تم تحميل وعرض المادة من



موقع منهجي منصة تعليمية توفر كل ما يحتاجه المعلم والطالب من حلول الكتب الدراسية وشرح للدروس بأسلوب مبسط لكافة المراحل التعليمية وتوازيع المناهج وتحاضير وملخصات ونماذج اختبارات وأوراق عمل جاهزة للطباعة والتحميل بشكل مجاني

حمل تطبيق منهجي ليصلك كل جديد











SUPER

MANUEL DOS SANTOS





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SuperGoal 3 Student Book

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Contents







SG_03_COMBO_TEXT_2024.indb 3



Scope and Sequence

	Unit Title	Functions	Grammar
1	Lifestyles Pages 2–11	Talk about lifestyles Talk about habits and routines Talk about frequency of actions	Simple present tense Adverbs/Expressions of frequency Questions with how often/how much/ how long All/both/neither/none
2	Life Stories Pages 12–21	Talk about past actions Relate past events in your life Report what people said Talk about past dates and times	Simple past tense Expressions with the passive, be + born Used to Time expressions for the past When clauses
3	When Are You Traveling? Pages 22–31	Talk about air travel Talk about ongoing actions Talk about plans and future actions	Present progressive Future with going to and will Infinitives of purpose Time clauses: after, as soon as, before, etc. Prepositions of movement
4	What Do Need to Buy? Pages 32–41	Talk about foods, buying foods, and planning meals Describe quantities Put events in sequence Give and follow directions	Expressions of quantity: a few, a little, a lot of, much, many, enough Pronouns: something, anything, nothing Sequence words: first, then, after that, finally Reflexive pronouns Conjunctions: because, so
	EXPANSION Units 1—4 Pages 42—47	Language Review Writing: Write a report about Reading: Water for Life	an endangered species
5	Since When? Pages 48–57	Talk about inventions Express actions that have happened recently Express actions that began in the past and continue into the present	Present perfect tense versus simple past Present perfect with for and since Questions with how long Passive—simple present, present perfect, simple past
6	Do You Know Where It Is? Pages 58–67	Talk about quality of life Describe features of places Make comparisons Ask for information	Comparative and superlative forms of adjectives Comparisons with asas Indirect questions Definite article: the





Listening	Pronunciation	Reading	Writing
Listen for specific details in a lifestyle description	Reduction of <i>do you</i>	Do College Students Have a Healthy Lifestyle?	Write a report about a common habit or pastime among young people in your country Do a group survey on common habits and pastimes (Project)
Listen to a biography and put events in chronological order	used to	The King of Saudi Arabia	Write your life story Write a biography of a famous person (Project)
Listen for specific information in a conversation between travelers	Words ending in <i>-ing</i>	Study Arabic in Saudi Arabia	Write an email to a friend about studying in another country Write a study program for foreign students in your country (Project)
isten for specific information in a conversation in a supermarket	The sh, ch, and j sounds	Foods from the Americas	Write your favorite recipe Write about a meal with foods from different countries (Project)
	Project: Prepare a campai Chant Along: What Have Project: Research an en		
Listen for specific information in a conversation	Contractions of <i>have</i>	A History of Special Effects	Write about your most important possessions and how long you've had them Write about the most important invention of the last century (Project)
Listen for specific details in a news story about garbage and recycling	Intonation of direct and indirect questions	The Bride of the Red Sea	Write about the assets and future aims of your city or neighborhoo Write about a town or city in your



Scope and Sequence

	Unit Title	Functions	Grammar
7	It's a Good Deal, Isn't It? Pages 68-77	Talk about common items at a garage sale Confirm information Describe abilities	Tag questions—affirmative, negative Negative questions Be able to Suggestions—Should/can/could and why don't/let's
8	Drive Slowly! Pages 78–87	Talk about cars, driving, and traffic signs Give advice Express obligation Say how people do things	Modal auxiliaries: must/mustn't/must not and should/shouldn't Adverbs of manner Can/could/will/would Requests and commands Reporting requests and commands
	EXPANSION Units 5-8 Pages 88-93	Language Review Reading: Adventure Trips Writing: Write a brochure for an	adventure trip
9	All Kinds of People Pages 94–103	Talk about past events that are interrupted Describe people's personalities and character	Relative pronouns: who, that, which Past progressive with when and while Can/may/could
10	Who Used My Toothpaste? Pages 104–113	Describe problems Talk about common complaints Express actions that have happened recently	Present perfect with already, yet, just— questions, answers Verb + gerund Two-word verbs Can't/must Sothat/suchthat
11	Making Choices Pages 114–123	Express cause and effect Make choices Express preferences	Conditional with present and future forms I'd rather Conditional sentences—imaginary situations Wish
12	Culture Shock Pages 124–133	Describe customs of different cultures Give advice	Verb + infinitive Verb + noun/pronoun + infinitive It's + infinitive Expressions of advice with infinitives Gerunds as subjects Past perfect
9144	EXPANSION Units 9–12 Pages 134–145	Language Review Reading: Aptitude and IQ: What's writing: Write about an occupation Chant Along: Career Path Project: Research questions on ap	7

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Listening	Pronunciation	Reading	Writing
Listen to a conversation to explain a misunderstanding	Rising intonation in tag questions	You Look Just Like Me!	Write about a strange coincidence or chance meeting Prepare an advertisement for a garage sale (Project)
Listen for specific Information in a conversation about driving	Vowel sound /ə/ in should and must	Is Right, Right?	Write an essay about why the driving age should be raised Make a poster with a list of driving tips and safety rules (Project)
	Chant Along: I've Missed You Project: Survey classmates al		cation
Listen to infer who is speaking and match speakers to their pictures	Syllable stress in adjectives	Simple Ideas, Big Results	Write an essay about your vision of schools or your town in the future Present a person who has made a difference in the world (Project)
Listen for specific information in a conversation about home	Vowel sounds followed by r	Complaints	Write about impolite behavior and how it affects others Interview college students to find what they miss about home (Project))
Listen for points of view in a radio interview	Consonant clusters sp, tr, cr, pr, gr in initial position	The Right Choice	Write about choices you have made and their consequences Role-play an interview about a local issue and its positive and negative sides (Project)
Listen for specific details in travel advice	Reduction of to in sentences	A Fish Out of Water	Write an email about cultural differences Write advice to travelers to your country (Project)

Reading: Taking a Siesta

Project: Research the benefits of sleep

Chant Along: Assimilating
Writing: Write advice on fitting into a new society

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SG_03_COMBO_TEXT_2024.indb 7 30/4/24 12:29 AM









Look at the pictures.

- 1. Compare the people and the situations in the pictures to the ones in your town.
- 2. Match the pictures to the descriptions below. Write the letters in the circles.









Impressions of a City

- a. The people who live in the city are always in a hurry.
- b. A man who was dressed in black was handing out flyers.
- c. The watches that the man was selling were fakes.
- d. The pedal cab that was at the side of the road is a typical attraction in the town.
- e. The man who was giving directions to the tourists is a guide.
- f. The thief was trying to steal the boy's backpack when the police officer saw him.
- g. A man was talking on his cell phone while he was waiting for the bus.
- h. The man who was hailing a taxi had to get to a business meeting.



Quick Check 🗹

- A. Vocabulary. Look at the picture for 10 seconds. Then close your book. Write down a list of things you saw in the street. Compare with a partner.
- B. Comprehension. Match the two parts of the sentences.
 - 1. The people who live in the city ____
 - 2. The man was talking on the phone ____
 - 3. The officer who was on duty ____
 - 4. The man who was hailing the taxi ____
 - 5. The man was giving directions _

- a. saw the thief stealing the backpack.
- b. was in a hurry.
- c. to some tourists who were lost.
- d. seem to have little time.
- e. while he was waiting for the bus.

Pair Work



Ask and answer about the pictures.

- What was the man doing while he was waiting for the bus?
- He was talking on his cell phone.
- Who is that man?
- He's the one who was handing out flyers.

9 All Kinds of People



3 Grammar N

Relative Pronouns: Who, That, Which

Relative clauses add information about a noun in the main clause. Use the relative pronoun *who* or *that* for people. Use the relative pronoun *that* or *which* for things and animals.

The man was talking to the tourists. He was friendly.

The man who/that was talking to the tourists was friendly. (relative clause)

The horse pulled the carriage. It was black.

The horse that/which pulled the carriage was black. (relative clause)

Past Progressive with When and While

Use the past progressive:

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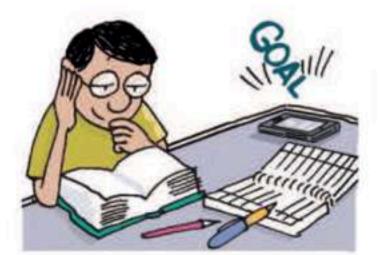
- To talk about events that were happening when another event happened.
 I was looking in the store window when the thief grabbed my bag.
- To talk about actions that were happening at the same time.
 He was driving while he was talking on his cell phone.

A.	Complete the definitions by matching the two	oarts.	
	1. An athletic person is someone who	a.	makes you laugh.
	2. A talkative person is someone who	b.	is intelligent.
	3. An efficient person is someone who	c.	dresses well.
	4. A rude person is someone who	d.	speaks a lot.
	5. A clever person is someone who	e.	likes to be with others.
	6. A fashionable person is someone who	f.	does things well and quickly.
	7. A funny person is someone who	g.	isn't polite.
	8. A friendly person is someone who	h.	enjoys sports.
В.	Complete the sentences.		
	1. We were waiting for the bus when		
	2. I was crossing the street when		
	3. They were sitting in the café when		Y.
	4. Adnan was buying ice cream when		3
	5. You were sleeping when		

- C. Work with a partner. Make sentences to describe the actions in the pictures.
- ? It was raining while Yahya was washing the car.



Yahya







2. Mr. Lewis



3. the people



4. Fatima



5. the couple



6. Hameed

Complete	tho	sentences	with	who	or that	į

	1. The neighbor lives downstairs is very quiet.
	2. The flowers grow in the city garden are very colorful.
	3. I'd like to introduce you to the person organized the conference.
	4. That isn't the camera is on sale.
	The actor was playing the lead role was very funny.
	6. Isn't that the book you were reading last week?
	7. The clothes designer made this dress was very creative.
	8. Mom, may I eat the mango is in the refrigerator?
Ξ.	Complete the sentences with your ideas.
	1. I like cars that are
	2. I like people who are
	3. I like books that have
	4. Tike clothes which are
	5. I like weather that is
	6. I like games that are
	7. I like stores that offer
	o. Tike 1000s that are
	9. I like friends who
	10. I like teachers who

All Kinds of People



Language in Context

Work with a partner. Give a definition of an adjective from the words in the box to describe a person. Your partner guesses the adjective. You can use a dictionary for help.

A: Someone who makes you laugh is ...?

B: Funny.

absentminded / athletic / clever / friendly / funny / generous / hardworking / honest / kind / lazy / optimistic / patient / persuasive / pessimistic / polite / quiet / reliable / rude / selfish / serious / talkative

Listening



Listen. Look at the picture of a gallery opening. Who said what? Write the numbers in the boxes.



Ш	The	man	who	IS	takı	ng	a	sr	ac	K
---	-----	-----	-----	----	------	----	---	----	----	---

- The waiter who is carrying the tray
- The artist who is talking about his painting
- ☐ The man who spilled his coffee

- The person who is taking the photo
- The man who is leaving the gallery
- The man who is talking to a reporter
- The man who is complimenting the artist

6 Pronunciation



Listen. Notice the stress in the adjectives. Then practice.

talkative generous athletic persuasive

efficient reliable

pessi**mis**tic absent**mind**ed

About You



- 1. Have you ever bought anything on the street? What?
- 2. Have you ever talked to a reporter? Where?
- 3. Have you ever ridden in a pedal cab? When? Where?
- 4. Have you ever been to an art gallery? Describe the art you saw there.
- 5. Describe yourself. What kind of person are you? Use the adjectives in the box in Language in Context above to help you.

وزاره التعظيم 98

SG_03_COMBO_TEXT_2024.indb 98 30/4/24 12:32 AM

8 Conversation @



Lars: I realize it's part of your job, but it's a real treat for me to be invited to these charity events. Do you know many of the celebrities here?

Ken: Of course. Quite a few. The tall man who was standing at the door when we came in is Colin Parker.

Lars: Isn't he the one who started his own airline?

Ken: That's right. And that's Tony Kramer, the editor of Success. I worked with him on the magazine while I was in London.

Lars: Is that a reporter with him?

Ken: No, no. That's Patrick Logan, the football player.

Lars: Really? I mean, he looks different in a suit. I didn't recognize him. And who's that guy over there? The one with the turtleneck sweater.

Ken: That's B.W. Actually...



What do you think Ken answers?

- 1 We went to college together.
- 2 He was my boss.
- 3 I interviewed him once.
- 4 Your idea: _____

Real Talk

a real treat = something very pleasant and enjoyable Of course. = to answer yes in a strong way I mean = a phrase to introduce an explanation of what one has said

About the Conversation

Answer true or false.

- Colin Parker is the man who has his own airline company.
- Tony was the director of a British TV station.
- 3. Ken worked with Tony while he was in London.
- 4. Tony is talking to a reporter.
- 5. B.W. is the man who is wearing a "turtleneck sweater.



Your Turn

Imagine you were a guest at this charity event. You are looking at the pictures while a friend is asking you all about the different people.

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SG_03_COMBO_TEXT_2024.indb 99 30/4/24 12:33 AM

9 All Kinds of People







Before Reading

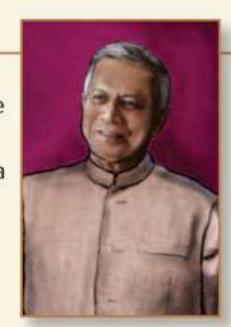
- 1. Do you know about people who work for charity?
- 2. Have you ever worked for charity? What was your experience like?

Simple Ideas, BIG Results

Muhammad Yunus, Nobel Peace Prize Winner

Muhammad Yunus, often called "the world's banker to the poor," received the Nobel Peace Prize in 2006 for his pioneering work against poverty. Yunus said he would use the \$1.35 million prize money to "find more innovative ways" to help the poor.

Yunus founded the Grameen Bank in 1976 with just \$27 from his own pocket. The idea came to him while he was teaching economics at Chittagong University in southern Bangladesh, which is one of the poorest nations in the world. He and his students started an experimental project: They lent poor people small amounts of money. The people used the money for their own small businesses; for example, to buy straw to make stools. Until then, the local people relied on local moneylenders who were not



always fair.

Since then, the Grameen Bank model has been duplicated in more than 100 countries. Today, the bank has over 9 million borrowers and over 2,500 branches in over 81,000 villages in Bangladesh. The bank also started a program to give poor people a loan of about \$9 to purchase small items such as bread, candy, pickles, and toys. Receivers of the loans then resell the goods to supplement their income. The bank reports that it has lent

\$24 billion over the past 38 years and claims a high repayment rate— 99.6 percent. Nowadays Grameen Banks are also in developed countries. One hundred people in Queens, New York, were among the first borrowers of Grameen America. The total number of borrowers worldwide is 100 million.*

Mohammed Abdul Latif Jameel, Businessman and Philanthropist

Mohammed Abdul Latif Jameel has received many awards for his humanitarian work to solve the crisis of poverty around the world. In 2012, he was named "Saudi Volunteer of the Year" for establishing job creation programs in Saudi Arabia and the Middle East. Unemployment is the main cause of poverty, and Jameel realizes that governments need the support of businesses to solve the problem. Jameel says, "My father taught me an important lesson in running a business: never to forget that life is not just about you—it is about what you can do for others."



- Jameel studied at MIT where he joined the Poverty Action Lab. In 2005, he made a huge donation to the organization, and it was renamed J-PAL in honor of his father, Abdul Latif Jameel. J-PAL is a group of expert researchers whose mission is to reduce poverty in the world by finding scientifically-based solutions. In Saudi Arabia, he established the Abdul Latif Jameel Community Initiatives program (ALJCI). One project of ALJCI is Bab Rizq Jameel (BRJ), which focuses on creating job opportunities. Between 2003 and 2012, BRJ created more than 230,000 jobs in
- 30 the Kingdom and over 300,000 in the Middle East. ALJCI also supports projects in business financing, education and training, health, and art and culture.**

* Adapted from: Wikipedia contributors. "Muhammad Yunus" (3 April 2023) and "Grameen Bank" (27 March 2023). In Wikipedia, The Free Encyclopedia.

| Adapted from: Wikipedia contributors. "Abdul Latif Jameel" (19 March 2023) and "Abdul Latif Jameel Poverty Action Lab" (18 January 2023). In Wikipedia, The Free

After Reading

- A. Choose the correct meaning according to the text.
 - 1. poverty (line 2)
- a. pollution
- b. being poor
- c. disease

- 2. to rely on (line 9)
- a. to accept
- **b.** to trust
- c. to depend on

- 3. loan (line 13)
- a. money you borrow
- **b.** money you earn
- c. money lost

- 4. to establish (line 20)
- a. to create
- **b.** to buy
- c. to give money to

- 5. unemployment (line 21)
- a. lack of money
- b. lack of education
- c. lack of jobs

- 6. to reduce (line 27)
- a. to make more
- b. to stop
- c. to make less

- B. Answer the questions about the reading.
 - 1. Why did Yunus receive the Nobel Peace Prize?
 - 2. What work was he doing when he thought of the idea?
 - 3. How did his system work?
 - 4. How long has he had the Grameen Bank?
 - 5. Why was Jameel named "Saudi Volunteer of the Year"?
 - 6. What did Jameel learn from his father?
 - 7. What is the purpose of J-PAL?
 - 8. What kind of projects does ALJCI support?
- C. Complete the chart.

A Comment	
	AL I

if Jameel alike?	21111

How are Muhammad Yunus and Mohammed Abdul Latif Jameel alike?						
-						
10						

Discussion

In your opinion, who do you think offers more to society—Muhammad Yunus, who helps people to start their own businesses and earn a living, or Mohammed Abdul Latif Jameel, who helps create job opportunities?

Project 23 10



Research someone "who has made a difference" in your country or to the world. Present your findings to the class.



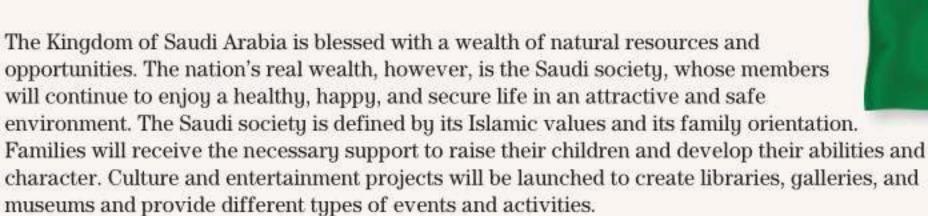
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All Kinds of People

Writing



المملكة العربية السعودية KINGDOM OF SAUDI ARABIA



The Kingdom's fast growing economy will offer equal opportunities for all citizens through a high quality educational system that meets the needs of the job market. The business environment will be renewed in order to attract entrepreneurs, as well as large or small businesses. Improved facilities and services will attract international trade and make Saudi Arabia the transportation center for Europe, Africa, and Asia. Telecommunications and information technology, including high-speed broadband, will be developed in and around cities and urban areas.

Government services will be effective and transparent to facilitate the growth and development of private and non-profit sectors. Many government services and assets will be privatized and monitored by the state, to ensure a better profit and a successful performance.*

*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.

- A. Read the text about Saudi Arabia's 2030 Vision.
 - 1. Underline and make notes about key changes and events in the chart.

Families	Culture & Entertainment	Economy	Government

- 2. Which verb forms are more frequent in the text? Why?
- B. With a partner, choose a topic and write about your vision of:
 - schools in the future
 - my city / town / village in the future

Use your imagination. Draw one or more pictures, if you wish.

وزاره التعطيم 102



12 Form, Meaning and Function

Can/May/Could

We use the modal verbs can, may, and could to ask for permission.

Ask for Permission	Agree	Refuse	
Can I ask you a question?	Yes, of course.	I'm sorry, but	
May I speak to the manager?	Certainly./Sure.	That's not possible \digamma	May / Could are more
Could I make a reservation?	All right.	I'm afraid	formal
We use would like (to) for pol	ite requests:	I would like to book a re	oom.
Complete the telephone conve	ersations. Then practice	e them with a partner.	
A. Asking for information			
A: Good morning. Greenwi	ch Bank.		
B: Hello. (1)	I please speak to the	manager?	- Sans
A: (2), the	manager is busy at the	moment. (3)	_I help you with something?
B: No, thank you.			
A: Well, if you (4)	to leave your na	me and phone number, I wil	I ask him to call you.
B: Sure. My name is	He can reac	h me at	<u></u>
R Making a reservation			

A: Wyatt Hotel. Go	A: Wyatt Hotel. Good afternoon.		
B: Hello. I (1)	to book a room for May 14th and 15th.		
A: (2)	: (2) And how many guests will that be for?		
B: Just one. (3)	I also have breakfast, please?		

I have your name **A:** Sure. The price is ______ per night. (4) ______ and credit card number, please?

B: My name is ______. My visa card is ______

C.	Ordering	а	taxi
----	----------	---	------

A: Speedy Cabs. How (1) _____ we help you? B: Hello. I (2) _____ a taxi to the airport, please. A: (3) _____ you give me your address?

B: Yes, it's ______.

A: All right. A driver will be there in ten minutes.

B: That's great. (4) ______.

D. Making an appointment

A: Pinewood Medical Clinic. Lisa speaking.

B: Hello. My name is ______. I'm Dr. Green's patient. (1) ______ I make an appointment to see the doctor on Tuesday morning?

A: (2) _____ that we don't have any available appointments on Tuesday.

B: How about Wednesday morning?

A: Let me see. (3) _____ to come at nine o'clock?

B: Yes. That (4) ______ be fine. Thank you.

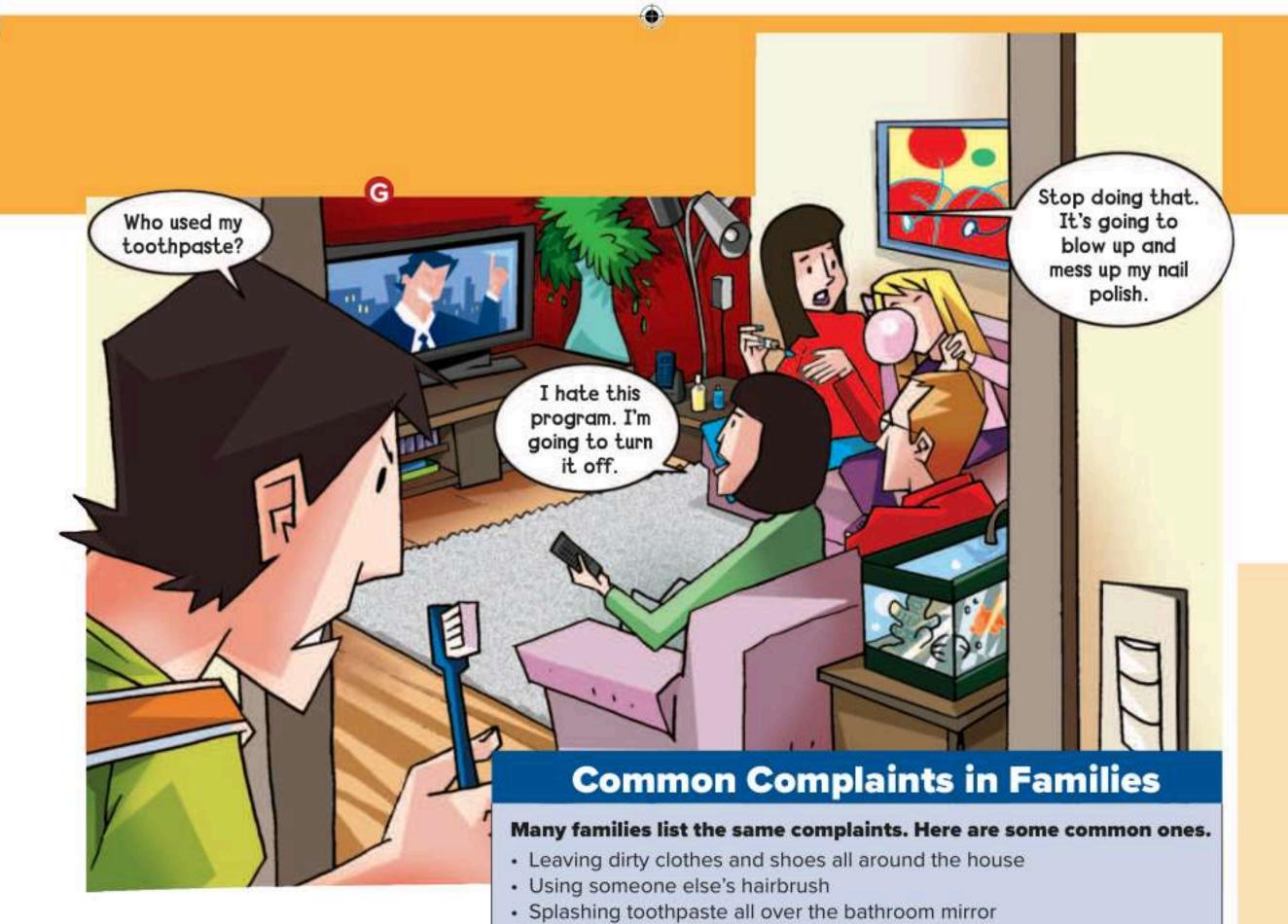
*FYI: For Your Information



10 Who Used My Toothpaste?







Quick Check &

- A. Vocabulary. Complete the expressions based on the pictures.
 - 1. Have you done _____
 - 2. Have you fed _____
 - 3. I can't stand _____.
 - 4. Who used my _____
- B. Comprehension. Answer the questions about the pictures.
 - 1. Why hasn't the boy done the dishes yet?
 - 2. What can't the father stand?
 - 3. What has the girl just given the fish?
 - 4. What should the sister do after she uses the hair dryer?

2 Pair Work

· Borrowing things and not asking first

Spending a lot of time in the bathroom

Playing the TV or video games very loudly

Not cleaning your room



- A. Ask and answer about household chores.
 - Have you taken the garbage out yet?
 - Yes, I've already done it. OR No, I haven't done it yet.
- B. Imagine you are part of the family in the pictures. Make requests.
 - Please stop using my hair dryer.
 - Don't you remember? You lent it to me.
- C. Ask and answer about yourself.
 - What do people do around the house that you don't like?
 - I can't stand people eating while they're using the computer.

وزاره التعطيم

SG_03_COMBO_TEXT_2024.indb 105

30/4/24 12:33 AM

10 Who Used My Toothpaste?



3 Grammar



Present Perfect with Already, Yet, Just

You can use the present perfect to talk about events that happened before now. It is possible that the event happened earlier than expected.

Questions Negative (-) Affirmative (+)

No, I haven't done them yet. Have you done the dishes **yet**? Yes, I've already done them. Have you already washed the clothes? Yes, I've just washed them. No, I haven't washed them yet.

Verb + Gerund

Use the gerund form (which ends in -ing) after the following verbs:

avoid	enjoy	give up	imagine	mind	stop
can't stand	finish	hate	keep	miss	suggest

He can't stand waiting in line. I don't enjoy sitting in the sun.

We miss being with our friends. They stop playing tennis in the winter.

Two-Word Verbs (Phrasal Verbs)

Two-word verbs are common in English. They have a verb + particle. Object pronouns always come between the verb and the particle.

Turn down the TV. Turn the TV down. Turn it down. Put away your clothes. Put your clothes away. Put them away.

A. Work with a partner. Ask and answer about the pictures.

A: Have you done the dishes yet?

B: Yes, I've already done them.



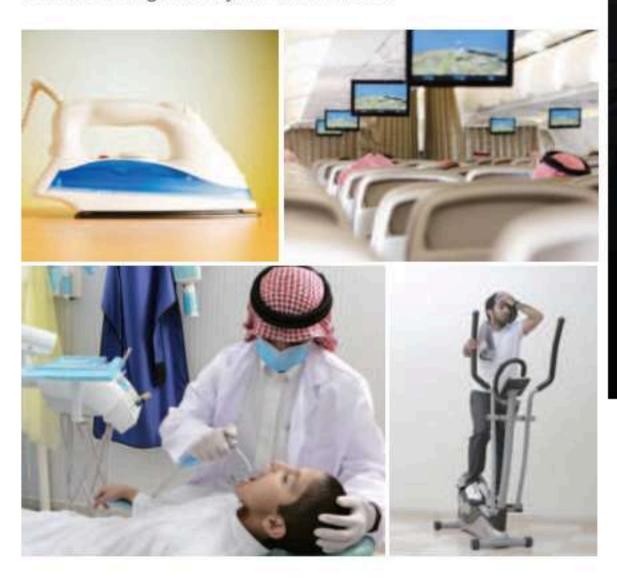








B. Work in small groups. Which of the following do you enjoy doing? Which of the following do you dislike doing? Add your own ideas.





C. Rewrite each sentence with a two-word verb in two ways.

Turn the TV on.	Turn it on.
1. Put away the toys.	
2. Clean up the mess.	
3. Take out the garbage.	
4. Turn off the light.	-3 &

D. Make sentences with the words. Use gerunds.

9	dessert /	eat /	after	meals /	can't res	sist / I
	desseit/	cuti	CHICAL	media /	Carret	312611

- 1. she / clean / can't stand / the house
- 2. live / our grandparents / enjoy / in the country
- 3. the children / hate / their ice cream / share
- 4. eat / Mom's food / we / miss
- 5. my sister / my toothpaste / use / stop / have to
- 6. the workers / paint / the house / finished

1 can	t resist	eating	dessert	atter	meals
		51045			
8					
-					

مرارة التحاليم مرارة العدالة

10 Who Used My Toothpaste?



4 Language in Context



Mark the things that annoy you. Then compare your list with a partner.

I can't stand it when people:

	_ show up late
	don't put things away
	_ don't give back what they borrowe
	don't clean up after meals
	_ don't take out the garbage
	use up all the milk, sugar, etc.
Oth	ners:



Listening N



Ken and Jake are away at college. Listen and mark the things they miss from home.

6 Pronunciation



Listen. Notice the different sounds of vowels followed by r. Then practice.

1	2	3	4
/ɛr/	/or/	/1r/	/ər/
sh ar e	ch or e	here	w or d
hairbrush	scissors	ear	heard

	Ken	Jake
family		
homemade food		
friends		
basketball		
video games		
laundry		
privacy		

About You 📓



- 1. Do you have obligations at home? What do you have to do?
- 2. Do members of your family share household chores?
- 3. Do you share a room? If yes, do you have any problems?
- 4. Do other family members use your things? What things?
- 5. What things shouldn't you share?
- 6. What things do you think it is possible to share?
- 7. What do you think are the most common problems of people sharing the same space?
- 8. What can people do to avoid having these problems?







8 Conversation





Amal: So, has your nephew left yet?

Sarah: Yes, Kareem has already gone. At long last!

Amal: How long did he stay?

Sarah: Almost three months. He was doing a research project here at the university. When he arrived, I said, "Make yourself at home." And he did just that.

Amal: But he seemed like such a nice young man.

Sarah: Oh, he is, and I was happy to help out. The trouble is that he took over our house. He used our things and never put them back. He never cleaned up after himself, and I've never seen anyone eat so much! One day I walked into the living room, and there was Kareem eating and making a mess, with his feet on the furniture...

Amal: That's a bit too much, isn't it?

Sarah: That's what I thought.

Amal: So what did you say to him?

Real Talk

At long last! = Finally!

That's a bit too much. = This has gone too far.

About the Conversation

- 1. How long did Kareem stay?
- 2. Was he welcome at his aunt's house at first?
- 3. What complaints did Sarah have about her nephew?





Your Ending

What do you think Sarah said to Kareem?

- Kareem, please eat in the kitchen. Not in here.
- (2) Kareem, I don't know how you behave at home, but in our house we have some rules.
- (3) Kareem, don't you think it's time you started cleaning up after yourself?
- 4 Your idea: _

- A. Role-play the conversation. Make up a reply for Kareem.
- B. Interview Kareem about his stay with his aunt.

وزاره التعليم

10 Who Used My Toothpaste?



The game was like, cool. Like, you know what I mean.





Before Reading

Think of the three things that other people do that irritate you the most. Compare your list with a partner.





Complaints

What can't you stand? What drives you crazy? What really gets under your skin?

Do you have a complaint? Let it out. Here's your forum.

Add your complaint to the list.

ADD

Standing in line at checkout counters at the supermarket.

Listening to people talking on their cell phones in restaurants. It's annoying.

When people talk on their cell phones and drive.

People who use words like *cool* and *stuff* all the time. Also, people who use the word *like* all the time in conversation. The word takes the place of adjectives, nouns, and intelligence.

Rushing to the phone and finding out it's a telemarketer who's calling.

People who lost weight and now try to control what others eat.

People who are always late, and people who are late and don't apologize.

When salespeople try to talk you into buying something you don't want or need.

People who don't say "please" and "thank you."

When people enter a door or an elevator and don't hold it open for the person who is right behind them.

I can't stand people who chew with their mouths open.

It drives me insane when I call up a company and I get "Press 1 for A, 2 for B, 3 for C," and so on. Or the common assurance "Your call will be answered in the order it was received," and then you have to wait forever while they put you on hold.

When people don't give up their subway or bus seats to seniors or to those with disabilities.

People who stand in the way of others who want to use an escalator or doorway.

People who change the TV channel without asking when someone else is clearly watching.

People who stand in someone else's line of sight in front of the TV during the last 30 seconds of any show or game.

People who "borrow" stuff without asking and don't give it back.

When someone constantly interrupts you while you're speaking.

When people leave a pile of dirty dishes in the kitchen for others to clean up.

Press 1 for...... Press 2 for...... Press 3 for.....



After Reading

A. Match the two-word verbs with their meanings.

1. ___ let out

a. learn

2. ___ find out **b.** let someone have

3. ___ clean up c. phone

4. ___ give back **d.** express yourself freely

5. ___ call up **e.** make things neat

6. ___ give up f. return



1. _____

C. Answer true or false about the complaints in the forum.

In general, people disapprove of the following:

1. ____ people talking on cell phones in public places

2. ____ people on a diet

3. ____ people who don't wait their turn

4. ____ people who do the dishes right after a meal

5. ____ people using an escalator instead of the stairs

Discussion

1. Which of the things listed in the Reading do you think show bad manners?

2. Compare and discuss your complaints with your classmates.

3. What is the most common complaint in your class?



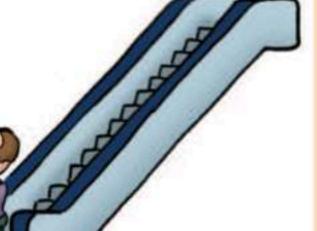
10 Project



Interview one or two young people who have left home to attend college. Find out what they miss most about home. Present your findings to the class.







10 Who Used My Toothpaste?

1 Writing 🚺



A.	Read the information in the Writing Corner. (Complete the
	sentences with who, that, which, whose, or	where.

1.	It's inconsiderate when bags other	passengers on the bus put their s er people want to sit.	hopping
2.	I can't stand people	throw litter in the street	·
3.	I don't care for people	ring tone is too loud.	
4.	It irritates me when peofound them.	ple don't put things back	they
5.	It gets on my nerves wh	nen people say things	_ aren't true
6.	I hate those advertisem computer screen.	ents continuously p	op up on my
7.	It bothers me when I had constantly texting on his	eve coffee with a friends phone.	is
8.	Car alarms	go off in the middle of the night	are really



Writing Corner

annoying.

We use relative clauses to make clear which person or thing we are talking about.

- 1. Use who or that for people. I can't stand people who/that cut in front of the line.
- 2. Use which or that for things. It's annoying when salespeople try to sell you things which/that you don't need.
- 3. Use whose to show possession. I dislike people whose behavior is rude.
- 4. Use where for places. It annoys me when people park their cars on sidewalks where pedestrians walk.
- B. Complete the chart with notes on impolite behavior and how it affects others.

Impolite behavior	Effects

C. Write five entries for an Internet forum about impolite behavior and how it affects others. Use your notes from the chart and other ideas from this unit.





12 Form, Meaning and Function

Can't/Must

Use can't and must to speculate about something. Use must to say we are sure of something. Use can't to say that we think something is impossible.

It can't be rain. There isn't a cloud in the sky. It must be the neighbor. She's watering the plants on her balcony.

So...That/Such...That

So and such make the meaning of an adjective or adverb stronger. So...that and such...that are used to show cause and effect.

so + adjective/adverb + that

He is **so** fast **that** he won the race.

He ran so fast that he won the race.

so + many/much + noun + that

He has so many books that he can hardly carry them. I have so much homework that I can't go out tonight.

such + adjective + noun + that

It was such a difficult test that none of the students did well.

A. C	omplete the senter	nces with can't or a	must.
1.	Badria couldn't sl	eep last night. She	e be tired.
2	. Ahmed's just joki	ng. He	be serious.
3.	. You haven't eater	all day. You	be hungry.
4.	. Look how tall he	s! He	be over two meters tall.
5	. It	be six o'clock alre	eady. Where does the time go?
6	. That's impossible	. It	_ be true.
	: This (1)		nt!
	ractice the convers		must, so, or such . Then
	: Don't you recogn		TC:
		2) run d	own that I wondered why
В	751 (Y) 1992 (2015)	cheap tha a beautiful view c	it I could afford it. And it of the harbor.
Α	: But		
В	paint was (6) and the floors T	old that it w	that I couldn't stand it. The vas coming off the walls, many things to renovate.
Α		elf? You (8) ood job that it look	be joking. You did ks professional.

B: Thanks. I just have one complaint. I worked (10) _

hard that I'm exhausted. I need another week off to rest.





وزاره التعليم

11 Making Choices



Listen and Discuss

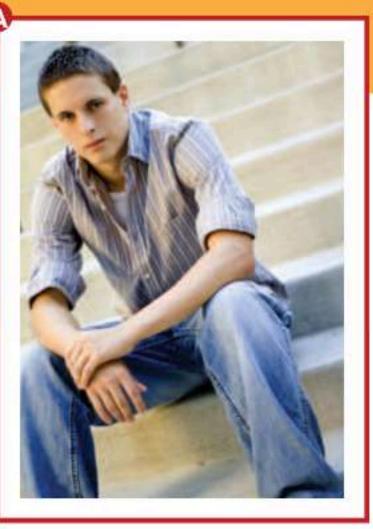


Read the quotations, and give your comments.

If I don't wear cool clothes, I won't fit in. But who cares?



If Victor doesn't wear fashionable clothes. he won't fit in with the crowd. But he doesn't mind. He likes to have his own personal style.



Tennis involves a lot of traveling, and so I'll be away from my family a lot. But there are many benefits, such as visiting a lot of countries, meeting interesting people, and learning about different cultures.

If Fahd becomes a professional tennis player, he won't see his family very often. But he'll visit new places and meet new people.



If I study for this test, I'll pass.

If Jimmy studies, he'll probably pass. But he won't be able to go to the football match with his friends.



If I buy the gold bracelet, I'll spend a lot of money.

Sabah wants to get her daughter a graduation gift, but she thinks the gold bracelet is too expensive. She'd rather save the money for her daughter's college studies.

وزاره التعليم 114

The Department of Roads and Highways says that if it builds a new highway, it will bring a lot of development to the area.

> The local farmers would rather keep the scenic route. They don't want a lot of traffic and pollution in the area.





If I speed along this road, I might get a ticket or even have an accident.

Omar had better not speed along this road, or he might have an accident.

If we build a resort on this site, it will generate lots of jobs for the people on the island.

> Conservationists are against building the resort because they say it will interfere with the environment.



2 Pair Work

people's comments.

Ask and answer about the

What will happen if Jimmy

He might get a good grade,

What will the conservationists

do if they try to build the

studies for the test?

and he will pass.

Quick Check 🗹

- A. Vocabulary. Match the words with the definitions.
 - **1.** _____ to study
- a. advantage
- 2. ____ to fit in
- b. a fine
- 3. ____ a ticket
- c. to prepare for a test
- 4. ____ benefit
- d. with beautiful views
- 5. ____ scenic

والوالي ليم

- e. to be similar to or to blend with
- B. Comprehension. Answer true or false.
 - 1. _____ If Jimmy doesn't study for the test, he won't learn anything.
 - 2. ____ If Sabah buys the bracelet, she won't save money.
 - 3. ____ If Omar speeds on that road, he won't get into trouble.
 - _ If Fahd becomes a professional tennis player, he won't have to travel.
 - 5. ____ If they build the resort, it won't cause any problems.
 - 6. ____ If they don't build a new road, they won't spoil

They'll speak out.

resort?

the peace and quiet.

11 Making Choices



3 Grammar N

Conditional Sentences with Present and Future Forms

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

Present Facts

Use the simple present tense in both clauses.

If you cook an egg in the microwave, it explodes.

If you put water in the freezer, it becomes ice.

Future Facts

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

If Saeed gets the job, he'll be very happy.

If Imad doesn't go to college, he's going to be very sorry.

May/Might

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

If Noura doesn't do the homework, she may fail the class.

If Imad doesn't go to college, he might not get a good job.

I'd Rather

116

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

A: Do you prefer to drive along the scenic route or take the highway?

B: I'd rather drive along the scenic route.

A.	Complete the sentences about facts. Use the simple present or will in the second clause.					
	1. If you (heat) water to 100 degrees Celsius, it (boil).					
	2. If they	(climb) up to 4,000 meters, they _	(need) oxygen.			
	3. If you	(not cross) its path, the snake	(not bite) you.			
	4. If we	(get) this 4K television, we	(see) the game better.			
	5. If you	(mix) flour and water, you	(end up) with batter.			
	6. If he	(not obey) the speed limit, he	(get) a ticket.			
B.	1/2	tner. Say what will/might happen in the scenic route,	200/A			
	1. If we take the	. If we take the scenic route,				
	2. If we spend the	2. If we spend the day in the country,				
	3. If we rent a boat,					
	4. If we bring a	If we bring a picnic lunch,				
6. If we have time,						

C. Look at the picture, and match the parts of the sentences.

- 1. If she leaves the food on the ground, ____
- 2. If the cow crosses the road, ____
- 3. If the boy doesn't stop hitting their nest, ____
- 4. If the man catches a fish, ____
- 5. If it rains on the farm, ____
- 6. If the toy plane crashes, ____

- a. he'll be pleased.
- b. the boy won't be happy.
- c. the ants will take it.
- d. it'll be good for the farmer's crops.
- e. the truck might hit it.
- f. the wasps will sting him.



- D. Make up your own questions and answers with if about the picture.
- Question: What do you think will happen if the government builds a highway along this route?

 Answer: If they build a highway, a new shopping mall will go up.

 If they build a highway, there won't be any cows in the field.
- E. What would you rather do? Share your choices with a partner.
- Iive in the city / live in the country
 I'd rather live in the country than live in the city.
 - 1. get a job / go to college
 - 2. lie in the sun / sit in the shade
 - 3. cook dinner / wash the dishes
 - 4. live in an apartment / live in a house
- 5. travel by train / travel by plane
- 6. go to the beach / go to the mountains
- 7. have cold weather / have hot weather
- 8. eat at home / eat at a restaurant

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11 Making Choices

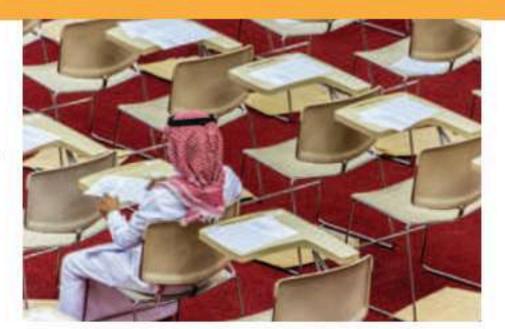
4 Language in Context 🔂

How will the following things affect your life? Discuss in small groups.

💡 If I don't go to college, I might not get a good job.

go to college learn English well save some money move to another town

travel to other countries get good grades get a scholarship get a lot of money



Listening N



- A. Listening to the radio program with representatives of the Farmers' Association and of the Highway Department on the issue of the road. Which of the arguments are mentioned in the program? Check them.
- B. Listen again and write F if the representative of the Farmers' Association says it or **H** if the representative of the Highway Department says it.
- C. Discuss whether you support the Farmers' Association or the Highway Department. Give reasons for your position.

	W.		
		1000	
			67
		Check if	F (Farmer) or
		Mentioned	H (Highway)
1.	People will lose a scenic route.		
2.	Few people use the scenic route.		
3.	Factories will pollute the river.		
4.	Drinking water will be bad.		
5.	No new housing will go up.		
6.	Factories won't dump chemicals into the river.		
7.	The river is polluted already.		
8.	Farmers can buy new farms.		
9.	The development will create hundreds of jobs.		
10.	Farmers won't be able to find new land.		
10.	ranners won t be able to find new faild.		Ų.

6 Pronunciation



Notice the common consonant clusters at the beginning of words. Then practice.

s	р	tr	cr	pr	gr	
sp	eed	traffic	crowd	prefer	grow	

About You



- 1. Have you ever had to make a difficult choice in your life? What were the options? What were the positive and negative results?
- 2. Have you ever helped a friend to decide about a personal dilemma? Tell about it.
- 3. What are the most common important choices young people in your country have to make?

8 Conversation



Adel: What are you doing on the weekend?

Faisal: My plans are still up in the air.

Sometimes there's nothing interesting to do, but this weekend I have three

good choices.

I don't know which one to do.

Adel: What are the three things? I might be

able to help you make up your mind.

Faisal: OK. First, Fahd has just graduated

from college, and he's invited me to dinner. If I don't go to Fahd's graduation, he's going to be very hurt. I'm one of his closest friends, you know. Second, Khalid invited me to spend the weekend at his family's house at the beach. Third, the airshow is taking place, and Tariq asked me to go with him this

weekend.

Adel: What's your preference?

Faisal: I'd much rather go to the Saudi

Hawks airshow. If I don't go this weekend, I may not get another

chance to see it.

Adel: It seems to me, you should do what

you feel like doing. If you go to the airshow, explain to Fahd and Khalid why you're going. I'm sure they'll

understand.

Real Talk

up in the air = undecided make up your mind = decide It seems to me = a way to introduce an opinion

Saudi Arabia, 2017)

Saudi Hawks performing

aerobatics (Souq Okaz, Taif,

About the Conversation

- 1. What are Faisal's plans for the weekend?
- 2. What are his choices?
- 3. What will happen if he doesn't go to Fahd's graduation?
- 4. What will he regret if he doesn't go to the airshow?
- 5. What do you think Faisal should do?

وزاره التعليم

Your Turn

- A. Role-play the conversation. Suggest what you think Faisal should do on the weekend.
- B. You have been invited to two events on the same day. Discuss with a partner what you will do at each one. List the positive and negative results of your choices.

11 Making Choices



9 Reading



Before Reading

Have you ever had to make a serious decision in your life? Discuss.



The story goes that in the fifteenth century, in a tiny village near Nuremberg, Germany, lived a family with 18 children. In order to keep food on the table for his large family, the father—a goldsmith by profession—worked almost 18 hours a day.

Despite their hopeless situation, two of the Dürers' elder children had a dream. They both wanted to pursue their talent for art, but they knew full well that their father could never afford to send either of them to Nuremberg to study at the academy.

After many long discussions, the two boys finally worked out a pact. Albert said, "I'll go down in the mines. With my earnings, I'll support you while you attend the academy for four years. When you complete your studies, you'll support me, either with the sales of your artwork or, if necessary, also by working in the mines."

His brother Albrecht agreed and went off to
Nuremberg to study art at the academy. Meanwhile,
Albert went down into the dangerous mines and, for
the next four years, financed his brother, whose work
at the academy was almost an immediate sensation.
Albrecht's etchings, his woodcuts, and his oils were
far better than those of most of his professors, and by
the time he graduated, he was beginning to earn high
fees for his works.

When the young artist returned to his village, the Dürer family held a festive dinner to celebrate Albrecht's triumphant homecoming. After a long and memorable meal, Albrecht rose at the head of the table to thank his beloved brother for the years of support that had allowed Albrecht to fulfill his ambition. His closing words were, "And now, Albert, blessed brother of mine, it is your turn. Now you can go to Nuremberg to pursue your dream, and I will take care of you."

All heads turned to the far end of the table where Albert sat, tears streaming down his pale face, shaking his lowered head from side to side while he sobbed and repeated, over and over, "No... no... no... no."

Finally, Albert rose, wiped the tears from his cheeks and said, "No, brother. I cannot go to Nuremberg. It is too late for me. Look what four years in the mines have done to my hands! The bones in every finger have been smashed, and lately I have been suffering from arthritis so badly in my right hand that I cannot make delicate lines on parchment or canvas with a pen or a brush. No, brother, for me it is too late."

In order to show
his gratitude to Albert,
Albrecht Dürer drew
his brother's abused
hands with palms
together and thin
fingers stretched
skyward. He called
his powerful drawing
simply Hands, and the
entire world almost
immediately opened
their hearts to his
great masterpiece.



 German Artist Albrecht Dürer (1471-1528)

Note: Albrecht Dürer is a famous artist, but there is no historical confirmation for this inspiring story, which appears to have been recently invented.

e Illevia

After Reading

- A. Explain the following expressions in your own words.
 - could not afford
 - 2. to work out a pact
 - 3. to fulfill his ambition
- B. Now in your own words explain the brothers' choice.



▲ Albrecht Dürer House, Nuremberg, Germany

- C. Answer true or false.
 - The father worked very hard as a tailor in order to support his family.
 - The two boys were talented and wanted to become artists.
 - 3. ____ The father didn't have enough money to send his sons to the academy.
 - One brother would stay at home while the other went to Nuremberg.
 - By the time he graduated, Albrecht's works were already known.
 - Albrecht came back home to fulfill his part of the deal.
 - His brother Albert couldn't go to the academy because he had broken fingers.
 - 8. ____ Albrecht drew his brother's hands to express his gratitude.

Discussion

What do you think about the saying: "No one ever makes it alone!" Discuss in a group, and give examples.

Project 🍱



As a class, discuss local issues like the one about the highway in the Listening on page 118. Choose an issue and discuss the positive and negative aspects of each side. Role-play radio interviews like the one in the Listening, in which people who support different sides of the issue are interviewed.

11 Making Choices



I won't risk failing again!



A. Read the article about making choices. Circle the gerunds.

Making Choices

Your life is a result of the choices you make. Some everyday choices are simple and usually have very little impact on your life, while others can have serious consequences on your future.

Deciding what to wear or what to eat for lunch, for example, is usually of very little consequence. If you choose not to wear a jacket on a cold day, the worst thing that can happen is that you may come down with a cold for a few days. Choosing not to study for a test, however, could have more serious consequences. If you don't study, you will probably get a low grade or fail the test. Yet, sometimes making "bad" choices like these can help you learn to make "good" ones in the future. The next time it's cold, you will consider wearing a jacket. And the next time you have a test, you will study hard so that you won't end up failing.

But life also has more important choices to make, such as deciding on a career to follow or which university to attend. Making decisions like these is often difficult, so it's important to think about them carefully. One way to do this is to make a list of the positive and negative aspects before deciding. After comparing them, the right choice may seem clear. Another thing you can do is ask someone that you trust for advice. An older member of the family or a teacher who has had more life experience will be able to guide you in the right direction.

Remember that you are responsible for making choices, whether they are "good" or "bad." If you realize that a choice you have made is wrong, then it's up to you to decide how to make it right.

Writing Corner

- Gerunds and gerund phrases can act as subjects.
 Deciding what to wear, for example, is usually of very little consequence.
- Gerunds and gerund phrases can act as direct objects of verbs.
 The next time it's cold, you will consider wearing a jacket.
- Gerunds can act as objects of prepositions: before, after, for, of, in, without, etc.
 Make a list of the positive and negative aspects before deciding.
- B. Write notes in the chart about personal choices you have made and their consequences.

Choices	Consequences

C. Write about choices that you have made and their positive or negative consequences. Who has influenced your choices? What have you learned from the "bad" choices?



12 Form, Meaning and Function

Conditional Sentences: Imaginary Situations

You can use conditional sentences to talk about imaginary or hypothetical situations in the present. Use the simple past in the *if*-clause and *would* in the main clause.

If they built a new highway, the farmers would be affected.

If I was/were rich, I wouldn't have to work.

The contraction of would is 'd: I'd, you'd, he'd, she'd, we'd, they'd.

They'd be happy if they had time to take a vacation.

Wish

Use wish + the simple past for things you want to happen in the present but probably won't.

They don't have much time.

I have to study today.

Faisal isn't rich.

I can't speak French.

They wish they had more time.

I wish I didn't have to study today.

Faisal wishes he was/were rich.

I wish I could speak French.

Note: The form of the verb be is often were for all subjects in imaginary situations and wishes.

A. Match the sentence parts.

- 1. ___ If my family had to move to another city,
- 2. ___ If everyone cared for the environment,
- 3. ____ If he had more work experience,
- 4. ____ If people took the bus more often,
- 5. ____ If he worked out at the gym every day,
- 6. ___ If I could travel anywhere in the world,
- a. there'd be less traffic.
- **b.** he'd be in good shape.
- c. I'd visit New Zealand.
- d. I'd miss my friends.
- e. he'd apply for the job.
- there'd be less pollution.

B. Discuss the following situations with a partner. What would you do?

- You have more free time to do something you really enjoy.
- 2. You were given a scholarship to study at the college of your choice.
- 3. You lent a good friend some money, but he/she didn't return it.
- 4. You are a conservationist and your job is to protect the environment.
- 5. Your classmate asked you to not study for an important test.

C. Write two sentences with wish for things that each person wants.

- 1. Trevor has to wake up early for work. He can never get enough sleep.
- 2. You don't feel well, so you can't hang out with your friends today.
- There is so much pollution. We want more people to care for the environment.
- 4. You want to buy a new laptop, but you don't have enough money.
- A friend asks Ali to go surfing. He can't go because he doesn't know how to surf.





123

Managar Flucture 2014 - 1446

12 Culture Shock



Listen and Discuss



Which of the following customs are similar in your country?

When in Rome, Do as the Romans Do

When you are visiting a new place, you should try to act as the local people do. Here are some tips.



In Mediterranean Countries A

Eating dinner late is a common custom in Mediterranean countries such as Italy, Greece, and Spain. No one goes out for a meal before 9 P.M., and most restaurants stay open past midnight. It is also common for people in these countries to take an afternoon break. Many stores close for 3 hours in the afternoon, allowing workers to eat with their family, rest, and return to work relaxed.





In England A

In England, it's customary to say "please," "thank you," "excuse me," and "sorry." It's polite to say "excuse me" if someone is blocking your way, and "sorry" if you accidentally bump into someone. And remember to stand in line (or as the British say, "queue up") and wait your turn patiently. It's a good idea to talk about the weather, a favorite topic of conversation with the British.



In Japan A

In Japan, be prepared to exchange personal or business cards. When a person gives you a card, don't put it in your pocket right away. The person expects you to read it and even comment on it. It is impolite not to do so.

◀ In Asian Countries

In many Asian countries, people eat with chopsticks. It's not polite to play with chopsticks or to cut and spear food with them. It's rude to leave them standing up in a bowl of rice. When not using your chopsticks, place them on the chopsticks holder. If you can't manage to eat with them, it's advisable to ask for a spoon or a fork.

In Mexico

In Mexico, all university graduates have a title, and they usually expect you to use it. Don't forget to call a university graduate, such as a lawyer or an engineer Licenciado.



◀ In India

Removing shoes before entering a home is customary in India. In fact, it is common practice in many parts of the world. Try not to spread dust and mud in the house and on the carpets of your host.



◀ In the United States and China

In the United States, remember to make sure you tip porters, taxi drivers, and waiters. Waiters expect to get a tip that is 15 percent of the cost of your meal. China is one of those wonderful countries where tipping is not practiced, and almost no one asks for tips.

In Germany

Being punctual is important to Germans. For business meetings it is a good idea to arrive a few minutes early. Hosts also expect their guests to be on time. Being late or rushing makes a bad impression.

Quick Check &

- A. Vocabulary. Write down four sentences in the article that use expressions of advice and recommendation.
- It's a good idea to ...
- B. Comprehension. Answer true or false.
 - It's not a good idea to discuss the weather in England.
 - You are expected to take off your shoes in an Indian home.
 - Make sure you call everyone in Mexico Licenciado.
 - Be sure to carry business cards with you in Japan.
 - Remember not to be late for an appointment in Germany.
 - You should always remember to tip in China.

2 Pair Work



- A. Ask and answer about customs in different countries using the information on these pages.
 - What should I remember to do in England?
 - Always remember to stand in line.
 - Is it polite to cut your food with chopsticks in Japan?
 - No, it isn't.
- B. Give advice to travelers to different countries.
 - It's advisable to have a snack before dinner in Spain.
 - Why?
 - Because people have dinner very late, and most restaurants stay open after midnight.

SG_03_COMBO_TEXT_2024.indb 125 30/4/24 12:33 AM

12 Culture Shock

3 Grammar 🌉



Verb + Infinitive

The infinitive form can follow certain verbs, including the ones below.

afford, choose, decide, expect, forget, hope, learn, manage, offer, promise, refuse, remember, try

expectWe didn't expect to arrive so late.manageThey managed to get an earlier flight.refuseThe airline refused to pay for our hotel.rememberI didn't remember to bring my toothbrush.

try She tried to sleep on the plane, but she couldn't.

Remember: Some verbs are followed by gerunds. See Unit 10, page 106.

Verb + Noun/Pronoun + Infinitive

In Latin America, families allow children to stay up late. In China, people don't expect you to tip.

It's... + Infinitive

It's polite to...

not polite to.../impolite to...

rude to...

common to...

wrong to...

advisable to...

a good idea to...

Note: Some of these expressions can be used for advice (for example, *It's advisable to..., It's a good idea to...*).

Expressions of Advice with Infinitives

Try to...

Try not to...

Remember to...

Don't forget to...

Make sure to...

Be sure to...

Gerunds as Subjects

A gerund can be used as the subject of the sentence.

Traveling is a good way to learn about other cultures.

Tipping is not common in Japan.

A. Make sentences. Use infinitives. Add it's where necess	viake sentences. Ose initiatives. Add it s where neces	CC220	at y.
-----------------------------------------------------------	--------------------------------------------------------	-------	-------

1. good idea / follow / local customs

2. we / managed / get seats / on the crowded bus .

3. not advisable / carry / a lot of money

4. make sure / tip / taxi drivers

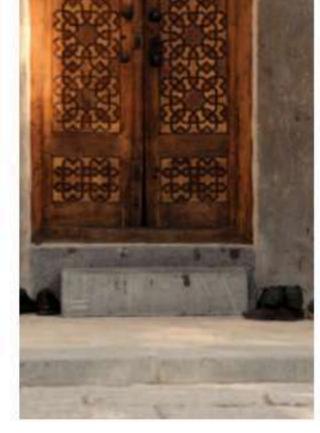
5. try / stay / in places that are safe

6. polite / stand in line / for a bus

- B. Complete the following sentences with infinitives. Use the information in the article on pages 124 to 125.
 - 1. It's advisable ______ in Japan.
 - 2. It's not a good idea ______ in Germany.
 - 3. It's polite ______ in England.
 - 4. It's not common _____ in India.
 - 5. It's important _____ in Mexico.
 - 6. It's common ______ in Mediterranean countries.
- C. Look at the photos. What do you think is the polite/not polite thing or the right/wrong thing to do in your country?
- ? It's polite for businessmen to shake hands. Shaking hands is polite in my country.











- D. Complete the sentences with the correct form—the infinitive or gerund. Review the list of verbs that can be followed by gerunds in Unit 10, page 106.
 - 1. We enjoyed _____ (drive) along the scenic route on the way to the ocean.
 - 2. Mahmoud managed _____ (change) the tire in the dark.
 - 3. I refuse _____ (try) different kinds of foods.
 - 4. We kept _____ (look) until we found a good restaurant for dinner.
 - 5. I expected _____ (pay) a lot of money for hotels.
 - 6. I can't stand _____ (wait) in long lines.
 - 7. Please remember _____ (take) your passport with you when you travel.
 - 8. I tried _____ (learn) some of the customs of the country before I traveled.

12 Culture Shock



4 Language in Context 🔂

Discuss with a partner how people handle the following situations in your country.

Standing in line to catch a bus is common. OR It isn't common for people to stand in line to catch a bus.

standing in line eating late at night

taking a rest in the afternoon tipping shaking hands taking your shoes off in the house

your idea: _____ arriving late

Listening N



Listen to the advice about traveling to the United States. Then answer true or false.

- ____ Gestures are very similar all over the world.
- 2. ____ Americans usually introduce themselves with their last names.
- 3. ____ Americans like to stand really close when they are talking to others.
- 4. ____ People are expected to arrive on time at all events in the United States.
- 5. ____ It's polite for house guests to give a small gift in the United States.

6 Pronunciation



Listen. Notice how to is reduced and pronounced quickly. Then practice.

It's polite to shake hands. It's impolite to stare at someone.

It's advisable **to** study the customs. It's common to exchange business cards.

About You 🔀



- 1. What dos and don'ts do you know about for different countries? What are some cultural differences you know about?
- 2. Are there different customs in different parts of your country? What are the differences?
- 3. Have you ever lived or traveled abroad? Did you have any difficulty in adjusting?
- 4. Have you ever had a problem because of a cultural difference? Explain.
- 5. What are common gestures in your culture? What do they mean?

وزاره التعليم

SG_03_COMBO_TEXT_2024.indb 128 30/4/24 12:33 AM



8 Conversation



So, what's it like living and working in China? Will:

Edgar: Well, to be honest, in today's globalized world, there isn't really all that much difference anymore, especially in big cities like Shanghai, where I'm based. There's a lot of traffic, crowded subways and buses, tall skyscrapers, and modern shopping malls just like in other large cities around the world.

Have any differences struck you? Will:

Edgar: Well, the food is very different, and eating with chopsticks was tricky at first, especially rice and noodles. But I got the hang of it.

What about the language? Will:

Edgar: Most of the people I work with speak English well. I'm still learning Chinese to handle everyday situations.

Will: Is there anything else you're not used to yet?

Edgar: No, I've adjusted to the way of life. However, there's still one thing that's kind of weird to me. In China, the family name comes before the first name, and millions of people have the same surname. For example, Wang, Li, Zhang, Chen, and so on are the most common.

Will: No kidding!

Edgar: Yeah, at work when I called out Zhou, three colleagues used to answer me. But I managed

to solve the problem.

Will: What did you do?



Shanghai, China

Your Ending

What do you think Edgar answers?

- 1 I found out the first name of each one.
- 2 Together we came up with a Western name for each: John, George, and Joe.
- (3) I left my work station and went and talked to each one.
- 4 Your idea:

Real Talk

to be honest = used to state something more directly to get the hang of = to get used to doing something the right way

kind of = rather

No kidding! = an expression of surprise and disbelief

About the Conversation

- 1. What things does Edgar say are the same in Shanghai?
- 2. What's his conversational Chinese like?
- 3. What did Edgar find difficult at first?
- 4. What is unusual about Chinese surnames?

Your Turn

Role-play the conversation like the one above but using a different country. Express surprise at some of the things mentioned.

129

وزاره التعليم

SG_03_COMBO_TEXT_2024.indb 129 30/4/24 12:33 AM

12 Culture Shock



Reading **___**



Before Reading

What problems do you think people have adapting to a different culture?

A FISH OUT OF WATER



Almost everyone who studies, lives, or works abroad experiences some degree of culture shock. This period of cultural adjustment involves everything from getting used to the food and language to smaller things like learning how to use the telephone. No matter how patient and flexible you are, adjusting to a new culture can sometimes be difficult and frustrating. Some people get depressed, and very homesick. But don't panic—these are all totally normal reactions and you are not alone.

The term culture shock was first used by writer Kalervo Oberg in 1954. He found that all human beings experience the same feelings when they travel to or live in a different country or culture. Oberg identified five distinct stages of culture shock.

1. THE ADJUSTMENT PHASE

This period can last six months or longer. The newcomer is excited about being in a new place and experiencing a new lifestyle. Some problems may occur, but the person usually tends to accept them as part of the adjustment to another country and novelty of being in a new place. People are generally helpful to the newcomer, and that person feels welcome.

2. EMPTINESS OR REJECTION PHASE

The newcomer has to deal with the usual problems of accommodation, transportation, shopping (not finding your favorite foods), and very often not being able to communicate fluently in the local language. The local people may not understand why the newcomer is making such a big deal over what they see as a small problem. At this point, the newcomer starts to complain about, and maybe even reject, the new country.

3. THE CONFORMIST PHASE

Gaining some understanding of the new culture, its ideals, and its values brings a new feeling of pleasure. The crisis is over when the newcomer learns to understand the cultural differences, but hasn't completely adjusted to the new culture.

4. ASSIMILATION PHASE OR COMPLETE ADJUSTMENT

In this phase, the person accepts the food, the habits, and customs of the new country, and may even find some things better than things back home. The newcomer becomes completely adjusted and feels comfortable in the new place. On returning home, the traveler will miss the new friends and the country and will cherish the memories forever.

5. REVERSE CULTURE SHOCK

This is when the person comes back to the home country. The returnee may have been away from home for a long time and gets a "re-entry shock." Many things may have changed, and it will take a while to get used to home again.

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After Reading

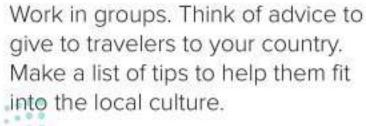
- A. Match the words with the definitions.
 - 1. ____ flexible
 - 2. ____ frustrating
 - 3. ____ homesick
 - 4. ____ stage
 - 5. ____ newcomer
 - 6. ____ novelty
 - **7.** _____ values
 - 8. ____ to cherish

- a. missing home and family
- **b.** able to change in different situations
- c. beliefs about what is right or wrong
- d. person who has arrived recently
- annoying because you cannot do something you want
- f. one level or phase in a series
- g. to remember a pleasant feeling for a long time
- h. something new and interesting
- B. Answer about the reading.
 - 1. What do you think "fish out of water" means?
 - 2. What do you understand by the term "culture shock"?
 - 3. When did the expression first appear?
 - 4. In your own words, classify the five different stages of culture shock.

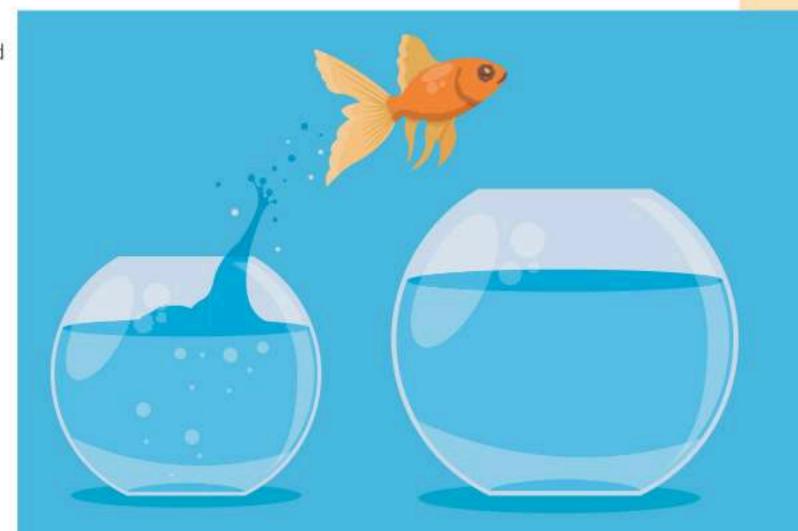
Discussion

- 1. Have you ever lived for a period of time in another country? What was your experience like? Did you get culture shock? Reverse culture shock?
- 2. What experiences of culture shock have people that you know had when they visited another country?

10 Project







12 Culture Shock



11 Writing



A. In groups, read the quotes about culture and travel. Discuss what the quotes mean.

A people without the knowledge of their past history, origin, and culture is like a tree without roots.

-Marcus Garvey

Though we travel the world over to find the beautiful, we must carry it with us or we find it not.

> -Ralph Waldo Emerson

When you travel, remember that a foreign country is not designed to make you comfortable. It is designed to make its own people comfortable.

—Clifton Fadiman

Culture makes people understand each other better. And if they understand each other better in their soul, it is easier to overcome the economic and political barriers. But first they have to understand that their neighbor is, in the end, just like them, with the same problems, the same questions.

-Paulo Coelho

We shall not cease from exploration, and the end of all our exploring will be to arrive where we started and know the place for the first time.

-T.S. Eliot

Writing Corner

- Be used to + gerund/noun means to be familiar with something usual. I am not used to eating with chopsticks.
- 2. Get used to + gerund/noun means to become familiar with something. I am getting used to some of the local customs.

B. Complete the sentences with the gerund or infinitive of the word in parentheses.

3. Used to + infinitive refers to an action that repeatedly happened in the past, but does not happen now. The negative form is didn't use to.

We used to walk to school. We didn't use to take the bus.

		ANON 175 P. 184 P. 184 P. 187 P.
1.	. The people here are used to	(stand) in line at the bus stop.
2	. It isn't easy to get used to	(live) in a new cultural environment.
3	. We are not used to the weather	(be) so cold and rainy.
4	She used to	(drink) coffee in the morning, but now she drinks tea.
5	. He has gotten used to	(drive) on the left side of the road.
6	. You may find it strange at first, but y	ou'll get used to (eat) the food.
7	. I had difficulty with the language at	first, but I'm used to (speak) it now

8. I didn't use to ______ (take) a nap, but now I rest for an hour every afternoon.

C. Imagine that you are staying in a foreign country. Write an email to a friend about the cultural differences you have experienced. Before you write, you may want to research the local habits, customs, gestures, cuisine, weather, etc.

وزاره التعطيم

SG_03_COMBO_TEXT_2024.indb 132 30/4/24 12:33 AM



12 Form, Meaning and Function

Past Perfect

Use the past perfect tense (had + past participle*) to indicate an action that happened before another action in the past. Some time expressions that are used with the past perfect are: after, already, before, by the time, ever, never, until.

By the time we got to the airport, our flight had already left. After she had gone to the hotel, Amal exchanged some money. Had you ever eaten sushi before you traveled to Japan? No, I'd never tasted sushi until I visited Japan. He'd had the car for ten years before he sold it.

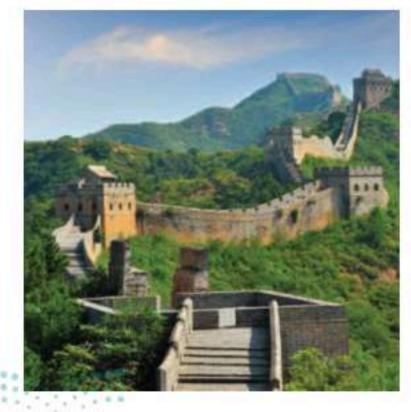
Note: The contraction of had is 'd: I'd, you'd, he'd, she'd, we'd, they'd.

* See page 162 for a list of the past participles of irregular verbs.



A. Co	omplete the sent	ences with the verbs in parentheses. Us	se the simple past an	nd the past perfect.
1.	They	(already start) boarding the plane	when I	(arrive) at the gate.
2.	Sabah a Chinese resta	(not know) how to use the chop urant before.	sticks because she _	(never eat) ii
3.	We reservation in a	(not manage) get a hotel room bec dvance.	ause we	(not make) a
4.	1	_ (never be) abroad until I	(travel) to Paris la	st summer.
5.	2	(you / learn) to speak French before yo	ou(g	o) to Paris?
6.	The waiter	(be) upset because his cust	omers	(not leave) him a tip.
7.	By the time Far	s (finish) his studies, he _	(live) ir	n London for five years.
8.	After he London.	(adjust) to British culture, Faris	(fee	l) quite comfortable living in
9.		(become) so familiar with the British shock when he returned home.	customs that he	(experience)
10.	Everyone	(take off) their shoes before	they	(enter) the mosque.

B. Complete the text with the correct past tense of the verbs in parentheses.



l(1.	always want) to	o visit China, an	d last year my dream
(2.	come) true. Be	fore I	(3. leave) home,
[4. plan) my trip	carefully.	
	(5. got) maps a	and lots of expe	ert advice from my
travel agent. I _	(6	5. study) the Ch	inese customs, and I
(7. even take) a	course to learn	some basic Chinese.
f	(8. spend) one	e month in China	a traveling to different
regions of the c	ountry. I	(9. see	e) amazing sights like
the Great Wall,	which	(10. be) n	nore spectacular than I
(11. ever imagin	e). The scenery	was so incredible that
(12. take) over 3	300 pictures in	one day!

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EXPANSION Units 9–12

1 Language Review



The second process of	A.	Complete the	sentences	about	yourself	using a	verb	in the	gerund	form.
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----	--------------	-----------	-------	----------	---------	------	--------	--------	-------

1.	. I can't stand
	. I really enjoy
	. I gave up
4	. I really miss
5	. I avoid
	. I hate
	. I don't mind
	. I suggest
	Vrite three sentences about the things you've already done and haven't done yet this year.
2	•
3	
4	
5	
,	·

C. Complete the sentences with the past progressive or the simple past tense.

The other day I ________(1. be) on my way to school on my scooter. As I ______ (2. drive) along, I noticed that the car in front of me ______ (3. go) slowly, and it ______(4. move) from side to side. I realized that the driver ______ (5. talk) on his cell phone. He _____ (6. have) an argument. He ______ (7. make) gestures with his hand while he ______ (8. drive), and I could see it coming! Suddenly he lost control of the car and _____ (9. crash) into a tree on the side of the road. I stopped and _____ (10. rush) to help him. Fortunately, he wasn't hurt, because he ______ (11. wear) his seat belt.



SUCCESS

D. Complete the questionnaire about yourself. Fill in the top. Check the items that are true for you on the bottom.



CAREER PATHWAYS CAREER PLANNING SERVICES

Thousands of students have used our services to make successful career choices.

So why not fill in this questionnaire? We will send you, at no obligation, a complete guide to our services, together with details of aptitude tests that will help you choose a career that is right for you.

ddress				
Occupation of interes	t	Male	Female	Age
YOUR PERSO	NALITY	14	YOUR INTER	ESTS
talkative		S	ports	
shy		t	echnology	
outgoing		€	environment	
creative		€	economics	
calm		li	anguages	
nervous		Q	geography	
ambitious		S	cience/math	
persuasive		r	eading/literature	9 🗌
hardworking		ŀ	nistory/archaeolo	ogy 🗌
reliable		ć	nt/design	
efficient		ŗ	sychology	
Other:		(Other:	

- E. Work with a partner. Make guesses about his/her personality and interests, and ask for confirmation. Use the list in the questionnaire in exercise D.
 - A: You're ambitious, aren't you?
 - B: Yes, I am. / No, I'm not.
- A: You like sports, don't you?
- B: Yes, I do. / No, I don't.



EXPANSION Units 9–12

. 14/		
	rite six sentences about the things you like and dislike about p	(F) (S) 1/400 (R) (R)
	like people who have a good sense of humor. $/$ I don't like pe	ople who aren t reliab
	(C)	
4.		
	dnan wants to be a successful doctor. Write five things he'll hav art the sentences with if .	e to do to achieve tha
	Adnan wants to be a doctor, he'll have to go to medical sch he wants to get into medical school, he'll need to get good g	
		n wwws.
1.	If he's accepted, he'll	
2.		
3.	왕 	
		_
4.		
5.		122 23
٥.		
I. Co	omplete the sentences about yourself. Use will or might .	
1.	If I don't do my chores,	
2.	If I study hard this year,	116
3.	If another person is rude to me,	
4.	If my parents give me some money,	
-	If someone gets in front of the line,	





I. Complete the sentences using a gerund or an infinitive.

1. I hope a good grade on my English test			
	1	I hone	a good grade on my English test.

- 2. The thief avoided _____ the police officer straight in the eye.
- 3. The students expect ______ their assignments before Friday.
- 4. I didn't have any money, so my friend offered _____ for my meal.
- 5. It's important _____ all necessary vaccinations before you travel.
- 6. Our neighbors promised _____ our plants when we're away.
- 7. I hate _____ the pots and pans after I finish cooking.
- 8. My co-workers refuse _____ on weekends.
- 9. I miss _____ when I'm away from home.
- 10. We stopped _____ tennis in the winter because of the weather.
- J. Complete the sentences about what is or isn't allowed or advisable.
- Talking on a cell phone while driving is not allowed.
 - 1. _____ in the street is subject to a fine.
 - 2. _____ in the library disturbs others.
 - 3. _____ regularly keeps you healthy.
 - 4. _____ is good for your health.













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EXPANSION Units 9–12

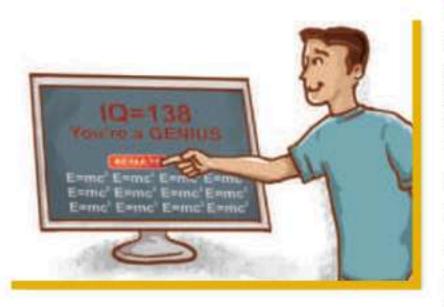




Before Reading

What do you know about aptitude tests and IQ tests? Have you ever taken one?

APTITUDE AND IQ: WHAT'S THE DIFFERENCE?



Aptitude Tests

Nowadays, millions of people—young and old—use aptitude tests to help them decide on a career path or a career change. Many employers also find them useful in their selection of new employees. Aptitude tests can be particularly beneficial for high school students who are uncertain about what career path they should follow.

Very few adolescents have a clear idea of what they want to do when they grow up. They often don't know where to begin searching for a job, let alone realize the vast number of career options that are available. Career

aptitude tests can help steer students in the right direction by assessing their natural abilities.

What is aptitude? First, aptitude should not be confused with academic knowledge, skills, personal interests, or intelligence. Aptitudes are natural talents—special abilities for learning to do certain tasks quickly and easily. Skills and knowledge are learned, but aptitude is something you are born with. For example, an accountant who has learned the skills for the job, but has an aptitude for something else will probably find his work unrewarding and difficult. On the other hand, someone who knows nothing about accounting may have the aptitude to learn the necessary skills quickly and easily.

A career aptitude test determines someone's strengths, weaknesses, and natural ability to perform and succeed in certain professions. Common areas of testing are: logical reasoning, mathematical ability, mechanical understanding, spatial awareness, and communication. The results are best when combined with interest and personality tests to assess what types of work a person would most likely enjoy and perform well.

IQ Tests

IQ stands for Intelligence Quotient. The typical IQ test produces a score that compares the test taker's cognitive ability to the general population. A score between 90 and 110 is average, and a score over 130 shows exceptional intelligence—a genius. So what exactly does an IQ test measure? More simply, it assesses the ability to understand concepts and solve different types of problems using logic. This includes spatial ability, mathematical reasoning, language ability, and memory. A sample math question might be: "Ben bought three books for \$5 each with a 20% discount. How much did he pay?"

IQ tests, however, are not particularly useful in career planning. Two people with the same IQ may have very different aptitudes. Occupations of famous people with high IQs include authors, journalists, businessmen, scientists, inventors, computer specialists, lawyers, cartoonists, actors, boxing champions, and race car drivers.

After Reading

- A. Complete with the correct word.
 - 1. Something that is helpful or good for you is ______.
 - a. unrewarding
 - **b.** certain
- c. beneficial
- 2. When you ______ something, you measure its value, importance, or size.
 - a. realize
- b. assess
- c. perform
- 3. When you put two or more things together, you ______ them.
 - a. combine
- b. confuse
- c. select
- 4. The level that is typical or normal is ______.
 - a. exceptional
- **b.** average
- c. vast
- When you think two things are connected by mistake, you ______ one thing with another.
 - a. assess
- b. succeed
- c. confuse
- 6. When you understand the general idea, you understand the ______.
 - a. option
- b. concept
- c. ability

- B. Answer true or false.
 - 1. ____ Millions of people use aptitude tests to get a job.
 - 2. ____ Some people use aptitude tests to hire new employees.
 - 3. ____ Most high school students know what job they want to do.
 - 4. ____ Aptitude is someone's natural ability to perform certain tasks well.
 - 5. ____ A genius is a person with an IQ of more than 130.
 - People with the same IQ have similar talents.

Discussion

- 1. What do you think you have an aptitude for?
- 2. What kind of career are you interested in?
- 3. Do you think your career choice matches your aptitude and personality?
- 4. Do you know someone who finds their job rewarding or unrewarding? Do you think it is related to their aptitude?
- 5. What factors might influence someone's IQ?
- 6. Do you think IQ tests are always accurate?





Write about an occupation you are interested in and whether you think your aptitude and personality will make you successful at it.

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EXPANSION Units 9–12

4 Chant Along



You should choose a career
That you'll find rewarding,
A satisfying line of work
That you'll never find boring.
If you attend university,
You'll obtain a degree.
You'll have qualifications
To earn a high salary.
Now let's look at your interests,
Let's test your IQ.
What are you adept at?
What occupation is right for you?

CHORUS

What is the right job for me?
I just don't know what I should be.
I am still in high school,
I'm only sixteen and a half.
How can I choose a lifelong career?
Do I have to decide by next year?
Please give me some guidance.
Help me choose the right path.



Well, you could be a carpenter
Who designs chairs and tables.

EDUCATION

Well, you could be a carpenter
Who designs chairs and tables.
How about an electrician
Who repairs overhead cables?
A race car driver—
Now that's really exciting!
Be an author or a journalist
Who is gifted at writing.
Choose a profession or a vocation:
Pilot, baker, lawyer, dentist,
Teacher, plumber, chef, accountant,
Artist, engineer, scientist...

CHORUS

Vocabulary

A. Match the words with the meanings.

- 1. ___ rewarding
- a. advice
- 2. ___ to obtain
- **b.** regular payment for work
- 3. ___ qualifications c. satisfying
- **4.** ___ salary
- d. skills or knowledge for a job
- 5. ___ to be adept at
 - e. to get something with effort
- 6. ___ guidance
- f. to be good at

B. Find 5 words or expressions	in the chant that	mean a type of job
--------------------------------	-------------------	--------------------

1. ______ 4. _____

		_			
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- 2. ______ 5. _____

A. Answer true or false.

Comprehension

- 1. ____ The boy knows what career he will follow.
- 2. ____ The boy is asking for advice.
- 3. ____ The boy has already graduated from high school.
- 4. ____ The career advisor suggests a variety of occupations.
- 5. ____ The career advisor tells the boy which occupation is best.
- B. Complete three sentences about the occupations.
 - 1. A carpenter is someone who _______.
 - 2. An electrician is someone who _______.
 - 3. A journalist is someone who _______.

Discussion

- 1. Have you decided on a career?
- 2. What qualifications do you need for your chosen career?
- 3. Who do you ask for career advice?
- 4. Do you think aptitude tests are helpful in planning a career? Why or why not?

5 Project



Research some common questions on aptitude and IQ tests, and present them to the class.





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EXPANSION Units 9–12

6 Reading



Before Reading

Taking a nap is recommended for both religious and health reasons. Do you take a nap in the afternoon? Do you feel sleepy after a large meal?

TAKING A SIESTA

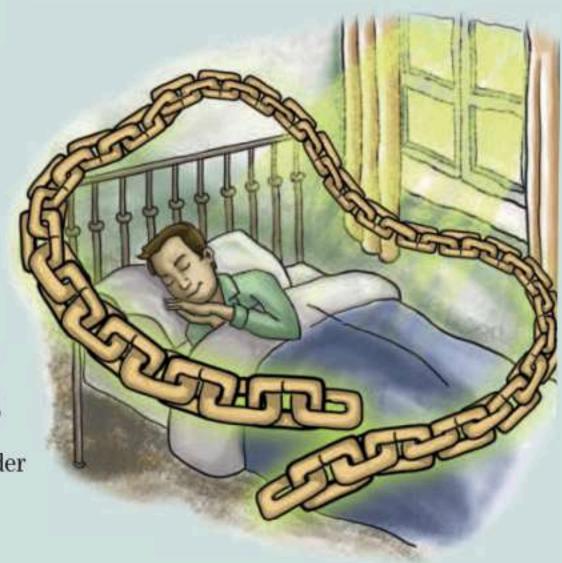
"Sleep is the golden chain that ties health and our bodies together." Thomas Dekker

"A good laugh and a long sleep are the best cures in the doctor's book." Irish Proverb

"A well spent day brings happy sleep." Leonardo da Vinci

The idea of taking a siesta—an afternoon nap—and closing business for a few hours during the day is frowned upon by most Americans and Northern Europeans. In their cultures where "time is money," a sleep break is considered wasteful and unproductive. However, in many Latin, Asian, and Mediterranean cultures, taking a nap and an afternoon break is part of the daily routine.

Since the daytime nap is a custom in Spain, the Spanish word *siesta* is used to refer to a short rest after the midday meal. Many believe that the original concept of siesta was created to allow people to spend time with their family and friends. Today, it is a common practice in many countries where the weather is warm. The high temperatures, especially in summer, combined with a large meal contribute to a feeling of sleepiness. Still, some colder regions of Latin America practice siesta. In these cases, the tradition seems to be based on cultural influence rather than climate.



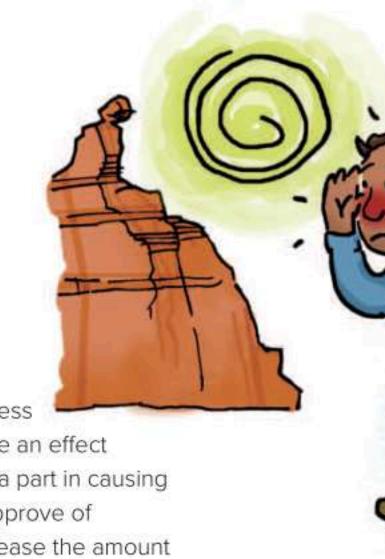
HERE ARE SOME BENEFITS OF SIESTA:

BIOLOGICAL NEED: Some doctors believe that the body is designed to sleep for shorter periods of time rather than in one large dose. Also, the body's blood sugar levels drop after a big meal, inducing drowsiness. This explains why many people may feel sleepy after lunch.

PROTECTION FROM THE SUN: Siesta takes place when the sun is at its highest point. This is when the temperature is hottest and the sun's rays are strongest. Avoiding the sun during midday protects people against sunburn, sunstroke, skin cancer, and heat exhaustion.

HEALTH: Studies have shown that people who nap regularly during the week are 37% less likely to suffer from heart disease. Napping helps people relax and reduces their stress levels.

IMPROVED MEMORY: Other research has found that people who took a short nap were able to remember information they learned better than those who did not nap.



After Reading

- A. Match the words from the text with the definitions.
 - 1. ____ to frown upon
- a. sleepiness
- 2. ____ to contribute to b. to cause an effect
- 3. ____ to induce
- c. to play a part in causing
- 4. ____ drowsiness
- d. to disapprove of
- 5. ____ exhaustion
- e. to decrease the amount
- 6. ____ to reduce
- f. a loss of energy
- B. In your own words, describe the 4 benefits of taking a siesta.
 - 1._____

 - 3.
- C. Answer the questions. Discuss with a partner.
 - 1. What does the expression "time is money" mean?
 - 2. Which of the quotes about sleep do you like best? Why?

Discussion

- 1. What are the advantages of taking a siesta?
- 2. What are the disadvantages of taking a siesta?
- 3. Which countries do you know of that practice siesta? Do they practice it in the same way?
- 4. Do you think that a siesta is beneficial, or do you think it is wasteful and unproductive? Explain.



Project 🍱



Research the benefits of sleep and present your findings to the class.



EXPANSION Units 9–12

8 Chant Along



ssimilating

Welcome to our country! We're glad to have you here, But please respect our rules And the customs we hold dear. Our habits may seem different. Our cuisine may taste strange. So, if you want to settle in You'll need to make some change.

Assimilating is the key To co-exist in harmony.

Chorus

We have our differences You and I, But it's all right If we don't see eye to eye. There's no reason why, No, there's no reason why, We can't get along. If we respect one another, Our friendship will be strong, Our friendship will be strong.

Learning our native language May seem overwhelming at the start, But you'll pick it up eventually So be patient, don't lose heart.

You'll grow to appreciate our people, Get accustomed to our ways, And cherish our traditions. It's all part of the adjustment phase. Assimilating is the key To fit into society.

Chorus



Vocabulary

A. Match the following expressions with their meanings.

1. ____ to hold dear a. to agree

2. ____ to settle in b. to get discouraged

3. ____ to see eye to eye c. to feel at home

4. ____ to get along d. to cherish

6. ____ to pick up f. to get used to

7. ____ to get accustomed to g. to learn

B. Make sentences with the following verbs.

1. to respect _____

2. to appreciate _____

3. to cherish _____

Comprehension

Answer true or false.

- The person greets the newcomer with pleasure.
- 2. ____ The person advises the newcomer not to change.
- 3. ____ He says that it's OK if they don't agree.
- 4. ____ He recommends they have mutual respect for one another.
- 5. ____ He says that learning the language may be difficult.
- 6. ____ After some time, the newcomer will get used to the lifestyle.
- 7. ____ He says the newcomer will never fit in.

Discussion

- 1. Do you agree with the advice in the chant?
- 2. What difficulties do people face when they move to another country?
- 3. What should a newcomer do to assimilate into a new society?
- 4. What should the local people do to make a newcomer feel welcome?





Write advice on what a newcomer needs to do to fit into a new society and how the local people can help.

وزاره التعظيم



9 All Kinds of People

VOCABULARY

Nouns

airline fake attraction flyers editor pedal cab event thief

Verbs

compliment grab recognize spill steal

Adjectives

absentminded athletic clever efficient generous hardworking

honest pessimi kind polite lazy quiet optimistic reliable patient rude persuasive selfish

pessimistic serious
polite silly
quiet talkative
reliable typical
rude unreliable

EXPRESSIONS

Idioms

give directions hail a taxi hand out in a hurry on duty

Real Talk

a real treat I mean Of course

10 Who Used My Toothpaste?

VOCABULARY

Nouns

complaint
dishwashing
liquid
hairbrush
hair dryer
mess
mirror
nail polish
nephew
scissors
shampoo
toothpaste

Verbs

annoy avoid borrow feed finish imagine irritate mind splash stand suggest

Two-word verbs

blow up clean up give back give up mess up put away put back take over turn down turn off

Adjective

dirty

Adverbs

already just yet

EXPRESSIONS

Idioms

make oneself at home wait in line

Real Talk

At long last! That's a bit too much.

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Vocabulary

11 | Making Choices

VOCABULARY

Nouns

airshow pollution
benefit preference
choice resort
conservationist route
environment scholarship
farmer subject
graduation

Verbs

care interfere
fail involve
fit in pass (a test)
generate speed
graduate study

Adjective

scenic

EXPRESSIONS

Idioms

be against feel like (doing) fit in get a chance get caught would rather

Real Talk

It seems to me make up your mind up in the air

12 Culture Shock

VOCABULARY

Nouns

lawyer break chopsticks mud pocket custom dust porter graduate shock guest surname host tip topic impression

Verbs

adjust manage
allow remove
block rest
bump (into) rush
comment spear
exchange spread
expect tip
handle

Adjectives

crowded customary globalized local punctual relaxed similar tricky

Adverbs

accidentally patiently

EXPRESSIONS

Expressions with It's + infinitive

It's advisable to . . .

It's a good idea to . . .

It's common to . . .

It's not polite to . . ./It's impolite to . . .

It's polite to . . .

It's rude to . . .

It's wrong to . . .

Expressions of advice

Be sure to . . .

Don't forget to . . .

Make sure to . . .

Remember to . . .

Try not to . . .

Try to . . .

Idioms

be based be on time stand in line wait your turn What's it like . . . ?

Real Talk

kind of No kidding! to be honest to get the hang of

وزاره التعليم 152

EXPANSION Units 9–12

VOCABULARY

Nouns

adolescent aptitude cable career concept cure degree dose drowsiness exhaustion genius guidance harmony intelligence IQ logic memory

nap occupation option profession qualification salary siesta skin cancer sleepiness strength stress sunburn sunstroke talent vocation weakness

Verbs

appreciate contribute
assess induce
assimilate obtain
cherish reduce
combine (with) respect
confuse (with) succeed

Adverbs particularly simply

Adjectives

average rewarding
beneficial sleepy
cognitive uncertain
exceptional unproductive
gifted unrewarding
overwhelming wasteful

EXPRESSIONS

Idioms

be adept at let alone frown upon line of work get accustomed to lose heart get along grow up see eye to eye hold dear let alone line of work lose heart pick up see eye to eye settle in



9 An interview with a humanitarian

I can	Great!	Good!	OK!	Needs work
organize and plan an interview				
prepare notes/questions				
use question forms correctly				
use information given to write responses				
order questions in a logical sequence				
use a range of vocabulary				
end the interview on a positive note				
use punctuation and capitals correctly				
use appropriate formal/polite language				
use tenses correctly				
edit and correct my mistakes				

10 Internet forum entries on impolite behavior and its effects

I can	Great!	Good!	ок!	0	Needs work
organize and plan my forum entries					
take notes on rude behavior and its effects					
describe impolite behavior					
explain the effects of rude behavior					
express my ideas clearly					
use a range of vocabulary/expressions					
use relative clauses to link ideas					
use relative pronouns correctly					
use punctuation and capitals correctly					
use tenses correctly					
edit and correct my mistakes					

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Writing Checklists

11 A description of personal choices and their consequences

I can	Great!	Good!	ок!	Needs Work
organize and plan paragraphs				
take notes on choices and consequences				
write an introduction				
describe choices I have made and their positive or negative consequences				
describe who has influenced my choices				
use a range of vocabulary				
use gerunds and gerund phrases				
express what I have learned in the conclusion				
use punctuation and capitals correctly				
use tenses correctly				
edit and correct my mistakes				

12 An email about cultural differences

I can	Great!	Good!	OK!	Needs work
organize and plan paragraphs				
research and take notes on the topic				
write a greeting for the email				
describe habits/traditions in detail				
express feelings and reactions				
use a range of vocabulary				
use expressions with used to				
write a closing for the email				
use punctuation and capitals correctly				
use tenses correctly				
edit and correct my mistakes				

EXPANSION Units 9-12

A description of an occupation

I can	Great!	Good!	ok!	Needs ()
organize and plan paragraphs				
take notes on an occupation				
take notes on my aptitude/personality				
write an introduction				
describe the occupation in detail				
use a range of vocabulary				
describe my aptitude and relate it to the occupation				
assess my suitability for the occupation in the conclusion				
use punctuation and capitals correctly				
use tenses correctly				
edit and correct my mistakes				

EXPANSION Units 9-12

An essay giving advice on fitting in

I can	Great!	Good!	ok!	Needs Work
organize and plan paragraphs				
research and take notes on cultural assimilation				
state the topic/problem in the introduction				
give helpful advice				
explain why the advice is beneficial				
use linking expressions				
use a range of vocabulary				
state the results of your advice in the conclusion				
use punctuation and capitals correctly				
use tenses correctly				
edit and correct my mistakes				

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Irregular Verbs

Base Form	Simple Past	Past Participle
be	was / were	been
become	became	become
blow	blew	blown
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
hang	hung	hung
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
	paid	paid
pay	5 h 10 m 10 h 1	000 CO 00
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
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
think	thought	thought
throw	threw	thrown
wake (up)	woke (up)	woken (up)
wake (up) wear	wore (up)	4 1 2
		worn
win	won	won
write	wrote	written



SUPERGOAL 3 Audio Track List

Track	Unit	Student Book Section		
2	Unit 1	1	Listen and Discuss	
3	Unit 1	2	Pair Work	
4	Unit 1	5	Listening	
5	Unit 1	6	Pronunciation	
6	Unit 1	8	Conversation	
7	Unit 1	9	Reading	
8	Unit 2	1	Listen and Discuss	
9	Unit 2	2	Pair Work	
10	Unit 2	5	Listening	
11	Unit 2	6	Pronunciation	
12	Unit 2	8	Conversation	
13	Unit 2	9	Reading	
14	Unit 3	1	Listen and Discuss	
15	Unit 3	2	Pair Work	
16	Unit 3	5	Listening	
17	Unit 3	6	Pronunciation	
18	Unit 3	8	Conversation	
19	Unit 3	9	Reading	
20	Unit 4	1	Listen and Discuss	
21	Unit 4	2	Pair Work	
22	Unit 4	5	Listening	
23	Unit 4	6	Pronunciation	
24	Unit 4	8	Conversation	
25	Unit 4	9	Reading	
26	EXPANSION	3	Reading	
27	Units 1-4	5	Chant Along	

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

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Track	Unit	Jnit Student Book Section		
2	Unit 9	1	Listen and Discuss	
3	Unit 9	2	Pair Work	
4	Unit 9	5	Listening	
5	Unit 9	6	Pronunciation	
6	Unit 9	8	Conversation	
7	Unit 9	9	Reading	
8	Unit 10	1	Listen and Discuss	
9	Unit 10	2	Pair Work	
10	Unit 10	5	Listening	
11	Unit 10	6	Pronunciation	
12	Unit 10	8	Conversation	
13	Unit 10	9	Reading	
14	Unit 11	1	Listen and Discuss	
15	Unit 11	2	Pair Work	
16	Unit 11	5	Listening	
17	Unit 11	6	Pronunciation	
18	Unit 11	8	Conversation	
19	Unit 11	9	Reading	
20	Unit 12	1	Listen and Discuss	
21	Unit 12	2	Pair Work	
22	Unit 12	5	Listening	
23	Unit 12	6	Pronunciation	
24	Unit 12	8	Conversation	
25	Unit 12	9	Reading	
26		2	Reading	
27	EXPANSION	4	Chant Along	
28	Units 9-12	6	Reading	
29		8	Chant Along	

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SUPER

WORKBOOK

MANUEL DOS SANTOS





Contents

	Unit	1	Lifestyles	167
_	Unit	2	Life Stories	173
Term 1	Unit	3	When Are You Traveling?	179
Te	Unit	4	What Do I Need to Buy?	185
			EXPANSION Units 1-4	191
	Unit	5	Since When?	197
7	Unit	6	Do You Know Where It Is?	203
Term 2	Unit	7	It's a Good Deal, Isn't It?	209
Te	Unit	8	Drive Slowly!	215
			EXPANSION Units 5-8	221
	Unit	9	All Kinds of People	227
∞	Unit	10	Who Used My Toothpaste?	233
Term	Unit	11	Making Choices	239
Te	Unit	12	Culture Shock	245
			EXPANSION Units 9-12	251
			Self Reflections	256





9 All Kinds of People

A Look at the photos. Complete the sentences. Use the words and expressions in the box.

pedal cab	taxi	thief	fake
steal	tourist	in a hurry	give directions

I visited my brother in New York City two weeks ago. We were walking downtown on a rainy day when I took this photo. Even in the rain, some people prefer to take a (1) ______ because it's more environmentally-friendly and less expensive than a (2) _____.



I was shopping at Manhattan mall when I saw a man

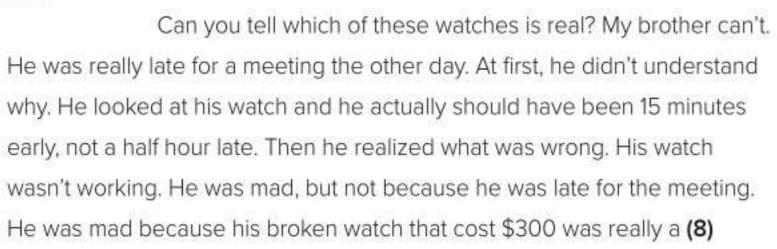
(3) _____ a shirt. I wasn't the only one who saw him do this. The security guard in the store saw him, too. Fortunately for the store, the man who tried to take the shirt without paying isn't a good



(4) _____

My brother loves life in New York City. But my brother has changed since he moved there. He talks faster. He walks faster. He's always

(5) ______. When I was visiting him, a (6) ______ stopped us and said he was lost. My brother looked at his watch and then looked at the man. Then he said, "I don't have time to (7) ______ to you. Sorry."







_____. I told him to buy his next watch in a store and not from a man on a street corner!

Complete the definitions. Use the words in the box from A.

1. Someone who is late for school is going to be ______.

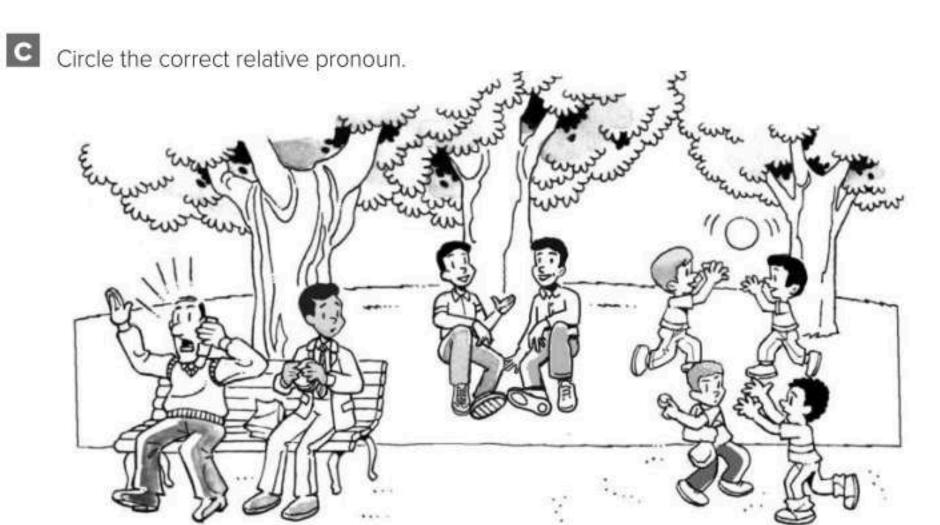
2. A watch that looks like a well-known brand but costs a lot less is probably a _______.

3. A person who steals things from others is a _______.

4. A person who is visiting a place on vacation is a _____



Unit 9



- 1. Ali works in an office (who / which) is noisy and busy.
- 2. So yesterday he went to a park (who / that) is near his office to have lunch.
- 3. He sat down on a bench next to a man (who / which) was reading a book.
- 4. A minute later, the man picked up a cell phone (who / that) was on the bench next to him and began making calls.
- 5. Two men (which / who) were sitting under a tree were having a quiet conversation.
- 6. Then some children (who / which) were playing near the men started to fight and shout.
- 7. Ali left the park thinking, "There is no place (who / that) is quiet and peaceful."
- 8. So he went back to his office (who / that) is not so different from the rest of the world.
- Imad's cousin from America is coming to visit Imad and his family. Combine each pair of sentences by putting the second sentence after the correct noun in the first sentence. Replace the underlined word(s) in the second sentence with **who, which,** or **that**.
 - 1. My parents want me to be nice to Ahmed. He is my age.
 - 2. They want me to take Ahmed to the football game. The football game is tomorrow night.
 - 3. I don't want to take my cousin. He might not be a football fan.
 - 4. This morning I heard voices. The voices were coming from the living room.
 - 5. When I walked into the room, I saw Ahmed. He was wearing a football jersey.
 - 6. I think that Ahmed is going to be fun to hang out with. Ahmed loves football.

Write two new sentences for each group of sentences. Use **who** in one sentence and **which** or **that** in the other sentence.



Brian likes adventure sports. He doesn't get nervous. Adventure sports take a lot of concentration.

Brian, who doesn't get nervous, likes adventure sports.

Brian likes adventure sports that take a lot of concentration.



 Vincent works as a security guard at a bank. Vincent is a very serious person. The bank has never been robbed.



My brother designed a new eco-friendly home. My brother is an architect. The home uses solar and wind power.



Omar passed the test. Omar always studies and is very smart. The test was about relative pronouns.

Complete the sentences with the words in parentheses. Use the past progressive and the simple past.

1. The tourists _____ (eat) their lunch when a thief _____ (steal) their camera.

2. The thief _____ (run) when he _____ (drop) the camera.

3. The camera _____ (sit) on the ground when a boy _____ (pick it up).

4. The boy _____ (play) with the camera when the tourists suddenly

_____ (notice) him. They got their camera back!

5. The boy ______ (eat) an ice cream cone that the tourists bought for him when they _____ (take) a picture of him.



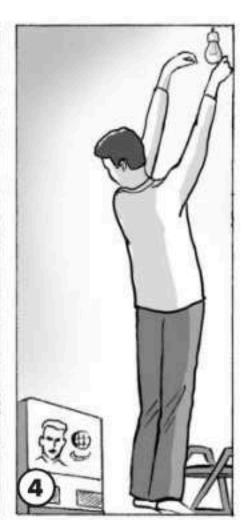
On Thursday morning, Martin decided that he wanted to invite some friends over that night. He had to do many things at the same time. Write sentences about what he did. Use the pictures and his list.











change the lightbulb	have breakfast
make a list of things to do	clean house
make sandwiches	shop at the grocery store
talk on the phone	watch TV
think of what he needed to buy	make a cake

The was making a list of things to do	while he was having breakfast.	
1		
2		
4		
Complete the sentences. Use when o	or while .	
1. My brother was watching TV	he was eating dinner.	
2. Ahmed was walking in the park	he saw Hameed.	
3. Maha and Badria were studying fo	r the math test the phor	ne rang.
4. Mom was cutting some vegetables	s for dinner she cut her	finger.
5. Dad was drinking coffee	he was reading the newspaper.	
6. They were surfing	it started to rain.	

READING

WHAT SHOULD THEY DO?







Saeed is 35 years old. He has an important job with a computer company. He has a beautiful new house and many of the things that money can buy. But he is thinking about saying goodbye to a lot of that. He wants to leave this job to become a teacher. If he does, he'll have to go back to university to train to be a teacher. This will take up a lot of time and he will not earn money while he studies. He wants to help kids by being a teacher, but he also needs income to support his family. Should he leave his job?







Khalid, who is 18, has just graduated from high school. His parents want him to start university right away, but Khalid wants to start university next year. First, he wants to travel to different places around the world. His parents say that traveling will distract him and delay his studies. Khalid believes that traveling will be an exciting experience. It will make him more independent and confident, and it will also give him time to make responsible decisions about his future. What do you think?

To help people make decisions like these, you need to ask some questions:

- What kind of person is he? Is he a person who is lazy? Is he a person who is adventurous?
- What does he like to do? Does he like to do something that is exciting? Does he like to do something that is boring?
- What does he want to do? Does he want to do something that is important? Does he want to do something that is helpful?

Answer the questions.

- 1. What job does Saeed have now?
- 2. What does Saeed want to be? Why?
- 3. Why don't Khalid's parents want him to travel for a year?
- 4. Should Khalid go to university or travel for a year? Why?

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Answer the questions. Use your own information.

What do I	like to do? (school subjects, activities outside school, etc.)
1	
What thin	gs are important to me? (environment, traveling, health, entertainment, etc.)
1	
	d of person am I? (talkative, energetic, clever, etc.)
1	
2	
3	
VA/II4-1	job that would be good for me?

K WRITING

Now write a paragraph. Write about one of the jobs that would be good for you. Explain why this is a job that would be good for you.



SG_03_COMBO_TEXT_2024.indb 232



- Imad used a toothbrush and water to brush his teeth.
 What else did Imad use?
- 2. What did the man use to wash Hussain's hair?
- 3. The woman at the salon painted Amina's nails.
 What did she use?
- **4.** It was my turn to wash the dishes. What did I put in the water to wash them?
- **5.** Fahd is getting his hair cut. What are some of the things that the hair stylist will use on Fahd's hair?
- 6. Ali just went to the dentist. What is he using to look at his teeth?







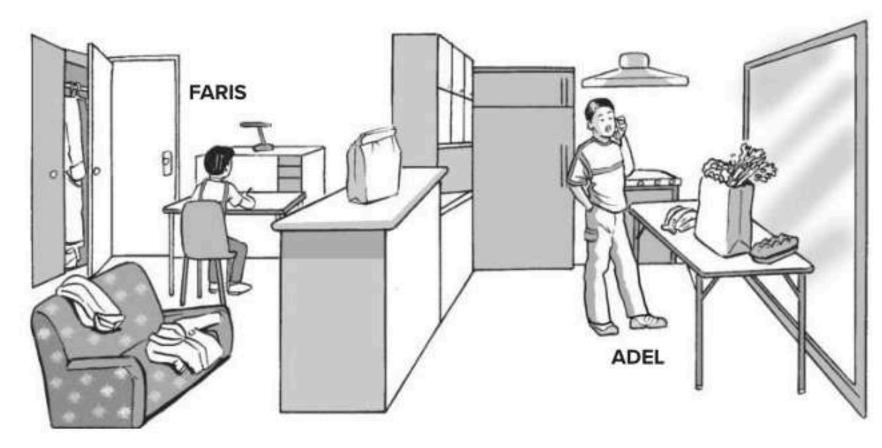








Write questions and answers with the present perfect. Use the information in the picture. Use *already*, *yet*, or *just*.



Faris / come home

o: Has Faris already come home?

A: Yes, he's already come home.

 Ade 	1/dc	the	grocery	shopp	ing
-------------------------	------	-----	---------	-------	-----

Q:	
100000	

2. Adel and Faris / put their jackets in the closet

Q:		
	"	

3. Adel / answer the phone

_			
O.			
.			

4. Faris / start his homework

Q:	

5. Adel / put the food from the supermarket away

A: _____



Complete the sentences about Ahmed. Use a verb from the box + the gerund form of the verb in parentheses.

enjoy	finish	keep	miss	
It's my fir	st year at colleg	e, and I'm goin	g to have a roommate.	know I'm going to
(1. live) with	h a roommate. It	will really be fu	n! I won't even	(2. have) my own room.
I haven't m	net my roommat	e yet, but I	(3. think	that we're going to be great friends. I've
already		_ (4. clean) the	room, and it looks nice	and neat!

A week later:

avoid	keep	enjoy	hate	
1	(5. be	e) in a dirty room	, so I do the chore	s. But Jack, who is my roommate,
1 1	(6. live) i	n one—he hasn	't done any chores	yet. I try to talk to him about sharing ch
but he	(7	7. talk) to me. He	also	(8. use) my things
and doesn't	return them.			

Two months later:

keep	avoid	enjoy	can't stand	stop	
Help! I		. (9. live) with Ja	ck anymore! He		_ (10. throw) his
clothes on th	e floor. And he	won't	(11. use) my	things. He s	ays he'll stop, but then
he uses then	n again. I'm spe	ending a lot of tir	me in the library, so I c	an	(12. go) back
to my room r	now.				

Later that day:

I just found out that Jack failed all his classes and won't be coming back to school. I realize that

(13. live) without a roommate—at least one like Jack!

مرازة التعليم مسمونة التعليم

SG_03_COMBO_TEXT_2024.indb 235

236 Unit 10

Rewrite the conversations. Change the position of the phrasal verbs. Dad: Can you clean your room up? Can you clean up your room? 1. Son: But I did clean my room up. Dad: Really? It looks like you messed your room up. 2. Son: OK, Mom. I put the dishes away. Mom: Are you sure you put away all the dishes? Oh, I didn't notice those plates in the dishwasher. I'll put the plates away now. Complete each sentence. Use a two-word verb from the box and the correct pronoun. clean up put away turn off take out throw away hang up I used to save empty plastic bottles, but now I'm going to throw them away 1. The trash can in the kitchen is full of garbage, so I'm going to _______. 2. I used to leave the light on in my bedroom when I wasn't there. Now I ______ when I leave my bedroom. 3. I used to leave the clean dishes in the dishwasher. Now I'm going to ______ after they're washed. 4. I have just ironed my clothes. I'm going to _______, so they don't get wrinkled. 5. The apartment is very dirty now, but I'm going to _______.

SG_03_COMBO_TEXT_2024.indb 236 30/4/24 12:35 AM

G READING

Living with a College Roommate and Enjoying It

Many students go away to college and need accommodation. Apartments are often expensive. For students who have a tight budget, it can be a good idea to share an apartment. Money is not the only reason to have a roommate. Sharing an apartment can be fun.

But life with a roommate can also be a very bad experience. Some sociologists did a study of college students who shared a room. They found that students who had problems with their roommates were not happy at school and got sick more often than other students.



So how can you enjoy living with a roommate? Here is some advice:

- Being roommates with a friend can be hard. Friends who you see once in a while can be different when you live with them all the time. So before you decide to live with a friend, discuss the situation carefully.
- Before you decide to live with someone you don't know, talk to your potential roommate. Be honest about your habits and the things that irritate you.
- When you move in with a roommate, make rules. Decide how you will share the chores. Decide if you will share food. Is it OK to have guests? And what about making noise?
- Don't get angry at small things that your roommate does. Remember that no one—including you is perfect.

Answer the questions.

- What happened to the college students who had problems with their roommates?
 What should you do before you become roommates with a friend?
 What should you do before you become roommates with someone that you don't know?
- 4. What are some things you and a roommate should make rules about?



•

Complete the college roommate application with your own information.

College Roommate Application

- 1. What do you enjoy doing?
- 2. What are some things that irritate you?
- 3. When do you go to bed? When do you get up?
- 4. What kind of food do you like? Do you like cooking?
- 5. When do you usually study? Does noise bother you when you study?
- 6. Do you usually leave your things all around or do you pick them up? How often do you clean your room up?
- 7. Do you like your friends to visit you? Or do you prefer going out with your friends?
- 8. How much time do you spend talking on the phone?

WRITING

Now write a paragraph about what a roommate should know about you.

Things a Roommate Should Know About Me

11 Making Choices

Complete each paragraph. Answer each question. Use the words in the box.

conservationist scenic focus generate group pollution environment fit in benefit pass

I live in a rural part of the country. There are a lot of trees and rivers and even some small mountains where I live. I love the natural beauty here. There is this one very _____ place that is near my house. It has a river and a lot of green space. The local people like to go fishing and swimming in the river there. And many families even go on picnics there during the summer. It's really peaceful and a lot of fun. There's a lot of discussion about this place right now. Some people want to build a factory on the river. I don't understand how anyone would want to do that. I'm very worried about what is going to happen to the ______he river, the animals, the trees. I have learned that the factory will probably create a lot of ______ in the area. People probably won't be able to swim or fish in the river anymore. And a lot of the trees will be cut down. I

guess I'm a ______ because I don't want to see the area destroyed. Some people want the factory because they say that it will ______ jobs and more money for the area. They say that the factory is going to be a big ______ to everyone in our town. I don't agree.

Would you choose for the factory or against it? _____

2. Daniel is a very social person. He likes having friends and enjoys hanging out with them. He is intelligent, but sometimes he has too many things to do at one time. For example, next week he has extra football practice, he has to volunteer at the youth center, and he wants to hang out with his friends and go skiing. That is already a lot to do, but he also has a very important test in history. He needs to get a good grade on it. Daniel likes to ______ with his friends, so hanging out with them, wearing the right clothes, and playing sports are important. But getting into a good college is important, too, so he needs to ______ on studying more and getting better grades. He just can't do everything, but he thinks he can. He got a crazy idea—to create a study _____ for his history test. If he does that, he thinks that he'll be able to

If Daniel tells his friends about his idea, what will they say?_



Unit 11 239

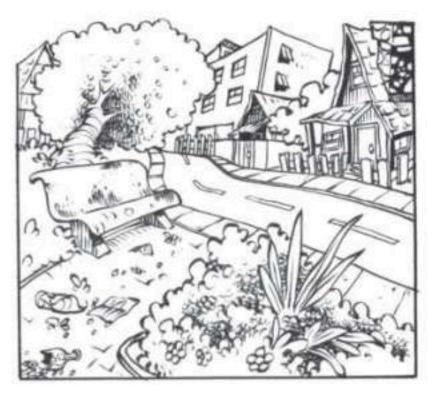
11 Making Choices

lf Isper			
	lon't spend money on clothes, I $_$	won't look	(not look)
good when I go or	i job interviews.		
1. If I	(sleep) in class, the	e teacher won't be	
happy. But if I	don't study until midnight, I		
(not pass) the	exam.		
2. If it	(rain) a lot this we	ek, the team won't be a	ible to practice for the big
game. If the w	eather is nice, the team	(practi	ice) every afternoon.
3. If the tempera	ture drops below zero, rain	(cl	hange) to ice and snow. But if
the temperatu	ire stays above zero degrees, ra	in	(not freeze).
4. If I	(decide) on King S	Saud University , I'll move	e to Riyadh next fall. I
-	(be) happy there if I _		. (make) friends quickly.
5. If I	(tell) my parents th	nat I didn't do well on the	e test, they
19 <u>-</u>	(be) angry. If I	(not t	tell) my parents the truth, they
\$.:	(be) angry, too!		
6. If you drop an	apple, it	_ (fall) to the ground. If	you
(drop) a feathe	er, it (flo	at) to the ground.	
7. If Sultan	(get) the job	, he	(move) to Dhahran. But
if he	(move) to Dhahr	an, he probably	(not see) h
friends and far	mily very often.		



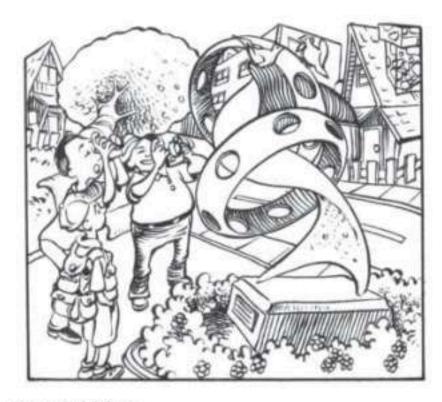
Write sentences about facts and possibilities. Use the information in the lists provided below.

The city is thinking about putting a modern sculpture in a square in the old part of town.



Facts

have to pay for the sculptureplant trees instead have a new place to sit



Possibilities

not like the modern piece of art be more beautiful than it is now not visit the square

The sculpture will be expensive. If the city puts a modern sculpture in the square, the city will have to pay for the sculpture

-	will have to pay for the sculpture.
1.	The garden club loves trees. If the city doesn't put a modern sculpture in the square, the garden club
2.	The square isn't very pretty right now, and some sculptures are really beautiful. If the city puts a modern sculpture in the square, the square
3.	The city wants more tourists to visit the square, but sculptures aren't really big tourist attractions. If the city puts a modern sculpture in the square, more tourists
4.	People have their own ideas about what good art is. If the city puts a modern sculpture in the square, some people
5.	There are a lot of birds in the square. If the city puts a modern sculpture in the square, the birds
Wr	ite sentences about situations in your life. Say what will/might happen.
l If .	I spend less time playing video games, I may do better in school .
1.	If
2.	lf

Unit 11 241

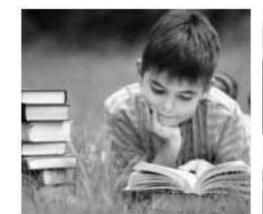
11 Making Choices

Answer the questions. Use *I'd rather*.

Derek is riding his bicycle by the lake. Would you rather go shopping at the mall or ride your bicycle by the lake?

I'd rather ride my bicycle by the lake than go shopping at the mall.

- 1. Kevin is reading his favorite book in the park. Would you rather study math or read your favorite book in the park?
- 2. David is camping in the mountains. Would you rather go camping in the mountains or stay in a hotel at the beach?
- 3. Charles is going to visit England and Scotland on vacation.
 Would you rather go on vacation to another country or stay at home during vacation?
- 4. Tom plays on his school's football team. Would you rather play on your school's football team or play on its basketball team?
- 5. My brother and his friend went hiking in France last year. Would you rather go hiking across another country or take a train?
- 6. I have a little cousin who loves to go fishing. Would you rather go fishing or play video games?
- 7. That's my Uncle Bill. He went to the Grand Canyon in Arizona.
 Would you rather visit the Grand Canyon or visit New York City?













READING

Who Influences Teens?

The teenage years are a time of life when people must make many important choices. Teenagers need to think about questions like these: Should I go to college? What kind of career do I want? Each person must make his or her own choices. But other people influence our choices. Who influences teens? Teens were asked this question, and here's what they said.

It depends on the kind of choice. When teens buy things, friends are the most important influence. This is especially true for clothes and electronic devices. Television shows, advertisements, and parents also influence teenagers. In more serious matters, parents are probably the most important influence. Some teens say it's best to have parents and friends as influences. One seventeen-year-old girl says, "Parents are able to tell us what's right and wrong because they have experience. And they always want what's best for us."

But teens also feel they need to make their own choices—
to make their own mistakes. As one teenage boy said, "If our
parents don't let us make our own choices, maybe in the future
we won't know how to." And they feel friends can often be a big
help, especially because friends sometimes know more about
their situation than their parents do. For example, one boy said his
friends stopped him from making the wrong decision. He wanted
to quit the basketball team because the coach wasn't nice to him.
His friends kept saying, "You're a great player. The coach just wants
you to try harder." Finally, he saw that they were right. "Thanks to the
coach," he says, "I'm a better player than I used to be."



Complete the sentences. Use the information in the text.

1	 Teenagers have to 	o make decisions about collec	ge and their
	THE SECOND SECON	이렇게 하면 할 때 생물이 되었다면 하면 하는 것이 없는데 그렇게 하면 하면 하면 하면 하면 하면 하면 하는데	

- 2. Teenagers' _____ are the most important influence when they buy things.
- 3. Teenagers often go to their parents for advice on _______.
- 4. Many teens think that it is a good idea to make decisions with the help of ______.
- 5. To some teens, it is OK to sometimes ______ when they make decisions.

They learn this way.

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11 Making Choices

- G Read about these two situations.
 - 1. Your brother isn't doing well in his history class. You are very good at history. Your brother asks you to write his history report for him. In return, he promises to do all your chores for a month. You want your brother to do well in school. If you help him, he might get a better grade in history. And if he does your chores, you will have more free time this month. However, if you write his report for him, he won't learn anything. Should you write his report? Is there another solution?
 - 2. You are a writer for your school newspaper. You're working on an article about a local water pollution problem. You think that the pollution is from a factory that dumps chemicals into the river, but you aren't 100 percent sure. The pollution might not come from this factory. Some people ask you to write a story about how bad the situation is. What will you do?

Choose one situation. List some ideas for and against your ch	oice.
---------------------------------------------------------------	-------

WRITING

Now write a paragraph about your choice. Write what you will do and explain your choice.

	A Difficult Decision	
244 Unit 11		
_COMBO_TEXT_2024.indb 244	•	30/4/24 12:3

12 Culture Shock

Complete the sentences. Use the words in the box.

punctual graduate tip comment lawyer exchange mud remove



- 1. In many countries, people _____ their shoes before entering a home, so they don't bring dust and ______ into the house.
 - I see that your is on it.
- 2. In Japan, business people _____ cards, and it's polite to comment on the cards.
- 3. In the United States, it's not unusual to order a pizza on the phone and have it delivered to your house. And just like in a restaurant, it's polite to ______ the person who delivers the pizza to your house.
- 4. In Germany, it's important to be _____ for business meetings. Being late or rushing makes a bad impression.
- 5. In England, people often _____ about the weather while they're waiting in line for a bus.
- 6. Armando Vasquez went to college in Mexico. It is customary to call him "Licenciado" because he is a university _____ and a _____ .

Thank you for your card, Mr. Yoshida. cell phone number



Yes. Feel free to call me anytime.



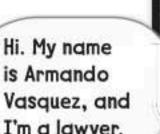
That's OK. Just keep the change.





It's warm weather today, isn't it?

Yes, it is. It's difficult to believe that it's still winter.





Hi. My name is Armando I'm a lawyer.



245

12 Culture Shock

Complete the paragraph with a verb + infinitive. Use the simple past of the verbs in the box and the infinitives in parentheses.

	e e	xpect	promise	manage	remember	-refuse -
When	I went to the	United Sta	tes last summer o	n a business trip, n	ny 5-year-old daugh	nter and 7-year
son as	ked me to ta	ke them. I v	wasn't sure about	the idea, so in the	beginning I	refused
72	to take	(🌓 ta	ike) them. But they	kept asking, and	they	75
		(1. be	e) good, so finally l			
(2. tak	e) them with					ne work on the
flight.	But my childr				airplane, hitting eac	h other, and
and the second	in was seen in the transfer of			magnetics which is a contract of the contract	angry with them. Th	
11001000000000					ut when they saw th	
they				======================================	d for the rest of the	- W - 1
						Own Mucc
	9 1 1	, ,	ou to wait in line 1	20-20- 04-02 UIV	0%	
AND UV O	ngland, peop	, ,	some tar to av	for a bus. ead their business	cards	
1. in J	<i>ngland, peop</i> Japan / busin	ess people	some tar to av	ad their business	cards	
1. in J 2. in t	ngland, people and second seco	ess people ates / waite	/ expect / you / re	ad their business	cards	
 in J in t 3. my 	he United Sta	ess people ates / waite	/ expect / you / re	ad their business		

246 Unit 12

It's wrong to expect	(wrong / expect) people in another country to speak your language.
1	(wrong / believe) that only your culture does things the "right" way.
2	(important / read) about a place before you travel there.
3	(a good idea / learn) a little of the language.
4	— (advisable / look) at what people from the country are doing and not doing.
5	(rude / point) at people in any country.
6	(not polite / refuse) an offer for coffee or tea from a business colleague
7	— (a good idea / avoid) jokes that people in other cultures might not understand.
Rewrite the sentences in I	D. Make expressions of advice with infinitives.
Try not toexpec	t people in another country to speak your language
1. Try not to	
2. Be sure to	
3. Try to	
4. Don't forget to	*
5. Try not to	
6. Try not to	**©
7. Make sure to	
	tates is going to visit you in your country. Write five expressions bout your country and culture.
1	
2	
3	

Unit 12 247

مرارة التعليم مصرية المصرية

12 Culture Shock

_1	t's common to have problems when you travel.
	wrong / expect / the same customs in foreign countries
2.	don't forget / watch out / for thieves
3.	a good idea / hide / your money
4.	remember / call / us every day so we know you're OK
5.	try not / get lost / in the big cities
6.	not rude / refuse / food that looks strange
7.	make sure / pack / some medicine for stomach problems
8.	important / take / your doctor's telephone number with you
9.	be sure / have / great time
dre tha My	omplete Michael's story. Use gerunds and infinitives. (1. go) to Spain as an exchange student in high school was one of my big eams. I hoped
l th	happy. Nothing was the way I expected it
-	*** *** *** *** *** *** *** *** *** **

READING

Learn to Speak the Language

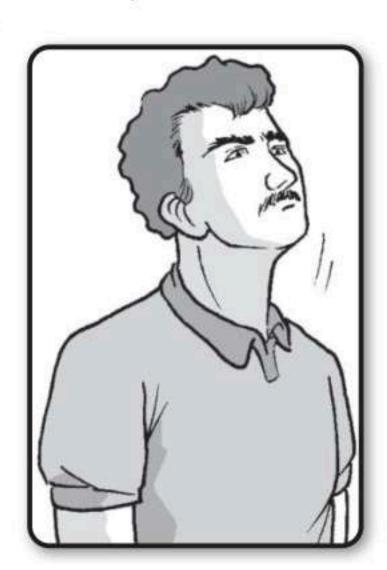


When you go to another country, you should learn to speak the language. This isn't something you can do with just a dictionary and a grammar book. Allow me to explain.

Words don't always have their literal meaning. When I went to Japan for the first time, I knew that the Japanese word for "yes" is hai. I went to discuss an important business issue. At the end of the meeting, I summarized my plan and asked my Japanese colleague, "Do you agree?" He answered with hai. That night I called my boss and told him that the Japanese company was ready to go ahead with the plan. The next day I had to tell my boss that this wasn't true. It turns out that the Japanese often use hai to mean "I've heard you. I understand."

Gestures are worse than words. They often have a meaning that is very different from the meaning you know. When I was in China, I saw people waving their hands at other people. They waved their hands the way I do when I want to tell someone to go away. But every time a Chinese person did this, the other person came nearer. Finally, a Chinese friend explained that this was the gesture for "come here."

This experience didn't prepare me for the taxi in Bulgaria. When my plane arrived in Sofia, I was tired. So I was happy that a taxi was right there. "OK?" I asked, opening the door. The taxi driver moved his head up and down, so I jumped in. "Downtown, please. OK?" I said. The taxi driver nodded again, but nothing happened. Finally, I became angry and jumped out. Guess what? In Bulgaria moving your head up and down means "no" and shaking your head from side to side means "yes."



Write T for True and F for False.

- 1. _____ Words sometimes have more than one meaning.
- 2. ____ In Japanese, hai always means "yes."
- 3. _____ Waving one's hand in China means "come here."
- 4. ____ In Bulgaria, nodding the head up and down means "no."
- 5. _____ Shaking the head from side to side in Bulgaria means "I don't understand."



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12 Culture Shock

What things are unique to your culture? Complete the chart with your ideas.

1.	What actions are considered polite in your culture?
2.	What is the food like in your culture? What are typical dishes or ingredients?
3.	What gestures do people make with their hands or head or eyes? What do the different gestures mean?
4.	What pastimes are part of your culture?
5.	What words or expressions make up part of your culture?

WRITING

Imagine you are having an exchange student from another culture stay with you. This student has never been to your country. Write a paragraph about things that are unique to your culture. Use some of your ideas from the chart above.



250 Unit 12

SG_03_COMBO_TEXT_2024.indb 250 30/4/24 12:35 AM

Со	mbine the sentences. Use <i>who</i> or <i>which</i> .
	ve in an apartment. The apartment is small. live in an apartment which is small.
1.	I have three good friends. They are in my class at school.
2.	We have modern furniture. It is elegant and comfortable.
3.	Last night I went to a restaurant. The restaurant serves Italian food.
4.	Have you been to the new shopping mall? The mall opened last week.
5.	We're going to visit my grandparents. My grandparents live in the countryside.
Co	mbine the sentences. Use the simple past and the past progressive. Use when or while .
re	ead a book.
	de the bus to the doctor's office. I was reading a book while I rode the bus to the doctor's office.
ı.	I get off the bus.
	The paper with the doctor's address falls from my pocket.
2.	A strong wind blows the paper quickly down the street.
	I run after it.
3.	I wait at the corner at a stop light.
	A car runs over the paper.

pul cill öjlig vassaya kinestori 2024 - 1446

Look at each image. Write about what just happened. Use the simple past and the past progressive. Use *when* or *while*.



1. What just happened to Abdullah?



2. What just happened to Paul?

Who is your best friend? How long have you known your friend? Complete the chart below about your friend's personality.

Personality	Example	
funny	always makes me laugh	

WRITING

Now write a paragraph about your best friend.

My Best Friend

252 EXPANSION Units 9-12

2024 1447

SG_03_COMBO_TEXT_2024.indb 252

	nplete the conditional sentences with your own ideas. Use may or might , the future, he simple present.
1.	If I study a lot,
	If I go to college,
	If I don't have much time to see my friends,
4.	If the temperature outside is zero degrees,
	If it rains a lot,
	If I don't do my homework,
7.	If I work all the time,
8.	If the sun sets,
9.	If my family eats dinner in a restaurant,
10.	If I go to the beach,
eat	e answers to what you would rather do. steak and chicken all the time / be a vegetarian d rather be a vegetarian than eat steak and chicken all the time.
eat	steak and chicken all the time / be a vegetarian
eat 	steak and chicken all the time / be a vegetarian d rather be a vegetarian than eat steak and chicken all the time.
eat 	steak and chicken all the time / be a vegetarian d rather be a vegetarian than eat steak and chicken all the time. read a book / watch TV
eat 	steak and chicken all the time / be a vegetarian d rather be a vegetarian than eat steak and chicken all the time. read a book / watch TV hang out with your friends / surf the Internet
eat 	steak and chicken all the time / be a vegetarian d rather be a vegetarian than eat steak and chicken all the time. read a book / watch TV hang out with your friends / surf the Internet work a lot and be tired all the time / work less and enjoy my free time
eat 	steak and chicken all the time / be a vegetarian d rather be a vegetarian than eat steak and chicken all the time. read a book / watch TV hang out with your friends / surf the Internet work a lot and be tired all the time / work less and enjoy my free time buy a new camera / save my money

وزارة التعظيم

EXPANSION Units 9-12 253

Complete the email. Use gerunds or infinitives of the verbs in parentheses.

•			
Reply Reply to all	Forward O Delete Pri	nt 📤 🛡	
To: ali_fa@supergoal.co	m		
Subject: Enjoying England			
LU AU			
Hi Ali,	\\- F== == == ===		21 W 22 S2 S10 S 2 2 1 2 1 2 3 3 3
	o) to England on a language cour eet) new people. In fact, I don't w		P. [20] [20]
	(4. stay) here for the summer.		_ (3. leave), so i ve
decided	(4. stay) fiere for the summer.	•	
I never expected	(5. like) it here so mi	uch. At first, I missed	
	ds, and I avoided		
	one day, a few classmates invited		
dinner at an Indian restaura	ant. I agreed to go because I cou	ldn't stand	(9. eat) the
		a lot of fun, and we spei	nt the entire evening
	(10. go out) was	a lot of fail, and we spen	275
food in the cafeteria	ugh). I didn't even mind	401 AN	
food in the cafeteria		401 AN	
food in the cafeteria	augh). I didn't even mind	401 AN) in English.
food in the cafeteria (11. la So, you see, I've managed	augh). I didn't even mind	new friends, and I've le) in English.
food in the cafeteria (11. la So, you see, I've managed	augh). I didn't even mind (13. make)	new friends, and I've le) in English.
food in the cafeteria(11. la So, you see, I've managed (14. s	augh). I didn't even mind (13. make)	new friends, and I've le) in English.
food in the cafeteria(11. la So, you see, I've managed (14. s	augh). I didn't even mind (13. make)	new friends, and I've le) in English.

Complete the conversations.

1.	Maha:	It's	say "please" and "thank you."
	Badria:	And	say "you're welcome," too.
2.	Noura:	It's	talk while someone else is talking.
	Sabah:	So	listen while someone is talking to you.
3.	Yahya:	It's	miss your family and friends when you go away to college.
	Majid:	But	make new friends as soon as you can.
4.	Saeed:	It's	bring some food and water on a long hike.
	Adel:	+	take some fruit, too.
5.	Fadwa:	It's	take something from a store without paying for it.
	Aisha:		call the police if you see someone do this.

254 EXPANSION Units 9-12

SG_03_COMBO_TEXT_2024.indb 255

Look at each of the	e photos. What advice is being given? W	Vrite two expressions of advice for each photo
1		- POLIVS
2		
3		
4		
What's the best w on how to deal wi	by to deal with culture shock? Complete the house common cultural differences.	the chart with ideas
	Customs / Tradition	is a second
	respect local customs	as a second
	• learn about tradition	
		3. • Production (A Sept. 2000)
Cuisir	eCulture	Language
	Shock	\rightarrow
<u></u>		
	Gestures	
■ WRITING		
	raph with advice on how to deal with cul	Iture shock.
	How to Deal with Cultu	ire Shock
c I alia		EXPANSION Units 9–12
Angular Million Policy		EXPANSION UNITS 9-12

Unit 9 Self Reflection

Things that I liked about Unit 9:	Things	that I didn't like ve	ery much:
S	20. <u>20. 20. 20. 20. 20. 20. 20. 20. 20. 20. </u>		
8 	8=		
5 4	÷		
Things that I found easy in Unit 9:	Things that I found difficult in Unit 9:		alt in Unit 9:
	s -		
58	§ 5		
2	(e		
	722		
	I can do this	I can do this	I need to study/
Unit 9 Checklist	very well.	quite well.	practice more.
talk about past events that are interrupted			
describe people's personalities and character			
use the relative pronouns who, that, and which			
use the past progressive with when and while			
ask for permission with can, may, and could			
	1		
My five favorite new words from Unit 9:	If you're st from Unit	till not sure about 9:	something
	I		



read through the unit again

· listen to the audio material

ask your teacher for help

from the unit again

• study the grammar and functions

Unit 10 Self Reflection

Things that I liked about Unit 10:	Things t	hat I didn't like v	ery much:
<u> </u>			3
	3=		
Things that I found easy in Unit 10:	Things t	hat I found diffici	ult in Unit 10:
S .			
72	2-		
. 0° 			
	I can do this	I can do this	I need to study/
Unit 10 Checklist	very well.	quite well.	practice more.
describe problems			
talk about common complaints			
express actions that have happened recently			
use the present perfect with already, yet, and just in questions and answers			
use the construction verb + gerund			
use two-word verbs			
use can't and must for speculation			
use sothat and suchthat			
			*
My five favorite new words from Unit 10:	If you're still not sure about something from Unit 10:		something
	• read throu	ugh the unit again	
	0.000 NO.000 NO.000 NO.000	ne audio material	
	study the grammar and functions from the unit again		

مرارة التعارية مستعدد التعارية مستعدد التعارية ask your teacher for help

Unit 11 Self Reflection

Things that I liked about Unit 11:	Things	that I didn't like ve	ery much:
-	-		
	64		
	S-		
Things that I found easy in Unit 11:	Things	that I found difficu	ult in Unit 11:
530	51		*
1 11	£		
Unit 11 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
express cause and effect			
make choices			
express preferences			
use the conditional with present and future forms			
use the expression I'd rather			
use the conditional for imaginary situations			
express present wishes			
			**:
My five favorite new words from Unit 11:	If you're st from Unit	till not sure about 11:	something
	read through the unit again		
	• listen to the	ne audio material	
	 study the from the ι 	grammar and fund	ctions
		teacher for help	



Unit 12 Self Reflection

Things that I liked about Unit 12:	Things t	hat I didn't like ve	ery much:
),i	3		
Things that I found easy in Unit 12:	Things t	hat I found difficu	ult in Unit 12:
151			
	3:		
Unit 12 Checklist	l can do this very well.	I can do this quite well.	I need to study/ practice more.
describe customs of different cultures	ļ,		
give advice			
use the construction verb + infinitive			
use the construction verb + noun/pronoun + infinitive			
use the construction it's + infinitive			
use expressions of advice with infinitives	,,		
use gerunds as subjects			
use the past perfect			
My five favorite new words from Unit 12:	If you're still not sure about something from Unit 12:		something
	• read throu	igh the unit again	
	• listen to th	ne audio material	
	17 S	grammar and fund	ctions
(i)	from the u	974	
	ask your t	eacher for help	

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