 1.
- Think about the most important places in Saudi Arabia. Why are these places or sites significant? Why should a tourist visit them?
- What does Saudi Arabia have to offer visitors that is unique or special?
- How does the country welcome and look after its visitors?

2. Read the following extract from the Vision 2030 Program and find out the following:

a. What are the unique and special things that Saudi Arabia has to offer visitors? Compare these to your ideas in part 1.

b. What plans does the government of the country have to further improve and develop tourism and travel to Saudi Arabia?

Saudi Arabia's Vision 2030

Saudi Arabia is blessed with many rich assets. Our geographic, cultural, social, demographic and economic advantages have enabled us to take a leading position in the world.

To build the best future for our country, we have based our vision for Saudi Arabia on three pillars that represent our unique competitive advantages. Our status will enable us to build on our leading role as the heart of Arab and Islamic worlds.

At the same time, we will use our investment power to create a more diverse and sustainable economy. Finally, we will use our strategic location to build our role as an integral driver of international trade and to connect three continents: Africa, Asia and Europe.

Using our unique location, our vibrant economy and our status as the heart of the Arab and Islamic worlds, we will increase travel to our country and welcome guests. We recognize that Allah the Almighty has given to our country, a gift more precious than oil. Saudi Arabia is the Land of the Two Holy Mosques, the most sacred sites on earth and the direction of the Kaaba (Qibla) to which more than a billion Muslims turn at prayer. We will expand and further develop our country to ensure that Muslims from around the world can visit the Holy Sites.

The Hajj and Umrah Vision Realization Program will allow the highest possible number of Muslims to perform Hajj and Umrah to the fullest. We will develop facilities and transport around the Two Holy Mosques – providing pilgrims with the best possible services before, during and after their visits to Makkah and reflecting the bright and civilized image of the country in the service of the Two Holy Mosques. This unique status of our country is clearly manifested in our responsibility in providing generous services and care for visitors to these two holy sites.

Furthermore, we will provide wider tourism, as well as cultural and historical programs, for those who come to perform Umrah. To achieve this, we will continue working on the development of our infrastructure and support the private sector to provide high quality Umrah services.

The program will support the revival, preservation, promotion and classification of Islamic, Arab and National heritage through supporting museums and historical sites by facilitating access and funding preservation and funding events that showcase local traditions.

Cultural tourism destinations including the world's largest 'open air museum' (at Al-Ula) are planned along with the re-establishment of art and crafts centers.

Through our vibrant economy, we will develop the tourism infrastructure to create new holiday resorts and extend the road infrastructure, so visitors can experience the natural beauty of the country. Environmental parks will be rehabilitated and developed for ecological tourism. We will also further develop the digital systems to attract conference tourism to our country.



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

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B. Write a letter to your friend from Britain (who has never been to Saudi Arabia), about a place in your country that you plan to visit.

1. Research and collect information about an important place in Saudi Arabia that you feel a visitor should see, or that a person who has never been to your country should learn about.
   - Think about the history of the place and why it is significant to the country's history and culture.
2. Use the organizer to make notes on:
   - What you know about the place
   - New information you have found
   - What you can do there
   - Your reasons for choosing the place and why it is important
   - Examples and details

   When you write the letter, give reasons why this place is important and also how it is special or unique.

Name of the place and what it is (an historical site, a place of natural beauty etc):		
Reasons why it is important	**Things to do there**	**Examples and details (from your research)**

Dear Hamed,

How are you? I hope that you and your family are well.

I have some exciting news that I wanted to write to you about. I'm going on a trip to climb the highest mountain in Britain. It is in Scotland and it is called Ben Nevis.

In addition to the fact that it is an area of outstanding natural beauty, it also has a historical significance.

It was the site of Britain's first weather observatory and it was built in 1883. This helped scientists all over the world learn how to study the weather and understand the climate.

It is going to be tough to climb, but it will be great to be outside in nature and enjoy the clean environment. This mountain region is unique as it has many plants and geological features that can only be found here in Scotland.

Writing Corner

When you write an informal letter:

- Open in a friendly way with an appropriate greeting and tell your friend why you are writing.
- When you are giving news such as an up-and-coming trip you will take, give as many details as you can. Use lots of words to describe the place or the experience.
- Note down your feelings, expectations, assumptions, questions, and doubts.
- Plan what information you are going to include in each paragraph.
- Close in an appropriate way and sign off with: Speak soon; Give my best wishes to your family; Write to me soon; and so on.



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11 Form, Meaning and Function

Future with *Be Going To*

Use *be going to* for the future, to talk about plans.

Affirmative (+)
I **'m going to** travel to Jordan.

Negative (–)
I **'m not going to** visit Petra.

***Yes-No* Questions (?)**
Are you **going to** travel to Jordan?

Short Answer (+)
Yes, I am.

Short Answer (–)
No, I'm not.

Information Questions

What are you going to do on your vacation?	I'm going to travel to Africa.
When is he going to leave?	He's going to leave next week.
Which countries is he going to visit?	He's going to visit Tunisia and Morocco.
How are we going to go?	We're going to go by plane.
Where am I going to stay?	You're going to stay in a four-star hotel.
Who is going to travel with them?	They're going to travel with friends.
How long are they going to stay?	They're going to stay for a month.

Position of Adjectives

Antarctica is an **exotic** place. (*before nouns*)

Antarctica is **exotic**. (*after the verb* ***be***)

A. Complete the article. Use the adjectives in the box.

coastal	dense	fertile	humid	local	tropical

Jazan

Jazan, in southwestern Saudi Arabia, is a (1) __coastal__ city on the Red Sea. It is the capital city of Jazan Province near the Yemeni border. Although it is a small province, it has a (2) _____ population of 1.6 million inhabitants. The terrain of the region is varied, consisting of mountains, (3) _____ plains, coasts, and islands. Jazan is famous for its (4) _____ products, especially its (5) _____ fruits like mango, figs, and papaya. The climate in the city of Jazan is very hot and (6) _____ in the summer, while temperatures in the mountains to the northeast are much cooler.

B. Add the question words. Match the questions and the answers.

1. __Which__ suitcase are you going to take? __e__	**a.** In a beautiful hotel.
2. _____ are they going to travel? ___	**b.** To their parents.
3. _____ is he going to do when he arrives? ___	**c.** They're going to take a bus.
4. _____ are they going to write to? ___	**d.** They're going to arrive in the morning.
5. _____ are we going to stay? ___	**e.** The red one. It's new.
6. _____ are we going to get there? ___	**f.** He's going to rest.

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Present Progressive

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

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

My friends **are arriving** tomorrow.
What **are** you **doing** tonight?

Future with *Going to* and *Will*

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

What are you **going to** do on your vacation?
I'm **going to** travel to Europe.
I'm not **going to** travel this year.

Where **wi**ll you stay?
Maybe I**'**ll stay with friends.
I probably **won't** stay in a hotel.

Time Expressions for the Future

I am leaving **tomorrow night**.
This year we will go on vacation to Al Ula, Saudi Arabia.
They are flying to Oman **on Thursday**.

Hurry! They will be here **soon**!
I am meeting her **in an hour**.
We will sit examinations **next month**.

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

A: What are you doing at two o'clock next Saturday?
B: I'm getting a haircut. How about you?

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

D. Look at the expressions in the box. Work with a partner. Ask and answer about their future plans. Use *going to* and *will*.

A: Where **are** you **going to go** on vacation this year?
B: I'll probably go to Dubai. How about you?
A: I'm going to visit my grandparents.

tomorrow • this week / month / year • tonight
next month / year / Tuesday • soon • on the weekend



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12 Project

1. Make a poster promoting ecotourism in your country. Work in pairs or groups.
2. Choose a place that would be good for ecotourism.
3. Research and complete the chart with information and details about the place.
4. Collect visuals and find samples of posters on the Internet to help you.
5. Design your poster. Think of a slogan and/or an attractive title. Look at the photo in your book and find more examples on the Internet to help you.

An area for ecotourism in Saudi Arabia: _____

Questions we would like to find answers to	Details and information we found out about the place	Pictures and images we can use in our poster
What kind of place is it? Is it an inland area? Is it a coastal area?		
How can visitors travel and explore the area?		
What can they see, observe, or experience?		
What outdoor activities can visitors do? (e.g. off-road driving, rock climbing, desert trekking, etc.)		
How is money raised in order to maintain the area?		
How are local communities and people involved? Jobs? (e.g. caretakers, guides, rangers, etc.)		
What are some of the environmental benefits?		

When you prepare a poster, remember it should:

- be quite large, so it can be noticed or read when posted on the wall
- be colorful in a tasteful way and have photos and/or drawings
- include memorable slogans
- convey a strong message
- be appealing to the viewer



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13 Self Reflection

Things that I liked about Unit 3:	Things that I didn't like very much:

Things that I found easy in Unit 3:	Things that I found difficult in Unit 3:

Unit 3 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about travel experiences and travel dreams			
discuss hotels and services			
make and decline special requests			
use adverbs of degree			
use sentence adverbs			
talk about the future with *be going to* and *will*			
ask information questions			
know about the position of adjectives			
use the present progressive to make future arrangements			

My five favorite new words from Unit 3:	If you're still not sure about something from Unit 3:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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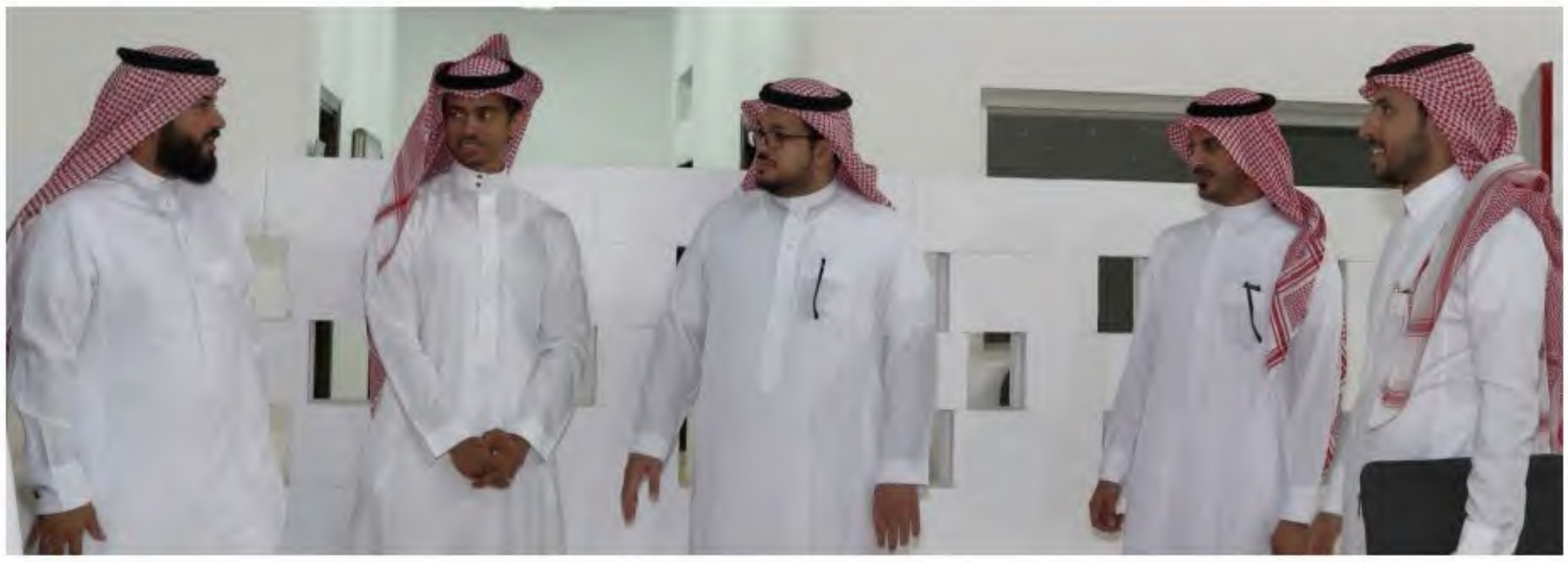
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EXPANSION Units 1–3

1 Language Review ☑

A. Complete each sentence with the correct form of ***do***, ***have***, or ***be***.

1. Sam _____ never had a credit card.
2. _____ Jen need help moving this weekend?
3. It _____ a coincidence that we got here at the same time.
4. Don was disappointed when he _____ not get the job.
5. Omar has _____ living in the same house his entire life.
6. The euro _____ introduced in Europe in 2002.
7. Since I _____ already eaten dinner, I declined the invitation to the restaurant.
8. How often _____ you eat lunch in the cafeteria?



B. Change the active sentences to passive sentences.

1. People grow coffee in eighty different countries.
2. The jury will give the verdict tomorrow morning.
3. Painters are painting my house at this very moment.
4. Saudi Arabia is holding a cabinet meeting tomorrow.
5. They have held the football match at Gardner Stadium for the last eight years.
6. The school has cancelled classes for today.
7. Someone wrote this book in the 18th century.
8. The police arrested the suspect near the scene of the crime.

C. Complete each sentence with the past perfect or past perfect progressive form of the verb in parentheses.

1. The train _____ already _____ by the time we got to the station. (leave)
2. The cat _____ the tuna from the table when he yelled at it. (eat)
3. By 11:00 yesterday morning, we _____ to three shopping malls. (be)
4. She called the police because someone _____ her. (follow)
5. Julie didn't apply for the job because she _____ already _____ a different job. (find)
6. My brother _____ never _____ on his own before he got that apartment. (live)
7. I offered to drive him, but he _____ already _____ a taxi. (call)
8. I _____ to call her when suddenly she knocked on my door! (try)

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D. Rewrite each sentence using the adverb of degree in parentheses.

I have no money at all on me. (absolutely)
I have absolutely no money on me.

1. I slept very little last night. (barely)
2. We'll be there soon. (almost)
3. You look so different that I almost didn't recognize you. (hardly)
4. I'll be done with this book soon. (nearly)
5. That is such a funny photo. (extremely)
6. The altitude was so high that I had a lot of trouble breathing. (barely)
7. The essay was in such bad shape, it had to be written all over again. (completely)
8. The hairstylist cut my hair shorter than I like. (too)

E. Circle the best adverb for each sentence.

1. I'll (probably / fortunately) apply to at least three colleges.
2. (Unfortunately / Presumably), we won't be able to join you for dinner. We have other plans.
3. I am (certainly / unluckily) not going to tell him something that will upset him.
4. He goes out every night. (Presumably / Honestly), he has a lot of friends.
5. You have a big smile on your face. (Obviously / Actually) you did well on the exam.
6. I would (certainly / presumably) recommend staying home today if you feel sick.
7. (Honestly / Apparently), I didn't know that the project was due today.
8. I'm having a dinner party on the 3rd, although (officially / naturally) I don't graduate until the 11th.
9. That is an extraordinary bracelet! (Presumably / Admittedly), you keep it in a safe place.

F. Complete each sentence about yourself.

1. One thing I absolutely can't stand is _____.
2. I am completely happy when I _____.
3. One time I almost _____.
4. I'm very excited about _____.
5. Unfortunately, I _____.
6. Luckily, I _____.
7. Admittedly, I am not good at _____.
8. Sometimes I can be extremely _____.
9. I have been told that I am quite _____.
10. One thing I am very frightened of is _____.



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2 Reading

Before Reading

Read the passage and underline details that tell you how a computer virus and a biological virus are similar.



Computer Viruses: A Headache for Humans

A computer virus is a computer program that has the ability to infect a computer without the user's permission, or even knowledge. There are more than a few similarities between computer viruses and human viruses.

Biological viruses enter the body through some kind of direct contact with the body and attach themselves to a *host cell*. The virus spreads, and the resulting damage can include pain, suffering, or even death. Similarly, computer viruses enter a *host file* in your computer when you open an infected email attachment. This virus then spreads, resulting in damage that can include deletion of files, emailing of all the addresses in the computer's email address book, a slowing down of the system, or even fatal damage to the hard drive.

If these viruses are so damaging, why do people allow them to infiltrate their computers? Because people are tricked into it. Viruses are sent attached to email messages. These emails use a variety of tricks to fool the reader into opening up the attachment. For example, some of these emails are designed to appeal to people's emotions. The "YOU HAVE WON" virus included an attachment titled "A-Gift-For-You.text.vbs." Users, thinking they had been sent a gift letter, opened the file, instantly releasing a virus and infecting their computer. Another common virus disguised as a personal message is "Koob." "Koob" is spread through messages sent through social networking sites. The emails have subject lines like, "You look funny on our new video." When users try to download the "video," what they really get is a virus.

Another common way email users are manipulated into opening attachments that contain viruses is with messages that appear to come from businesses that people frequently use. These typically include auction sites, delivery services, and financial institutions. One such virus is the "UPS/FedEx Delivery Failure." This email comes with a message informing the user that a package he or she had supposedly sent could not be delivered. Users are told to click on the attachment for a refund. In reality, of course, the attachment unleashes a virus.

Ironically, one virus-spreading email was disguised to look like an email about protecting the user's computer from viruses! The "Microsoft Patch" virus was spread through an email that urged the user to download a software patch to prevent viruses. This email even included the Microsoft™ icon, which fooled many into believing the email was legitimate. In reality, the "patch" was a virus. This virus was forwarded by millions of people, resulting in the infection of computers around the world.

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Do all you can to avoid exposing your computer to a virus. Think of the precautions you take against catching biological infections. You wash your hands and avoid contact with sick people. Extend the same care to your computer. Consider investing in antivirus software. And whatever you do, avoid opening emails with potentially infected files. You may just save your computer from contracting a nasty illness, and yourself from suffering a terrible headache.



After Reading

A. Complete each sentence with one of these words:

fatal	infiltrate	manipulated	precaution	urge

1. How did the spy _____ the government building? Weren't there security guards on duty?
2. Due to several _____ design flaws in the operating system, all the computers in the office crashed.
3. You must stop smoking. I _____ you to consider the impact it has on your body.
4. The businessman _____ the client to make him do what he wanted.
5. Elena thought it might rain. So she took the _____ of bringing an umbrella.

B. Answer the questions.

1. What is a computer virus?
2. Describe the similarities between human and computer viruses.
3. What is the "UPS/FedEx Delivery Failure" virus?
4. What is ironic about the "Microsoft Patch" virus?
5. What are some steps you can take to prevent your computer from being infected by a virus?

Discussion

1. Has your computer or a friend's ever been infected by a virus?
2. How did it happen?
3. What did you do? What did your friend do?
4. Why do you think there are so many computer viruses?
5. What kind of punishment is appropriate for people who create and spread viruses?

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3 Language Plus Aa

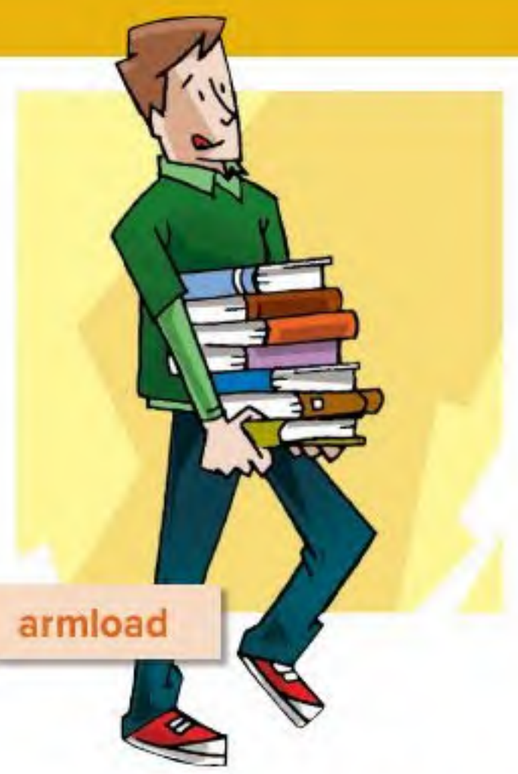
A. Complete each sentence with one of the words shown.



overload



truckload



armload



download



upload



offload

1. A _____ of supplies has arrived to help the victims of the earthquake.
2. You need to _____ those crates carefully. They're full of computer equipment.
3. Grab an _____ of dirty clothes and bring it to the laundry room.
4. We can _____ our presentation onto the classroom Internet site.
5. You shouldn't _____ that electrical outlet with so many appliances.
6. I'm going to _____ a game from a new online game store.

4 Writing

Tools for Writing: Capitalization

Do not capitalize names of seasons.

Use a capital letter for:

- the first letter of the first word of a sentence
- the pronoun
- proper nouns (specific people, places, organizations)
- days of the week, months of the year, and holidays
- countries, nationalities, and languages
- the first word of a quoted sentence

Rewrite each sentence with correct capitalization.

1. my mother and i traveled to london together last year.
2. will james attend harvard university in the fall?
3. when i asked to see doctor atar, the receptionist said, "the doctor just left."
4. people from haiti speak french and creole.
5. this year, earth day falls on a tuesday.

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Writing Prompt

Write a personal narrative about a problem or difficult situation you have experienced. Explain how you solved the problem or dealt with the situation. For example, you might write about a time your computer crashed the night before a report was due, or a time you were stuck at an airport overnight. Include grammar points from Units 1–3.

A personal narrative is a story about something that happened to you.

Write Your Personal Narrative

1. Choose a problem or difficult situation you have experienced.
2. Think about the situation. How did it come about? How did you deal with it? Use the chart to organize your ideas.

Problem(s)	Solution(s)

3. Think of a title for your narrative.
4. Write your narrative.

Developing Your Writing: The Introduction

The first paragraph of your writing is the introduction. The introduction should grab the reader's attention by expressing something interesting that makes the reader want to read more. The introduction should also include a topic sentence that states clearly what the essay is about. All the other sentences in the introduction should support the topic sentence.

As you write your introduction, ask yourself:

- Is this paragraph interesting and engaging? Will it make the reader want to know more?
- Does it include a topic sentence that clearly tells the reader what the essay is about?
- Do the other sentences support the topic sentence?

The Day My Computer Crashed

I'll never forget the last day of my freshman year at Abbington High School. The year had gone very well. I had made new friends, enjoyed my classes, and was expecting good grades in all of my courses. But something unexpected happened on the last day of the year.

I had done well in Mr. Martinez's history class all year. So I was not concerned when we were asked to write a final paper. In fact, I was even looking forward to it. I spent weeks in the library, researching my subject, taking notes, and organizing my ideas. I had started writing the essay a week before it was due. By the night before it was due, I had finished writing the essay and just needed to run a spell-check. But as soon as I began the spell check, the screen froze...

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4 TV Around the World

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1 Listen and Discuss

1. What kind of television programs do you like to watch? Give some examples.
2. What kind of programs do you dislike? Why?
3. Which programs listed here would you watch? Which wouldn't you watch? Explain.



Jeopardy! **Tuesday, 9:30 P.M.**

Jeopardy! is a unique American quiz show that features trivia in history, literature, the arts, culture, science, sports, geography, wordplay, and more. The show is famous for its unusual answer-and-question format, which requires contestants to phrase their responses in question form, having been presented with clues. The first episode of the show was aired on March 30, 1964, and went through different stages, as a daytime series and a nighttime show. On September 10, 1984, *Jeopardy!* returned as a daily series with Alex Trebek as host.

Hoy **Monday, 9:00 A.M.**

This morning show, recorded live in front of an audience, is broadcast in the United States, Central and South America, and parts of Europe. A team of hosts offers family-oriented entertainment. On today's program, the guest chef cooks up some Peruvian shrimp, and a prosperous businessman gives advice to members of the audience.



National Geographic Channel
Thursday, 8:00 P.M. *The National Geographic Channel* is a television channel that features documentaries about science and technology, animals and nature, exploration and culture, produced by the National Geographic Society. It provides authentic and inspiring content for different age groups of viewers. The channel is dedicated to sharing factual knowledge and promoting genuine interest in our world, in an innovative and entertaining manner. National Geographic Channel was originally launched in the Middle East in 1998, followed by National Geographic Adventure in 2007, National Geographic Wild in 2008 and National Geographic Abu Dhabi in 2009. Today, it is available in 25 languages, in over 143 countries.



CSI: Crime Scene Investigation
Thursday, 9:00 P.M.

CSI is an American crime drama about a team of forensic scientists who investigate mysterious and unusual deaths. In tonight's episode, Grissom, Stokes, and Brown take on the puzzling case of a jogger killed in a park. At first the team suspects it is a strange accident. But they eventually discover that someone has been plotting a series of disturbing crimes.



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Top Gear **Wednesday, 9:30 P.M.**

Top Gear is an award-winning British television series about cars. It was originally launched as a conventional motoring magazine show. Since its relaunch in 2002, the new version has developed its own humorous style. The program is estimated to have about 350 million viewers worldwide. The show has received acclaim for its style and presentation as well as criticism for its content and some of the cutting comments made by presenters. It remains, however, one of the most popular motoring series worldwide.



Sasuke **Wednesday, 8:00 P.M.**

This popular Japanese sports entertainment program airs twice a year. Each three-hour special covers an entire competition in which 100 fighters and athletes compete in one of the most challenging physical contests imaginable. The contestants attempt to complete four levels of increasingly difficult obstacle courses to win the title of *Ninja Warrior*.

Quick Check ☑



A. Vocabulary. Complete the sentences with these words.

air	contestants	plot	puzzling
broadcast	inspiring	prosperous	version

1. Two words that mean "to transmit to an audience by radio or television station" are to _____ and to _____.
2. To plan something secretly is to _____.
3. Someone who has had financial success is _____.
4. Something that causes a feeling of excitement and strong desire to do something important is _____.
5. People who take part in a contest are called _____.
6. Something that is difficult to understand or solve is _____.
7. A variation of an earlier or original thing is a _____.

B. Comprehension. Name the show or shows.

1. Which show has attracted both positive and negative comments from reviewers?
2. Which show is broadcast in the morning?
3. Which show airs twice a year?
4. Which shows are available in more than 20 languages?
5. Which show has aired for more than forty years?
6. Which show might be enjoyed by a person who likes murder mysteries?



2 Pair Work

Create your own idea for a TV program. Decide on the kind of program and the title. Then write a brief description of the program.

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3 Grammar

Direct and Indirect Objects

A direct object is a noun or pronoun that receives the action of a verb.
A direct object answers the question *what* or *who*.

John wrote **the poem**. John likes **his new teacher**.

An indirect object tells us to or for *whom* the action is done.
There must be a direct object for there to be an indirect object.

John wrote **the poem** for *his mother*. John read **the poem** to *the audience*.

If there is a preposition, the indirect object goes after the direct object.

She gave *the remote control* to **me**.

If there is no preposition, the indirect object goes before the direct object.

She gave **me** *the remote control*.

When the direct object is a pronoun, the pronoun goes before the indirect object.

She gave *it* to **me**.

To and *For* Before Indirect Objects

Use *to* if the indirect object is receiving something. Use *to* with these verbs: *bring*, *confess*, *give*, *hand*, *lend*, *offer*, *pass*, *pay*, *promise*, *read*, *sell*, *send*, *show*, *take*, *tell*, and *write*.

Will you pass *a pillow* **to me**?

Note: The preposition *to* is not used when the indirect object comes before the direct object.

Will you pass **me** *a pillow*?

Use *for* if the indirect object is benefiting from some kind of help. Use *for* with these verbs: *book*, *build*, *buy*, *cook*, *find*, *get*, *keep*, *leave*, *make*, *order*, and *reserve*.

My parents bought *a new TV* **for me**.

Note: The preposition *for* is not used when the indirect object comes before the direct object.

His parents are buying **him** *a new TV* for his graduation.

With some verbs, the indirect object always follows the direct object, and the preposition *for* cannot be omitted: *answer*, *cash*, *change*, *close*, *fix*, *open*, *prepare*, *pronounce*, and *translate*.

Can you please translate *the program* **for me**?

A. Complete the conversation with ***for*** or ***to***.

Alex: What happened in last night's episode of *Fast and Safe*?
Omar: I recorded it (**1**) _____ you. It was great.
Alex: Tell me about it.
Omar: Well, Alan wrote an email (**2**) _____ Ahmed. In it, he confessed (**3**) _____ him that he had tampered with the engine of the car he was driving. Ahmed kept reading the email (**4**) _____ himself. He couldn't believe that Alan would do such a thing. Then Alan tried to make up for it. He got a fantastic car (**5**) _____ Ahmed to drive in this show. He bought a new helmet (**6**) _____ him. He even sent a limo (**7**) _____ Ahmed's house, to drive him to the studio.
Alex: What did Ahmed do?
Omar: Well, he was angry at first. Then he demanded that Alan make a public statement on the air and promise that he would never do anything like that (**8**) _____ him again.

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B. Rearrange the words to create two sentences: one with the indirect object placed after the direct object, and another with the indirect object placed before the direct object.

I sent / the TV schedule / John
I sent John the TV schedule.
I sent the TV schedule to John.

1. the comedian told / the audience / a joke
2. a glass of water / the talk show host poured / the celebrity
3. the sitcom dad gave / his wife / his wallet
4. his cheese / the cat / the cartoon mouse offered
5. the host passed / the microphone / an audience member
6. the judges offered / the contestants / advice
7. another chance / host offered / the contestant
8. the chef made / the studio audience / a dessert

C. Look at the pictures. Use your own ideas to complete the stories. Use direct and indirect objects.

Jamal had spent weeks planning a poster for ecotourism in his country...

Ahmed's parents were proud of his achievement and wanted to do something special for him...





4 TV Around the World

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4 Conversation



Asma: What are you watching?

Noura: That game show with the teams of cooks. You know, the one where contestants need to prepare a 4-course meal as a team, plate it, and serve it to the judges.

Asma: Why would anyone want to compete in this kind of show? What do they get out of it? I don't know how you can watch this stuff. It's boring!

Noura: I get a kick out of it. Look! He's going to decorate that dish with flowers.

Asma: I can't believe he's going to put flowers on a meat dish. That's crazy. Why don't we turn off the TV and do something else?

Noura: No way! Don't touch that remote!

Asma: It bugs me to watch this. They pretend to be top chefs. But I'm positive they won't be allowed to do more than fry a couple of eggs after the end of this show. And they also pretend to be all friendly with each other.

Noura: I don't know. Some of them seem to know what they're doing.

Asma: I'm telling you, that contestant, there, is waiting for a chance to show off. He doesn't care about his teammates. He's in it to win for himself.

Noura: Relax. It's just a TV show.

Asma: C'mon. We're wasting our time watching this stuff. Don't be such a couch potato. What do you say we go shopping?

Noura: Nah. There's another game show on right after this.

Real Talk

get a kick out of = enjoy
remote = remote control
bugs = annoys
all = very, completely
C'mon. = Come on.
couch potato = someone who watches too much TV
Nah. = No.

About the Conversation

1. Describe the TV show Noura is watching.
2. How does Asma feel about this program? Give examples from the conversation.
3. Would you watch this program? Why or why not?

Your Turn

Role-play with a partner. Discuss a current TV or game show. Talk about what will happen next on the show and who will win. Use phrases for expressing certainty from the box.

Expressing Certainty

I'm sure/certain/positive that...
There's no question that...
It's obvious that...
I'm telling you that...

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5 Listening

Listen to the conversation between the quiz show host and the contestant. Then complete the chart.



Things that have a positive impact on Imad's performance
Things that have a negative impact on Imad's performance

6 Pronunciation

A. In casual speech, ***going to*** is often reduced to */gonna/*, and ***want to*** is often reduced to */wanna/*. Listen and practice.

1. I'm not **going to** let any of that stop me.
2. There's no question in my mind that you're **going to** overcome all your problems.
3. You're **going to** be answering questions.
4. I **want to** congratulate you.
5. I **want to** take a minute to say thank you.
6. We **want to** prove that hard work pays off.

B. Find ***going to*** and ***want to*** in the conversation you read on page 58. Underline them and practice reading the sentences aloud. Remember to shorten them to *gonna* and *wanna*.

7 Vocabulary Building

A. You will see these words in the reading on pages 60 and 61. Match the words with their meanings.

1. _____ evolution	**a.** having plenty of money and possessions
2. _____ distinct	**b.** the gradual change and development of an idea
3. _____ prototype	**c.** a model used to test a new machine, car, etc.
4. _____ transmit	**d.** a very important event in the development of something
5. _____ patent	**e.** obtain the right to make or sell a new invention or product
6. _____ milestone	**f.** send out
7. _____ affluence	**g.** clearly different

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

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8 Reading

Before Reading

Television is popular around the world.
Why do you think it is so popular?
How much do you know about television?

A Brief Overview of the History of Television

Television was not invented overnight by a single person. The work of many people over a number of decades contributed to its evolution.

In the early days, two distinct schools of thought in technology influenced different researchers and the course of their investigation. The first one was based on the technology of Paul Nipkow's rotating disks that supported a mechanical television system, and the second one on an electronic television system that used a cathode-ray tube developed independently by two inventors, Campbell-Swinton and Rosing.

Paul Nipkow (1860-1940), who invented the Nipkow disk in 1884, was the first person to discover the scanning principle that allowed small portions of an image to be analyzed and transmitted. However, it is unclear whether Nipkow actually built a working prototype of his television system.

Electronic television is based on the development of the cathode-ray tube, which can still be found in modern television sets. Philo Farnsworth (1906-1971) was the first inventor to transmit a television image, a dollar sign, using the dissector tube which is the basis of all current electronic televisions. The American engineer started experimenting with electricity when he was 12, when he built an electric motor and produced an electric washing machine. He was still in high school when he conceived of his ideas for television.

A lot of people wrongly believe that color television is a recent idea. In actual fact, the earliest proposal for color television was patented in 1904, while in 1925 Zworykin filed his proposal for an all-electronic color television system. Commercial broadcasting, however, started in the early 50s, a quarter of a century later.

John Baird (1888–1946) is a researcher who is best remembered for inventing a mechanical television system, based on Nipkow's scanning disk idea. Actually, his work included a number of technological milestones in the history of television. He created the first televised pictures of objects in motion (1924), the first televised human face (1925), color television (1928), stereoscopic television, and television by infra-red light that were presented and demonstrated before the 1930s.

Vladimir Zworykin (1889-1982), the inventor of the iconoscope, a transmission device, as well as the kinescope, i.e. the cathode-ray tube, in 1929, was one of the first to demonstrate a television system with all the features of modern television, otherwise called "the tube." Most people in Britain that use the word *tube* to refer to television, fail to make the connection between the television set and the cathode-ray tube. Nor do people stop and think about the meaning of the word television, which refers to the transmission of images over a distance. In 1929 Zworykin became the director of electronic research at Radio Corporation of America (RCA), and was later promoted to vice-president in 1947. Zworykin invented many devices including the scintillation counter, a device for measuring radioactivity. He held more than eighty patents and received numerous awards for his work.

Louis W. Parker patented the "intercarrier sound system" in 1948, which is now used in all television receivers in the world. Without it, televisions would probably have been too costly for most people.

The plasma display monitor was invented in July 1964 by professors Bitzer and Slottow and their graduate student Robert Wilson. However, successful plasma television only became feasible later, after the development of digital and other technologies. A factor that delayed the commercial development of plasma display was connected with LCD or liquid crystal

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displays which made flat screen television possible. This minimized one of the advantages of plasma television in terms of a flat screen with an improved image. So it has taken a lot longer for plasma display to become more widely acceptable and accessible. Until recently, a plasma television screen was regarded, to some extent, as a symbol of affluence or status along with other possessions.

Now a new development is affecting communication and media further, namely that of web or Internet television. When Internet access is available along with adequate hardware, more and more viewers appear to be switching over to their laptops or desktops to watch films and other programs. Television sets are connected, allowing access to digital channels. The key word seems to be access. It is quick access and options that determine the popularity and, consequently, the commercial success of a medium. Television has so far been fairly well-established; it remains to be seen how digital technology will affect its evolution in the future.

After Reading

Answer the questions.

1. Explain what the two main schools of thought were in the early days.
2. How did Philo Farnsworth transmit an image? What did he use?
3. How old is the concept of color TV?
4. Why is television called "the tube" by some people?
5. How did Parker's system affect developments?
6. Read the text again. Find each inventor's name, the name of his invention, and the approximate year. Write the information in the chart along with the effect that each invention had on the evolution of television.

Year	Inventor	Invention	Effects

9 Speaking

1. Make a list of your favorite TV shows and why you like them.
2. Talk about TV shows in groups and use the chart to make notes. Compare your lists and decide which shows are popular within your group.
3. Use the chart to find out about the rest of the groups in class and make notes. Organize and edit your notes in your groups. Compare findings in class.

Questions	Group answers	Class answers
Which TV shows are the most popular among your friends?		
Why are these shows popular with your friends?		
What do you like about these shows?		
What do you dislike about these shows?		

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10 Writing

A. Consider the questions below and discuss with a partner:

1. What genre of TV films do you like to watch? Do you prefer action films, science fiction, fantasy, comedy or drama?
2. Do you ever need to summarize the plot of a TV film for a friend? Why?
3. What information do you include in your summary? What information do you leave out? Why?
4. Read the review of a TV film below and find out the following:
   - What is the name of the TV film?
   - What genre does it belong to?
   - Which actors star in the TV film?
   - What information can you find about the characters, the setting and the plot?
   - How does this TV film compare to other TV films of a similar genre? How does it compare with the book?
   - Does the writer of the review recommend this TV film? Why? Why not?
5. Which tenses/verb forms are used more? Could they be different?
6. Are there any passive forms? Why? Why not?
7. Are there any paragraphs? Why? Why not?

A terrifying adventure on water

Moby Dick (1956), directed by John Huston and starring Gregory Peck, Richard Badehart and Leo Genn, is a TV fantasy film adapted from the bestselling novel by Herman Melville.

The story takes place in 19th century England on a whaling ship. The captain of the ship is Captain Ahab. Ahab has a fantastic story to tell about a "great white whale" which mutilated his body and almost killed him on a previous voyage. Now the captain leads his men back into the sea to take revenge. However, Ahab becomes so obsessed with vengeance that he makes some very bad decisions.



The TV film takes us on a grand adventure over the waves as Captain Ahab and his crew seeks out the great sea mammal. As Ahab becomes more and more consumed by hatred, his doomed men are flung into dangerous situations. Does Captain Ahab eventually find the big whale? To find out you will have to watch the film!

If you choose to watch one film version of the novel *Moby Dick*, you should choose this 1956 version. The acting is good, it is well-directed and the use of color and imagery is superb. I think it is far superior to more recently released TV film versions.

Everyone who read the book and those who enjoy adventure and tales of great battles between man and beast should see this TV film. I definitely recommend it as one of the best of our times. It is staggeringly good.

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B. 1. Think of a book you have recently read. Make some notes in the chart below.

Title of book: _____

Author: _____

Fiction / non-fiction / genre:

_____

Information about the characters, setting, plot, etc.:

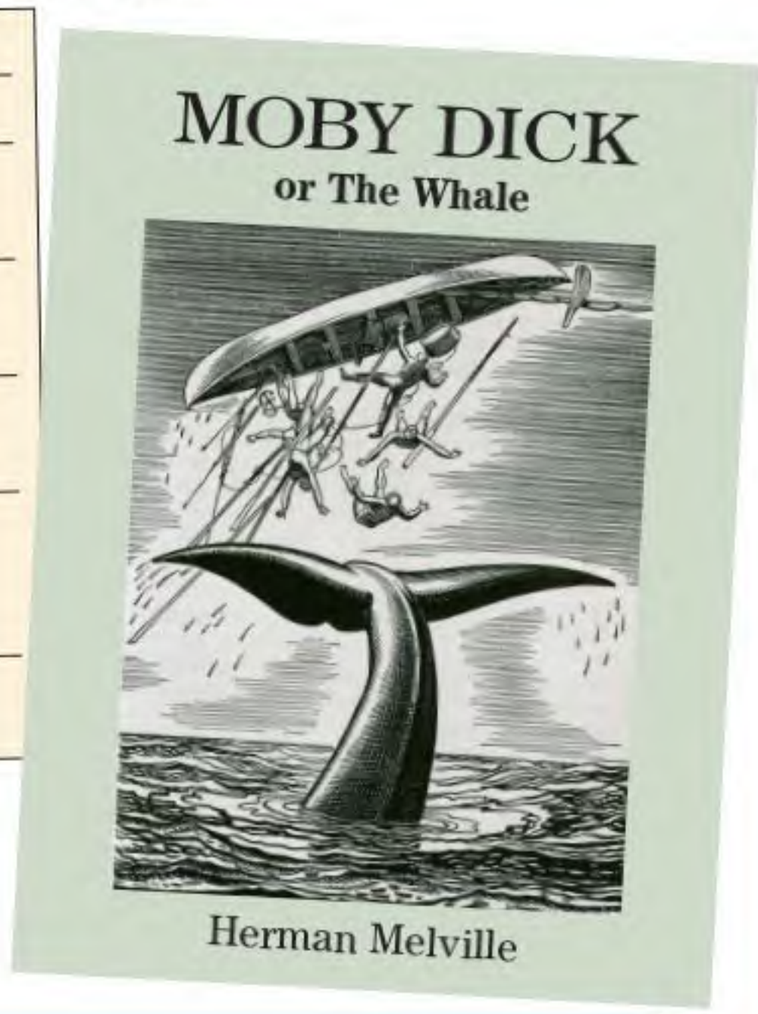
_____

Comparison and contrast (this book vs. other books):

_____

Would you recommend it? Who should read the book? Who would like it and why?

_____



2. Use the organizer to outline the major 3 key events in the plot (but do not give away the ending).

3. Write your book review.

	Information
First Event	
Second Event	
Third Event	

A Fishy Tale

Moby Dick, written by Herman Melville and first published in 1851, is a literary classic. It tells the story of Captain Ahab's quest to avenge the whale...

Writing Corner

When you write a book review:

- think about who will read it (audience) and why they will read it (purpose).
- begin with the title, genre and author.
- summarize the main characters and the plot. Give three or four key events.
- never give away the ending of the story.
- say what was enjoyable or not enjoyable about the book. Use adjectives: interesting, frightening, brilliant, amazing, boring, and so on.
- finish by saying who you would recommend the book to and say why.

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11 Form, Meaning and Function

Articles

We use the indefinite article *a/an* before singular nouns.
We use *a* before words that begin with a consonant sound: **a** TV show, **a** chef, **a** festival
We use *an* before words that begin with a vowel sound: **an** English class, **an** aunt, **an** uncle
We use the definite article *the* before singular and plural nouns:

the student	**the** students
the mango	**the** mangoes

Use *the* for objects that are one of a kind:

the Earth	**the** sun	**the** moon
the stars	**the** sky	**the** sea

Use *the* with the names of oceans, seas, rivers, mountain ranges, deserts, groups of states:

the Red Sea	**the** Amazon	**the** Eiffel Tower
the Arabian Desert	**the** Alps	**the** United States

Use no article before the names of days, months, people, streets, cities, countries, continents, mountains and islands:

Fahd is my brother.	I live on Main Street.	He's in Dubai on vacation.
She went to Europe with her parents.	Mount Olympus is in Greece.	The festival starts in May.

A. Read the two extracts from the TV show *Festivals in and around Saudi Arabia*. Complete the paragraphs with *a, an, the*, or no article (-).

TV show host: When did you first hear about the Jazan Mango festival?

Visitor: Well, I first heard about (1) _____ Jazan Mango Festival three years ago from (2) _____ business colleague in (3) _____ Dubai. He told me that every year in (4) _____ May, Jazan holds (5) _____ Mango Festival to coincide with the harvest of the mango. So, I decided to come and see for myself, and I wasn't disappointed! (6) _____ festival is very popular and many people attend, including investors in agricultural products and families. There is lots of entertainment . . .



TV show host: Every year in (7) _____ Saudi Arabia, (8) _____ Janadriyah national heritage and culture festival opens with much excitement and high expectations. Many people from all over the country and from abroad attend. The Janadriyah festival takes place in (9) _____ village near (10) _____ Riyadh, and it is normally held between (11) _____ November and (12) _____ March when the heat is less extreme. It lasts for two weeks. The festival celebrates symbols of Saudi identity. There are (13) _____ camel and horse races, displays of regional costumes, cuisines, and crafts such as carpet-weaving, and pottery. There are donkey rides for (14) _____ children ...



B. Choose one of the festivals in exercise **A** and complete the extract with your own ideas. Share your ideas with your classmates.

_____

_____

_____

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Adjective Clauses and Relative Pronouns

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

The *language* **that he/she speaks at home** is Arabic.

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

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

Relative Pronouns as Subjects of Adjective Clauses

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

I am someone **who** loves watching quiz shows on TV.

Relative Pronouns as Objects of Adjective Clauses

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

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

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

The TV personality **(who[m])** I like best hosts Jeopardy! every Saturday night.

C. Complete the quiz answers asked in the TV show *Define it!*

TV quiz show host: You have 3 minutes to define all the items on your card. Contestants, are you ready? Then let's begin ...

1. A quiz show host is a person _____.
2. A crime drama is a show _____.
3. A microphone is something _____.
4. A daytime series is a program _____.
5. A TV documentary is a program _____.
6. A forensic scientist is a person _____.
7. A poem is something _____.
8. A remote control is something _____.
9. The Mango Festival in Jazan is an event _____.
10. August is the month _____.



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12 Project

1. Prepare a five-minute episode for a TV show you would like to produce. Work in groups.
2. Decide on:
   - the type of program
   - the roles/jobs of the people involved
   - the episode and what happens in it, i.e. events.
3. Prepare the script, i.e. what people will be saying. Prepare cards for each person that needs to speak in your film/video.
4. Complete the chart with information and details about 5 minutes of your episode.
5. Research and find ideas and samples to help you.
6. Find or make the props you will need, e.g. an umbrella, sunglasses, a scarf, etc.
7. Assign these roles/tasks to members of your group:
   - cameraman
   - director
   - actors, contestants, host, interviewer, etc.
8. Do a trial run. Make changes if necessary.
9. Film 5 minutes of your episode.



Timing	Who is in front of the camera/in the frame?	Where is the person/are the people?	What is the person/are the people saying?	What is the person/are the people doing?	Materials/ props needed
1st minute					
2nd minute					
3rd minute					
4th minute					
5th minute					

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13 Self Reflection

Things that I liked about Unit 4:	Things that I didn't like very much:
_____ _____	_____ _____

Things that I found easy in Unit 4:	Things that I found difficult in Unit 4:
_____ _____	_____ _____

Unit 4 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
discuss types of TV programs			
express and explain preferences			
express certainty			
use direct and indirect objects			
use *to* and *for* before indirect objects			
talk about festivals and use articles			
use relative pronouns as subjects			
use relative pronouns as objects			

My five favorite new words from Unit 4:	If you're still not sure about something from Unit 4:
_____ _____ _____	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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5 Working 9 to 5

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1 Listen and Discuss

1. Name a few jobs that you think would be very rewarding. Explain.
2. Name a few jobs that you think would not be satisfying at all. Explain.
3. Read the job descriptions and match them with the photos.



Each person is going to tell us a little bit about what their jobs entail. Can you guess what their jobs are?

I often need to spend quite a lot of time researching the natural resources and materials of an area before I can design and start construction. I specialize in environmentally friendly buildings which utilize alternative sources of energy such as solar energy. Ahmed Badri - Profession: _____

I'll be the first to admit that I drive dangerously. Yet I've never gotten a ticket. No police officer has ever even told me, "I want you to slow down." Even though I spend a lot of time driving, I never really arrive at a destination.
Aston Sena - Profession: _____





I am a keen and respectful observer of nature. I often spend a lot of time in the lab, but I enjoy fieldwork more. It is really rewarding to observe animals in their natural habitat and collect information. It helps us determine the status of the species; if it's endangered or not.
Khaled Hussain - Profession: _____



I have recently been promoted and have a better income. I am now responsible for the surgical ward and I need to be on the job 24 hours a day, six to seven days a week. I need to make sure records are kept on treatment and progress, and advise doctors about patients' conditions. I also have to check and monitor supplies, equipment, materials, and medicine.
Fahd Khamis - Profession: _____







I spend a lot of time cutting and sewing, but I don't work with fabric. The people I work for never see me do my work. In fact, they are often asleep when I'm at work. But I have no doubt that they appreciate what I do. I certainly get a great deal of satisfaction from my job.
Walter Lee - Profession: _____

When I am on night shift, I feel that I need to be more alert and keep an eye on the screen and my instruments at all times. I handle pressure well and I can cooperate with pilots effectively during emergencies. I have always been interested in aviation and electronics.
Ahmed Al Otaibi - Profession: _____

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surgeon


zoologist


university professor


nurse


scientist


air traffic controller

Quick Check ☑

A. Vocabulary. Match the words with their meanings.

1. _____ satisfaction	**a.** to work together well
2. _____ status	**b.** money received or earned
3. _____ entail	**c.** polite, showing consideration
4. _____ appreciate	**d.** feeling of contentment
5. _____ income	**e.** state or condition
6. _____ cooperate	**f.** to involve or require
7. _____ respectful	**g.** to be grateful for

B. Comprehension. Name the job or jobs.

1. Which job requires that the person be willing to accept responsibility?
2. Which jobs require a medical degree?
3. Which job requires a person who likes nature?
4. Which job requires the person have kindness and consideration?
5. Which job requires the person not to be scared of taking risks?


lawyer

2 Pair Work

With a partner, create your own clues for two or three jobs. Read the clues to your class. See if your classmates can guess the jobs.

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3 Grammar

The Subjunctive

We use the subjunctive to stress the importance or urgency of an action. The subjunctive uses the base form of a verb.

The manager insisted that he **work** late.
It is important that you **be** at the meeting.

The subjunctive is used with certain verbs and expressions, like the following:

ask	request	it is essential
demand	require	it is imperative
insist	suggest	it is important
recommend	urge	it is necessary

The subjunctive follows the sentence pattern:
verb or expression + *that* + subject + (*not*) base verb

It is essential that you **dress** appropriately.
She **asked** that we **not be** late.

I'd Like You + Infinitive / *I Want You* + Infinitive

Two common phrases used to express a desire that someone do something are *I'd like you* + infinitive and *I want you* + infinitive.

I'd like you to help with this project.
I want you to finish the report this afternoon.

A. Rearrange the words and phrases to form sentences.

asks / I work on the weekend / my manager often / that
My manager often asks that I work on the weekend.

1. he / that / bring his résumé to the interview / he recommended
2. I / to tell me / want / you / about any problems you have
3. the waiting room / the nurse / that / be kept quiet / requests
4. not / demanded / the boss / he / be late again / that
5. that / you go home early / I / if you're not feeling well / insist
6. you / applying for the job / like / to consider / I'd
7. I look for a job in sales / suggested / that / my job counselor
8. not / that you / quit your job before you find a new one / it is essential
9. that / it is imperative / wash his hands before entering the operating room / the doctor
10. that / race car drivers / it is important / the necessary safety precautions / take



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B. Look at the pictures. What do you think is being said? Write a sentence for each using the subjunctive or *I'd like you / I want you* + infinitive.

It is essential that we not be late for the meeting.

















C. Write sentences for these situations. Use the subjunctive and *I'd like you / I want you* + infinitive.

1. Imagine you are a doctor speaking with a patient who has a very unhealthy lifestyle. The patient smokes, eats lots of fast food, doesn't get any exercise, and doesn't get enough sleep. What would you say to this patient?
2. Imagine you are a teacher speaking with a student who is doing badly in your class. The student is not studying for tests, is talking in class, is not doing homework, and does not take notes in class. What would you say to this student?

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4 Conversation

Adnan: Hey, Rob. I'm in a bind. Can you help me out?

Rob: What's the problem?

Adnan: I'm supposed to work tomorrow, but there's something I've got to do. Could you cover for me?

Rob: You just asked me to cover for you on Monday. What's so important that I have to keep doing your job?

Adnan: OK, I'll tell you, but I'd appreciate it if you would keep it to yourself. I'm interviewing for another job, and I'm really close to getting it.

Rob: You were just hired here a few weeks ago. I can't believe you're thinking about leaving already.

Adnan: Yeah, I know. But the job I'm interviewing for is a dream job. I'd be a tester at a video game development company.

Rob: No kidding? Wow. Well, I still don't think it's right for you to jump ship like that, but all right. I'll cover for you.

Adnan: Thanks a lot. I'm going to take off now.

Rob: Hey, Adnan?

Adnan: Yeah?

Rob: If you get the job, do you think you could ask them if they need anyone else?

Adnan: Will do.

Real Talk

in a bind = in a difficult situation
help me out = do me a favor
cover = take someone's place, often in a work situation
keep it to yourself = not tell anyone
No kidding? = Really?
jump ship = leave a job suddenly, usually to go to a new job
take off = leave
Will do. = short for "I will do it."

About the Conversation

1. Why does Adnan ask Rob to cover for him?
2. How does Rob initially react to the request?
3. What favor does Rob ask of Adnan?

Your Turn

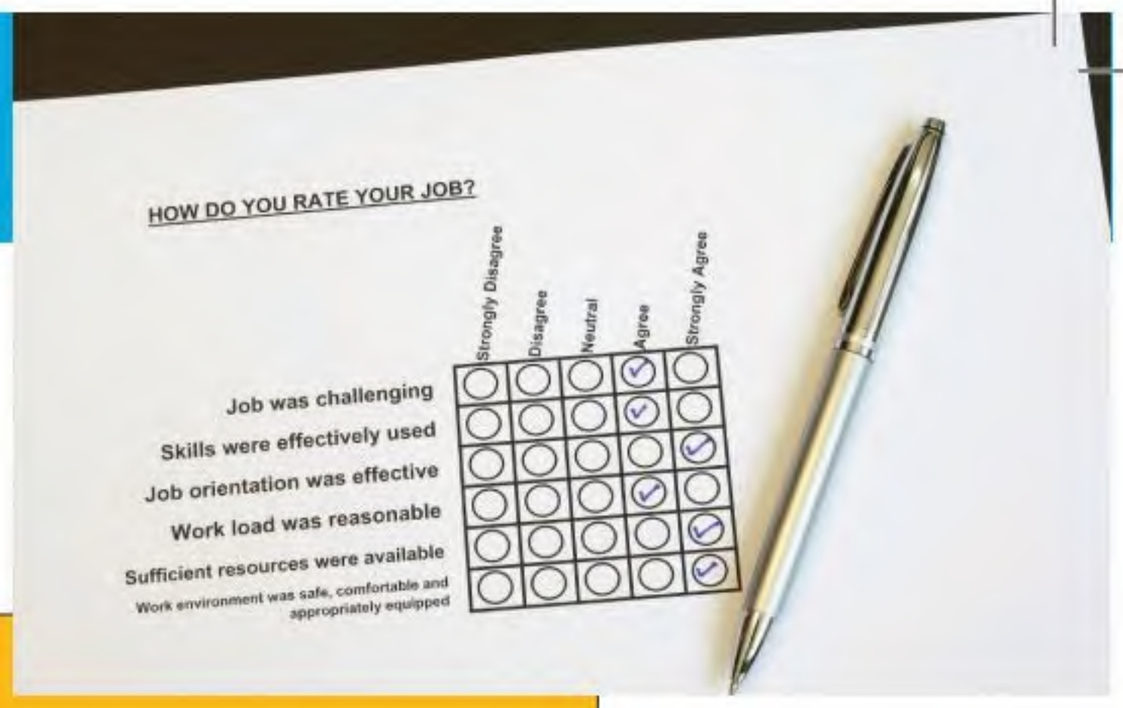
Role-play with a partner. Ask your partner for a favor. Your partner is unwilling to grant the favor until understanding why it is necessary. Use the phrases for asking for favors.

Asking for Favors

Do you think you could...?
Do me a favor and...
I'd really appreciate it if you would...
Would it be possible/too much trouble...?
What are the chances you could...?
I hate to ask, but...

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5 Listening

Listen to the results of a survey on job satisfaction. Complete the chart.

Job	Majority Satisfied?	Reason
1. social workers	Yes / No	
2. firefighters	Yes / No	
3. authors	Yes / No	
4. lawyers	Yes / No	
5. pediatricians	Yes / No	
6. cashiers	Yes / No	
7. telemarketers	Yes / No	

6 Pronunciation

In words ending with *-tion*, *-cian*, and *-sion*, the next-to-last syllable is stressed. Listen and practice.

1. Firefighters are in second **position** with an impressive 80 percent **satisfaction** rating.
2. Not all prestigious **professions** did as well as expected.
3. Both **physicians** and lawyers scored only 48 percent each.
4. **Pediatricians** proved to be an interesting **exception**.
5. Fast food **preparation** workers have a 34 percent **satisfaction** rating.
6. Job **selection** is one of the most important **decisions** we make.



7 Vocabulary Building

A. You will see these words in the reading on pages 74 and 75. Match the words with their meanings.

1. _____ analyze	**a.** disease or sickness received from someone or something
2. _____ determine	**b.** exactly the same
3. _____ identifying	**c.** to decide or discover
4. _____ allergens	**d.** confined, kept under restraint or control
5. _____ identical	**e.** a natural talent or ability
6. _____ flair	**f.** determining what something is
7. _____ captive	**g.** to study closely
8. _____ infection	**h.** substances that cause sensitivity or reactions in some people

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

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8 Reading

Before Reading

Read the passages and make a list of the unusual jobs.

You Do *What* for a Living?



When you were a kid, what did you want to be when you grew up? Perhaps a doctor, a teacher, or a firefighter? You probably didn't consider becoming a greeting card writer or a snow researcher (a person who collects ice crystals in snow to analyze the effect of pollution on an area of snowfall). Yet thousands of people around the world earn a living performing unusual jobs that most people have never even heard of.

Take Lily Martinez, for example, she has a job that girls around the world would dream about doing—if they only knew about it! Martinez is a doll fashion designer. She remembers, "As a girl, I would design one-of-a-kind outfits for my dolls." Her work is very similar to the work of regular fashion designers. She analyzes fashion trends, chooses fabrics, draws design sketches, and keeps a close eye on the styles of Paris and New York. Only she does all this to create clothing for 11 ½-inch (29-centimeter) dolls!



Do you have an artistic flair and an interest in science? Do you have a strong sense of taste, smell, and imagination? Then you might make an ideal flavorist. A flavorist is a person who creates natural and artificial flavorings that go into foods. Their work entails first identifying the individual chemicals found in nature. Then they recreate the flavors using different chemical combinations. Such manufactured flavors often last longer, have a stronger flavor, and smell better than flavors found in nature. These flavors can also avoid the allergens sometimes contained in natural flavors.

According to Carol Militescu, a senior flavorist, there is not one single way to create a flavor. "Different chemical combinations can make the same flavor. You might think the flavors are identical, but how you put the chemicals together makes them very different." Militescu says that to be a successful flavorist, it is essential that you "think outside the box."





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But perhaps you would prefer a job working with animals? If so, you might consider a career as an elephant pedicurist. It may sound silly, but keeping elephants' nails clean and trim is critical to their health. Like human nails, elephant nails grow continuously. Elephants in the wild wear down their nails naturally, but captive elephants have fewer opportunities to roam. Elephant pedicurists scrape the bottom of the elephants' feet to get rid of calluses, dirt, and embedded rocks that can cause infection. They also trim, file, and shape the elephants' nails.

Mike Hayward, the elephant pedicurist for the Ringling Bros. and Barnum & Bailey Circus®, loves his job. He gives pedicures to his twelve elephants every five weeks. The elephants generally cooperate with Hayward, waiting patiently through the two-hour process. Says Hayward, "It's almost like not going to work because the elephants are like my family."

So the next time you mull over your future career path, you might want to consider some non-traditional career options. After all, there just may be a new flavor waiting to be discovered, or an elephant whose feet will benefit from your expert care.

After Reading

Answer the questions.

1. What is Lily Martinez's job?
2. What are some of her responsibilities?
3. Describe what a flavorist does.
4. What are some of the benefits of manufactured flavors?
5. What does giving an elephant a pedicure entail?
6. Why is it important to give pedicures to captive elephants?

9 Speaking

1. What do you think of the jobs described in the reading? Do you find any of them interesting? Why? Why not?
2. Think about the list of unusual jobs in the chart. Have you ever heard of them? Find out what they are and complete the chart with the information.

The unusual job		What is it?	What does it entail?	Do I like it or not?
1	odor judger			
2	golf ball diver			
3	cheese sprayer			
4	gum buster			

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10 Writing

A. Read about some more unusual jobs and complete the job title. Work in pairs. Compare your ideas in class.

_____ consultants: The people who advise construction companies and manufacturers on vibration and noise problems and suggest solutions.

_____ authenticators: The people who differentiate between true/authentic and fake paintings.

_____ consultants: The people who advise riders on how they can have the most comfortable horseback ride with the most suitable riding accessory.

1. Read the essay and find out the following:
- What does an arborist do?
- What kind of qualifications does he need to have?
- Which personal characteristics should he have?
- What are his employment prospects?

2. What is your view as a reader?
- Are ideas and information presented clearly?
- Does the writer provide explanations, examples, or reasons when necessary?
- Does the essay answer your questions about what an arborist is/does?

3. Look at the essay again and write which person is used in each paragraph: *I, you, he* or *she* and so on.
- Paragraph 1: _____
- Paragraph 2:_____
- Paragraph 3: _____
- Paragraph 4: _____

4. Notice which paragraphs provide:
- the writer's view and/or opinion
- objective information and/or view

5. Are there any passive forms? What are they used for?

6. How are ideas and facts connected? Provide examples from the text.
- conjunctions/linking words
- combined clauses/sentences
- use of pronouns



The Job of an Arborist

Although my parents would like me to become a doctor or a lawyer, I am interested in a very different kind of job. I would like to be an arborist, a sort of doctor for trees.

To become an arborist, it is essential that you have a related bachelor's degree, for example in forestry, as the more you know about trees the better you will be able to do what is expected of you.

Arborists are hired by individuals or organizations to keep trees healthy and attractive. They fertilize, prune, plant, and cure trees. In other words, they are a kind of official "tree carer." They are considered experts in their field. For this reason, they need to attend workshops and seminars throughout their career in order to keep up with developments.

I think it's perfect for me. I am interested in working in nature and taking care of things. I like trees. I am patient, methodical, and hard working. Finally, given current trends towards greener alternatives, I think there will be plenty of work for arborists in the future, so unemployment will not be a problem.

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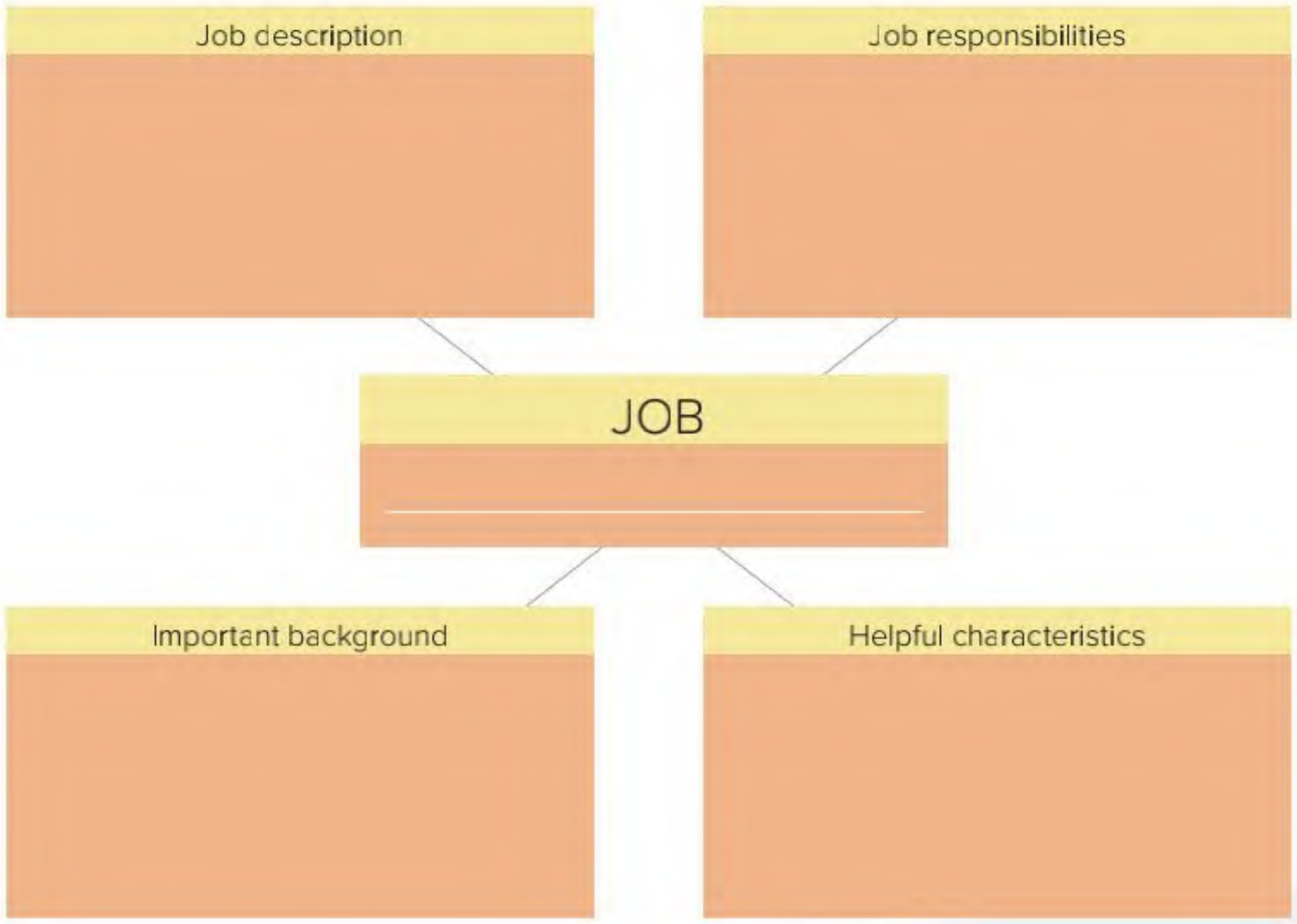
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B. **1.** Write an essay about an unusual job you might like to have.

2. Before you write, think about and/or find on the Internet:

- a description of the job
- the background you should have for this job
- personal characteristics that would help you perform the job effectively

3. Use the chart to help you brainstorm and organize your information.



The Job of a/an _____
Although I am good at _____ and
everybody expects me to become a _____,
I would like to be a/an _____

Writing Corner

When you write an opinion essay:

- note down what you know about the topic and collect new information.
- note down your personal views on the topic and express your feelings and opinions.
- combine your views and feelings with the relevant information and organize each paragraph.
- remember that it is your essay and your voice needs to come through.

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11 Form, Meaning and Function

Tag Questions

We use tag questions to check information. We use an auxiliary verb and a subject personal pronoun. With an affirmative sentence, use a negative tag. With a negative sentence, use an affirmative tag.

You will go to the bank, **won't you**?
You won't work this Saturday, **will you**?
There's a cash machine on Main Street, **isn't there**?
They are not going to go look for another job, **are they**?
They invested in the property market, **didn't they**?
He didn't get the job, **did he**?
It was the night shift you wanted, **wasn't it**?
You are working today, **aren't you**?

Polite Ways to Ask for Information with *Can, Could* and *Would*

Excuse me, can (could) you tell me **where the bank is**?
Can (Could) you tell me **where the bank is**?
Would you be able to tell me **where the bank is**?
Would you mind telling me **where the bank is**?

Polite Ways to Make Requests with *Can, Could* and *Would*

Q: Can you give me your credit card details, please?
A: Certainly.
Q: Could you help me?
A: Of course.
Q: Would you open the window, please?
A: Sure.

A. Read the conversation between the bank teller and a customer. Use *could, would* and question tags to complete the conversation.

A: Excuse me, I'd like to withdraw 500 euro from my account in 50 euro notes.
B: Of course, Madam. (1) _____ I have a form of identity, please?
A: Sure. Here you are.
B: Thank you. So you want the total amount in 50 euro notes, (2) _____ you?
A: Yes, that's right.
B: Is there anything else I can do for you today, Madam?
A: Yes, please. I'd also like to change some American dollars into Saudi riyals? You charge commission, (3) _____ you?
B: Yes, Madam, we do. Our rates are displayed on the board.
A: I see, thanks. (4) _____ you mind telling me how many Saudi riyals I will get for 1,000 dollars?
B: Of course. At today's exchange rate you will get ...

B. Work with a partner. Imagine you work as a bank teller. Continue the conversation in exercise **A** using some of the words and ideas in the box. Include some responses from the customer. Role-play the conversation and take it in turns to be the bank teller and the customer.

pay a utility bill • make a deposit • make an international payment
order a new debit card • open a savings account • transfer some money
apply for a credit card • buy health insurance • apply for a mortgage



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Express Obligation: *Must, Mustn't, Have to*

We use *must, mustn't* and *have to* to express obligation in the present and the future.

You **must** stop at the 'STOP' sign.
You **mustn't (must not)** arrive late to work.
You **have to** slow down at this junction.
You **have to** be at the office at 9 a.m.

Note: *Mustn't* means you are not allowed to do something. There is no past tense of mustn't. The past tense of *must* and *have to* is **had to**.

Express Necessity and Lack of Necessity: *Have to, Need to, Needn't, Don't have to, Don't Need to*

We use *have to* and *need to* to express necessity in the present, past and future. Use the negative form to express lack of necessity.

Q: What do you **have (need) to** do today?
A: I **have (need) to** finish a report for work but I **don't need to (needn't)** hand it in until tomorrow morning.
Q: What duties **did** you **have (need) to** perform in your last job?
A: I **needed (had) to** answer the phone and deal with customer complaints.
Q: What **wi**ll we **need to** do before we leave for the conference in Abu Dhabi?
A: We **wi**ll **have (need) to** book an airport taxi. We **won't have (need) to** find a hotel. I've done that already.

C. With a partner, discuss what you have to and must do in the situations shown on the international traffic signs.



1. No Parking



2. No Passing



3. Speed Limit



4. No Entry

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

D. Read page 68 again. Choose one of the professions and imagine you are working in that job. What duties and responsibilities did you perform as part of your job last week? Write them next to each day. Tell your partner what you had to do. Use *had to, didn't have to, needed to,* and *didn't need to*.

Sunday _____
Monday _____
Tuesday _____
Wednesday _____
Thursday _____
Friday _____
Saturday _____

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12 Project

1. Research and prepare a presentation for your class on **Great Jobs and Careers**.
2. Work in pairs or groups. Decide on three great jobs, then search and collect information about each.
3. Use the organizer to make notes. Then use your notes to prepare a PowerPoint presentation or a poster.
4. Present in class.







Job title	1 _____	2 _____	3 _____
Duties and activities			
Requirements			
Personal characteristics			
Employment prospects			
Career prospects			

When you prepare a PowerPoint presentation, remember to:

- think of your audience and what they might want to know
- select key points and words
- use appealing visuals and a few points on each slide
- rehearse in your group and make changes

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13 Self Reflection

Things that I liked about Unit 5:	Things that I didn't like very much:
_____ _____	_____ _____

Things that I found easy in Unit 5:	Things that I found difficult in Unit 5:
_____ _____	_____ _____

Unit 5 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about jobs			
discuss job requirements and responsibilities			
ask for favors			
use the subjunctive			
use the expressions *I'd like you* + infinitive and *I want you* + infinitive			
make requests and ask for information			
express obligation, necessity and lack of necessity			
use tag questions			

My five favorite new words from Unit 5:	If you're still not sure about something from Unit 5:
_____ _____ _____	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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6 Going Green

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1 Listen and Discuss

Read the questionnaire and then:

1. Write a definition for ***Go Green***.
2. Write some ways a person can ***Go Green***.

How Green Are You?

1. **What do you do when you finish using your computer for the day?**
   - **a.** I leave the computer on so that I don't have to wait for it to boot up the next morning.
   - **b.** I put the computer in "sleep" mode.
   - **c.** I turn the computer off, so it doesn't waste any energy at all.
2. **When you go shopping, what kind of bag do you use for your groceries?**
   - **a.** I put all my groceries into double plastic bags.
   - **b.** I put them into brown paper bags.
   - **c.** I wouldn't consider using anything but the reusable canvas bags that I bring with me.
3. **What kind of fruits and vegetables do you prefer eating?**
   - **a.** I prefer eating fruits and vegetables that look perfect. I don't mind if pesticides were used to grow them.
   - **b.** I prefer to eat organic fruits and vegetables when possible.
   - **c.** I prefer to eat organic fruits and vegetables that I've grown myself.
4. **What is the source of your drinking water throughout the day?**
   - **a.** I buy individual bottles of water and drink them throughout the day.
   - **b.** I buy one bottle of water and refill the bottle throughout the day.
   - **c.** I fill a glass with water from a large reusable bottle throughout the day.
5. **Do you recycle your garbage?**
   - **a.** Recycling takes too much effort. I just throw all of my garbage in the trash can.
   - **b.** Sometimes I forget to recycle items, but I intend to get better about it.
   - **c.** I put all of my plastic, paper, glass, and metal garbage in recycling bins.
6. **What would be your most important consideration when buying a car?**
   - **a.** I'd be most concerned with having a big, cool-looking car.
   - **b.** I'd be most concerned with fuel efficiency.
   - **c.** Cars are bad for the environment. I just use public transportation, or my feet!
7. **How do you set your air conditioner on a hot day?**
   - **a.** I hate being hot! I turn the air conditioner up until the house almost feels cold.
   - **b.** I set the air conditioner at a comfortable temperature during the day and turn it down at night.
   - **c.** I set the air conditioner fairly low and dress in light clothing to keep cool.
8. **Do you try to conserve water?**
   - **a.** I never think about water. I love taking long, hot showers.
   - **b.** I try to be aware of my water consumption. I take quick showers and turn off the tap while I'm brushing my teeth.
   - **c.** I try hard to conserve water. I collect rainwater in a tank and use it for watering my garden.

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SCORING

Give yourself 1 point for each "**a**" answer.
Give yourself 2 points for each "**b**" answer.
Give yourself 3 points for each "**c**" answer.

8 points: You are a very light shade of green. Try to learn more ways of being environmentally responsible.

9–16 points: You are medium green. You make a real effort to care for the environment. Challenge yourself to become even greener!

17–24 points: You are the deepest green! Your actions make a big difference! Congratulations, and keep up the good work.

Quick Check ☑

A. Vocabulary. Complete the sentences with these words:

conserve	organic	source
consumption	pesticides	air conditioner

1. It's freezing in here. Why is the _____ set so high?
2. Half of the average family's energy _____ is used for heating and cooling their home.
3. Farmers use _____ to stop bugs and weeds from killing their crops.
4. _____ food is produced entirely without chemicals.
5. Pollution is the _____ of many environmental problems.
6. When the cost of electricity increases, people are more likely to _____ energy.

B. Comprehension. Answer the questions.

1. Name two ways you can conserve water.
2. What is something green to consider when buying a car?
3. What materials can be recycled?
4. How can farmers make fruits and vegetables that look perfect?
5. What's the worst way to bring home your groceries?

2 Pair Work

With a partner, create three more questions and answers to add to the quiz. Ask your classmates the questions and analyze their responses. How green is your class?

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3 Grammar

Gerunds After Verbs

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

I recommend **turning off** the lights when you leave the room.
Our class enjoys l**earning** about ways to help the environment.

We use gerunds after certain verbs, such as:

advise	enjoy	intend	quit
begin	finish	keep	recommend
can't stand	go	like	start
consider	hate	love	stop
continue	imagine	prefer	suggest

Infinitives After Verbs

An *infinitive* is *to* + the base form of a verb. Like gerunds, infinitives act like nouns and answer the question *what*.

Don't forget **to reuse** that plastic container.
Do they intend **to buy** a hybrid car?

We use infinitives after certain verbs, such as:

agree	continue	intend	offer	start
ask*	decide	learn	plan	try
attempt	expect*	like	prefer	want*
begin	forget	love	promise	
can't stand	hate	need*	remember	

*These verbs can be followed by an object before the infinitive.

They *want* **to plant** a garden. / They *want* us **to plant** a garden.

A. Circle the correct verb forms. Sometimes both the gerund and the infinitive are possible.

- Do you want (**1.** having / to have) a positive impact on the environment? I suggest (**2.** giving / to give) these steps a try:
- Do you hate (**3.** throwing / to throw) away old clothes in the garbage? Consider (**4.** giving / to give) clothes that no longer fit you to other people who can wear them.
- Quit (**5.** using / to use) disposable batteries. Begin (**6.** using / to use) rechargeable batteries.
- Learn (**7.** buying / to buy) products with less packaging. Attempt (**8.** buying / to buy) large containers of water, juice, and soda instead of individual serving-size containers.
- Learn (**9.** avoiding / to avoid) creating trash whenever possible. For example, when ordering food, avoid (**10.** taking / to take) any unnecessary utensils and napkins.
- Start (**11.** making / to make) a shopping list before you go shopping. This will help you stop (**12.** buying / to buy) things you don't need on impulse.
- Keep (**13.** reusing / to reuse) your supermarket bags.

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B. Answer the questions with complete sentences. Then discuss your answers.

1. Do you think cars will stop running on gas in the near future?
2. Do you think people will begin to change their habits of consumption?
3. What is something you try to do every day to help the environment?
4. What is something harmful to the environment that you want to quit doing?
5. What is something that you often forget to do?
6. Would you ever consider growing your own vegetable garden?
7. What is something you could stop buying?
8. What changes do you hope to see in the environment in the next decade?

C. Rewrite each sentence using the verb in brackets and a gerund or infinitive. Make any other necessary changes.

From now on Jack is going to use only fluorescent light bulbs. (start)
Jack is going to start using only fluorescent light bulbs.

1. We're going to set the air conditioner on a timer at night. (plan)

   _____

2. I don't really read newspapers. I like reading the news online better. (prefer)

   _____

3. Arya thinks it's a good idea to print on both sides of the paper. (recommend)

   _____

4. I can't believe I left the lights on again. (keep)

   _____

5. Gardening is one of my favorite activities. (enjoy)

   _____

6. We should continue to find ways to use less energy. (keep)

   _____

D. Look at the picture. Write a paragraph about ways Faisal could change his habits to become more green. Use gerunds and infinitives.

There are many things that Faisal can do to become more green.
First of all ...



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4 Conversation

Jasim: That was a great garden barbecue! But there are soda cans everywhere. I'll help you clean up. Where do you keep your recycling bins?

Ibrahim: Nowhere. We don't recycle.

Jasim: You don't recycle! Why not?

Ibrahim: I don't know. It's just always seemed like it would be a hassle.

Jasim: Don't you think it would be a good idea to make the effort?

Ibrahim: I guess. I do feel kind of guilty about it. But then again, does it really make that much of a difference?

Jasim: Are you kidding? Recycling reduces energy consumption, lessens air and water pollution, and saves landfill space. It's a no-brainer.

Ibrahim: I just don't have the patience. It seems like a lot of extra work. It's so much easier to just chuck everything in the garbage than to sort it by material for recycling.

Jasim: That's a lame excuse. Recycling is a piece of cake. It becomes automatic before you know it.

Ibrahim: I suppose you're right. OK, OK. I'll start to recycle.

Jasim: Great! Hey, why are you throwing that can in the garbage?

Ibrahim: Whoops! Old habits are hard to break!



Real Talk

a hassle = something that is inconvenient to do
I guess. = an unenthusiastic way of agreeing with someone
a no-brainer = a question or problem that has an obvious answer or solution
chuck = throw out
lame = bad, inadequate
a piece of cake = very easy

About the Conversation

1. How does the subject of recycling come up?
2. What are some reasons Jasim gives for recycling?
3. Why does Ibrahim say "Whoops" at the end of the conversation?

Your Turn

Role-play with a partner. What is something you do that is good for the environment? Suggest to your partner that he/she do this, too. Give reasons and use phrases for making suggestions.

Making Suggestions

You might want to consider + *gerund...*
How about + *gerund...?*
Don't you think it would be a good idea + *infinitive...?*
If you..., I think you'll find...
If you don't mind, I'd like to suggest+ *gerund...*

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5 Listening

Listen to the information about glass recycling. Answer ***true*** or ***false***.

1. _____ It takes 500 years for a glass bottle to decompose.
2. _____ Glass is made mostly from sand.
3. _____ Glass is not 100 percent recyclable.
4. _____ At recycling facilities, glass is separated by size.
5. _____ Crushed glass is called cullet.
6. _____ The manufacturer melts the glass at 500° Celsius.
7. _____ The liquid glass is poured into molds.
8. _____ Glass produced from recycled materials reduces related air pollution by 50 percent.



6 Pronunciation

Thought groups are meaningful phrases within sentences. They are usually made up of grammatical phrases such as relative clauses and noun, verb, and prepositional phrases. There is often a slight pause between thought groups. Listen and practice.

1. It takes / one million years / for a glass bottle / to decompose.
2. The process / of recycling glass / is quite simple.
3. This simple process / conserves both energy / and natural resources.
4. Recycling one glass bottle / saves enough energy / to light a 100-watt bulb / for four hours.

7 Vocabulary Building

A. You will see these words in the reading on pages 88 and 89. Match the words with their meanings.

1. _____ relying	**a.** loss of something for a specific purpose
2. _____ utility	**b.** extremely large
3. _____ bold	**c.** dedicated
4. _____ committed	**d.** basic service supplied by a business or facility such as electricity or running water
5. _____ perspective	**e.** depending on
6. _____ harsh	**f.** strong and courageous
7. _____ enormous	**g.** a way of seeing something
8. _____ sacrifice	**h.** severe, difficult

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

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8 Reading

Before Reading

Read the passage and underline ways that your country can replace utilities such as electricity, natural gas, and water from the local supply systems.

Living Off the Grid

Imagine heating your home without relying on the local power plant. Wouldn't it feel good to meet your need for electricity without harming the environment? For a growing number of people, these ideas have become reality. Out of concern for the environment and a desire for self-reliance, these people have made the bold decision to live off the grid.



What exactly is "the grid"? The grid, short for "the power grid," is the linked system that supplies electricity to most homes and buildings in developed nations. Homes that are off the grid are not hooked up to the local power supply. Instead, they produce all of the energy they consume. As a result, people living off the grid avoid the environmental and financial costs that come with on-grid living.

The key to getting off the grid is replacing electricity supplied by a power plant with a renewable energy source, like wind or solar power. Buildings that use solar power have solar panels on the roof or near the building. When the sun's light hits the panels, the panels collect the energy. Wind power is collected by turbines, also known as windmills. When the wind blows, the blades move, producing energy which is turned into electricity by a generator.

Some people go even further off the grid. In addition to setting up a renewable energy source, they also have an independent source of water. They dig wells to access ground water or use a cistern, a type of tank, to collect rainwater. Those most committed to living off the grid may even lack garbage service. These people generally live a life that creates very little waste, growing their own organic fruits and vegetables, and raising chickens and goats for eggs and milk. By avoiding the consumption of packaged foods, they greatly reduce paper and plastic waste.

As challenging as it may be to live off the grid, most off-gridders feel that the benefits far outweigh the difficulties. Jorge and Ella Alvarez, off-gridders in northern Arizona say, "We love being off-grid. It's definitely hard work, but it puts everything in life into perspective. It's surprising to find just how much you can do without. Many people think we have a harsh and depressing lifestyle. Nothing could be further from the truth. We see living off the grid as a gift that has allowed us to be more in touch with nature and each other."

This view is shared by Wendy Johnston, a mother of three, living off the grid with her family in Ontario, Canada. Wendy recalls, "In the house I grew up in, we would leave lights on all day, the thermostat up at night, and water running without a second thought. I wanted my children to be raised with more respect for the environment and an awareness of the impact that they have on it. My children don't take energy for granted. I love the fact that they are learning how to take care of the earth while, at the same time, learning to be self-sufficient."

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Wendy admits that living off the grid has its difficulties. For example, the Johnstons' power usually goes down a few times a year. However, Wendy reflects, "The funny thing is that these often turn out to be some of our best times as a family. The power outages have an unexpected way of bringing us closer together. We read books and play games by candlelight, or we get together and tell stories."

Living off the grid entails sacrifices, and is certainly not for everyone. But for the thousands of people who have made this bold choice, life off the grid is filled with rewards that can't be matched by the conveniences and luxuries of life on the grid.



After Reading

Answer the questions.

1. What are some public utilities that most of us rely upon?
2. Define "the grid."
3. How does wind energy work?
4. What are some reasons people choose to live off the grid?
5. What are two alternatives to using a public water utility?
6. How could someone reduce his or her waste?

9 Speaking

1. Work in groups. Discuss how a family can live off the grid in your country and use the chart to make notes.
2. Compare and discuss your ideas in class.

Public utility		Which is the easiest/hardest to do without?	What is an alternative to it in your home?	What is the most challenging aspect of not having it?	Does this appeal to you or not? Why? Why not?
1	local electricity supply				
2	cooking and heating gas				
3	local water suppy				

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10 Writing

A. How important is packaging for you as a consumer? Are you attracted to things that are packaged nicely? Why? Why not?

1. Read the essay and find out the following:
- What did the writer's family use to do that was not "green"?
- What did they do to change that practice?
- What were the benefits?
- Were there any disadvantages?

2. What is your view as a reader?
- Are ideas and information presented clearly?
- Does the writer provide explanations, examples, or reasons directly?
- Does the essay fulfill your expectations in relation to the title?

3. Look at the essay again and write which person is used in each paragraph: *I, you, he* or *she* and so on. What is the effect?
- Paragraph 1: _____
- Paragraph 2: _____
- Paragraph 3: _____

4. Notice which paragraph/s do the following:
- provide the writer's view and/or opinion
- provide objective information and/or view
- set the scene

5. Are there any passive forms? What are they used for?

6. How are ideas and facts connected? Provide examples from the text.
- conjunctions/linking words
- combined clauses/sentences
- use of pronouns



Going Green

I realized how sensible "going green" was when I started noticing the amount of waste accumulated from all the packaging. We're a family of three and we manage to accumulate a bagful of recyclable waste every day. We are careful to use a special disposal unit for recyclable materials, but we are not sure it is always effective. Is it actually recycled?

We decided to search for options. We found out that there were many stores near the central market that sold goods by weight out of large canisters or burlap bags. Rice, beans, flour, sugar, oil, butter, cheese, and a lot more are available off the counter, free of packaging. When we compared prices, we decided to never look back.

A lot of time, money, and resources are invested in packaging as a way of making the product more attractive for consumers. Glossy wrappers, beautifully designed boxes, vacuum wrapped coffee, plastic containers, colorful lids, and a lot more, have a magnetic effect on buyers. We, on the other hand, have to label and fill our own containers, before we can put away our shopping. But, we make better use of cupboard space, spend a lot less, and protect the environment. You should try it!

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B. **1.** Write a letter to the editor of your local newspaper. Complain about your neighborhood and suggest how it could 'go greener.' With a partner, discuss the items below:

2. Think about things you do that are environmentally harmful. What do other people in your neighborhood do? What can your local council do to help you 'go greener'?

3. Use the chart to make notes and then use it to write your letter.

4. Exchange drafts/essays and edit.

5. Improve, change, and rewrite.

Environmentally harmful practices	'Go greener' practices	Steps our local council can take to help

Dear Editor,

I am writing to complain about the environmentally harmful practices of local residents and the negligence of the council in failing to take measures to make our neighborhoods greener.

The garbage is seldom collected, and there is overflowing trash on a daily basis. When it is windy, there are plastic containers and cardboard boxes blowing around everywhere...

I suggest the council makes it a priority to provide recycling bins ....

Writing Corner

When you write a formal letter of complaint:

- open in an appropriate way: Dear Editor, Dear Mr. Smith.
- state the reason why you are writing and give a brief overview of the situation.
- use phrases to introduce and list additional points: First of all...; Moreover...; Furthermore, ...;
- use phrases to offer suggestions and solutions to problems: I suggest that ...; It would be a good idea if ..., One solution is ... and so on.
- sign off in an appropriate way: With best wishes; Yours sincerely; Sincerely yours; Yours faithfully.

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11 Form, Meaning and Function

Simple Present Tense

Use the simple present tense for facts or things that are true in general.

The Saudi Riyal (﷼) **is** the official currency of the Kingdom of Saudi Arabia.
It **takes** one million years for a glass bottle to decompose.
My parents **don't read** printed newspapers anymore.
Does Oman **belong** to the United Arab Emirates?

Simple Present versus Present Progressive

Use the simple present to talk about habits or routines.
Use the present progressive for actions occurring now or for a temporary situation.

The temperatures **change** with the seasons of the year. *(habit or routine)*
The temperatures in the poles **are changing** drastically. *(happening now)*

PERMANENT	TEMPORARY
John **lives** in Quebec,	but he **is studying** in France this year.

Note: Some verbs are not often used in the progressive form:
believe, forget, hear, know, like, love, need, prefer, remember, see, understand, want, realize.

Time Expressions for the Present

We are **currently** studying for examinations.
Most people recycle **these days**.
At present there are measures in place to tackle climate change.
Air travel is more affordable **now** than it was in the past.

A. Complete the sentences with the words in parentheses. Use the simple present or the present progressive of the verbs.

1. Water _____ at 100 °C (212 °F). (boil)
2. The water _____. Please turn it off. (boil).
3. The scientists _____ the cause of the problem. (not/understand)
4. _____ in your country in winter? (it/snow)
5. The moon _____ around Earth. (go)
6. What _____ of my idea? (you/think)
7. Currently, the number of immigrants in our country _____. (increase)
8. Most people _____ how important it is to conserve energy these days. (realize)
9. Dubai is part of the UAE, but it _____ as many oil reserves as Abu Dhabi. (not/have)
10. Ahmed has a part-time job on Saturdays, but he _____ today. (not/work)

B. Look at the words in the box describing geographical features and green issues. Write sentences about some of the environmental problems the world is facing. Use the present simple and present progressive tense.

Flying ***is becoming*** *a popular way to travel* ***these days****. This* ***increases*** *a person's carbon footprint on quite a massive scale.*

climate change • polar ice caps • oceans and fishing • carbon footprint • air travel
deforestation • deserts • erosion • flooding • lakes • pollution • rivers



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Conditional Sentences with Present and Future Forms

You can use conditional sentences with *if* to talk about causes and results.

Present Facts

Use the *simple present tense* in both clauses.

If you **cook** an egg in the microwave, it **explodes**.
If you **put** water in the freezer, it **becomes** ice.

Future Facts

Use the *simple present* in the *if*-clause and the *future* with *be going to* or *will* in the result clause.

If we **don't take** measures now, the oceans **will** soon be completely depleted of fish.
If Imad **doesn't go** to college, he**'s going to be** very sorry.

May/Might

Use *may/might* in the result clause to suggest something is possible, but not certain.

If Noura doesn't do the homework, she **may fail** the class.
If Imad doesn't go to college, he **might not get** a good job.

I'd Rather

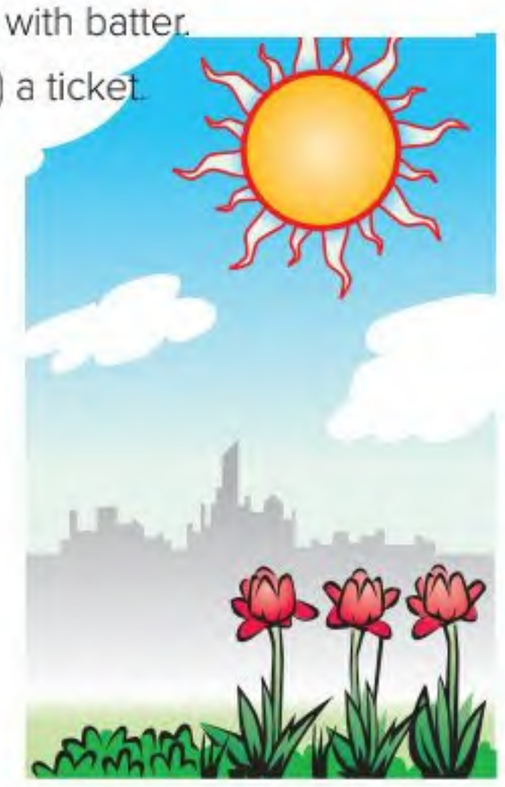
Use I'd rather (= *I would rather*) to talk about preferences.
A: Would you rather go to the mall now or later?
B: I'd rather go now.

C. Complete the sentences about facts. Use the simple present or *will* in the second clause.

1. If you _____ (heat) water to 100 degrees Celsius, it _____ (boil).
2. If they _____ (climb) up to 4,000 meters, they _____ (need) oxygen.
3. If you _____ (not cross) its path, the snake _____ (not bite) you.
4. If we _____ (get) this HD television, we _____ (see) the game better.
5. If you _____ (mix) flour and water, you _____ (end up) with batter.
6. If he _____ (not obey) the speed limit, he _____ (get) a ticket.

D. Work with a partner. Say what *will/might* happen in the following situations.

1. If we don't reduce carbon (CO_2) emissions, _____.
2. If we teach young children in school about green issues, _____.
3. If we find alternative sources of energy, _____.
4. If we dump chemicals into the river, _____.
5. If we take the bus to school, _____.
6. If we have time, _____.
7. Your idea: _____.
8. Your idea: _____.



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12 Project

1. One of the goals of the G20 2020 Summit is to protect the planet. Design and make posters promoting **Going Green** in your school.
2. Work in pairs or groups. Research conditions, practices, and places in your school that are not environmentally friendly, e.g. rooms where the lights or air conditioners remain switched on when not in use, leaking taps that waste water, lack of litter bins in certain areas, etc.
3. Research and complete the chart with information and details about the place.
4. Use the organizer to make notes. Then use your notes to prepare your poster.

   When you make a poster, remember to:

   - research and find suitable photos and pictures, or draw your own; consider other options such as making a collage with a series of pictures/photos
   - write short texts and/or slogans using your notes/ideas
   - use font that is large enough for people to read when the poster is on the wall
   - be selective; do not try to fit too much in because people who see it will miss the point you are trying to make
   - print out or write texts on separate sheets of paper so you can compose your poster in a more imaginative manner
   - include some realia, if appropriate, by gluing or attaching things to your poster, e.g. used up wrappers, used up markers, used up batteries, etc.



Let's go green!			
A condition, place, or practice in school that is harmful to the environment	The reasons it is harmful	What students can do to make it greener	Pictures/images we can use in our poster

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13 Self Reflection

Things that I liked about Unit 6:	Things that I didn't like very much:
_____ _____	_____ _____

Things that I found easy in Unit 6:	Things that I found difficult in Unit 6:
_____ _____	_____ _____

Unit 6 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
evaluate how "green" I am			
discuss ways to be environmentally responsible			
make suggestions			
use gerunds after verbs			
use infinitives after verbs			
express preferences with *I'd rather*			
use simple present tense and the present progressive			
use conditional sentences with present and future forms			

My five favorite new words from Unit 6:	If you're still not sure about something from Unit 6:
_____ _____ _____	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help



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EXPANSION Units 4–6

1 Language Review ☑

A. Circle ***for*** or ***to*** to complete each sentence.

1. He bought a gift (for / to) each contestant.
2. Then he gave a gift (for / to) each contestant at the end of the episode.
3. Could you lower the thermostat (for / to) me?
4. Could you also hand the phone (for / to) me?
5. Our teacher pronounced the word (for / to) us.
6. Then she gave the worksheet (for / to) us.



B. Change the position of the indirect object in each sentence. Add ***for*** or ***to***.

Please pass me the salt.
Please pass the salt to me.

1. My friend told me a great joke.
2. The boy wrote his mother a poem.
3. My grandfather's neighbor buys him groceries whenever he is sick.
4. The prosperous old woman gave the charity a fortune.
5. My parents threw me a dinner banquet when I graduated.

C. Use the verb or phrase in parentheses to rewrite each sentence a different way using the subjunctive.

You should put on sunscreen before lying out in the sun. (recommend)
I recommend that you put on sunscreen before lying out in the sun.



1. You must take this medication every day to get rid of the infection. (it is essential)
2. Supporters of organic farming say farmers should not use pesticides on their crops. (suggest)
3. My mother tells people to take off their shoes before they enter our house. (insist)
4. When I have a dinner party, I tell each guest to bring an appetizer or a dessert. (ask)
5. If you want to conserve water, you should not leave the water running when you brush your teeth. (it is important)
6. The viewers wanted the TV station to broadcast the program again. (request)

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D. Write a sentence that each person might say to the other using *I'd like you* + infinitive or *I want you* + infinitive.

a customer to a tailor
I'd like you to shorten these pants about an inch.

1. a dentist to a patient
2. a therapist to a client
3. a lawyer to a witness
4. a manager to a salesperson
5. a father to a teenage son
6. a photographer to a person being photographed

E. Circle the correct verb forms. Sometimes both the gerund and the infinitive forms are correct.

1. We enjoy (watching / to watch) silly game shows.
2. Did you agree (helping / to help) her plan the dinner?
3. After working for the company for 8 years, he's finally decided (getting / to get) a different job.
4. The gardener is going to quit (using / to use) pesticides on his vegetables.
5. I'm only planning (staying / to stay) here for an hour or two.
6. I avoid (buying / to buy) products that have a lot of packaging.
7. When did you start (noticing / to notice) the symptoms?
8. My supermarket just stopped (using / to use) plastic bags.
9. After winning the grand prize in racing, he needed (learning / to learn) to relax and take it easy.
10. I keep (having / to have) a dream about taking an exam that I'm not prepared for!

F. Look at the pictures. Write short paragraphs about Dave and Jasim.
Use the verbs from the box + a gerund or infinitive.

avoid	enjoy	keep	plan
decide	intend	learn	prefer





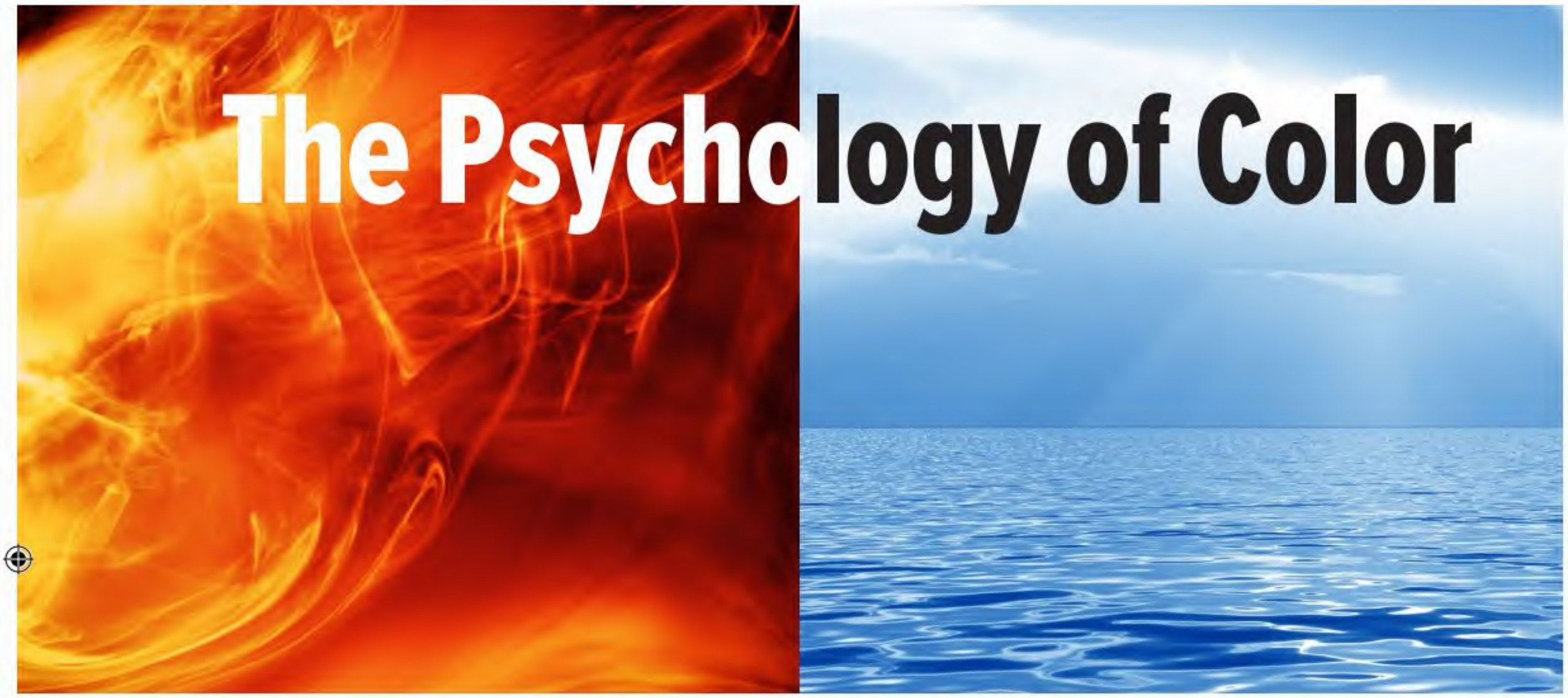
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2 Reading

Before Reading

1. What color is the room you are in now? How does the color make you feel?
2. Have you ever painted a room? If so, what color did you choose and why?



I want you to imagine yourself in a room painted a light blue color. Now, imagine yourself in a vibrant red room. Do you think you would feel differently in each of these rooms? If you are like most people, you would feel calmer in the blue room and more energized in the red room. Why is this? Psychological studies have found that different colors can have different effects on mood and behavior.

People have a tendency to associate colors with where these colors appear in nature. So, for example, without realizing it we associate soft shades of blue with the sky and sea. These associations make blue a calming color for most people. Asuka Obata runs a spa in Kyoto, Japan. All the walls of the salon are blue. Obata says, "It is essential that we create a sense of peace and tranquility. The color blue helps us achieve this."

Red, however, is associated with fire and blood. So red is also associated with danger and vitality. The color red has even been shown to raise blood pressure! Adrian Vilas of Cordoba, Argentina, painted his office red. He says, "I like being surrounded by a color that gives me energy and inspiration." On the other hand, have you ever wondered why traffic lights and stop signs utilize the color red? To warn of danger, of course.

While we all share natural associations with certain colors, the same color may have a very different meaning to people of two different cultures.

The colors black and white provide a good example of how people can have different cultural responses to colors. In many cultures, black symbolizes death and mourning, and so black is the traditional color worn to funerals. However, in Asia it is not black that represents mourning, but white. So in Asia, white is the color people usually wear when they attend funerals.

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In most other cultures, far from being associated with funerals, white represents purity, innocence, and goodness. For this reason, white is traditionally worn by brides in these cultures. However, in China, since white is the color of mourning, it is important that a bride *not* wear white. Instead, the traditional color worn by a bride in China is red. In Chinese culture, red represents happiness and good luck, and so Chinese celebrations are full of red. During the Chinese New Year, people prefer wearing red to any other color and older family members give money in red envelopes to younger members of the family.

Clearly, the way we respond to color is a complicated business. You may think you are choosing a red shirt just because you like the color. But the truth is, you are probably responding to it based on what your brain, the environment, and your culture tell you about the color!

After Reading

A. Complete the sentences with one of these words:

vibrant tendency associate tranquility mourning represents

1. The dove _____ peace to many people.
2. She was in _____ after her friend died.
3. She has a _____ to talk too loudly when she's on her cell phone.
4. The colors in this painting are so _____ that it hurts my eyes.
5. I love the _____ of the park in the early morning.
6. After a while, the students learned to _____ Wednesday with exams.

B. Answer the questions.

1. Where do the colors blue and red appear in nature?
2. How do most people respond to the colors red and blue?
3. What does the color white represent in most cultures?
4. Why must a bride not wear white in China?
5. What does the color red represent to the Chinese?
   When do the Chinese wear red?

Discussion

Write the information in the chart below. Use the chart to discuss colors and their effect on people in groups of 3 - 4.

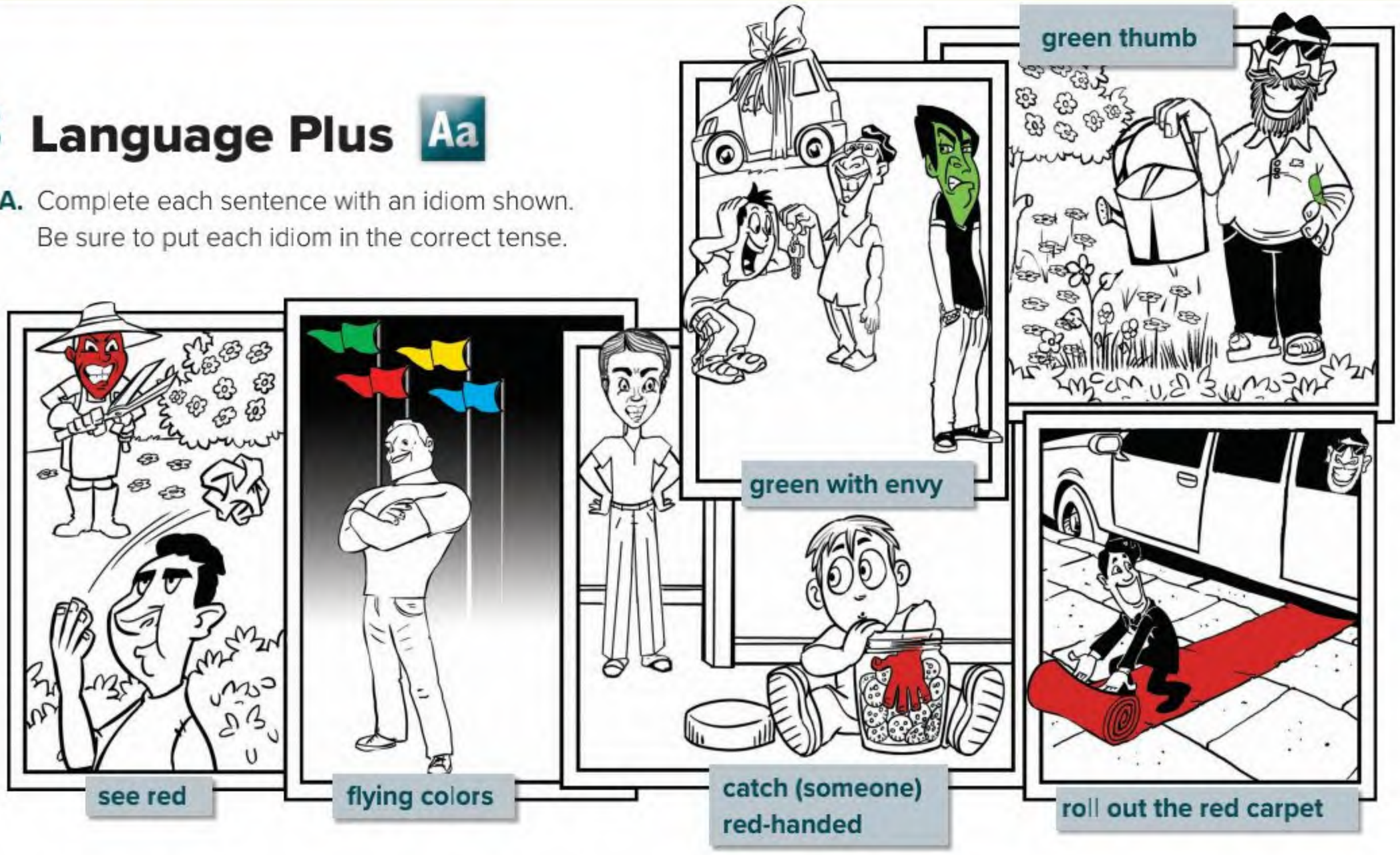
Discussing colors			
Color	Where you can find it in nature	How you feel about the color	What this color represents in your country

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3 Language Plus Aa

A. Complete each sentence with an idiom shown. Be sure to put each idiom in the correct tense.



1. The thief was _____ with his hand still in the businessman's jacket pocket.
2. Look at my garden. No matter how hard I try, nothing grows. I guess I don't have a _____.
3. When I found out that my sister had taken my cell phone without my permission and then lost it, I _____.
4. When our grandparents came to visit, we took them to all the best restaurants in town. We really _____.
5. I passed the test in every subject with _____.
6. He has my dream job. I was _____ when he first told me about it.

4 Writing

Tools for Writing: Common Errors with Prepositions

Verbs that are followed by a certain preposition in English may be followed by a different preposition or no preposition at all in your language. In order to make sure your writing is grammatically correct, it is important to learn which verbs are used with which prepositions in English. Study the following verbs + prepositions.

look for
Can you help me **look for** my keys?
NOT: ~~Can you help me look my keys?~~

ask for
We need to **ask for** some help.
NOT: ~~We need to ask help.~~

depend on
We may not go. It **depends on** the weather.
NOT: ~~It depends of the weather.~~

smile at
My mother was so proud. She kept **smiling at** me.
NOT: ~~She kept smiling of me.~~

remind of
She **reminds** me **of** my grandmother.
NOT: ~~She reminds me my grandmother.~~

congratulate on
She **congratulated** him **on** the new job.
Not: ~~She congratulated him by his new job.~~

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Writing Prompt

Write an expository essay about what different colors, symbols, customs, or gestures mean in your culture. Say what you think this shows about your culture. Include grammar points from Units 4–6.

In an expository essay, the writer explains, describes, or gives information about a subject.

Write Your Expository Essay

1. Decide whether you will write about colors, symbols, customs, or gestures in your culture. What do you think these show about your culture? This will be your topic sentence.
2. Use a chart to organize your ideas. Write your topic sentence in the center circle. Then write ideas which support this topic sentence in the surrounding circles.
3. Write a draft of your expository essay.
4. Have a partner read and comment on your draft. Use your partner's comments and suggestions to revise your essay.

Developing Your Writing: Body Paragraphs that Support the Topic Sentence

The paragraphs of an essay between the introduction and conclusion are called the *body* of the essay. Each body paragraph must have one main idea, as well as examples, definitions, facts, or statistics which support that main idea. The main idea of each body paragraph must relate to and support the topic sentence in the introduction.

As you write the body of your essay, ask yourself:

- Does each paragraph have one main idea?
- Is this main idea supported by examples, definitions, facts, and/or statistics?
- Does each paragraph support the topic sentence in the introduction?



Customs and Gestures in Korean Culture

To understand the perspective of Korean people, it is important to understand their customs and gestures. I believe that Korean customs and gestures show that the Korean culture is quite traditional and conservative.

One aspect of Korean culture that is traditional and conservative is greeting people. Korean people usually bow when they meet one another. When Koreans are introduced to someone for the first time, they generally do not smile. Smiling is reserved for informal occasions. Koreans also consider staring impolite. We prefer to make only brief eye contact. When meeting a Korean person, I suggest you avoid looking into his/her eyes for more than a moment or two...

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Vocabulary

1 Connected by Technology

VOCABULARY

Nouns

acronym
asthma
disbelief
double
hike
inhibition
loner
mobility
paramedic
wonder

Verbs

contribute
depend
feature
network
perform
post

Adjectives

cyber
desperate
determining
extraordinary
inseparable
obsessed
unique
virtual

Adjectives to describe people

down to earth
laid back
spontaneous
straightforward

EXPRESSIONS

Proverbs

Better late than never.
Honesty is the best policy.
Laughter is the best medicine.
Nothing ventured, nothing gained.
Silence is golden.
The apple doesn't fall far from the tree.

Asking for clarification and confirming

Can you explain it?
Does that make sense?
How do you . . .?
I get it.
What does that mean?

Real Talk

get it
got the hang of it
hang out
Hold on.
How on earth?

2 Crime Doesn't Pay

VOCABULARY

Nouns

blunder
burglar
coincidence
display
fraud
getaway car
inmate
misdemeanor
pavement
pickpocket
precaution
suspect
swarm
victim

Verbs

abandon
assume
break into
charge
decline
hijack
install
insure
sentence

Adjectives

compact
grim
unauthorized

EXPRESSIONS

Ordering

At this point . . .
Consequently . . .
Once . . .
To begin with . . .

Real Talk

Are you kidding?
by accident
Come on.
easy mark
I'm positive.
let your guard down
nabbed

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Vocabulary

3 Far and Away

VOCABULARY

Nouns
canopy
characteristic
conservation
deforestation
ecosystem
igloo
incentive
ranger
reduction
surface
toiletries
trekking
tweezers

Verb
encounter
preserve

Adjectives
breathtaking
commercial
cozy
lush
remote
pristine
stunning
tasteful
undisturbed
widespread

Adverbs of degree
absolutely
almost
barely
completely
enough
extremely
hardly
just
nearly
quite
rather
relatively
scarcely
so
too
very

Sentence adverbs
actually
admittedly
apparently
certainly
clearly
evidently
frankly
honestly
naturally
obviously
officially
presumably
probably
undoubtedly
(un)fortunately

EXPRESSIONS

Making and declining special requests
Do you think it would be possible . . .?
I wish it were possible, but . . .
I wonder if it would be possible . . .
I'm afraid (we) can't . . .
That won't be possible . . .
The problem is . . .
Unfortunately, that's not possible . . .
We can't do it because . . .

Real Talk
a drag
Awesome!
crummy
don't get it
red-eye

EXPANSION Units 1–3

VOCABULARY

Nouns
armload
precaution
truckload
virus

Verbs
contract
download
infiltrate
manipulate
offload
overload
unleash
upload
urge

Adjective
fatal

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Vocabulary

4 TV Around the World

VOCABULARY

Nouns

acclaim
affluence
appeal
contestant
documentary
episode
evolution
host
milestone
obstacle
course
panel
patent
portion
prototype
treatment
version

Verbs

air
broadcast
conceive
demonstrate
feature
fulfill
launch
plate
patent
plot
propose
tamper
transmit

Adjectives

adequate
culinary
cutting
distinct
disturbing
factual
feasible
fictional
forensic
illustrious
innovative
mysterious
pending
prosperous
puzzling

EXPRESSIONS

Expressing certainty

I'm sure/certain/positive that . . .
I'm telling you that . . .
It's obvious that . . .
There's no question that . . .

Real Talk

all
bugs
C'mon.
couch potato
get a kick out of
Nah
remote

Kinds of TV programs

crime drama
game show
morning show
motoring series
quiz show
sitcom
sports program

5 Working 9 to 5

VOCABULARY

Nouns

allergen
alternative
callus
fabric
flair
income
infection
satisfaction
status
trend

Verbs

analyze
appreciate
cooperate
cure
determine
embed
entail
identify
monitor
prune
utilize

Adjectives

alert
captive
identical
methodical
respectful
tremendous

Jobs

arborist
air traffic controller
engineer
race car driver
pediatrician
social worker
surgeon
telemarketer
zoologist

EXPRESSIONS

Asking for favors

Do me a favor and . . .
Do you think you could . . .?
I hate to ask, but . . .
I'd really appreciate it if you would . . .
What are the chances you could . . .?
Would it be possible/too much trouble . . .?

Real Talk

cover
help me out
in a bind
jump ship
keep it to yourself
No kidding?
take off
Will do.

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Vocabulary

6 Going Green

VOCABULARY

Nouns

bagful
consumption
efficiency
impact
landfill
perspective
pesticides
power outage
sacrifice
self-reliance
source
thermostat
utility
waste
wrapper
vacuum

Verbs

accumulate
access
conserve
rely

Adjectives

bold
committed
enormous
glossy
harsh
organic
reusable

EXPRESSIONS

Making suggestions

Don't you think it would be a good idea + *infinitive*?
How about + *gerund*?
If you don't mind, I'd like to suggest + *gerund* . . .
If you . . . I think you'll find . . .
You might want to consider + *gerund* . . .

Real Talk

a hassle
a no-brainer
a piece of cake
chuck
I guess.
lame

EXPANSION Units 4–6

VOCABULARY

Nouns

funeral
inspiration
mourning
purity
spa
tendency
tranquility
vitality

Verbs

associate
represent
symbolize

Adjectives

calming
vibrant

EXPRESSIONS

Idioms

catch (someone) red-handed
flying colors
green with envy
green thumb
roll out the red carpet
see red

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Irregular Verbs

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

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MEGAGOAL 2 Audio Track List

CD1

Track	Unit		Student Book Section
2	Connect	**1**	Listen and Discuss
3	Connect	**3**	Conversation
4	Connect	**4**	Listening
5	Unit 1	**1**	Listen and Discuss
6	Unit 1	**4**	Conversation
7	Unit 1	**5**	Listening
8	Unit 1	**6**	Pronunciation
9	Unit 1	**8**	Reading
10	Unit 1	**10**	Writing
11	Unit 2	**1**	Listen and Discuss
12	Unit 2	**4**	Conversation
13	Unit 2	**5**	Listening
14	Unit 2	**6**	Pronunciation
15	Unit 2	**8**	Reading
16	Unit 2	**10**	Writing
17	Unit 3	**1**	Listen and Discuss
18	Unit 3	**4**	Conversation
19	Unit 3	**5**	Listening
20	Unit 3	**6**	Pronunciation
21	Unit 3	**8**	Reading
22	Unit 3	**10**	Writing
	EXPANSION		
23	Units 1–3	**2**	Reading

CD2

2	Unit 4	**1**	Listen and Discuss
3	Unit 4	**4**	Conversation
4	Unit 4	**5**	Listening
5	Unit 4	**6**	Pronunciation
6	Unit 4	**8**	Reading
7	Unit 4	**10**	Writing
8	Unit 5	**1**	Listen and Discuss
9	Unit 5	**4**	Conversation
10	Unit 5	**5**	Listening
11	Unit 5	**6**	Pronunciation
12	Unit 5	**8**	Reading
13	Unit 5	**10**	Writing
14	Unit 6	**1**	Listen and Discuss
15	Unit 6	**4**	Conversation
16	Unit 6	**5**	Listening
17	Unit 6	**6**	Pronunciation
18	Unit 6	**8**	Reading
19	Unit 6	**10**	Writing
	EXPANSION		
20	Units 4–6	**2**	Reading

CD3

Track	Unit		Student Book Section
2	Reconnect	**1**	Listen and Discuss
3	Reconnect	**3**	Conversation
4	Reconnect	**4**	Pronunciation
5	Reconnect	**5**	Listening
6	Unit 7	**1**	Listen and Discuss
7	Unit 7	**4**	Conversation
8	Unit 7	**5**	Listening
9	Unit 7	**6**	Pronunciation
10	Unit 7	**8**	Reading
11	Unit 7	**10**	Writing
12	Unit 8	**1**	Listen and Discuss
13	Unit 8	**4**	Conversation
14	Unit 8	**5**	Listening
15	Unit 8	**6**	Pronunciation
16	Unit 8	**8**	Reading
17	Unit 8	**10**	Writing
18	Unit 9	**1**	Listen and Discuss
19	Unit 9	**4**	Conversation
20	Unit 9	**5**	Listening
21	Unit 9	**6**	Pronunciation
22	Unit 9	**8**	Reading
23	Unit 9	**10**	Writing
	EXPANSION		
24	Units 7–9	**2**	Reading

CD4

2	Unit 10	**1**	Listen and Discuss
3	Unit 10	**4**	Conversation
4	Unit 10	**5**	Listening
5	Unit 10	**6**	Pronunciation
6	Unit 10	**8**	Reading
7	Unit 10	**10**	Writing
8	Unit 11	**1**	Listen and Discuss
9	Unit 11	**4**	Conversation
10	Unit 11	**5**	Listening
11	Unit 11	**6**	Pronunciation
12	Unit 11	**8**	Reading
13	Unit 11	**10**	Writing
14	Unit 12	**1**	Listen and Discuss
15	Unit 12	**4**	Conversation
16	Unit 12	**5**	Listening
17	Unit 12	**6**	Pronunciation
18	Unit 12	**8**	Reading
19	Unit 12	**10**	Writing
	EXPANSION		
20	Units 10–12	**2**	Reading

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MEGA

GOAL 2

WORKBOOK

MANUEL DOS SANTOS

JILL KOREY O'SULLIVAN

ELI GHAZEL - DANAE KOZANOGLOU

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MegaGoal 2 Workbook

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1 Connected by Technology

Part 1

A Read the descriptions of different people. Write the best word or phrase to describe each.

adventurous	**laid back**	**spontaneous**
~~**down-to-earth**~~	**loner**	**straightforward**

Even though Brian is famous, he isn't unfriendly or arrogant. He loves spending time in nature. He always wears jeans or shorts and a T-shirt. He likes to eat healthy food from the garden.
Brian is *down-to-earth*.

1. Lee is the kind of person that will always tell you the truth. He doesn't like to play games or pretend. He never says things just to make someone feel good. He is honest and doesn't hide anything. You always know where you stand with him. Lee is _____.
2. Fahad likes to spend time by himself. After school, he usually goes home and works on his computer. He likes playing computer games and watching films. He has a few friends at school, but he is happiest when he's alone. Fahad is a _____.
3. Jason loves to try new things. Last year he went whitewater rafting in Chile. Two years ago, he climbed Mount Kilimanjaro in Tanzania. This year he's going to hike the Appalachian Trail in the United States. He isn't afraid of anything! Jason is _____.
4. Peter is not the kind of person who plans things out. He usually makes a decision and immediately acts on it. For example, last week, he really wanted to eat fish for dinner, so he got in his car and drove three hours to the beach to eat at his favorite seafood restaurant. After dinner, he got back in his car and drove home. Peter is _____.
5. Jake is a casual and relaxed person. He is usually late, but he doesn't worry about it. He is a flexible person and likes to just go with the flow. He's very easy to be around because he's always smiling and relaxed. Jake is _____.

B Match the parts of the sentences to make proverbs.

e **The apple...**	**a.** is golden.
1. _____ Silence...	**b.** is the best medicine.
2. _____ Better late...	**c.** nothing gained.
3. _____ Laughter...	**d.** is the best policy.
4. _____ Honesty...	**e.** doesn't fall far from the tree.
5. _____ Nothing ventured,...	**f.** than never.

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1 Connected by Technology

C Read the sentences. Tick (✓) the type of verb used. Look at the auxiliary verbs to help you.

	simple present or past	present or past perfect	present or past progressive	present or past passive
The Internet has changed the world.	☐	☑	☐	☐
1. I am sending you a text message right now!	☐	☐	☐	☐
2. Tom had already sent me an email.	☐	☐	☐	☐
3. Liana doesn't have an email account.	☐	☐	☐	☐
4. I was trying to call you last night.	☐	☐	☐	☐
5. Computers are used all over the world.	☐	☐	☐	☐
6. How long have you had your cell phone?	☐	☐	☐	☐
7. My laptop was stolen yesterday.	☐	☐	☐	☐
8. Does Sara use messaging apps?	☐	☐	☐	☐

D Unscramble the questions. Then match the questions and answers.

___d___ **get / Did / a smartphone / you / ?**

Did you get a smartphone?

1. _____ the Internet / Has / working / been / ?

_____

2. _____ use / you / Do / a fax machine / ever / ?

_____

3. _____ you / last night / texting / Were / me / ?

_____

4. _____ closed / the / Was / account / ?

_____

5. _____ using / Are / a / you / messaging app / ?

_____

6. _____ changed / your password / you / Have / ?

_____

a. No, I don't

b. Yes, it was.

c. Yes, I have.

d. Yes, I did.

e. No, I wasn't.

f. No, I'm not.

g. No, it hasn't.

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E Complete the conversation with the correct forms of the auxiliary verbs ***do***, ***have,*** and ***be***.

Jasim: What *did* you do last night?

Ibrahim: I went to a restaurant with some friends. Why **(1)** (not) _____ you come?

Jasim: I **(2)** _____ signing up for an online job finding service.

Ibrahim: Wow! You were?

Jasim: Yeah. I **(3)** (not) _____ done it before, but yesterday, I decided to try it. I had to answer so many questions!

Ibrahim: What kinds of questions **(4)** _____ they ask you?

Jasim: Well, they asked things like: When **(5)** _____ you born? What **(6)** _____ you like to do? **(7)** _____ you ever had a job? **(8)** _____ you want to work in Saudi Arabia? Where **(9)** _____ you live? What **(10)** _____ you do? How much money **(11)** _____ you want to make? What kind of job **(12)** _____ you like?

Ibrahim: Well, I guess they **(13)** _____ trying to see if you are the best candidate for the job, so they need to know a lot about you. **(14)** _____ they make a profile page for you?

Jasim: Yes, they **(15)** _____. **(16)** _____ you want to see it?

Ibrahim: Yes, I **(17)** _____! **(18)** _____ you give them any pictures?

Jasim: No, I **(19)** (not) _____ yet! I (not) **(20)** _____ have any good ones.

Ibrahim: Why **(21)** (not) _____ you ask me? I have some!

Jasim: You do? Great! Maybe we can upload them now!

F Write a question for each answer. Use the correct auxiliary verb and tense.

Yes, she has. *Has Dora left for school already?*

1. Yes, I do. _____
2. No, we haven't. _____
3. It works great! _____
4. It was invented a long time ago. _____
5. No, I hadn't. _____
6. Yes, it is. _____
7. I was sleeping. _____

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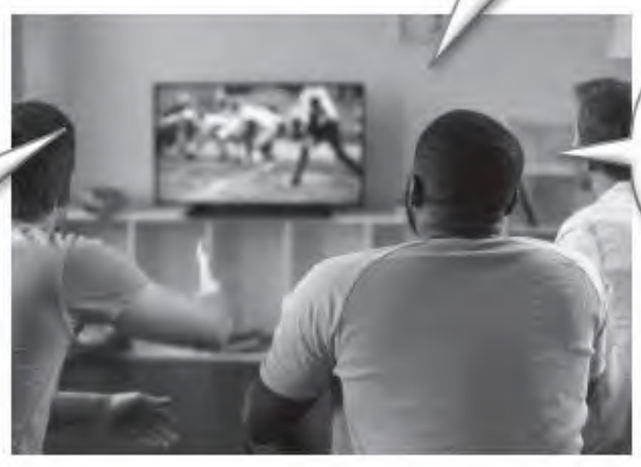
1 Connected by Technology

G Look at the pictures. Write what you think each person is saying. Use auxiliary verbs.

1



2



3



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H READING

Read the article and complete the chart below.

Messaging Apps

Messaging apps (MAs) are software programs that can be downloaded and installed on smartphones. Smartphones are not just cell phones, they are advanced devices that combine many useful features and functions. MAs enable fast and direct communication between two or more parties over the Internet. The use of MAs started in the early 2010s and has been increasing tremendously ever since. Like all other communication platforms, MAs have both advantages and disadvantages.

Probably the main benefit of communicating by messaging apps is that it seems most like a face-to-face or telephone conversation because it happens in real time. Discussions that could take days over email can happen in a matter of minutes through MAs. The use of MAs provides more opportunities for clarification of ideas, thus resulting in less miscommunication. Another benefit is that communication by MAs is more private than talking in person or over the phone when you are in a room with others. In fact, it's common for two people in the same room, office, or coffee shop to use MAs to communicate rather than just talk!

There are also disadvantages to using MAs. Some people feel it is an invasion of privacy. Although using MAs can be a beneficial way to keep in touch with friends, family, and co-workers, it can also be annoying to always have someone know when you are online. In order to get around this, most MAs will allow you to choose to be "invisible," or you can always sign out. Another disadvantage of MAs is that many programs allow you to communicate with strangers. While this can be both interesting and fun, it can also be dangerous. You should be careful about what information you share on the Internet. To stay safe, follow these basic rules:

- Be careful when creating a screen name. It should not include personal information. For example, use a nickname such as *travelguy* instead of *abhaahmad*.
- Never tell your real name, location, or telephone number.
- Do not put your screen name on public lists or directories. Also, do not give it to strangers.
- Never provide sensitive personal information such as your credit card numbers or passwords in a conversation via a MA.
- Only communicate with people who are on your contact or buddy lists.
- Never open pictures, download files, or click links in messages from people you don't know.
- If you use a public computer, do not choose to log on automatically. People who use that computer after you may be able to see and use your screen name to log on.

Advantages of MAs:	Disadvantages of MAs:	Ways to stay safe:
1.	1.	1.
2.	2.	2.

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I Rewrite the text messages using abbreviations. Remember to find the shortest way of representing the way they sound.

1. Where are you? Will you be over soon?

_____

2. He is not going to meet us. He's busy.

_____

3. Who's giving you all the information?

_____

4. Of course, I'll do it for you. You've helped me so many times.

_____

5. Check the store on the corner. It's cheaper.

_____

J Write if you would call or text message in each situation and give a reason.

1. You're in a very busy store. You want to ask your friend if he/she likes a particular color.

_____

2. You know your father is at the station waiting. You want to let him know that you will be arriving in about 20 minutes.

_____

3. You are in the library looking for a science book, but you have forgotten which volume you need for class. You want to ask your classmate.

_____

4. You had an unnecessary argument with your cousin. You feel responsible and want to apologize.

_____

5. You know your brother is on his way home from work. You are at a halfway point and you want to catch him before he goes past it so he can give you a lift.

_____

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K Look at the picture. Take notes on the main objects and actions that are happening. Then write sentences that tell what is happening and what may happen.



Main Objects	Main Actions

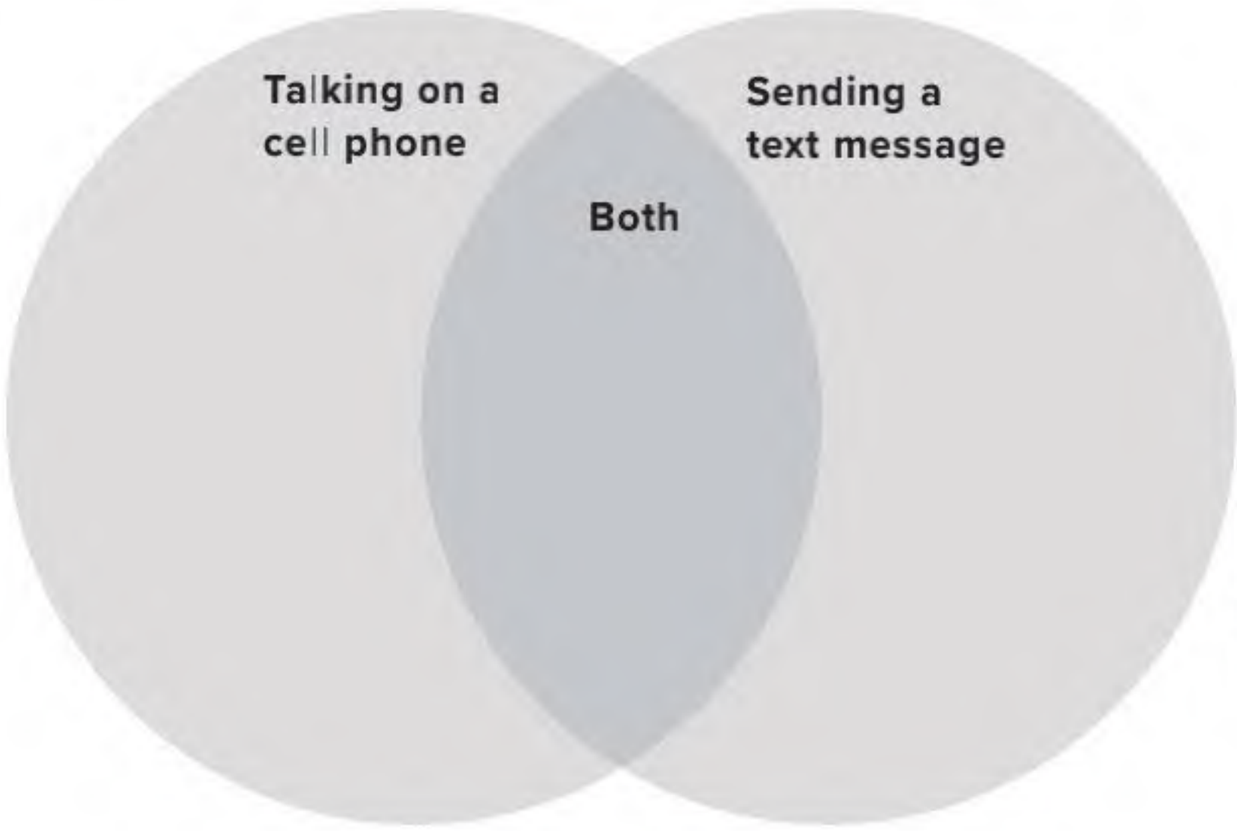
1. _____
2. _____
3. _____

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L WRITING

How are talking on a cell phone and sending a text message different? How are they the same? Before you write, fill in the diagram below.





Now use your diagram to write an essay that compares talking on a cell phone with sending a text message. Conclude your essay with your opinion about which you prefer and why.

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M Complete the chart. Fill in the adjective, the comparative adjective, or the superlative adjective.

Adjective	Comparative Adjective	Superlative Adjective
expensive		
	more/less difficult	
		the easiest
successful		
		the most/least useful
relaxing		
wealthy		
important		
	riskier	
economical		
		the worst
	better	

N Complete the sentences with comparative and superlative forms of the adjectives in parentheses. Use *the* before superlatives.

1. _____ (old) known computer is the Antikythera Mechanism. It is one of _____ (significant) finds from over 2000 years ago. It was a massive device for making mathematical calculations, which was made of bronze and wood. This was _____ (heavy) than today's electronic calculators, so of course it was _____ (difficult) to carry.
2. One of the _____ (successful) novels of all time is *A Tale of Two Cities* by Charles Dickens. It sold over 200 million copies. That's an even _____ (big) success than Jules Verne's *Journey to the Center of the Earth*. Dickens' childhood was not any _____ (easy) than the lives of his characters, but he moved on to become one of _____ (good) novelists of all time.
3. Many of _____ (wealthy) people made their money in the computer industry. Bill Gates, who became famous for starting Microsoft, is _____ (rich) than any king or queen in the world. He also seems to be one of _____ (generous) people as the Bill & Melinda Gates Foundation has donated $30 billion to some of _____ (poor) nations.

O Answer these questions. Give your opinion with some reasons. Use comparatives and superlatives.



1. What is the most useful gadget that you own?

   _____
2. How easy is it to keep up with the latest developments in technology?

   _____
3. What is the easiest way to learn a foreign language?

   _____
4. Which is the best means of communication: email, texting, letter writing, or face-to-face discussion?

   _____

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1 Connected by Technology

P Complete the second sentence so that it has the same meaning as the first.

1. Our car is serviced by a mechanic twice a year.
   We get _____ .
2. Someone needs to check the brakes on my bicycle.
   My bicycle brakes need _____ .
3. The new company website needed to be designed.
   The company had _____ .
4. This program needed to be downloaded before I could play the game.
   I got _____ .
5. Someone needed to install a new app on this smartphone.
   A new app needed _____ .
6. You need to dispose of your used battery carefully.
   Your used car battery needs _____.

Q Complete the phone conversation. Use the correct form of the verbs in parentheses.



Omar: InstantTec Service, how can I help you?

Tony: It's my new computer. I think it's **(1.)** _____ (break). It's still under warranty, but I think I'll have to **(2.)** _____ it _____ (get/replace).

Omar: What exactly is the problem?

Tony: Everything, actually. It won't switch on at all. The screen is completely blank. Maybe you've sold me a **(3.)** _____ (damage) computer.

Omar: Could you give me your user name, please? I can **(4.)** _____ your connection _____ (have/check) first. If it needs **(5.)** _____ (repair), we'll send a technician over to identify the problem.

Tony: OK. The user name's Genius89.

Omar: I'm checking it now. Hmmm... the line is OK, but your computer is not **(6.)** _____ (connect). Perhaps you need a new router.

Tony: No way! I **(7.)** _____ one _____ (have/install) by your technician a few weeks ago.

Omar: Are you sure that everything is **(8.)** _____ (plug) in?

Tony: Of course it is! Ermmm... let me just check. Oh, no! It was **(9.)** _____ (unplug). I know, I **(10.)** _____ the house _____ (have/clean) yesterday. The cleaner has left the **(11.)** _____ (disconnect) plug on the shelf. How embarrassing!

Omar: No problem, sir. It happens all the time. Anything else that needs **(12.)**_____ (fix)?

Tony: No, thanks. I've plugged it in now. That's all that needed **(13.)** _____ (do). Thanks for the help.

Omar: My pleasure, sir. We like to have **(14.)** _____ (satisfy) customers.

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2 Crime Doesn't Pay

A Complete the crossword puzzle.

Across

1. a thief

4. take control of a moving vehicle by force

5. leave someone or something

7. refuse; to say no

9. a small crime

10. ran away; escaped

Down

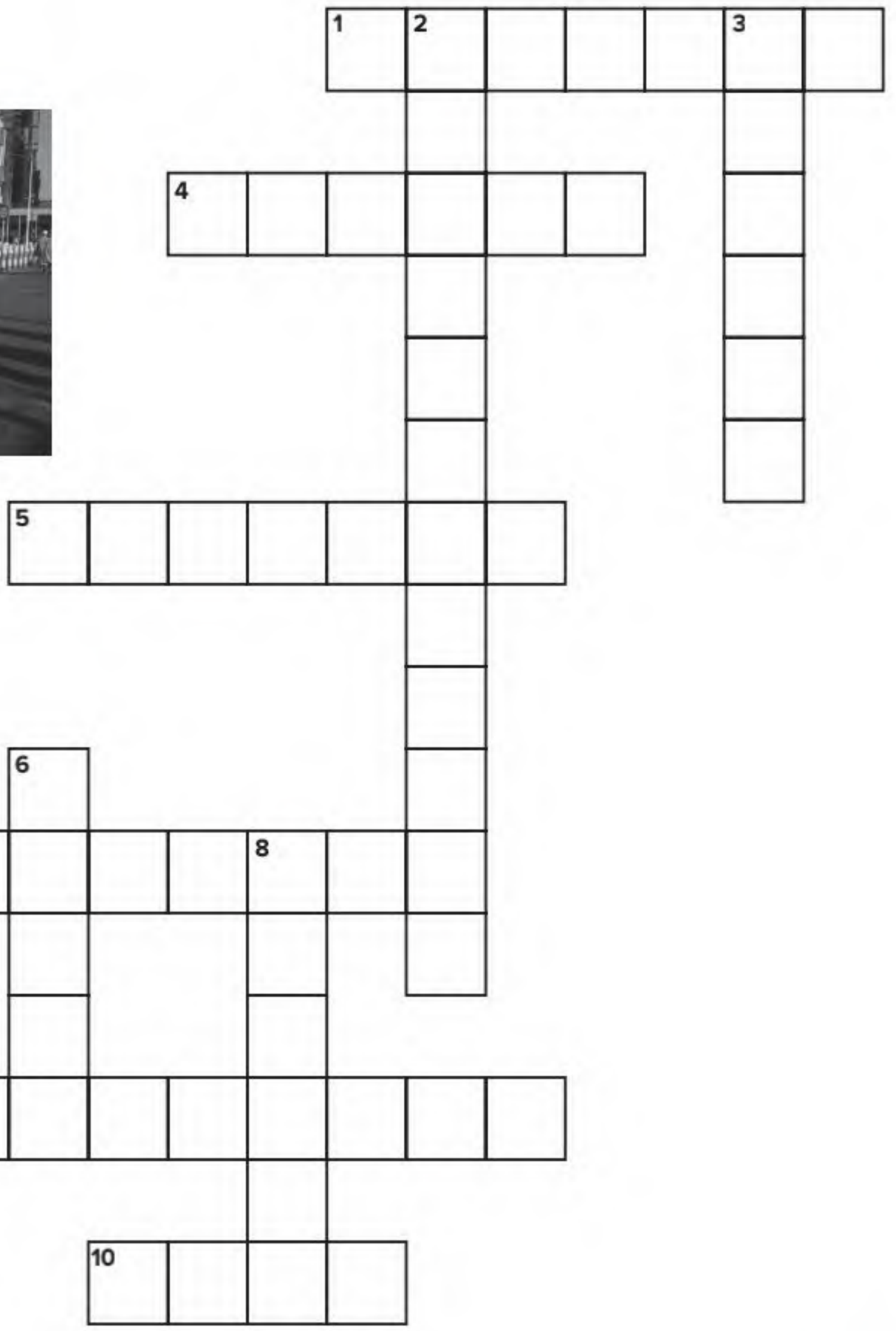
2. without permission

3. blame someone

6. take something away

8. a prisoner





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2 Crime Doesn't Pay

B Decide if each sentence is active or passive. Write ***A*** for *Active* or ***P*** for *Passive*.

P **Jerry's bike was stolen last weekend.**

1. _____ She was upset.

2. _____ She called the police.

3. _____ The thief has been caught.

4. _____ The jurors were selected yesterday.

5. _____ The jurors are non-biased people.

6. _____ Only citizens are selected for jury duty.

7. _____ The case will be presented today.

8. _____ Jurors will not be permitted to talk with family members about the case.

9. _____ The trial was short.

10. _____ The suspect was found guilty.



C Unscramble the passive sentences.

robbed / Saturday / The MiniMart / was / on / .

The MiniMart was robbed on Saturday.

1. money / taken / A lot of / the cash register / was / from / .

_____

2. videotape / The / caught / burglar / on / was / .

_____

3. not / The / hurt / cashier / was / .

_____

4. been / the police / The burglar / arrested / has / by / .

_____

5. been / The store / reopened / has / .

_____

6. be / by / alarm system / store owner / will / An / installed / the / .

_____

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D Rewrite the active sentences as passive sentences.

1. Bob broke the window.

   _____

2. The police catch thieves.

   _____

3. Somebody has opened the door.

   _____

4. They stole the car.

   _____

5. Somebody kidnapped the child.

   _____

6. They are going to hijack the airplane tomorrow.

   _____

7. Somebody has murdered the captain.

   _____

8. The police detectives will solve the mystery.

   _____

E Combine the sentences to create one past perfect or past perfect progressive sentence. Use ***before***, ***when,*** and ***because***.

(1st) He didn't lock his door. (2nd) The burglars walked right in.

The burglars walked right in **because** *he hadn't locked his door*

1. (1st) Maha was sleeping. (2nd) She heard a knock on the door.

   _____ when _____.

2. (1st) I had a nice bicycle. (2nd) it was stolen.

   Before _____.

3. (1st) Everybody liked him. (2nd) The police arrested him for stealing.

   _____.

4. (1st) Her cat was lost. (2nd) She was very sad.

   _____.

5. (1st) He was eating dinner. (2nd) The police came to his door.

   _____.

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2 Crime Doesn't Pay

F Describe what you think had happened or had been happening before the events described below. Use the past perfect or past perfect progressive.

1. When Faisal opened the door, he was surprised. There were clothes all over the floor. His bookshelves were empty and the books were in a big messy pile. There was paper everywhere. The living room was also a mess. There was broken glass on the floor and the TV was gone. He looked around and knew what had happened... _____
2. Tara went to the market on Saturday. There were people everywhere shopping, eating, and selling stuff. She saw an old friend that was selling jewelry in a very crowded part of the market. She talked to her for a minute, and then went to buy vegetables. When she reached into her pocket, her wallet was gone. She knew what had happened... _____
3. Erika made a sandwich and decided to eat it outside in her garden. She put it on the table and went inside to get some water. When she came back out, the sandwich was gone. There was just an empty plate, but nobody was around. So she went back inside and made another sandwich. She put it in the garden, but then needed a napkin from inside. When she came back out, the plate was empty again! She looked around, but there was no one. Then she saw two big birds up in a tree and she knew what had been happening... _____

G Complete the newspaper article with the simple past, past perfect, or past perfect progressive.

The Missing Bag

TRENTON, New Jersey—Last Saturday, Mrs. Judy Bobson (call) *called* the police to report that her bag had been stolen. Earlier that morning, she **(1)** (go) _____ to the bank to take out money, and go shopping. Her grandson **(2)** (graduate) _____ from high school and she **(3)** (decide) _____ to buy him a new laptop for college.

She **(4)** (check) _____ prices on the Internet and found out that a large electronic goods retailer **(5)** (offer) _____ a 30% discount on all computers. She **(6)** (ask) _____ her brother to drive her there but he could not leave work. So she **(7)** (put) _____ the money in her bag and **(8)** (leave) _____ home in a hurry. Someone, at the bank, **(9)** (tell) _____ her that a lot of people **(10)** (go) _____ to the store over the last three days to find bargains. She **(11)** (decide) _____ to take the bus but **(12)** (change) _____ her mind and took a taxi. When they **(13)** (get) _____to the store, she paid the fare with some bills that she **(14)** (put) _____ in her coat pocket, **(15)** (get out) _____and entered the store.

A very nice sales assistant **(16)** (show) _____ her new laptops for some time, when she **(17)** (realize) _____that she **(18)** (not have) _____ her bag. She was sure someone **(19)** (steal) _____it while she was looking at laptops. She **(20)** (ask) _____ the store security to lock down the doors and search all the shoppers there. The shop manager **(21)** (try) _____ to calm her down and get her to think about where she might have left her bag, but she wouldn't listen. All of a sudden, a man walked in holding Mrs. Bobson's bag. She **(22)** (leave) _____ it in the taxi!

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H READING

Read the two stories. Then answer the questions.

America's Dumbest Criminals

Story 1

CALIFORNIA, USA—A man, who was in serious financial trouble after having been fired because of inadequate reading and writing skills, decided that robbing a bank would be the solution to all of his problems. He chose the Bank of America in downtown San Francisco as his target. He was walking into the branch when he realized he had not written his stick-up note. He decided to go through with it anyway and got a deposit slip from the bank and wrote his note: "This iz a stickup. Put all your muny in this bag."

While standing in line to give his note to the teller, he began to worry that someone had seen him write the note and might call the police. He decided to leave the Bank of America and try another bank. He crossed the street to the Wells Fargo bank. After waiting a few minutes in line, he handed his note to the Wells Fargo teller.

The teller read the note and, judging from the spelling errors, realized that the robber was not very bright. He told him that he could not accept his stick-up note since it had been written on a Bank of America deposit slip. He explained that he could only accept the note if it were written on a Wells Fargo slip and that he would either have to fill in one of their slips or go back to the Bank of America.

Looking somewhat confused, but taking the teller's word for it, the man decided to leave the bank. The Wells Fargo teller then called the police who arrested the man a few minutes later while he was waiting in line back at the Bank of America.

Story 2

COLORADO, USA—A man walked into a corner store in Colorado Springs with a gun and demanded all of the cash from the cash register. After the cashier had put the cash in a bag, the robber saw a pack of cigarettes that he wanted behind the counter on the shelf. He told the cashier to put it in the bag along with the cash. The cashier refused, saying that the man wasn't over twenty-one.

The robber insisted that he was in fact older than twenty-one, but the cashier stood his ground and refused to give it to him unless he showed official identification stating his age. The robber took his driver's license out of his wallet and gave it to the cashier. After a couple of minutes, the clerk agreed that the man was indeed over twenty-one and put the pack of cigarettes in the bag.

As the robber ran from the store, the cashier immediately called the police and gave the name and address he had seen on the license. The police arrested the robber two hours later while he was sitting in his living room smoking a cigarette.

	Story 1	Story 2
What did the robber do wrong?		
What would be a good name for the story?		
Do you feel sorry for these criminals? Why?		

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2 Crime Doesn't Pay

I Reorder the sentences to create the story of a silly burglary. Then answer the question.

☐ He was wearing a jacket that belonged to the man of the house, and his pockets were full of jewelry and candies that he had taken.

☐ Outside the house, a bag was found with more items that had been stolen from the house.

☐ When the police came they found the burglar asleep on the couch.

☐ When he was interviewed by the police, he claimed that he had bought the candies but eventually admitted to having taken them from the house.

☐ At the time the burglar had just been released from a two-year prison sentence for burglary.

☐ The owners of the house had locked all doors and windows before going to sleep the night before.

☐ But when they woke up early the next morning, they heard noises coming from the living room.

☐ Instead of checking the living room, they tiptoed into the kitchen and called the police.

☐ On his way to the patrol car, the burglar apologized to the owners for falling asleep on their couch.

☐ He explained that he had been playing basketball all day and had got very tired!

What would you have done if you had found a burglar asleep in your living room?

_____

_____

_____

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J Look at the picture. Take notes on the people, things, and actions that are happening. Then write sentences that tell what is happening and why it is happening.



People	Things	Actions

1. _____
2. _____
3. _____

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2 Crime Doesn't Pay

K WRITING

There is an old saying "Crime doesn't pay." This means that something always goes wrong and there can never be a completely successful crime. Do you agree or disagree? Why? Write your opinion below.



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L Complete the story. Use the past tense of the verbs in parentheses.

Robert and Ted **(1.)** _____ (be) school friends when they **(2.)** _____ (be) children. They **(3.)** _____ (play) sports and **(4.)** _____ (study) together. After high school, they **(5.)** _____ (not go) to the same college. Ted **(6.)** _____ (go) to Harvard in 2016. Then he **(7.)** _____ (get) hired by a detective agency in Geneva and **(8.)** _____ (emigrate). At first, he **(9.)** _____ (not like) his job because it **(10.)** _____ (involve) a lot of routine work. He also **(11.)** _____ (miss) his family a lot. But after several years, he **(12.)** _____ (not want) to move back home. Robert **(13.)** _____ (stay) at home after college. He **(14.)** _____ (not find) a job easily, so he **(15.)** _____ (decide) to become a jewel thief. At first, he **(16.)** _____ (be) quite successful. He **(17.)** _____ (rob) small town stores and the police never **(18.)** _____ (catch) him. Last year, he **(19.)** _____ (start) to think big. He **(20.)** _____ (want) to travel and see the world. Then six months ago, he **(21.)** _____ (travel) to Switzerland to take part in a bank robbery. A week later, Ted **(22.)** _____ (see) Robert running out of the bank. He **(23.)** _____ (recognize) him, so he **(24.)** _____ (not arrest) him. They **(25.)** _____ (meet) up again last month and **(26.)** _____ (open) their own detective agency together!

M Answer the questions about the story in exercise **L**.

1. What did Robert and Ted use to do when they were young?

   _____

2. Did Ted enjoy his job at first? (Why? / Why not?)

   _____

3. Why did Robert become a thief?

   _____

4. Did Ted want to arrest Robert? (Why? / Why not?)

   _____



N Answer the questions with true statements about yourself.

1. What games would you play when you were young?

   _____

2. Who did you use to play with?

   _____

3. Did you use to live in a different place? Where?

   _____

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2 Crime Doesn't Pay

O Complete the sentences with the past progressive or simple past of the verbs in parentheses.



1. Where _____ (you / sit) when you _____ (hear) the noise.
2. My wife and I _____ (watch) the news on TV while the burglar _____ (break) into our home.
3. When Mr. Jameson _____ (live) next door to us, he _____ (always / block) our driveway with his SUV.
4. The engine _____ (run) while getaway vehicle _____ (wait) outside the jewelry store.
5. The bank cashier immediately _____ (activate) the alarm when the masked men _____ (enter) the bank.
6. The robbers _____ (wear) ski masks when we _____ (see) them.
7. I _____ (know) something wrong because he _____ (act) suspiciously.
8. While the felon _____ (serve) his prison sentence, _____ (study) a university course.
9. When the police _____ (stop) the suspect's car, the stolen cash _____ (lie) in the trunk.
10. My brother _____ (always / take) my toys when we _____ (be) kids.

P Match the questions and complete the answers. Use the past progressive.

1. Have you always worked here?	___	**a.** I _____ (teach) English.
2. What were you doing in China?	___	**b.** They _____ (offer) a really good salary.
3. Were you staying at a hotel?	___	**c.** No. I _____ (live) with a local family.
4. Why did you move there?	___	**d.** Nothing serious, except that it _____ (always / rain).
5. Did you have any problems?	___	**e.** No. A few years ago, I _____ (work) in China.



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3 Far and Away

A Write the missing letters.

c _o_ z _y_

1. r ___ l a ___ i v ___ ___ y

2. ___ n ___ ___ u e

3. a l ___ e ___ n ___ t i v ___

4. e ___ o ___ y ___ t e m

5. ___ u r ___ a c e

6. ___ i d e s ___ r e a ___

7. c a ___ s u l ___

8. c ___ ___ m e ___ c i a l

9. ___ n d i ___ t u r ___ e d

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

commercial **: something that will be used for business purposes; not personal**

1. _____: mostly; more or less

2. _____: one of a kind; unusual

3. _____: another option or choice

4. _____: warm and comforting

5. _____: covering a large area

6. _____: the outside or top of something

7. _____: plants and animals that work together in nature

8. _____: in its natural state; not bothered or touched

9. _____: a kind of container

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C Unscramble the sentences.

got / a car accident / He / into / nearly / .
He nearly got into a car accident.

1. barely / anything / You've / eaten / !

_____

2. the / Is / enough / bright / light / ?

_____

3. name / his / know / scarcely / I / .

_____

4. very / goes / He / to / frequently / Asia / .

_____

5. cooked / The / perfectly / are / not / potatoes / quite / .

_____

6. disagree / completely / I / .

_____

7. extremely / That / dangerous / is / road / .

_____

8. planning / vacation / They've / finished / almost / their / .

_____

D Circle the correct adverb of degree in each sentence.

1. There aren't (enough / scarcely) rooms for us at this hotel. Some people can stay here, but other people will have to go to another hotel.

2. It is (nearly / extremely) cold in the winter in Finland. People need to wear a lot of clothes to stay warm.

3. I am (almost / completely) out of money. I only have 10 riyals left.

4. It's (hardly / too) late to go to the museum now. I'm going back to the hotel.

5. The flight was (rather / barely) bumpy. I feel sick now.

6. There were (just / quite) enough seats on the bus for all of us. Every seat was taken after we got on.

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E Write sentences using the adverbs of degree.

nearly: *We are nearly at the hotel. It's only a few more minutes away.*

1. so: _____

_____

2. very: _____

_____

3. absolutely: _____

_____

4. enough: _____

_____

5. barely: _____

_____

6. completely: _____

_____

F Rewrite each sentence to include the sentence adverbs.

I don't know what you're talking about. (honestly)

Honestly, I don't know what you're talking about.

1. She is sleeping right now. (probably)

_____

2. They didn't like the hotel. (admittedly)

_____

3. We missed the beginning. (actually)

_____

4. They have tried to call by now. (undoubtedly)

_____

5. Bob is avoiding me. (evidently)

_____

6. You'll be staying with us. (naturally)

_____

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3 Far and Away

G Match the sentence adverbs with their meanings.

1. _____ clearly	**a.** most likely; maybe
2. _____ undoubtedly	**b.** formally
3. _____ presumably	**c.** for sure; without a question; certainly
4. _____ probably	**d.** truthfully
5. _____ unfortunately	**e.** in reality; in fact
6. _____ actually	**f.** obviously
7. _____ officially	**g.** it would seem; I imagine
8. _____ frankly	**h.** unluckily

H Read about youth hostels. Then write a paragraph about them, using adverbs of degree and sentence adverbs.





Youth Hostels

- Youth hostels are located all over the world.
- They are popular with young people, but you do not have to be young to stay at one.
- They often have very rustic accommodations, like cabins.
- People staying there often have meals with people they don't know.
- The bathroom is often shared and located in the hallway.
- The prices are usually cheap.

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I READING

Read and answer the questions.

The Maho Bay Camps
St. John, U.S. Virgin Islands





The Maho Bay Camps in St. John in the U.S. Virgin Islands is one of the oldest and most acclaimed green hotels in the world. The first of the eco-tents were built in 1976 using hand construction methods that left the local ecosystem undisturbed. Each of the 18 original tents was constructed on raised platforms that are connected by elevated walkways. Today there are 114 units at the Maho Bay Camps, but because of these construction methods, the sand and coral remains mostly intact.

In addition to the elevated construction, there are other eco-friendly design features. For example, the camps use rain collection and passive solar architecture. Also, the bathrooms have low-flush toilets and pull-chain showers, so that people use less water. Additionally, the run-off water is connected to a recycling system that is designed to water the plants in the area. Due to the popularity of the Maho Bay Camps, the owner has recently built another facility on the other side of the island. These tents have the latest in sustainable design, including solar energy. They also have more impressive views of the ocean.

Admittedly, staying at the camps feels more like a rustic summer camp than a beach resort, but that is much of its charm. The "tents" are actually wooden cottages with fabric tops. They each have separate sleeping areas and open-air balconies. Some of them have views of the ocean, but unfortunately, most of them don't because of the lush foliage and trees. However, the trees provide a lot of privacy, so they have benefits too. The wooden walkways that connect the tents have so many steps that they recommend that you only stay there if you are physically able to get around. There are shared public bathrooms and guests need to use the walkways to get to them. Every tent has electricity and fans.

Although the camps are rustic, the cost is still expensive because, unfortunately, ecotourism costs more to sustain than a typical resort. Guests will find that they are paying similar prices to typical resorts, but they can rest assured that they are able to enjoy the beauty of nature and outdoors without simultaneously damaging it.

1. Why don't the tents disturb the local ecosystem? _____

_____

2. What are two of the eco-friendly design features mentioned? _____

_____

3. Why shouldn't people stay there if they aren't physically fit? _____

_____

4. Why is it expensive to stay at the Maho Bay Camps? _____

_____

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3 Far and Away

J Read the messages and decide what kind of vacation or trip each writer is on. Underline words and phrases that helped you answer.

camping vacation	**ecotourism**	**luxury vacation**
business trip	**sailing vacation**	

Reply | Reply to all | Forward | Delete | Print

To: friend@megagoal.com
Subject: our trip

Hi, all's well here. We're at the edge of a forest and about a 20-minute walk away from a beautiful beach. We didn't have to pitch our tents because there are simple, but comfortable bungalows on the grounds. The only problem is it gets very crowded on weekends because hundreds of people drive over for a swim. That's not all. A lot of them bring their jet skis and start whizzing around in the water. I hate that!

Apart from that, it's good fun. The evenings are really great with a campfire, storytelling, and games. Hope you can come along next year. How are you doing?

Best,

Sam

Reply | Reply to all | Forward | Delete

To: friend@megagoal.com
Subject: greetings

Dear all,

The view is spectacular and the wildlife is unbelievable. We're in town for supplies. It's strange to be cut off; no email, no cell phones, but it's good to forget everything and enjoy nature. I'll drop you a line when we come to town next.

Take care,

Derek

Where would you choose to be? Why?

_____

_____

Reply | Reply to all | Forward | Delete

To: friend@megagoal.com
Subject: the hotel

Dear Saeed,

I hope all is well your end.

The hotel is fabulous, with five restaurants, a spa, stores; it's like a designer village. My room is on the 23rd floor with a breathtaking view of the bay. It's almost too good to be true, and everyone is very polite and professional.

The conference starts tomorrow and our group is getting ready. In fact, I have to meet them in the lobby in about ten minutes.

Wish you were here. Talk to you later.

Adel

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K Look at the picture. Take notes on the things you can see and what is happening. Then write sentences that describe the causes and effects of changes in nature.



Nouns	Adjectives	Verbs

1. _____
2. _____
3. _____

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L WRITING

Even though ecotourism can be rustic and rough, it often costs the same or more than a luxury hotel. Do you think ecotourism is worth it? Why or why not?

1. Before you write, fill in the chart with your ideas about the PROs (advantages) and CONs (disadvantages) of ecotourism.

PROs of Ecotourism	CONs of Ecotourism



2. Now write why you think it is or isn't worth it. Use your ideas from the chart to help you.

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M Complete the story. Use ***be going to*** with the verbs in parentheses.

Adnan and Hussain **(1.)** _____ (visit) London for two days. When they arrive at Heathrow airport, they **(2.)** _____ (take) the London Underground train to the center of town. They're going to **(3.)** _____ (get) off at Green Park Station. Adnan's uncle **(4.)** _____ (pick) them up at the station. After they have dinner at his house, his sons **(5.)** _____ (invite) some friends over to meet them. The next day, Adnan and Hussain **(6.)** _____ (go) on a tour of the city on a double-decker bus. The bus tour **(7.)** _____ (stop) at Big Ben and Buckingham Palace, and includes a short cruise on the Thames River. On their last day, they **(8.)** _____ (cross) the Millennium Bridge and visit the Tate Modern. In the evening, they **(9.)** _____ (say) goodbye to their cousins the hotel and take the Underground back to the airport. Adnan says, "I **(10.)** _____ (have) a short, but eventful trip."

N Complete the questions. Use the question words in the box. Then write the answers from the story in exercise M. Use the short forms of ***be going to***.

When	Who	Where	Which	What	How	How long



1. _____ are the boys going to go?
   _____
2. _____ are they going to stay there?
   _____
3. _____ are they going to travel to the center?
   _____
4. _____ is going to meet them at the station?
   _____
5. _____ are they going to do on the day after they arrive in London?
   _____
6. _____ famous buildings is the bus going to stop at?
   _____
7. _____ are they going to take the plane home?
   _____

O Rearrange the words to make sentences.

1. the/ for / city / is / buildings / its / historic / famous
   _____
2. hot / and / climate / summer / the / the / is humid / in
   _____
3. cooler / temperatures / much / are / winter.
   _____
4. is / the / Athens / city / of / capital / Greece.
   _____
5. and / oranges the / producing / citrus / plains / are / fruits / fertile / renowned / like /for lemons
   _____

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3 Far and Away

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

1. I don't know what I'm doing this weekend.

_____

2. No, I'm going to take the car tonight.

_____

3. He'll probably go to Dubai next vacation.

_____

4. Their friends are arriving from Tabuk tomorrow.

_____

5. She's meeting her sisters at the airport in an hour.

_____



Q Complete the conversation. Use the information in the chart. Use ***going to*** for definite plans and ***will*** for indefinite plans.

Samir's Weekend Plans

Thursday	Friday	Saturday
Maybe go to the Ha'il Museum 4:00 p.m.–6:00 p.m.	Definitely go to the Friday Market 10:00 a.m.–10:00 p.m.	Maybe watch the Ha'il Rally 10:30 a.m.–4:00 p.m.
Definitely go to the Champions League football game 8:00 p.m.	Definitely watch the camel races 7:00 p.m.	Probably go to the barbecue at Badr's house 5:00 p.m.–8:00 p.m.

Ali: Hi, Samir. What are you doing this weekend?

Samir: I'm making plans for the weekend. Maybe I **(1.)** _____ (go) to the exhibition at the Ha'il Museum on Thursday afternoon.

Ali: That's going to be interesting! Are you going to stay all afternoon?

Samir: No. I **(2.)** _____ (probably / stay) for an hour or two. Do you want to go?

Ali: Sure! And I **(3.)** _____ (definitely / go) to the Champions League football game at eight.

Samir: Me, too. Let's get there at seven.

Ali: Fine. I guess we **(4.)** _____ (probably / be) the first people there.

Samir: That's OK. We **(5.)** _____ (find) great seats for sure! Are you going to go to the Friday Market?

Ali: I **(6.)** _____ (not spend) the whole day there. I think it **(7.)** _____ (not be) much fun. What about Saturday?

Samir: I **(8.)** _____ (watch) the Ha'il Rally early in the morning, and I **(9.)** _____ (probably / stay) till three. Are you going to it?

Ali: You bet! Then what are you going to do?

Samir: I **(10.)** _____ (go) to Badr's house for the barbecue on Saturday evening. Why don't you come with me?

Ali: Thanks for the invite! Maybe I **(11.)** _____ (join) you. Perhaps I **(12.)** _____ (call) Badr to check it's OK with him first.

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EXPANSION Units 1–3

A Match the words and their definitions.

1. _____ Hold on.	**a.** wonderful
2. _____ I get it.	**b.** That's unfortunate.
3. _____ Does that make sense?	**c.** without permission
4. _____ extraordinary	**d.** barely
5. _____ paramedics	**e.** I understand.
6. _____ unauthorized	**f.** to leave someone or something
7. _____ to abandon	**g.** Wait.
8. _____ nabbed	**h.** bad quality; undesirable
9. _____ Are you kidding?	**i.** Do you understand?
10. _____ That's a drag.	**j.** emergency medical aids
11. _____ scarcely	**k.** Really?
12. _____ crummy	l. stolen

B Circle the word that doesn't belong.

	a. cyber	**b. in person**	**c. online**	**d. virtual**
1.	**a.** kidnapping	**b.** mugging	**c.** insured	**d.** murder
2.	**a.** cell phone	**b.** Internet	**c.** pen	**d.** fax machine
3.	**a.** theft	**b.** robbery	**c.** pickpocketing	**d.** misdemeanor
4.	**a.** hijack	**b.** inmate	**c.** suspect	**d.** robber
5.	**a.** pavement	**b.** lush	**c.** pristine	**d.** remote
6.	**a.** undisturbed	**b.** conservation	**c.** deforestation	**d.** preserve
7.	**a.** obviously	**b.** officially	**c.** naturally	**d.** clearly
8.	**a.** completely	**b.** barely	**c.** scarcely	**d.** hardly

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EXPANSION Units 1–3

C Complete the sentences with the auxiliary verbs below. Use one verb twice.

am	**did**	**does**	**has**	**was**
are	**~~do~~**	**have**	**is**	**were**

_____*Do*_____ **you have any idea how expensive that is?**

1. When _____ the last time you saw him?

2. He (negative) _____ say where he _____ going last night.

3. That place _____ considered the most expensive restaurant at the moment.

4. _____ they ready when you arrived?

5. Prices _____ getting more and more expensive every day.

6. The student _____ been memorizing verses from the Holy Qur'an for a whole month.

7. Crime (negative) _____ pay.

8. Next week I _____ supposed to be there by nine every morning.

9. Teachers _____ always earned good salaries in that school.

D Change the sentences from active to passive.

People use cell phones all over the world.

Cell phones are used all over the world.

1. People have sent a lot of information by email.

_____

2. People are going to use the Internet in more and more remote areas.

_____

3. Someone sent me a text message today.

_____

4. Somebody invented the Internet in the 1960s.

_____

5. The government purchases computers for schools.

_____

6. Nathan Stubblefield invented the mobile phone in 1908.

_____

7. The Japanese telephone company launched the first cellular network.

_____

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EXPANSION Units 1–3

E Circle the correct verb forms.

1. The boy (played / was playing) football when I (had seen / saw) him yesterday.
2. Mrs. Parker (had left / was leaving) before I (arrived / was arriving), so I didn't see her.
3. I had been (waiting / waited) for two hours when my friend finally arrived.
4. The police (arrested / were arresting) the thief when he (was running / had run) out the door.
5. The Carters (had lived / were living) for two years in Memphis before they (moved / had moved) to Los Angeles.
6. Ibrahim (had never been / never was) to Greece before he (turned / was turning) 18 years old.
7. Helen Keller (was / has been) deaf and blind when she (got / had gotten) her university degree.
8. His face (was / was being) so red because he (had been running / had run).

F Rewrite each sentence to include the adverbs.

I got robbed last week. (unfortunately)

Unfortunately, I got robbed last week.

1. I had left the house for 10 minutes. (just)

2. The robber saw me leave. (probably)

3. I didn't even lock the door. (admittedly)

4. He must have been fast. (extremely)

5. When I got back home, all of my electronics were gone. (completely)

6. I was upset. (so)

7. I called the police right away. (naturally)

8. They were nice. (very)

9. There have been a lot of robberies lately. (apparently)

10. They think they will find him. (actually)

11. I hope they do. (obviously)

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EXPANSION Units 1–3

G You are planning a trip to Malaysia. Read the list of activities and mark them as interesting or not interesting. Write a sentence after each activity to explain why you would or wouldn't like to participate.

Mountain Climbing

Climbing up mountains is a wonderful way to discover the biodiversity and uniqueness of the landscape. There are easier walks and more challenging peaks.

Rock Climbing

Rock climbing as a sport is relatively new in Malaysia, so there are many potential climbing venues to be explored.

Jungle Trekking

Jungle trekking can take a few hours or days if you choose to camp. Among the best periods to go trekking is in the 'dry season' from March to September when the rainfall is less.

Bird Watching

Malaysia's diverse ecosystem supports hundreds of resident bird species. All in all, with a total of about 1,200 species, Malaysia is considered a bird watching haven.

Cave Exploration

Caving has a lot of fans in Malaysia. There are numerous limestone caves that are home to amazing wildlife such as fruit bats, birds with edible nests, or attractive stalagmites and stalactites.

River Cruising

A river cruise is an escape to another world. You can sail quietly under overhanging trees, hear the call of birds, and observe at leisure life below the surface.

Four Wheel Drive Expeditions

With over half the country still under jungle cover, Malaysia's natural landscape challenges man and machine in a test of skill and endurance. A quiet stop to view the wildlife and the waterfalls makes it all worthwhile.

Game Fishing

Malaysia is a prime tropical paradise and a top game fishing destination. It has an abundance of marine and inland angling locations.

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EXPANSION Units 1–3

H Look at the picture. Take notes on the things and people (nouns) you can see and what is happening (actions). Then write questions that you can ask the people in the picture.



Nouns	Actions

1. _____
2. _____
3. _____

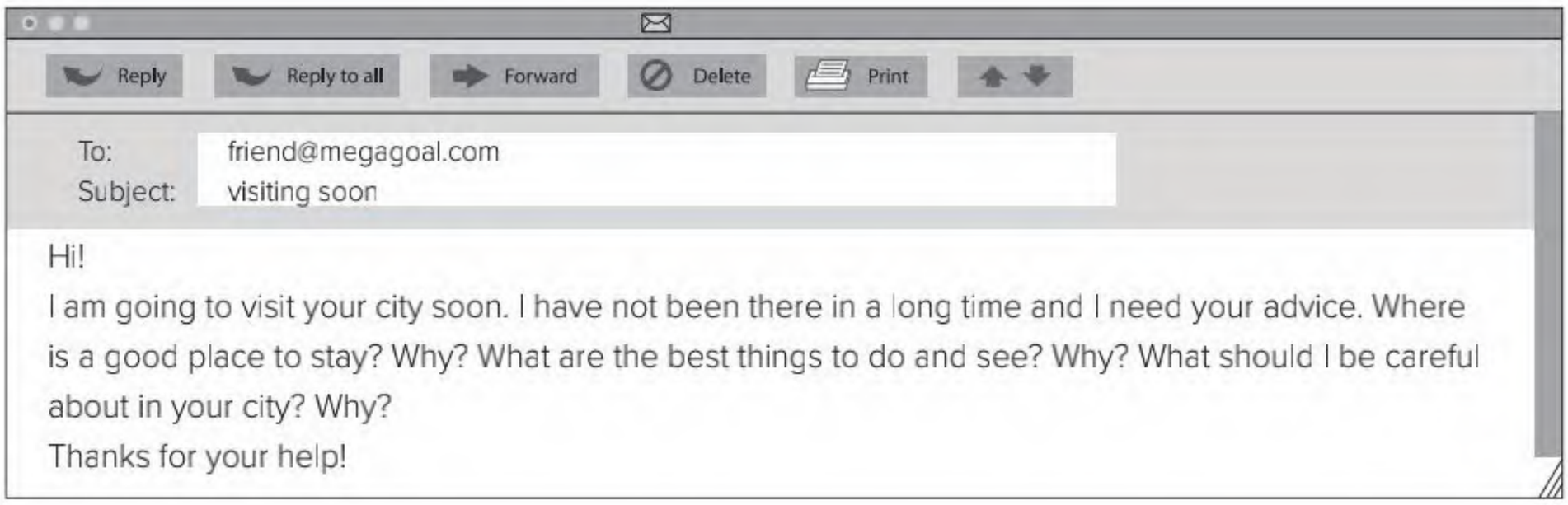
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EXPANSION Units 1–3

I WRITING

A friend who lives in another city sends you this email:



1. Before you write a response to this email, complete the chart with your ideas.

Places to stay	Things to see and do	Things to be careful about

2. Now use your ideas from the chart to write an email to your friend. Be sure to answer all of the questions.

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4 TV Around the World

A Unscramble the words.

zuzlignp *puzzling*

1. atborcsad _____
2. stantnocest _____
3. rvseino _____
4. porossupre _____
5. darwa _____
6. lopt _____

B Write the words from exercise **A** above their synonyms.

puzzling
This is a confusing mystery!

1. They will air the TV show tomorrow night at 8:00.
2. The story is about aliens that come to Earth.
3. There are only two competitors left!
4. I like the graphics variation of that computer game.
5. The winner gets a cash prize.
6. There are many wealthy people who work in the television industry.

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C Underline the direct and indirect objects in the sentences. Write ***D.O.*** for the direct object and ***I.O.*** for the indirect object.

D.O. *I.O.*

Camilla gave <u>the laptop</u> to <u>Sarah.</u>

1. She told me a secret.
2. He wrote the poem for his wife.
3. Badr cooked us dinner.
4. I sent the producer a letter.
5. Will you make me some coffee?
6. They will give the prize to the best athlete.
7. Tom played the show for them.
8. Marisa bought me a present.
9. The judges give the winner ﷼100,000.
10. Would you show me the email?

D Rewrite the sentences another way. Change the order of the direct and indirect objects in each sentence. If it's not possible to change the order, write ***Not possible***.

The actor read the lines for the director.

The actor read the director the lines.

His Dad bought it for him.

Not possible

1. They bought her a new laptop.

   _____

2. Could you give me the remote control?

   _____

3. Terry opened it for me.

   _____

4. He lent his car to a friend.

   _____

5. Faisal gave pictures to his fans.

   _____

6. Will you fix it for me?

   _____

7. Sarah translated the show for us.

   _____

8. The host gave the guest star a cup of coffee.

   _____

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E Complete the conversation with ***for*** or ***to***. They are game show contestants and they are trying to create an advertising poster to promote their product.

Carson: Fahd? Is that you?

Fahd: Yes, it's me. I don't have the address of the stationery store. Can you give it _____to_____ me.

Carson: You mean you haven't bought the paper and paints that we need? You can't just expect me (**1**) _____ make this poster on my own without any materials!

Fahd: Carson, you promised not (**2**) _____ speak to me...

Carson: I promised what?

Fahd: ...that you wouldn't lose your cool. That you wouldn't speak (**3**) _____ me like this again.

Carson: OK Fahd, I'm sorry. But I'm really stressed. I have to make the best poster possible (**4**) _____ all of us; our whole team. That's quite a responsibility!

Fahd: I know, and I want to help you that's why I offered (**5**) _____ go and find the stuff (**6**) _____ you. No one else offered. I know it's not fair. It should concern all of us but...

Carson: OK. The store is on the corner of Poplar and 25th Street. You can't miss it. It has a huge sign that says "Best Art Supplies."

Fahd: Right! I see it now. Have to go. I'll have news (**7**) _____ you shortly.

Carson: Great! Thanks, and I'm sorry I spoke (**8**) _____ you the way I did.

Fahd: Oh, forget it. I'll get some food (**9**) _____ us on the way back. And I'll ask them to deliver the supplies (**10**) _____ our studio immediately. See you later.

F Correct the error in each sentence.

for us
^
Elena prepared ~~us~~ dinner ~~for~~.

1. He sold me it.
2. Hanan opened him the box.
3. My parents bought a computer to me.
4. Can you cash me the check?
5. John turned on for his dad the TV.
6. They gave the part for him.
7. Will you tell to me a story?
8. Arshad passed me it.

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4 TV Around the World

G Look at the scenes from different TV shows. Write three sentences about each one. Use a direct object and an indirect object in each sentence.



1. **a.** _____
   b. _____
   c. _____



2. **a.** _____
   b. _____
   c. _____



3. **a.** _____
   b. _____
   c. _____

H Complete the conversation with the words from the box.

all	bug	c'mon	couch potato	get a kick out of	Nah

Sue: What are you doing tomorrow at 2:00 p.m.?

Kathy: I'll be in the library.

Sue: Forget the library. Come check out the final episode of *Our World* with me.

Kathy: A game show? Are you serious? They **(1)** _____ me! I don't like them at all!

Sue: Oh, **(2)** _____! They're great! I **(3)** _____ them!

Kathy: You're such a **(4)** _____ !

Sue: No, I'm not! I do other things! You don't have to be **(5)** _____ mean!

Kathy: I'm sorry.

Sue: So what do you say? Want to watch it?

Kathy: **(6)** _____. I have a lot of studying to do anyway.

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I READING

What do you think of TV game shows? Read the people's opinions and complete the chart.



Ahmed Othman **Psychologist** **50 years old**

I believe that game shows are bad for contestants. They are put in stressful situations and forced to be different on stage from what they really are. Many of them are in the process of making life decisions about jobs, careers, or marriage and participate in order to secure their finances; in other words, to win the prize. But they are forced to do their best on camera and in a certain time frame. Of course, it's tempting because of the fame and money that they will get if they win. But just because some of these shows are popular doesn't make them a good thing. People don't know what's best for them and can't recognize danger when there is fame and fortune involved. I prefer to watch good films, documentaries, panel discussions, interviews, and so on. TV can have so many benefits for the brain when it's interesting and entertaining.



Hameed Mutaweh **Electronic Game Designer** **25 years old**

As a game designer, I am against TV games in principle because they sometimes influence people's taste and have a negative impact on our work. So much air time is used for game shows, and then more to interview contestants and afterwards some more to interview winners and losers, etc. It is as if we had all run out of other subject matter. What about the news? What about the world, the environment, scientific research, different countries and cultures, art? There is so much more we could be watching and learning about. Instead, we waste time watching individuals or groups competing against one another, often in an unpleasant manner, in order to win. I think game shows bring out the worst in people and are a waste of air time and brain time. My favorite thing to watch on TV is a good mystery show. I enjoy the special effects, the plots, and the suspense. Then again, those are some of the reasons that I have become a game designer I guess.



Dave Williams **Computer programmer** **30 years old**

Personally, I think game shows are stupid. I like to be informed when I'm watching TV, and game shows are not informative at all. I find them boring and predictable. You can tell very quickly who the winners and who the losers will be. They're supposed to promote real skills and positive competition but they don't. All contestants are there to win for themselves at any cost. It's simply not realistic to expect them to work effectively in teams. Also, they know they are on camera when they discuss problems and search for options, so they don't behave naturally. They want to make a good impression. I'm not sure they compete on equal grounds either. Who says the whole thing is not arranged early on? Anyway, my favorite thing to watch on TV is the news. That's all!

	Ahmed	Hameed	Dave
Does the person like TV game shows?			
Why or why not?			
What does the person like to watch?			

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4 TV Around the World

J Complete the questionnaire and check your score.

	Would you make a good game show contestant?	Definitely 10 points	Yes 7 points	Not at all 3 points	Your score
1.	Do you enjoy speaking in public?				
2.	Can you work with people you don't know well?				
3.	Can you control your feelings?				
4.	Are you set on winning?				
5.	Are you a good loser?				
6.	Can you take criticism?				
7.	Can you follow instructions?				
8.	Do you get nervous in front of a camera or video?				
9.	Do you have a problem with strong lights?				
10.	Are you competitive?				
	TOTAL SCORE				

Score:

83 – 100 You would make an ideal contestant!

64 – 82 You would make a reasonably good contestant!

30 – 63 Maybe not!

Write a few sentences describing some of the main characteristics of the ideal game show contestant.

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K Look at the picture. Take notes on what you can see (nouns) and what is happening (actions). Imagine where and when this meeting is taking place. Then write sentences about it.



Nouns	Actions	Place	Time

1. _____
2. _____
3. _____

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L WRITING

There are many types of game shows. For example, there are shows for cooking, traveling the world, finding a job, surviving in a remote area, and living with a group of friends—just to name a few! Which type of game TV show would YOU want to be on? Why? Why would you be good on that show?

1. First, write notes in the chart.

What is the name of the show?	
Who are the contestants?	
What will they win?	
What do they do to win it?	
How are they eliminated?	
What makes it interesting?	
Why would you be good on the show?	

2. Now use the information in the chart to help you write an essay. Include an explanation of the show (who the contestants are, what they will win, what they do to win, and how they are eliminated). Then say why you think you'd be a good contestant on this show.

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M Write the definite article ***the*** where necessary.



1. You can see _____ moon and _____ stars when _____ sun goes down at _____ night.
2. _____ travel program featured _____ areas of _____ Africa around _____ Nile, which is _____ longest river in _____ world.
3. _____ Great Pyramid of _____ Giza is one of _____ Seven Wonders of _____ Ancient World.
4. _____ Kufic script was used by _____ calligraphers to write _____ first copies of _____ Holy Qur'an.
5. They went on _____ vacation to _____ island of _____ Mauritius in _____ Indian Ocean _____ last month.

N Write the article ***a***, ***an***, or ***the*** where necessary. Sometimes more than one answer may be possible.

1. We watched _____ documentary on _____ TV about _____ coral reefs in _____ Red Sea, which are _____ popular destination for _____ scuba divers.
2. We usually watch _____ football on _____ TV on _____ Saturday afternoon. In _____ evening, we go out for _____ dinner at _____ our favorite restaurant by _____ sea.
3. What makes _____ Riyadh _____ global city and one of _____ best places to work in _____ Saudi Arabia? Is it _____ fast pace of _____ life?
4. ___ Amsterdam is full of _____ canals and _____ great number of _____ population cycle around _____ town, through _____ parks, and along _____ narrow streets.
5. ___ bullet train can travel at _____ speed of 300 km _____ hour. It isn't as fast as _____ airplane, but _____ trip on _____ express train can take _____ shorter time.



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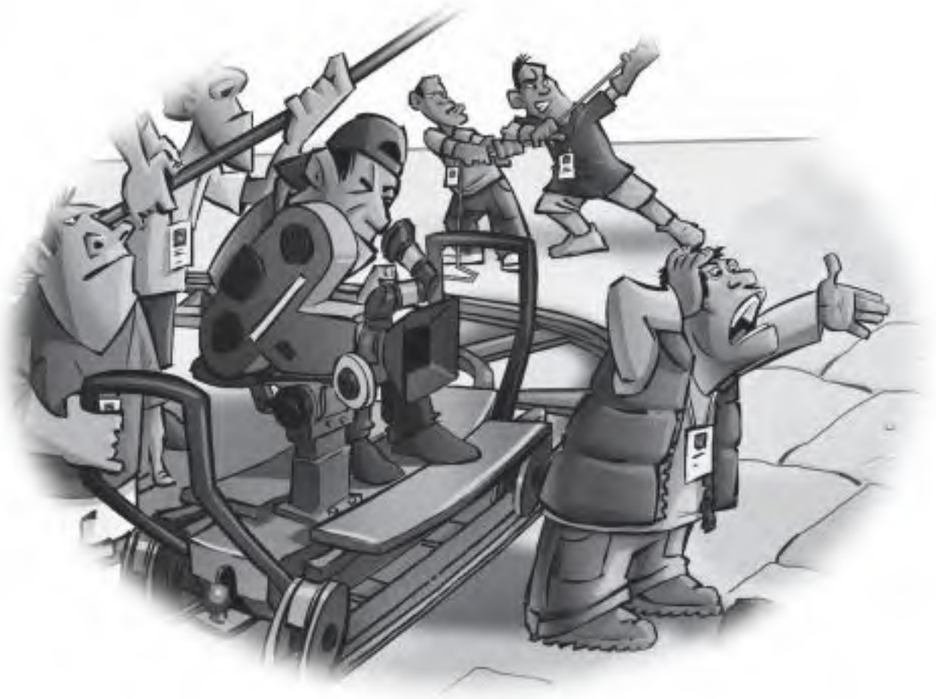
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4 TV Around the World

O Complete the sentences with ***who***, ***that***, or ***which***. More than one answer is possible for each sentence.

A documentary is a film *that/which* **depicts factual events.**

The person *who/that* **used to read the news is over there.**



1. The Ha'il Rally is a car race _____ attracts many spectators.
2. The talk show host presents the show _____ is broadcast in the afternoon.
3. The series _____ we watched may have been a remake.
4. A camera operator is a person _____ requires a steady hand.
5. A satellite dish is a tool _____ we use to transmit signals.
6. A sound engineer is a person _____ mixes the sounds in a film.
7. The contestant _____ won the quiz show prize is a millionaire now.

P Complete the sentences by writing all of the possible relative pronouns that could be used: ***who***, ***whom***, ***that***, ***which***, or **Ø** (for no relative pronoun). Then tick (✔) the box to show whether the relative pronoun is acting as a subject or an object.

	Subject	Object
The man *who/whom/that/Ø* **I sat next to on the airplane was very nice.**	☐	☑
1. Arabic is a language _____ requires a lot of practice.	☐	☐
2. English is the language _____ we are studying right now.	☐	☐
3. The actor _____ has won the award is over there.	☐	☐
4. Photo-journalism is a profession _____ can involve an element of risk.	☐	☐
5. My grandfather is the person _____ I admire most.	☐	☐
6. The popcorn _____ I ate made me thirsty.	☐	☐
7. A stuntman is a person_____ replaces the main actor in dangerous scenes.	☐	☐
8. The director _____ we met on the film set yesterday was funny.	☐	☐

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5 Working 9 to 5

A Match the job titles with the job descriptions.

1. _____ zoologist	**a.** This is a special kind of doctor that operates on sick or injured people.
2. _____ race car driver	**b.** This person writes the plots and scripts for TV and films.
3. _____ screen writer	**c.** This person is involved in the study and care of animals.
4. _____ social worker	**d.** This is a doctor for animals.
5. _____ surgeon	**e.** This person drives fast cars in contests.
6. _____ veterinarian	**f.** This is someone who helps people in need, such as the poor or disabled.

B Read the conversation between a college student and a career advisor. Write the missing words from the box.

appreciated	**entail**	**income**	**satisfaction**
cooperate	**entire**	**respectful**	**status**

Mr. Canon: So, Khaled, what kind of job are you interested in getting after college?

Khaled: Actually, I'm not sure. That's why I'm here. I know I want to have a lot of job **(1)** _____.

Mr. Canon: Yes, well, it is important to like your job. What kind of **(2)** _____ do you hope to earn?

Khaled: Well, I mostly just want to be sure that I have enough money to live on. What's more important to me is that I feel **(3)** _____. I need to know that people are grateful for what I do.

Mr. Canon: I see. And what about working with others? Do any of your classes **(4)** _____ groupwork?

Khaled: Oh, yes, a lot of them do. In fact, my **(5)** _____ senior seminar grade is based on a group project.

Mr. Canon: Wow—the whole thing?

Khaled: Yeah, but I don't mind. I **(6)** _____ well with others when I'm in a group. We always get along well. I try to be **(7)** _____ when working with other people.

Mr. Canon: Well, it's important to be polite and show consideration. Oh, one more thing...

Khaled: Sure.

Mr. Canon: What's your current employment **(8)** _____?

Khaled: Well, I have a part-time job at the library.

Mr. Canon: OK, that's great. I'm going to have you take a test now that will tell us about what types of careers might be good for you.

Khaled: That sounds great! Thanks!

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C What advice would people in these professions give? Finish the sentences.

Dentist: "It is important that you *brush your teeth every day* **."**

1. Veterinarian: "It is important that your cat _____."
2. Teacher: "I want you _____."
3. Police officer: "I recommend that you _____."
4. Photographer: "I'd like you _____."
5. Politician: "It is essential that the people of our country _____."
6. Firefighter: "It is imperative that kids _____."
7. Postal worker: "I suggest that you _____."
8. Pilot: "It is important that everybody _____."

D Read the advice on interviewing. Rewrite the sentences in the subjunctive.

Be on time.

It is essential that you be on time.

1. Bring your résumé.

_____

2. Dress nicely.

_____

3. Make eye contact.

_____

4. Shake the interviewer's hand.

_____

5. Sit up straight.

_____

6. Use a confident voice.

_____

7. Answer all of the questions.

_____

8. Ask them questions, too.

_____

9. Write a thank-you note afterwards.

_____

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E Correct the error in each sentence.

How to Write a Good Résumé

that
It is important you write your name at the top.

1. I recommend you that put your educational background on it.

2. It is necessary to gives your phone number.

3. I suggest you to give your email address, too.

4. It is essential that list your work experience.

5. It is imperative that you are clear and concise.

6. I recommend that you talks about your skills.

7. It is important you include a list of references at the end.

8. I want that you call me if you have any questions.

F Look at the job titles. Write subjunctive sentences about the qualifications and qualities people need to have for each job.

Salesperson: *It is essential that they like working with people.*

1. Tailor: _____

2. Doctor: _____

3. Chef: _____

4. Hairdresser: _____

5. Accountant: _____

6. Farmer: _____

7. Babysitter: _____

8. Firefighter: _____

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G Write four common sentences that people in each profession say. Be sure to use the subjunctive or ***I'd like you*** + infinitive or ***I want you*** + infinitive.



Police Officer

1. *It is essential that you stop at stop signs.*
   I'd like you to not drive too fast.
   a. _____
   b. _____



Dentist

2. a. _____
   b. _____
   c. _____
   d. _____



Flight Attendant

3. a. _____
   b. _____
   c. _____
   d. _____

H Complete the conversations with the words from the box.

cover	**in a bind**	**keep it to yourself**	**take off**
~~help me out~~	**jumped ship**	**No kidding**	**Will do**

A: Hey, Bob. Can you *help me out* **?**
B: Of course. What do you need?

1. **A:** Could you _____?
   B: Absolutely. I never talk about people's private business.
2. **A:** Did you hear that Imad _____?
   B: He did? Where is he going to work now?
3. **A:** I'm going to _____ now.
   B: OK. See you later!
4. **A:** What's wrong?
   B: I'm _____.
5. **A:** Now make sure you call me when you get there.
   B: _____.
6. **A:** Do you want to go out on Saturday?
   B: Well, I'm supposed to work, but I can try to get someone to _____ for me.
7. **A:** Did you hear? I got a job!
   B: _____? Congratulations!

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I READING

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

What Makes People Successful?

Who do you think is the most successful person you know? Who do you think is the least successful?

In order to answer these questions, we first need to define success. Everyone has a different definition of what makes someone successful or not. Many of us place great value on performance, on achievements, or on reaching various goals. Others associate success with material goods, measuring it by how much one can acquire. Others measure success by how much they can contribute to the well-being of their families, or to the community and society in general. There are many other definitions, but arguably, most people associate it with becoming rich, famous, and respected at work. Yet, it doesn't have to be that way. Being successful could mean simply being satisfied with oneself and one's career. For many people, a successful person is someone who feels that his or her work and life in general offer an exceptionally high degree of satisfaction.

But how does one get from here to there? How does one reach this feeling of satisfaction with life and career? It seems that successful people consistently do two things:

- They use their natural abilities in their work.
- They set career and life goals.

In other words, successful people choose careers where they can use their natural abilities, or do what comes naturally to them. For example, successful teachers are people who instinctively know how to help people learn, and the best doctors are those who know how to listen to people. Successful people know where they are starting from, and what direction they want to give their lives and careers, even if it is something as simple and wonderful as raising a happy family.

What are your natural abilities? What are your career and life goals? If you can answer these questions, you are on your way to achieving success.

1. _____ There is a general consensus on the definition of success.

2. _____ A lot of people think that you are successful if you are rich and famous.

3. _____ Successful people choose careers that match their skills.

4. _____ Successful people don't plan their lives.

5. _____ Doing what comes naturally to you helps make you successful.

6. _____ Raising a happy family is not enough to be considered successful.

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5 Working 9 to 5

J Match jobs and sentences. Some of the sentences can be used for more than one profession. Then write one more sentence about necessary characteristics or qualifications for each job.

~~**construction engineers**~~	**accountants**	**medical doctors**	**architects**	**teachers**
flight attendants	**TV presenters**	**consultants**	**photographers**	**reporters**

1. *construction engineers*

It is essential that they like working outdoors.

It is important that they are good at supervising building projects.

2. _____

It is important that they double-check every figure.

_____

3. _____

They need to invest a lot of time, hard work, and study to succeed.

_____

4. _____

It is imperative that they be good at designing buildings.

_____

5. _____

Parents want them to be creative, friendly, and effective.

_____

6. _____

Passengers expect them to be polite and helpful.

_____

7. _____

Viewers want them to be informative and entertaining.

_____

8. _____

It is necessary that they listen to people and help them make decisions.

_____

9. _____

It is essential that they have artistic talent and appropriate training.

_____

10. _____

We expect them to inform us of what is happening in the world.

_____

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K Look at the picture. Write the headings and information you will need to give when you apply for a job. Write the questions that you would ask a person applying for a job if you were the boss.



Information Required on An Application Form

1. _____
2. _____
3. _____

L WRITING

My Career and Life Goals

1. What are your career and life goals? Write notes in the chart.

Things I'm good at	Things I'd like to do in the next 1–2 years	Things I'd like to do in the next 7–10 years

2. Now write an essay about your career and life goals. Answer the following questions:

- What are your natural abilities?
- What are your short-term goals? (next 1–2 years)
- What are your long-term goals? (next 7–10 years)

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M Write the question tags.



1. It was a part-time job, _____ ?
2. He works in a bank, _____ ?
3. You are not going to resign from your job _____ ?
4. They took over the company, _____ ?
5. There's a new manager in charge, _____ ?
6. We won't have another meeting today, _____ ?

N Write requests for the situations. Use ***can, could*** or ***would***.

You must speak to the manager.

Excuse me, could I speak to the manager?

1. You want to apply for a job. You don't have an application form.

_____

2. You're tired. You want to have a short break.

_____

3. You don't know where the manager's office is?

_____

4. You want to know your customer's address, and phone number.

_____

5. You need to send a text, but you don't have a cell phone.

_____

O Choose the appropriate sentence or expression for a polite answer.

1. Will you help me with my résumé?
   a. Why should I? **b.** Certainly. **c.** Are you serious?
2. I don't understand these instructions.
   a. So figure it out. **b.** Can't you read? **c.** I'll help you.
3. Would you let me see those files?
   a. Not now. I'm busy. **b.** They're mine. **c.** Sure.
4. Could you turn off your smartphone?
   a. Of course. **b.** I'm online. **c.** No way!
5. Would you mind telling me where the post office is?
   a. No, it's too far. **b.** Yes, I'm busy. **c.** Sure. Straight down this road.
6. I'm sorry. I got held up in traffic.
   a. Oh, come on! **b.** That's all right. **c.** As usual.
7. Can you write down your contact details, please?
   a. Get up and get them. **b.** No. **c.** Here you are.
8. Let me carry that box for you.
   a. That's very kind of you. **b.** Not likely. **c.** Why?

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5 Working 9 to 5

P Complete the sentences with the correct form of ***have to,*** or ***must***. Sometimes more than one answer is possible.



1. Adel _____ pack grocery bags because the customers pack their own.
2. He _____ hang out with his friends now.
3. He _____ be patient with his customers.
4. The customer _____ pay for his groceries.
5. He _____ go shopping without any cash.
6. The people in line will _____ wait a long time.
7. The mother _____ be responsible for her child.
8. The man with the watch _____ be late for his appointment.

Q Complete the sentences. Use ***had to, didn't have to, needed to, needn't,*** or ***didn't need to***. Sometimes more than one answer is possible.

1. Look at all those books! Bob _____ lift them all at once.
2. Rana _____ finish her assignment because it was already overdue.
3. They _____ go to work yesterday. It was Friday.
4. You _____ park your car. The attendant will do it.
5. I _____ write a report, so I didn't hang out with my friends yesterday.
6. We _____ take an early flight. Our meeting is at 3 p.m.
7. The children _____ eat breakfast quickly to catch the school bus.
8. Mother _____ cook tonight because we're going out for dinner.
9. I _____ wait long for the bus this morning. It was on time today.
10. We _____ pack any towels for the trip. The hotel provided everything.



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6 Going Green

A Write the words from the box next to their definitions.

conserve	**efficient**	**plastic**	**tap water**
consumption	**~~organic~~**	**recycle**	**thermostat**
crank up	**pesticides**	**source**	

This is when food and plants are grown without chemicals. *organic*

1. This is the water that you get right out of the sink. _____
2. This is what we do when we turn something up, like the heat or the volume on our radio. _____
3. These are chemicals that farmers use to keep bugs and animals away from the fruits and vegetables they grow. _____
4. This is the gauge that controls the temperature of our heat, air conditioning, or hot water heater. _____
5. This is when we try to save something by only using a little of it. We usually do this because there is a limited supply of it and we don't want to waste it. _____
6. This is a synthetic material that we use in place of metal and wood. It's light and difficult to break. _____
7. This is the act of using something, or the amount that we use of something. _____
8. This is where something comes from; the origin. _____
9. This is how we describe something that is productive or economical. _____
10. This is when we make something new out of old material. _____

B Answer the questions.

1. Why do farmers use pesticides? What is one problem with using pesticides to grow food?

   _____

2. What can you crank up? _____
3. What are some things that are commonly made of plastic? _____

   _____

4. What things do you or your family recycle? _____
5. Why do most people want cars that are fuel efficient? _____

   _____

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C Read the letter. Circle the gerunds.

Dear Editor,

I am writing because I have a concern about our community and our environment. I have been living in this town for three years now. I love (living) here because most people are interested in protecting the environment. However, I have noticed that when I go shopping, most people have been using the plastic bags that the store provides. I quit using those years ago because they are damaging our planet. I can't stand seeing people who say they care about the environment using them. I recommend buying three or four canvas bags at the store and using them every time you go shopping. I advise keeping them in the car or near your front door so that you remember to take them when you go to the store. By making small changes, I think we can make a big difference to our world.

Thank you,

Bagging Betty

D Write the verbs in the correct column of the chart.

agree	**continue**	**hate**	**love**	**prefer**	**start**
can't stand	**decide**	**imagine**	**offer**	**promise**	**suggest**
~~**consider**~~	**finish**	**keep**	**plan**	**recommend**	**want**

Can only be followed by a gerund	Can be followed by either a gerund or an infinitive	Can only be followed by an infinitive
consider		

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E Write the verb in either its gerund or infinitive form.

Jasim decided *to ride* **(ride) his bike as much as possible.**

1. The Smiths are considering _____ (get) solar panels.
2. We quit _____ (water) our yard during the summer.
3. Mohammed is planning _____ (get) a hybrid car next year.
4. I advise _____ (separate) your paper and glass recycling.
5. The government wants us _____ (conserve) energy.
6. I expect _____ (have) a low energy bill this month.
7. Sara just finished _____ (insulate) her hot water heater.
8. We agreed _____ (eat) only locally grown vegetables this summer.

F Look at the pictures. Write three sentences that you think each person would say. Be sure to use a verb followed by a gerund or infinitive.







1. Ahmed

a. *I love growing my own vegetables.*

b. _____

c. _____

2. Khaled

a. _____

b. _____

c. _____

3. Abdullah

a. _____

b. _____

c. _____

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G Write a sentence using each verb followed by a gerund or an infinitive. If the verb can only be followed by either a gerund or an infinitive, then write only one sentence. If the verb can be followed by both a gerund and an infinitive, then write two sentences.

hate *I hate using a lot of water.*
I hate to use a lot of water.

1. begin _____
_____

2. decide _____
_____

3. prefer _____
_____

4. expect _____
_____

5. quit _____
_____

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

a hassle	**a piece of cake**	**I guess**	~~**Whoops**~~
a no-brainer	**chuck**	**lame**	

Andrea: *Whoops*! I left my water bottle inside. I'll be right back.

Elizabeth: Oh, wait! I have bottles of water right here! You can have one of these.

Andrea: Actually, I try not to drink out of plastic bottles.

Elizabeth: Really? It seems like such **(1)** _____ to always have to carry that stainless steel bottle around with you.

Andrea: Actually, it's **(2)** _____. You're always carrying around the plastic ones.

Elizabeth: True. But if I get tired of carrying it, I can always **(3)** _____ it. Anyway, I usually recycle them.

Andrea: Well, that's a good start, but don't you think it's **(4)** _____ to use the energy to recycle plastic bottles when it's so easy to just reuse the same one over and over?

Elizabeth: **(5)** _____. It still seems like I'm doing something since I at least recycle them most of the time.

Andrea: Anyway, plastic bottles are bad for your health.

Elizabeth: Really?

Andrea: Yeah. The chemicals from the plastic can get into the water and cause health problems.

Elizabeth: Hmmm...well, in that case, it sounds like **(6)** _____. Want to help me pick out a stainless steel water bottle?

Andrea: Sure!

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I READING

Read the article and answer the questions.

Buying Locally Grown

Eating organic fruits and vegetables is one way to help our planet since it does not involve spraying harmful pesticides and herbicides into the environment. However, there are many people who say that eating organic isn't enough, and that it's more important to eat locally grown fruits and vegetables. The organic produce that you find in your grocery store is often shipped halfway around the world. This means that it is both creating air pollution, and that it's a few days old by the time it gets to the store. Locally grown produce is better because it does not contribute to pollution. Also it's the freshest possible, so you get the full amount of its vitamins and nutrients.

Community Supported Agriculture (CSA):

One way to get locally grown produce is to become a member of a Community Supported Agriculture (CSA). A CSA is of a group of individual people who promise to support a farm. This way, the farmland becomes the community's farm, with both the farmers and the consumers sharing benefits and risks. Community Supported Agriculture began in the early 1960s in Europe and Japan as an answer to concerns about food safety and the urbanization of farm land. Over the last 20 years in the U.S., CSAs have become a popular way for people to buy local, seasonal food directly from a farmer.

How a CSA works:

A farmer offers a certain number of "shares" to the public. The share is usually made up of a bag of vegetables. People who are interested in becoming members buy a share before the farming season begins. Then, once the season begins, they get a box of seasonal produce each week throughout the farming season (usually about 20 weeks long). This arrangement creates many advantages for the farmers and the consumers.

Advantages for farmers	Advantages for consumers
• They get to spend time selling the food early in the year when they aren't as busy. • They get paid early in the season, which helps with the farm's cash flow. • They have an opportunity to get to know the people who eat the food they grow.	• They get to eat the freshest produce possible. • They get to learn about new vegetables and new ways of cooking. • They get to know the farmer who grows their food and learn more about how food is grown. • They are contributing to the locally grown movement, thus not creating more pollution by having food shipped.

1. One problem with organic fruits and vegetables is that _____.
a. they're grown with pesticides **b.** they're often shipped from far away

2. *Produce* probably means _____.
a. fruits and vegetables **b.** farm animals and meat

3. CSAs began in the 1960s in _____.
a. Europe and Japan **b.** the U.S.

4. A share of the farm is _____.
a. vegetables that you buy at the market every week
b. a bag of vegetables that you buy before the growing season, but pick up every week

5. One benefit of a CSA for both farmers and consumers is that they get to _____.
a. know each other **b.** learn about new vegetables and new ways of cooking

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J Answer the questions. Write sentences.

1. Why are products packaged in a particular way? Think of examples.

_____

2. Is packaging used to preserve food products?

_____

3. Is it used to promote products?

_____

4. Why do people who live off the grid avoid buying packaged goods?

_____

5. Think of products that have multiple packaging, e.g. plastic wrappers as well as a paper box.

What do you do with the packaging? Do you think it's necessary? Why? Why not?

_____

K Consider the type of packaging that is used for different products and write which is environmentally friendly and which is harmful to the environment.

Paper cartons, e.g. in cartons of milk	
Plastic containers or bottles, e.g. orange juice, oil, shampoo	
Glass bottles or jars, e.g. jam, perfume, spices	
Cellophane bags or wrapping, e.g. chocolates, candy	
Paper packaging, e.g. rice, pasta, cookies	
Paper and plastic, e.g. batteries, gadgets	
Cloth bags and wrappers, e.g. scarves, slippers, jewelry	

Can we recycle/reuse some of the packaging? If so, how?

_____

_____

_____

_____

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L Look at the picture. Take notes on the things and people (nouns) you can see and what is happening (verbs). Write words to describe the picture (adjectives). Write sentences to tell people how they can go greener.



Nouns	Verbs	Adjectives

1. _____
2. _____
3. _____

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M WRITING

Where does your food come from?

1. Take notes on everything you eat in a day. Write down where you (or your friend, family member, or restaurant) bought it and where it was grown or produced. If it came in a package, look at where the package came from. If it is a fresh food like fruits and vegetables, look for a sticker or sign that says where it was grown.

	Food you ate	Where you bought it	Where it was grown or made
Fruits and Vegetables			
Milk and Dairy			
Meat, Poultry, and Fish			
Grains and Breads			
Snacks			
Other			

2. Write about where your food comes from and how this might have an impact on the environment. Explain ways that you could buy more locally grown and made foods.

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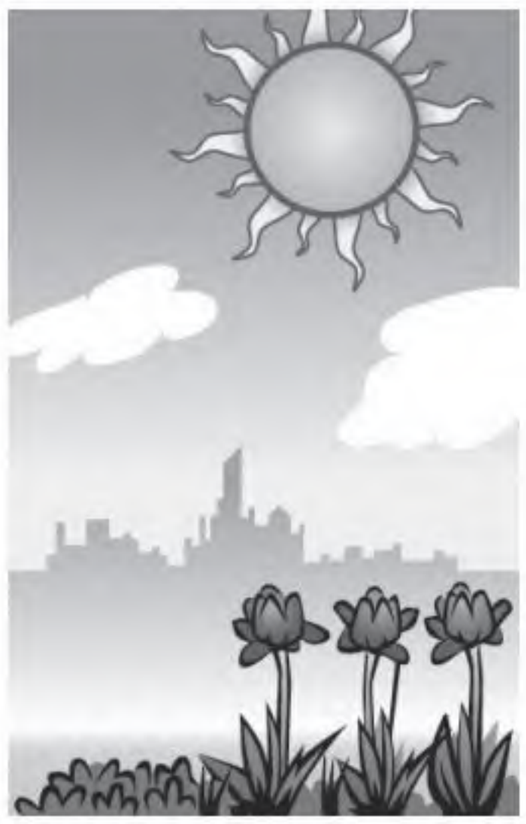
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N Complete the sentences with the words in parentheses. Use the simple present or present progressive.

1. Trees _____ (grow) more quickly in cooler climates than in the desert.
2. Scientists say that the world's climate _____ (change) rapidly.
3. Planet Earth _____ (go) round the sun.
4. Farmers _____ (work) long hours in all parts of the world these days.
5. Governments _____ (consider) measures to limit overfishing.
6. How _____ (he/know) which type of fuel is the greenest?
7. The polar ice caps _____ (melt) at a dramatic rate.
8. The UAE _____ (not/have) a high level of rainfall.
9. We _____ (currently/research) ways of conserving water.
10. _____ (you/believe) that the oceans will cover Earth one day?

O Complete the sentences. Use the simple present and the present progressive of the verb in parentheses for the permanent or temporary situations.

1. Water _____ at 100°C, but don't touch it when it _____ . (boil)
2. Noura _____ English at school, and now she _____ for exams. (study)
3. At present the boys _____ with their uncle in Jeddah, but they usually _____ with their parents in Makkah. (live)
4. Air pollution _____ the oxygen levels these days, and this generally _____ our quality of life. (deplete)
5. The weather outlook _____ very favorable now, but we _____ at the long range forecast. (not look)



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6 Going Green

P Complete the sentences about facts. Use the simple present or ***will*** in the second clause.

1. If you _____ (heat) ice, it _____ (melt).

2. If they _____ (replant) the forest, it _____ (take) several years to grow again.

3. The city's atmosphere _____ (not improve) if we _____ (not stop) burning fossil fuels.

4. If we _____ (install) photovoltaic panels, _____ we _____ (cut) our fuel costs?

5. If you _____ (not water) plants, they _____ (not grow).

6. The ranger _____ (ask) you to leave if you _____ (not obey) the park rules.

7. If we _____ (teach) children in school about green issues, they _____ (treat) the environment with more respect.

8. The consequences _____ (be) disastrous if we _____ (not reduce) carbon emissions.



Q Complete the sentences to say what will/might happen in the following situations. Use your own ideas.

1. If we don't find alternative sources of energy, _____ .

2. If we develop more efficient farming methods, _____ .

3. If we keep our town streets clean, _____ .

4. If we limit the fish industry, _____ .

5. If we stop using plastic bags, _____ .

6. If we all work together, _____ .

7. Your idea: _____

8. Your idea: _____

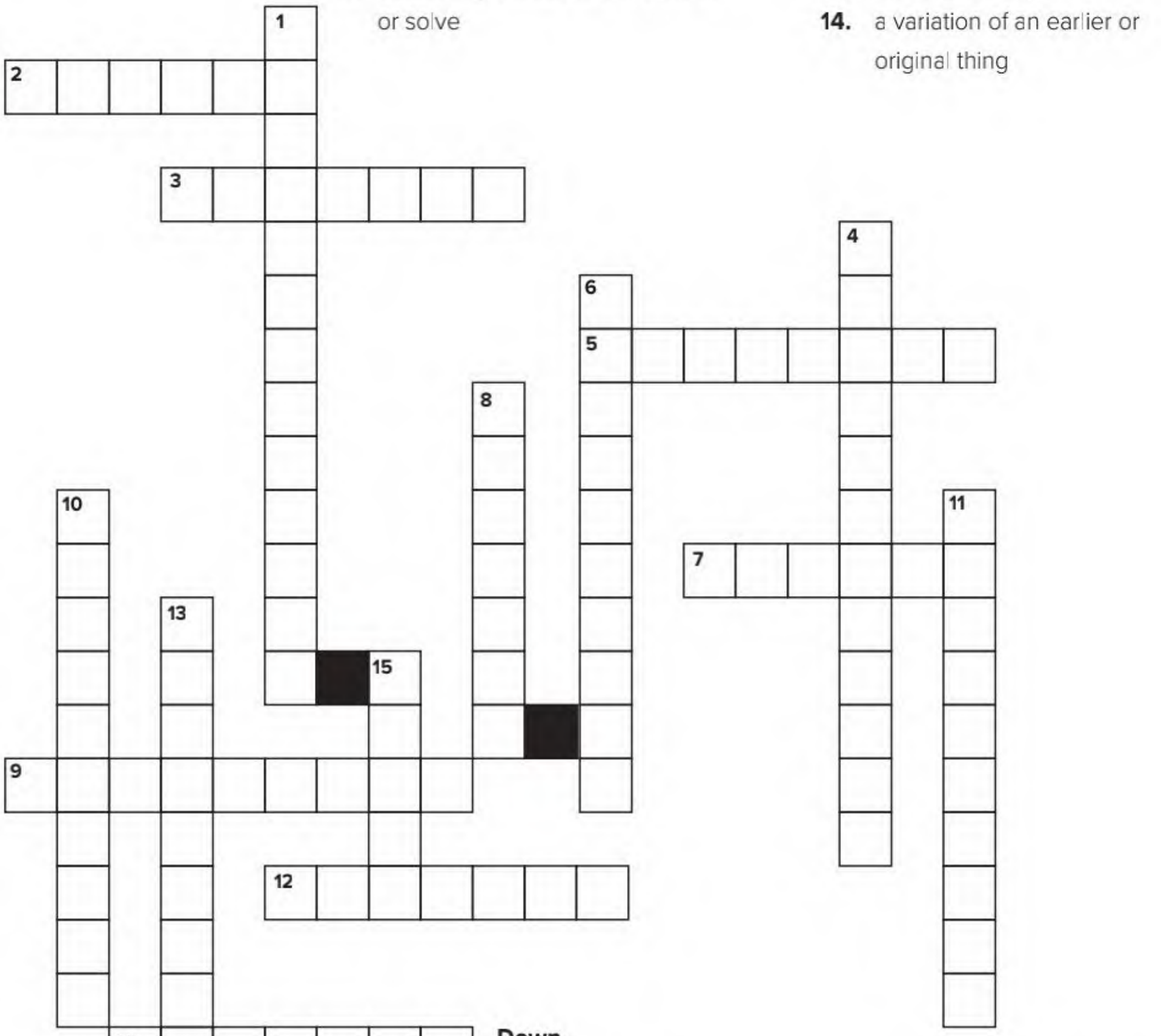


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EXPANSION Units 4 – 6

A Complete the crossword puzzle with words or phrases from Units 4–6.



Across

2. something that is inconvenient to do

3. in a difficult situation (3 words)

5. something difficult to understand or solve

7. money received or earned

9. do me a favor (3 words)

12. leave (2 words)

14. a variation of an earlier or original thing

Down

1. enjoy (5 words)

4. very easy (4 words)

6. be grateful for

8. produced without chemicals

10. someone who has financial success

11. chemicals that stop bugs and weeds from killing vegetables

13. work together well

15. throw out

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EXPANSION Units 4 – 6

B Add ***to*** or ***for*** to each sentence.

The doctor gave the medicine ___*to*___ **the patient.**

1. My friend will translate the film _____ us.
2. The salesperson sold the vacuum cleaner _____ us.
3. I'm hiring a carpenter to build a table _____ my kitchen.
4. That policeman is going to give a ticket _____ the man in the red car.
5. The veterinarian is giving treats _____ the animals.
6. The chef is going to cook a delicious meal _____ us.
7. Mrs. Willis gave homework _____ her class.

C Complete the sentences. Use the correct form of the verbs in parentheses.

Jack wants ___*to spend*___ **(spend) time working with computers.**

1. Maha enjoys _____ (help) people who are less fortunate.
2. We hope _____ (start) our own business someday.
3. I try _____ (get) an hour of reading in every day.
4. Omar prefers _____ (work) with people rather than alone.
5. She is considering _____ (go) back to school.
6. I began _____ (work) there in March.
7. Tom decided _____ (apply) to medical school.
8. Jasim offered _____ (bring) you to work today.

D Complete the sentences with your own ideas. Use a gerund or infinitive.

1. I really enjoy _____.
2. I refuse _____.
3. I need _____.
4. I can't stand _____.
5. I prefer _____.
6. I plan _____.
7. I would consider _____.
8. I expect _____.

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EXPANSION Units 4 – 6

E Unscramble the words to form sentences.

nobody / it is necessary / water their lawn during the drought / that

It is necessary that nobody water their lawn during the drought.

1. I / that / he suggested / buy a hybrid car / .

_____

2. buy a stainless steel water bottle / I / to / you / want / .

_____

3. we / that / try to save water / it is essential / all / .

_____

4. that / environmentalists request / eat locally grown food / we / .

_____

5. everyone / that / try to conserve energy / it is important / .

_____

6. turn off the lights when you're not in a room / environmentalists recommend / you / that / .

_____

7. you / I'd / to recycle all of that paper / like / .

_____

8. she / that / reuse containers as much as possible / they asked / .

_____

F Correct the errors in the sentences.

the word for

My teacher pronounced me ~~the word.~~

1. I want you that become a lawyer.

2. He ordered me it.

3. The carpenter built a new closet to us.

4. I decided taking a break.

5. It is important you come on time.

6. Will you reserve a table me?

7. Maria asked that Lisa brings a dessert.

8. My teacher suggested to come a little early tomorrow.

9. I love to eating out at restaurants.

10. I demand to you tell me what you're talking about.

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EXPANSION Units 4 – 6

G Read the article and answer the questions.

Dates or chocolate?

Imported European chocolates have become part of the culture when it comes to celebrations. During Eid-al-Fitr, stores stock extra chocolates. For this reason, large amounts of chocolate are imported to meet the demand. For some, chocolates are a symbol of affection and care, and totally in keeping with the spirit of Eid.

Dates are naturally in demand all year long and more so during Ramadan. Dates, like chocolates, are available in different varieties. Nowadays, dates are stuffed with toffee and dried fruit, almonds, pistachios and walnuts, or dipped in chocolate!

Chocolates are available in countless varieties and forms - dark, light, white, bitter, semi-sweet, sweet; with wafers, caramel or fruit; in powder or syrup form; in different sizes and shapes; some wrapped in foil or cellophane or tiny boxes; and others arranged in elaborate boxes that contain an assortment of chocolates.

Elaborate arrangements of chocolate have become the trend for gifts, gaining more ground by the day. The busiest time for confectioners in the Kingdom is the post- Ramadan period when numerous orders for chocolate arrangements have to be filled, costing anywhere from ﷼ 200 to ﷼ 2,000 or more.

1. Why is chocolate imported in large amounts?

_____

2. What varieties are available?

_____

3. When is the busiest time of year for confectioners? Why?

_____

Find each word or phrase in the text and match it with the correct definition.

1. _____ dipped	**a.** a feeling of love, liking, or caring
2. _____ confectioners	**b.** in accordance with, in agreement with, suitable
3. _____ affection	**c.** submerged into liquid and raised up again
4. _____ fill (an order)	**d.** supply the goods/product that a customer has ordered
5. _____ assortment	**e.** a mixture of different things or a variety
6. _____ in keeping with	**f.** people who make/sell candy, cakes, chocolates, etc.

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EXPANSION Units 4 – 6

H Look at the picture. Take notes on how this boy feels and what has happened (actions) to make him feel that way. Use the words you listed to write sentences.



Feelings	Actions

1. _____

2. _____

3. _____

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EXPANSION Units 4 – 6

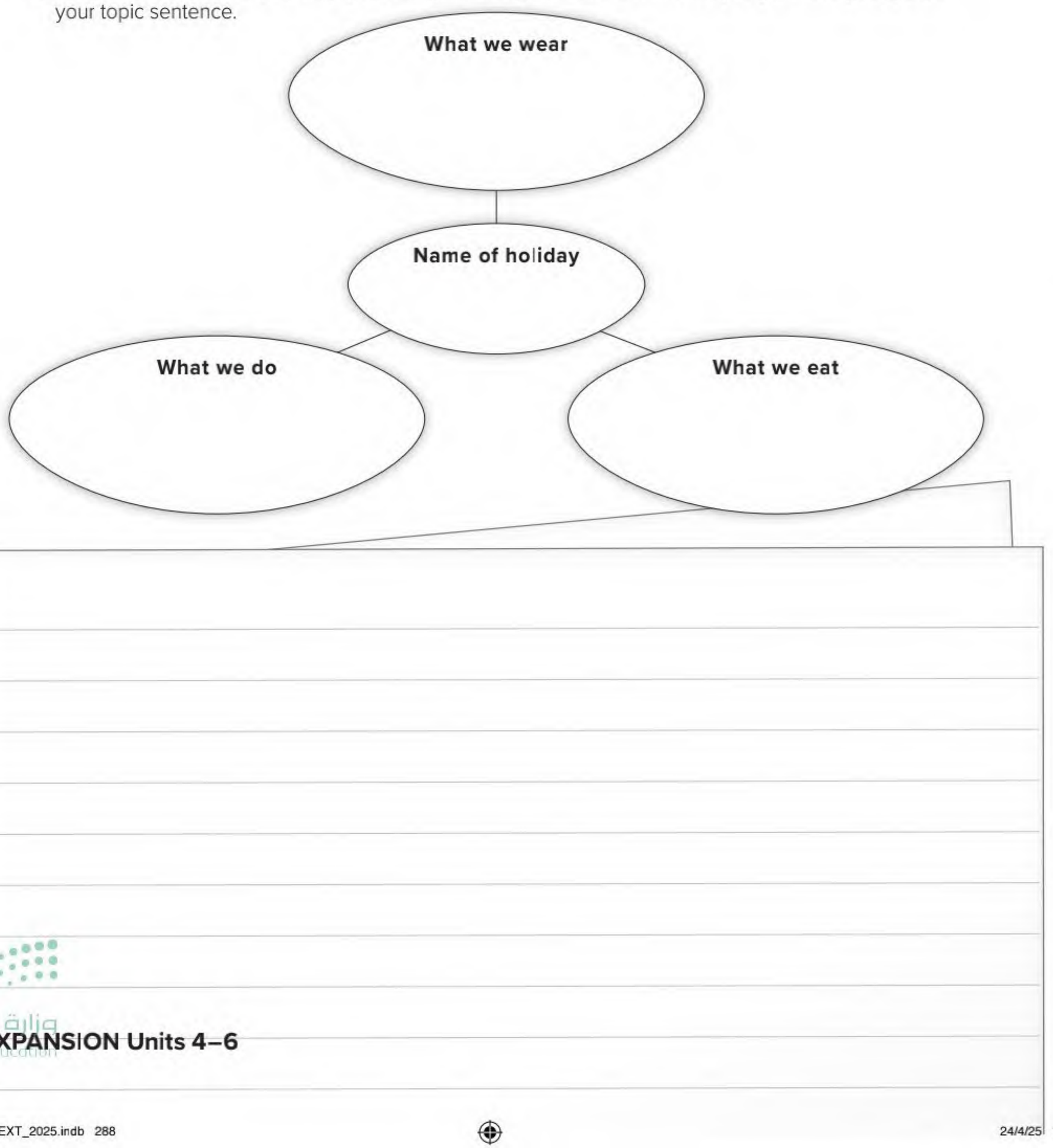
I WRITING

Write a description of an important holiday in your culture. Answer the following questions in your essay:

- What is the name of the holiday?
- When do people usually celebrate it?
- What do people do to celebrate it?
- What do people usually wear?
- What do people usually eat?

1. First, make notes in the word map.

2. Now use your word map to help you write your essay. Be sure that the body of your essay supports your topic sentence.



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