MEGA

GOAL 3

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MegaGoal 3 Student Book

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Ministry of Education
2025 - 1447

Contents



		Scope and Sequence	iv
Part 1		Connect	2
	Unit 1	Two Is Better Than One	6
	Unit 2	Influential People	20
	Unit 3	What Will They Think of Next?	34
		EXPANSION Units 1–3	48
	Unit 4	The World of TV	54
	Unit 5	Do You Really Need It?	68
	Unit 6	The Gender Divide	82
		EXPANSION Units 4–6	96
Part 2		Reconnect	102
	Unit 7	Everyone Makes Mistakes	106
	Unit 8	Against the Odds	120
	Unit 9	Beauty Is Only Skin Deep	134
		EXPANSION Units 7–9	148
	Unit 10	They Said, We Said	154
	Unit 11	Express Yourself	168
	Unit 12	Lost and Found	182
		EXPANSION Units 10–12	196
		Vocabulary	202
		Irregular Verbs	210
		Audio Track List	211

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 3 30/4/25 11:40 PM

Scope and Sequence

	Unit Title	Functions	Grammar
	Connect **Pages 2–5**	Express opinion and viewpoint, argument; agree and disagree Make deductions about the past and the present	*can't be – must be/must be + -ing – can't have – must have*
1	Two Is Better Than One **Pages 6–19**	Discuss how people/animals can help each other Negotiate Words connected with museums and galleries Express enthusiasm	*Other, others,* and *another* Emphatic *do* Simple present tense vs. present progressive Gradable and non-gradable adjectives
2	Influential People **Pages 20–33**	Talk about fame and fortune Discuss options Asking and telling about personal experiences	*Used to* versus *be used to* *Would* for repeated action in the past versus *used to* *Was/Were going to* (future in the past) Present perfect simple tense Past simple vs. present perfect
3	What Will They Think of Next? **Pages 34–47**	Discuss technology invented over the last one hundred years Make predictions about life in the year 2100 Persuade Words connected with space and the planetary system: part 1	Future perfect Future perfect progressive The future with dependent time clauses Simple present: *be* and information questions Simple past: *be* and *be born* Regular and irregular verbs in the past
	EXPANSION Units 1–3 **Pages 48–53**	**Language Review** **Reading:** Is Anybody Out There? **Language Plus:** Idioms with *world*	
4	The World of TV **Pages 54–67**	Talk about TV films and documentaries Identify genres of TV films Agree and disagree with opinions Words connected with space and the planetary system: part 2	*Both ... and, not only ... but also, either ... or, neither ... nor* Independent clauses with *and, but, or, so,* and *yet* Comparatives and superlatives *I'd rather/I'd prefer*
5	Do You Really Need It? **Pages 68–81**	Evaluate and discuss the influence of advertising Create an advertisement for a product Advise someone against something Express preference: *I'd rather/I'd prefer* Words connected with shopping habits	Adverb clauses *Because, because of, since,* and *now that* *(In order) to* and *so (that)* Conditional sentences with *when, if, even if, in case, only if,* and *unless* *Where, wherever,* and *everywhere*
6	The Gender Divide **Pages 82–95**	Talk about gender differences and similarities Discuss stereotypes Ask for and give directions Words connected with hobbies and interests	Verbs + infinitives or gerunds with different meanings Passive forms of infinitives and gerunds Auxiliary verbs after *but* and *and* Present perfect progressive vs present perfect simple with time markers *Adjectives + preposition + gerund*
	EXPANSION Units 4–6 **Pages 96–101**	**Language Review** **Reading:** The Impact of a Changing World on Human Language and Communication **Language Plus:** Idioms	

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2025 - 1447

MG_03_COMBO_TEXT_2025.indb 4 30/4/25 11:40 PM

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

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2025 - 1447

MG_03_COMBO_TEXT_2025.indb 5 30/4/25 11:40 PM

Scope and Sequence

	Unit Title	Functions	Grammar
	Reconnect **Pages 102–105**	Express opinion/view, argument, agree and disagree, belief/disbelief Make deductions/past and present Ask for and give clarification Make suggestions Summarize/recap	*Can't be – must be/must be + -ing – can't have – must have* Recycle familiar verb forms, narrative, connectors and modifiers, passive forms, *would – hypothesis*, modals for ability, possibility, adverbs, gerund, e.g. *capable of -ing*
7	Everyone Makes Mistakes **Pages 106–119**	Talk about famous mistakes in history Discuss personal mistakes Apologize Respond to an apology Words connected with business	Modals and passive modals in the past Count and non count nouns Expressions of quantity: *some, any, a lot of, much, many, enough, plenty of, few, a little, hardly any*
8	Against the Odds **Pages 120–133**	Discuss remarkable events and coincidences Express surprise	*Such . . . that/so . . . that* Reducing adverb clauses Past progressive *Was/were going to; was/were about to* Past perfect tense Past perfect progressive and past simple
9	Beauty Is Only Skin Deep **Pages 134–147**	Discuss beauty products and practices throughout history Talk about the importance of beauty products Make a complaint Respond to a complaint	Noun clauses beginning with *that* Noun clauses after verbs Noun clauses after adjectives Noun clauses as subjects of sentences *Needs to be done; get/have done* Present and past participles
	EXPANSION Units 7–9 **Pages 148–153**	**Language Review** **Reading: Phobias:** Nothing to Fear **Language Plus:** Idioms about fear	
10	They Said, We Said **Pages 154–167**	Discuss gossip and rumors Tell a secret Promise to keep a secret Words connected with the body	Noun clauses as reported speech versus quoted speech Rules and exceptions to the sequence of tenses Noun clauses beginning with *whether* or *if* Modal auxiliaries for the present and future: *must, should, ought to, may, might, can, could*
11	Express Yourself **Pages 168–181**	Discuss world languages Talk about the English language Ask someone to repeat something Words connected with different kinds of vacations	Adjective clauses and relative pronouns Relative pronouns as subjects and objects of adjective clauses Future forms with *will* and *be going to* Conditional sentences with *if*-clauses (present) *Wish/If only*
12	Lost and Found **Pages 182–195**	Conduct an interview Express regret Express understanding Words connected with historical monuments	Using *where* and *when* in adjective clauses Using *whose* in adjective clauses Conditional sentences with *If*-Clauses (Past) *As if/as though* Inversions
	EXPANSION Units 10–12 **Pages 196–201**	**Language Review** **Reading:** It's a Mystery **Language Plus:** Idioms about mysteries	

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

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Connect

1 Listen and Discuss

Read the texts and underline the words or phrases that provide facts and/or opinions.

What do you think?

Collaborative learning promotes teamwork in class. Learners work together in small or large teams. However, it is not always easy for individuals to work effectively with others. Some learners prefer to work on their own first, then share ideas and information. Others are reluctant to share, because they want to impress the teacher with their performance. Negative competition in class tends to prevent students from working together, as they feel that they need to keep what they know to themselves, in order to gain credit against everyone else in class.





Who are they? How do you feel about them?

What do people mean when they say that someone is "self-made"? They usually refer to success stories of individuals who have been able to recognize and utilize opportunities in their lives, for the purposes of improving their personal living standards, gaining respect in their community, and helping others. Can you think of successful "self-made" people in your country? Who are they? How do you feel about them?



MG_03_COMBO_TEXT_2025.indb 2 30/4/25 11:40 PM

Would you take a course on future studies?



Have you heard of the terms 'future studies' or 'strategic foresight'? Future Studies is an interdisciplinary field that studies and analyzes current and past changes with respect to tomorrow. For example, many people believe that the Earth's ecosystem will collapse in the near future, while others believe that it will survive. A foresight approach would analyze and highlight the assumptions underpinning such views. Would you choose to take a course on future studies at university?

Would you buy it?

Infomercials are longer television commercials that include demonstrations of product features and customer comments. A toll-free telephone number and/or website is included for potential buyers accompanied by "an offer you can't refuse".



2 Pair Work

A. Before you discuss each issue, brainstorm and think of:

- phrases you can use to express your opinion/view
- ways to agree and disagree
- arguments to support your view

B. Which topic would you like to know more about? Why? Which topic do you find least interesting? Why?

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2025 - 1447

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3 Conversation

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

Adnan and Yahya are high school students. They are walking along the corridor, chatting during break.

Adnan: You've heard, haven't you? Our chemistry teacher has been transferred.

Yahya: It can't be true. I saw him yesterday. He can't have left. I thought he must still be teaching in our school.

Adnan: Yes, so did I. But apparently, he has been transferred to his hometown. So someone else is going to be teaching chemistry.

Yahya: I am sorry to hear that.

Adnan: I saw someone new walking into the chemistry lab. He must be our new teacher...

Yahya: Let's have a look. No, it can't be. I don't believe it. He must be looking for me.

Adnan: What are you talking about? That must be our new teacher.

Yahya: No, it can't be.

Adnan: Oh, come on. Why not?

Yahya: Because that's my uncle! He must have known about this but never told me.

Adnan: He must have wanted to surprise you! It's good news, isn't it?

Your Turn

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

Making Deductions	
(present)	It can't be true. / He must be ...
	He must be ...ing ...
(past)	He can't have ... (left.)
	He must have ... (known) ... / He must have ... (wanted) ...

B. Read the situations and make deductions.

1. Your father's car is in the garage. *He must be home. / He can't have left.*
2. Your cousin's bicycle is in the garden. *He/She ...*
3. You can't turn on your new computer. *It ...*
4. Your best friend is not at school today. *He/She ...*
5. You are 15 minutes late. Your friends don't seem to be in the mall. *They ...*

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 4 30/4/25 11:40 PM

4 Speaking

1. Listen and compare the written text with the spoken account of the incident. Tick the features that you identify in each or both.

	Spoken Text	Written Text
pauses and fillers		
false starts & re-starts		
complete sentences		
incomplete sentences		
re-ordering		
re-wording		
self-correction		
connectors		
punctuation		
intonation		



Has it happened to you or someone you know?

About a week ago I went to check my bank account for the umpteenth time, hoping that I'd find some cash. I placed my card in the machine, keyed in my password and to my great delight; there was the money in my account. So I pressed withdrawal, took my card out of the machine, as I was supposed to, and happily walked away…

I must have taken about ten steps or so, when I thought of checking to make sure that I'd put the money away securely. I searched my small bag and my pockets to no avail. I immediately turned and rushed back to the ATM. As I had feared, there was no cash in the slot.

I then checked my account to only get a confirmation that the amount I had requested had in fact been withdrawn. I was really upset and embarrassed. I called the bank and reported the incident. They promised to check the following day.

Fortunately, the machine had a security feature which pulled back cash that was not collected within fifteen or twenty seconds!

I was feeling really foolish to have done such a thing but then I was told that it happens all the time! Would you believe it?

2. Work in pairs. Think about an incident you heard or read about or something that happened to you or someone you know. Make notes.
3. It might help to write the actions/verbs in the order they happened and then add people, objects and places. Lastly, don't forget to also convey the manner in which things happened. Use your voice, exclamations, adjectives and adverbs.
4. Now use your notes and tell your partner or your class.

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2025 - 1447

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1 Two Is Better Than One

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1 Listen and Discuss

1. Name some famous duos, or pairs, who have left their mark in history (for example, a husband and wife team or a pair of siblings). Tell the most legendary story you know of a famous pair.
2. Read the texts about some famous family members from history. Do you think their close relationship made it easier for them to achieve certain goals?

Marie and Pierre Curie (1894–1906)

Maria Sklodowska was born in Warsaw in 1867. She was the daughter of a secondary-school teacher. She studied in local schools and received some training in science from her father. Because women were not allowed to attend university in Poland in the 19th century, Maria left Poland to study at a French university in 1891. Now known by the French name Marie, she worked hard in a laboratory that was owned by Pierre Curie.



Pierre Curie was born in Paris in 1859. He received his early education at home and then joined the Faculty of Sciences at the Sorbonne. He was promoted to professor in 1900.

Marie and Pierre Curie got married in 1895. Although poor, they were devoted to each other and their research. Their studies of radioactive substances were carried out under difficult conditions. Their laboratory facilities were hardly adequate and they had to do a lot of teaching to earn a living.

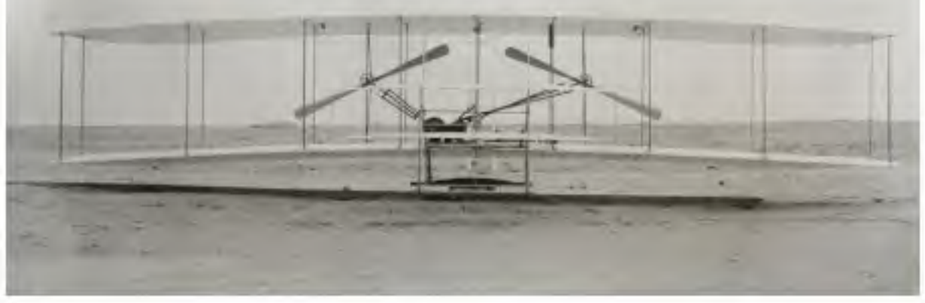




In 1898, the couple discovered the elements polonium and radium. They eventually won the Nobel Prize for Physics in 1903 for the discovery of radioactivity. When Pierre died in 1906, Marie honored his memory by continuing their work. In 1911, Marie Curie won another Nobel Prize, this time for chemistry. She was the first person to win the Nobel Prize twice.

MG_03_COMBO_TEXT_2025.indb 6 30/4/25 11:40 PM





The Wright Brothers

The Wright brothers, Orville (1871–1948) and Wilbur (1867–1912), were inventors and aviation pioneers who built and flew the first successful airplane. They were not the first to build and fly experimental aircraft, but they were the first to invent airplane controls that made powered flight possible.

The Wright brothers differed from other inventors of the time because their focus wasn't on creating more powerful engines. What they did focus on was developing a reliable pilot control system. Their homemade wind tunnel provided the data the brothers needed in order to design and build the most efficient wings and propellers that had ever been made. They gained valuable experience and mechanical skills by working with bicycles, motors, and other machinery in their shop for years. They developed their skills as pilots through extensive glider tests, from 1900 to 1903, until their first powered flight.

Competing researchers and entrepreneurs challenged the Wright brothers' abilities and skills as inventors. The Wright brothers' work has had a lasting impact on aviation and aerodynamics.

Quick Check ☑

A. Vocabulary. Match each word to its meaning.

1. _____ devoted	**a.** airplane manufacture, development, and design
2. _____ pioneer	**b.** trusted to work well
3. _____ reliable	**c.** dedicated
4. _____ extensive	**d.** famous
5. _____ legendary	**e.** a person who starts or is involved in a new method or activity
6. _____ aviation	**f.** something that covers a wide range of ideas and details

B. Comprehension. Answer the questions about the famous pairs in history.

1. Why did Marie Curie leave Poland after school?
2. Why were conditions difficult for Marie and Pierre Curie?
3. Which discovery made Marie and Pierre Curie famous?
4. How many Nobel Prizes did they win? When?
5. How were the Wright brothers different from other experimenters?
6. How did the Wright brothers gain mechanical skills?
7. How did they develop their skills as pilots?

2 Pair Work

Discuss historically famous people with your partner. Choose a person who has changed the world for the better. Explain to your partner why you selected the person.

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3 Grammar

Other, Others, and *Another*

Other/Others

Other can be used as an adjective before a plural noun to mean "additional" or "further."

Many scientists feel that global warming can be reversed. **Other** scientists disagree.

Others can be used as a pronoun to mean additional or other persons or things.

Many scientists feel that global warming can be reversed. **Others** disagree.

Another

Another can be used as an adjective or a pronoun.

As an adjective, it means an alternative to something previously considered.

I know you want to go to Mexico on vacation, but I have **another** idea.

As a pronoun, it means an additional one of the same kind.

That was a good cup of coffee. I think I'll have **another**.

Whether used as an adjective or a pronoun, *another* is only used with singular nouns.

Incorrect: ~~I think I'll have **another** beef burgers.~~

Note: Don't confuse *other, others,* and *another* with the pronouns *each other* and *one another*. Note that *each other* and *one another*, which are inseparable phrases, are used to express a mutual relationship.

My friends have deep trust in **each other**. I know that none of them could let down the others.

Emphatic *Do*

Do is usually used as an auxiliary in negative and question forms of the simple present and past tense. However, the auxiliary *do* can also be used before the infinitive in affirmative sentences to add special emphasis.

I **do** enjoy his company.

He **does** like to talk.

We can also use emphatic *do* to show a contrast between expectations and reality.

A: You didn't call me yesterday. **B:** I **did** call you yesterday.

We usually get along very well, but we **do** have arguments occasionally.

Note: Emphatic *do* is strongly emphasized in speech.

A. Complete each sentence with ***other***, ***others***, or ***another***.

1. He says he is so full of beef burgers. He says he could not eat _____.
2. You can use that topic for your paper. I have a few _____ in mind for my paper.
3. They like their cats so much that they are talking about getting _____ kitten.
4. You can keep that pen. I have two or three _____ pens in my backpack.
5. There are six _____ people in line ahead of us.
6. Cover your mouth when you cough so that _____ won't catch your cold.
7. I just recovered from a cold, and already I'm getting _____ one.

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B. Read each sentence. Then use your own ideas to write a second sentence, using ***other***, ***others***, or ***another***.

Some people are happy about the new shopping mall. *Others are upset about it.*

1. Many young people like to socialize on the Internet.
2. One thing you can do to help the environment is recycle.
3. Two of my three sisters have brown hair.
4. English isn't the only class I have on Mondays.
5. *Attractive* is one synonym for *pretty*.
6. My backpack is ripping.
7. We're not the first people in line.
8. One thing you should do for your health is exercise.

C. Rewrite each sentence, adding ***do***, ***does***, or ***did*** for emphasis.

I feel tired. *I do feel tired.*

1. I hope you get better quickly.
2. That child plays quietly.
3. He needs to find a job soon.
4. I asked my friend to join us.
5. This store has the best selection.
6. The teacher noticed you were absent.

D. Match the sentence beginnings and endings. Rewrite the sentences, adding ***do***, ***does***, or ***did*** for emphasis.

We don't usually watch TV, but we do watch that program.

1. We don't usually watch TV, <u>c</u>	**a.** but her sister wants to go shopping.
2. I'm afraid of heights, ____	**b.** but I sent my friend an email.
3. I forgot to call my friend, ____	**c.** but we watch that program.
4. I didn't have a lot of time, ____	**d.** she has a great sense of humor.
5. She doesn't want to go shopping, ____	**e.** though I fly occasionally.
6. Although she's a bit quiet, ____	**f.** but I managed to finish my homework.

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MG_03_COMBO_TEXT_2025.indb 9 30/4/25 11:40 PM

1 Two Is Better Than One

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4 Conversation





Badr: I'm really excited that we're going to share an apartment to save money while we study in New York.

Adnan: I am, too. But, you know, a lot of friends end up arguing about chores. So, I was thinking it might be a good idea for us to divide up the chores before we move in.

Badr: Yeah. I do think we should discuss that. I'm sure we can work out a fair division of chores.

Adnan: Of course, we'll each clean our own room. And since there are two bathrooms, how about if I clean one and you clean the other?

Badr: That's fair. And each week we can take turns cleaning the rest of the apartment.

Adnan: Hey, do you want to do our laundry together so that only one of us has to go to the laundromat each week?

Badr: We're on the same wavelength. I was just going to suggest that.

Adnan: I really don't like folding the wash. If I wash the laundry, would you be willing to do the folding?

Badr: No sweat. And how about cooking? I don't mind cleaning, but cooking is really not my cup of tea. Would you do the cooking if I did the cleaning up?

Adnan: Sorry, but if there's one chore I hate, it's cooking.

Badr: Well, it looks like we're going to be eating a lot of takeout!

About the Conversation

1. What problem are Badr and Adnan trying to avoid?
2. How do Badr and Adnan divide up the chores?
3. What chore does neither of them want to do? What solution does Badr offer?

Real Talk

on the same wavelength = thinking the same thing
No sweat. = No problem.
not my cup of tea = a polite way to say you don't like something

Your Turn

Role-play with a partner. Pretend that you are dividing up responsibilities for something you are doing together, such as working on a school project. Figure out a list of tasks, and then discuss who will be responsible for each task. Use the phrases for negotiating.

Negotiating

How about if I...and you...?
I think it would be fair if...
I'm sure we can work this out.
OK, I'll agree to...if you will...
Would you (be willing to)...if I...?

MG_03_COMBO_TEXT_2025.indb 10 30/4/25 11:40 PM



5 Listening

Listen to a summary about Dr. Abdullah Al-Rabeeah, a famous pediatric surgeon. Then number his achievements in the correct order/in chronological order.

_____ He and his team perform surgery on Polish twins.

_____ He becomes Executive Director of Health Affairs at the National Guard.

_____ He realizes he wants to become a doctor.

_____ He graduates from King Saud University.

_____ He is assistant professor at King Saud University.

_____ He gets his Master's in Pediatric Surgery.

_____ He is honored by the Polish community.

_____ He is appointed Minister of Health.

_____ He is a member of the Canadian Board of Pediatric Surgeons.

_____ He is appointed as a consultant in the Royal Court.

6 Pronunciation

While most languages have the /r/ sound, it is pronounced differently in different languages. Listen and practice the English /r/ sound in these sentences.

1. D**r**. **R**abeeah is **r**espected for his cont**r**ibution to pediat**r**ic sur**g**e**r**y.
2. They have en**r**iched the lives of child**r**en a**r**ound the wo**r**ld.
3. He **r**eceived a Bachelo**r**'s of Su**r**ge**r**y f**r**om King Saud Unive**r**sity in **R**iyadh.
4. Afte**r** the ope**r**ation, the mothe**r** was **r**elieved.
5. The Ambassado**r** held a **r**eception to hono**r** D**r**. **R**abeeah.

7 Vocabulary Building

A. You will see these words in the reading on pages 12 and 13. Match the words with their meanings.

1. _____ compensate	**a.** ways in which something lacks what it needs
2. _____ deficiencies	**b.** causing great fear
3. _____ fearsome	**c.** animals that live by hunting others
4. _____ invaluable	**d.** extremely valuable; priceless
5. _____ predators	**e.** to overcome a weakness with a strength

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

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 11 30/4/25 11:40 PM

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8 Reading

Before Reading

Do you think animals ever form partnerships to help one another? Explain.

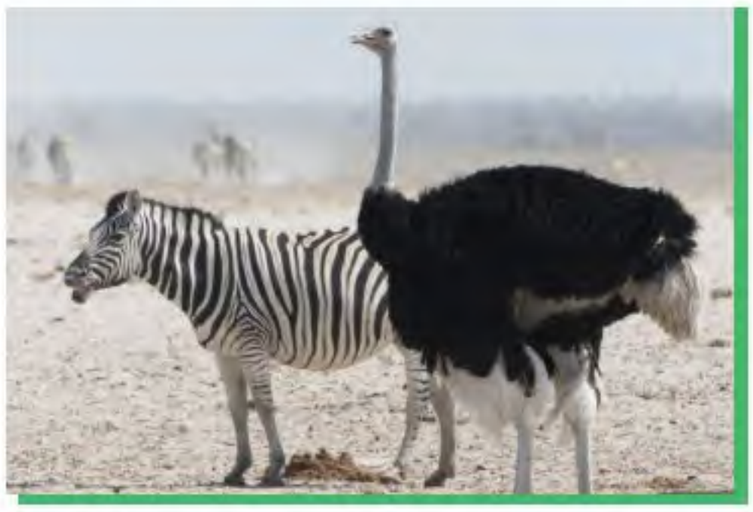
ANIMAL PARTNERS

For animals in the wild, each day is a struggle to survive. They must continually search for food, while at the same time keeping themselves safe from predators. Some animals have learned that teaming up with another animal makes the struggle to find food, shelter, and safety a bit easier. This kind of special relationship in which animals depend upon and benefit from one another is called *symbiosis*.



One of the most visually surprising examples of symbiosis occurs between the fearsome African crocodile and the small plover bird. When a plover is nearby, a crocodile will open its long, sharp-toothed jaws to invite it inside. You might assume that the plover would quickly reject this invitation and fly off. Yet surprisingly, the plover does hop inside. Perhaps even more amazingly, the crocodile, normally known for its aggression, does not snap its mouth shut and have the plover for a snack. Instead, it remains still, not closing its mouth until the plover leaves. How can this strange behavior be explained? The answer is symbiosis. The plover picks out all the small pieces of meat stuck between the crocodile's teeth. In doing so, it cleans the crocodile's teeth, which prevents it from getting infections. Because the crocodile can not clean its own teeth, it depends on the plover to perform this service. In return, the crocodile provides an easy meal for the plover.

In some cases of symbiosis, like the crocodile and the plover, each animal in the pair benefits from their relationship in a different way. However, in other cases, the animals share a common goal. This is true of the honeyguide bird and the ratel, a furry creature with short legs and long claws. Both these animals live on grasslands in Africa and have an appetite for honey. As its name suggests, the honeyguide has a special ability for locating beehives. However, this small bird cannot open a beehive to get at the honey. To accomplish this, it teams up with the ratel. Ratels are a perfect match for the honeyguide as they love honey, are large enough to crack open a hive, but have no ability to find hives themselves. The honeyguide flies over grasslands looking for a hive. When it does spot a hive, it swoops down and makes a noise to alert the ratel. The ratel uses its claws to tear open the hive. After eating its fill, the ratel invites the honeyguide to finish the leftovers.

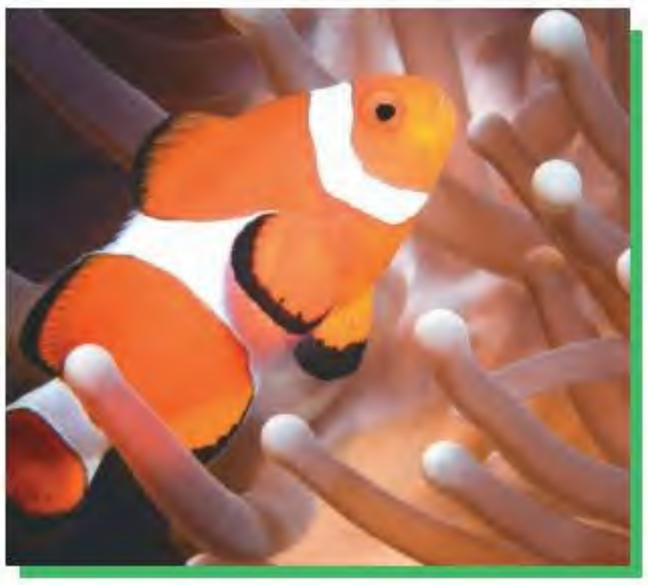


Another two animals that team up to compensate for their own weaknesses are the zebra and the ostrich. These two animals often travel together. This is no surprise since they are a perfect match. While the giant, flightless ostrich has poor senses of both smell and hearing, the zebra has acute senses of smell and hearing. On the other hand, the zebra has terrible eyesight, while the ostrich has excellent eyesight, enhanced by its long neck which enables the ostrich to see far into the distance. In this way, each makes up for the other's deficiencies. As a result, the animals are far safer together than they would be apart. Ostriches can see predators, such as lions, far in the distance, while zebras can smell or hear others as they approach.

Birds and land animals aren't the only ones that work in symbiotic pairs. Some sea animals, like the clownfish and the sea anemone, do as well. Sea anemones, which look like plants, are actually dangerous animals with

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 12 30/4/25 11:40 PM



poisonous tentacles. Most fish stay away from anemones to avoid being stung. However, the clownfish makes its home among the sea anemones. It does not get stung, because its body is protected by a special coating. Living among the deadly tentacles of an anemone has a clear advantage—most predators stay away! Another benefit for the clownfish is that it is able to eat the anemone's leftover bits of food. But what is the advantage to the anemone? There are several. First, the brightly colored clownfish attracts predators. When the clownfish swims under the anemone's tentacles to safety, if the predator follows, the anemone has the chance to sting and eat it. Other services the clownfish performs are cleaning up food scraps and dead anemone tentacles, and chasing away fish that might eat the anemone.

While many symbiotic pairs may at first look like odd partners, the benefits they provide one another are invaluable, and may make the difference between life and death. In fact, it is often these animals' very differences that make them perfect partners.

After Reading

Answer the questions.

1. Explain the meaning of symbiosis.
2. In what way do the African crocodile and the plover have a symbiotic relationship?
3. Give an example of a case of symbiosis in which each animal has the same goal.
4. Name two animals that make up for each other's deficiencies. How do they do this?
5. What benefits do the clownfish and anemone offer each other?

9 Speaking

1. Work in pairs/groups. Think about your relationship with a good friend. What can you offer each other?
2. Complete the chart with your notes and use them to discuss in class.

What can you offer your friend?	How does it help your friend?	What can your friend offer you?	How does it help you?

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 13 30/4/25 11:40 PM

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10 Writing

A. 1. Do you think it is necessary for people to share the same characteristics in order to get along well with each other? Why? Why not?

2. Read the text and find out.

- Who are the people involved?
- What kind of people are they? Underline words that provide information about each one.
- In your view, what are the characteristics that they share?
- What do you think might have happened if they both shared exactly the same characteristics and attitude to life?
  - **a.** if they were both like the grandfather
  - **b.** if they were both like the grandmother
- Why did the writer choose to describe the particular incident? What do you think it portrays?



There is a memory that always makes me smile with contentment and admiration, and that is the memory of my maternal grandparents.

My grandfather was a dedicated lawyer whose moral fiber prevented him from taking advantage of circumstances to make a profit! He was highly respected in courts and had the reputation of being the most honest law specialist. He was genuinely interested in people, history, law, and philosophy and was always reading when he was at home. He was the calmest, most serene person I have ever met. He never raised his voice, never lost his temper, and had a special ability to always rationalize things ever so smoothly that the worst calamity seemed like a slight twitch. Nothing could make him lose his sense and aura of peace.

Grandmother, on the other hand, was the exact opposite. She used to get all worked up about things and flustered over minor irregularities. She had to have everything planned just so and still worried about things that could go wrong. She wanted everything to be perfect, sometimes to an extreme. Once, when she had gotten into her cleanliness frenzy, she called someone in and got rid of genuine antique furniture that grandfather had painstakingly collected over a number of years and arranged in this perfect replica of a drawing room. There were fine, elegant chairs with brocade upholstery on the seats and beautiful tables, not to mention some exquisite mirrors. Grandmother had gotten it into her head that it was all useless because it collected too much dust and decided to sell it off to the first bidder for next to nothing.

When grandfather came home, he opened the door to the little drawing room to admire his creation and found an empty shell. He asked grandmother where everything was, and she very naturally informed him that she'd gotten rid of it because it was a dust magnet. All he did was chuckle, and then sat down at the table to have his lunch!

This incident pretty much rounds up the amazing symbiosis between these two wonderful people. In spite of their different characteristics, they obviously complemented each other in a way that only they could fully appreciate!

3. Read the text again and find out.

- What is the topic of each paragraph? (What or who is the paragraph about?)
- Are all paragraphs about the same length? Why? Why not?
- What words/phrases describe the qualities of each person? Can you think of more?
- Which qualities are demonstrated through the incident?

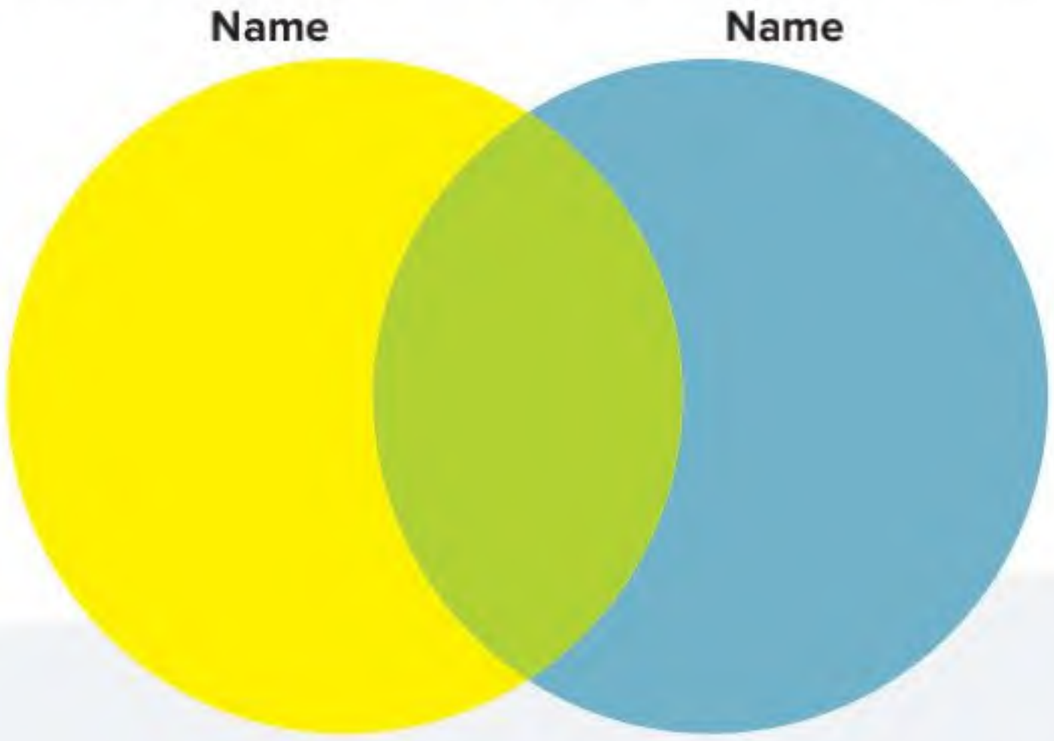
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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 14 30/4/25 11:40 PM

B. **1.** Think about two people you know who are good friends.

2. Using a Venn diagram, write the qualities you feel each person has. In the overlapping portion of the diagram, write the qualities/characteristics that they share.

3. Write a short essay about the two friends, explaining how they complement each other.



Rosa and Sue: A Perfect Friendship

My sister Rosa and her best friend Sue have been friends since elementary school. They always seem to be together, and others joke that they are twins. However, their personalities are quite different...

Writing Corner

When you write a descriptive essay about people's qualities/characteristics:

- think about their positive and negative qualities, their needs and the things they offer, their attitude to life, typical incidents, etc.
- express your personal feelings/views about the people.
- do not simply write a list of adjectives.
- vary the way you express thoughts, memories, and feelings; use expressions like these: *I think he/she is...*, *I have always felt that...*, *I regard him/her as...*, *He/She seems to...*, *He/She tends to...*, *Anytime I think of...*, *I have never...*, *He/She is the most* (adjective) *person I have ever known/met*, etc.
- use linking devices that indicate similarity and contrast, cause and effect, consequence, reason, etc.; use a variety of expressions and words like these: *due to this...*, *although...*, *in spite of...*, *while...*, *compared to...*, *because of...*, *as a result*, *both*, etc.
- plan your essay carefully by deciding what/who you are going to focus on in different sections/ paragraphs.
- write a first draft, then read it and make corrections or write questions about things you are not sure about.
- hand over the draft to someone else to read and edit; encourage him/her to write comments and questions.
- read the comments and edit your essay.

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 15 30/4/25 11:40 PM

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11 Form, Meaning and Function

Simple Present Tense

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

For animals in the wild, each day **is** a struggle to survive.

Use the simple present tense to talk about future timetables or schedules.

My flight from Dubai to Bahrain l**eaves** at 8:10 A.M. tomorrow. I then **fly** to Saudi Arabia and **arrive** in Riyadh at eleven o'clock.

Use the present simple with exclamations with ***Here...!*** and ***There...!*** :

Q: Can I have the check, please?
A: Of course, Sir. **Here you are!**
Q: Dad, can I borrow your cell phone, please?
A: I suppose so. **Here you go!**
Q: Where are my glasses?
A: Ah! **There they are!**
Q: Where is Nathalie?
A: **Here she comes!**



Simple Present versus Present Progressive

Use the simple present tense to talk about habits and routine, and use the present progressive for actions occurring now or for a temporary situation.

Badr usually **eats** takeout, but today he **is cooking** dinner.

Use the present progressive for changing or developing situations.

More and more students **are sharing** apartments to save money while they study.

Use the present progressive with *always, continually, constantly* to describe an ongoing annoying situation or habit.

He **is always asking** his brother to lend him money.

Note: Some verbs are not often used in the progressive form: *believe, think (opinion), know, remember, like, hate, want, prefer, see, hear, feel, seem, appear, have, belong, own.*

A. Read the telephone conversation between Badr and his brother, Fahad. Complete the conversation with the correct form of the word in the parentheses. Use the simple present or present progressive.

Fahad: Hi Badr. How *are* (1. be) things in New York?

Badr: To tell you the truth, Fahad, not so good. It's my flatmate, Adnan. I was really excited about us sharing a flat but he _____ (2. not/do) any chores. One bathroom _____ (3. be) spotless because I _____ (4. clean) it but the other one is very dirty. The rest of the apartment is very untidy. He _____ always _____ (5. leave) his dirty dishes around the flat. I _____ constantly _____ (6. clean up). We agreed to take it in turns to do the laundry but he is always busy. I _____ (7. do) the laundry every week. Also, about the cooking ...



B. Complete the conversation with your own ideas. Compare with a partner.

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 16 30/4/25 11:40 PM

Words Connected with Museums and Galleries

Some words we commonly associate with different types of museums and galleries are:

Archaeological	**Technological**	**National**
history	space	antiques
culture	robots	manuscripts
antiques	science	documents
pottery	seminars	state-of-the-art
jewelry	3-D digital cinema showing scientific documentaries	informative exhibits
exhibitions		interactive displays
ruins	educational books	

Expressing Enthusiasm with Intensifiers and Adjectives

We use the intensifiers *really, very, absolutely and quite* with adjectives to express our enthusiasm with something.
There are two kinds of adjectives: gradable and non-gradable. Gradable adjectives can be measured in degrees, such as size, age, quality etc. Non-gradable adjectives cannot be measured like this.
We use certain intensifiers with each group of adjectives.

	Gradable Adjectives
very really extremely	expensive old beautiful important good interesting frightening small big

	Non-Gradable Adjectives
absolutely really quite	priceless ancient stunning crucial amazing fascinating terrifying tiny massive



Note: The intensifier *really* can be used with both gradable and non-gradable adjectives.

C. Look at the information about the National Museum of Saudi Arabia. Write sentences using the prompts. Use the present simple tense.

Address:	King Saud Rd, Riyadh
Prices:	adult/child/student ﷼10/free/free
Opening hours:	men & schools 9 A.M.-noon Sun, Mon, Wed, Thu & 3:30-9:30 P.M. Tue, women & schools 9 A.M.-noon Tue, families 3:30-9:30 P.M. Sun, Mon & Wed-Fri
Exhibits:	manuscripts, documents, antiques

1. visiting times for families _____
2. visiting times for women _____
3. visiting times for school groups _____
4. ticket cost for students _____
5. ticket cost for adult _____
6. exhibits and attractions _____

D. Make some notes about your favorite museum or gallery. Work with a partner and using your notes, tell your partner about it. Use the present simple tense, intensifiers and adjectives.

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 17 30/4/25 11:40 PM

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12 Project

1. Find out how members or teams in your country share a symbiotic relationship and depend on each other to reach a shared goal.
   - Note that some people offer a service and have clients pay for that service. For example, a store owner and customer is NOT a symbiotic relationship. A symbiotic relationship is when two or more individuals depend on each other, such as teams. There are teams in sports, business, medicine, etc.
2. Write the information in the chart below and use it to make a PowerPoint presentation for your class.
3. Try to find appropriate pictures for your presentation.
4. Present in class. Allow at least 5 minutes for questions afterward.







Team or group	*G20 Heads of State and government officials*
Field (business, sports, education, family, etc.)	*Economics*
Members of team/group	*Hosted by the Custodian of the Two Holy Mosques King Salman bin Abdulaziz Al Saud in 2020 and included leaders from the United States, China, Japan, Germany, India, and 14 other major world economies.*
Role/contribution of each member	
Benefit for other member(s) of the team	

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 18 30/4/25 11:40 PM

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.
talk about famous marriages in history			
discuss how people/animals can help each other			
negotiate			
use *other*, *others*, and *another*			
use emphatic *do*			
use the simple present for future timetables or schedules			
use the present progressive			
talk about museums and galleries			
express enthusiasm using intensifiers and 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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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 19 30/4/25 11:40 PM

2 Influential People

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1 Listen and Discuss

1. Talk about a person who went from not having much money to being wealthy and influential.
2. What qualities do you think a person needs to excel in life and be successful?

AMANCIO ORTEGA



Industry: Retail Clothing **Country of Citizenship: Spain**

Amancio Ortega is the founder and chairman of a company that owns many stores, including the enormously popular international clothing store, *Zara*. Now Spain's richest man, Ortega is the son of a railroad worker, and had no formal higher education. When Ortega was 13, he worked as a delivery boy for a shirtmaker and later became the manager of a clothing store. He began making clothing in his living room and selling it to local stores. Ortega had an ability to predict what styles were going to be popular and to create these styles with inexpensive materials. In 1975, Ortega opened his first *Zara* store. *Zara* gained a reputation for selling designer fashions at reasonable prices. Today Ortega's company has more than 2,850 stores in 88 countries.

MOHAMMAD ABDUL LATIF JAMEEL



Industry: Business **Country of Citizenship: Saudi Arabia**

A great philanthropist and prominent businessman, Mohammad Abdul Latif Jameel, president of ALJ, runs one of the world's largest car dealerships, with operations in the Middle East, U.K., Central Asia and China. A leading figure in corporate social responsibility, he has created a series of initiatives against poverty and has contributed greatly to the government's Saudization program in the Kingdom, by promoting thousands of jobs every year through the ALJ Community Services Programs. Abdul Latif Jameel is an MIT alumnus, member of the board of trustees, and dedicated supporter of the Abdul Latif Jameel Poverty Action Lab (J-PAL). He was named "Saudi Volunteer of the Year" in 2012, in recognition of the services offered by ALJCI in Saudi Arabia and the rest of the Arab world.

LI KA-SHING



Industry: Business **Country of Citizenship: China**

Li was born into an impoverished family in China in 1928. When he was 15, his father died, forcing Li to leave high school so that he could work to support his family. He took a job in a plastics company, where he would work 16 hours a day. At this company, Li used to assemble plastic flowers. By 1950, Li had started his own plastics manufacturing company. His company prospered, which led Li to expand his business into many different fields.

However, his successes are not all monetary. Li Ka-shing has a reputation for being honest and generous. In fact, he is one of Asia's most prominent philanthropists, and has announced plans to donate one-third of his wealth to charity.

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 20 30/4/25 11:40 PM

STEVEN PAUL JOBS (1955-2011)



Industry: Computer Design **Country of Citizenship: U.S.**

Steven Paul Jobs was born in 1955 and adopted into a working class family. He grew up in what later became Silicon Valley. He dropped out of college because he could not afford to pay his tuition. In the late 70s, he co-founded *Apple* with Steve Wozniak and others, and proceeded to develop and market the first successful lines of personal computers. He eventually resigned from *Apple* over an argument with the board of directors in 1984, and founded *NeXT*. *Apple*'s buyout of *NeXT*, in 1997, brought Jobs back to *Apple* as its CEO. He was the largest individual shareholder of The Walt Disney Company and a member of the board. Jobs was admired by many for his entrepreneurial skills, his foresight, and his ability to create and support products that were both functional and aesthetically pleasing.

Quick Check ☑

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

excelled	philanthropist	reputation
impoverished	prominent	

1. Not only was Eric an excellent student in high school, but he _____ in sports as well.
2. He has a _____ for being one of the greatest doctors in the field of neurosurgery.
3. My professor is a _____ economist who is often quoted in magazines.
4. The charity I donate to helps to build schools in _____ areas.
5. Businessman and _____ Sulaiman Al-Rajhi gives millions of dollars to charities each year.

B. Comprehension. Answer the questions.

1. Why was *Zara* successful?
2. Why was Abdul Latif Jameel named "Saudi Volunteer of the Year"?
3. How has Abdul Latif Jameel contributed to the Saudization program in Saudi Arabia?
4. What challenges did Li Ka-shing face early in life?
5. What did Steve Jobs do in his teens that demonstrated his determination, entrepreneurial skills, and foresight?
6. Which event, in your view, must have given Jobs a great sense of satisfaction and self-worth?

2 Pair Work

Role-play with a partner. Choose a person from one of the *Influential People* stories. You play this person, and your partner plays a reporter who interviews you. Then switch roles.

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 21 30/4/25 11:40 PM

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3 Grammar

Used To versus *Be Used To*

Used to + the base form of a verb is used to talk about an activity that was repeated habitually in the past, but which is not done now.

He **used to** live in a mansion. But he lost all his money and now he lives in a small apartment.
She **didn't use to** care about money. But now she's become very materialistic.

Note: For the negative, use *didn't use to* (omit the *-d*).

Be used to + gerund or noun is used to talk about something that has become familiar or habitual.

Some people think it's crazy that he works seven days a week. But he **is used to** it.
Although she is a millionaire now, she **isn't used to** shopping in expensive stores.

Note: For the negative, use *be + not + use**d** to* (do not omit the *-d*).

Would for Repeated Action in the Past versus *Used To*

Would can be used to talk about an action that happened regularly in the past. Used this way, *would* means the same thing as *used to*.

When I was a child, I **would** dream of being a millionaire. = When I was a child, I **used to** dream of being a millionaire.

Note: Only *used to* (not *would*) can be used to talk about a situation that was true (without habitual action) in the past.
He **used to** live at home until he got a job. (Correct)
~~He **would** live at home until he got a job.~~ (Incorrect)

Was/Were Going To (Future in the Past)

Was/Were + going to + the base form of a verb is used to talk about a prediction for the future made in the past, or a past plan that was not carried out.

I knew that company **was going to** be a great success.
He **was going to** spend the money, but he decided to invest it in the stock market instead.

A. Complete the sentences with either ***use(d) to*** or ***be used to***. Use the negative in some cases.

1. We _____ eat at all the best restaurants, but then we started saving more money.
2. She's from Costa Rica, so she _____ warm weather all year round.
3. The bed in my first apartment was so uncomfortable that I _____ sleep on the couch.
4. Marco _____ live with his whole extended family.
5. Even though he loves his apartment, he _____ living alone.
6. We _____ swim in that pond, but now it's too polluted.
7. He likes his new job, but he _____ wearing a suit and tie.
8. She had always excelled in English, so she _____ receiving poor grades.

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 22 30/4/25 11:40 PM

B. Use the phrases to write sentences about your own childhood, including either ***would*** or ***used to*** (in positive or negative form). In some cases, both are possible.

help my mother with the cooking
When I was a child, I used to help my mother with the cooking.

1. go barefoot in the summer
2. play with my friends for hours
3. like candy
4. build castles in the sand
5. have a favorite teacher
6. help with the chores
7. hate going to bed
8. make up funny stories

C. Complete the first part of the sentences. Use ***was/were going to*** and your own ideas.

... but then I found a better one.
I was going to take the first job I was offered, but then I found a better one.

1. ... but we were too tired.
2. ... but he lost his credit card.
3. ... but you weren't home.
4. ... but he didn't get accepted.
5. ... but we were too nervous.
6. ... but she didn't feel well.

D. Look at the pictures. Complete the paragraph about how one family's life has changed since they moved to the countryside. Use ***used to***, ***be used to***, ***would***, and ***was going to***.

Two years ago, Imad and Hanan's family had a very different life ...



Two years ago, Riyadh



Today, Abha countryside

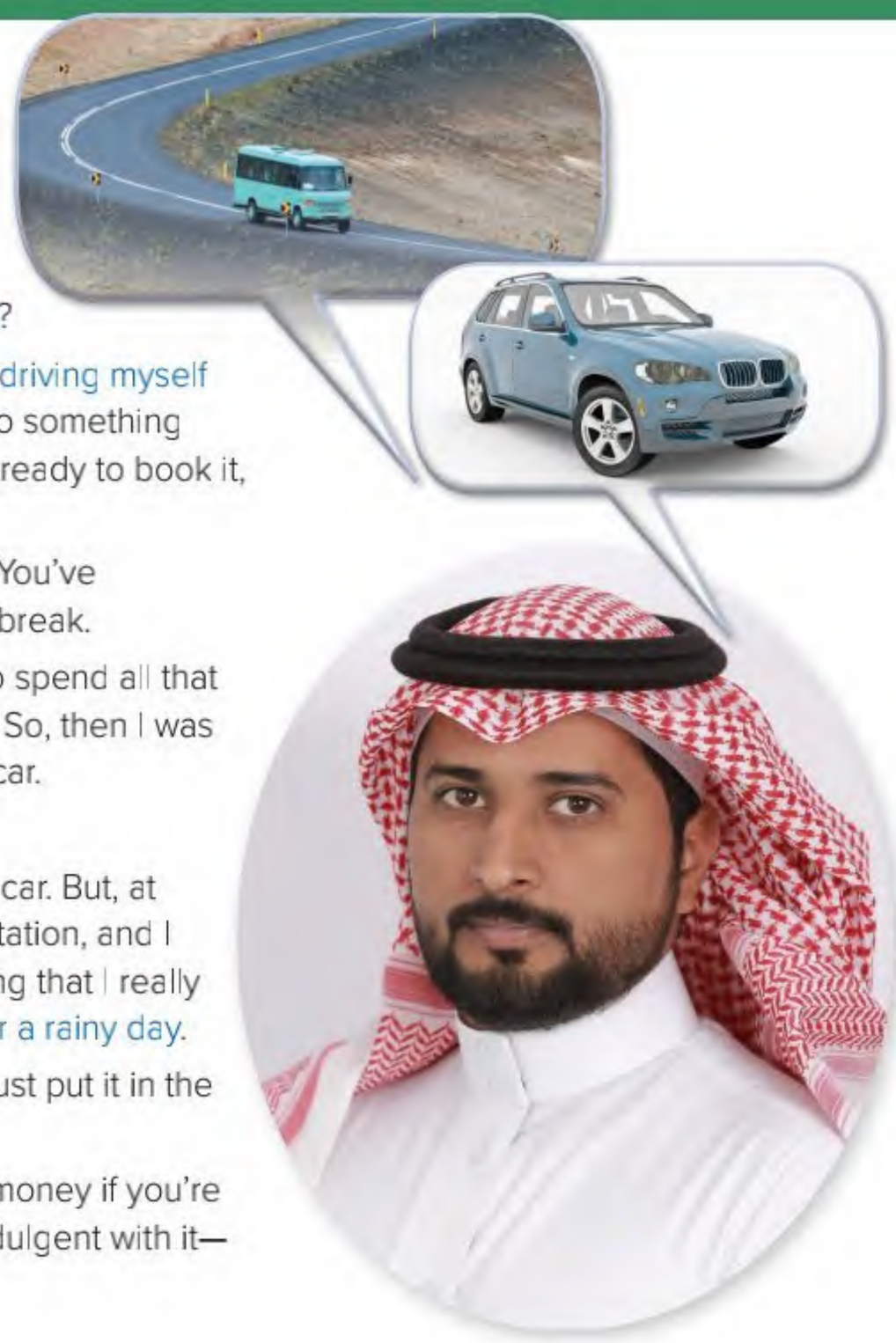
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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 23 30/4/25 11:40 PM

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4 Conversation



Ahmed: My parents gave me ﷼ 30,000 for graduation.

Ibrahim: Wow! What are you going to do with all that cash?

Ahmed: I don't know. I'm going around in circles about it, driving myself and everyone else crazy. At first I was going to do something really indulgent with it, like take a vacation. I was ready to book it, but then I got cold feet.

Ibrahim: Why? I think a vacation sounds like a great idea. You've worked really hard for four years. You deserve a break.

Ahmed: That's true. But, on the other hand, I don't want to spend all that money on something that will be over in a week. So, then I was thinking of buying something useful, like a used car.

Ibrahim: That's a good idea.

Ahmed: Yeah. It would be a great convenience to have a car. But, at the same time, I'm used to taking public transportation, and I really don't mind it. Frankly, I can't think of anything that I really *need*. So maybe I should put the money aside for a rainy day.

Ibrahim: Well, yes, I suppose the alternative would be to just put it in the bank until you need it.

Ahmed: Right. But then again, what's the point of having money if you're not enjoying it? Maybe I *should* do something indulgent with it—like take that vacation.

Ibrahim: Now I see how you're driving everyone crazy!

Real Talk

cash = money
go (around) in circles = to think through many possibilities over and over without coming to a decision
drive someone crazy = greatly annoy or irritate
get cold feet = to decide not to do something because you are too scared or nervous
don't mind = not annoyed or bothered by
put (something) aside for a rainy day = to reserve something, usually money, for a future need

About the Conversation

1. What options is Ahmed considering?
2. How is he driving people crazy?
3. What do you think he'll do with the money? Why?

Your Turn

Role-play with a partner. Discuss a choice that one of you has to make. The choice can be real or made-up. Use phrases for discussing options.

Discussing Options

At the same time,...
But then again,...
I could always...
On the other hand,...
The alternative would be to...
What would you think about...?

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 24 30/4/25 11:40 PM

5 Listening

Listen to the lecture about the history of money. Write the date by each form of money. Then number the forms of money in the order they were used.



2 cowrie shells *1200 B.C.E.*	___ paper money _____	___ bartering _____	___ electronic money _____	___ inexpensive metal coins _____	___ coins made of valuable metals _____

6 Pronunciation

In English, the past tense ending ***-ed*** has three different pronunciations.
For verbs that end in the sounds ***p***, ***k***, ***f***, ***s***, ***ch***, or ***sh***, pronounce the ending /t/ as in ***worked***.
For verbs that end in vowel sounds or ***b***, ***g***, ***v***, ***z***, ***zh***, ***th***, ***j***, ***m***, ***n***, ***ng***, ***l***, ***r***, pronounce the ending /d/ as in ***opened***.
For verbs that end in the sounds ***d*** or ***t***, pronounce the ending /ɪd/ as in ***wanted***.

Listen and practice.

1. They **traded** something of value that they **possessed** for something they **needed**.
2. What if no one **wanted** or **needed** it?
3. The first coins were **produced** in China, and the first paper money **appeared** in China.
4. Money **called** digital cash is already being **exchanged** over the Internet.

7 Vocabulary Building

A. You will see the following words in the reading on pages 26 and 27. Match the words with their meanings.

1. ____ renowned	**a.** known, respected and admired
2. ____ comply with	**b.** to put into practice, to make changes
3. ____ hurdle	**c.** things of value that are owned by a person, or organization
4. ____ implement	**d.** amount of money that is given as income to an organization, group, charity, project
5. ____ founder	**e.** an obstacle, a problem or difficulty
6. ____ endowment	**f.** strong disagreement or argument
7. ____ dispute	**g.** be in accordance/agreement with, obey
8. ____ assets	**h.** the person or people that establish an organization or company

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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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 25 30/4/25 11:40 PM

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8 Reading

Before Reading

What do you know about Sheik Sulaiman Al-Rajhi?
What do you think matters to him most?

Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi



Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi, the world-renowned philanthropist and winner of the 2012 King Faisal International Prize for Service to Islam, has not always been a billionaire.

Born in 1929, he spent his youth in Al-Qassim where he and his brother Saleh began their business, changing money for pilgrims, on their way to the cities of Makkah and Madinah.

Their business expanded in the 1970s during the oil boom in Saudi Arabia. The Al-Rajhi brothers helped migrant workers from Indonesia, Pakistan and other places to send their earnings home. They were granted permission to establish a bank, the Al Rajhi Bank, which complied with religious tenets such as a ban on interest.

Founding the bank, which is now the world's biggest Islamic lender, was not hurdle-free. Sulaiman Al-Rajhi began by opening an office in Britain, to introduce the Islamic banking system on a more international basis. However, his initial attempts to secure a banking license were unsuccessful, as British officials were not aware of the principles and requirements of Islamic banking. He had to travel to different countries in order to explain to bankers that interest was forbidden by Islam and regarded as unacceptable by pious people all over the world. He pointed out that interest caused a lot of people to avoid transactions with banks and to keep their cash and valuables at home. Eventually, the banking system he proposed was launched in Saudi Arabia and subsequently implemented in the United Kingdom.

Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi is also chairman of the National Agricultural Development Company and founder of the Al-Watania agricultural projects, which include the largest poultry farm in the Middle East and one of the most successful companies in Saudi Arabia. Al Rajhi had visited a poultry farm abroad and had been shocked by the improper way chickens were fed and slaughtered. This prompted him to launch the poultry farm project, making sure that chickens were naturally fed and halal slaughtered according to Islamic tenets. He has also introduced and supported organic farming throughout the Middle East, intent on securing healthy food for all as a means of fostering good health, preventing illness and consequently reducing the cost of medical treatment. The Al-Rajhi projects diversified into other areas, as well, such as real estate and other investment projects.

In 2009, Sulaiman Al-Rajhi established the Sulaiman Al-Rajhi University, a non-profit research university with three departments; Medicine, Nursing, and Applied Science. In fact, the university was established by the Awqaf Sulaiman Al Rajhi Holding Company (ASARHC), which is considered the largest foundation of its kind in the Kingdom of Saudi Arabia, in terms of capital as well as range and volume of activities. ASARHC now

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 26 30/4/25 11:40 PM



owns and controls more than half of Sulaiman Al-Rajhi's wealth. The foundation organizes and oversees a substantial number of charities and humanitarian activities worldwide.

In May 2011, Sulaiman Al-Rajhi announced that he was donating most of his $7.7 billion fortune to charity. During his lifetime, Al-Rajhi distributed the rest of his wealth to his children in order to avoid potential disputes over inheritance, that could destroy kinship and harmony among them.

Sulaiman Al-Rajhi was awarded the highly prestigious King Faisal International Prize for Service to Islam, in 2012, in recognition of his outstanding service to Islam, his role in the establishment of the world's largest Islamic bank and his ongoing contribution to charities, and humanitarian projects' fight against poverty.

Having experienced extreme poverty earlier in life, Al-Rajhi chose to donate and distribute all his assets, to gain peace of mind and inner happiness.

After Reading

Answer the questions.

1. What were Sulaiman Al-Rajhi's life prospects in relation to his early life?
2. What type of companies has he been involved in?
3. Which business was the most difficult to establish? Why?
4. What is notable about Sulaiman Al-Rajhi in comparison to other wealthy businessmen?
5. Why did Al-Rajhi decide to donate most of his fortune to charity during his lifetime?
6. Why was Al-Rajhi awarded the King Faisal International Prize for Service to Islam?

9 Speaking

1. Think about how you can be successful in your life without depending on others. Make notes in the chart.
2. Use your notes to talk in groups or in class. Compare ideas.

What I am good at	How I can use my strengths to develop	Which areas/skills I can develop	How long it will take to reach my goal

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 27 30/4/25 11:40 PM

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10 Writing

A. **1.** Think about times when many countries in the world have faced the same problems. What kinds of problems were they? Do you know if countries found a way to deal with these problems together?

2. Do you know what the word *summit* means? One meaning of the word is "the highest point". How do you think this meaning relates to an important meeting? Discuss your ideas in small groups.

3. Have you heard of the G20? What does it do? Scan the text and find out.

4. Read the text and fill in the blanks with the words or phrases. Listen and check your answers.

after	by	first	from	last	once	since	when



In December 2019, the Kingdom of Saudi Arabia assumed the 2020 presidency of the Group of Twenty (G20), an international forum for economic cooperation attended by the largest and some of the fastest growing economies in the world. Founded in 1999, the G20 brings together leaders from 19 countries and the European Union to discuss the world's most challenging problems.

The G20 was created in 1999, (1) _____ the 1997 economic crisis. (2) _____ then, the G20 members have met regularly to discuss major global issues. However, it was only in 2008 that the leaders' summits were introduced, becoming an annual event (3) _____ 2011 onward. (4) _____ the two-day G20 Leaders' Summit was hosted in Riyadh in November 2020, it was the first time that this meeting was held in the Arab world. Another first was the fact that it took place virtually, because of the COVID-19 pandemic. Nevertheless, despite the protection measures against COVID-19, the 2020 summit was a great opportunity for the Middle East, North Africa, and developing countries to present their own views and concerns.

(5) _____ it had assumed the 2020 G20 presidency, the Kingdom began to carry out its ambitious agenda under the theme "Realizing Opportunities of the 21st Century for All." The agenda had three main aims: (6) _____, to empower people by creating the conditions that will allow them to live, work, and prosper; second, to safeguard the planet by protecting its natural resources, and (7) _____, to shape new frontiers by adopting ambitious strategies to share the benefits of technological and other advances.

These three aims are closely aligned with Saudi Arabia's vision for the future, Vision 2030, which is based on three main themes: a vibrant society, a prosperous economy, and an ambitious nation. (8) _____ 2030, the Kingdom aims to have built a country in which all of its citizens can make their dreams, hopes, and ambitions come true.

5. Identify the topic/theme of each paragraph.
Paragraph 1: _____ Paragraph 2: _____
Paragraph 3: _____ Paragraph 4: _____

6. Which verb forms are mostly used? Are passive sentences used in any sections? Why? Why not?

7. Find the key events relating to the G20 that are mentioned in the text. Highlight the dates and events/verbs in the text. Then write them on a timeline.

8. Now cover the text and look at your timeline. Reconstruct the story and tell your partner. Then switch roles and repeat.

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 28 30/4/25 11:40 PM

B. **1.** Choose a successful and/or influential person.
2. Research information about this person's life, including the events (steps) that took the person from obscurity to personal success, fame, or influence.
3. Note these events or steps in a chart.
4. Write a descriptive essay about this person's life.

Name of Person:	
Step 1	
Step 2	
Step 3	

Majed Ahmed Abdullah

Majed Ahmed Abdullah is a Saudi Arabian former footballer who was born in Jeddah but moved to Riyadh with his family when he was very young. He is one of the best football strikers in the history of Saudi Arabia, having scored 72 goals in 117 games with the Saudi Arabian national football team. He scored 4 goals against India, during the 1984 Summer Olympics. Majed Ahmed Abdullah was the all-time top scorer of the Saudi Professional League. Many newspapers have written articles about his accomplishments!

Writing Corner

When you write a descriptive essay about a person's life:

- distinguish the main life events from surrounding information.
- select key events that provide a complete picture of how someone's life developed from the time they were born.
- list the events in chronological order, then switch them around if you wish, e.g. *Having completed his studies, he proceeded to apply for any position that was advertised in his area of specialty.*
- use connectors to show the order of events such as: *when; then; after; while*.
- be as descriptive as possible. Describe the person's character, qualities and actions. Choose key events based on these qualities so that the reader has a clear picture of the person's character as well as the person's life story.

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11 Form, Meaning and Function

Present Perfect Simple Tense

Use the present perfect to talk about actions that started at an indefinite time in the past. It is often used to talk about time from the past to now in a person's life.

Q: Have you **been** to Kuwait?
A: Yes, I **'ve been** to Kuwait. I **have visited** many places in the Middle East.

Use the present perfect to talk about recently completed actions.

Mohammad Abdul Latif Jameel **has contributed** greatly to the government's Saudization program in the Kingdom.

Use the present perfect simple to emphasis an action that started in the past and has continued until now and may continue in the future.

Li Ka-shing **has lived** in China for all his life.

Time Expressions with *For* and *Since*

Use the present perfect simple tense with *for* to indicate the duration of the action: *for two months, for a year, for a long time.*
Use the present perfect simple with *since* to indicate when the action began: *since yesterday, since last June.*

Questions with *How Long*

Q: How long has the clothing store been in operation?

A: It's been in operation since 1975.
It's been in operation for about 50 years.

A. Complete the sentences with *for* or *since*.

1. Hameed has had the same TV _____ 15 years.
2. I've had my laptop _____ last June.
3. We've worked on this project _____ a month.
4. My friends haven't visited me _____ my graduation.
5. We haven't used our car _____ a long time.
6. I've been drinking tea _____ years.
7. Tariq has worn glasses _____ the age of seven.
8. _____ when have you had that beautiful watch?

B. Complete the paragraph with the verbs in parentheses. Use the present perfect or simple past tense.

Amancio Ortega

The son of a railroad worker, Ortega is now Spain's richest man. When Ortega *was* (1. be) 13, he _____ (2. work) as a delivery boy for a shirtmaker and later _____ (3. become) the manager of a clothing store. He _____ (4. begin) making clothing in his living room and selling it to local stores.

Ortega _____ (5. have) an ability to predict what styles were going to be popular and to create these styles with inexpensive materials. Over the years, the clothing store _____ (6. gain) a reputation for selling designer fashions at reasonable prices. Today, Ortega's company has more than 2,850 stores in 88 countries.



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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 30 30/4/25 11:40 PM

Past Simple versus Present Perfect

Use the present perfect to talk about an action that happened in the past when the exact time isn't known or isn't important. Use the simple past tense when the exact time is given.

Present Perfect	Simple Past
A: Have you **ever met** a billionaire?	**A:** When **did** he **start** the company?
B: No, I**'ve never met** a billionaire.	**B:** He **started** the company in the late 70s.

Note: Time expressions we can use with the present perfect are: *yet, so far, ever, never, already, recently, lately, once, twice, etc.*

Asking and Telling about Personal Experiences: *Have you ever ...?*

Have you ever ordered books online	Yes. **So far** this year. I've ordered 25 books online. No. I**'ve never** ordered books online, but I**'ve bought** other products through the Internet. I **haven't** bought books online **yet**. I buy them from the bookstore on the corner.



C. Complete the conversations. Use the present perfect and simple past. Then practice with a partner.

1. **A:** Have you ever _____ to charity?
   B: No, I _____. Have you?
   A: Yes, I _____ some clothes and books.
   B: That's great! I want to make a donation, too.
2. **A:** I _____ tacos in Mexico years ago.
   B: What did they taste like?
   A: They _____ spicy.
3. **A:** _____ Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi always _____ a billionaire?
   B: No, he hasn't.
   A: _____ he ever _____ money to charity?
   B: Yes, he ___. He _____ some of his wealth to charity in 2011.
4. **A:** I've never _____ in a helicopter.
   B: I have. I _____ in one over the Red Sea.
   A: I'd like to do that one day.

D. Make some notes in the chart below. Work with a partner. Ask and answer about your personal experiences.

People I have met	Places I have been	Events I have attended
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

E. Tell your partner's experiences to the class.



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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 31 30/4/25 11:40 PM

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12 Project

1. Think about a person you admire who could be a role model for you and your friends.
2. Research and collect information about his/her life and achievements. Make notes along the timeline below.
3. Draw the timeline on a large poster. Use your notes to write brief summaries at each point.
4. Include pictures or drawings to illustrate the person's achievements.
5. Present your poster in class. Allow time for questions afterward.



Born
Date

Grew up in
Where/when

School
Where/when

First discovered what he/she was very good at
Where/when

How he/she used his/her talent/discovery
How/when

Who helped him/her
How/when

How he/she became successful
How/when

MG_03_COMBO_TEXT_2025.indb 32 30/4/25 11:40 PM

13 Self 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.
talk about fame and fortune			
discuss options			
use *used to* versus *be used to*			
use *would* for repeated action in the past versus *used to*			
use *was/were going to* (future in the past)			
use the present perfect simple tense			
use time expressions with *for* and *since*			
ask questions with: *How long...?*			
use the past simple and present perfect tense			
ask and talk about personal experiences using: *Have you ever ...?*			

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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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 33 30/4/25 11:40 PM

3 What Will They Think of Next?

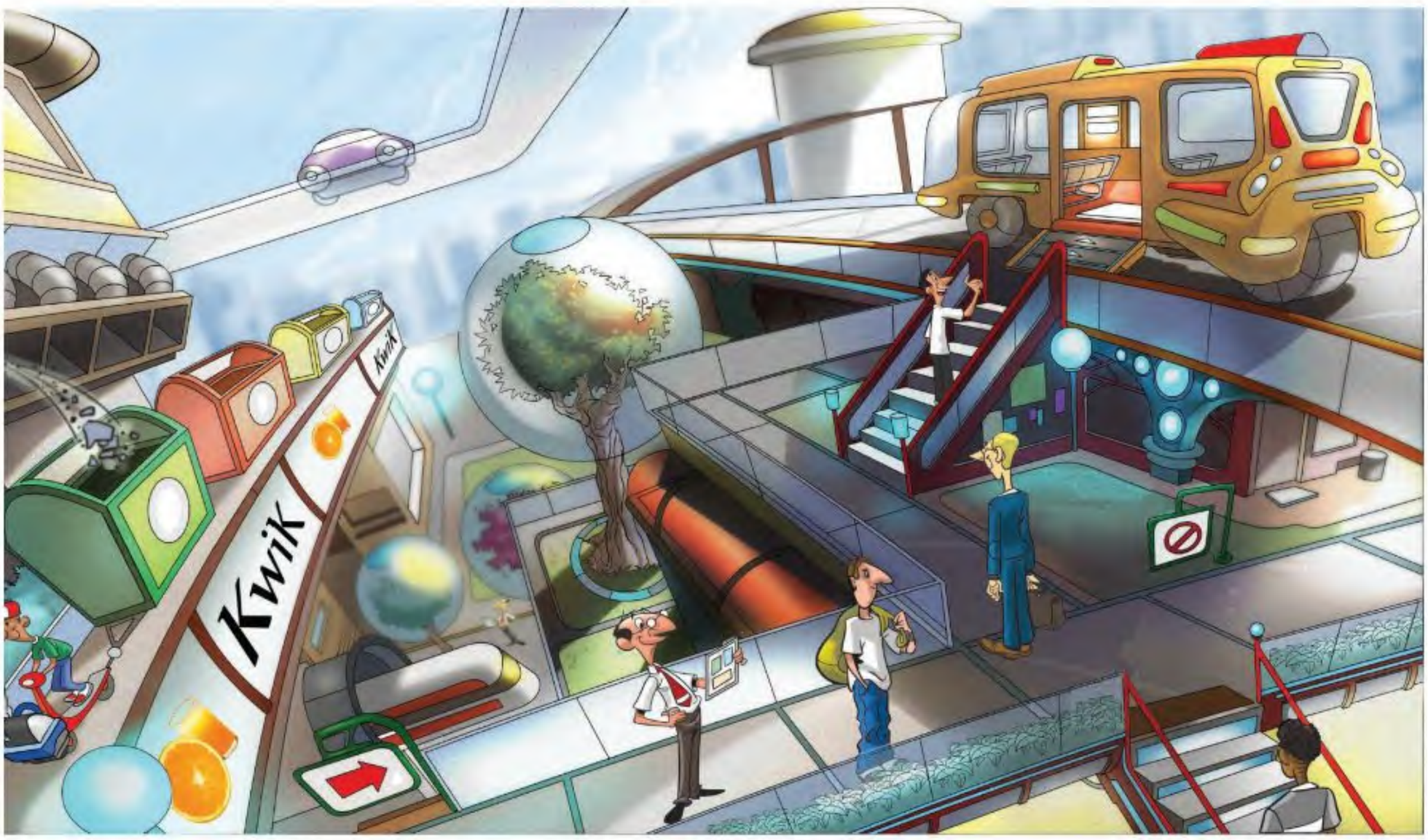
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1 Listen and Discuss

1. What things that we take for granted today did people not have 100 years ago?
2. Name a discovery or development that you think people will have (or use) 100 years from now.

In 1900, a popular American magazine, called *Ladies' Home Journal*, published an article called "What May Happen in the Next Hundred Years," making predictions about what life would be like in the year 2001. Read and discuss the predictions.



People

People will be taller by one to two inches. This increase in height will be a result of better health, due to improvements in medicine, sanitation, and diet. The average life expectancy will have risen from the current age of 35 to the age of 50.

Language

There will be no C, X, or Q in the English alphabet as these letters will have been determined to be unnecessary. Spelling by sound will have been adopted. English will have become a language of condensed words. English will also be more extensively spoken than any other language. Russian will rank second.

Transportation

Cars will be cheaper than horses are today. Automobiles will have been substituted for every horse vehicle now known. A one-pound motor in one of these vehicles will do the work of a pair of horses or more.

There will be air-ships, but they will not successfully compete with cars and ships for passenger or freight traffic. They will be used mainly by the military.

Traffic

There will be no traffic on the streets of large cities. All traffic, including subways, cars, and buses will be either below ground or high above ground. "Moving-sidewalk" stairways will connect them to the street level. The vehicles on the busy underground and overhead streets will have cushioned wheels. Therefore, there will be almost no noise in cities.

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 34 30/4/25 11:40 PM



Media

Photographs will be telegraphed from any distance. If there is an important event happening halfway around the world, photographs of the event will be published in newspapers an hour later.

Deliveries

When people make purchases from stores, their purchases will be delivered by tubes, connected from the store to houses. These tubes will also collect, deliver, and transport mail over distances, perhaps for hundreds of miles.

Communication

Wireless telephone circuits will span the world. A person in New York will easily be able to call someone in China.

Quick Check ☑

A. Vocabulary. Match each word to its definition.

1. _____ circuits	**a.** extend across
2. _____ condensed	**b.** shortened
3. _____ determined	**c.** covering a wide range or area
4. _____ extensively	**d.** position in an ordered group
5. _____ rank	**e.** paths for electrical currents
6. _____ span	**f.** decided

B. Comprehension. Answer the questions.

1. What was the average life expectancy in 1900?
2. What predictions did the author make about the English language? Have they come true?
3. What do you think the author was referring to when he used the term *air-ships*?
4. Choose a prediction and give an example of how it has come true.
5. Which prediction do you think is the least likely to ever come true? Why?

2 Pair Work

Work with a partner to make predictions about the year 2100. Create one prediction for each of the categories in the article. Discuss your predictions with the class.

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 35 30/4/25 11:40 PM

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3 Grammar

Future Perfect

The future perfect is used to express the idea that an action will be completed in the future, before another event or before another specific time in the future. The future perfect is formed with *will have* + past participle.

By the time my children are grown, scientists **will have found** a solution to global warming.

The car company **will have introduced** their new models by November.

Future Perfect Progressive

The future perfect progressive is used to focus on the duration of an action that will be happening in the future before another time or event happens in the future. The future perfect progressive is formed with *will have* + been + present participle.

By the year 2033, people **will have been flying** for 130 years.

Note: Sometimes either the future perfect or the future perfect progressive can be used to express the same idea.

By 2030, I **will have been living** in Sao Paulo for 15 years.

By 2030, I **will have lived** in Sao Paulo for 15 years.

The Future with Dependent Time Clauses

We can talk about a future event using a time clause with *when, before, after, while, until,* and *as soon as*. A present tense verb form (not a future form) is used in the time clause, and *will* or *be going to* are used in the main clause.

My father **will** keep using his old-fashioned cord phone **until it breaks**.

When he finishes working on his invention, he**'s going** to let me try it out.

A. Use the future perfect to combine the future events into one sentence, using ***by*** or ***by the time***.

1st Event: I will take all my final exams. **2nd Event:** The end of June will come.

By the end of June, I will have taken all my final exams.

1. **1st Event:** It will start to rain.
   2nd Event: We will arrive at the picnic.
2. **1st Event:** I will fall asleep.
   2nd Event: This film will be over.
3. **1st Event:** I will get married and have children.
   2nd Event: 2035 will come.
4. **1st Event:** My father will work at his company for 20 years.
   2nd Event: He will retire.
5. **1st Event:** He will decide which college to attend.
   2nd Event: February will come.
6. **1st Event:** The food will get cold.
   2nd Event: You will come to the table.
7. **1st Event:** He will learn to drive.
   2nd Event: He will graduate.



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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 36 30/4/25 11:40 PM

B. Use the future perfect or the future perfect progressive to complete each sentence. In some cases, both forms are possible.

Sheri started teaching biology in 2019.
By 2029, *she will have been teaching biology for ten years.*

1. Fadi and Amina got married in 2000. By 2034, _____.
2. My brother became a vegetarian three weeks ago. By next week, _____.
3. Jasim started his new job in February. By November, _____.
4. You started studying at 4:00. By 8:00, _____.
5. I've already lost five kilograms on my diet. If I lose another two, _____.
6. I moved to Singapore in 2018. By 2032, _____.
7. We started waiting 20 minutes ago. If she gets here in 10 minutes, _____.
8. This TV show started two-and-a-half hours ago! In another half hour, _____.

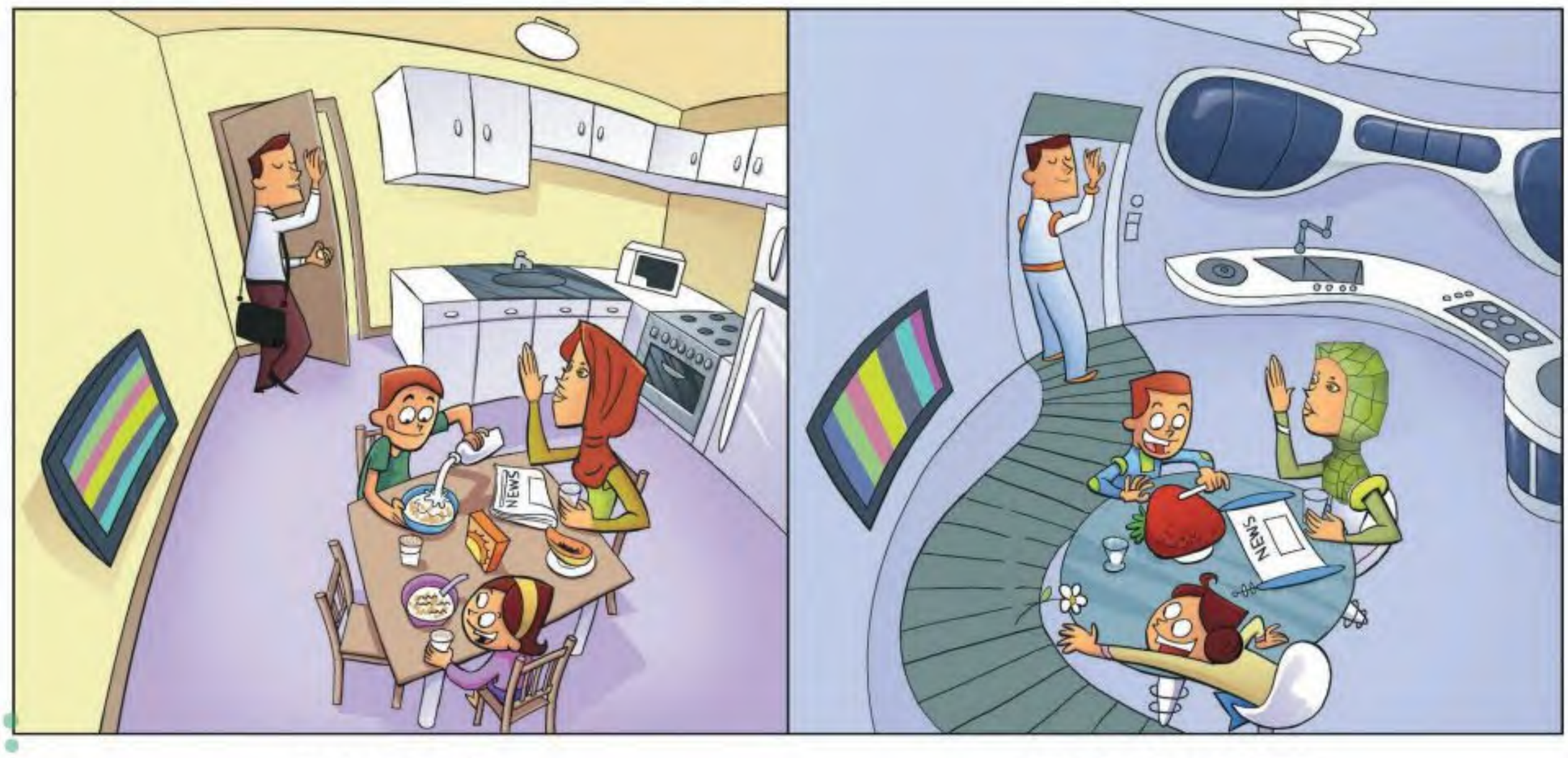
C. Put the verbs in parentheses in either the future tense (***will*** or ***be going to***) or the present tense.

I *'ll call* (call) you as soon as I *get* (get) home.

1. The company _____ (manufacture) the parts when they _____ (receive) the order.
2. After I _____ (make) a million dollars, I _____ (buy) my parents a house.
3. I _____ (travel) the world, before I _____ (get) married and settle down.
4. He _____ (run) to the store, before it _____ (start) raining.
5. When you _____ (drive) down the road, you _____ (see) a large, red building.
6. _____ you _____ (argue) with me until I _____ (change) my mind?

D. Look at the pictures. Then complete the paragraph about how life will be different in the year 2050. Use the future perfect, future perfect progressive, and the future with dependent time clauses.

While some things will have stayed the same for the average family in 2050, some things will have changed dramatically...



Today's family **The family of 2050**

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 37 30/4/25 11:40 PM

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4 Conversation



Edward: Grandma, you've been lugging that book around all weekend.

Grandma: If I want to read it, what choice do I have?

Edward: You can ditch the book and get an electronic book reader.

Grandma: A *what*?

Edward: An electronic book reader. They're these great little devices that let you read books electronically. So, you read on screen instead of on paper.

Grandma: But I like reading on paper.

Edward: Trust me, Grandma. In a few years, no one is going to be reading books printed on paper anymore. Paper books will have disappeared.

Grandma: I don't like all this new technology. I'm happy with things the way they are.

Edward: You really should check out e-book readers. One of the advantages is that you can buy, download, and start reading a book in minutes. Another great thing about it is that you can carry hundreds of books with you without it being heavy.

Grandma: Why would I want to carry hundreds of books around with me?

Edward: Grandma, I'm sure if you just gave it a try, you'd find that you actually prefer it. Why not go with the flow?

Grandma: I think this is all just a lot of hoopla. I've been reading my books on paper for 68 years, and I'm not about to change that now.

Real Talk

lugging = carrying, especially something heavy or awkward
ditch = leave, get rid of
check out = look at something in order to evaluate it
go with the flow = accept things
hoopla = excitement created by a large amount of publicity

About the Conversation

1. What does Edward want Grandma to try?
2. What arguments does he make?
3. Is Edward successful in persuading Grandma? Why or why not?

Your Turn

Role-play with a partner. Tell your partner about something you use or do, such as a kind of technology or a sport. Try to persuade your partner to try it. Use phrases for persuading.

Persuading

(I'm sure) if you just give it a try, you'll find that...
Look at it this way...
One of the advantages is...
One reason you should consider...
Trust me on this...
What's great about this is...

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 38 30/4/25 11:41 PM



5 Listening

Listen to the information about the future of newspapers. Then complete the chart with the advantages and disadvantages of each news format.

1.

Newspapers	Advantages	Disadvantages
Print		
Online		
Electronic		

2. What do you think some disadvantages of the electronic newspaper might be?

6 Pronunciation

Consonant clusters may contain two or three consonants, for example: **br**oken, **p**lan, under**st**and, **str**eet, **spr**ay, hun**gr**y. Be careful not to separate the consonants in a cluster with a vowel sound or add a vowel sound before the cluster. Listen and practice.

1. The Internet **br**ought **gr**eat change to the newspaper indu**str**y.
2. To **st**ay competitive, it soon became important to have an online **pr**esence.
3. Newspapers could **pr**esent up-to-the-minute news, in**st**ead of having to wait to **pr**int it.
4. The elec**tr**onic newspaper reader will have the look and feel of a **pr**int newspaper.
5. It will have a portable **scr**een that is **fl**exible.
6. One newspaper pu**bl**isher **pr**edicts, "By 2030, we will have **st**opped **pr**inting paper newspapers com**pl**etely."

7 Vocabulary Building

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

1. _____ chain	**a.** extremely difficult
2. _____ commonplace	**b.** a path in space followed by a planet, moon, or spacecraft
3. _____ estimated	**c.** a group of businesses owned by the same company
4. _____ lucrative	**d.** expensive
5. _____ orbit	**e.** frequent or usual
6. _____ rigorous	**f.** producing a lot of money
7. _____ simulate	**g.** given an approximate cost
8. _____ steep	**h.** imitate

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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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 39 30/4/25 11:41 PM

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8 Reading

Before Reading

If you could go into space, would you? Why or why not?

AN OUT-OF-THIS-WORLD VACATION



Things that once seemed impossible often become commonplace with the passing of time. There are people predicting that this will happen with space tourism in the next decade or two. Some are even investing in and developing space tourism technology, believing that space tourism will be the next big thing. They imagine a future in which space travel will have become a reality for millions of ordinary people.

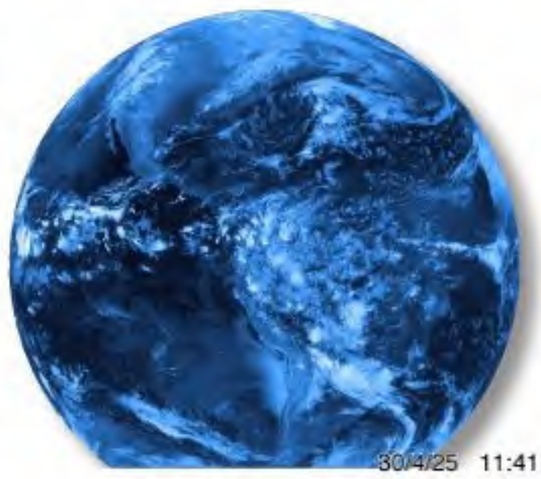
At the moment, space tourism is only a possibility for the incredibly wealthy. In 2001, American multi-millionaire Dennis Tito paid $20 million to become the first space tourist. After eight months of rigorous training, Tito traveled aboard a Russian capsule that was launched by an American company called 'Space Adventures.' He then spent seven days aboard the International Space Station. Since then, a number of other millionaire space tourists of different nationalities have gone into space.

Although up to now only very wealthy people have had the opportunity to be space tourists, many see this as the beginning of what will eventually become a lucrative new industry. There are several companies that have already invested millions of dollars in developing new, reusable launch vehicles. Their goal is to lower launch costs enough to make it possible for the average person to buy a ticket to space. The Japanese Rocket Society, for example, has set a target price of one million yen (about $10,000).

Virgin Galactic, a British company owned by Richard Branson's Virgin Group, has been working on plans for sending people into space for years. The company is about to begin testing of their eight-seat spacecraft, and expects that they will have worked out any problems by 2022. When the spacecraft is shown to be safe, Virgin Galactic will begin their flights. Although tickets are a steep £100,000 ($123,000), amazingly, the first year of flights has already been booked. One of these future passengers is Lisa Ramirez, a mother of three. When asked why she was prepared to spend so much money on a Galactic flight, Ramirez explained, "I'm 58 years old, and by the time this happens, I will have been dreaming of going to space for at least 45 years!"

There are even companies working on plans to build hotels for space tourists. The Shimizu Corporation, a giant Japanese construction company, has detailed plans for a space hotel concept. They plan to create a 64-room hotel which will orbit 279 miles (450 kilometers) above the surface of Earth. The hotel will slowly spin in order to produce enough force to simulate Earth's gravity. It is estimated that such a space hotel would cost 6 to 12 billion dollars, and would take about six years to build.

Since water was discovered on the moon in 1998, the multi-national hotel chain, Hilton Hotels, has been working on plans for a hotel on the moon. The plans call for a 5,000-room complex with a beach, a working farm, a medical center, and even a school. Two huge solar panels will generate the power. Hilton is working on this project with experts at NASA.



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2025 - 1447

MG_03_COMBO_TEXT_2025.indb 40 30/4/25 11:41 PM



You may wonder what space tourists will do while in space. To begin with, most will probably want to spend some time simply enjoying the incredible sight of Earth from space. After that, no doubt they will spend some time gazing at the amazingly bright stars, and will take a space walk or two. When space tourists have had their fill of observing, they are likely to spend hours amusing themselves floating and doing acrobatics in the zero gravity of space. This zero gravity could provide endless recreational opportunities, including swimming in a zero gravity swimming pool in which people move through a floating mass of water.

With so much research, energy, and money being poured into space tourism, it is clear that it is a matter of *when*, rather than *if* space tourism will become a reality.

After Reading

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

1. _____ The first tourist in space paid two million dollars.
2. _____ Virgin Galactic is struggling to book its first year of flights.
3. _____ A Japanese construction company has plans to build a hotel in space.
4. _____ The entire hotel will experience zero gravity.
5. _____ The Hilton Hotel chain plans to power a moon hotel with wind power.
6. _____ Hilton Hotels is working on the moon hotel with NASA.

9 Speaking

1. Work in groups/pairs. Think about space tourism in the future. Do you think it will happen? Why? Why not?
2. What do you think some of the advantages and disadvantages will be?
3. Think about transportation, accommodation, cost, and advertising.
4 Make notes in the chart and use them to help you present your opinion and discuss in class.

Advantages of space tourism	Disadvantages of space tourism	My opinion
		Space tourism **will/will not** happen. Reasons:

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 41 30/4/25 11:41 PM

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10 Writing

A. 1. How do you think the world will have changed by the year 2050? Think about cities, crops, manufacturing, vehicles, trade, homes and other buildings, and measures to protect people from environmental factors, such as radiation from nuclear power stations.

2. How do you think Saudi Arabia will change in the future? What progress and developments will have been made by 2030 in areas, such as education, society, the economy, technology, culture, and infrastructure?

3. Read the text and compare your ideas in 2 with the plans in the text.

4. Look at the use of active and passive voice in the text. Which is used most often? Why?

All success stories start with a vision, and successful visions are based on strong pillars. By 2030 our Vision for the country will have been implemented, providing greater opportunities for our people.

The pillars on which we will build this Vision are firstly, our status as the heart of the Arab and Islamic worlds, secondly, our determination to become a global investment powerhouse and finally, the transformation of our unique strategic location into a global hub connecting three continents, Asia, Europe and Africa.

By 2030, our Vision will have been developed into reality, built around three themes: a vibrant society, a thriving economy and an ambitious nation.

This first theme is vital to achieving the vision and a strong foundation for economic prosperity.

We recognize the importance of preserving our society and our sophisticated heritage in order to promote national unity and consolidate true Islamic and Arab values. We will endeavor to strengthen, preserve and highlight our national identity so that it can guide the lives of future generations. We will do so by keeping true to our national values and principles, as well as by encouraging social development and upholding the Arabic language. We will continue to work on the restoration of national, Arab, Islamic and ancient cultural sites and strive to make them accessible to everyone, and in the process, create cultural events and build world-class museums which will attract visitors from near and far.

Our cities already enjoy high levels of security and development. Our citizens are safe, secure and healthy. We will continue to maintain this through supporting infrastructure development, providing high-quality services and keeping our crime rates (already among the lowest in the world) very low. We will further continue to develop and provide meaningful recreation facilities to our citizens and encourage the exchange of knowledge and cultural experiences through community clubs and pastimes.

In the second theme, a thriving economy provides opportunities for all by building an education system aligned with market needs and creating economic opportunities for entrepreneurs and small enterprises as well as the large corporations. Therefore, we will develop our investment tools to unlock our promising economic sectors, diversify our economy and create job opportunities. We will also expand our economy and improve the quality of our services. We will continue to support our already excellent education system to help young people gain the skills and training to enter the job market and find work.

Our nation is ambitious in what we want to achieve. We will improve efficiency and take responsibility seriously at all levels. Our third theme is built on an effective, transparent, accountable, enabling and high-performing government. We will also prepare the right environment for our citizens, the private sector and non-profit sector to take their responsibilities and take the initiative in facing challenges and seizing opportunities. One of our responsibilities is towards not only the people of our country and our visitors, but also to the environment. By preserving our environment and natural resources, we fulfill our Islamic, human and moral duties. We will seek to safeguard our environment by increasing the efficiency of waste management. We will promote the optimal use of our water resources and we will direct our efforts towards protecting and rehabilitating our areas of natural beauty.

** 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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2025 - 1447

MG_03_COMBO_TEXT_2025.indb 42 30/4/25 11:41 PM



B. **1.** Choose one development in the text which will have been completed by 2030.

2. Think about the impact this development will have on both your personal life and on society. Write your ideas in the organizer.

3. Write an essay presenting your ideas and give some examples.

The development that will have taken place by 2030:
The impact on my life:
The impact on society:

Education in 2030

By 2030, the Vision Program will have made great progress in developing more ways for us to learn effectively. I think that in addition to supporting teachers and students even more with resources and training, we will also be able to learn from home via the use of computers. This will be helpful for people who live in remote areas or when a child is sick and cannot get to school. There will be online classes and perhaps we will have project materials delivered by drones!

Writing Corner

When you write a personal essay which expresses your views:

- make notes before you start writing to plan what you want to say.
- organize your thoughts into paragraphs; for example, describe the change in the introduction. Use the main body to talk about the impact on you and the impact on society.
- include a conclusion to sum up your views or opinions. Don't include any new information in the conclusion.
- be creative but focused on the topic.
- you don't have to be objective.
- address your audience directly.
- use *I* narration, as in *I think* or *I feel*.
- include examples, personal anecdotes, thoughts, interpretations, or ideas.
- try to get your point across as clearly as possible.
- do not repeat yourself.

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 43 30/4/25 11:41 PM

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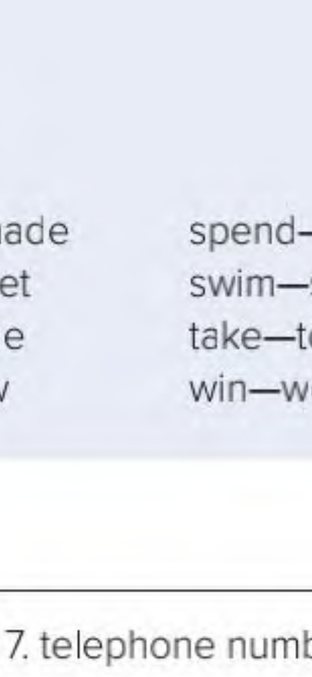
11 Form, Meaning and Function

Simple Present Tense

Yes/No Question (?)	Short Answer (+)	Short Answer (–)
Do they use the Internet?	Yes, they **do**.	No, they **don't.**
Does she have a laptop?	Yes, she **does**.	No, she **doesn't.**

Simple Present of the Verb *Be* and Information Questions

Information Questions (?)	Answer
What's your last name?	It**'s** Al Zahrani.
How's it going?	Fine, thanks.
When's the festival?	It**'s** in February.
Where's your friend from?	He**'s** from Jeddah.
Who's that tall man?	That**'s** my uncle.
Why's he here?	He**'s** here for the festival.



Simple Past of the Verb *Be* and *Be Born*

Q: Where **were** you born? **A:** I **was** born in Oman.
Q: Where **was** he/she born? **A:** He/She **was** born in Kuwait.

Simple Past with Regular and Irregular Verbs

Yes/No Question (?)	Short Answer (+)	Short Answer (–)
Did you/he/she/they live in Riyadh?	Yes, I/he/she/they **did**.	No, I/he/she/they **didn't**.

Information Questions (?)	Answer
Where **did** you live?	I **lived** in Riyadh.
What **did** he wear?	He **wore** formal clothing.

Irregular Past Forms

be—been	drive—drove	go—went	make—made	spend—spent
buy—bought	eat—ate	give—gave	meet—met	swim—swam
come—came	feel—felt	have—had	ride—rode	take—took
do—did	fly—flew	know—knew	see—saw	win—won

A. Interview a classmate. Ask for this personal information.

1. name	4. date of birth	7. telephone number
2. spelling of first and last names	5. nationality	8. email address
3. age	6. address	9. occupation

B. Read the predictions again made in 1900 on pages 34 and 35. Which predictions came true? Which predictions didn't come true? Use the simple present and simple past tenses.

1. *Life expectancy didn't rise from 35 to the age of 50. It rose from 35 to the age of 75. People are taller now than they were in 1900.*

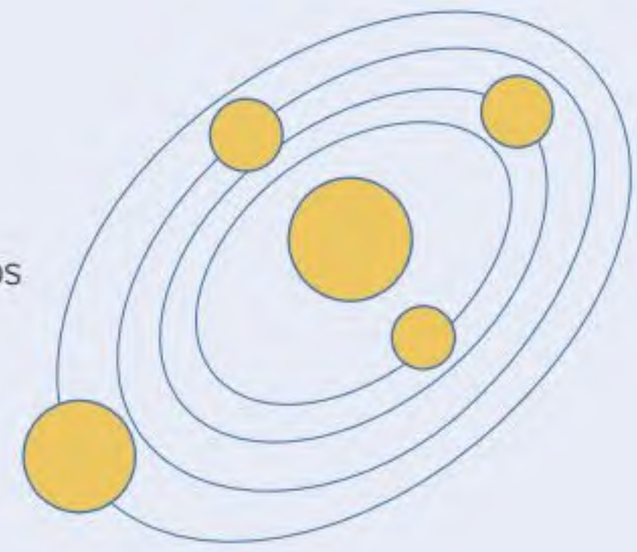
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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 44 30/4/25 11:41 PM

Words Connected with Space and the Planetary System: Part 1

Some words we associate with space and the planetary system are:

technology	gas	solar system	rocks	orbit
space station	gravity	the moon	volcanoes	launch
spacecraft	stars	the sun	poisonous air	land
robot car	meteors	Earth	high mountains	take photos
astronauts	eclipse	the planets	atmosphere	build



Our **planet Earth** is a lump of **rock** in **space**.

Each planet **orbits** the **sun** on its own invisible path.

The sun was formed by thick clouds of dust and **gas**.

The **moon** is the only place in space where people **have landed**.

An **eclipse** is when the moon moves in front of the sun for a short time. The sky gets darker and the temperature drops.

C. Complete these facts about space with an appropriate word. Use the vocabulary words above.

1. The sun is at the center of our _____ _____. _____ is one planet in a group of eight planets. Scientists now consider Pluto to be a *dwarf* planet.
2. The sun is a _____. Because it is very close to Earth, it looks bigger than the other stars.
3. Sometimes a _____ crashes into the moon and makes a crater or giant hole in the surface.
4. In the future, scientists want to _____ hotels on the _____ so people can go there on vacation.

D. Work with a partner. One person should read EXTRACT 1 and the other person should read EXTRACT 2. Ask and answer each other to talk about your reading extract.

A: What is EXTRACT 2 about?
B: It's about space tourism and what tourists will do in space.
A: What will they do?

EXTRACT 1

Are humans the only intelligent life in the universe? Or, are we just one of many advanced civilizations out there? While people used to assume we were alone in the universe, we now know that the galaxy contains over 100 billion stars. This fact has led many scientists to think it unlikely that we are the only intelligent life form in the universe. Some of these scientists have devoted themselves to searching for other civilizations. This search is commonly referred to as the Search for Extraterrestrial Intelligence, or SETI. Since the SETI program began in 1959, scientists have been scanning the sky for signals sent by another, alien civilization. To do this, they used the world's largest radio telescope which is located in Arecibo, Puerto Rico. The Arecibo telescope is 1,000 feet (305 meters) in diameter. This telescope is so large, it is said that it could hold 10 billion bowls of cornflakes! Prior to its partial collapse on December 1, 2020, the telescope collected and sent data to SETI computers 24 hours a day.

EXTRACT 2

There are companies working on plans to build hotels for space tourists. The Shimizu Corporation, a giant Japanese construction company, has detailed plans for a space hotel concept. They believe they can build a 64-room hotel which will orbit 279 miles (450 kilometers) above the surface of Earth. The hotel will slowly spin in order to produce enough force to simulate Earth's gravity. It is estimated that such a space hotel would cost 6 to 12 billion dollars, and would take about six years to build. You may wonder what space tourists will do while in space. To begin with, most will probably want to spend some time simply enjoying the incredible sight of Earth from space. After that, no doubt they will spend some time gazing at the amazingly bright stars, and will take a space walk or two. When space tourists have had their fill of observing, they are likely to spend hours amusing themselves floating and doing acrobatics in the zero gravity of space. This zero gravity could provide endless recreational opportunities, including swimming in a zero gravity swimming pool in which people move through a floating mass of water.

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 45 30/4/25 11:41 PM

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12 Project

Take a closer look at your neighborhood or an area in your town or city and think about changes that have been taking place over the last year or two.

1. Look at the area and write things that you see, e.g. old and new buildings, sidewalks, street lights, new and old stores, traffic, sanitation system, parks, etc.
2. Research and collect information about constructions or other projects. Talk to people who live in the area. This type of information will give you ideas about the kinds of development/ changes that will probably take place.
3. Use the chart to make notes about the information and your ideas.
4. Think of how the area will have changed by 2030 or 2040.
5. Select and print out pictures or draw if possible.
6. Use your notes and pictures to prepare a PowerPoint presentation for your class.





The area as you see/know it now	The area as you imagine it in 2030 or 2040	Comment on change (positive or negative)

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 46 30/4/25 11:41 PM

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.
discuss technology invented over the last 100 years			
discuss technology of the future			
make predictions about life in the future			
use the future perfect and the future perfect progressive			
use the future with dependent time clauses			
ask information questions			
use be and be born in the present and the past			
know some regular and irregular past verb forms			
talk about space and the planets			

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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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 47 30/4/25 11:41 PM

EXPANSION Units 1–3



1 Language Review ☑

A. Complete each sentence with ***other***, ***others***, or ***another***.

1. I'm almost done with this cup of hot chocolate. Can you please bring me _____?
2. Some predators wait for their prey to come to them. _____ predators chase their prey.
3. Don is so materialistic. Although he already has two cars, he's going to buy _____.
4. One lucrative crop for many farmers is soybeans. _____ is corn.
5. He excels in football, track, gymnastics, and a handful of _____ sports.
6. That store is a chain. There are a few in Spain and Italy and _____ in France and Germany.
7. One of the most famous children's books by Dr. Seuss is *The Cat in the Hat*. _____ are *One Fish Two Fish Red Fish Blue Fish* and *Horton Hatches the Egg*.
8. One option would be to spend the money on a vacation. _____ would be to put it in a savings account.

B. Rewrite the underlined sentences with ***used to***, ***be used to***, or ***would***.

He's a very humble man. He doesn't usually take credit for anything.
He's not used to taking credit for anything.

1. When he lived in Riyadh, he often drove by Faisaliah Tower.
2. Bobby felt lonely when his sister went to college. It felt strange not having her in the house.
3. This coffee shop is where I studied when I was in college.
4. He's much more materialistic now than he was when he was a teenager.
5. The cough was so persistent, after a while she didn't even notice it.
6. When I was younger, I exercised rigorously. Now I hardly exercise at all.
7. I usually shop in small stores. I don't usually shop in chain stores.
8. He has always loved electronics. When he was a child, he and his dad built circuit boards together.



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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 48 30/4/25 11:41 PM

C. Answer and discuss these questions about life in the year 2050.

1. Do you think scientists will have found a cure for cancer?
2. Do you think space travel will have become commonplace?
3. Do you think the world will have become more peaceful?
4. Do you think we will have started using something other than gas to run our cars?
5. Do you think global warming will have slowed down?
6. Do you think engineers will have developed a computer capable of thought?
7. Do you think scientists will have contacted life on other planets?

D. Look at the pictures of Asma below. Write sentences about her, using the following grammar points from Units 1–3.

- ☐ *used to*
- ☐ *was going to*
- ☐ *would*
- ☐ future perfect
- ☐ future perfect progressive
- ☐ future with dependent time clauses



Asma, 10 years ago

Marital status: single, lives at home with parents
Occupation: student
Hobbies: writing poetry, playing video games
Likes: sleeping late, spending time with friends
Dreams: to become a professor, to get married and have kids, to have laser eye surgery



Asma, 10 years from now

Marital status: married, two children
Occupation: history professor
Hobbies: writing poetry, gardening
Likes: spending time with family, eating healthy foods
Dreams: to get more sleep!

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 49 30/4/25 11:41 PM



2 Reading

Before Reading

1. Do you think there is life on other planets?
2. If there were life on other planets, how could we find this out?

IS ANYBODY OUT THERE?

Are humans the only intelligent life in the universe? Or, are we just one of many advanced civilizations out there? While people used to assume we were alone in the universe, we now know that the galaxy contains over 100 billion stars. This fact has led many scientists to think it unlikely that we are the only intelligent life form in the universe. Some of these scientists have devoted themselves to searching for other civilizations. This search is commonly referred to as the Search for Extraterrestrial Intelligence, or SETI.

Since the SETI program began in 1959, scientists have been scanning the sky for signals sent by another alien civilization. To do this, they used the world's largest radio telescope which is located in Arecibo, Puerto Rico. The Arecibo telescope is 1,000 feet (305 meters) in diameter. This telescope is so large, it is said that it could hold 10 billion bowls of cornflakes! Prior to its partial collapse on December 1, 2020, the telescope collected and sent data to SETI computers 24 hours a day.

Many people don't realize that in addition to searching for radio waves, we humans are sending them out into space as well. This is because all of the radio and television signals that come into our homes also travel into space. We have been constantly and unintentionally leaking radio waves into space for over sixty years now. One day these signals may be detected by an alien civilization. In fact, it is possible that aliens are already listening to *Who Wants to Be a Millionaire?*, *CSI*, and *The Simpsons*!



Arecibo Radio Telescope

Although SETI has found some unexplained signals, there have not been any clear, confirmed extraterrestrial signals yet. However, SETI scientists are not at all discouraged. They know that the universe is vast, and searching the entire sky for a distant signal is like searching for a needle in a haystack.

Not only are SETI scientists not discouraged, they are actually more optimistic than ever before. They do feel that in another 50 or 100 years, they will have succeeded in detecting alien signals. What is the reason for this confidence? Previous searches were limited by the shortcomings of available technology. For example, while there are hundreds of billions of stars in our galaxy, fewer than a thousand have been monitored for alien signals. But technology is improving all the time. As technology improves, scientists are going to have a better chance of picking up alien signals. In the next few decades, hundreds of thousands of stars, maybe even millions, will have been monitored.

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 50 30/4/25 11:41 PM



Dan Wertheimer, a SETI researcher at the University of California in Berkeley, says, "We're making incredible progress. The more computing power you have, the better job you can do looking for these signals. Capabilities have been doubling every year." One reason SETI's computing power has been increasing is a volunteer program started in 1999 called SETI@home, in which the computers of ordinary people around the world are used to analyze SETI data.

Through the SETI@home program, volunteers download a special SETI screensaver to their home computer. When the computers are not in use and go into screensaver mode, the computers begin to analyze data gathered by the Arecibo radio telescope. The home computers search through the data for any signals that may have been created by an alien civilization. There are currently over 5 million volunteers in 225 countries participating in this program. Wertheimer says, "If you're the lucky one that finds that distant signal, then you might get the Nobel Prize, but you'll have to share it with 2 million people around the world who are helping us analyze that data."

Some people find it hard to believe that perhaps one day we will be communicating with aliens from distant planets. But others feel differently. Eighty-six-year-old Daniel Jackman says, "When I was a young man, if you had told me that one day we were going to send people into space, I would've told you that you were crazy. Now I know better. Just because we're used to certain limitations doesn't mean we can't go beyond them."

We may well learn one day that we are not alone in the universe. In the meantime, when sitting on your couch, watching your favorite TV program, consider that an alien civilization may be listening to it with you!

After Reading

A. Match each word to its synonym.

1. _____ diameter	**a.** accidentally
2. _____ detected	**b.** width
3. _____ limitations	**c.** restrictions
4. _____ monitored	**d.** observed
5. _____ optimistic	**e.** searched
6. _____ unintentionally	**f.** hopeful
7. _____ vast	**g.** enormous

B. Answer the questions.

1. What is the goal of the SETI program?
2. Why haven't any signals been picked up from other planets yet?
3. Why are SETI scientists confident that they have a better chance of picking up signals in the future?
4. How do we send signals into space?
5. What is SETI@home?

Discussion

1. Do you think the SETI project will ever be successful? Why or why not?
2. Do you think it is a good idea to try to contact alien civilizations? Why or why not?

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 51 30/4/25 11:41 PM

3 Language Plus Aa

A



be in another world

B



carry the weight of the world on (one's) shoulders

C



be on top of the world

D



be worlds apart

E



The world is (one's) oyster.

F



Where in the world...?

Complete each sentence with an idiom shown. Be sure to put each idiom in the correct tense.

1. I just can't find my glasses. _____ could they be?
2. Badr _____. He's so happy that he won the math competition.
3. Dan and Warren have such different views that they _____.
4. Jim has so many responsibilities that he feels like he _____.
5. Frank is lost in his thoughts again. It's like he _____.
6. Ali graduated at the top of his class, so he has a bright future with many opportunities. _____.

4 Writing

Tools for Writing: Commonly Confused Words

Fewer and *less* have the same meaning. They are both the opposite of *more*. However, *fewer* is used with count nouns and *less* is used with noncount nouns.

Fewer people are buying newspapers than ever before.
Since the new police chief took over, there has been **less** crime in our city.

Farther is used to talk about distance. *Further* is used to mean *additional*.

Most Arabian bred horses can run faster and **farther** than English bred horses.
I'm going to call the school to get **further** information about the program.

Complete each sentence with the correct commonly confused word.

1. The invention of the microwave made it possible to cook meals in _____ time.
2. I make _____ grammatical mistakes than I used to.
3. I don't want to discuss this any _____.

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 52 30/4/25 11:41 PM

An expository essay is an essay in which the writer explains, describes, or gives information about a subject.

Writing Prompt

Write an expository essay about a common device or technology. Write about the history of the technology, and make predictions about how you think the technology will change in the future. Include grammar points from Units 1–4.

Write Your Essay

1. Decide on the type of device or technology you will write about.
2. Use a chart to organize your ideas. Write your topic at the top. Then write ideas about the past, present, and future of the device or technology.
3. Write a draft of your essay.
4. Have a partner read and comment on your draft. Use your partner's comments and suggestions to revise your essay.

Device/Technology: _____		
Past	**Present**	**Future**

Developing Your Writing: Prewriting Techniques

Prewriting is an important first step in the writing process. Prewriting helps you explore and gather your ideas before you begin organizing and writing your essay. These are some of the most common types of prewriting techniques:

Freewriting: Freewriting involves taking the time (usually about five minutes) to write down all of the ideas you have about your topic before you begin researching or organizing the topic. When you freewrite, do not worry about using correct spelling, grammar, or punctuation, or even writing in complete sentences.

Brainstorming: Like freewriting, the purpose of brainstorming is to capture all of the ideas you have on a topic before you begin writing about it. However, when you brainstorm you only write words or phrases related to your topic.

Questioning: Ask the journalist's five *W's—Who? What? When? Where? Why?*—about the topic. List as many questions as you can about the topic. This will help you start thinking about questions to research and answer in your essay.

The Past, Present, and Future of the Telephone

Telephones are something we all take for granted. We are so used to having them that it is hard to imagine that they were only invented a little over 100 years ago. Just think, at the beginning of the twentieth century there were fewer than four million phones in the world. And if you wanted to speak with another person over the phone, you would need an operator to make the connection between you and the other person. Telephone technology has changed a lot over the last 100 years, and I believe in just another ten or twenty years it will have changed radically from what it is today...

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 53 30/4/25 11:41 PM

4 The World of TV

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1 Listen and Discuss

1. What is your favorite TV film? Explain why it is your favorite.
2. Which of the following genres do you like best: animation, comedy, or adventure? Why?
3. What's the worst TV film you have ever seen? Explain.



1 NAME THE TV FILM

About the story: This science fiction action-adventure film is about the efforts of a group of people to save the surviving dinosaurs on Isla Nublar, a fictional Central American island in the Pacific. Three years after the Jurassic World theme park was closed down and the island was abandoned by humans, a dormant volcano on the island becomes active, threatening the dinosaurs living there. Claire Dearing, the theme park's former operations manager, and Owen Grady, the park's former velociraptor trainer, set out to rescue the remaining dinosaurs before the volcano erupts and destroys the island. While Owen is looking for Blue, the last surviving velociraptor, he uncovers a conspiracy that could change life on the whole planet

2 NAME THE TV FILM

About the story: This animated film presents the story of a lion cub's journey to adulthood. The cub is the son of a powerful and wise king. But his happy childhood comes to an abrupt end when his evil uncle murders his father and drives him away from the kingdom. The young lion goes into exile in the jungle, where he makes two good friends and lives a carefree life. However, as he gets older, he dreams of his father, who tells him to battle his evil uncle and reclaim his family throne.



3 NAME THE TV FILM

About the story: This action-adventure comedy film is about a small, extremely fast, blue hedgehog called Sonic, and his adventures on Earth. After traveling to Earth from another planet, Sonic spends many lonely years living in secret near the fictional town of Green Hills, Montana, in the United States. One night, he runs at supersonic speed while playing baseball by himself and this causes a power outage in a large part of the country, so the government asks evil genius Dr. Robotnik to investigate. Luckily, Sonic meets and becomes friends with local town sheriff Tom Wachowski and the two team up to stop Dr. Robotnik from capturing Sonic and using his powers to rule the world.



4 NAME THE TV FILM

About the story: This is a documentary about Bruce Lee's life, career, and death. It reveals a side of Lee unknown to the public, along with the better known qualities of the celebrity—the man that the world knew. Lee had been working on a new project at the time of his death, ironically titled *Game of Death*. Rare camera shots have been included in the documentary according to Lee's own script notes in an attempt to convey his ambitions for the project and his frame of mind toward the end of his life.



MG_03_COMBO_TEXT_2025.indb 54 30/4/25 11:41 PM





NAME THE TV FILM

About the story: Based on the real life story of prominent mathematician John Nash, this film portrays Nash's struggle with his delusions caused by a mental condition. Nash starts a seemingly promising academic career and makes a remarkable advancement in "game theory," when he begins having delusions and struggles to maintain control over his mental state. His wife, Alicia, stands by him through years of therapy, and he is eventually able to resume his research and goes on to win the prestigious Nobel Prize.

Answers:

1. Jurassic World: Fallen Kingdom; 2. The Lion King; 3. Sonic the Hedgehog; 4. Bruce Lee: A Warrior's Journey; 5. A Beautiful Mind

Quick Check ☑

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

abrupt	animated	prominent	death
delusions	capture	prestigious	conspiracy

1. *The Lion King* is an example of a(n) _____ film.
2. The Nobel Prize is the most _____ award a scientist can win.
3. The police uncovered a(n) _____ to kill the president. Thankfully, the criminals were caught and punished before they could cause any harm.
4. A young actor's _____ in an accident usually gets wide media coverage.
5. A cameraman's job is to _____ the scenes on film.
6. Chris O'Donnell played the part of Hemingway, a _____ American writer.
7. The _____ ending of the film surprised us.
8. _____ can sometimes be a symptom of mental instability.

B. Comprehension. Answer the questions.

1. Which TV film talks about growing up and assuming an adult's responsibilities?
2. Which TV films are set in places that don't exist in real life?
3. In which film does a character have superpowers?
4. Which two TV films are biographical?

2 Pair Work

In pairs, create your own clues for one or two TV films or documentaries you have seen. Read the clues to your class and see if they can guess the film or documentary.

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 55 30/4/25 11:41 PM

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3 Grammar

Both...And, Not Only...But Also, Either...Or, Neither...Nor

Both...and, not only...but also, either...or, and *neither...nor* are all paired conjunctions. They are used to link two words, phrases, or clauses of the same type. For example, nouns are linked with nouns, adjectives are linked with adjectives, and verbs are linked with verbs.

My favorite film is **either** *Sonic the Hedgehog* **or** *The Lion King.*
He is **not only** *hardworking*, **but also** *intelligent.*

When connecting two subjects with *both...and*, be sure to use a plural verb.

Both my father **and** his boss *were* present in the meeting.

When connecting two subjects using *either...or, not only...but also*, or *neither...nor*, the choice to use a singular or plural verb depends on the subject that is closer to the verb.

Neither my uncle **nor** my brothers *want* to see that documentary.
Neither my brothers **nor** my uncle *wants* to see that documentary.

Independent Clauses with *And, But, Or, So,* and *Yet*

An independent clause is a group of words that includes a subject and verb. It expresses a complete thought, and can stand alone as a sentence.

I ordered the engine part online.

Two or more independent clauses can be combined with coordinating conjunction words, like *and, but, or, so,* and *yet.*

I ordered the engine part online, **but** now I can't find the confirmation number.

The conference hall wasn't air-conditioned, **so** I demanded a refund.

I liked the book, **yet** I hated the film.

Note: When a sentence includes two independent clauses joined by a coordinating conjunction, use a comma before the coordinating conjunction.

A. Complete each sentence with the correct paired conjunction and an idea of your own.

She arrived with both her brother *and her sister*.

1. We like neither fast food _____.
2. The university is both prestigious _____.
3. He not only plays basketball well, _____.
4. We're either going to eat pizza _____.
5. I neither watch TV _____.
6. The policeman not only stopped the crime, _____.
7. In the morning, she drinks either coffee _____.
8. Jack has neither called us _____.
9. Bruno has both a sore throat _____.
10. You can either look for a new job _____.

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 56 30/4/25 11:41 PM

B. Combine each pair of sentences using a paired conjunction.

Jack isn't old enough to vote. Richard isn't old enough to vote.
Neither Jack nor Richard is old enough to vote.

1. The Statue of Liberty is in New York. The Empire State Building is in New York.
2. She broke her leg. She dislocated her shoulder.
3. Bill James didn't succeed in climbing Mount Everest. Charlie Bower didn't succeed in climbing Mount Everest.
4. I'll call you later. I'll email you later.
5. We're not angry. We're not disappointed.
6. Ice is a state of water. Vapor is a state of water.

C. First, match the independent clauses. Then rewrite them as one sentence using a coordinating conjunction and correct punctuation.

You can admit your mistake, or you can just hope no one notices it.

1. You can admit your mistake. c	**a.** She continues to consider her a friend.
2. I told them I'd come over for dinner. ___	**b.** The other lives in Argentina.
3. He's a vegetarian. ___	**c.** You can just hope no one notices it.
4. She's lied to her more than once. ___	**d.** He continues to miss his home in Brazil.
5. One of their children lives in Japan. ___	**e.** He's not going to eat any beef burgers.
6. He's very comfortable in the U.S. ___	**f.** I'm really not feeling well.

D. Write sentences about the animals using both paired conjunctions and coordinating conjunctions.

Both the cheetah and the ostrich are fast runners.

goldfish	deer	salmon	bear	camel	ostrich	hawk
fox	elephant	snake	penguin	turtle	cheetah	tiger



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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 57 30/4/25 11:41 PM

4 The World of TV

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4 Conversation

Adel: That was such a fantastic basketball game on TV.

Fahd: You *must* be joking.

Adel: Why? Didn't you like it?

Fahd: I thought it was a terrible game. The whole thing was just awful.

Adel: What didn't you like about it?

Fahd: For one thing, the Bulls' key player missed every easy shot. It really bothered me throughout the entire game.

Adel: Well, you're right about *that*. But what else didn't you like?

Fahd: I thought their uniforms were ridiculous. I found the whole idea of the Bulls' players wearing cowhide tops hard to swallow.

Adel: I don't agree at all. The whole idea is to stand out in the game. The tops are not real cowhide. It's fake cowhide.

Fahd: I'm not sure they were fake. Think of all the poor animals they took the hides from. They must believe that the poor animals are a dime a dozen. Anyway, by the end of the game, I started to doze off.

Adel: We seem to have very different tastes in basketball and uniforms. Maybe next time we get together we should just go out to a restaurant.

Fahd: I couldn't agree more.

About the Conversation

1. What did Adel like about the game?
2. What did Fahd dislike about the players?

Real Talk

just = really, very
hard to swallow = not easy to believe
a dime a dozen = something so common that it doesn't have much value
doze off = fall asleep

Your Turn

Role-play with a partner. Think of a situation in which two people might disagree. Discuss your opinions, using the phrases for agreeing and disagreeing.

Agreeing	Disagreeing
I agree completely.	(I'm sorry but) I don't agree (with you).
I couldn't agree more.	I see it differently.
You're absolutely right.	I totally disagree.
You're right about *that*.	(I'm afraid) I don't really agree.
	I'm not so sure about that.
	You *must* be joking. (Informal and not very polite)

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 58 30/4/25 11:41 PM



5 Listening

Listen to the interview from the TV show *Special Places for Special People* and complete the chart.

		Design 1	Design 2	Design 3	Final design
1.	What was good about it?				
2.	What was bad about it?				
3.	What was the CEO's opinion?				

6 Pronunciation

When a word that ends in a vowel sound is followed by a word that begins with a vowel sound, the words are naturally linked by an inserted *w* or *y* sound. Listen and practice.

1. **He**llo **and** welcome **to our new offices**.
   w w w
2. **I am** very happy with the designs.
   y
3. The design lives up **to our** expectations.
   w
4. In **the end**, it all comes together.
   y
5. **My on**ly complaint about the **new one** is that it is not modern enough!
   y w

7 Vocabulary Building

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

1. _____ altered	**a.** unusual and attractive
2. _____ captivates	**b.** extremely important
3. _____ confronts	**c.** imperfections
4. _____ crucial	**d.** captures someone's attention
5. _____ defects	**e.** lasting
6. _____ enduring	**f.** changed
7. _____ exotic	**g.** great, remarkable
8. _____ ironically	**h.** against the way it appears
9. _____ phenomenal	**i.** meets something difficult or dangerous

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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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 59 30/4/25 11:41 PM

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8 Reading

Before Reading

Brainstorm a list of elements in a detective story.

The Formula behind **Detective Stories on TV**

Detective stories have always been a favorite in literature, and now they are one of the most popular genres in TV films and series. There is something appealing about the mystery and intrigue that captivates viewers and keeps them in suspense until the case is finally solved.

But what accounts for the phenomenal success and enduring popularity of detective stories? Is it the charismatic and fearless hero and his uncanny ability to uncover the truth? Is it the action and adventure—the high-speed chases, danger, and exotic settings? Is it the psychological wit and hi-tech gadgets that the detective has at his disposal? Or is it the simple fact that the viewer knows the hero will triumph over the villain in the end?

Clearly, the TV audience enjoys the mystery and non-stop suspense of detective films. However, ironically, there is also predictability to the story that is tremendously appealing. Certain elements and sequences of events appear over and over in detective stories and are eagerly awaited by fans. TV films and series with such predictable elements are known as *formula* films. The TV audience knows the plot will be puzzling and sometimes have unexpected results. They know the hero will confront dangerous villains. They know there will be complicated steps involved in piecing together all the clues, and they are challenged to try to figure out the mystery before the detective.

The most basic element in the formula of a detective story is the hero—the detective. This is the character the viewer identifies with throughout the film. He is usually a courageous individual with superior intelligence. He is often charming and outgoing, which helps him socialize with others, while, in fact, he is collecting information from witnesses and gathering evidence for his case. Another type of hero is the gruff and serious detective, who rarely smiles, but is very efficient at his job. In contrast, the hero in detective comedies is a naïve and clumsy character who accidentally stumbles across clues to eventually solve the crime.

Of course, the villain also plays a crucial role in the story. On occasion, the villain's identity is a mystery and is only revealed at the end, but more often he is introduced to the TV audience. Just as there are formulaic types of heroes, there are stereotypical villains: cold-blooded, greedy criminals, evil geniuses, and mad scientists. Most villains also have physical or psychological defects that add to the ugliness of their character, such as a scarred face, a missing limb, or a split personality.

The detective is challenged to find the villain by following clues. To assist him, he uses special talents in intellectual reasoning or has help from technological devices. These range from a simple magnifying glass to sophisticated DNA analysis and electronic tracking devices. Some detectives even use high-tech gadgets that are disguised as everyday objects, such as an explosive pen, a laser watch, or a computerized, talking vehicle!

When the hero confronts the villain, there are always scenes of action and danger. These involve high-speed chases on any kind of vehicle imaginable—cars, motorcycles, helicopters, speed boats, skis, submarines, camels, or simply

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 60 30/4/25 11:41 PM

on foot. If the detective is captured, he finds himself in life-threatening situations and must use his skills to escape. He is then even more determined to catch the villain.

One way or another, the detective always accomplishes his mission, much to the satisfaction of the audience. The formula for detective stories is so successful; it is hard to imagine that it will ever be significantly altered. After all, who wants to watch a detective story without action and adventure, or in which the villain wins?

After Reading

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

1. ____ Detective stories are only popular on TV.
2. ____ The success of detective stories is due to a combination of elements.
3. ____ Many elements of a detective story are predictable.
4. ____ All detective stories have an intelligent and charming hero.
5. ____ The formula of detective stories is likely to change in the future.

9 Speaking

1. Work in pairs/groups. Compare two TV films or documentaries that you have seen. Think about the characters, setting, plot, story development, special effects, and other features in the TV films; consider the theme, setting, time period, history, special effects, and outcome in the documentaries.
2. Make notes in the appropriate chart. Use your notes to talk about the similarities and differences of the TV films/documentaries that you have compared in class.

Title	TV Film 1: _____	TV Film 2: _____
characters/actors		
setting		
plot		
story development		
special effects		
other features		

Title	TV Documentary 1: _____	TV Documentary 2: _____
theme		
setting/location		
time period		
history		
special effects		
outcome		

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 61 30/4/25 11:41 PM

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10 Writing

A. **1.** What kind of TV films do you enjoy? Why?

2. Are there categories of TV films that you are not interested in or you dislike? Which? Why?

3. Can you explain what is meant by "film genres"?

4. Read the text and find out.
- What are genres? How are they defined?
- How easy is it to classify TV films?
- Are there distinct and permanent categories? Why? Why not?

5. What are the distinguishing characteristics of different genres? Underline/highlight words/phrases or sentences that provide the answer.

action	**adventure**	**comedy**	**drama**	**animation**	**epics**
biopics	**detective**	**horror**	**war**	**Western**	**science fiction**

Main Genres of TV Films



Film genres are categories of films based on theme, setting, plots/stories, characters, and other specific features such as special effects, computer enhancement, animation, etc. There are major genres and subgenres. For example, adventure and action films are quite well-known and associated with popular heroes such as *Superman* or the *Rambo* sequels.

It is not always easy to classify films as they often combine elements of different genres. *Kung Fu Panda*, for instance, is an animated film which can also be categorized as an action film. This is the reason why some films are listed in different categories or a category that is more popular at a given time.

Film genres evolve through time. Action films featuring martial arts specialists and superhuman heroes used to be very popular over a decade ago. They still exist, but they seem to have lost their initial appeal. If a film includes action and is filmed in tropical settings, is it an action film or an adventure film? Would you say that *Madagascar* belongs to animation as a genre or comedy? Is it more of one or the other? And if so, which?

Detective films are developed around stories of criminal actions and include elements of mystery and suspense. Dramas, on the other hand, are serious films, portraying realistic life situations, character development, and interaction. They include a number of subcategories, e.g. melodramas, biographies, or "biopics." Epics are usually costume dramas, historical dramas, or war dramas in extravagant settings with lavish costumes. They are sometimes a more spectacular version of a biopic film, such as *The Last Emperor*.

Horror films are designed and produced to frighten audiences. They are sometimes combined with science fiction when, for example, Earth is invaded by an alien monster. Science fiction films, on the other hand, are often visionary, with futuristic technology and extraordinary creatures from outer space. One of the most famous examples of this genre is *E.T.*

War films portray the horror and destruction of war and are often combined with documentary excerpts. They are also paired with other genres depending on the story, e.g. action, adventure, drama, comedy, etc. Finally, Westerns represent one of the oldest genres with easily recognizable plots, elements, and characters, including horses, dusty towns, Indians and cowboys, good and bad guys, a sheriff and deputies, etc. In other words, they follow a common formula which has been modified, developed, expanded, supplemented, and revisited over the years.

If you look up film genres in different sources, you will find that they share some categories but not others. Once again, this is quite natural, given the evolutionary nature of film genres and changing trends in popularity that reflect overall social and financial trends.

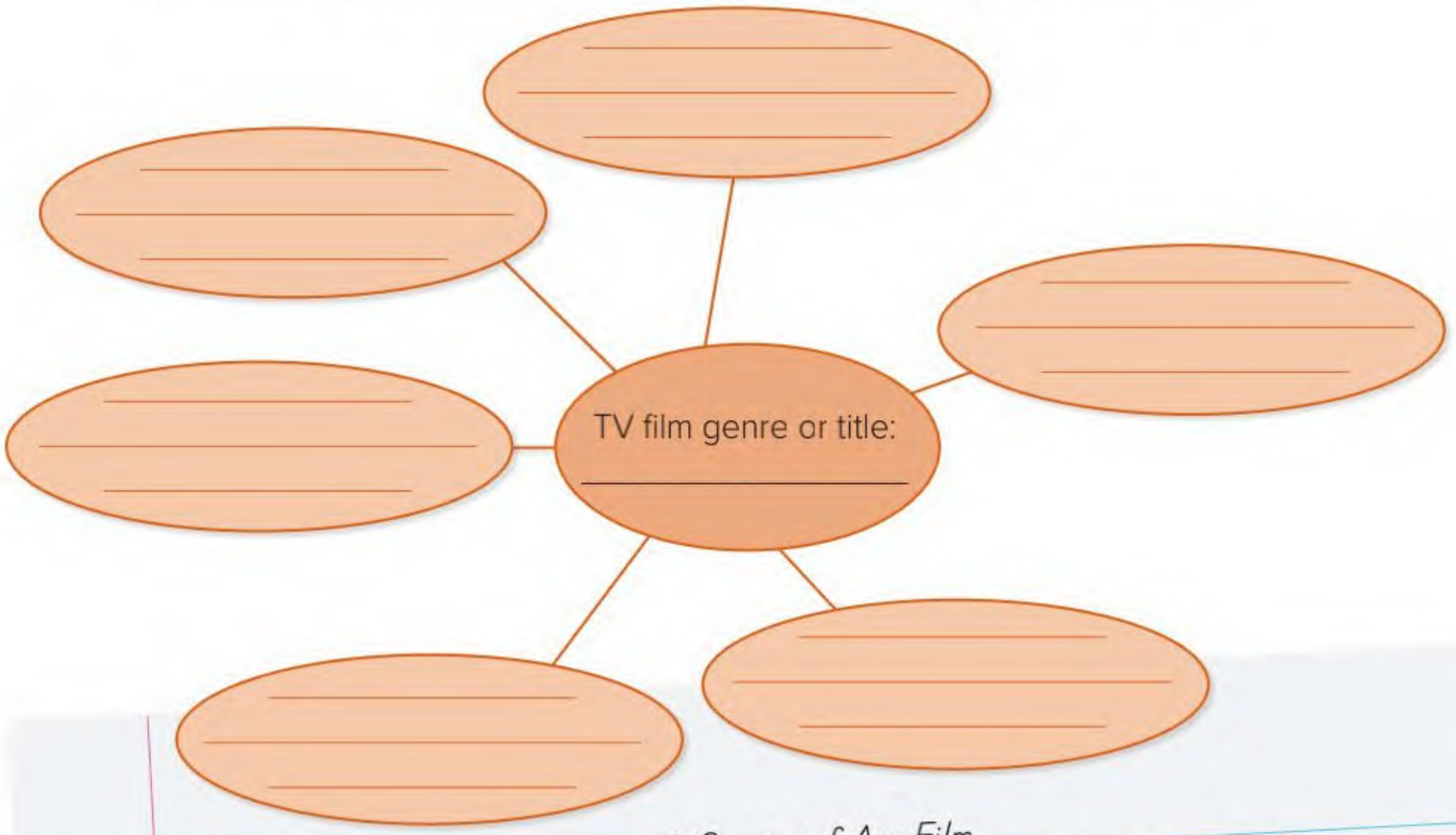
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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 62 30/4/25 11:41 PM

B. **1.** Think of a TV film genre that uses a formula (e.g. action, adventure, comedy, Western). Choose a particular TV film in this genre as an example.

2. Think about the different parts of the formula. Use a diagram to make notes.

3. Write an expository essay in which you reveal and explain the formula behind the film.



A Coming-of-Age Film

The Lion King is a coming-of-age film. Coming-of-age films focus on a young person's journey to adulthood, often both emotionally and physically. In these kinds of films there is usually a role model who helps teach the main character, and there is usually a test that the character must undergo. The Lion King is a good example of this kind of film because...

Writing Corner

When you write an expository essay:

- choose a specific area of a topic to focus on.
- think about your audience or readers.
- research and collect information from different sources.
- think of examples and comments made by others.
- you can use quotes, exchanges, and arguments from your sources.
- if necessary, you can present the information in three main sections:
  a. an introduction and thesis statement;
  b. a longer paragraph or a number of paragraphs presenting the information about different aspects or categories of the main topic;
  c. a closing paragraph.
- you are free to use different types of text, arguments, and material, including visuals.

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 63 30/4/25 11:41 PM

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11 Form, Meaning and Function

Comparative and Superlative Forms of Adjectives

The Comparative

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

Detective stories **are more/less popular than** stories about space travel.
Goldfish **are smaller than** clownfish.

Use words such as: *a little, slightly, much, a lot, considerably, definitely,* and *certainly* to express how much something differs, or to add emphasis.

Children's TV films are **considerably** better than they used to be.

Use *as+* adjective *+ as* to compare things that are equal or similar.

Dora and the Lost City of Gold is **as good as** *Sonic the Hedgehog*.

Use *not as* + adjective + *as* to compare things that are different.

The Lion King and *Jurassic Park* are good TV films but **not as good as** *Star Wars*.

Use *the* + comparative, *the* + comparative to describe two actions. The second action happens as a result of the first.

The more I hear about the Giza Pyramids, **the more** I want to know.
The **harder** he works at speaking English, the **better** he becomes.



The Superlative

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

The Nobel prize is **the most prestigious** award a scientist can win.
The company director agreed that it was **the least attractive** offer, but he was obliged to take it.

We can use the expression *by far* to add emphasis.

Pirates of the Caribbean is **by far** the best TV film of all.

A. Write sentences about the animals using comparative and superlative structures.

camel • cat • cheetah • donkey • eagle • elephant • goldfish • horse • ostrich • snake • tiger • lion

1. Both cheetahs and tigers are big cats.
Lions **are the biggest** of the cats.
The biggest tigers **are as big as** lions.
Cheetahs **are a lot smaller and more slender** in comparison.
The cheetah **is by far the fastest** land animal on Earth.

1. cheetah/tiger/lion
2. camel/donkey/horse/elephant
3. ostrich/eagle
4. bear/snake
5. Your own idea



B. Imagine you are a contestant on a TV Quiz show. Work with a partner. Ask and answer the questions.

1. What's the most widely spoken language?
2. What's the tallest mountain?
3. What's the largest desert?
4. What's the deepest ocean?
5. What's the most populated city?
6. What's the largest lake (by size)?
7. What's the hottest place?
8. What's the driest place?

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 64 30/4/25 11:41 PM

Words Connected with Space and the Planetary System: Part 2

Look at this information about the planets in our solar system:

Name of Planet	Distance from the Sun (km)	Radius (km)	Number of moons	Geographical Features or Special Facts
Mercury	57,909,227	2,440	None	rocky
Venus	108,209,475	6,052	None	rocky, high mountains, volcanoes, poisonous air
Earth	149,598,262	6,371	1	rocky, inhabited, mountains, volcanoes
Mars	227,943,824	3,390	2	rocky, mountains, volcanoes
Jupiter	778,340,821	69,911	68	cold, rings
Saturn	1,426,666,422	58,232	62	cold, rings
Uranus	2,870,658,186	25,362	27	cold, icy rings
Neptune	4,498,396,441	24,622	14	cold, icy rings

Note: Our Solar System used to be described as a group of nine planets, but scientists now consider Pluto to be a dwarf planet.

Irregular Comparative and Superlative Adjectives

In most cases we make comparative and superlative adjectives by adding **-er/-est**, or we use **more/most** or **less/least**. However, a small number of adjectives are irregular.

well (healthy) – better – the best
far (distance) —farther *or* further – the farthest *or* the furthest
old (people in a family) – older *or* elder – the oldest *or* the eldest
bad – worse – the worst good –better – the best

C. Use the chart above to find information about the planets. Choose the correct word to make true facts about our solar system.



Some planets are much bigger and farther away from the sun than others. Jupiter is by far the (1. **biggest / hottest**) and Mercury is the (2. **smallest / coldest**) in our solar system. Mars is (3. **closer / farther**) from the sun than Earth. Mercury is the (4. **closest / farthest**) planet to the sun. It is so (5. **close / far**) to the sun that if you stood on the surface of the planet, the sun would appear at least three times (6. **larger / smaller**) than it does on Earth.

Mercury, Venus, Earth and Mars are all rocky planets, but Earth is the only one that is (7. **inhabitable / uninhabitable**), which means that people, animals and plants live on it. Venus is only (8. **slightly / almost**) smaller than Earth and has many high mountains and volcanoes. Venus is so (9. **close / far**) to the sun that the land is (10. **hotter / colder**) than boiling water. Mars is a (11. **rocky / icy**) planet and is known as the Red Planet because of the red color of the planet's surface. Mars is (12. **almost / considerably)** half the size of Earth.

The four planets (13. **farthest / closest)** away from the sun are Jupiter, Saturn, Uranus and Neptune. They are very (14. **hot / cold)** and (15. **green / icy)** places. Jupiter has the (16**. least** / **most)** number of known moons. Jupiter's four (17. **largest / smallest)** moons were observed in 1610 by an Italian astronomer called Galileo Galilei. Saturn has the (18. **least / most)** spectacular ring system of all the planets. There are 7 rings made up of dust, rocks and ice. (19. **Most / More)** than 40 spacecraft have explored Saturn, but only one has visited Uranus and Neptune. Neptune is the (20. **farthest / closest)** from the sun and makes a complete orbit around the sun in about 165 Earth years.

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 65 30/4/25 11:41 PM

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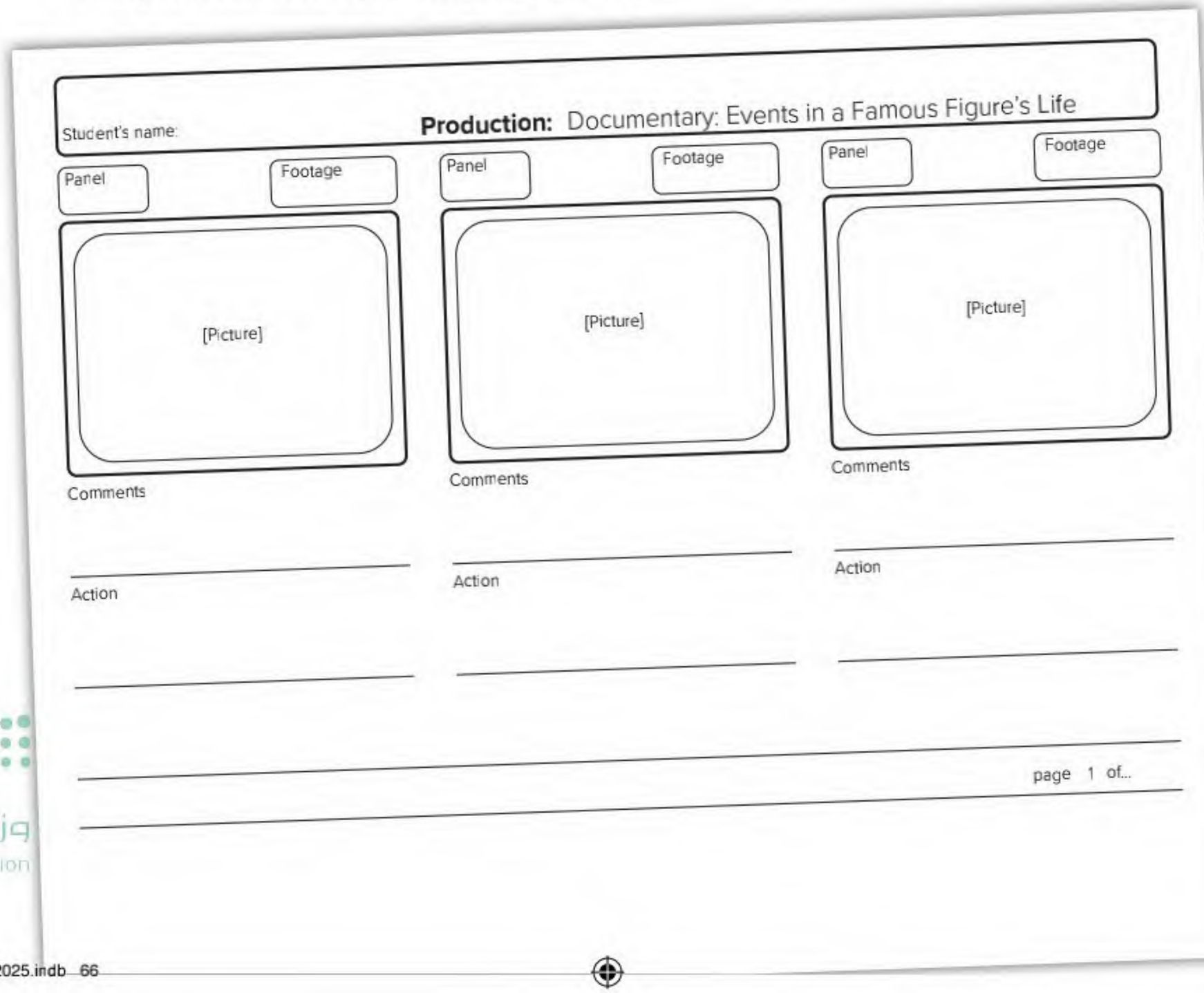
12 Project

1. When certain kinds of films such as documentaries are being planned/designed, a storyboard is created. A storyboard includes representative scenes with notes/comments. See the example below.
2. Think about the most important events and times of a famous figure's life that you can present in a documentary and make notes in the chart.

AGE	Important events and times
0 – 10	
11 – 15	
16 – 20	
Over 20	



3. Use the storyboard framework below. Write the script/commentary of the documentary under **Comments** and what will be happening in the scene under **Action**.
4. Use a large sheet of paper or cardboard to create a realistic storyboard. Draw and/or use photos or parts of photos and drawings for the scenes. Transfer your script and action notes onto the storyboard. You can write your notes by hand or word process them. Use a font that is easy to read. Present your storyboard in class.



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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 66 30/4/25 11:41 PM

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.
talk about TV films and documentaries			
identify genres of TV films			
agree and disagree with opinions			
use *both...and*, *not only...but also*, *either...or*, *neither...nor*			
use independent clauses with *and*, *but*, *or*, *so*, and *yet*			
use comparative and superlative forms of adjectives			
talk more about space and the planets			

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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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 67 30/4/25 11:41 PM

5 Do You Really Need It?

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1 Listen and Discuss

1. Do you think you are influenced by advertisements? Explain.
2. Describe an advertisement that you think is memorable or effective.

The BMX–3000 Sports Car

Introducing the new BMX–3000. Set yourself apart from the crowd with a car as modern and sophisticated as you are. The BMX–3000 has everything you ever dreamed of—speed, beauty, power, and performance. But be prepared for the attention: Wherever you go, people will watch and admire you and your BMX–3000. Wake up and get into the car of your dreams. Drive a BMX–3000, because you only live once.



FLORAL ESSENCE SHAMPOO

Put an end to dull, lifeless hair with Floral Essence Shampoo. Floral Essence contains 28 vitamins and minerals, so your hair will shine with health. Studies show that Floral Essence's exclusive new formula makes your hair twice as strong, while protecting your hair against the harmful effects of wind and sun. Use Floral Essence Shampoo for strong and healthy hair.





DYNEX

LAUNDRY DETERGENT

Trying to get rid of tough laundry stains can be frustrating. Luckily, there's Dynex Laundry Detergent. Dynex has 33 percent more cleaning power than the next leading brand. If Dynex won't work, nothing will! Yet, while Dynex is powerful enough to get out the worst stains, it is gentle enough to use with all your clothes. Give it a try and see the Dynex difference for yourself. Unless your clothes look their best, you won't feel your best.

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 68 30/4/25 11:41 PM



Crystal Spring Water

Crystal Spring: It's the clear choice.

When you drink Crystal Spring Water, you refresh your body with 100 percent all-natural spring water. Unless you like lots of artificial additives in your water, you'll love the pure, clean refreshment of Crystal Spring Water. Collected straight from a Swiss mountain spring, with nothing added and nothing changed, Crystal Spring is water the way nature intended it. And at Crystal Spring, we are committed to taking care of the environment. Our plastic bottles are 100 percent recyclable and use 50 percent less plastic. Drink Crystal Spring Water because it's good for your body and good for the environment.



PLANET MERCURY SNEAKERS

Until you put your feet in Planet Mercury sneakers, you won't know what they are capable of. With Planet Mercury's revolutionary new patented sneaker technology, you can run faster, jump higher, and perform better. Why settle for less when you can have the best? Take it from NBA star Derek Larkin, who says, "I wouldn't wear anything else on the court." Join the Planet Mercury generation. Don't let everyone else have all the fun.

Quick Check ☑

A. Vocabulary. Match each word with its definition.

1. _____	admire	**a.**	meant or planned
2. _____	brand	**b.**	causing big change
3. _____	exclusive	**c.**	combination of ingredients
4. _____	formula	**d.**	respect
5. _____	intended	**e.**	having high-class tastes
6. _____	revolutionary	**f.**	belonging only to one (company)
7. _____	sophisticated	**g.**	the name that identifies a product or manufacturer

B. Comprehension. Answer the questions about the advertisements.

1. Which advertisement appeals to the reader's desire to be special?
2. Which advertisement appeals to the reader's desire to do what other people are doing?
3. Which advertisements use statistics to sell their products?
4. Which advertisements use famous people to sell their products?
5. Which advertisements do you think are most effective? Why?

2 Pair Work

Work with a partner to choose a product. Create an advertisement for the product and share it with the class.

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 69 30/4/25 11:41 PM

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3 Grammar

Adverb Clauses

An adverb clause is a dependent clause. It begins with an adverb and is always linked to an independent clause.

Because the shoes were on sale, *I bought two pairs.*
(adverb clause) (independent clause)

Don't buy that dress **unless you really need it.**
(independent clause) (adverb clause)

Note: When an adverb clause begins the sentence, use a comma to separate it from the independent clause. When the adverb clause is at the end, do not use a comma.

Because, because of, since, and *now that* begin adverb clauses that give information about **reasons.**

They closed the store early, **since there were no customers.**

Because of must be followed by a noun (or noun phrase).

They went to the mall, **because of the sale.**

(In order) to and *so (that)* begin adverb clauses that give information about **purpose.**
(In order) to must be followed with the base form of the verb.

Advertisements use many techniques **in order to convince people to buy products.**

Clauses with *so (that)* usually include a modal.

I left my wallet at home, **so that I wouldn't be tempted to buy anything.**

If, even if, in case, only if, and *unless* begin adverb clauses that give information about **conditions.**

I'll write down my phone number **in case you need it.**

Use *if* to show that the condition affects the result. Use *even if* to show that it does not. Use the present tense with an *if*-clause, even if it refers to a future time.

We won't go to the picnic **if it rains.**
We're going to the picnic, **even if it rains.**

Where, wherever, and *everywhere* begin adverb clauses that give information about **place.**

He buys something **wherever he goes.**
The advertisements were placed **everywhere you could imagine.**

A. Match the main clauses and adverb clauses to form sentences. Use correct punctuation.

They patented their new formula so that no one else could use it.

1. They patented their new formula _c_	**a.** I feel so much more energetic
2. She can't use that brand of make-up ___	**b.** only if I finish my paper tonight
3. Even if you are in perfect health ___	**c.** so that no one else could use it
4. I shop ___	**d.** because she's allergic to it
5. I'll come to the picnic tomorrow ___	**e.** where I can get the best prices
6. Since I started exercising ___	**f.** you should have an annual checkup

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 70 30/4/25 11:41 PM

B. Complete each sentence with a word or phrase from the box. In some cases, more than one answer is possible.

because of	in order to	since	unless
even if	now that	so that	wherever

I'll give you a call while we're hiking *unless* I can't get a signal on my cell phone.

1. _____ it rains tomorrow, the parade will still happen.
2. It is important to wear your seatbelt _____ you don't get hurt in an accident.
3. People vote _____ have an impact on their government.
4. The football game had to be canceled _____ the heat.
5. _____ he goes, his little brother follows him.
6. _____ he's working in a prestigious law firm, he wears sophisticated clothes.

C. Combine each pair of sentences using the appropriate word or phrase in parentheses.

I'll buy an electronic book reader. I won't buy it if it's too expensive. (because / unless)
I'll buy an electronic book reader unless it's too expensive.

1. We're going to use a map. We have no idea how to get there. (since / so that)
2. A new leader has been elected. Things are starting to change. (unless / now that)
3. You get the flu shot. You can still get the flu. (even if / in order to)
4. She takes her electronic dictionary with her. She takes it to each place she goes. (unless / wherever)
5. You want to go to a top university. You must have excellent grades. (because of / if)
6. I'd be happy to keep you company. You might want to be alone. (unless / if)
7. The game was canceled. The rain was the reason. (only if / because of)
8. Keep in touch. I want to know how you are doing. (so that / even if)

D. Complete the sentences with your own ideas.

1. ...now that I have more time.
2. Global warming will continue unless...
3. If I found my best friend's journal,...
4. ...in case you need help.
5. Wherever you go these days,...
6. Unless you have a passport,...

E. Look at the TV commercial for toothpaste. Imagine what the man is saying. Write a script for the commercial, using some of the words from the box.

If you want sparkling, white teeth, try Sparkle Bright toothpaste.

because	in case	so that
because of	in order to	unless
even if	now that	where
everywhere	only if	wherever
if	since	



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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 71 30/4/25 11:41 PM

5 Do You Really Need It?

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4 Conversation

Farah: Wow! Look at all those bags! I wouldn't buy any more if I were you. I think you're going to regret spending so much money today. You bought four sweaters, three dresses, and two pairs of shoes.

Amal: Actually, I bought three pairs of shoes. But don't worry. I'm not buying another thing. I don't think I could carry anything else. And anyway, after all this shopping, I'm officially broke.

Farah: Let's go so that you're not tempted to buy anything else. Hey, where are you going?

Amal: Look at this gorgeous sweater!

Farah: Amal! Didn't you just say you weren't going to buy another thing?

Amal: Yeah, but now I'm not so sure. I hardly have any red sweaters, and this one is adorable.

Farah: I thought you were broke. I would just walk away from it if I were you.

Amal: Well, I do have my credit card.

Farah: I don't think using your credit card is a good idea. Think carefully about it before you blow more money on more clothes.

Amal: You're right. I'd better not max out my credit card. OK. I'm going to show some self-control. If I stay here another minute or two, I'll break down and buy it. So quick—let's beat it.

About the Conversation

1. Where are Farah and Amal? How do you know?

2. What is Farah trying to convince Amal not to do? Why?

3. What does Amal change her mind about in the conversation?

Real Talk

broke = out of money
blow = waste money
max out = spend up to the limit
beat it = leave quickly

Your Turn

Role-play with a partner. Imagine that you are about to do something that is enjoyable, but probably isn't a good idea, such as spending a lot of money on clothes, taking a nap when you should be studying, or eating a second helping of dessert. Your partner will try to convince you not to do it, using the phrases for advising against something.

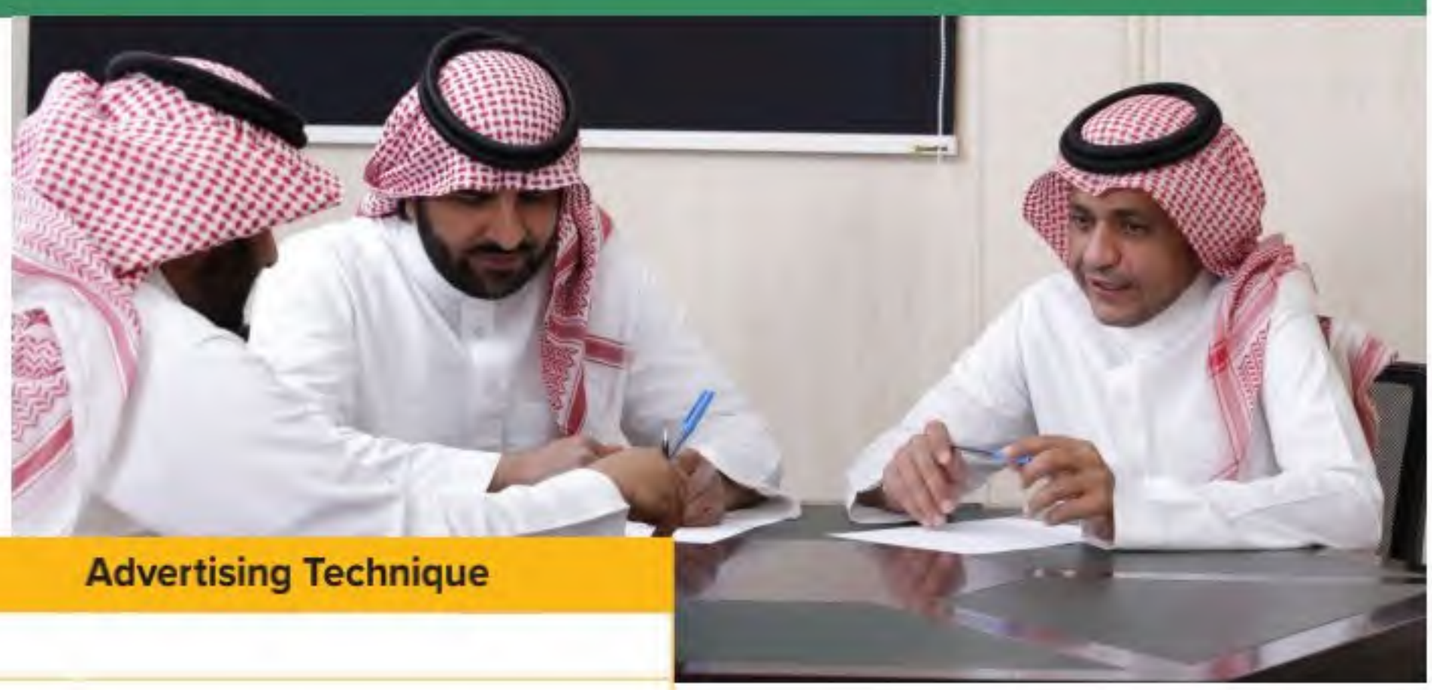
Advising Against Something

Are you sure you want to do that?
I don't think that's a good idea.
I wouldn't do that if I were you.
I'm afraid you're going to regret it if you...
You should think carefully before you...

MG_03_COMBO_TEXT_2025.indb 72 30/4/25 11:41 PM

5 Listening

Listen to the lecture about advertising techniques. Then identify the kind of technique each product uses.



		Advertising Technique
1.	Sparkle Bright toothpaste	
2.	Dew Top cola	
3.	Indigo jeans	
4.	Caremark cards	
5.	Safe Home alarm systems	

6 Pronunciation

The word ***to*** has different pronunciations. Before consonants, ***to*** is generally pronounced /tʊ/, like the first sound in the word ***tug***. Before vowels, ***to*** is generally pronounced /tuː/ like the word ***two***. Listen and practice.

1. Good morning and welcome **to** Advertising 101.
2. You are here today because you want **to** learn the secrets behind how advertisers sell **to** consumers.
3. Because viewers admire and want **to** be like the person, they may want **to** use the product.
4. The advertiser tries **to** get the viewer **to** respond **to** the commercial with some kind of strong emotion.
5. The advertiser wants the consumer **to** associate the product with the emotion.

7 Vocabulary Building

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

1. _____ consumer	**a.** shockingly strange or unexpected
2. _____ exposed	**b.** design symbol of a business or product
3. _____ logo	**c.** without planning
4. _____ outlandish	**d.** different from what is typically expected
5. _____ spontaneously	**e.** a person who buys things or services
6. _____ unconventional	**f.** left unprotected

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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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 73 30/4/25 11:41 PM

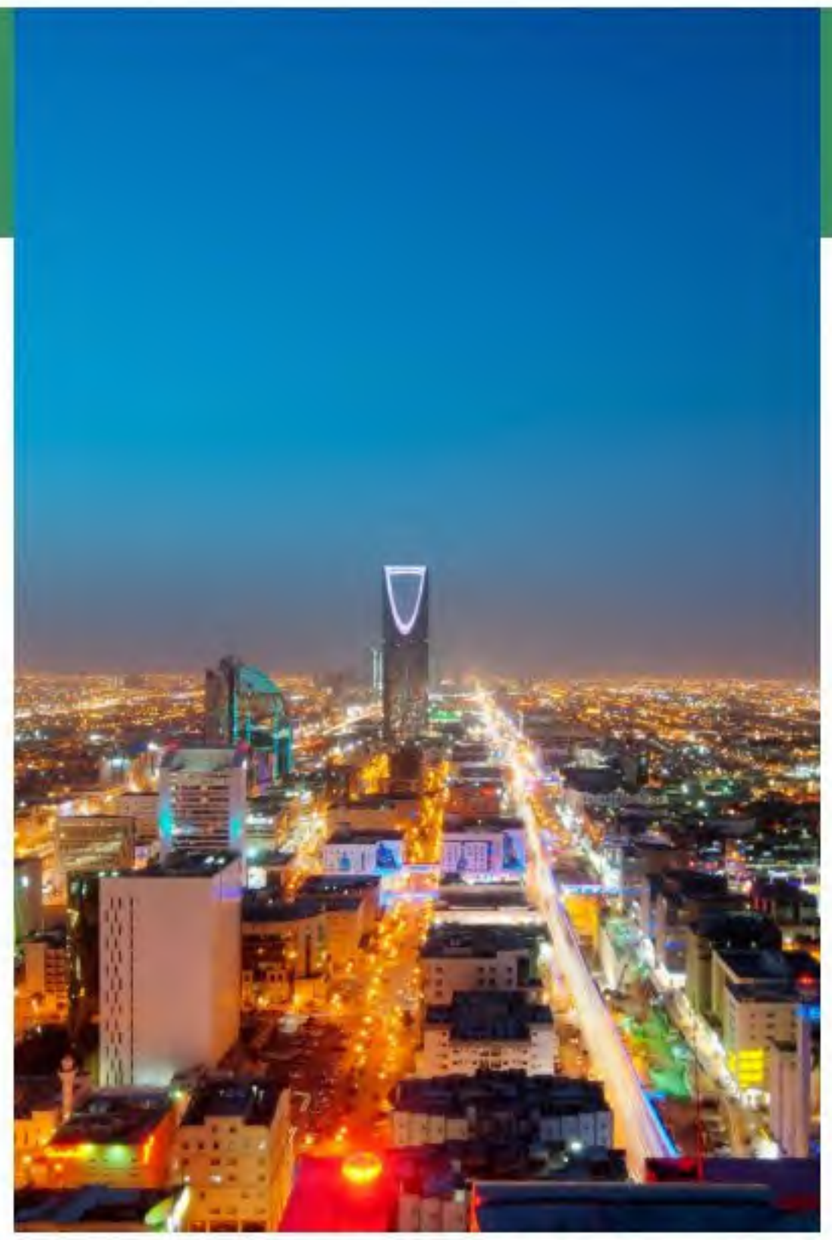
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8 Reading

Before Reading

Make a list of all the places you see ads in your everyday life. How many ads do you think you are exposed to in an average day?



ADS EVERYWHERE:
Do You "Buy" It?

For most people, it is virtually impossible to go through the day without seeing advertisements. From the time we wake up and flip on the TV or check our email, we are surrounded by advertisements. They are in magazines, on buses, on billboards, online, and on buildings, to name just a few of the places we see them throughout the day. According to a recent study, the average person is exposed to between 400 and 600 advertisements each day. This means that by the time we are 60, we will have been exposed to 9 to 13 million advertisements!

In the past, advertisements were usually designed to reach people in their homes through traditional approaches, like TV commercials and newspaper and magazine ads. However, people's viewing habits have changed dramatically in the last couple of decades. These days, people are less likely to give one form of media their full attention. For example, even if someone is watching TV, they are also often using the Internet at the same time. Advertisers need the consumer's attention in order to promote their products. But because getting this attention is harder than it used to be, advertisers have been forced to find new ways of reaching the consumer.

One unconventional place advertisements are popping up is in doctors' offices. In some doctors' offices, pharmaceutical companies advertise products on everything from boxes of tissues to the paper covering the exam table. Doctors get free products, and the advertisers get the consumers', attention. Similarly, advertisements are becoming more common in schools. "Free" products such as book covers and educational posters are offered by companies so that the company can advertise on these materials. In the U.S., a company called Channel One broadcasts a ten-minute news program followed by two minutes of commercials each day in 350,000 schools. Because the schools show these news programs, the companies give them thousands of dollars worth of much needed audiovisual equipment.

Advertisers have found that one of the best ways to get consumer attention is to place ads in unusual places. So, ads are popping up in all kinds of unexpected places like pizza boxes, grocery carts, air sickness bags on airplanes, and even on pieces of food like bananas and apples. A television network recently imprinted its logo on 35 million eggs. They called the approach "egg-vertisements."

One of the strangest developments in advertising has been people selling advertising space on themselves! This mini-trend began in 2005 when a man offered his face for advertising to the highest bidder on eBay. A pharmaceutical company won the spot, paying the man $37,375 to place a temporary sticker on his forehead to advertise one of their products. He may have been the first to offer such an unusual exchange, but he was not the last.

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 74 30/4/25 11:41 PM



Perhaps the sneakiest form of advertising is called *buzz marketing*. This involves a company hiring people to create excitement about a product. In exchange for free products or money, these people pretend to talk about the product spontaneously in everyday settings to people they meet in their daily lives. Sometimes professional actors are even hired to pose as users of the product. If the technique is done correctly, the consumers do not even know that they were the target of buzz marketing. Lately, buzz marketing has been spreading to chat rooms, Internet forums, and blogs.

Wherever we go, advertisements seem to follow. Unless you're reading this article on a desert island, there's probably an advertisement close by. And there seems to be no limit to the lengths advertisers will go to in order to catch our attention. In the years ahead, we can expect advertisers to come up with even more creative, surprising, and outlandish forms of advertising in their ongoing efforts to grab our attention—and our wallets!



After Reading

1. How many advertisements is the average person exposed to each day?
2. What are traditional advertising approaches?
3. What does the author of the article consider to be one of the strangest developments in advertising?
4. What does the author consider to be the sneakiest form of advertising?

9 Speaking

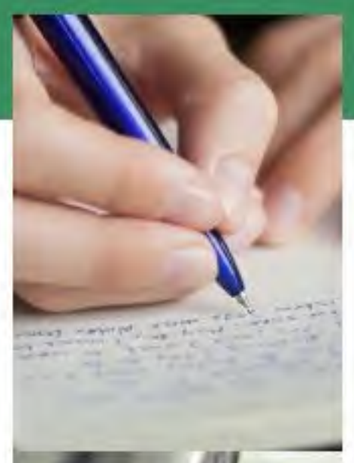
1. Work in pairs/groups. Think about advertising that is used to address adults, teenagers, and young children in your country. Decide on 2-3 products and/or services for each age group. Which advertisements are more memorable, in your view?
2. Talk about the slogans, images, and methods/techniques used in these advertisements and make notes in the chart. Then use your notes to discuss your ideas in class.

Target group	Product/service 1	Product/service 2	Method/technique
Adults			
Teenagers			
Young children			

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Ministry of Education
2025 - 1447

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10 Writing

A. 1. Do you enjoy writing by hand? Why? Why not?

2. Do you think handwriting is a useful skill? Why? Why not?

3. Read the text and find out.

- What does handwriting involve?
- Why are some people not keen on writing by hand?
- What can specialists find out about someone through his or her handwriting?
- Why is word-processing popular?
- Which types of tests are mentioned? What is the difference between them?
- What is the writer's viewpoint on the issue? Do you agree or disagree? Why?



Is handwriting obsolete?

Handwriting involves forming letters with a writing implement. Proper handwriting, i.e. cursive writing, normally requires formal training that is still in place in some schools. Naturally, at initial literacy levels young learners are trained to manipulate a writing implement and develop their eye-hand coordination so they can form letters.

As learners get older, however, they are more reluctant to write. One of the reasons mentioned is the fact that most people word-process, making handwriting unnecessary. Even older adults that used to have a distinct handwriting style often claim to have lost the ability to write smoothly and evenly. So is handwriting obsolete? Should we forget about it?

Handwriting has been a very distinct identifying feature. It represents the writer in more ways than one. Graphologists analyze handwriting to determine character traits, gender, personality, and emotional state or to authenticate documents. Allowing it to truly become obsolete would remove an identity marker that has been regarded quite highly in historical and personal terms. Handwritten notes of prominent authors are coveted by collectors, who will often pay exorbitant amounts to possess them.

On the other hand, most of us will invariably use a computer when we write. It is fast and efficient, and it makes editing so much easier. You can delete, copy, paste, and store versions of your work throughout stages of editing for later reference; you can spell-check and search for words or alternative expressions. Compared to all these advantages, handwriting seems so restricting and restricted that most computer literate people limit it to scribbling notes for someone or filling in forms that are not available in electronic form.

Tests, you might argue, require handwriting. Some do and some are computer-based; it is true, however, that a substantial number of pen and paper tests require writing by hand within a set time limit. "Rusty" handwriting is likely to affect the final score.

Overall, there seems to be some resistance to the total and unbroken hegemony of the computer, indicating that people do not want to become totally reliant on it. They are keen to hang on to some of the more tangible aspects of literate life that can be manipulated and accessed without the help of a device, such as reading books or writing by hand.

In view of the above, we would have to consider a more inclusive standpoint that allows us to exploit technological advances, while maintaining the ability to write with a simple implement on a surface for someone to read. Being able to record ideas, information, and messages in a self-sufficient and independent manner allows us to control the action itself and continue being masters of our expression.

4. Read the text again and identify:

- thesis statements
- supporting statements

5. What are some of the differences between this text and an expository essay?

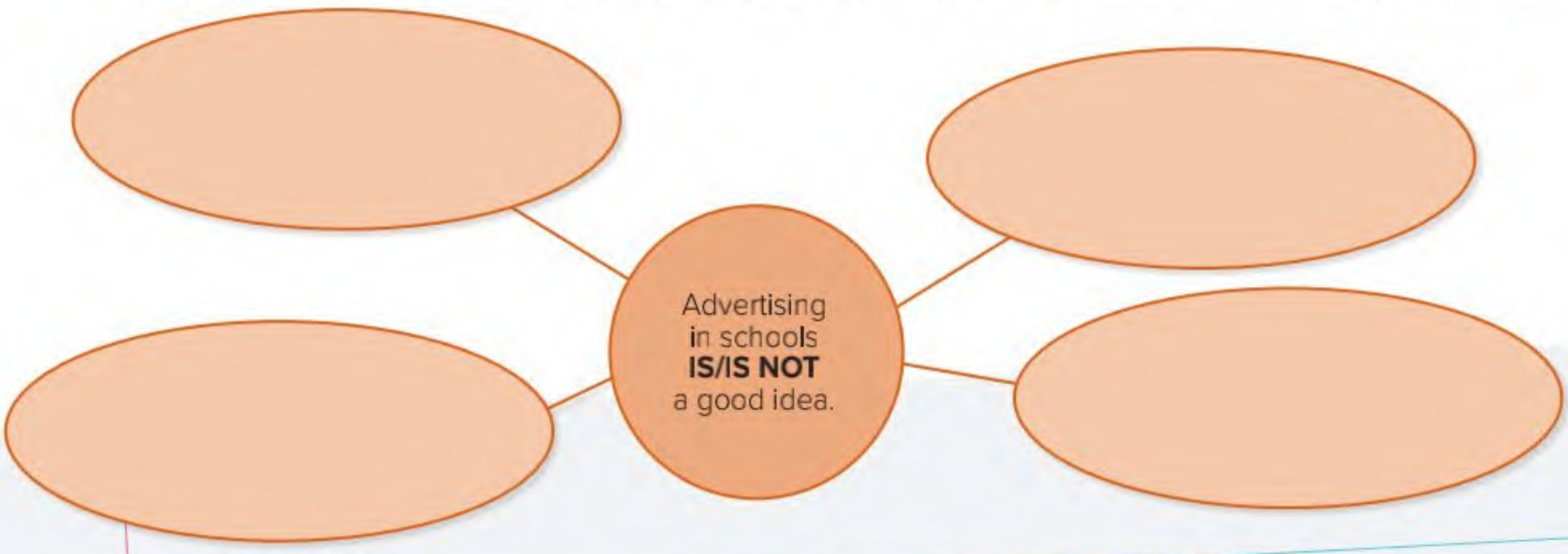
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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 76 30/4/25 11:41 PM

B. 1. Decide whether or not you support advertising in schools.

2. Think about reasons why advertising in schools is a good or bad idea. Use an organizer to write down your ideas.

3. Write a letter to your local newspaper about this topic, trying to convince the reader that your view is correct.



Dear Editor,

In response to last week's article about the rights and wrongs of advertising in schools, I am writing to give you my opinion on why I think it is a positive thing.

First of all, having adverts in and around the school gives teachers the opportunity to teach students about the field of marketing and advertising ....

Moreover, ...

To sum up, ...

Writing Corner

When you write a letter to communicate your opinion and feelings on a controversial topic:

- start with an appropriate greeting: *Dear Editor, Dear Sir or Madam, Dear Mr. Jones.*
- state clearly the reason why you are writing and give your general opinion on the topic.
- state your reasons for your opinion by giving reasons and/or examples.
- organize your reasons into clear paragraphs. Each paragraph should start with a sentence which gives the main reason (topic sentence). The paragraph should then be developed in such a way that you support the topic sentence with more details and examples.
- use connectors to list your main reasons: *Moreover, ...; In addition, ...; Additionally, ...; What's more, ...; Last but not least, ...* and so on.
- to express your opinion, uses phrases such as: *In my opinion, ...; From my point of view, ...; As far as I'm concerned, ...; I strongly believe that, ...*
- ask yourself what objections your readers might have to your ideas and use phrases to express a general opinion such as: *Most people think that ...; Everyone knows that ...; Most people support/oppose the idea...*
- select features and benefits that you can present to overcome these objections.
- do not forget to write a conclusion carefully, going back to your initial thesis statement and summarizing your facts/arguments. Use phrases such as: *To sum up, ...; In conclusion, ...; To conclude, ...* and so on.

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Ministry of Education
2025 - 1447

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11 Form, Meaning and Function

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.

Our bottles are recyclable. **If** you **drink** Crystal Spring water, not only do you **feel** more energetic but you **help** the environment.

Future Facts

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

If you **drive** the BMX-3000, people **will notice** and **admire** you.
If you **have** dull and lifeless hair, Floral Essence shampoo **will make** it healthy and shiny.
You **won't feel** your best, if your clothes **don't look** their best.

May/Might

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

If you haven't yet worn Planet Mercury sneakers, you **may** not **be** performing to your best ability. Put your feet in them today to see what you can do!

I'd Rather/I'd Prefer

Use *I'd rather* (= *I would rather*) to talk about preferences.

A: Would you prefer to go shopping or stay home?
B: **I'd rather** go shopping.
A: **I'd prefer** to stay home. I don't want to spend all my money.



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

1. If you _____ (heat) water to 100°C, it _____ (boil).
2. If they _____ (climb) up to 4,000 meters, they _____ (need) oxygen.
3. Unless you _____ (stop) spending, you _____ (be) completely broke before the end of the month.

B. Work with a partner. Say what happens, will happen, or might happen in the following situations.

1. If children see a lot of toy commercials on TV, _____.
2. If there is a sale at my favorite store, _____.
3. If I leave my wallet or cell phone at home, _____.
4. If you get top marks at school, _____.
5. If I see an advertisement on TV, _____.
6. Your idea: _____.

C. Work with a partner. Ask and answer. Would you rather buy clothes online or at the mall? Why?

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 78 30/4/25 11:41 PM

Words Connected with Shopping Habits

Some words connected with different ways of shopping are:

Shopping Mall	**Small Stores**	**Online Shopping**
wide range of products	friendly service	convenient
discounts	neighborhood	door-to-door delivery
food courts	helpful staff	fast
entertainment	appealing atmosphere	wide range of products
luxury	convenient location	pay by card

Small, **neighborhood** stores offer a **friendly**, personal **service**.
Luxurious shopping malls provide **entertainment, food** and good **discounts** on products.
Online shopping is becoming more and more popular as it's **convenient, fast** and you can **pay by** credit **card.**

Conditional Sentences with *When* and *Unless*

Use ***when*** in place of ***if*** to talk about general truths. Use the present tense in both clauses.

When you **press** the button, the washing machine **turns** off.
When water reaches 100 °C, it **boils**.

You can use the word ***unless*** in place of ***if*** in negative sentences.

Unless I study hard, I **won't get** top marks.
Unless you exercise, you probably **won't lose** weight.
Unless you study harder, you **will fail** the test.

D. Read the advertisements. Work with a partner and persuade him or her to buy the product. Use sentences with ***when***, ***if*** and ***unless***

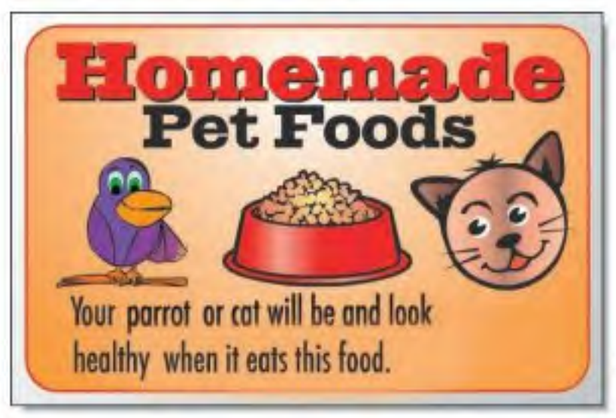
When you brush your teeth with *Sparkle* toothpaste, your teeth will be cleaner and brighter. **If** you buy this toothpaste, your teeth will look great. **If** you don't buy this toothpaste, you might need to visit the dentist. **Unless** you buy this toothpaste, your teeth will look terrible.



E. Work with a partner. Talk about your preferences and give some reasons. Use conditional sentences in the present or future.

I'd prefer to go the mall. If we go to the mall, we can also have lunch in the restaurant.

1. local store/the mall
2. e-learning/classroom
3. get a job/go to college
4. buy a motorbike/buy a car
5. visit Dubai/Muscat





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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 79 30/4/25 11:41 PM

رابط الدرس الرقمي

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12 Project

1. Work in pairs/groups. Think about the advertisements that you see, watch, or hear every day. They can be billboards, advertisements in magazines or newspapers, TV commercials, radio advertisements, leaflets, stickers, etc.
2. Choose one that you think is beneficial and helpful to people.
3. Discuss and identify the product or service that is being advertised, the target group, the text/script or slogan that is being used, the image, and the message that the advertisement is trying to get across. Make notes in the chart.
4. Create a new advertisement for the product. Use a different medium. If for example, you have chosen a magazine advertisement, you might want to develop a TV advertisement for the same product or service. Use your notes to help you.
5. If you decide to create a TV advertisement, remember to make a storyboard. If, on the other hand, you have decided to create a radio advertisement with people talking to each other, remember to write a script. Finally, if you decide to design a magazine or billboard advertisement, make sure you prepare a sample with photos, colors, special fonts, etc.
6. Role-play. Take on the roles of advertising teams and clients (company executives of the product or service). Each advertising team has to present their new advertisement to the clients in a convincing manner so they can persuade them to agree to it.

Product/service: _____	Existing advertisement	New advertisement
The medium	Billboard Radio Magazine TV Newspaper Other: _____	Billboard Radio Magazine TV Newspaper Other: _____
The target group		
The text/script or slogan		
The image/design		
The message		
Special features/details		

MG_03_COMBO_TEXT_2025.indb 80 30/4/25 11:41 PM

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.
evaluate and discuss the influence of advertising			
create an advertisement for a product			
advise someone against something			
use adverb clauses			
use conditional sentences with present and future forms			
use *may* and *might* to speculate about the future			
talk about preferences using: *I'd rather* and *I'd prefer*			
talk about shopping habits			
use conditional sentences with *when* and *unless*			

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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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 81 30/4/25 11:41 PM

6 The Gender Divide

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1 Listen and Discuss

1. In what ways do you think men and women behave differently?
2. In what ways do you think their behavior is similar?
3. Do you think there are more similarities or differences?

Do you think you know a lot about men and women?
Answer *True* or *False* for these statements.
Then check your answers with the results of gender studies.

1.	Women talk more than men.	True	False
2.	Women tend to worry more than men.	True	False
3.	Men are more truthful than women.	True	False
4.	Men are more easily bored than women.	True	False
5.	Women have a greater tolerance for pain.	True	False
6.	Women live longer than men.	True	False

Sandy: I think women talk much more than men.

Amal: That's just a stereotype. Though I do think women talk more than men about certain things.

Sandy: Like what?

Amal: Women like to talk about their feelings, but men usually don't.

Sandy: Men'd rather talk about sports. Or cars.

Amal: Typical!

1. The common stereotype that women talk more than men is wrong. In fact, recent research shows that there is very little gender difference in how much people speak. Some research suggests that men tend to speak more than women in formal settings, and that women speak more in informal situations. One study revealed that women speak an average of about 16,000 words a day, and men do too.
2. Studies show that women worry more frequently than men. This may be due to the fact that women's brains produce less of a brain chemical called COMT, which controls anxiety. Having less of this chemical can make it harder for a person to stop worrying.
3. Women lie frequently, and men do too. However, research shows that women and men tend to lie about different things. Women are more likely to lie in order to try to not hurt a person's feelings. They are also more likely to lie to try to avoid a conflict. However, you are more likely to be told a lie by a man for a different reason. Men more often lie in order to make themselves seem more impressive.
4. Studies show that men have more restless temperaments than women. For example, women seem to have a capacity to adjust to repetitive tasks, but men don't. They dislike being asked to do such tasks and are less likely to successfully complete them. It is speculated that women do better in these situations because they have a greater ability to keep their thoughts and imagination active, even during tedious activities.

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 82 30/4/25 11:41 PM

5. Many people assume that since women have babies, and men don't, women probably have a greater ability to deal with pain. However, the research seems to indicate that, due to their body chemistry, women actually have lower tolerance for pain. During recovery after surgery, women tend to experience pain with greater frequency and intensity than men do.

6. Women outlive men all around the world, sometimes by an average of as much as 10 years. For example, in the U.S., the average life expectancy is about 79 for women, but only 72 for men. The gap is largest among people who live to be 100 or older. Worldwide among people 100 or older, women outnumber men 9 to 1.

Answers:
1. False; **2.** True; **3.** False; **4.** True; **5.** False; **6.** True

Quick Check ☑

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

anxiety	gender	repetitive	stereotype	temperament
capacity	intensity	restless	tedious	

1. The _____ that blond-haired people are not smart is ridiculous.
2. We were bored and _____, so we decided to find something to do.
3. That film is very _____. It shows the same place over and over.
4. I always feel overwhelming _____ the night before a test.
5. The _____ of the thunderstorm made the animals nervous.
6. Some people believe that animals have the _____ to feel the same emotions that humans do.
7. Luisa has a lovely _____. She's always happy and smiling.
8. Finding sources for an essay can be a time-consuming and _____ task.
9. The _____ of an animal often has a specific name; for example, a male horse is a stallion and a female horse is a mare.

B. Comprehension. Answer the questions.

1. In what types of settings do women tend to speak more?
2. What causes women to worry more than men?
3. What things do women tend to lie about? What things do men tend to lie about?
4. What might explain women's ability to deal with repetitive tasks better than men?
5. Which gender has the longer life expectancy? Give an example.

2 Pair Work

Work with a partner to think of another common stereotype about people. Decide whether you think the stereotype is true or false. After class, do research to confirm whether your decision was correct.

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 83 30/4/25 11:41 PM

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3 Grammar

Verbs + Infinitives or Gerunds with Different Meanings

Some verbs can be followed by either a gerund or an infinitive, but the verb + gerund and the verb + infinitive have different meanings. These verbs are *remember, forget, regret, stop,* and *try.*

He always **remembers to send** his grandparents a gift on special holidays. (**remember** + *infinitive* = remember to do a task)
He **remembers sending** gifts last year. (**remember** + *gerund* = remember having done something in the past)

She sometimes **forgets to ca**ll. (**forget** + *infinitive* = not remember to do a task)
She sometimes **forgets ca**ll**ing**. (**forget** + *gerund* = not remember having done something in the past)

I **regret to te**ll you that I have a secret. (**regret** + *infinitive* = wish it were not necessary to do something)
I **regret te**ll**ing** you my secret. (**regret** + *gerund* = wish it were possible to undo something done in the past)

We **stopped to watch** the sunset. (**stop** + *infinitive* = stop doing something in order to do something else)
We **stopped watching** the sunset. (**stop** + *gerund* = stop doing something)

I **tried to reach** them, but they didn't answer the phone. (**try** + *infinitive* = make an attempt to do something)
I **tried reaching** them by email. (**try** + *gerund* = try a specific method to reach a goal)

Passive Forms of Infinitives and Gerunds

The passive form of an infinitive is: *to + be* + past participle.

Everybody wants **to be respected** by somebody.

The passive form of a gerund is *being* + past participle.

Being asked to settle an argument can be awkward.

Auxiliary Verbs after *But* and *And*

When an addition is made to a statement with *but* or *and*, often the main verb is not repeated. Instead, it is replaced with an auxiliary verb.

but + subject + auxiliary

My sister isn't good at remembering special occasions, **but my mother is**.
John doesn't get frustrated easily, **but Sam does**.

and + subject + auxiliary + *too* (for positive sentences) or *either* (for negative sentences)

He enjoys outdoor activities, **and his son does too**.
We don't like going for walks in this heat, **and he doesn't either**.

A. Circle the correct form in each sentence.

1. Did you remember (to shut / shutting) the window before it started raining?
2. He stopped (to play / playing) football after he hurt his knee.
3. If you haven't been able to get an answer from the boss on the phone, maybe you should try (to send / sending) him an email.
4. He'll never forget (to score / scoring) that goal in the last minutes of the game.
5. Don't forget (to email / emailing) me the photos.
6. We regret (to inform / informing) you that your application has been declined.

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 84 30/4/25 11:41 PM

B. Answer the questions about yourself.

What is something you once did that you have stopped doing?
I have stopped biting my nails when I'm nervous.

1. What is something you remember doing often when you were a child?
2. What is something you forgot to do recently?
3. What is something you tried to do, but were not able to do?
4. What is something you will never forget doing?
5. What is something you try to remember to do each day?
6. What is something you regret doing?

C. Rewrite each sentence as a passive sentence.

The job candidate didn't expect the human resource manager to criticize him so harshly.
The job candidate didn't expect to be criticized so harshly.

1. You need to take out the trash.
2. He expects the manager to promote him soon.
3. I remember my father reading to me when I was a child.
4. He waited for his boss to invite him to sit down.
5. The mechanic needs to repair the car.
6. Many celebrities enjoy having photographers take their picture.

D. Complete each sentence with names of classmates and the appropriate auxiliary verb. When appropriate, use ***too*** or ***either*** after the auxiliary verb.

Don _____ often volunteers in class, and *Alex does too.* _____

1. _____ lives close to school, but _____.
2. _____ was in school yesterday, and _____.
3. _____ is wearing blue today, but _____.
4. _____ never comes to class late, and _____.

E. Read about Abdullah and Faris. Then describe the similarities and differences between Abdullah and Faris, using auxiliary verbs after ***but*** or ***and***.

Faris plays football, and Abdullah does too.

FARIS
Likes: comedy shows, Indian food, football, relaxing on the beach
Dislikes: coffee, video games, waking up early, hiking

ABDULLAH
Likes: game shows, Indian food, football, waking up early, hiking, video games
Dislikes: coffee, the beach, comedy shows



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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 85 30/4/25 11:41 PM

رابط الدرس الرقمي
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4 Conversation

Fahd: I don't know why Google Maps can't find Lakeside Drive. I think we'd better stop and ask directions.

Faisal: Don't worry. I'm sure I can find it. Let's try going this way.

Fahd: I think we're lost. Look. There's a gas station. Let's pull over and ask someone.

Faisal: Oh, all right.

Attendant: You look lost.

Fahd: You can say that again. We're looking for Lakeside Drive.

Attendant: I know this town like the back of my hand, and I can tell you that there's no street by that name. Do you mean Riverside Drive?

Faisal: Oh, yeah! That must be it. I just got the street name wrong.

Fahd: Can you tell us how to get there?

Attendant: It's not far. It's just over on the other side of town. You need to turn left out of here. Then go straight for a couple of miles. Keep going until you see an ice-cream shop. If you pass Town Hall, you've gone too far. Take the first left after the ice-cream shop and you'll be on Riverside Drive.

Faisal & Fahd: Thanks!

Fahd: I guess it's a good thing I suggested we stop for directions. We would have been driving in circles for ages.

Faisal: Don't make a big deal about it. I'm sure I would have figured it out eventually.

Real Talk

You can say that again. = I agree with you completely.
know (something) like the back of my hand = know something very well
over = used to emphasize location
for ages = for a very long time
make a big deal about = make something small seem very important

About the Conversation

1. How do Faisal and Fahd react differently to being lost?
2. Why couldn't they find the street they were looking for?
3. How does each of them feel about having stopped to get directions?

Your Turn

Role-play with a partner. Ask your partner how to get to his or her home (or some other destination) from school. Your partner will give you directions. Use phrases from the box.

Asking for Directions	Giving Directions
Am I headed in the right direction?	Go straight on...until you get to a...
Can you tell me how to get to...?	If you see a...you've gone too far.
I'm looking for...	Keep going until you come to a (crosswalk/set of traffic lights).
	Take a left/right after the (first, second, etc.) set of traffic lights.
	When you get to...you'll see a...

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 86 30/4/25 11:41 PM





5 Listening

Listen to the morning news show discussion about the different strategies used by new and experienced drivers. Then answer ***true*** or ***false***. If the sentence is false, rewrite it with the correct information.

1. _____ Kevin Shields is the host of the show.
2. _____ The book they are discussing was written a long time ago.
3. _____ New and experienced drivers use different driving strategies.
4. _____ Experienced drivers seem to be better able to deal with difficult situations.
5. _____ Older drivers' reflexes are as fast as younger drivers' reflexes.
6. _____ New drivers tend to get more stressed and frightened when dealing with a dangerous situation.
7. _____ Experienced drivers normally have lower insurance premiums than new drivers.

6 Pronunciation

Tag questions are short questions added to the ends of sentences. If the tag question uses rising intonation, the speaker isn't sure of the statement and is looking for information. If the tag question uses falling intonation, the speaker is sure of the statement and is expecting confirmation.

Listen and repeat. Then check whether the sentence has rising or falling intonation.

	Rising Intonation	Falling Intonation
1. So this means that experienced drivers have better reflexes, doesn't it?	☐	☐
2. So then it seems neither group has a total advantage in such cases, do they?	☐	☐
3. That's true, isn't it?	☐	☐
4. That's a bit unfair for new drivers, isn't it?	☐	☐
5. So each group is the better driver in their own way, aren't they?	☐	☐

7 Vocabulary Building

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

1. _____ content	**a.** of or relating to women or girls
2. _____ convey	**b.** observe an incident
3. _____ feminine	**c.** emotionally close
4. _____ intimate	**d.** subject matter
5. _____ literal	**e.** communicate by statement or suggestion
6. _____ masculine	**f.** category or type of living thing
7. _____ species	**g.** concerned with facts only
8. _____ witness	**h.** of or relating to men or boys

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

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 87 30/4/25 11:41 PM

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8 Reading

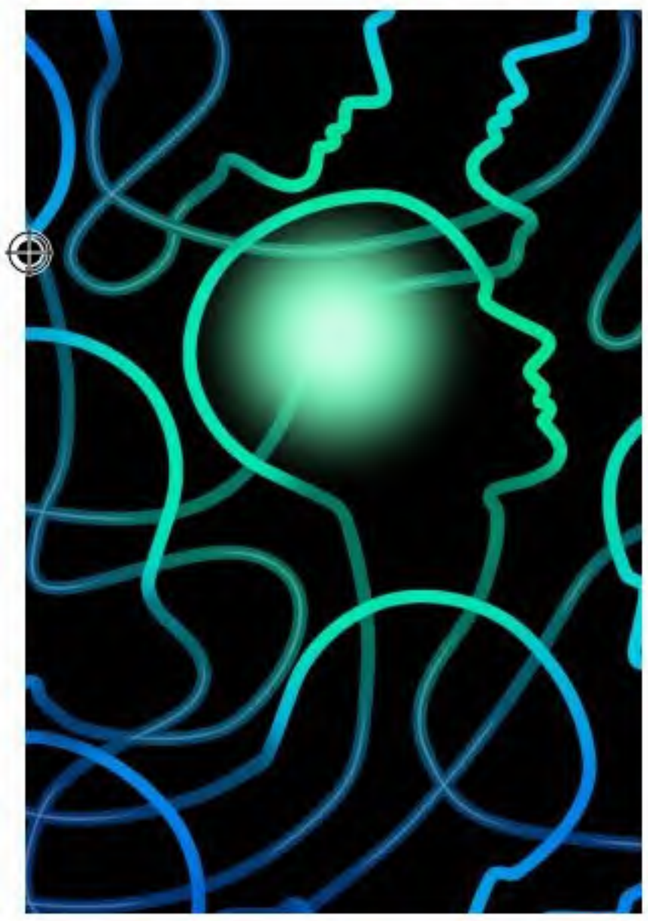
Before Reading

In what ways do you think men and women communicate differently?

Do Men and Women Speak the Same Language?

The difference in the ways that men and women communicate has been the subject of countless books, magazine articles, talk show discussions, and jokes. These differences can sometimes make men and women seem mysterious to each other, and can occasionally make communication difficult and confusing. People often jokingly say that men and women are from different planets or that they are different species. But just what *are* these communication differences and what is their cause?

One basic reason men and women have such different ways of communicating is that they see the purpose of communication differently. Research shows that women use communication as a way of growing closer to people and establishing intimate relationships. Women tend to use language to share thoughts and feelings, and to be supportive. Meanwhile, men tend to see the goal of communication as accomplishing a task. Men most often use language to persuade, argue, convey facts, and demonstrate knowledge.



Although men do not tend to use communication to achieve closeness, they have their own way of bonding. In one study, 75 percent of the men surveyed said that their most meaningful experiences with friends came not through talking, but through shared activities. In a related study, researchers found that fathers tend to show affection to sons by helping them with tasks and challenges. Javier Morales's experiences certainly support this idea. Says Morales, "My dad and I are really close, but I wouldn't say we talk very much. We spend a lot of time together doing things. We spent all of last Saturday repairing my car, and this week we're going hiking together. My dad and I have a deep bond. Just because we're not talking doesn't mean we're not sharing important time together."

The content of what males and females talk about tends to be different as well. Researcher Deborah Tannen has found that while feminine talk tends to focus on feelings, relationships, and people, masculine talk tends to focus on sports, the economy, and facts.

Women talk to explore problems, but men do not. Instead, men talk to fix problems. This can sometimes cause problems in communication. Janet West, a freshman in college, remembers encountering this issue recently. "I told my brother Derek about a problem I was having with my studies. He immediately came up with possible solutions to the problem. Being told how to fix the problem was kind of frustrating because it wasn't what I was looking for. I asked him to stop trying to fix the problem and try talking with me about it instead. He seemed completely confused and said, 'Why bother talking about a problem unless you're trying to find a solution to it?'"

Another way in which men and women differ is in the way they listen. Research has shown that men tend to place all of their attention on one thing at a time, but women do not. Instead, women commonly divide their attention between a number of things at once and make connections between these different things. Since this comes so easily to women, they are sometimes frustrated when men struggle to do this. For example, a common complaint among women is that when a man is watching television, he often doesn't hear a question asked by the person sitting right beside him. Sakura Kumi has witnessed this many times in her house. Sakura says, "My mother used to get so frustrated trying to get my father's attention while he was watching TV, and I did too. So she got into the habit of standing in front of the TV and saying, 'Hiroshi, I'm about to ask you a question.' It's become sort of a family joke."

Research has shown that these communication differences can be partially explained by the different ways in which the male and female brains are structured and wired. For example, the left side of the brain, where logic and literal thinking are processed, tends to be stronger in men. Meanwhile, women tend to think with the right side, which is where comprehension is processed. The female brain also has more connections between the right and left sides, so their thought process is likely to be more complex.

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 88 30/4/25 11:41 PM



Research has also shown that the different ways that boys and girls are raised has a significant impact on how they communicate. Girls are raised to recognize and be sensitive to the feelings of others. On the other hand, boys are taught to be more direct and goal-oriented. Being raised in such different ways is bound to create two different styles of communication.

While the differences in the way men and women communicate can sometimes cause confusion, these differences are also what help maintain a balance in communication. It ensures that a variety of topics and viewpoints are explored, feelings are expressed, and problems are discussed and solved. This balance is what makes communication so rich and interesting.

After Reading

Answer the questions.

1. What do women see as the purpose of communication? What about men?
2. How are men most likely to bond with others?
3. How does the content of men and women's talk tend to differ?
4. How do men and women approach problems differently?
5. What causes men and women to communicate differently?

9 Speaking

1. Work in pairs/groups. Use the questionnaire to ask each other about the way you communicate with people. If you like, add your own questions.
2. Compare answers with your classmates. Discuss individual preferences and your reasons.
3. Find people in class that communicate in a way that is similar to the way you communicate.

Do you talk about your problems?
Do you share your feelings with others?
Do you spend time with family/friends without talking?
Do you talk while you are doing something, e.g. fixing something, playing a game, etc.?
Which of these topics do you enjoy talking about? (circle) people you know people you don't know sports TV video games books clothes and accessories travel holidays food art cars buildings news assignments activities shopping gadgets computers other: _____

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 89 30/4/25 11:41 PM

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10 Writing

A. **1.** How do we communicate? Do we mostly communicate through verbal or non-verbal language?

2. Try communicating these to your partner without speaking.
- Can I have your pen, please?
- Are you going to call me after school?
- I went shopping yesterday.

3. Now write two of your own messages on a piece of paper, fold it, and set it aside or give it to your teacher. Use non-verbal language to communicate your message. Check. How successful were you?

4. "A picture is worth a thousand words." Explain.

5. Read the text and find:
- the main thesis statement
- the supporting paragraphs
- the arguments used





Verbal and non-verbal communication

When people talk about communication, the first thing that comes to mind is words or language. Language is our primary means of communication as human beings, which sets us apart from other species. However, as studies have shown, it is not the only means of communication.

Think about a photograph taken in the center of a town. It provides information about the buildings, stores and services, people and cars, plants, and all kinds of details if you choose to take the time to look at it more carefully. Now try describing the picture and everything you have identified in it to your friend or write about it. How long do you think it's going to take you? Certainly a lot longer than it takes a photo to convey the same amount of information.

Suppose that you have just acquired the latest electronic gadget. Would you choose to tell your friend about it or show it to him or her? Usually, we choose to do the latter, i.e. show it to somebody and point out all the new, amazing features. In other words, pictures and objects can "speak for themselves" more efficiently and effectively than we can through verbal language.

However, there are situations where a different type of interaction is required, when, for example, you run into somebody you have not seen for some time. You probably want to talk about everything that has happened, ask him/her questions, and talk about people you know, and so on. This is definitely a case that requires verbal language.

On a partly different note, you see a friend you have not seen for some time at a distance, e.g. different escalators at the airport leading to different lounges. You have both checked through security and cannot go back; and you certainly don't want to start shouting across the airport building. You want to get his/her cell phone number.

You probably resort to gesturing by holding your hand next to your ear and pretending to talk; you point to the "phone," point to your friend and use a hand gesture to signal "What?" pointing back to the imaginary phone. Your friend signals each number by holding up the appropriate number of fingers.

In other words, although language is important and allows us to communicate facts, feelings, thoughts, experiences, and practically everything and anything that we are interested in, it is not the only way we communicate with each other. As studies have shown, about 60 percent of human communication is carried out through non-verbal means, e.g. facial expression, gestures, or illustration. Maybe we should keep this in mind when we are "at a loss for words": our eyes and overall expression can convey what we cannot express through words.

MG_03_COMBO_TEXT_2025.indb 90 30/4/25 11:41 PM



B. **1.** Think of an Arab man or woman and a non-Arab man or woman you know personally or from TV.
2. Think about the way these people communicate. Research and collect information about culture-specific features of communication. Do you think they communicate in a way that is typical of their culture? Write your ideas in a chart.
3. Write an essay about the communication approaches used by each person. Give examples to support your ideas.

	Arab person's name: _____	**Non-Arab person's name:** _____
Culture-specific communication features		
Communication features that are not culture-specific		

A Friend from Sweden and a Friend from Poland

My two friends are also colleagues. We work together as researchers on an educational project that encourages schools to communicate online with schools in other countries. Although they come from different cultures, both of them are not really what you might consider typical according to national stereotypes.

Erik, my Swedish friend, is a very friendly, outgoing person in a quiet manner. Janek, my Polish colleague, on the other hand, does not look very friendly at first but ...

Writing Corner

When you write a comparative/contrastive essay:

- consider the different sides of the issue.
- develop a list of similarities and differences.
- establish your basis for comparison.
- create a thesis for their relative importance, e.g. similarities outweigh differences.
- structure your essay using an alternating or a block structure:
  a. an alternating structure involves a point by point discussion and can be quite systematic and analytical.
  b. a block method allows you to discuss each aspect or topic in distinct blocks and then conclude.

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 91 30/4/25 11:41 PM

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11 Form, Meaning and Function

Present Perfect Progressive versus Present Perfect Simple

Use the present perfect progressive to say how long something has been happening.

Use the present perfect simple to say how many things have been done or how many times something has been done.

Present Perfect Progressive

Sandy and Amal **have been discussing** the differences in behavior between men and women for 2 hours.
How long **have** you **been discussing** stereotypes?
Saeed **has been driving** since early this morning.
How long **have** you **been driving**?

Present Perfect Simple

They **have decided** that women talk about feelings more than men.
How many times **have** you **discussed** this issue?
He **has driven** 400 miles.
How many different models of car **have** you **driven**?

Use the present perfect progressive to talk about an annoying action or situation.

I haven't slept at all. My phone **has been ringing** all night.
Who**'s been eating** the cakes? There is only one left!



Time Expressions with the Present Perfect Progressive: *How long, for, since, all day/all week/all month/all year*

They've been talking for over an hour. The children are getting bored.

A. Ask and answer questions about the picture. It's been raining for ten minutes. What have the people been doing during this time? Use the present perfect progressive and the present perfect simple.

A: What has the man at the magazine stand been doing during the rain?

B: He's been reading.

A: How many magazines has he read?

B: He's read several magazines.



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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 92 30/4/25 11:41 PM

Words Connected with Hobbies and Interests

Here are some words connected with popular free time activities. Write some words connected with a hobby or interest of your own.

Playing Sport	Reading Books	Collecting Items	Surfing the Internet	Your Hobby
play a team sport	science fiction	stamps	computer, laptop	_____
water sport	detective stories	stuffed toys	educational	_____
join a club	adventure stories	comic books	play games	_____
training	best seller	stickers	Internet cafe	_____
outdoors	poetry	bookmarks	enjoyment	_____
keep fit	book worm	enjoyment	knowledge	_____
athletic track	entertaining	happiness	new information	_____
rewarding	bookmark	fascination		_____
competition	novel	satisfaction		_____
awards	writer	collection		_____



Ahmed is a footballer. He has **played** every week since he was ten years old. He **plays** in his local **team** and they have won many **competitions** and **awards**.

Sally is a **bookworm**. She loves reading **novels** and **poetry**. One day she hopes to be a **writer**.

Ali has always been **fascinated** with superheroes and **comic books**. They bring him much **enjoyment** and **happiness** and he now has a **collection** of more than one thousand.

Adjective + Preposition + Gerund

I'm not very **good at playing** sport.
I'm **fascinated by** traditional stories and books.
I'm **interested in reading** all sorts of stories.



B. Work in groups. Find out about your classmates' hobbies and interests. Ask how long they've been doing them. Complete the chart.

A: Can you play a sport?
B: Yes, I can. I play tennis on the weekends.
A: How long have you been playing tennis?
B: I've been playing tennis since I was ten.
A: Have you taken part in any tournaments?
B: Yes, I have.

Hobby/Interest	Name	Length of Time
Sport		
Books		
Collecting something		
Your idea		
Your idea		
Your idea		

C. Tell the class about your group's hobbies and interests.

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2025 - 1447

MG_03_COMBO_TEXT_2025.indb 93 30/4/25 11:41 PM

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12 Project

1. Think about and research methods that people have used to communicate with others throughout history. For example, Native Americans used to communicate through smoke signals. They used a blanket to cover and uncover the fire in order to make a specific number of smoke puffs rise. Someone at a distance could watch and interpret the smoke signals and understand the message that was being sent.
2. Work in pairs/groups. Find out about different methods of communication that have been used through time and make notes in the chart.
3. Use your notes and the information that you have collected to prepare a PowerPoint presentation for your class.







Communication Method	1	2	3	4
Description				
Time period				
Place				
Person/group involved				
Advantages				
Disadvantages				

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2025 - 1447

MG_03_COMBO_TEXT_2025.indb 94 30/4/25 11:41 PM

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.
talk about gender differences and similarities			
discuss stereotypes			
ask for and give directions			
use verbs + infinitives or gerunds with different meanings			
use passive forms of infinitives and gerunds			
use auxiliary verbs after *but* and *and*			
use the present perfect simple and the present progressive tense			
use time expressions: *How long ...?; for; since; all day, week, month, year*			
talk about hobbies and interests			
use adjectives + prepositions + gerunds			

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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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 95 30/4/25 11:41 PM

EXPANSION Units 4–6

1 Language Review ☑

A. Complete each sentence by adding ***both...and, not only...but also, either...or,*** or ***neither...nor***. For some items, more than one answer may be possible.

1. _____ Beijing _____ Shanghai are cities in China.
2. All numbers are _____ even _____ odd.
3. Solar energy is _____ clean _____ renewable.
4. _____ Ayrton Senna _____ Jim Clark were famous race car drivers.
5. In the Spanish language, nouns are _____ masculine _____ feminine.
6. _____ *Finding Nemo* _____ *The Lion King* are animated films.
7. Studies have found that _____ men _____ women talk more than the other.
8. _____ cars _____ airplanes existed 200 years ago.
9. The word *change* can mean _____ coins _____ to become different.
10. Some words in the English language, like *conflict* and *suspect*, are _____ nouns _____ verbs.

B. Rewrite each pair of sentences as a single sentence with an adverb clause. Use a word or phrase from the box to begin each adverb clause. For some items, more than one answer may be possible.

because	if	(in order) to	only if	so that	where
even if	in case	now that	since	unless	wherever

Check the product carefully. There may be defects.
Check the product carefully in case there are defects.

1. You feel anxiety about leaving your job. You should still do it.
2. The police will have trouble finding the criminal. It would help if there were a witness.
3. We have finished this tedious task. We can relax.
4. She feels restless. It doesn't matter where she is.
5. Let's choose our destination. Then we can book our trip.
6. More consumers buy that brand. It has a good reputation.
7. He wants to be accepted into a prestigious university. He will have to study hard.
8. The secret agent altered his appearance. It was difficult to recognize him.

C. Write two sentences about each item using adverb clauses.

I brought an umbrella in case it rains.
Wherever I go, I bring an umbrella.



1. a bicycle



2. a bilingual dictionary



3. a cell phone



4. a chocolate bar



_____ _____ _____ _____

_____ _____ _____ _____

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2025 - 1447

MG_03_COMBO_TEXT_2025.indb 96 30/4/25 11:41 PM

D. Explain what each person is saying. Use the verb in parentheses, followed by a gerund or an infinitive.

Sabrina: Oh no! I think I left the oven on when I left my house. (forgot)
Sabrina thinks she forgot to turn off the oven.

1. Ahmed: I shouldn't have bought this car. It keeps breaking down. (regret)
2. Abdullah: I wish I could be at the meeting, but unfortunately I can't. (regret)
3. Tom: We got so bored of that TV show. We don't watch it anymore. (stop)
4. Allen: The election is Monday. Make sure you vote. (remember)
5. Dennis: Watching the Olympics live was incredible. I will never forget it. (remember)
6. Andrew: Jack and I were driving when we saw fireworks. We pulled over and watched them. (stop)
7. Kaya: I'm looking for a dress for the wedding. (try)
8. Jimmy: Did you look online for the tennis match schedules this weekend? (try)

E. Use the words to write sentences with ***but*** or ***and*** + an auxiliary verb.

Ice cream is made from milk/butter
Ice cream is made from milk, and butter is too.

1. Gold is a kind of metal/silver
2. Shoes are worn on the feet/gloves
3. Alligators don't live in the desert/monkey
4. An uncle is a male relative/nephew
5. Ice is a form of water/steam
6. Elephants aren't predatory animals/deer
7. Kenya is an African country/Nigeria
8. Men often wear ties/women
9. Apples aren't tropical fruits/cherries
10. Colombia is in South America/Canada
11. Penguins can't fly/parrots
12. The United States doesn't have a royal family/England

F. For each pair of pictures, write sentences with ***but*** or ***and*** + an auxiliary verb.

The K.S.A. is in the Middle East, but the U.S. isn't.

1. The K.S.A./the U.S.




2. a cell phone/a laptop




3. a burrito/sushi

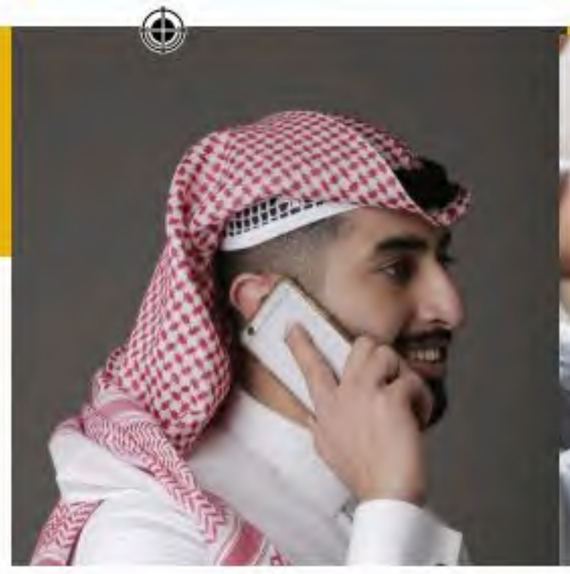



4. a race car driver/a mechanic




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2025 - 1447

MG_03_COMBO_TEXT_2025.indb 97 30/4/25 11:41 PM





2 Reading

Before Reading

1. Do you think it is easy for people to make real friends online? Why? Why not?
2. Do you text or call people you know? What kind of language do you use in each case?

The impact of a changing world on human language and communication

Recent research on the impact of online communication across cultures in Europe has revealed some very interesting findings.

Although, social networking and online communication has become the norm among young people nowadays, the formation of lasting friendships among peers appears to require face-to-face communication.

The project involved communication with partner schools in different countries. According to project participants, online communication and information exchange was effective for a period of time and undoubtedly provided the input and information needed. However, when it came to the formation of long-term friendships, they strongly felt that face-to-face communication was a key requirement; as was mobility, in other words travel to different countries.

The way one of the participants put it, "It's different to find out about each other's culture through reading, talking about it and exchanging pictures or videos, and different to actually experience it in person. It's the day-to-day things that tell you more about people and their mindset." These conclusions were reached after participants visited the countries where partner schools were located. As funding was limited, not all project participants were able to join.

All interviewees appreciated the accessible and affordable opportunities offered through technology and online communication but stressed the need for communication beyond cyberspace. Interestingly, young people nowadays take cyberspace for granted and consider more conventional, real world experiences to be more creative and rewarding. Overall, the conclusion reached pointed out that although technology "connects" people, lasting friendships require face-to-face contact to make initial connections more meaningful. This was further confirmed by the diminishing interest and involvement of the participants that had not been able to travel.

As expected, English was used as the common medium of communication. Project participants admitted to having been intimidated and reluctant to initiate conversation due to their language "inadequacies." They soon found out that none of their peers from other countries were perfect either, but were only too willing to utilize all available resources to speak. So they quickly revised their views on language competence and stopped being over-concerned with potential "errors."

The task at hand required them to communicate with people that they had previously communicated with through email and video conferencing, under more controlled circumstances with teacher support, and time to check and edit their language. Face-to-face communication had to be spontaneous and genuine, so they were required to do their best, to listen, understand, and ask for clarification or repetition, use gestures or point to things if they could not recall words and so on. More importantly, their peers from other countries routinely resorted to the same strategies in conversation.

On occasion, when lost for words, their interlocutors would say: "text me"; this they could do without difficulty, using abbreviated language. They would then use the text message, as a basis to clarify meaning. Abbreviated language, this special kind of electronic shorthand, which often confuses older adults, is accessible to young people. In fact, it is the electronic variety of English as an international medium, and an identifying marker of generations that are natives to technology.

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 98 30/4/25 11:42 PM

The context and means of communication do have an immediate impact on the type of language used. The need for speedy and highly economical messaging has fostered the development and evolution of "texting" language. Abbreviated language is regarded as a type of slang, categorizing it as a substandard variety of language. On the other hand, some analysts attest to the fact that it indicates high intelligence and speed of processing that should not be overlooked.

According to Professor Crystal, "text-speak", the combination of vowel-free abbreviations and acronyms, "has definitely been overhyped" and does not qualify as a new language.

When these issues were addressed in a focus group with high school students who had participated in the multicultural project, they were ready with clear and highly articulate answers. They agreed that context and circumstances impose the need for changes in communication and therefore the type of language used. They were pleased to be able to use abbreviated language in texting and messaging effectively and efficiently. However, they pointed out that they would very much like to develop their language and communication skills further in order to be able to operate in a different range of contexts. As one of the interviewees put it, "It wouldn't be a good idea to use abbreviated language in term papers when I get to university!"

After Reading

A. Complete the sentences with the words from the box.

norm	diminishing	utilize	interlocutor
abbreviated	intimidated	acronym	overrated

1. The disappointing results of the experiment were, unfortunately, caused by the researcher's _____ enthusiasm and interest.
2. Unfortunately, consuming too much fast food is the _____ among young people, these days, not the exception.
3. Although he had spent days preparing his presentation, he got so _____ by the audience that he could hardly say a word.
4. You should not give up when you run into difficulties. Instead, you should _____ all your skills and experience to deal with them.
5. UAE is an _____ It stands for United Arab Emirates.
6. A good communicator always tries to facilitate his _____.
7. Young people use _____ language in texting.
8. People used to think that computers were vastly _____ as a home appliance.



B. Answer the questions.

1. What were the conclusions of research on the impact of online communication across cultures?
2. What did the project participants believe about lasting friendships?
3. What was the main difference between participants who traveled to different countries and those who didn't?
4. How did the project participants feel about their language competence to begin with? Why?
5. Which factors fostered the development of "texting" language?
6. What did high school students believe about different types of language? Why?

Discussion

1. Do you think abbreviated, "text-speak" qualifies as a new language? Why? Why not?
2. Do you think technology has had a positive or negative impact on language and communication? Give reasons.

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 99 30/4/25 11:42 PM

3 Language Plus

Read the definitions of these idioms. Then complete each sentence with the correct idiom.

break into a cold sweat = feel very anxious about something
root for someone = support and encourage a contestant or team by cheering
throw caution to the wind = take an unnecessary risk
The third time's the charm. = The third time you try to do something, it will work.



1. Every time I go to the dentist, I _____.
2. Finally! This cake is perfect. _____.
3. I was lucky not to get hurt last time I jumped. I don't want to _____ by jumping again.
4. I hope you win. I will _____.

4 Writing

Tools for Writing: Run-on Sentences

A *run-on sentence* is a sentence with two or more independent clauses that are incorrectly placed together without any punctuation or a coordinating conjunction.

Incorrect: *You look in the cafeteria I'll look in the auditorium.*

Run-on sentences can be avoided by using a period to separate the clauses into two separate sentences, or by adding a coordinating conjunction after a comma.

Correct: You look in the cafeteria. I'll look in the auditorium.
Correct: You look in the cafeteria, and I'll look in the auditorium.

Correct each run-on sentence in two different ways.

1. The weather has been great it has been warm.
2. She can't make it she has other plans.
3. He's tired he doesn't want to stay out late.
4. I understood the lesson I can help you.

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 100 30/4/25 11:42 PM

Writing Prompt

Write an essay about tales involving animals in your culture. Include grammar points from Units 4–6.

Write Your Essay

1. Think about the following questions: Where did the tale originate? What is the significance of the tale? Is there a moral?
2. Use a chart to organize your ideas. In the first column, write two or three tales about animals that you are interested in learning more about. Research these tales. Then write notes about the origin of each in the second column. Use these notes when you write your essay.
3. Write an outline for your essay, and then write a draft.
4. Have a partner read and comment on your draft. Use your partner's comments and suggestions to revise your essay.

Animal Tale	Origin of the Tale

Developing Your Writing: Outlining an Essay

Writers use outlines to help them organize their thoughts before they begin writing. Outlines show the order in which topics will be introduced. They also include categories and subcategories to show the relationship between the different parts of the essay. Outlines are usually arranged from general points to more specific points. Outlines are also usually arranged by a system of numbers and letters, as in the example below.

I. Introduction
  A. There are numerous tales about animals in American culture.
  B. These tales often teach an important lesson/moral.
II. Body
  A. First tale: *The Tortoise and the Hare*
    1. origins of the tale
    2. significance/moral of the tale
  B. Second tale: *The Lion and the Mouse*
    1. origins of the tale
    2. significance/moral of the tale
III. Conclusion

Animal Tales in American Culture

American culture has a rich assortment of animal tales that are passed on from generation to generation. Most of these tales originated centuries ago, but are still told to children today. Each tale has a moral—an important lesson to be learned...

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2025 - 1447

MG_03_COMBO_TEXT_2025.indb 101 30/4/25 11:42 PM

Vocabulary

1 Two Is Better Than One

VOCABULARY

Nouns

aggression
aviation
contentment
deficiencies
elements
(moral) fiber
glider
leftovers
operation
pediatric surgeon
pioneer
predators
propeller
radioactivity
struggle
symbiosis
tentacles

Verbs

chuckle
compensate
honor
reject
swoop

Adjectives

acute
devoted
experimental
extensive
fearsome
flustered
invaluable
legendary
reliable
symbiotic

EXPRESSIONS

Negotiating

How about if I...and you...?
I think it would be fair if...
I'm sure we can work this out.
OK, I'll agree to...if you will...
Would you (be willing to)...if I...?

Real Talk

No sweat.
Not my cup of tea.
on the same wavelength

2 Influential People

VOCABULARY

Nouns

asset
charity
dispute
endowment
founder
foresight
hurdle
inventory
obscurity
phenomenon
philanthropist
poverty
reputation
wealth

Verbs

assemble
compile
comply with
dismantle
excel
implement
prosper
resign

Adjectives

formal
impoverished
influential
materialistic
overwhelming
prominent
reasonable
renowned
rural

Adverb

enormously

EXPRESSIONS

Discussing options

At the same time,...
But then again,...
I could always...
On the other hand,...
The alternative would be to...
What would you think about...?

Real Talk

cash
don't mind
drive someone crazy
get cold feet
go (around) in circles
put (something) aside for a rainy day

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2025 - 1447

MG_03_COMBO_TEXT_2025.indb 202 30/4/25 11:43 PM

Vocabulary

3 What Will They Think of Next?

VOCABULARY

Nouns

acrobatics
biodiversity
biosphere
chain
circuits
demolition
expectancy
gravity
industry
orbit
rank
sanitation

Verbs

adopt
compete
determine
estimate
gaze
generate
invest
preserve
simulate
span
substitute
transport

Adjectives

commonplace
condensed
cushioned
lucrative
obsolete
reusable
rigorous
steep

Adverbs of degree

amazingly
extensively
incredibly
mainly

EXPRESSIONS

Persuading

(I'm sure) if you just give it a try, you'll find that...
Look at it this way...
One of the advantages is...
One reason you should consider...
Trust me on this...
What's great about this is...

Real Talk

check out
ditch
go with the flow
hoopla
lugging

EXPANSION Units 1–3

VOCABULARY

Nouns

capabilities
diameter
galaxy
life form
limitations
radio
radio waves
shortcomings
telescope

Verbs

confirm
detect
monitor

Adjectives

discouraged
entire
extraterrestrial
optimistic
vast

Adverb

unintentionally

EXPRESSIONS

Idioms

be in another world
be on top of the world
be worlds apart
carry the weight of the world on (one's) shoulders
The world is (one's) oyster.
Where in the world...?

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2025 - 1447

MG_03_COMBO_TEXT_2025.indb 203 30/4/25 11:43 PM

Vocabulary

4 The World of TV

VOCABULARY

Nouns

conspiracy
defect
delusion
epic
formula
gadgets
intrigue
magnifying glass
melodrama
throne
villain

Verbs

abandon
captivate
capture
confront
erupt
reclaim
triumph

Adjectives

abrupt
altered
animated
carefree
cold-blooded
crucial
dormant
enduring
evil
evolutionary
exotic
formulaic
phenomenal
prestigious
prominent
superhuman

Adverbs

eagerly
ironically
tremendously

EXPRESSIONS

Agreeing

I agree completely.
I couldn't agree more.
You're absolutely right.
You're right about *that*.

Disagreeing

(I'm sorry but) I don't agree (with you).
(I'm afraid) I don't really agree.
I'm not so sure about that.
I see it differently.
I totally disagree.
You *must* be joking.

Real Talk

a dime a dozen
doze off
hard to swallow
just

5 Do You Really Need It?

VOCABULARY

Nouns

brand
consumer
formula
implement
logo
trait

Verbs

admire
authenticate
covet
expose
imprint
intend
promote

Adjectives

artificial
dull
cursive
exclusive
frustrating
obsolete
outlandish
revolutionary
sophisticated
unconventional

Adverbs

dramatically
similarly
spontaneously
virtually

EXPRESSIONS

Advising against something

Are you sure you want to do that?
I don't think that's a good idea.
I wouldn't do that if I were you.
I'm afraid you're going to regret it if you...
You should think carefully before you...

Real Talk

beat it
blow
broke
max out

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2025 - 1447

MG_03_COMBO_TEXT_2025.indb 204 30/4/25 11:43 PM

Vocabulary

6 The Gender Divide

VOCABULARY

Nouns

anxiety
capacity
content
gender
impact
intuition
intensity
recovery
reflex
species
stereotype
temperament

Verbs

convey
encounter
witness

Adjectives

countless
feminine
intimate
literal
masculine
non-verbal
repetitive
restless
rich
significant
tedious
verbal

EXPRESSIONS

Asking for directions

Am I headed in the right direction?
Can you tell me how to get to...?
I'm looking for...

Giving directions

Go straight on...until you get to a...
If you see a...you've gone too far.
Keep going until you come to a (crosswalk/set of traffic lights).
Take a left/right after the (first, second, etc.) set of traffic lights.
When you get to...you'll see a...

Real Talk

for ages
know (something) like the back of my hand
make a big deal about
over
You can say that again.

EXPANSION Units 4–6

VOCABULARY

Nouns

acronym
impact
interlocutor
mindset
mobility
norm
peer

Verbs

overhype
utilize

Adjectives

abbreviated
affordable
diminishing
intimidated
overrated
potential

EXPRESSIONS

Idioms

break into a cold sweat
root for someone
The third time's the charm.
throw caution to the wind

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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 3 Audio Track List

CD1

Track	Unit		Student Book Section
2	Connect	**1**	Listen and Discuss
3	Connect	**3**	Conversation
4	Connect	**4**	Speaking
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
23	EXPANSION Units 1–3	**2**	Reading

CD2

Track	Unit		Student Book Section
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
20	EXPANSION Units 4–6	**2**	Reading

CD3

Track	Unit		Student Book Section
2	Reconnect	**1**	Listen and Discuss
3	Reconnect	**3**	Conversation
4	Reconnect	**4**	Speaking
5	Unit 7	**1**	Listen and Discuss
6	Unit 7	**4**	Conversation
7	Unit 7	**5**	Listening
8	Unit 7	**6**	Pronunciation
9	Unit 7	**8**	Reading
10	Unit 7	**10**	Writing
11	Unit 8	**1**	Listen and Discuss
12	Unit 8	**4**	Conversation
13	Unit 8	**5**	Listening
14	Unit 8	**6**	Pronunciation
15	Unit 8	**8**	Reading
16	Unit 8	**10**	Writing
17	Unit 9	**1**	Listen and Discuss
18	Unit 9	**4**	Conversation
19	Unit 9	**5**	Listening
20	Unit 9	**6**	Pronunciation
21	Unit 9	**8**	Reading
22	Unit 9	**10**	Writing
23	EXPANSION Units 7–9	**2**	Reading

CD4

Track	Unit		Student Book Section
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
20	EXPANSION Units 10–12	**2**	Reading

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MEGA

GOAL 3

WORKBOOK

MANUEL DOS SANTOS

JILL KOREY O'SULLIVAN

ELI GHAZEL - DANAE KOZANOGLOU

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Mc Graw Hill

MegaGoal 3 Workbook

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Ministry of Education
2025 - 1447

Contents

Part 1	Unit	1	Two Is Better Than One	219
	Unit	2	Influential People	229
	Unit	3	What Will They Think of Next?	239
			EXPANSION Units 1–3	249
	Unit	4	The World of TV	255
	Unit	5	Do You Really Need It?	265
	Unit	6	The Gender Divide	275
			EXPANSION Units 4–6	285
Part 2	Unit	7	Everyone Makes Mistakes	291
	Unit	8	Against the Odds	301
	Unit	9	Beauty Is Only Skin Deep	311
			EXPANSION Units 7–9	321
	Unit	10	They Said, We Said	327
	Unit	11	Express Yourself	337
	Unit	12	Lost and Found	347
			EXPANSION Units 10–12	357
			Writing Skills	363
			Speaking Skills	367

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 217 30/4/25 11:43 PM

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2025 - 1447

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1 Two Is Better Than One

Part 1

A Unscramble the words.

a i e r b l e l *reliable*

1. d e e r a g l y n _____

2. v e d d e t o _____

3. e r e n p i o _____

4. t a i i o v n a _____

5. t e n e v i x e s _____

6. y l o t r a b a r o _____

7. y t r a v i o i d a t c i _____

B Complete the sentences with the words from exercise **A**.

He is *devoted* **to his research. He spends all of his time working on it.**

1. Khalid is learning how to design airplanes. He wants to become a leading figure in the field of _____.

2. Majed Ahmed Abdullah is _____. Even children today have heard his name.

3. Scientists usually do _____ research on a topic before they publish a paper to let other scientists know about the results.

4. Imad and Hussein spent hours in their _____ doing experiments.

5. _____ can harm people in many ways, but skin burns are the most common injury.

6. When you buy a car, make sure it's a _____ brand so that you won't need to spend a lot of money having it repaired.

7. Suliman Olayan was a Saudi Arabian _____ who contributed to the Kingdom's development.

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 219 30/4/25 11:43 PM

C Read each sentence. Tick (✓) whether the underlined word is an adjective or a pronoun.

	adjective	pronoun
Would you like another piece of pizza?	☑	☐
1. Sure. I'd love another.	☐	☐
2. I have another computer. Would you like to use it?	☐	☐
3. Some documentaries are interesting. Others aren't.	☐	☐
4. We need to get another car. This one is so old!	☐	☐
5. Is there any other food? I don't eat steak.	☐	☐
6. Many of the teachers are leaving. Others aren't.	☐	☐
7. I'm going to sit at the table with the other kids.	☐	☐
8. I can't find my math book anywhere. I might just buy another.	☐	☐

D Circle the correct words to finish the conversations.

A: Mom! Have you seen my black shoes?
B: No, and we have to go. You'll just have to wear (other / (others)).

1. A: Would you like (another / other) cup of tea?

B: Sure. I would love (another / others). Thanks!

2. A: Do you have (another / others) pen?

B: I'm sorry. I have (others / other), but I left them in my locker.

3. A: It's cold outside! You might want to wear (another / other) clothes!

B: I'll be fine. I'll just wear (another / other) sweater.

4. A: I finished the reading. Did the teacher give us (other / others) homework for tonight?

B: No, that was all of it.

5. A: These are great cookies!

B: I'm glad you like them! Would you like (another / others)?

6. A: Hey, I thought you were going to buy chocolate cookies!

B: I was, but then I found (another / others) that I liked more.

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 220 30/4/25 11:43 PM

E Rewrite each sentence, adding the emphatic ***do***, ***does***, or ***did***.

I called you last night. *I did call you last night.*

1. He eats shrimp. _____
2. It rained in New York yesterday. _____
3. I feel sick. _____
4. They came to school last week. _____
5. Susan lives in Los Angeles. _____
6. You need to come with me. _____
7. The little bird followed us home. _____
8. We have that game. _____
9. They like to take expensive vacations. _____
10. Fahd works very hard. _____

F Correct the errors in the sentences.

I'm cold. Do you have ~~other~~ *another* **hat?**

1. I do go to school yesterday.
2. These shoes are uncomfortable. I think I'll wear other.
3. Faisal is going to the game with others people.
4. Bob does wants to eat dinner with us.
5. I think I'll buy another books. This one is boring.
6. This ball is too small. Do you have anothers?
7. She do have a class right now.
8. Some people agree with me. Other don't.
9. They did went to the game last night.
10. Did Asma get another computers? She already had two!

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 221 30/4/25 11:43 PM

G Write a short dialogue for each picture. Use ***another***, ***other***, ***others***, or the emphatic ***do*** in each.



1. _____
_____
_____
_____



2. _____
_____
_____
_____



3. _____
_____
_____
_____

H Complete the conversation with the phrases from the box.

divide up	**No sweat**	**on the same wavelength**
I think it would be fair	**not my cup of tea**	**Would you be willing to**

Jenny: This science project is going to be a lot of work.

Sarah: I know. Maybe we should **(1)** _____ the work between us so that we work faster.

Jenny: That's a good idea. **(2)** _____ if one of us prepared the research notes and the other wrote the results paper.

Sarah: **(3)** _____ write the results paper? Typing is **(4)** _____. I'm terrible at it!

Jenny: **(5)** _____. I love typing!

Sarah: And I like writing up research notes!

Jenny: Great! I'm glad we're **(6)** _____. I think we're going to work well together!

Sarah: Me, too!

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 222 30/4/25 11:43 PM

I READING

Read the article and interviews. Then answer ***true*** or ***false*** for each statement below.

Forming Business Partners in the Information Age

In the past, people used to meet their business partners in person at schools, universities, or work. Today, more and more people are turning to technology to find a good partner. We interviewed Adnan who met his partner Greg online.

Interviewer: So, exactly how did you go about finding Greg, your partner?

Adnan: We found each other's résumé on ePartner.

Interviewer: Can you tell us a little about ePartner. How does it work?

Adnan: It is based on the principle that people should be matched on key personality characteristics.

Interviewer: So how do you know if your personality has the same key characteristics as someone else's?

Adnan: Well, everyone who signs up for ePartner has to take an online personality and aptitude test. After you finish the questionnaire, you get a list of likely matches.

Interviewer: And did you match? I mean did you hit it off with your partner right away?

Adnan: Actually, he didn't respond until a month later. But we've been partners for two years now, and we haven't had a single argument. We don't agree on everything, but we talk about things and always work out a solution that satisfies both of us.

Getting Funding for a New Business

In the past people used to save and start a business when they had enough cash. These days, people can put together a business plan, copyright it, and search for sponsors through the Internet.

Interviewer: So can you explain to us exactly what sponsoring is?

Greg: Sure. There are networks that accept proposals for new businesses and include them in their data bank. Your proposal can then be seen by potential sponsors or investors.

Interviewer: So, is it similar to social networking online.

Greg: I suppose you could say that. But this one is business networking, and the concept is closer to ePartnering in the sense that you eventually get to meet sponsors in person.

Interviewer: I see...and about how many sponsors can you meet and how quickly?

Greg: If you want, you can meet up to five or six potential sponsors a day.

Interviewer: Wow! Five sponsors a day! That's a lot. Interesting. Thanks for sharing with us, Greg, and good luck to you with your new business!

true **In the past, people often met their business partners through common organizations.**

1. _____ Adnan and Greg share some common personality characteristics.
2. _____ Adnan and his partner never disagree.
3. _____ When you try to get funding online you don't get to meet sponsors.
4. _____ You can meet up to six sponsors a day.

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 223 30/4/25 11:43 PM

J Read the text and answer the questions. Then complete the questionnaire at the end of the text with your own ideas.

Partnering with Friends and Relatives

Some people avoid setting up business partnerships with friends or family members. They feel that there cannot be clear boundaries between friendship and work, and things can go very wrong if you disagree with your friend and business partner.

Others feel that friends make the best business partners because there is a real relationship, as well as a sense of loyalty and willingness to share. According to yet another view, friends are great potential partners but not relatives.

I think it comes down to who the people are and what their qualities are. I also feel that self-confidence is invariably a determining factor. People who are aware of their strengths and weaknesses and are confident about their abilities and potential make good business partners. On the other hand, people who are meek and always take a back seat sometimes tend to be unpredictable and might take advantage of their partner when given a chance. But even then, you cannot really say that this is always the case. So it all depends on the individual.

An aspect of friendship that might affect a working relationship has to do with the fact that friends tend to do what they like rather than what they can do best; they feel that they have license to indulge and do exactly that, because they are working with friends. This can lead to bad and destructive business decisions. So it's advisable to discuss responsibilities beforehand, agree on details, and put everything down on paper.

One thing is certain; if you plan to be the leader of the business, what you need to find out is if your friends respect you as much as you respect them.

Here are some questions you could ask yourself before setting up a partnership:

A. Does my friend really listen to me when I talk?

B. When I have a good idea, does my friend reject it or does he/she contribute to its development?

C. Can I confide in my friend and trust him/her not to tell others our business ideas.

D. Does my friend come to me for advice?

E. Has my friend been by my side when I've needed help or support?

F. Has my friend accepted my help and support when it was offered?

G. _____

H. _____

I. _____

J. _____

1. Why are some people against setting up partnerships with friends and relatives?
2. Why are friends considered potentially good business partners?
3. What qualities are important in a working relationship according to the writer?
4. What should you do if you are heading the business?
5. Now, read the text again and add your own questions from **G** to **J**.

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 224 30/4/25 11:43 PM

K Study the picture and imagine what it might be like to live in a place like this compared with other places. Make some notes under each of the headings below. Then write sentences about the picture using ***other***, ***others***, ***another***, or ***each other***.



other	others	another	each other

1. _____

2. _____

3. _____

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 225 30/4/25 11:43 PM

L WRITING

Write about how, where, and when you met your best friend. What was your life like before you met? What is your life like now?

1. Before you write, take notes in the chart below.

My life before we met	
My friend's life before we met	
How/where/when we met	
Our life together	

2. Now use your notes from the chart to write your essay.

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 226 30/4/25 11:43 PM

M Read the interview with two company partners. Circle the correct form.

Presenter: As more and more people (1. **set up** / **are setting up**) businesses together these days, we interviewed two friends who (2. **are trying** / **try**) to make a go of it. We (3. **are waiting** / **wait**) for our first pair to arrive now. Ah! There (4. **are they** / **they are**)! Let's welcome Ali and Faisal... So tell us about your experience of working together. You (5. **are** / **are being**) web designers, aren't you? How (6. **things go** / **are things going**)? (7. **Is the business** / **The business is**) working out as planned?



Ali: Well, it (8. **is** / **is being**) actually easier than we thought it might be. First of all, let me explain, we (9. **have** / **are having**) a software program that (10. **assists** / **is assisting**) our customers to build their own websites. Let me show you an example on the screen... Here (11. **you go** / **are going**)! This (12. **is** / **is being**) our website.

Presenter: Wow! The site certainly (13. **seems** / **is seeming**) fantastic! (14. **Are you believing** / **Do you believe**) that's all due to your partnership?

Faisal: Oh, yes. It really (15. **helps** / **is helping**) to have two pairs of eyes on the screen, and two pairs of hands to share the load.

Presenter: What about the downsides? Any problems, so far?

Ali: To be frank, nothing serious. Naturally, we (16. **have** / **are having**) our differences of opinion occasionally. That's normal when two people (17. **spend** / **spending**) so much time together.

Presenter: Anything specific?

Faisal: The only thing that bugs me is that Ali (18. **is constantly interrupting** / **constantly interrupts**) me while I (19. **am speaking** / **speak**) with clients online.

Ali: And our chatline (20. **opens** / **is opening**) at 8 a.m., but Faisal never (21. **arrives** / **is arriving**) at work on time.

Presenter: So in general, (22. **do you have** / **are you having**) any advice for others who (23. **are thinking** / **think**) about starting a joint venture?

Faisal: Sure. It (24. **appears** / **is appearing**) to be an easy solution, but it (25. **requires** / **is requiring**) a great deal of trust and understanding.

Ali: Right! But if you've got that, it (26. **is** / **is being**) definitely better than going it alone.

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 227 30/4/25 11:43 PM

N Put the words into the correct categories. Some words may go in more than one category.

antiques culture documents educational books exhibitions history informative exhibits	interactive displays jewelry manuscripts pottery robots ruins science	seminars space state-of-the-art 3-D digital cinema for scientific documentaries



Words Connected with Museums and Galleries

Archaeological	Technological	National

O Circle the correct word(s). In some cases, both words are correct.

The new gallery is (1. **extremely** / **completely**) popular with visitors. It's a (2. **really** / **very**) amazing place to go when you are in the center of the city. The works of art on display are (3. **pretty** / **absolutely**) stunning. The paintings are in (4. **totally** / **extremely**) bright colors, though there are some (5. **quite** / **very**) terrifying illustrations. There are also a number of sculptures which are (6. **quite** / **extremely**) beautiful, and some of them are (7. **very** / **absolutely**) priceless. There's a (8. **quite** / **really**) massive selection of exhibits, and the admission prices are (9. **very** / **quite**) reasonable. Among those often exhibited there, are many (10. **absolutely** / **really**) important local and foreign artists. So, don't miss it. It's (11. **absolutely** / **very**) fascinating!

P Rewrite the sentences with different intensifiers and adjectives.

1. The exhibition was very good. We had a really good time.

   _____

2. The exhibition was very bad. We had a very bad time.

   _____

3. The museum was very bad, and the staff were very bad.

   _____

4. The art gallery was very good, and the things were very nice.

   _____

5. That's a very good picture. It's very nice.

   _____

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 228 30/4/25 11:43 PM

2 Influential People

A Match the words to their definitions.

i	charity	**a.** very poor
1. _____	excelled	**b.** well-known and respected
2. _____	founded	**c.** not too expensive
3. _____	impoverished	**d.** did very well
4. _____	philanthropist	**e.** the opinion others have about someone
5. _____	prominent	**f.** having influence on something or someone
6. _____	reasonable	**g.** started and supported an organization
7. _____	reputation	**h.** a person that gives a lot of money to good causes
8. _____	influential	**i.** an organization that helps those in need

B Answer the questions.

1. What are the names of some famous philanthropists in your country? In your town? Are there any buildings or schools named after them?

_____

2. Which football player in your country has an excellent reputation?

_____

3. What's a store in your town that has reasonable prices?

_____

4. What do you excel at?

_____

5. What is the name of a charity that you support?

_____

6. What's the name of a prominent author in your country?

_____

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 229 30/4/25 11:43 PM

C Complete the conversation, using the correct form of ***used to***, ***be used to***, or ***would***.

Jenny: Did your father grow up around here?

Emily: No. He _____used to_____ live on the east side.

Jenny: He did? That's a bad area!

Emily: I know. It **(1)** _____ be even worse! My father **(2)** _____ have to walk home from school with a group of friends in order to stay safe.

Jenny: Wow. That's terrible.

Emily: Yeah. His family **(3)** _____ be really poor, so he **(4)** _____ it.

Jenny: He's lucky that he was able to become a doctor and move out of there.

Emily: I know. He **(5)** _____ study a lot every day. He **(6)** _____ read the dictionary at night to learn more vocabulary!

Jenny: So I guess he **(7)** _____ working hard.

Emily: That's true. The long hours at the hospital don't bother him. When he first became a doctor, he **(8)** _____ get any days off. He **(9)** _____ offer to work extra hours on weekends and when other people took vacations.

Jenny: I couldn't do it. I **(10)** _____ sleeping all weekend long!

D Complete the sentences about yourself.

1. I used to _____.
2. I'm not used to _____.
3. One hundred years ago, people would _____.
4. My friend is used to _____.
5. My country didn't use to _____.
6. People in my city are used to _____.
7. My first teacher would _____.
8. The students at my school are used to _____.
9. When I was a child, I wouldn't _____.
10. My grandparents didn't use to _____.

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 230 30/4/25 11:43 PM

E Write a short dialogue for each picture. Use ***was/were going to*** in each.



1. _____

_____

_____

_____



2. _____

_____

_____

_____



3. _____

_____

_____

_____



4. _____

_____

_____

_____

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 231 30/4/25 11:43 PM

F Correct the errors in the sentences.

use
We didn't ~~used~~ to have a computer.

1. I would know her name, but now I can't remember it.

2. They are used to live in a small place.

3. I were going to call my sister, but she called me first.

4. They aren't use to the cold weather, because they come from a warm climate.

5. When he was a child, he would studies very hard.

6. Bill has lost a lot of weight. He didn't used to be thin.

7. I knew the radio wasn't going work.

G Complete the conversation with the words and phrases from the box.

cash	**drives me crazy**	**go around in circles**
don't mind	**got cold feet**	**put it aside for a rainy day**

Ahmed: This computer **(1)** _____ ! It always freezes up. It's so annoying!

Ibrahim: Maybe you should get a new one.

Ahmed: Everyone says that, but I just can't decide. I **(2)** _____ . Sometimes I think it's a good idea to buy one, and other times I think I should just use this one and save some **(3)** _____ .

Ibrahim: I guess you should save your money, but only if you **(4)** _____ using an old computer.

Ahmed: Sometimes I do mind it. Last week I was so frustrated that I decided I would buy a new one. I went to the computer store and picked one out. I was ready to buy it, but then at the last minute, I **(5)** _____ and left.

Ibrahim: Wow. It sounds like you want to save your money instead. Maybe you should **(6)** _____ . Your computer isn't so bad. Maybe we can fix it.

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 232 30/4/25 11:43 PM

H READING

Three students from different parts of the world were asked about their goals and dreams. Read about each student. Then complete the chart below.

Ali, 17, Saudi Arabia

My goal is to go to the United States to study to become a doctor. I am in my third year of high school in Jeddah right now. I study very hard so that I can get excellent grades in school. If I want to study in the U.S., I will need to speak English. I study English at school, and while I'm at home I read books and watch documentaries in English, too. I am going to apply for a scholarship program so that I can go to a university in the U.S. for a bachelor's degree. While I'm studying in the U.S., I will visit different medical schools to meet some of the professors. I will need to get top grades so that I can get accepted into a program. After I get my degree, I can become a medical doctor in orthopedics.

Yusef, 15, Somalia

My dream is to play on the Somali National Basketball Team. Right now I am the best basketball player in my school. We don't have a lot of money, so the court is just made of dirt. I'm used to playing on the dirt court with no shoes. I have a job watching a man's sheep for him. I save all the money I make. When I have enough, I will buy a pair of basketball shoes. Then I will travel to Mogadishu, the capital of Somalia. I will try out for a traveling team called the Somali Youth Basketball League. If I play well on that team, I can get a scholarship to play basketball at a university. This will hopefully lead to a position on the national basketball team.

Eun, 13, Korea

My goal is to become a world-famous football player. I have been playing football since I was three years old. I used to watch my older brothers play in the street with their friends, and then I would try to imitate them with my small plastic ball. Now I have training sessions three times a week. I am fortunate to have one of the best football coaches in Seoul as my instructor. I practice and run for at least three hours every day. My friends think I'm crazy, but I tell them this is the only way to become world-famous. I also play basketball with my cousin. When I am 14, I will try to join the Seoul Junior Football League. This will help me improve my skills and get a scholarship to the National Sports Academy. After that, I will try out for the national football team and participate in international championship games.

Write each student's goal and the steps the student will take to achieve that goal.

	Ali	Yusef	Eun
Goal			
Step 1			
Step 2			
Step 3			

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 233 30/4/25 11:43 PM

2 Influential People

I Read the text and complete the blanks with the right words or phrases from the list. Then answer the questions.

put out	**explicable**	**win me over**	**change of heart**
blazing	**lay my hands on**	**industrial design**	**come to this decision**
acclaim	**firefighter**	**obsessed**	**amazing**

When I was five, I wanted to be a **(1)** _____. I had watched the fire department put out a **(2)** _____ fire in a store, and I was very impressed; I wanted nothing else for about a year or so. That was when I was given my red fire engine and a firefighter's costume and tools. Fortunately, all the fires I **(3)** _____ were make-believe!

Between the ages of six and eight, I kept changing my dream for the future from becoming a firefighter, to becoming a farmer, then a pilot, then a firefighter again, and so on. But when I was nine, I became really **(4)** _____ with the idea of becoming an astronaut and a space scientist. I had seen some **(5)** _____ photos of stars and astronauts in a capsule in a colorful children's encyclopedia and could think of nothing else. For the next few years, I collected newspaper and magazine clippings, photos, spaceship replicas, and all kinds of other mementos and souvenirs that I could **(6)** _____.

So, when I finally decided to study **(7)** _____ at the age of 17, my family and friends were really surprised. They had all thought that if not space, at least the sky would **(8)** _____, and I would probably become a pilot or flight mechanic, or some other related profession. This change was quite unexpected and not altogether **(9)** _____. They tried to find out if my **(10)** _____ had been prompted by discouraging or unkind comments, if I had lost my confidence, or if anyone had scared me off. It took some time to convince them that I had actually **(11)** _____ on my own, and that industrial design was what I had been researching and finding out about for at least two years.

I am now a successful designer, and I have managed to earn some **(12)** _____ for innovative ideas and designs. I am committed to my work and get a lot of satisfaction out of it. One of the reasons I like it so much is that I can keep on learning, observing, developing new ideas, and discovering new materials. This, naturally, means that I can keep on setting new goals and challenges for the rest of my life; my most recent goal!

1. List the stages that the writer went through before making his final career decision.

a. _____

b. _____

c. _____

d. _____

2. Why do you think the writer's final decision was met with surprise and concern?

_____

_____

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 234 30/4/25 11:43 PM

J Write as many words as you can about the actions (verbs) you see in the pictures. Write sentences about the pictures using ***used to***, ***would***, and ***was/were going to***.



Action words (verbs)

1. _____
2. _____
3. _____

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 235 30/4/25 11:43 PM

K WRITING

Write about your goals and dreams.

1. Before you write, take notes in the chart below.

My Goal	
Step 1	
Step 2	
Step 3	

2. Now use your notes from the chart to write your essay.

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 236 30/4/25 11:43 PM

L Write complete sentences. Use the present perfect.

I / be / Dubai *I've been to Dubai.*

1. my cousin / buy a house / in Riyadh

_____

2. Samir / begin / to study economics at college

_____

3. we / go shopping / in the mall

_____

4. my parents / live / in Makkah for all their lives

_____

M Write two sentences for each situation. Use the present perfect plus ***since*** and ***for***.

Sultan started to exercise on September 5. Today is December 5.
*He has **exercised** since September.*
*He has **exercised** for three months.*

1. Faisal used his new laptop on Monday for the first time. Today is Friday.

_____

_____

2. Sabah and Amal studied English in sixth grade for the first time. They're now in ninth grade.

_____

_____

3. My parents bought their restaurant when I was three years old. I'm sixteen years old now.

_____

_____

N Write questions. Use ***How long***.

you / work / at the hotel
How long have you worked at the hotel?

1. they / live / in Jeddah

_____

2. she / work / in this school

_____

3. Omar / own / supermarket

_____

4. Tariq / be / taxi driver

_____

5. you / study / English

_____



وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 237 30/4/25 11:43 PM

2 Influential People

O Circle the correct words.

1. Have you (**once** / **ever**) flown in a helicopter?
2. Noura has made five phone calls (**so far** / **yet**) this evening.
3. We have seen this film (**twice** / **never**) this year.
4. I haven't finished my project (**yet** / **recently**).
5. Have they (**already** / **lately**) closed the shop?
6. The company hasn't been very successful (**recently** / **already**).



P Use each group of words to write two sentences. Use the present perfect for one sentence and the simple past for the other sentence.

Badr / meet / a millionaire // last year
Badr has met a millionaire.
He met a millionaire last year.

1. we / make a donation / to charity // last Friday morning

2. Frank and James / go sightseeing / in China // during their vacation in 2012

3. I / buy / many books online // this past year

4. Our teacher, Mr. Simpson, / study Arabic / at evening classes // five years ago

Q Write questions for the statements in **P**.

Has Badr ever met a millionaire?
When did Badr meet a millionaire?

1.
2.
3.
4.

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 238 30/4/25 11:43 PM

3 What Will They Think of Next?

A Write the missing letters of the words.

e x t e n s i v e l y

1. c ___ r ___ ui ___ s

2. ___ p ___ n

3. c ___ n ___ e n s ___ d

4. r a ___ ___

5. ___ e ___ ___ r m i ___ e d

6. e x ___ ___ c ___ a ___ c y

7. ___ a n ___ t a ___ i o ___

B Complete the sentences with the words from exercise **A**.

The new bridge will span the Mississippi River and allow traffic to move quickly across.

1. We don't have any electricity because the _____ are down.

2. Restaurants follow strict rules about _____ to keep their kitchens clean and make sure that their food does not make anyone sick.

3. Our baseball team wins a lot of games, so they usually have a good _____ in the league.

4. His speech was over an hour long, but he only had 30 minutes to talk. So he gave a _____ version of it.

5. They have not yet _____ who they are going to hire, so I don't know if I got the job.

6. People's life _____ has gotten longer and longer as medicine improves.

7. Cell phones are used more _____ across the world now than they were ten years ago.

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 239 30/4/25 11:43 PM

C Read the sentences. Label the 1st event and the 2nd event.

2nd event *1st event*
By the time you make dinner, Bob will have gone home.

1. I will have finished my dessert by the time the waiter gets me my coffee.

2. By the time they find a cure for cancer, many patients will have died.

3. By 2029, he will have been teaching for 40 years.

4. Our grandchildren will have grown up by the time people start living on the moon.

5. By June, I will have graduated.

6. The sun will have set by the time we finish dinner.

7. By the time he calls back, we will have been sleeping for hours.

8. By the time everybody uses electric cars, many glaciers will have melted.

9. My sister will have been living in Paris for a year by the time I visit her.

D Write the verb in parentheses in the future perfect or future perfect progressive.

By next month, she *will have been living* **(live) here for a year.**

1. They _____ (release) a new model by the time I'm ready to get one.

2. By the time the baby can walk, he _____ (turn) one year old.

3. By the time I have enough money saved, the price of houses _____ (go) up.

4. I _____ (work) for three hours by the time you are ready to help.

5. By the time the pie is ready, our dinner guests _____ (go) home!

6. By the time we arrive, she _____ (wait) for over an hour!

7. The film _____ (end) by the time we get there. Hurry!

8. I _____ (finish) this research paper by the time my parents buy me a new computer!

9. DVD players _____ (become) obsolete by 2030.

10. They _____ (live) in Oman for three years by the time we have enough money saved to visit them.

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 240 30/4/25 11:43 PM

E Complete the sentences with the correct time phrase. Use ***when***, ***before***, ***after***, ***while***, ***until***, or ***as soon as***. Sometimes more than one answer is possible.

1. They will stop charging so much money to use the beach _____ the summer is over.

2. _____ they come out with a new cell phone, I will buy one.

3. Khalid is going to play football _____ he finishes his homework.

4. The child will fall asleep _____ her mother reads to her.

5. Medicine will continue advancing _____ they've found cures for everything.

6. _____ I buy a new computer, I will do research to be sure I'm getting the best one.

F Write a sentence about each picture. Use the future perfect, future perfect progressive, or the future with dependent time clauses in each sentence.













1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 241 30/4/25 11:43 PM

G Complete the sentences. Use the future with dependent time clauses, the future perfect, or the future perfect progressive.

1. By next month, _____.

2. While I'm on the plane, I _____.

3. As soon as we arrive at the hotel, we _____.

4. I will use this book until _____.

5. By this time next year, _____.

6. By next year, _____.

7. I will have gone to bed _____.

8. By tomorrow, _____.

9. When we graduate from high school, _____.

10. I will have become old _____.

H Complete the sentences with the words and phrases from the box.

check out	**go with the flow**	**lugging**	**ditch**	**hoopla**	**trust me on this**

1. Hey! You should _____ the new cell phones they are selling at IT Wireless! It's really worth going to see them.

2. Will there be a computer there that I can use? I don't feel like _____ my laptop there with me.

3. **A:** What are you doing today?

B: I don't have any plans. I think I'll just _____ today.

4. This is the best Internet service provider out there. You should just _____. I have tried all of them, so I would know.

5. I have decided to _____ the group. We don't have any common interests.

6. I don't think this phone is very good at all. I'm not sure what all the _____ is about.

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 242 30/4/25 11:43 PM

I READING

Read the essay. Then answer ***true*** or ***false*** for each statement below.

Extraordinary Visions of the Future

One of the famous people in history who had a great vision of the future was Leonardo da Vinci. Leonardo described and sketched ideas for many modern inventions hundreds of years ahead of their time. Very few of these were ever built and tested during his lifetime. Several of his notes suggest that he wished to organize and publish his ideas; unfortunately, he died before he could achieve this important goal. After his death, many of his notebooks were hidden or lost, although there are still records of some of his most extraordinary inventions. Here are four examples:

Parachutes for skydiving

The first reported successful parachute jump was made from the top of a tower in France in 1783. Leonardo da Vinci had sketched a design for a parachute in 1485. He included notes around his sketch about the size requirements of a parachute that would allow a person to fall safely from a great height.

Helicopter

The first helicopter that could carry a person was designed and flown by Paul Cornu in 1907. Leonardo da Vinci was fascinated by flying machines. One of the sketches of his flying machines resembles a helicopter in its operating principles. It has a rotating airscrew. According to Leonardo's notes, this helicopter was meant to fly rapidly by unwinding a wound-up string attached to the airscrew.

Aircraft landing gear

The first airplane with retractable landing gear was built in 1933. Landing gear enables the plane to move faster, avoiding resistance from the flow of air around the plane. Leonardo da Vinci had imagined the need for retractable landing gear more than five hundred years ago. A couple of his sketches of flying machines show this equipment.

Scuba diving equipment

Jacques-Yves Cousteau and Émile Gagnan invented the compressed air tank in 1943. Centuries before, Leonardo had made some sketches which show men in diving suits with long hoses coming out of them and leading to the surface. There is also one sketch that looks as if one of the divers has something like a gas tank attached to his chest.

true **Leonardo da Vinci lived about 500 years ago.**

1. _____ Leonardo published a book with his ideas for inventions.
2. _____ Some of Leonardo's notebooks were lost.
3. _____ The first parachute was used in Italy.
4. _____ Leonardo flew the first helicopter.
5. _____ The first airplane landing gear was used in 1907.
6. _____ The compressed air tank is used in scuba diving.

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 243 30/4/25 11:43 PM

3 What Will They Think of Next?

J Complete the sentences with the verb in parentheses in an appropriate future form. Sometimes more than one answer is possible.

According to a market forecast, in five years from now, eLearning **(1)** _____ (reach) a volume of nearly 5 billion dollars in the highest buying markets. This amount **(2)** _____ (spend) on packaged content, development services, learning platforms, tool hosting services, authoring software, and platform installation. Higher education **(3)** _____ (become) the largest buyer by the end of the forecast period. More than 3 million students in the U.S. **(4)** _____ (attend) virtual schools, and more corporations **(5)** _____ (use) e-Learning platforms for meetings and training sessions.

K Read the information about the young man and write sentences using the future perfect or future perfect progressive.

Philip was very seriously injured in a car accident when he was six. Despite numerous attempts to help him regain the use of his legs, he has been unable to walk and is totally dependent on his electric wheelchair. He continued his schooling online and graduated from high school last year. He was determined to attend college, but the ones in his area did not have ramps for wheelchair access. So he registered for courses in Cyber College. He is now 19, and has completed his first year of studies in Computer Science.

By the time he is 22...

(study online / for 16 years)
He will have been studying online for 16 years.

1. (take college exams online / for four years)
_____

2. (access libraries online / for all his assignments)
_____

3. (order books online / for all his subjects)
_____

4. (graduate from college)
_____

5. (complete four years of college)
_____

6. (spend 16 years wheelchair-bound)
_____

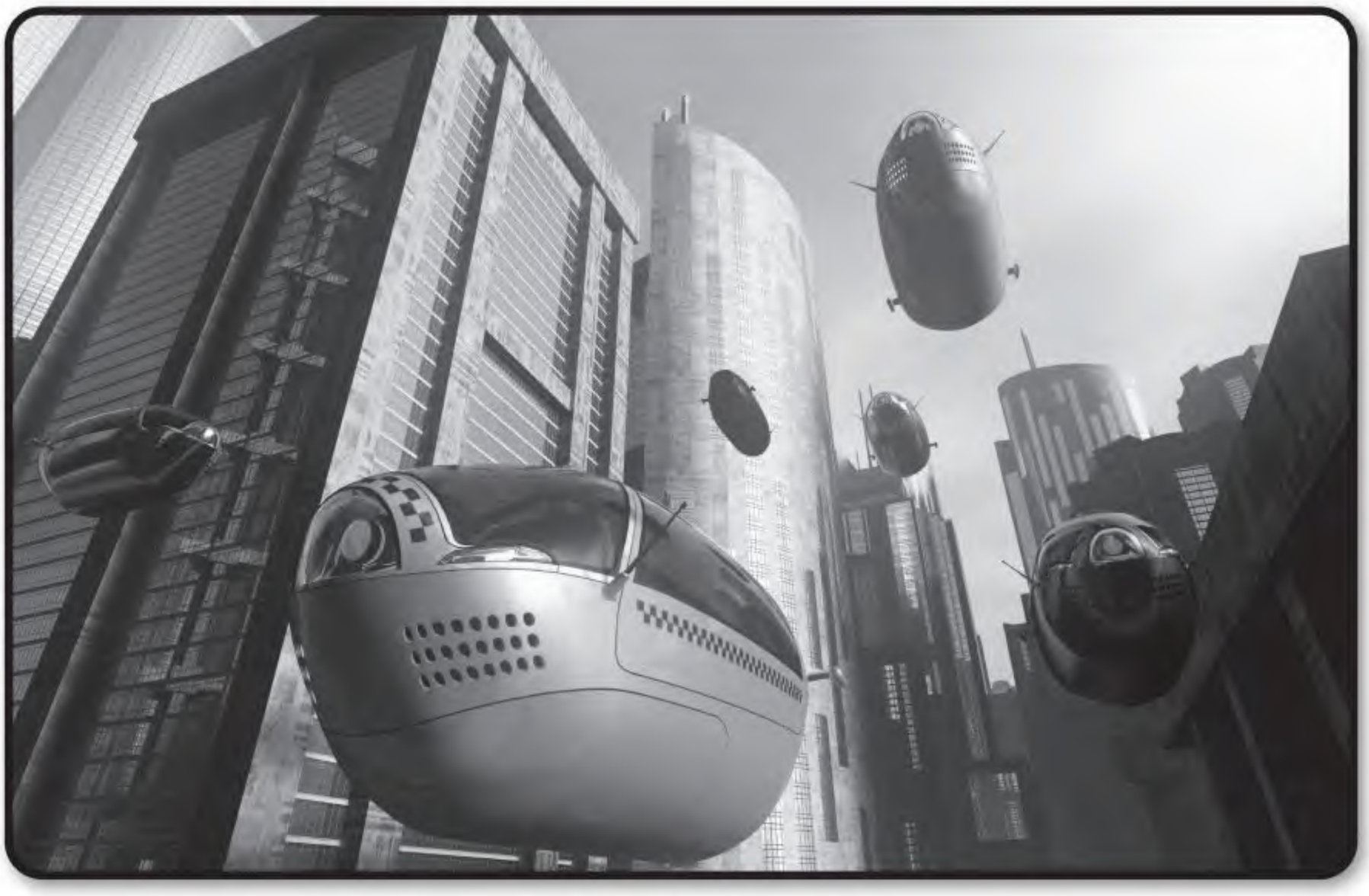
7. (learn a lot about Computer Science)
_____

8. (receive his Bachelor's degree in Computer Science)
_____

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 244 30/4/25 11:43 PM

L Look at the picture and imagine it is the year 2040. Write words in the box below to describe what is happening. Then write sentences about the future using the future perfect and future perfect progressive.



Action words (verbs)

1. _____
2. _____
3. _____

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 245 30/4/25 11:43 PM

M WRITING

Choose a modern invention, such as trains, airplanes, or cell phones. Explain the origins of the invention, how it is used now, and how you think it will change and develop in the future.

1. Before you write, write notes about the past, present, and future of the invention.

Modern Invention: _____		
Past	**Present**	**Future**

2. Now use your notes from the chart to write your essay.

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 246 30/4/25 11:43 PM



N Make each statement a yes/no question. Then give a short answer.

Ali doesn't use his cell phone often.

Q: *Does Ali use his cell phone often?*

A: *No, he doesn't.*

1. My parents both speak English.

   Q: _____

   A: _____

2. The hotel doesn't have its own website.

   Q: _____

   A: _____

3. My brother and I don't go to the same school.

   Q: _____

   A: _____

4. The restaurant offers a free Wi-Fi connection.

   Q: _____

   A: _____

5. I usually communicate with my friends by email.

   Q: _____

   A: _____

O Match the questions and answers.

1. How's it going?	___	**a.**	It's Abboud.
2. When's your graduation?	___	**b.**	He's here for the online conference.
3. What's your last name?	___	**c.**	We're from Dubai.
4. Why's Mr. Jones here?	___	**d.**	Fine, thanks.
5. Where's your family from?	___	**e.**	That's my aunt.
6. Who's that woman over there?	___	**f.**	It's in June.

P Answer the questions.

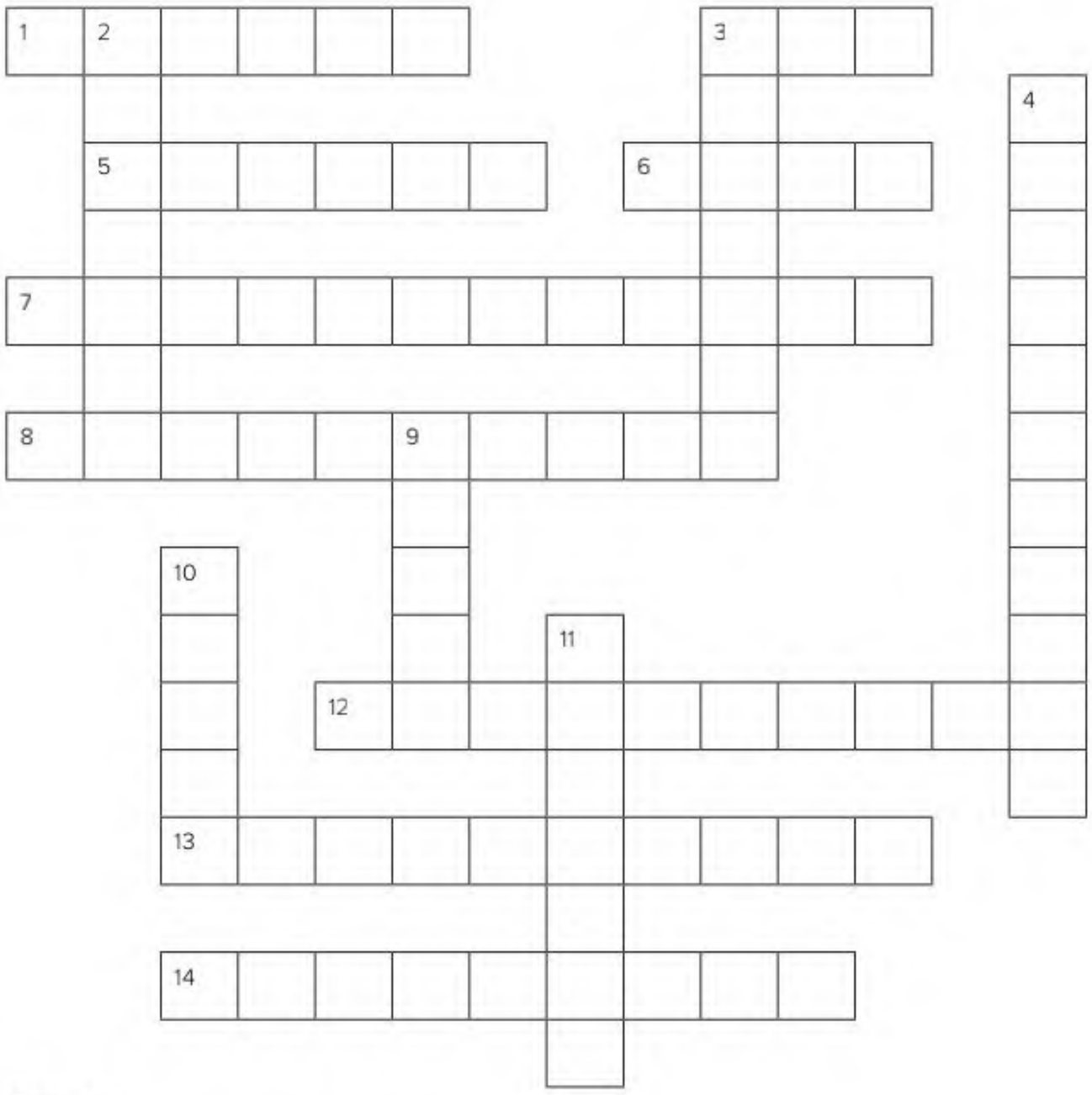
1. Where were you born? _____
2. Where did you grow up? _____
3. Why did you take the decision to study English? _____
4. When did you meet your best friend? _____
5. Did you spend time on the Internet yesterday? _____
6. What did you eat for breakfast this morning? _____
7. How did you feel on your first day at English school? _____

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 247 30/4/25 11:43 PM

3 What Will They Think of Next?

Q Complete the crossword puzzle.



Across

1. A piece of rock falling from outer space.

3. Thick clouds of it formed the Earth.

5. Send a spacecraft up into space.

6. What airplanes do when they reach the ground.

7. A place where research is done in space.

8. Scientific knowledge for building new machines.

12. The mixture of gases around a planet.

13. A vessel that travels to other planets.

14. A person working on a spacecraft.

Down

2. When the moon is between the Earth and the sun, and you can't see part of the sun for a while.

3. A force that causes things drop to the ground on Earth.

4. The sun and all the planets.

9. What the planets do around the sun.

10. We see them in the sky at night.

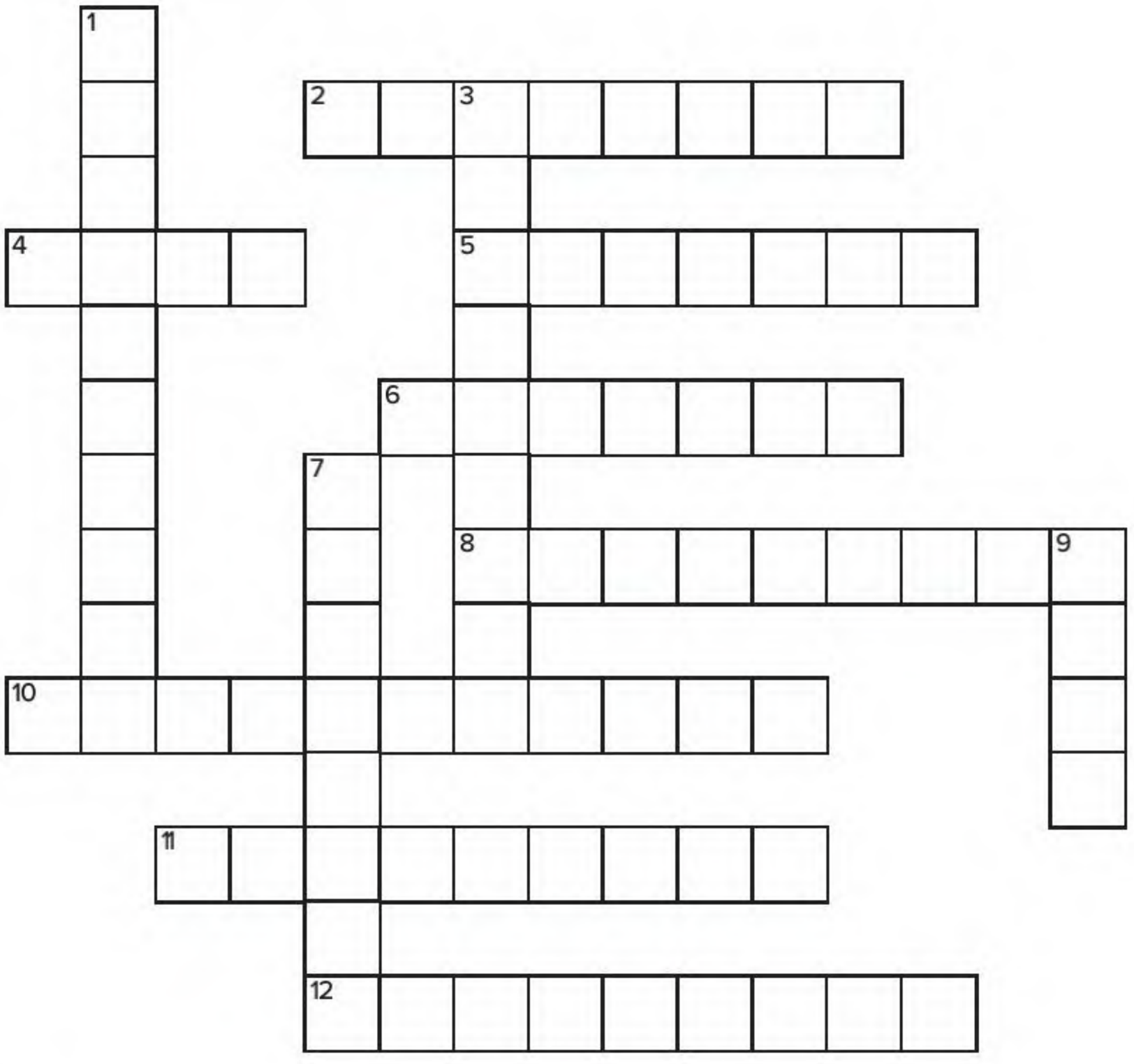
11. A mountain with a hole in its top where hot gases and lava come out.

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 248 30/4/25 11:43 PM

EXPANSION Units 1–3

A Complete the crossword puzzle.



Across

2. did well at

4. money

5. no problem (2 words)

6. dedicated

8. a close, beneficial relationship

10. decide not to do something because you are scared (3 words)

11. important and respected

12. battles; fights

Down

1. very valuable

3. shortened

7. extremely difficult

9. extend across

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 249 30/4/25 11:43 PM

EXPANSION Units 1–3

B Complete the conversations. Use ***other***, ***others***, or ***another***.

1. **A:** I'm almost done with my book. I need to find _____ one to read.
   B: Have you checked the list from the library book club? Maybe that will help you find _____ .
   A: That's a good idea. I have found many _____ from that list in the past.
2. **A:** I need to get _____ camera. Mine isn't very good.
   B: Let's go to the Electronic Superstore to buy _____ .
   A: Actually, it's too big and confusing there. I would rather go to _____ stores.
3. **A:** Did you see that Elle got _____ pair of shoes?
   B: She did? What is she going to do with the _____ ones?
   A: She has lots of them. She will probably put them with her _____ .

C Rewrite each sentence. Add the emphatic ***do***.

Neil Armstrong walked on the moon. *Neil Armstrong did walk on the moon.*

1. Nina has a smartphone. _____
2. I like surfing the Internet. _____
3. My brother got a new TV. _____
4. We have a digital camera. _____
5. I felt sick yesterday. _____
6. Oliver works for the government. _____

D Complete the sentences with ***used to***, ***be + used to***, or ***would*** and the verbs in parentheses.

My father *used to go* **(go) to work by bus, but now he has a car.**

1. In the 21st century we _____ (deal) with new technology.
2. Over 50 years ago, people in some countries _____ (have / not) their own telephones. They would share telephone lines with others.
3. I _____ (work) long hours. I've worked like this for years.
4. In the past, people _____ (type) important papers on a typewriter.
5. I _____ (get) sick a lot when I was a child, but now I never get sick.
6. I grew up in Egypt, but I live in the U.S. now. I _____ (speak / not) English every day.

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 250 30/4/25 11:43 PM

EXPANSION Units 1–3

E Use the prompts to write sentences using ***was/were going to***.

Ibrahim / go to the store / be too tired

Ibrahim was going to go to the store, but he was too tired.

1. Amina / call her friend / get sick

   _____

2. I / buy my friend a present / not have enough money

   _____

3. Hussain / visit his grandparents / have to work

   _____

4. They / take the class / not have time

   _____

5. We / cook dinner / order from a restaurant instead

   _____

6. Farah / buy a new computer / get her old one fixed

   _____

7. Sean / find a new apartment / buy a house

   _____

8. Hannah / study Spanish / study Japanese

   _____

F Use the future perfect or the future perfect progressive to complete each sentence. In some cases, both forms are possible.

Abdullah and Faisal joined the football team three years ago. By next year,

they will have been on the team for four years.

1. We have already driven 150 kilometers. If we drive another 50 kilometers,

   _____.

2. Ahmed moved to Riyadh in 2020. By 2033, he

   _____.

3. Bill has been working at the same company for nine years. By next year,

   _____.

4. Fahd has been studying for three hours. It's 9:00 P.M. By 11:00 P.M.,

   _____.

5. I have known my neighbor for nine months. In three months,

   _____.

6. Saeed has played chess since 2018. By 2028,

   _____.

7. She has been cooking dinner since 6:00 P.M. By 7:30 P.M.,

   _____.

8. They have been waiting since 2:00 P.M. By 2:30 P.M.,

   _____.

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 251 30/4/25 11:43 PM

EXPANSION Units 1–3

G Read the text below and put the paragraphs in the right order. Highlight the parts that helped you decide.

Homework – What is it for?

_____

Then again, there were students who obviously had lots of help from parents or teachers at home and always brought their immaculately written homework but could not perform in class. They often had similar grades to the student I mentioned earlier.

_____

Thinking back, I realize that it all had to do with the amount of homework, and the way it was set by the teacher. When the teacher took the time to explain what we had to do and even allowed us to produce examples and ask questions, I was more willing to do it when I went home. When, on the other hand, homework was set in a hurry, I went home feeling confused, not certain about what was required, dreaming up a number of excuses to avoid doing it.

_____

Finally, homework does not need to be tedious. It can be interesting and challenging and foster learning as much or as little as any activity in and out of class. It is the learning and content that needs to be focused on over and beyond the amount and presentation. At least that's what I think...

_____

I can appreciate the fact that homework needs to be set to help learners consolidate what they have done in class, but is it more important than anything else that someone does as a student? I quickly realized that if I wanted to be on good terms with teachers, I had to do my homework and stuck to that throughout my school years. However, I couldn't help thinking about the difference it made when homework was set in a way that encouraged us to think, search and find information, or express ourselves in a creative manner. I also remembered how appreciative we all were when homework did not require endless pages of writing for no obvious reason.

1

I have often wondered about the purpose of homework while I was at school. I sometimes felt that homework was set to keep us busy or keep us in line. I also thought it was a kind of test or form of punishment. Then again, there were times that I enjoyed it!

_____

A lot of people think that students who do their homework learn and the rest don't. I remember a classmate of mine who was a really fast learner and was always interested in finding out about things, but she was dismal with homework. She would do part of it, or none at all, or do the wrong thing. As a result, her marks did not reflect her real abilities, but instead showed her inability to do homework.

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 252 30/4/25 11:43 PM

EXPANSION Units 1–3

H Write as many words as you can about what you see in the picture. Write your words under each heading below. Then write sentences to describe the picture using the following order: noun, verb, a second noun, place, and time.



Noun	Verb	Place	Time

1. _____

2. _____

3. _____

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 253 30/4/25 11:44 PM

EXPANSION Units 1–3

I WRITING

Write an expository essay about some kind of controversial social issue, such as health care, minimum wage, or children's rights. Write about the history of the social issue, how it affects people today, and how you think it will change in the future.

1. Before you write, take notes in the chart below.

Social Issue: _____		
Past	**Present**	**Future**

2. Now use your notes from the chart to write your essay.

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 254 30/4/25 11:44 PM

4 The World of TV

A Match the words with their definitions.

___e___ **abrupt**	**a.** not active
1. _____ abandon	**b.** with a good reputation or wealth
2. _____ animated	**c.** leave a place or thing for ever or a long time
3. _____ dormant	**d.** catch and keep as a prisoner
4. _____ prominent	**e.** sudden
5. _____ prestigious	**f.** save someone from danger or harm
6. _____ capture	**g.** important
7. _____ rescue	**h.** illustrated or drawn

B Complete the chart with the word forms. Use a dictionary to help you.

Noun	Verb	Adjective	Adverb
abruptness		**abrupt**	**abruptly**
1.	abandon		
2.		animated	
3.		dormant	
4.		prominent	
5.		prestigious	
6.	capture		
7.	rescue		

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 255 30/4/25 11:44 PM

C Combine the sentences. Use a paired conjunction (***both...and***, ***not only...but also***, ***either...or***, or ***neither...nor***).

The game show host is talented. The game show host is funny.
The game show host is not only talented, but also funny.

1. That film wasn't interesting. That film wasn't funny.

2. We can watch a documentary tonight. We can watch the news tonight.

3. Marlin is a character in the animated film. Dory is a character in the animated film.

4. I wasn't tired. I wasn't hungry.

5. The detective is brave. The detective is intelligent.

6. It is my favorite biographical film. It is my favorite book.

7. The hero will win in the end. The villain will win in the end.

8. The football game was boring. The football game was disappointing.

D Complete each sentence with ***and***, ***but***, ***or***, ***so***, or ***yet***.

I wanted a sandwich, *yet* they only had burgers.

1. The sun was out, _____ it was still cold.
2. We can study for our English test, _____ we can play video games.
3. I read the detective books, _____ I saw the TV series, too.
4. I like dramas, _____ I like comedy shows more.
5. She was bored, _____ she called her friend.
6. I thought the game was great, _____ the referee annoyed me.
7. You can watch TV, _____ you can just read a book.
8. I wanted to eat dessert, _____ I was full from dinner.
9. One form of media is TV _____ another is the Internet.
10. I don't like documentaries _____ I'm not going to watch TV with you.

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 256 30/4/25 11:44 PM

E Correct the errors in the sentences.

1. I think the most interesting sci-fi film is either *Star Wars* nor *E.T.*

2. Both my brother and my father likes adventure films.

3. He loved the exhibition, so went to see it again.

4. Not only are my grandparents going, but also my aunt are going.

5. In the end the hero saved the city, but he got the money.

6. Neither John nor his parents plans to go to graduation.

7. The documentary was not only popular, and also it won an award.

F Write five sentences about some of the pictures. Use paired conjunctions (***both...and***, ***not only...but also***, ***either...or***, or ***neither...nor***) or independent clauses with ***and***, ***but***, ***or***, ***so***, or ***yet***.















1. _____

2. _____

3. _____

4. _____

5. _____

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 257 30/4/25 11:44 PM

G Finish the sentences with your own ideas.

I tried to borrow the book from the library, but *all the copies had been checked out.*

1. She finished her homework early, so _____ .
2. One of my friends is planning to be a scriptwriter, and _____ .
3. Most of my friends like horror films, but _____ .
4. Bob studied a lot, yet _____ .
5. The remote control was broken, so _____ .
6. I was feeling sick, but _____ .
7. We could go out to eat or _____ .
8. All of my friends loved the meal, yet _____ .

H Complete the conversation with words and phrases from the box.

a dime a dozen	**hard to swallow**	**terrible**	**dozed off**	**just**	**You must be joking**

Susie: What was the name of that excellent film we saw last week? I want to tell Tara about it. I think she would really like it!

Aisha: Do you mean *Other Worlds*? You liked it? I thought it was **(1)** _____!

Susie: **(2)** _____. It was one of the best films I've seen all year!

Aisha: It was just so boring. I even **(3)** _____ a few times.

Susie: That's probably because you didn't get enough sleep the night before!

Aisha: No, I don't think so. It just wasn't a good film.

Susie: I thought Tony Patterson's performance was **(4)** _____ wonderful.

Aisha: Really? I think he's **(5)** _____. Anyone could have played that part.

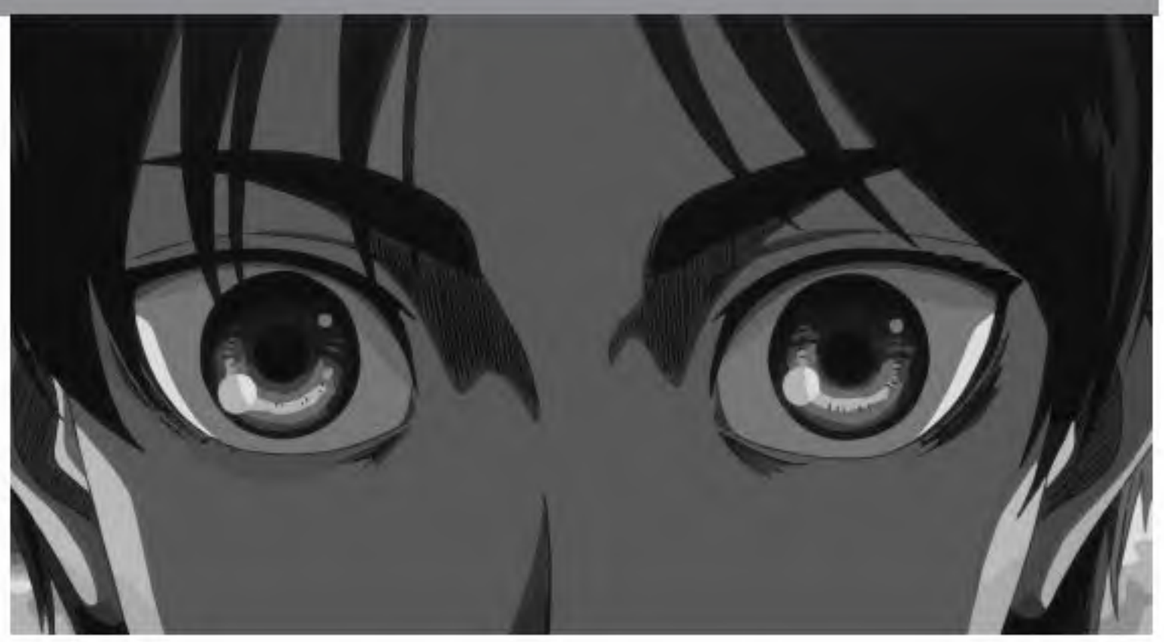
Susie: But it was so exciting!

Aisha: I didn't think so. I thought the plot in general was **(6)** _____ . It wasn't realistic at all.

Susie: Well, I guess we have different tastes in films!

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 258 30/4/25 11:44 PM



I READING

Read the article. Then choose the best answer to each question below.

The World of Manga

Manga are comics that were created in Japan in the late 19th century. Japanese people use the word to refer to cartoons, comics, or animation. Among English speakers, however, it is used to refer to Japanese comics along with the word anime, for animated cartoons. The comics cover a wide range of genres such as action, adventure, science fiction, mystery, thrillers, drama, sports and games, and so on. They are normally printed in black and white, although some are printed in full color. Many manga stories are translated into other languages, mainly English.

The stories are often published in large manga magazines. Each story is presented in a single episode that continues in the next issue. Successful stories may also be republished in hardback or paperback books. Popular manga series are sometimes animated after the story has been completed or as it develops in single episodes. Some manga comics are based on animated or live-action films.

Modern manga follows two broad trends. One trend focuses on events between 1945 and 1952 and incorporates cultural influences from American cartoons, TV films, images, and themes. The other trend stresses Japanese culture and art. Manga artists such as Osamu Tezuka created heroes that became popular in Japan and elsewhere in the world around the same period. Tezuka created Astro Boy, who is still a very popular, well-known character. The science fiction series is set in a futuristic world where robots co-exist with humans. Tezuka's visually dynamic style simulated slow and fast motion as well as details along the lines of cinematography.

The influence of manga on international comics has grown considerably over the last three decades. Manga has become an important part of the Japanese publishing industry and gained a significant readership in the U.S., Canada, Europe, and the Middle East. Artistic styles and characters of both genders have evolved to satisfy a wider range of genres, including realistic representations of life or fiction.

1. When English speakers refer to manga, they're referring to _____.

a. animated cartoons **b.** Japanese comics **c.** cartoons, comics, or animation

2. If a story is popular, it might also be sold in _____.

a. hardback **b.** issues **c.** magazines

3. Manga comics are sometimes inspired by _____.

a. live-action films **b.** single episodes **c.** books

4. Osamu Tezuka's character Astro Boy achieved _____ popularity.

a. limited **b.** local **c.** global

5. Manga has had _____ effect on international comics in the last 30 years.

a. no **b.** an increasing **c.** a very small

6. Visually dynamic probably means _____.

a. very colorful **b.** animated **c.** bold and full of energy and movement

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 259 30/4/25 11:44 PM

J Think about filming a documentary and order the stages below. Then write a sentence explaining what each stage involves or provide an example.

1 Decide on the topic.

Choose a topic such as a historical person, a place, nature, a scientific discovery, etc.

____ Find a location.

____ Write the script.

____ Film your scenes.

____ Decide on a situation or plot.

____ Decide on the time to shoot the documentary.

____ Make a storyboard and a scene list.

____ Check your equipment.

____ Edit your documentary on your computer.

K Answer the questions.

1. What genres of TV films do you like best? Why?

2. Which TV films do you remember more vividly?

3. What exactly do you remember and why?

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 260 30/4/25 11:44 PM

L Write as many words as you can about the picture. Write sentences about the picture using ***both...and***, ***not only...but also***, ***either...or***, or ***neither...nor***.



Words about the picture

1. _____
2. _____
3. _____

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 261 30/4/25 11:44 PM

M WRITING

Using the Internet for research, write a report on the making of a film you particularly like. Include information about the cast, the director, the location, and the set.

1. Before you write, take notes in the chart below.

Film Title	
Cast	
Director	
Location	
Set	

2. Now use your notes from the chart to write your report.

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 262 30/4/25 11:44 PM

N Write sentences with ***as...as***.

1. Detective stories are easy to follow. Science fiction is just as easy.

_____

2. Ahmed is talented at writing, and so is his friend Oscar.

_____

3. A TV antenna is difficult to tune in. A satellite dish is more difficult.

_____

4. The Ritz is a prestigious restaurant, and so is the Lime Tree.

_____

5. The original film's plot is intriguing. The plot of the sequel is less intriguing.

_____

O Complete the conversation. Use comparative and superlative structures.

Amal: In your opinion, what is the **(1.)** _____ (good) series on TV right now?

Sandra: Well, I've started watching that new series on Tuesday evenings. You know, the comedy about the people working in a company office. I really enjoyed it. It's the **(2.)** _____ (funny) thing I've seen this year.

Amal: Do you mean *It's The IT Mob*? I can't believe you like it? I watched one episode of it, and I think it has the **(3.)** _____ (stupid) plot on TV!

Sandra: Oh, come on. It's not as **(4.)** _____ (bad) as that. In fact, it's definitely **(5.)** _____. (good) than any other series.

Amal: I disagree. It was the **(6.)** _____ (boring) program I've ever seen. I almost dozed off a few times.

Sandra: Maybe that's because you didn't understand the IT jokes!

Amal: No, I don't think so. I thought the plot in general wasn't as **(7.)** _____ (realistic) as it should be.

Sandra: Not realistic? But it's a comedy, not a documentary! I thought Kevin O'Connor's performance was by far the **(8.)** _____ (hilarious) he's ever given.

Amal: Really? I think he's considerably **(9.)** _____ (talented) than you give him credit for. Anyone could have read those lines.

Sandra: So how come it's much **(10.)** _____ (popular) than anything else on TV at the moment? Everyone's watching it.

Amal: Ah! That's just the power of advertising. The **(11.)** _____ (frequent) the ads, the **(12.)** _____ (strong) the attraction to watch. *Larry's Laugh-In* is a lot **(13.)** _____ (clever) than your silly *IT Mob*. That's my favorite comedy series.

Sandra: Well, I guess we have slightly **(14.)** _____ (similar) tastes in comedy than we thought!

P Which genres of films do you prefer? Write three sentences about why you prefer them. Use comparatives or superlatives.

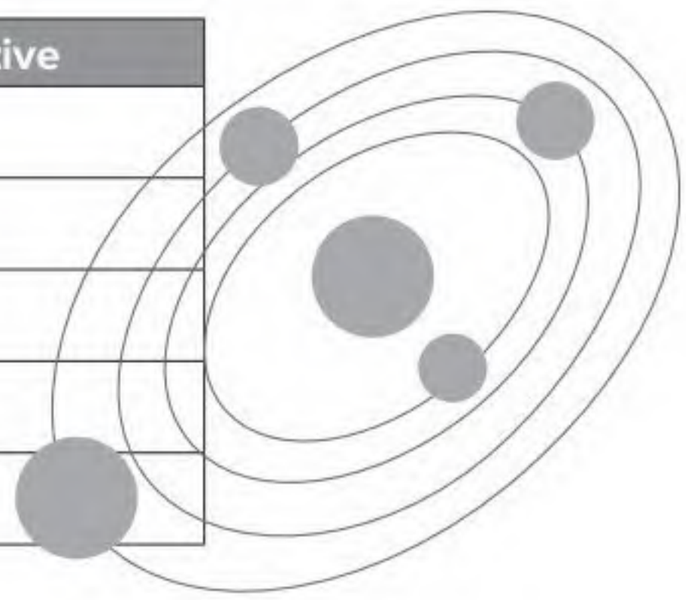
1. _____
2. _____
3. _____

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 263 30/4/25 11:44 PM

Q Complete the chart with the comparative and superlative forms.

Irregular Adjective	Comparative	Superlative
good		
bad		
well		
far		
old		



R Complete the sentences with the correct form of the adjectives in parentheses. Use the for the superlative form.

1. Mercury is _____ (close) to the sun than any other planet.
2. The planet that is _____ (far) from the Earth is Neptune.
3. Pluto has been called a dwarf planet because it's considerably _____ (small) than any of the planets in our Solar System.
4. Brad has three brothers, and _____ (old) one is an astrophysicist.
5. Being in the anti-gravity simulator made Faisal feel dizzy, but he's much _____ (well) now.
6. Mars is _____ (hot) than Jupiter and Saturn, but it is _____ (icy) than Earth.
7. Flying in the Space Shuttle was _____ (thrilling) experience of his career, but the time he nearly crashed was by far _____ (bad).
8. Jupiter has a _____ (great) number of moons, but Saturn has _____ (impressive) ring system.
9. Earth is the only planet that is inhabited by humans as it has a far _____ (good) atmosphere for us and _____ (favorable) temperatures.
10. Earth is slightly _____ (big) than Venus, whose air is _____ (poisonous) than the atmosphere of Mars.
11. Galileo discovered Jupiter's four _____ (large) moons since he was one of _____ (great) scientists of his time.
12. His Royal Highness Prince Sultan bin Salman Al Saud's _____ (celebrated) space flight made young Saudis _____ (eager) to find out about space.

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 264 30/4/25 11:44 PM

5 Do You Really Need It?

A Complete the sentences with the words from the box.

admire	exclusive	intended	sophisticated	brand	formula	revolutionary

1. Whenever I go shopping, I always end up buying Generation _____ clothes. They are really stylish and they fit me great. You can get them at most department stores.
2. Many advertisements have athletes and famous TV personalities in them. Featuring these stars helps companies sell their products because so many people _____ them.
3. That company has come up with some of the most _____ electronic products of our time. Many other companies all sell the same thing, but they always have new and inventive products.
4. The airline is having an _____ sale only for their best customers. I was hoping to get invited to use the discounts, but I didn't.
5. The Upper East Side of Manhattan is a very _____ place. It seems like everyone there is rich and has high-class taste.
6. Commercials play on different channels and at different times of the day, depending on who they are _____ for. For example, commercials that are aimed at adults will play at night after children are sleeping.
7. Some laundry detergents have a special _____ that is designed to get stains out of clothes without ruining the material. They have many different ingredients in them.

B Answer the questions.

1. Who is the most sophisticated person you know? Describe him/her.

_____

2. What's your favorite brand of clothes? What's your favorite brand of shampoo?

_____

3. Who do you admire most in life? Why?

_____

4. Who are most cartoons intended for?

_____

5. Who is a revolutionary thinker in the history of your country?

_____

6. What is a formula?

_____

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 265 30/4/25 11:44 PM

5 Do You Really Need It?

C Underline the adverb in each sentence. Then tick (✓) the kind of information that the adverb clause tells us.

	Reason	Purpose	Condition	Place
She's going to the mall <u>so that</u> she can get a new dress for the family dinner.	☐	☑	☐	☐
1. They used Roger Federer as their spokesperson because he's famous.	☐	☐	☐	☐
2. Wherever we go, we are surrounded by advertising.	☐	☐	☐	☐
3. I bought the face cream since it will help my skin look better.	☐	☐	☐	☐
4. If you have a good advertisement, people will buy your product.	☐	☐	☐	☐
5. They are planning to sell the juice everywhere they can.	☐	☐	☐	☐
6. The company made a commercial in order to sell their new product.	☐	☐	☐	☐
7. I'm going to buy it at the store unless I can get a better price online.	☐	☐	☐	☐
8. Now that the Internet exists, I never go to the mall.	☐	☐	☐	☐

D Circle the correct adverb to complete each sentence.

They aired radio advertisements ((in case) / where) the newspaper ads weren't enough.

1. They sold out of the new chips (only if / because) they were on sale.

2. They put a coupon in the weekend newspaper (to / wherever) attract new customers.

3. (If / Because) you want to go shopping, I'll go with you.

4. I decided to use conditioner (so that / now that) my hair wouldn't be dry anymore.

5. I'm going to buy a new computer (only if / since) my old computer crashed last week.

6. Many people buy bottled water (even if / so) they can drink the water from their tap.

7. (Unless / Everywhere) you go, there are things for sale.

8. She only buys organic foods (now that / even if) she has food allergies.

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 266 30/4/25 11:44 PM

E Finish the sentences about yourself.

1. I (sometimes / always / never) shop online for _____.

2. _____ wherever I go.

3. I (like / don't like) shopping because _____.

4. If I stay at the mall for a long time, _____.

5. _____ since I'm still young.

6. Everywhere you look _____.

7. My favorite place to shop is _____ now that _____.

8. I (listen / don't listen) to commercials so that _____.

F Write an advertisement for each of the products below. Use an adverb clause with one of the adverbs from the box in each.

because	if	since	unless	everywhere	in order to	so (that)	wherever













1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 267 30/4/25 11:44 PM

G Correct the errors in the sentences.

because
She went to the department store ~~so that~~ they were having a sale.

1. Because of it was late we were tired.
2. I'm bringing an umbrella in case need it.
3. He put on his glasses unless he could see.
4. Where I live, it hot.
5. They are creating new ads order to sell their products in Asia.
6. Even if he will hurry, he will still be late.
7. We put the milk in the refrigerator now that it won't spoil.
8. Now that I a cell phone, I can call my friends anytime.

H Complete the story with the words and phrases from the box.

beat it	**blows**	**broke**	**maxed out**

Last weekend, Karen shopped all weekend long. She bought a new pair of black shoes, a pair of boots, two dresses, three sweaters, and a bottle of expensive perfume. After spending so much money, Karen was **(1)** _____ .

She was going to buy a cool designer bag too, but when she went to the register to pay, her credit card didn't work. Her card was **(2)** _____ . She was so embarrassed!

When she got home, she had to sneak into the house because her mother thinks she shops too much. Karen says she's not wasting money, but her mother disagrees. She says Karen **(3)** _____ money on things she doesn't need.

In the morning, Karen got dressed for school. She wore her new dress, a new sweater, and new shoes. She went downstairs to eat breakfast. "Good morning. Is that a new dress?" her mother asked, pointing at the price tag. Karen had forgotten to take it off! She confessed that it was, and then her mother noticed that the whole outfit was new. She was really mad, so Karen **(4)** _____ as fast as she could and ran out of the house.

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 268 30/4/25 11:44 PM

I READING

Read the article. Then answer the questions below.

Global Marketing Mishaps

Brand names and slogans are extremely compact communication tools. They represent a great deal of information, and **evoke** memories, feelings, and expectations, which in turn influence buyers' decisions. A brand name is the heart of any product, and a slogan creates a direct and perhaps unconscious association with a product. This is why companies have to be very careful about the brand names and slogans they choose for their products, and extra careful when these products are offered in the international market.

A name for a product can be perfect in one language and **catastrophic** in another. There are many stories about advertising and marketing **blunders** involving words that just did not translate or had a different meaning. For example, General Motors had to rename its car, the Chevy Nova, in Spanish-speaking countries because Nova can be understood as *no va* which means "It doesn't go." No automobile company would ever want that!

But English translation mistakes aren't limited to Spain and Latin America. When Pepsi translated their slogan "Come alive with the Pepsi generation" into Chinese, it was incorrectly translated as "Pepsi brings your ancestors back from the dead." And Kentucky Fried Chicken's slogan "Finger-Lickin' Good" was translated into Chinese as "Eat Your Fingers Off."

These stories serve as **cautionary tales** for advertising students and/or professionals. It's always advisable to check what your slogan or brand name means and implies in the countries where the product will be sold, or you could end up making your brand a **laughing stock**.

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

1. _____ Brand names and slogans translate easily from one language to another.

2. _____ Brand names and slogans can influence buyers' decisions.

3. _____ *Nova* was a good name for a car in Spanish.

4. _____ There have been blunders in advertising when translating English into Chinese as well as Spanish.

5. _____ It pays to do research when translating advertising slogans from one language to another.

Write definitions for these words and phrases from the text.

6. evoke: _____

7. catastrophic: _____

8. blunders: _____

9. cautionary tales: _____

10. a laughing stock: _____

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 269 30/4/25 11:44 PM

5 Do You Really Need It?

J Use the words and phrases to fill in the blanks. Then answer the questions.

window display	**hired**	**fully equipped**	**revealed**	**were delivered**	**stir**
bystanders	**mixed reviews**	**chopping**	**sliding**	**launched**	**oblivious**

A large furniture store **(1)** _____ an unusual promotion for its products which would attract thousands of potential customers, or so they hoped.

The C&S – Comfort and Style – furniture store decided to advertise its products through an unusual **(2)** _____. They **(3)** _____ people to "live" in the store windows. A display that showed a living room set was used by a group of friends, university students who had met to watch a football game on television. They were sitting comfortably watching the game and having snacks. A couple of pizzas **(4)** _____ halfway through the game. The group in the window were **(5)** _____ to the crowd that had gathered outside.

In another window, a **(6)** _____, sparkling kitchen was being used by a caterer to prepare a meal for a reception. There was a chef and assistants working hard, **(7)** _____ vegetables, stirring food that was cooking, and **(8)** _____ freshly made rolls into the oven. Once again, the team of cooks seemed completely oblivious to the gawking crowd.

It was later **(9)** _____ that the window panes had been replaced with one-way mirrors that allowed **(10)** _____ to look in, but prevented the people "living" in the window from looking out. They were fully aware of the fact that they were being watched but could forget about it and focus on their chosen tasks or pastime without any distractions.

The "live window displays" received **(11)** _____, but they certainly attracted very large crowds to the store. Whether the display proved to be effective in terms of sales has never been revealed. It is just possible that it caused a **(12)** _____ without necessarily influencing people to buy.

1. What do you think of "living window displays"? Please give reasons.

_____

_____

2. Would you agree to participate in a "living window display"? Why? Why not?

_____

_____

3. Do you think that the idea attracted buying customers? Why? Why not?

_____

_____

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 270 30/4/25 11:44 PM

K Write as many words as you can about the picture. Write sentences about the picture using ***because***, ***unless***, ***since***, or ***in order to***.



Words about the picture

1. _____

2. _____

3. _____

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 271 30/4/25 11:44 PM

L WRITING

Think of a food product that is popular in your country or region that is not popular in other parts of the world. It could be a local snack, fruit, vegetable, or national dish. Write an advertising brief for selling it in another region of the world. Include the target market, the type of image you want to create for the product, and suggestions for packaging. Then create a new name and a short, catchy slogan for the food.

1. Before you write, take notes in the chart below.

Food	
New sales region	
Target market	
Image to create	
Packaging suggestions	
Name & slogan	

2. Now use your notes from the chart to write your advertising brief.

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 272 30/4/25 11:44 PM

M Complete the conditional sentences. Use the present and future forms of verbs.



If I *spend* **(spend) too much time thinking about the future, I** *won't have* **(not have) enough time to do everything I want now. But if I** *don't think* **(not think) about the future, I** *won't have* **(not have) a clue what to do next.**

1. If I _____ (buy) a new laptop, I _____ (be) happy. But if I _____ (not get) one, I _____ (need to) do the assignment on my dad's computer.
2. If it _____ (rain) a lot this week, the team _____ (not be) able to practice for the big game. If the weather _____ (be) nice, the team _____ (practice) every afternoon.
3. If the temperature _____ (drop) below zero, rain _____ (change) to ice and snow. But if the temperature _____ (stay) above zero degrees, rain _____ (not freeze).
4. If Adel _____ (decide) to go to King Saud University, he _____ (move) to Riyadh next fall. He _____ (be) happy there if he _____ (make) friends quickly.
5. Newton figured out that if you _____ (drop) an apple, it _____ (fall) to the ground. If you _____ (drop) a feather, it _____ (float) down.
6. If Adnan _____ (get) a bigger car, he _____ (impress) his friends. But if he _____ (show off) to his friends too much, they probably _____ (not hang out) with him any more.

N Circle the correct words.

1. Would you (**prefer** / **rather**) go shopping at the mall or ride your bicycle by the lake?
2. Would you rather (**study** / **to study**) math or read your favorite book in the park?
3. Would you (**prefer** / **rather**) going camping in the mountains or staying in a hotel at the beach?
4. Would you prefer (**spend** / **to spend**) money on a vacation or to stay at home and buy something you need?

O Write your own answers to the questions in N. Use ***I'd rather*** and ***I'd prefer***.

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

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 273 30/4/25 11:44 PM

5 Do You Really Need It?



P Put the words into the correct categories. Some words may go in more than one category.

appealing atmosphere convenient convenient location discounts door-to-door delivery entertainment	fast food courts friendly service helpful staff luxury neighborhood pay by card wide range of products

Words Connected with Shopping Habits

Shopping Mall	Small Stores	Online Shopping

Q Complete the sentences with ***unless*** or ***when***.

1. I never take any notice of commercials _____ it's about something I may need.
2. _____ you have a good advertisement, people won't notice your product.
3. _____ he put his glasses on, he could read the small print.
4. The shops will be closed _____ you hurry.
5. The dress will look great _____ you try it on.
6. I'm going to buy it at the store _____ I can get a better price online.

R Complete the sentences with your own ideas.

1. Unless you are careful what you buy, _____.
2. When I think of _____.
3. _____ everywhere you can think of.
4. _____ when you give up your seat.
5. _____ unless you know the right people.
6. _____ unless he is willing to work hard.
7. If we don't win _____.
8. _____ when it's bad weather.

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 274 30/4/25 11:44 PM

6 The Gender Divide

A Unscramble the words.

i t t y n e i n s — *intensity*

1. a t x n i y e _____

2. o t e r s t e y e p _____

3. e d g n r e _____

4. s t e o i u d _____

5. s l r t e s e s _____

6. p e t e m m e r t a n _____

7. t c a p y i a c _____

8. e e r p i e v i t t _____

B Write the words from exercise **A** next to the definitions below.

_____ *capacity* _____ **: the ability to contain, hold, or absorb**

1. _____ : boring and tiring

2. _____ : impatient; on edge; can't sit still

3. _____ : worry

4. _____ : power; strength; concentration

5. _____ : repeats over and over again

6. _____ : a simple idea about how a group is, often not true

7. _____ : category—male or female

8. _____ : character; personality

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 275 30/4/25 11:44 PM

C Complete each sentence with the correct form of the verb in parentheses.

I tried *to sleep* **last night, but I couldn't. The noise from the neighbor's TV was too loud. (sleep)**

1. I often forget _____ the mail. Then the next day my mailbox is full! (check)
2. I regret _____ the car. It was too expensive. (buy)
3. My father lost his job and we were low on money, so we stopped _____ out at restaurants until he got a new job. (eat)
4. Did you remember _____ out the garbage? (take)
5. I tried _____ you last night, but your phone went straight to voicemail. (call)
6. Thank you for your application. We regret _____ you that we decided to hire someone else for the job. (inform)
7. I don't remember _____ in that house because we moved when I was only two years old. (live)
8. We drove for four hours before we had to stop _____ gas. (get)
9. I hope he remembers _____ to the library after school today. (go)
10. My grandmother has problems with her memory. However, she will never forget _____ her family. (raise)

D Change the sentences from active to passive.

Somebody needs to water the lawn every day.

The lawn needs to be watered every day.

1. I don't like someone telling me to do my homework.

_____

2. My grandfather remembers people giving him gifts when he was a child.

_____

3. He wants someone to give him the answer.

_____

4. Sheila wants her mother to help her.

_____

5. Babies like someone talking to them.

_____

6. The cat wants its owner to feed it.

_____

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 276 30/4/25 11:44 PM

E Finish the sentences about yourself. Use a passive or active gerund or infinitive in each sentence.

1. I forgot _____.

2. I always remember _____.

3. I have always regretted _____.

4. I stopped _____.

5. I tried _____, but I wasn't successful.

6. I want to be _____.

7. I like being _____.

8. I don't appreciate being _____.

F Combine the sentences. Use auxiliary verbs after ***but*** and ***and***.

I always remember our first day at school. My best friend always remembers our first day at school.

I always remember our first day at school, and my best friend does too.

1. My brother doesn't like talking about work. My father doesn't like talking about work.

_____

2. I don't like arguing. She doesn't like arguing.

_____

3. Sabah is in high school. Her friend Hanan is in high school.

_____

4. Jody doesn't like to cook. Gwen likes to cook.

_____

5. Tom doesn't have a job. His brother has a job.

_____

6. We're not going on a trip. They're not going on a trip.

_____

7. He's not old enough to travel on his own. His brother old enough to travel on his own.

_____

8. Our classmates don't enjoy the activity. We enjoy the activity.

_____

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 277 30/4/25 11:44 PM

6 The Gender Divide

G Fill in the blanks with the verbs in parentheses. Use active or passive gerunds or infinitives.

Jenny: I've left a list of things to remember for you on the fridge under the red magnet. Don't forget **(1)** _____ (check) it when you leave the house.

Linda: I don't know why you have to make such a fuss. I'm always careful to turn everything off.

Jenny: Really? Do you remember **(2)** _____ (leave) the door unlocked when I had to be away for two days?

Linda: So what? Who is going to come in? We don't have anything worth taking in here.

Jenny: Maybe you don't, but I do. Anyway, check the list on the fridge to make sure.

Linda: OK. Have you stopped **(3)** _____ (buy) milk? I can never find any in the fridge.

Jenny: That's because you drink it. Why don't you stop **(4)** _____ (think) before you complain about things? Oh, Linda, come on. I'll only be away for the day. Surely you can manage. I tried **(5)** _____ (reach) our aunt, but she's not answering her phone and I'm worried.

Linda: I don't like **(6)** _____ (tell) what to do all the time. I know I'm younger and you don't trust me, but why don't you try this once.

Jenny: Yes, I do remember **(7)** _____ (tell off) by our grandmother when I forgot to turn off the tap and the water flooded into our room. OK, I'll remember **(8)** _____ (not speak) to you like that again.

Linda: Thanks, and I'll remember **(9)** _____ (do) what I'm supposed to. Promise!

H Answer the questions.

1. What do these phrases mean?

"I've known that for ages." _____

"You can say that again." _____

2. Is there a place you know like the back of your hand? Where is it?

_____

3. Have you ever made a big deal about something and then realized it wasn't so important? What was it?

_____

_____

وزارة التعليم
Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 278 30/4/25 11:44 PM

I READING

Read the article and answer the questions.

The Environmental Divide

Concern for the environment has been a controversial issue from the start. When companies and industries were monitored and assessed to determine the amount of waste that they disposed of and the impact of that waste on the environment three decades ago, there were a lot of skeptics who regarded it as a ploy to promote a new industry, that of waste management.

In actual fact, a number of organizations with foresight jumped in to secure a piece of the waste management market. Bonuses and tax deductions were offered as an incentive for industries to upgrade their production procedures and equipment, in favor of environmentally friendly alternatives or at least alternatives that reduced harm to the environment.

Scientists had been setting out alarms and advising people to reduce the levels of waste accumulated on Earth as they could foresee future consequences. Yet, few responded.

Environmentalists attempted to prevent some of the destruction of natural habitat that would impact the lives of humans and other living organisms on Earth, but they were initially greeted with suspicion and on occasion with outright contempt.

The controversy continues uninterrupted. Even today, with all the belated discussions and summits to control global warming, people are divided on the issue. There are those that attribute most environmental changes to the natural evolutionary process of our planet and quote the ice age or the extinction of the dinosaurs as evidence of the changes that take place irrespective of humans and human intervention.

At the other end, stand those who regard Earth as their home and would like to maintain it as best they can by removing all toxic and destructive factors. They are the ones who refer to the destruction of the rain forests as one of the major crimes committed and substantiate it convincingly through the climatic changes, the depletion of oxygen, and holes in the ozone layer.

To this day, there does not seem to be a uniform standpoint on the issue despite attempts by international organizations to mobilize countries and individuals in a uniform effort to preserve the environment.

1. What are the two opposing views on the environment?

_____

2. Who are these views represented by?

_____

3. What is one of the main arguments used by those opposed to the environmentalist view?

_____

4. What do environmentalists juxtapose as an argument?

_____

5. What is your view on this issue? Please give reasons.

_____

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 279 30/4/25 11:44 PM

J Compare two different ages. Think about someone you know well, a family member or a family friend who is at least 15 years older than you. Use the points listed below and make notes about yourself and your older friend or relative. Then write sentences comparing yourself to them, using your notes to help you.

	You	Your family friend or relative
Favorite activities in the city		
Favorite activities outside the city		
Attitude to travel		
Attitude to technology		
Favorite TV shows		
Least favorite TV shows		
Favorite food and eating habits		
Other		

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

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 280 30/4/25 11:44 PM

K Write as many words as you can about the picture. Write sentences about the picture using verbs + infinitives or gerunds with different meanings.



Words about the picture

1. _____

2. _____

3. _____

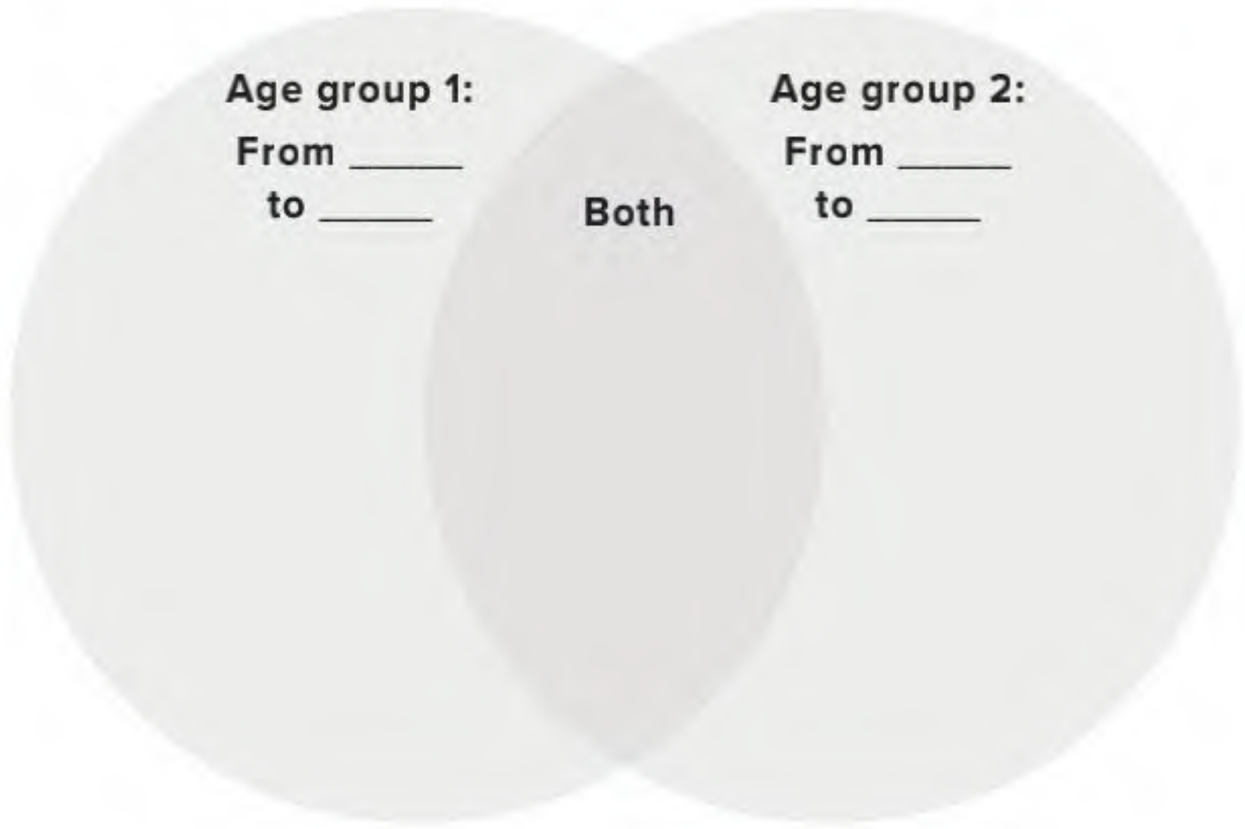
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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 281 30/4/25 11:44 PM

L WRITING

Write a comparative essay about the behavior and attitudes of people of different ages. Choose people from different age groups in your country, in your family, or among your siblings (brothers and sisters). What are the things that are specific to each age group? What are the things that both age groups have in common?

1. Before you write, take notes in the Venn diagram below.



2. Now use your notes from the Venn diagram to write your essay.

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 282 30/4/25 11:44 PM

M Complete the dialogue with the present perfect, or the present progressive of the verb in parentheses.



A: Noura, is that you?

B: Sabah? I (**1.**) _____ (not see) you since your graduation! How (**2.**) _____ (you/be)?

A: Great! (**3.**) _____ (it / be) that long? So, what (**4.**) _____ (you/do) these days?

B: You won't believe it. I (**5.**) _____ (teach) English at our old high school.

A: Really? So, you (**6.**) _____ (get) your degree in English at last. That's good news. How long (**7.**) _____ (work) there?

B: I (**8.**) _____ (be) there since the start of last semester. What about you? How's your mom? (**9.**) _____ (she/make) any more beautiful clothes since I saw her last?

A: Oh, yes. she (**10.**) _____ (just/finish) a new dress for me. That reminds me, we (**11.**) _____ (spend) all month planning a dinner party for my grandma. That's what the dress is for. I (**12.**) _____ (plan) the menu all morning. We're going to make all her favorite foods.

B: That sounds like a delicious feast. I'm sure your grandma will enjoy it.

A: Would you like to come? I (**13.**) _____ (write) an invitation to send to you. What are you doing on Friday afternoon?

B: That's kind of you. I (**14.**) _____ (not got) anything special to do this weekend, so I'll ask my parents if I can come.

A: Good. Well, I must go now. Mom (**15.**) _____ (wait) for me. She says we (**16.**) _____ (talk) too long on the phone as usual!

B: OK. Bye for now! I'll let you know about Friday, for sure.

N Write your own answers to the questions. Use the present perfect simple, present perfect progressive and ***for, since, all day/week/month/year***.

1. What have you been doing lately? Why?

_____

2. Who haven't you seen in a long time? Why?

_____

3. Where haven't you been in a while? Why?

_____

4. Have you planned or attended any special event recently? What?

_____

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 283 30/4/25 11:44 PM

6 The Gender Divide

O Circle the correct words to complete the descriptions.

1. Ahmed will probably become a (**writer** / **novel**) one day as he's always been a (**bookworm** / **bookmark**).
2. If you want to (**keep** / **play**) fit and meet new people, I'd recommend joining a (**sport** / **club**) where you can take part in different activities.
3. Andy is so good (**with** / **at**) tennis that he has won several prestigious (**awards** / **stickers**).
4. Noura has always been fascinated (**by** / **in**) poems and now she's writing her own (**training** / **poetry**).
5. I'm not the slightest bit interested (**by** / **in**) reading detective (**stories** / **games**).

P Complete the sentences with the correct form of the words in brackets.

1. Playing games with his brother brings Adel a great deal of _____ (**enjoy**).
2. There was a look of _____ (**happy**) on Omar's face when he got his new laptop as a present.
3. Ken loves skiing with his dad since he gets a sense of _____ (**satisfy**) from taking part in sports outdoors.
4. Some people believe that computer games can be _____ (**educate**) as they may train children to think quickly.
5. To expand her _____ (**know**) of teaching methods Miranda uses the Internet as a source of new information.
6. Our local team has won many equestrian _____ (**compete**) in recent years.



Q Match the words to make compound nouns.

1. stamp	___	**a.** seller
2. internet	___	**b.** sport
3. stuffed	___	**c.** café
4. science	___	**d.** collection
5. comic	___	**e.** books
6. athletic	___	**f.** track
7. best	___	**g.** toys
8. water	___	**h.** fiction

R Make four sentences using some of the compound nouns in **Q**.

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

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 284 30/4/25 11:44 PM

EXPANSION Units 4 – 6

A Match the words and their definitions.

1. _____ restless	**a.** without planning
2. _____ broke	**b.** category of living thing
3. _____ admire	**c.** the name that identifies a product or manufacturer
4. _____ species	**d.** for a long time
5. _____ doze off	**e.** personality or mood
6. _____ temperament	**f.** involving a big change
7. _____ for ages	**g.** fall asleep
8. _____ spontaneously	**h.** worry
9. _____ anxiety	**i.** out of money
10. _____ mindset	**j.** a way of thinking
11. _____ brand	**k.** respect
12. _____ revolutionary	**l.** impatient; can't sit still

B Answer the questions.

1. What gender are you?

_____

2. What's something you find tedious?

_____

3. What's the most outlandish commercial you've ever seen? Explain.

_____

4. What's your favorite brand of food? What does the brand's logo look like?

_____

5. What's something you like to blow money on?

_____

6. Why does something become obsolete?

_____

7. What would you do if you bought a computer that had a lot of defects?

_____

8. What species of animals can you see in parks or zoos?

_____

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 285 30/4/25 11:44 PM

EXPANSION Units 4 – 6

C Combine each pair of sentences using a paired conjunction.

Tom doesn't lie. Tom doesn't yell.

Tom neither lies nor yells.

1. He worries a lot. He tries to avoid conflict.

2. Ben doesn't like to play football. Scott doesn't like to play football.

3. Betty likes to talk about her feelings. Tara likes to talk about her feelings.

4. They will have pizza. They will have pasta. They don't know yet.

5. Madison likes to speak in formal situations. Madison likes to speak in informal situations.

6. Sea turtles can swim underwater. Sea turtles can live to be very old.

7. The twins don't do chores. The twins don't clean their room.

8. The meal can be served with rice. The meal can be served with salad.

D Answer the questions, using complete sentences with adverb clauses. Use the adverbs in parentheses.

What is your favorite TV show? Why do you like it?

(because) *My favorite TV show is CSI because it's exciting.*

1. Where do you take your cell phone?

(wherever)

2. When should you call 997 or another emergency number?

(only if)

3. Why are you studying English?

(so that)

4. Why don't you have school on September 23rd?

(because of)

5. Why do you have an umbrella?

(in case)

6. Where can you use the Internet?

(everywhere)

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 286 30/4/25 11:44 PM

EXPANSION Units 4 – 6

E Complete the sentences. Use the verb in parentheses as a gerund or an infinitive.

I forgot *to meet* **(meet) my friend at the lecture hall. My friend waited until the lecture started and finally went in without me.**

1. Our biology teacher always stops _____ (talk) to us when she sees us in the schoolyard.
2. Did you remember _____ (buy) the tickets? I'm worried they'll sell out if we don't get them soon.
3. I tried _____ (turn) on the light, but it's not working. We might need to buy a new one.
4. I regret _____ (tell) you that the tickets were sold out when I tried to buy them. I'm sorry.
5. My grandmother remembers _____ (pay) only 25 cents to buy an ice-cream cone. Times have changed a lot since she was a little girl.
6. On our way home, we stopped _____ (have) an ice-cream cone. It was delicious.
7. I don't remember _____ (see) a bag. Are you sure you took it with you?
8. I regretted _____ (watch) that horror film on TV. I had nightmares for weeks.

F Combine the sentences. Use an auxiliary verb with ***but*** or ***and***.

The shampoo is expensive. The conditioner is expensive.

The shampoo is expensive and the conditioner is too.

1. The BMX-3000 is sophisticated. My old car isn't sophisticated.

_____

2. This packaging doesn't look good. This advertisement doesn't look good.

_____

3. The commercial is good. The slogan is good.

_____

4. The uniforms aren't new. The sneakers are new.

_____

5. China sells the car. Mexico sells the car.

_____

6. The spokesperson is a scientist. The sponsor isn't a scientist.

_____

7. Endorsements are a way to advertise. The "Bandwagon Technique" is a way to advertise.

_____

8. The commercial isn't funny. The billboard isn't funny.

_____

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 287 30/4/25 11:44 PM

EXPANSION Units 4 – 6

G When and where do people do these things? Write sentences.

1. Invite friends and relatives to your house.

_____

2. Visit friends and relatives.

_____

3. Exchange gifts with family and friends.

_____

4. Celebrate with family and friends.

_____

5. Organize a dinner party.

_____

6. Drive to the desert.

_____

7. Pitch a tent.

_____

8. Have a barbecue.

_____

H Write as many words as possible that collocate with these items.

convey	witness	outlandish	verbal	brand

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 288 30/4/25 11:44 PM

EXPANSION Units 4 – 6

I Look at the picture and write words that describe what is happening. Write sentences about what each boy could be thinking using some of your action words (verbs).



Action words (verbs)

1. _____

2. _____

3. _____

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 289 30/4/25 11:44 PM

EXPANSION Units 4 – 6

J WRITING

Write an essay about the customs and traditions of a holiday that you celebrate.

1. Before you write, use the chart below to organize your ideas. In the first column, write two or three customs or traditional things that people do on the holiday. Research these traditions and then write notes about the origin of each in the second column.

Holiday: _____	
Tradition/Custom	**Origin of the Tradition/Custom**

2. Now use your notes from the chart to write your essay.

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Ministry of Education
2025 - 1447

MG_03_COMBO_TEXT_2025.indb 290 30/4/25 11:44 PM