MEGA

GOAL 1

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وزارة التعليم

Ministry of Education

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Mc Graw Hill

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MegaGoal 1 Student Book

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Scope and Sequence

	Unit Title	Functions	Grammar
	Connect **Pages 2–5**	Express opinion and preference Agree and disagree Greetings, introductions and farewells Make an appointment	Recycle/use familiar verb forms, prepositions, modifiers
1	**Big Changes** **Pages 6–19**	Discuss past world events and present effects Talk about global issues	Simple present Simple present and present progressive Simple past and present perfect Simple past and past progressive Past progressive + when + simple past
2	**Careers** **Pages 20–33**	Talk about careers Talk about personal qualities and personality characteristics Talk about how long you've been doing something	Present perfect progressive and present perfect simple Adjective + preposition + gerund Simple present and *Wh-* questions Relative pronouns
3	**What Will Be, Will Be** **Pages 34–47**	Make predictions about the future Express opinions Make and respond to suggestions	Future with *will* or *be going to*—affirmative, negative, questions, answers *Will* versus *be going to* Future progressive—affirmative, questions, short answers Present progressive for the future *Wh-* questions and tag questions
	EXPANSION Units 1–3 **Pages 48–53**	**Language Review** **Reading:** Eye Make-up in Ancient Egypt **Project:** Research the history of an item that is used in the Kingdom of Saudi Arabia	
4	**The Art of Advertising** **Pages 54–67**	Talk about commercials, ads, and product history Describe products Make comparisons	The passive Comparatives and superlatives Similarities and Differences (*as* + adjective + *as*) Verbs *look*, *smell*, *sound*, *taste* with *like* + noun Imperatives Possessive adjectives and pronouns
5	**Did You Hurt Yourself?** **Pages 68–81**	Talk about accidents and accident prevention Talk about cause and effect Asking for and giving directions	Reflexive pronouns *Because* versus *so* *So* and *neither* Prepositions of place Imperatives for directions
6	**Take My Advice** **Pages 82–95**	Discuss common problems Ask for and give advice Words connected with medicine	Modal auxiliaries: *should*, *ought to*, *might*, *could*—questions, affirmative, negative *Had better*—questions, affirmative, negative Two- and three-word verbs Quantity expressions: *much, many, a lot of, lots of, a few, a little* Clauses with *when*
	EXPANSION Units 4–6 **Pages 96–101**	**Language Review** **Reading:** Teenage Stress **Project:** Write about stress and give advice	

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Listening	Pronunciation	Reading	Writing
Listen for fact, opinion, and attitude	Rising and falling intonation		
Listen for general understanding about historical events	Stress for important words in sentences	Progress Towards the Future	Write an essay about an important change in your country Interview and write about people who have moved from one country to another (Project)
Listen for specific information from a job interview	/m/, /n/, and /ŋ/	JobPool Résumé	Write a cover letter for a job application Write a résumé (Project)
Listen for specific information from a speech	Words that are not stressed	The Tulsa Time Capsule	Tell a story about hidden treasure Write about what to include in a time capsule about your country (Project)
	Chant Along: I Wonder What They'll Be **Writing:** Write about your dreams for the future		
Listen for specific information from an ad	Linking adjacent sounds	The World of Plastic	Write an essay about the history of a product Write an ad for a product (Project)
Listen for specific information from an informational talk	Consonant clusters /lf/, /lt/, /nt/, /st/, /nd/	Unusual Accidents and Deaths	Write a descriptive account of an accident Write an accident prevention campaign for your country (Project)
Listen for specific information to complete a chart about problems	Stress in two- and three-word verbs	Breaking the Habit — Getting Healthy	Write a letter of advice Write about community resources in your country (Project)
	Chant Along: Flip-Flops **Writing:** Prepare a chant/slogan for a product		

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Scope and Sequence

	Unit Title	Functions	Grammar
	Reconnect **Pages 102–105**	Express, confirm opinion/give reasons, agree/disagree Talk about size, quantity, compare Give directions Talk about a book/plot Carry out banking transactions	Recycle familiar verb forms, simple present/ narrative, connectors and modifiers, passive forms, would, tag questions, comparatives/ too – enough/ would – hypothesis
7	You've Got Mail! **Pages 106–119**	Discuss email and letter format and etiquette Make and accept an apology Wish someone success Make arrangements Accept and refuse invitations	Preposition + gerund *Although, even though, in spite of* *As soon as, when, So...(that)* *Used to* and *would* *There is/are* Plurals Definite article: *the*
8	Wishful Thinking **Pages 120–133**	Make wishes Talk about imaginary situations Talk about probability and improbability Talk about predicaments Give advice to solve problems Words connected with money, shopping habits and prices	Conditional sentences with *if*-clause: imaginary situations Conditional sentences with *might* and *could* Verb: *Wish* Count/noncount nouns Expressions of quantity: *some, any, no*
9	Complaints, Complaints **Pages 134–147**	Talk about problems and things that need to be done Ask to have something done Talk about common consumer complaints	*Needs to be (done)* *Have/get something (done)* Past participles as adjectives Present perfect simple tense: *already, yet, just* Verb + gerund; verb + infinitive Subject and object pronouns Imperatives and two-word verbs
	EXPANSION Units 7–9 **Pages 148–153**	**Language Review** **Reading:** Play Ball! **Writing:** Write about sports	
10	I Wonder What Happened **Pages 154–167**	Talk about events that happened in the past before others Speculate about facts and events Expressing enthusiasm with intensifiers and adjectives Express necessity and lack of necessity	Past perfect tense *Can't, could, couldn't, must, may,* or *might* Independent clauses with: *and, but, so* and *yet* The past with dependent time clauses Conditional sentences with present and future forms
11	If It Hadn't Happened **Pages 168–181**	Talk about discoveries and inventions and how things would have been different without them Talk about missed opportunities and regrets Expressing ability, permission and requests	*Should have* + past participle Conditional sentences: hypothetical situations in the past *If* with *could* and *might* Present perfect versus simple past Time expressions with: *ago, for, since* *If* + past perfect + *be able to*
12	What They Said **Pages 182–195**	Report what people said Discuss famous quotes Relate messages Discussing the environment and natural disasters Expressing agreement and disagreement with: *so, neither, either, too*	Reported speech Reported questions Word changes in reported speech Reporting verbs Negative questions Relative adverb: *Where*
	EXPANSION Units 10–12 **Pages 194–199**	**Language Review** **Reading:** The War of the Worlds **Project:** Report and review a story	

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Listening	Pronunciation	Reading	Writing
Listen for specific information to complete a chart about wishes	Recycle and use familiar stress, intonation patterns, identify falling/rising intonation patterns		
Listen for specific information / draw conclusions Listen and identify language functions in discourse	Short vowels /e/, /æ/, /ɪ/	From Smoke Signals to Email: Keeping in Touch	Write an email to a friend Write greeting cards (Project)
Listen for specific information to complete a chart about wishes	Reductions would you and could you in questions	Money: A Blessing or a Problem?	Write a description of a day in the life of a quiz show winner Research about TV games with large prizes for winners (Project)
Listen for specific information about complaints	Stress in compound nouns	Murphy's Law	Write a letter or email of complaint about a faulty product Do a family survey on complaints about products and prepare a poster presentation with your advice (Project)
	Chant Along: If I Were a Millionaire **Project:** Research a famous person		
Listen for general understanding and speculate causes	Word-ending *er*	Vision 2030 Kingdom of Saudi Arabia	Write a description of a vessel, voyage, or expedition Collect information and write about a meteor occurrence on Earth and do a poster presentation (Project)
Listen to a radio show for details about regrets	Reductions *could have, should have*, and *would have*	Mario's Advice Column	Write a response for an advice column Write the results of a survey about regrets (Project)
Listen for specific information from a speech	Unstressed and stressed *that*	Quotes, Quotes	Write an email to give information and directions to a place Write about interesting quotations (Project)
	Chant Along: Could You Help Me Find the Reason? **Writing:** Write a letter of apology		

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Connect

1 Listen and Discuss

Read the texts below and identify the sentence or words that express a fact or an opinion.



A space probe's lander, touched down on Comet 67P, 510 million km from Earth; an unprecedented achievement in space exploration!



Flying cars used to be a feature of science fiction and comic strips. But recent developments indicate that they are going to become a reality very soon. One of the most successful hybrid flying cars is due to go into production this year.



Lifelong learning is the self-motivated pursuit of knowledge, for personal or professional reasons, throughout life, in a range of situations. It is not confined to the classroom nor restricted by age. Open, online sources have made this type of learning accessible to a greater number of people.



Accidents at home are more common than anywhere else. Falling and tripping accidents cause injuries to thousands of people.



Teenagers who enjoy exercise and form healthy eating habits, stay fit throughout their lives.

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Although restricted to sound, radio advertising is an expanding medium that is available on air and online. Radio broadcasts can reach a greater number of people in remote areas and do not require advanced technology.



Should people follow their passion and change careers later in life if they feel unhappy and burnt out? Success stories of entrepreneurs who changed careers over the age of 50 prove that it is never too late to follow a new path.

2 Pair Work

A. Match each text with a topic. Write the topic as a heading above each text.

Space Exploration | Careers | The Future | Advertising
Accidents | Keeping Fit | Learning

B. Express your opinion on each topic. Use some of these phrases.

Expressing Opinion/ Preference/ Agreeing/ Disagreeing

What do you think of ...? I think it's interesting / an amazing achievement.
I'm not sure but I think ... and ... are more interesting.

What's your opinion about ...? I think it's exciting.
I'm not sure. I guess it's useful / exciting...

Do you find ... interesting? / Don't you think it's ...? No, not really. I think it's boring / pointless / unimportant. I'd rather go for Y or Z

I don't agree. Look at it this way. / I see your point but ...

Yes, you're right. / I certainly agree on this one / I totally agree with you ...

C. Choose the topic you prefer. Give reasons for your choice.

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3 Conversation

Listen and practice reading the conversation in pairs.

Ted is at the airport with his brother. He spots his friend Ashraf in the waiting lounge.

Ted: Good morning, Ashraf!
Ashraf: Oh, hello Ted. What a surprise! Are you flying with us to Dubai?
Ted: In fact, my brother and I are flying to Denver, to visit our uncle.
Ashraf: You're kidding! My father is attending a conference in Denver! What's it like in Denver?
Ted: It's beautiful if you don't mind cold winters! Anyway, how are you? How is your family?
Ashraf: Very well, thanks. How about you?
Ted: Great! Oh, sorry, you haven't met my brother Jack.
Ashraf: Hello, Jack! Pleased to meet you.
Jack: Hello, Ashraf. I'm really glad to meet you. Ted talks about you all the time.



▲ **King Khalid International Airport, Riyadh**

(Loudspeaker flight call: Saudia flight 380 is now boarding at Gate 9.)

Ted: That's our flight! Come on Jack, we need to go. Bye Ashraf. Have a safe flight and a great time in Dubai.
Ashraf: Thanks Ted. Have a pleasant flight. Bye Jack, great to meet you. Please give my regards to your father.

Greetings / Introductions / Farewells

Good morning / Good afternoon / Good evening / Hello / Hi

How are you? Very well, thank you - How about you? / How are you doing? Great!

This is ... / Let me introduce (name) - Pleased to meet you / I'm really glad to meet you / Glad to meet you / Great to meet you

Have a good / safe / pleasant flight / trip / a great time / See you in ... / See you soon

Give my regards to (your parents / family) / Say 'hello' to ... for me

What a surprise! I didn't expect to run into you here / I don't believe it! / Is this for real?

Your Turn

Role-play a conversation like the one above with a partner.

Decide about the following first:

- where you are, e.g. airport, bus station, train station
- where you are going/your destination
- who is going with you

4 Pronunciation

A. Listen. Note the rising ↗ or falling ↘ intonation.

Are you flying to Dubai? ↗
Ted talks about you all the time. ↘

B. Listen. Note the rising ↗ and falling ↘ intonation in expressions of surprise.

Good morning, ↗ Ashraf! ↘

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5 Listening

Listen to the conversation and identify the attitude/feeling of:
- the receptionist when she answers the phone
- the caller at the beginning and at the end of the call

How do you know?

Receptionist: Dental Health Center, good morning!

Mrs. Phillips: Good morning. This is Meg Philips. I'd like to make an appointment, please.

Receptionist: Of course Mrs. Phillips. Let me see. The doctor is available on Monday and Wednesday afternoon from 5.00 to 6.00, next week.

Mrs. Phillips: I see. It's rather urgent I'm afraid. Could I see her sooner? I'm in a lot of pain.

Receptionist: I'm sorry to hear that Mrs. Phillips; I'll see what I can do. I'm afraid she's booked up today and tomorrow. Let me have a word with her and I'll get back to you.

Mrs. Phillips: Thank you. I'll wait.

Receptionist: Hello, Mrs. Phillips... Can you make it this morning, in about an hour? There's been a cancellation.

Mrs. Phillips: Yes, of course. Thank you so much.

Receptionist: You're welcome. We'll be expecting you in an hour.

Making an appointment

I'd like to make an appointment. / Can I make an appointment ...

The doctor / (name) / is available on (day/s) from – to / (time), at (time).

He/She's booked up all week. / I'm afraid he/she is away / not available.

It's (rather) urgent, I'm afraid. / This is an emergency. Could I see him/her right away?

Would it be possible to see him/her sooner?

I'll see what I can do. / I'll check and get back to you.

Can you make it this morning / on Thursday afternoon?

We'll be expecting you in an hour. / See you in an hour. / Thank you for calling.

6 About You

Role-play a conversation like the one above with a partner. Use phrases from the box. Then switch roles.
Decide about the following first:
- who you want to make an appointment with, e.g. doctor, manager, supervisor
- times and days you are/the person is available
- reason for the appointment

7 Pronunciation

A. Listen. Note the rising ↗ or ↘ falling intonation.

Could I see him sooner? ↗
I'll see what I can do. ↘

B. Listen again and find more examples for rising or falling intonation in the conversation.

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1 Big Changes

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1 Listen and Discuss

Read the texts below. Find the sentence that talks about the most important event in each. After you finish reading, write the effect that each important event had.

The world is constantly going through changes. Look at some important events that have changed the world and affected the lives of many people in modern times.

The Unification of the Kingdom of Saudi Arabia



King Abdulaziz, a gifted leader, was responsible for the legendary event that marked the beginning of modern Saudi Arabia. In 1902, he regained Riyadh, beat the city garrison, took the Masmak Fortress, and established his headquarters in the city. He expanded Saudi Arabia to include all of the Hijaz, Makkah and Madinah and united all the tribes. On September 23, 1932, the Kingdom of Saudi Arabia was officially established, with Arabic as the national language and the Holy Qur'an as its constitution. King Abdulaziz initiated the building of infrastructure and set Saudi Arabia on the road to modernization.

The United Arab Emirates - UAE



The federation of the United Arab Emirates, known as UAE, consists of seven sheikhdoms; Abu Dhabi, Ajman, Dubai, Fujairah, Ras Al-Khaimah, Sharjah and Umm Al Quwain. The city of Abu Dhabi in Abu Dhabi is the capital. The UAE was officially established in 1971. It came after the discovery of enormous oil reserves in Abu Dhabi in 1958. The UAE dirham, a single national currency, was launched in 1973. The oil revenues as well as income from other commercial activities have been used to develop a thriving economy and social infrastructure. Abu Dhabi now hosts its own grand prix at Yas Marina Circuit and Dubai is home to the tallest building in the world, the Burj Khalifa.

The Space Race



The Russians launched the world's first artificial satellite, *Sputnik 1*, on October 4, 1957. Next, *Sputnik 2* went up into space on November 3. The Americans won the race to land on the moon more than ten years later—with *Apollo 11* on July 20, 1969. "This is one small step for a man, one giant leap for mankind," said astronaut Neil Armstrong, the first person to walk on the moon. His Royal Highness Prince Sultan bin Salman Al Saud flew on *STS-51G Discovery* in June 1985 as the representative of the Arab Satellite Communications Organization (ARABSAT). He was the youngest person to fly on the Space Shuttle at the age of 28.*

The Communications Revolution



The first communications satellite, called *Telstar*, was launched from Cape Canaveral on July 10, 1962. This marked the start of rapid transmission of TV signals over wide areas. What we take for granted today—satellite television, cellular telephones, wireless and high-speed Internet connections, and so forth—were part of science fiction only 40 years ago. Teenagers today are the first real citizens of the digital world. Unlike their parents, they have grown up in a world in which electronic delivery of information and entertainment is natural and more accepted than conventional forms like the newspaper, tape, or film.

* *Adapted from: Wikipedia contributors. (2023, March 9). Timeline of spaceflight. In Wikipedia, The Free Encyclopedia. Available at: https://en.wikipedia.org/w/index.php?title=Timeline_of_spaceflight&oldid=1143788335*

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Global Issues

Mark the global issues that you think affect us the most. Write a fact for each issue you chose and an effect for that fact.

_____ global warming
_____ poverty
_____ security
_____ fresh water
_____ economy
_____ endangered species
_____ terrorism
_____ pollution
_____ diseases
_____ unemployment
_____ traffic
_____ globalization
_____ natural disasters
_____ overpopulation







Quick Check ☑

A. Vocabulary. Find each vocabulary word in the texts on page 6. Read the words that come before and after that vocabulary word and then decide which meaning is best for it.

1. ___	to affect	**a.**	to set up, start
2. ___	to launch	**b.**	to send into space
3. ___	to take for granted	**c.**	to produce a change
4. ___	to establish	**d.**	to accept as part of life
5. ___	to host	**e.**	to provide a place for

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

1. ___ Sputnik was the name of a Russian space ship.
2. ___ King Abdulaziz set Saudi Arabia on the road to modernization.
3. ___ At present the UAE has 10 member states.
4. ___ The UAE dirham came into use in 1963.
5. ___ Digital forms of information are something of the past.

2 Pair Work

Find sentences that are facts in the texts you read on page 6. Make questions for those facts. In pairs, ask and answer the questions. See the examples below.

- When was the Kingdom of Saudi Arabia established?
- It was officially established on September 23, 1932.

- What has changed as a result of the discovery of oil reserves in the Emirates?
- Revenue from the oil reserves has been used to develop a very successful economy and infrastructure.

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3 Grammar

Simple Present Tense – Revision of Use

Use the simple present tense for facts, permanent situations, or habits and routines.

Present Progressive – Revision of Use

Use the present progressive for actions and situations that are happening now or are in progress (developing and changing) or for temporary situations.

Simple Present and Present Progressive – Revision of Form

PERMANENT TEMPORARY

John l**ives** in Quebec, but he **is studying** in France this year.

Simple Past and Present Perfect – Revision of Use

Use the simple past to talk about events that began and ended in the past.

Use the present perfect to talk about events that began in the past and continue into the present.

Simple Past and Present Perfect – Revision of Form

The Russians l**aunched** the first artificial satellite in 1957.
The United States **has** l**aunched** many astronauts into space since 1969 and continues to do so.

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

1. He _____ with his uncle until he can find his own place. (live)
2. The water _____. Please turn it off. (boil).
3. The scientists _____ the cause of the problem. (not/understand)
4. _____ in your country in winter? (it/snow)
5. The moon _____ around Earth. (go)
6. What _____ of my idea? (you/think)
7. Currently, the number of immigrants in our country _____. (increase)
8. _____ the year the first Grand Prix took place in Dubai. (we/not/remember)
9. Dubai is part of the UAE, but it _____ as many oil reserves as Abu Dhabi. (not/have)
10. Ahmed has a part-time job on Saturdays, but he _____ today. (not/work)

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B. Complete the email with the correct forms of the verbs. Use the appropriate tense.

http://Mail.grammar.com

GRMAIL

Compose Mail

Inbox

Starred

Chats

Sent Mail

Drafts

All Mail

Spam (1)

Trash

Contacts

Archive | Report spam | Delete | Move to | Labels

Hi Martin,

How's it going? I hope you are well and that you _____ (1. not work) too hard.

University life in Britain _____ (2. be) very different from the way it is in Santo Domingo. Most international students _____ (3. live) in dorms for the first year of study. The dorms are places that _____ (4. help) new students gradually settle into life in the UK and _____ (5. meet) other students like them!

In the second or third year, the university encourages students to find off-campus accommodation. I _____ (6. be) lucky when I first _____ (7. arrive) at the university. I _____ (8. get) a nice, comfortable room. I _____ (9. have) a neighbor from Ghana who is also my friend.

It _____ (10. be) winter here now, and I _____ (11. not see) the sun since I arrived. While you _____ (12. swim) in the warm ocean, I _____ (13. wear) a raincoat. When I _____ (14. apply) for this scholarship, I _____ (15. know) it _____ (16. be) a great opportunity, and I _____ (17. want) the experience of living abroad. I really _____ (18. like) this country, but I _____ (19. miss) you, and sometimes I _____ (20. feel) really homesick.

Write back soon.

Best regards,
Fernando

C. Ask Fernando, from exercise **B**, about his life in Britain. Work with a partner. Make up questions and answers.

A: Have you been to Bath?
B: Yes, I have.
A: When were you there?
B: I was there a month ago.
A: Did you see the Roman baths?
B: Yes, I did.



▲ A traditional British restaurant



▲ Roman baths – Bath



▲ Fish and chips



▲ A game of cricket



▲ Shakespeare's house – Stratford-upon-Avon

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4 Language in Context

Find out the following information about your partner. Then introduce him/her to the class.

1. Full name
2. Where he/she lives
3. Where he/she was born
4. Where he/she grew up
5. About his/her family background
6. About his/her relatives
7. About his/her interests
8. How long he/she has been interested in them

Your idea: _____

_____



5 Listening

Listen to the information about immigrants in the past. Answer ***true*** or ***false***.

1. _____ Many immigrants came to the United States in the late 1800s and early 1900s.
2. _____ The voyage across the ocean was hard, but most immigrants had comfortable compartments on ships for sleeping and eating.
3. _____ Many of the immigrants were poor.
4. _____ At Ellis Island, the role of officials was to give immigrants information about the United States.
5. _____ People who were sick had to go back to their native countries.
6. _____ Ellis Island became known as "Heartbreak Island" among immigrants.

6 Pronunciation

A. In English, speakers stress, or emphasize, words that they think are important. These are usually content words like nouns, verbs, and adjectives. Listen and note the stress. Then practice.

My **mother** was **born** in **Riyadh**.
Where did you grow **up**?

Mona is **going** to **college** in **Qassim**.
Have you ever **visited Europe**?

B. Choose some sentences from the texts you read on page 6. Underline the words that you think are important in each sentence. Practice reading the sentences aloud stressing the words you underlined.

7 About You

In pairs, ask the questions and have your friend answer. You can ask questions about each other or people you know. Then switch roles.

1. Where is your family from?
2. Have members of your family ever emigrated? Where did they immigrate to?
3. What problems do immigrants to new countries face?
4. Do you have relatives in other cities/ countries? Have you ever visited them?
5. Are there many immigrants where you live? Where do they come from?

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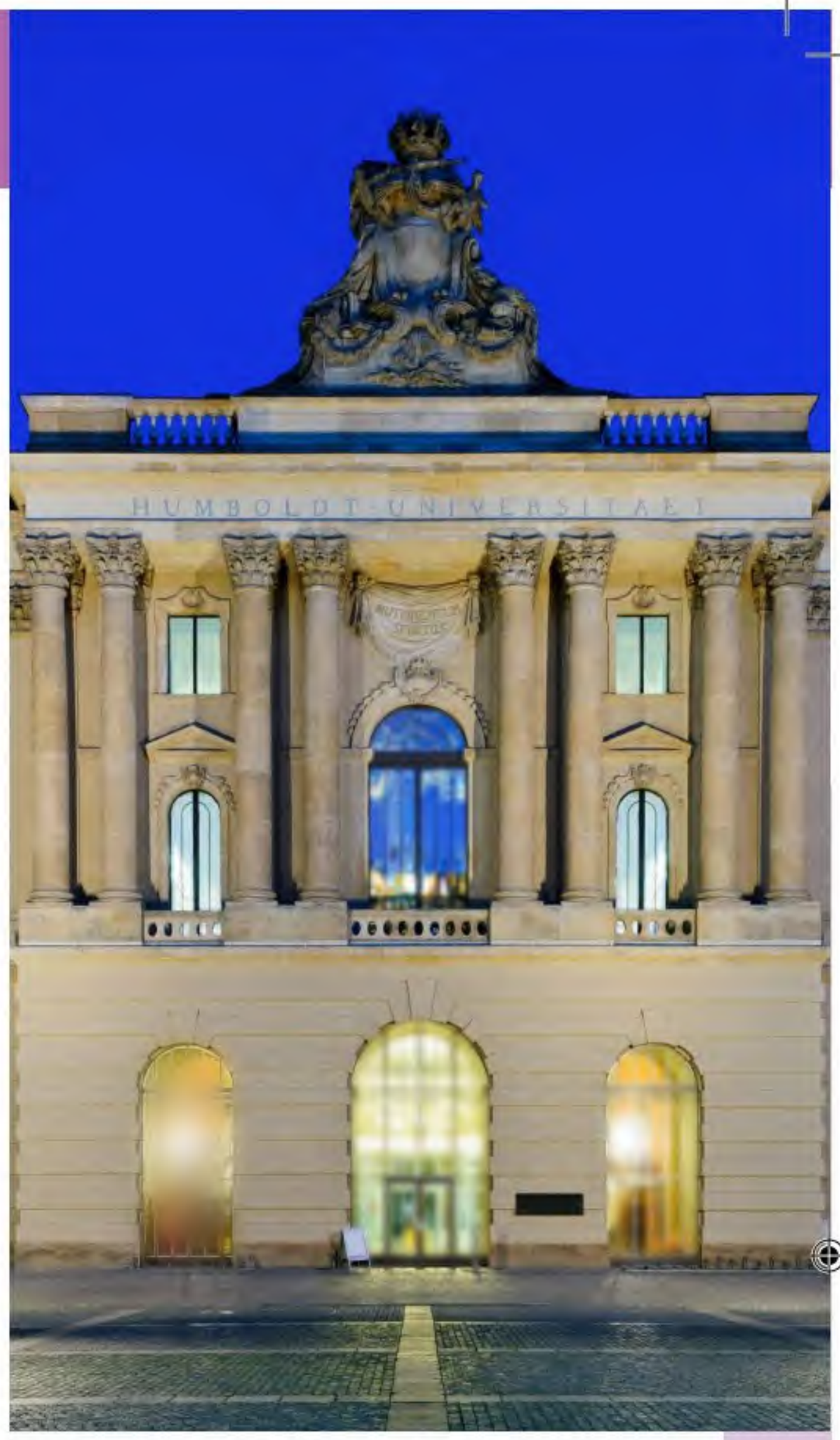
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8 Conversation

Underline the important words in the conversation. In pairs, read the conversation aloud. Stress the important words including ***in fact***, ***you see***, ***by the way*** and ***fit in***.

Saud: Tell me about yourself.
Hans: I was born here in Berlin, but my family is from Leipzig, in what was East Germany. They moved over to the West soon after the German reunification. How about you?
Saud: I'm from Dubai, but my grandparents were from Germany. In fact, they were from Berlin.
Hans: So I guess you still have family here.
Saud: I'm afraid we lost touch with our relatives.
Hans: And how long have you been here?
Saud: I've been here for almost three years. You see, I have a German passport because of my grandparents. So I can work legally in this country.
Hans: By the way, what do you do?
Saud: I'm a biologist. I do research in a lab for a pharmaceutical company.
Hans: Do you miss Dubai?
Saud: Quite a bit. But I've got a good job. I've made lots of friends. I fit in OK... I'm happy here.



▲ Humboldt University in Berlin

Real Talk

In fact, You see = expressions used to add information, often surprising information
By the way = expression used to introduce a new topic
fit in = be part of

About the Conversation

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

1. Where is Hans' family from?
2. How long has his family been in the western part of Germany?
3. Has Saud kept in touch with his relatives in Berlin?
4. Why is he allowed to work legally in Germany?
5. Is he thinking of going back to his native country in the future?

Your Turn

Role-play a conversation like the one above with a partner. Give information about your family. Include the following:

- place of birth
- where your parents and grandparents are/were from
- if you still have relatives in those places
- what other languages your parents and grandparents speak/spoke
- what your parents/grandparents do/did

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المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

9 Reading

Before Reading

Think about Saudi Arabia's progress and growth since its foundation in 1932 until now.

- What are the most significant advances or changes?
- How do you think these will develop or progress in the future?

Progress towards the future

All successful changes start with a vision.
Successful visions are based on strong pillars.
The first pillar of our vision is our status as the heart of the Arab and Islamic worlds. We recognize that Allah the Almighty has given to our country, a gift more precious than oil. Saudi Arabia is the Land of the Two Holy Mosques, the most sacred sites on earth and the direction of the Kaaba (Qibla) to which more than a billion Muslims turn at prayer. We will expand and further develop our country to ensure that that Muslims from around the world can visit the Holy Sites.
The second pillar of our vision is our determination to become a center for global business. We will develop the economy to encourage investment from other countries and international businesses.
The third pillar is **transforming** our unique geographical location into a global **hub** connecting three continents, Asia, Europe and Africa. We will use our geographical position to improve trade and transport to and from our country.
Although our country is rich in its natural resources, our real wealth lies in the ambition of our people and the potential of our younger generation. They are our nation's pride and the architects of our future. We will support young people in finding jobs and training.
Our vision is built around three themes: A **vibrant** society, a **thriving** economy and an **ambitious** nation.
The first theme is vital to achieving the vision. We believe in the importance of a vibrant society. Members of this society live in accordance with the Islamic principle of moderation, are proud of their national identity and their ancient cultural heritage, enjoy a good life, are protected by caring families and are supported by a social and health care system. The government is committed to supporting families and the education and wellbeing of their children.
In the second theme, a thriving economy provides opportunities for all by building an education system that meets the needs of the market. It creates economic opportunities for small **enterprises** as well as large corporations. Therefore, we will develop and **diversify** our economy to create job opportunities.
Our third theme-an ambitious nation-is built on a responsible, **transparent** and high-performing government. We will apply efficiency and responsibility at all levels.
We will also prepare the right environment for our citizens, businesses and society to be responsible and take the initiative in facing challenges and seizing opportunities.
We are confident about Saudi Arabia's future. With all the blessings Allah has given us, we cannot help but be optimistic about the decades ahead.
The future of our country is one of huge promise and great potential. Our precious country deserves the best.
Our vision, grounded in our country's strengths, will deliver this stability and create a brighter future for our country and our people.

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

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After Reading

A. Choose the meaning of each word as it is used in the text.

1. transforming
- **a.** moving
- **b.** changing completely
- **c.** making worse

2. hub
- **a.** center
- **b.** start
- **c.** end

3. vibrant
- **a.** strong and active
- **b.** awake
- **c.** quiet

4. thriving
- **a.** happy
- **b.** prosperous and strong
- **c.** poor

5. ambitious
- **a.** determined to succeed
- **b.** greedy
- **c.** glorious

6. enterprises
- **a.** ideas
- **b.** schools
- **c.** businesses

7. diversify
- **a.** make more varied
- **b.** widen
- **c.** improve

8. transparent
- **a.** unclear
- **b.** unlocked
- **c.** open and honest

B. Look back at the ideas you listed before you read the text.
Compare your ideas with the aims in the text and share your comparisons with a partner.

C. Look again at the text. List five of the planned developments.

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

- In your opinion, which of these is the biggest change? Which is the most important? Why?
- Share your ideas with a partner and support your opinions.

Discussion

- Is change always a good thing? Are there any aspects of Saudi Arabia that you think will (or should) never change? Why?
- Look at the underlined expression. Can you explain what it means?
- How can you 'be responsible and take the initiative' in your school, neighborhood or city to contribute to the Vision 2030?



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10 Writing

A. Read the guidelines and rewrite the sentences using capitals.

Writing Corner

Use capital letters:

1. When you begin a sentence
   Many people were shopping at the mall.
2. For the names of people and places, e.g. cities, countries, rivers, lakes, universities, etc.
   Jeddah, Oman, the Nile, Como, London University
3. For the days of the week and months of the year
   Tuesday, January

1. jack decided to fly to new york next monday.
2. my brother has never been to dubai.
3. riyadh is the capital of saudi arabia.
4. the telephone was invented by graham bell.
5. africa is an amazing continent.
6. we usually go shopping on thursday evening.
7. a lot of people go away in august.
8. lake huron, in north america, is one of the largest lakes I have ever seen.

B. 1. How do most people communicate nowadays? How do you communicate with your friends and relatives? Discuss and make notes.

2. Read the text and compare with your ideas. Underline new information.

How the Internet has changed the world

It all started in 1969 when a student at the University of Stanford tried to log in to a university computer, from his home in Los Angeles. This gave scientists the idea that people could communicate through computers, instead of posting letters or talking by telephone.

Many scientists researched ways to try and do this. In 1990 Tim Berners-Lee and Robert Dailliau succeeded. They created a system for people to communicate with each other and find out information using computers. In the beginning, they called it the "Worldwide Web". They changed the name to "The Internet" later. The Internet started with a few basic websites and e-mail. At first, it was used mainly by scientists, governments and the military. Now, more than 30 years later, there are more than four and a half billion users of the Internet (about half of the world's population!).

E-mail, instant messaging and online video calls connect people across the globe for business, education and social purposes. Social networks allow people to communicate with large numbers of friends, and upload pictures and videos to share.

Information is accessible to everyone online. All you need to do is 'Google' a few key words and you get numerous sites and documents. We can also now learn via the Internet. People can attend university or courses online and obtain academic and professional qualifications.

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C. Read the text and make notes in the chart about the important facts and the changes the Internet has brought about.

	Major Change in Communication	Major Change in Education	Major Change in Information
Fact that caused or initiated change			
Advantages			
Disadvantages (your view)			
Situation in the past (the way things were)			

D. Think about an event that has brought about major changes. Make notes in the chart about the event and the impact it has had on your country.





	Impact 1	Impact 2	Impact 3
What was the event?			
When and/ or where did it happen?			
Did the event have a positive or negative impact on your country?			

2. Use the information you put in the chart to write a short discursive essay about the event and the impact on your country.

3. Exchange and comment on each other's work. Correct and re-write.

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11 Form, Meaning and Function

Simple Past Tense

FYI didn't = did not

Affirmative (+)

You He/She We They	**worked**	yesterday.

Negative (–)

You He/She We They	**didn't work**	yesterday.

Questions (?)

Did	I/you/he/she we/they	**work**	yesterday?

Short Answers (+)

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

Short Answers (–)

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

Time Expressions for the Past

Q: What did you do **last night**?
A: I watched a TV documentary about global warming.

Q: Where did you go **yesterday**?
A: We visited the Roman baths.

Q: When did you visit Pakistan?
A: I went to Pakistan **last month**.

A. What can you remember about Hans and Saud on page 11? Use the list below to make true sentences. Use the simple past, present perfect simple, and simple present tense.

Hans wasn't born in Leipzig. He was born in Berlin.

1. be from Leipzig?
2. be from Dubai
3. move to West Germany
4. be in Berlin
5. be born in Berlin
6. be from Germany
7. be a biologist
8. have a good job
9. have lots of friends
10. be happy



B. Compare your answers in exercise **A** with your partner. Ask and answer questions. Use the past simple tense.

Did Hans' grandparents stay in Leipzig?

No, they didn't. They moved to West Germany.

Did Saud grow up in Germany?

No, he didn't. He grew up in Dubai.

*FYI: For Your Information

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Past Progressive Tense

Affirmative (+)

I He She It	**was**	sleep**ing.**
We You They	**were**	

Negative (–)

I He She It	**wasn't**	sleep**ing.**
We You They	**weren't**	

***Yes-No* Questions (?)**

Was	I he she it	sleep**ing**?	Yes,	I he she it	**was.**	No,	I he she it	**wasn't.**
Were	we you they			we you they	**were.**		we you they	**weren't.**

Past Progressive + *When* + Simple Past Tense

Use *when* to indicate that a longer, continuous action is interrupted by a shorter one.

Hans **was walking** to college **when** he **saw** Saud.

Note: We do not usually use the progressive with verbs like the following: *like, love, want, see, smell, taste, hear.*

C. Make sentences using *when*. Follow the example.

The family / eat lunch // a visitor / arrive / at the house.

The family was eating lunch when a visitor arrived at the house.

1. The people / sleep // the earthquake / happen.

2. Fatima / going home // see / her friend, Nawal.

3. Majid / look at / trees // he / see / parrot

4. The students / wait for / bus // rain / start



D. Complete the text with the past simple tense or the past progressive tense of the verb in parentheses. Add your own ideas.

When they were young, my grandparents were very poor. There was no work in their country, so they decided to leave. In September 1971, my grandparents (1) *left* their hometown in Greece and (2) _____ (travel) to Athens. There they (3) _____ (board) a train for Germany with 1,500 other passengers. As the long steam train (4) _____ (set off), all the people on the train (5) _____ (cry) a final goodbye to their friends and family, who (6) _____ (stand) on the platform and watching the train depart. They (7) _____ (make) their long journey to Germany and (8) _____ (arrive) in Munich in the early morning hours two days later. When my grandparents (9) _____ (step) off the train, their hopes and expectations (10) _____ (be) bigger than their suitcases...

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12 Project

1. Find a person – a relative or a friend who has lived or lives in another country in the Gulf, the Arab world, Europe, or another part of the world.
2. Prepare questions that you would like to ask them in an interview. You can use some of the questions from the conversation on page 11 as examples.
3. Interview the person and write the answers in the chart in note-form. You might have to interview your friend or relative over the phone.



Name of the person you are interviewing	
Your questions	**The person's answers**
What do you know about the G20 2020 Summit?	*I know that Saudi Arabia hosted and led the event, so you must feel very proud!*

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13 Self Reflection

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

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

Unit 1 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
discuss past world events and present effects			
talk about global issues			
use the simple present			
use the simple present and the present progressive			
use the simple past and the present perfect			
use the simple past tense			
ask questions and give short answers with '*did*'			
use time expressions for the past			
use the past progressive tense			
Past progressive + *when* + simple past tense			

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

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2 Careers

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1 Listen and Discuss

Read the three texts below. Find the sentences that say exactly what each person does in his job.

Dream JOBS



Have you ever wondered how people get really cool jobs? Imagine you've been working at the same job for a long time, and you're getting tired of the daily grind. Maybe you can get inspiration from these lucky people and do something creative and interesting.

CAR SCULPTOR

Working with clay is normally associated with artists, not with the automotive industry. However, some of the world's largest automobile companies have a permanent staff of sculptors to help them make designs for cars and visualize ideas for future products. Salim Saif went to art school and was going to be an artist, but he ended up as a sculptor for General Motors. Salim spends his days using his hands to craft anything from miniature clay models to actual-size car sculptures. He's been working for the company since he left college, and he and his team have helped design the latest models to come off the showroom floor.



FOOD SCIENTIST

When someone says that he is a laboratory scientist, what immediately comes to your mind? You probably think of a white lab coat, sterile surroundings, a microscope, and test tubes. But that is not the case of Matthew Duval. For the last three years, he's been working as a food scientist for the makers of Tasty's ice cream, and he has created several new flavors. He's constantly searching for new combinations of flavors to keep the products fresh and interesting for the company's customers. In his lab, he experiments with different products and flavors until he gets them just right. And, of course, he always gets to taste the results. One part of Matthew's job involves market research. He's good at presenting his new products to customers and getting their input.



ANIMATION DESIGNER



Animation has been in high demand in advertising, special effects, video games, and films. Animators need to have artistic ability, creativity, storytelling ability, technical skills, scientific and technical knowledge, and the ability to work with others.

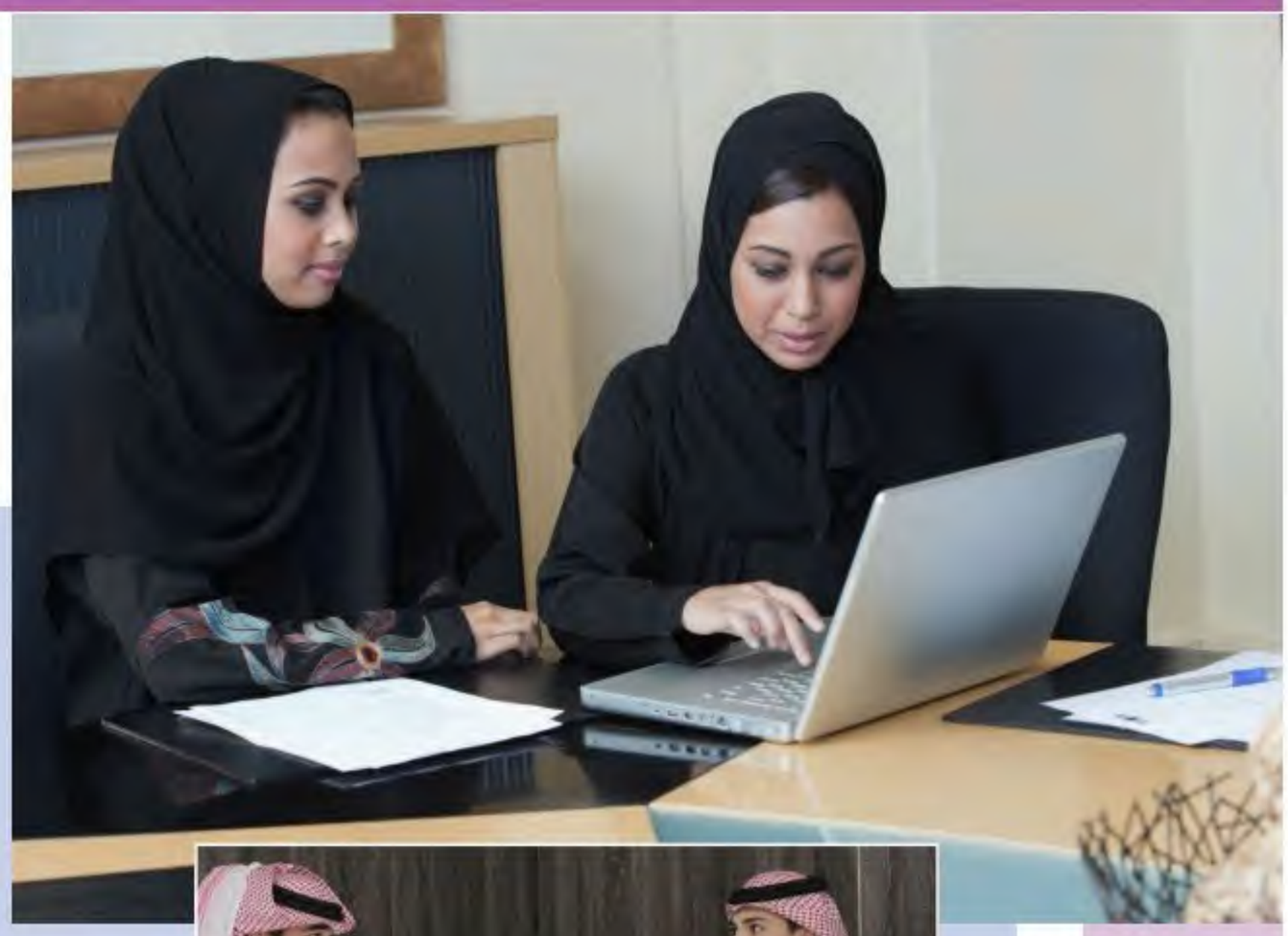
Animators need to understand character development and be able to portray character emotions in a convincing way. As computer generated imagery (CGI) technology is used in both live action films and animated movies and interactive games, it has become necessary for designers to have scientific and technical knowledge. Animation projects involve many people who work as a team. Clear and effective communication with team members and clients is crucial.

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Qualities Employers Look for When Hiring for Jobs

In groups, discuss the meaning of the qualities. Give examples of actions that demonstrate the qualities. What other qualities would you add?





Top Twelve Qualities

1. Communication skills (Verbal and Written)
2. Honesty/Integrity
3. Teamwork skills
4. Interpersonal skills
5. Strong work ethic
6. Motivation/Initiative
7. Flexibility/Adaptability
8. Analytical skills
9. Computer skills
10. Organizational skills
11. Time management skills
12. Critical thinking and problem solving skills

Quick Check ☑

A. Vocabulary.

1. Which of the qualities do you think the three people you read about need in their jobs?
2. Which of the above do you think are your strongest and your weakest qualities?

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

1. ___ Salim works as a car driver.
2. ___ He's been working for an auto company since he left school.
3. ___ Matthew has created several new flavors of yogurt.
4. ___ Matthew enjoys presenting his new products to customers.
5. ___ Animators usually work alone on their creative projects.

2 Pair Work

Find sentences that are facts about the three jobs you read on page 20. Make questions for those facts. In pairs, ask and answer the questions. See the examples below.

- How long has Matthew been working as a food scientist?
- He's been working as a food scientist for three years.

- What skills do you need to be a car sculptor?
- You must be creative.

- What job are you interested in?
- I'm interested in becoming a child psychologist. I'm good at working with children.

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3 Grammar

Present Perfect Tenses: Progressive and Simple

Both tenses are used to talk about a situation that began in the past and continues into the present.

Use the present perfect progressive to talk about an action that is happening now and will probably continue.

Use the present perfect simple to talk about the amount of times/how long something has been done, up to this particular point. The action is not happening at this moment and may not continue.

Present Perfect Progressive	Present Perfect Simple
Hanan **has been reading** a book for two hours.	She **has read** 30 pages.
How long **have you been reading** that book?	How many pages **have you read**?
Saeed **has been playing** football since he was ten.	He **has played** for three different teams.
How long **have you been playing** football?	How many teams **have you played** for?

NOTE: The Present Perfect Progressive often uses *since* and *for* to show a length of time that the action is happening over.

A. Read the three texts about jobs on page 20 and find sentences that are present perfect progressive and present perfect simple. Say which ones happened all the time and which ones happened or changed from time to time.

B. Choose the correct verb form.

1. I ('ve been looking for / 've looked for) a job for three months, and I still (haven't found / haven't been finding) one.
2. My father (has worked / has been working) at many different jobs during his career.
3. Adnan (has written / has been writing) books for years, but he (hasn't received / hasn't been receiving) an award yet.
4. How many pages of that book (have you read / have you been reading)?

C. Write answers to the following questions about your study of English.

1. How long have you been studying English?
2. How many English teachers have you had?
3. How many books have you used?
4. How long have you been using this book?



D. Work with a partner. Make sentences. Follow the example.

Hakim / photography studio / one year—taking pictures—photographer

Hakim's been working at a photography studio for a year.
He's good at taking pictures, and he's interested in becoming a photographer.

1. Faiz / restaurant / six months—bake things—chef
2. Refah / nursing home / two years—help old ladies—doctor
3. Yahya / newspaper / a while—interview people—reporter



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E. Find out about your classmates' abilities and experiences, and ask how long they've been doing them. Complete the chart.

A: Can you ice-skate?
B: Yes, I can.
A: How long have you been skating?
B: I've been ice-skating since I was five.

A: Do you have a job now?
B: Yes, I do.
A: How long have you been working at it?
B: For about six months.

Activity	Name	Length of Time
Play a sport		
Study languages		
Live in the same house		
Drive a car/Ride a bike		
Work part-time		
Swim		
Your idea: _____		



FYI

To talk about someone's abilities (how well or badly they can do something) and interests, use expressions with **Good at** or **Interested in**.

He's **good at** using computers.
They're **interested in** working outdoors.
I'm **not very good at** speaking in public.
She's **not interested in** working in the computer industry.

F. Ask and answer questions about the picture. It's been raining for ten minutes. What have the people been doing during this time?

A: What has the man at the magazine stand been doing during the rain?
B: He's been reading.
A: How many magazines has he read?
B: He's read several magazines.



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4 Language in Context

Prepare a job profile. Write down your qualifications, skills, and personality characteristics. You can use the examples in the chart below or your own ideas. In a group, discuss possible jobs for each student.

Personality Characteristics
creative, efficient, friendly, hardworking, intelligent, organized, reliable, sociable

Good At or Interested In

helping people	creating things	working outdoors
working alone	making a lot of money	working with people





Qualifications	*Special Skills*	*Personality*	*Possible Job*
degree in journalism	*good at speaking in public*	*confident*	*TV reporter*

A TV reporter needs to be confident and has to be comfortable in front of the cameras, and should be interested in following news events.

5 Listening

Listen to the job interview, and complete the chart.

Candidate	**Job Applied For**
Name:	Working hours:
Education:	Salary:
Skills:	Job description:
Experience:	

6 Pronunciation

A. Listen. Note the differences in sounds. Then practice.

/m/	/n/	/ŋ/
motivation	i**n**spiratio**n**	read**ing**
model	pla**n**	work**ing**

He's bee**n** working on **m**aking **m**odels.
He's bee**n** an i**n**spiratio**n** to **m**e.

B. Choose some sentences from the texts you read on page 20. Underline the words that have ***m***, ***n*** and ***ing*** in each sentence. Practice reading the sentences aloud making the three different sounds.

7 About You

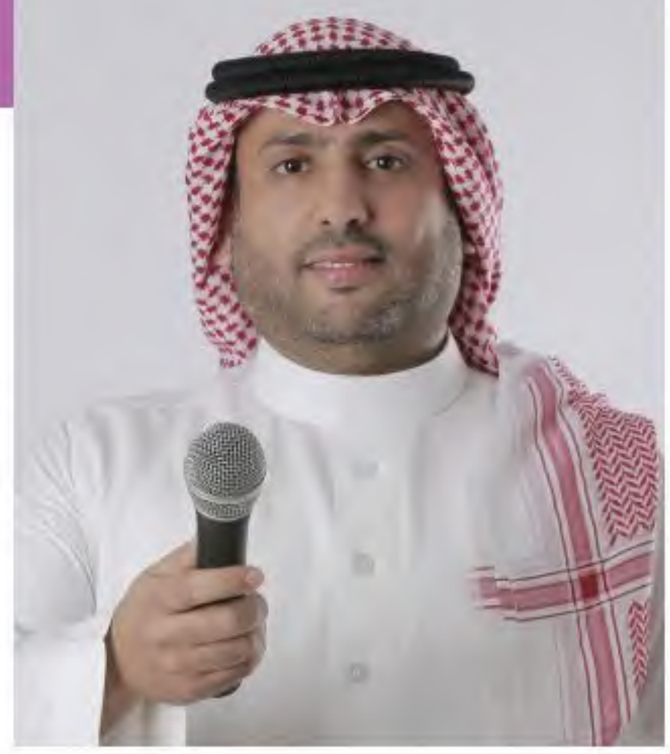
In pairs, ask the questions and have your friend answer. Then switch roles.

1. What do you plan to do when you finish school?
2. Do you have a job? How long have you been working at your present job?
3. What career interests you? Why?
4. Have you ever had a job interview? Talk about it.
5. Have you ever had an internship? Talk about it.
6. Tell your partner about the jobs you've had and the courses you've taken. Say how long you've been doing the jobs or taking the courses.

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8 Conversation



Underline the words that have ***m***, ***n*** and ***ing*** in the conversation and the expressions ***day after day***, ***day in day out***, ***bored to death***, ***talked someone out of it*** and ***luckily***. In pairs, read the conversation aloud. Make sure to produce the three different sounds and the expressions correctly.

Yousef: So, Khaled, are you happy with your job at the TV station?

Khaled: Yes, very happy. I enjoy being out there and talking to people. I get a lot of satisfaction out of my job.

Yousef: How long have you been working on TV?

Khaled: I've been a reporter at this station for five years—since my internship. What about you?

Yousef: I've been working at the bank since I left high school. It's the same thing day after day, day in and day out. I'm bored to death. I was hoping to be a watch repairer, you know, but my parents talked me out of it. They said it wasn't a serious profession.

Khaled: Well, I was going to be a dentist, but luckily I changed my mind. Can you imagine me in a small room, stuck between four walls?

Yousef: That's where I am right now. It's time to move on and find something more challenging. I have a lot of different skills. I'm good at solving problems. I'm organized, reliable, hardworking...What do you think I should do?

Your Ending

What advice do you think Khaled gives Yousef?

1. I'm looking for an assistant. Are you interested?
2. Why don't you network with friends and find out about available jobs?
3. You should look at job sites on the Web.
4. Your idea: _____



Real Talk

day after day, day in and day out = following the same pattern
bored to death = very bored
talk someone out of it = to convince to do something different
luckily = used to give an opinion that an event was positive

About the Conversation

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

1. _____ Khaled has been working on TV for five years.
2. _____ He wanted to be an engineer.
3. _____ Yousef has had several jobs since he left high school.
4. _____ He wanted to be a watch repairer.
5. _____ He's been thinking of getting another job.

Your Turn

Role-play with a partner. Imagine Yousef found another job and has been working there for a year now. Ask what he's been doing and what changes have occurred in his career. Present your interview to the class.

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9 Reading

Before Reading

Read the three job opportunities and find the sentences that say what a person should be able to do in each job.



JobPool

Search Jobs | media positions | Search

Home | Profile & Resume | Jobs | Career Tools | Advice

JobPool Has the Job for You

About Us:

JobPool is a privately-owned career network with branches all over the world. Since its foundation in 2000, the company has constantly improved its users' experience with new features and services. JobPool has been growing globally through strategic international expansion. We have helped professionals and companies all over the world to meet each other.

OPENINGS [Internships]

Media Intern: TV and Radio Media International

Do you want to be part of the fast-paced world of television and meet famous people at the same time? Here's your chance. Our interns research information about hot topics. They need to find information quickly and be able to summarize it in clear language. Our hosts use the information on their programs. Our interns also greet our guests when they arrive in our studios. You need to be fluent in English and be good at using computers. And you must be friendly and outgoing. This is a paid internship for the summer.

Archaeological Interns: Students Learning Overseas

Here's an opportunity to study history firsthand and to work with noted archaeologists on an exciting dig. We've been uncovering ruins at the famous ancient city of Pompeii for several years. Interns' job is to dig slowly and carefully. They also work to uncover buildings that have been buried for centuries. It is very hard and painstaking work. The reward is a chance to discover something that the volcano Vesuvius buried with its lava two thousand years ago. This is an unpaid three-month internship, but lodging and meals are provided near the site.

Environmental Engineering: Saudi Construction, Riyadh

Great opportunity for a civil engineering graduate student in the environment field! This project involves the construction of a road and a number of other local projects, such as research centers and new pipelines. The interns work alongside experienced civil engineers and receive training in the different work sectors. You need to be able to read blueprints, have some knowledge of Arabic, and be able to cope with temperatures that average 104°F (40°C). Food and accommodation will be provided.

Send applications to: internships@jpool.com Attach a cover letter and a résumé.

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Résumé

Carl Barthes
543 Limerick Road
Englewood, New Jersey 07632
Telephone: 201-555-7287 • Cell phone: 201-555-7398
email: cbarthes@worldnet.com

Education

- Undergraduate student at Center University, majoring in Media Studies
- Graduate of City High School

Experience

- Host of radio program. Responsibilities include:
  Interview people about teen-related issues on the air
  Decide on topics and help organize the show
- In charge of school website "School Days"
  Have written articles on community issues and on student concerns. Have done interviews and research to get background information.

Honors/Awards

- The school website won an award as one of the most useful to students in the state.
- An article I wrote about jobs for young people has appeared in the local press.

Skills

- Computer expertise in word-processing and graphic programs
- Fluent in Spanish

After Reading

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

1. _____ JobPool has been growing since the year 2000.
2. _____ The archaeological interns get a good salary.
3. _____ The media intern needs to speak several languages.
4. _____ The candidate for the engineering job must be good at reading blueprints.
5. _____ Carl has experience with word-processing programs.
6. _____ One of Carl's articles has appeared in newspapers all over the country.

Discussion

1. What types of information does Carl include in his résumé? What types of jobs do you think Carl has the qualifications and experience for? Explain.
2. What qualifications do you have that you can include in a résumé? What jobs are you qualified for?
3. In your opinion, what makes a person qualified for a job?



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10 Writing



A. 1. Read the three job opportunities again. Write the qualities, qualifications, and experience that a person needs for each job in note-form in the chart below.

2. Which job would you apply for if you had the qualifications? Why?

3. Which job would you not be interested in? Why not?

4. Discuss your choices in class. Which is the most popular job? Which is the least popular job?

Job	Qualities (see page 21)	Qualifications (certificates, awards, diplomas, degrees)	Experience
Media Intern			
Archaeological Intern			
Engineering Intern			

B. 1. Read the cover letter for a job application on page 29. Collect information about the person and make notes in the chart which follows it.

2. Think about your favorite job in the JobPool. Write information about yourself in the YOU column.

3. Use your information to write a cover letter applying for the position.

Writing Corner

When you write a cover letter it is important to think about why you are writing it (purpose); who you are addressing (audience); and the information you will put in each paragraph:

- include the name, title, and address of the recipient on the left
- start with a short introduction stating your reasons for writing
- include a section or paragraph about why you are the right person for the job
- finish with a closing statement thanking the recipient

Find the features mentioned above in the letter on page 29 before you write your own cover letter.

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Ahmed Alsaaleh
Human Resources Manager
Zero A Company
87 Riyadh Road
Jeddah
(555) 555-5555
ahmed.alsaaleh@email.com

15 April 2023

Dear Mr. Alsaaleh,

I am writing to apply for the Public Relations position advertised in *PR Journal*. As requested, I am enclosing a completed job application, my certification, my résumé, and three references.

I believe that my experience, education, and training will make me a competitive candidate for this position. The key strengths that I possess for success in this position include:

- I am a dedicated and enthusiastic professional.
- I welcome challenge and strive for continued excellence.
- I am an experienced and effective communicator.
- I have had five successful years in PR in large corporations.

With a Bachelor's Degree in Public Relations and a Master's Degree in Intercultural Communication, I have a full understanding of the factors involved in the successful operation of a multinational organization such as yours.

Thank you for your time and consideration. I look forward to hearing from you.

Sincerely,

Saud Khalid

Applicant	Person who wrote the cover letter	YOU
Qualities (see page 21)		
Qualifications (certificates, awards, diplomas, degrees)		
Experience		

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11 Form, Meaning and Function

Simple Present Tense

Use the simple present to talk about things that are true in general or that happen all the time.

Affirmative (+)

I You We They	**work**	in an office
He She	**works**	

Negative (–)

I You We They	**don't**	**work**	in an office.
He She	**doesn't**		

Time Expressions for the Present

We can use time expressions to talk about routines or habits.

He works at the hospital **from** Sunday **to** Thursday.
He works at the hospital **on weekdays**.
He doesn't work **on the weekend**.
In his free time, he plays football.

Wh- Questions in the Simple Present

Q: Where does he/she work?
A: He/She works in a hospital.

Q: Where do you/they work?
A: I/They work in an office.

Q: What do you do?
A: I'm a salesperson.

Note: *What do you do?* usually means *What's your job?*

Prepositions of Time for the Present

Look at these examples to understand when we use prepositions to talk about time:

at three o'clock, noon/midnight/ midday/ night

in the morning/afternoon/evening

on Thursday, weekdays, Saturday morning, weekends, the weekend



A. Complete the sentences with the simple present tense of an appropriate verb. Write the correct preposition.

Ahmed is a teacher. He *teaches* in a high school. He works *on* weekdays.

1. What _____ your uncle _____? He's a writer. He _____ books.
2. Adnan is a bus driver. He _____ a city bus. He works _____ night.
3. Where _____ Omar and Ali _____? They _____ in a hospital. They are doctors.
4. Hameed is a journalist. He _____ for a newspaper. He _____ _____ weekdays and _____ weekends.
5. Fahd is a pilot. He _____ planes. He likes to play tennis _____ his free time.

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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 woman was talking to the clients. She was friendly.
The woman **who/that** was talking to the clients was friendly. (relative clause)

The computer company is making a good profit. It is called Easy Surf.
The computer company **that/which** is making a good profit is called Easy Surf.

Past Progressive with *While*

We can use the past progressive with *while* to talk about actions that were happening at the same time:

Mohammed **was working** on the computer **while** his brother **was talking** on the phone.
While you **were working** at the photography studio, I **was studying** graphic design at college.
They **were waiting** for their father at the office **while** their father **was waiting** for them at home.
While she **was talking** with her sister downstairs, her mother **was looking** for her upstairs.

B. Complete the sentences with ***who*** or ***that***.

1. The new driver _____ started work yesterday is very quiet.
2. The products _____ they launched this week are selling well.
3. I'd like to introduce you to the person _____ organized the conference.
4. That isn't the job _____ he applied for.
5. The actor _____ was playing the lead role was very funny.
6. Isn't that the book _____ you were reading last week?

C. Work with a partner. Make sentences to describe the actions in the pictures.

It was raining while Yahya was washing the car.

Yahya





1. Faisal



2. Fatima



3. The people

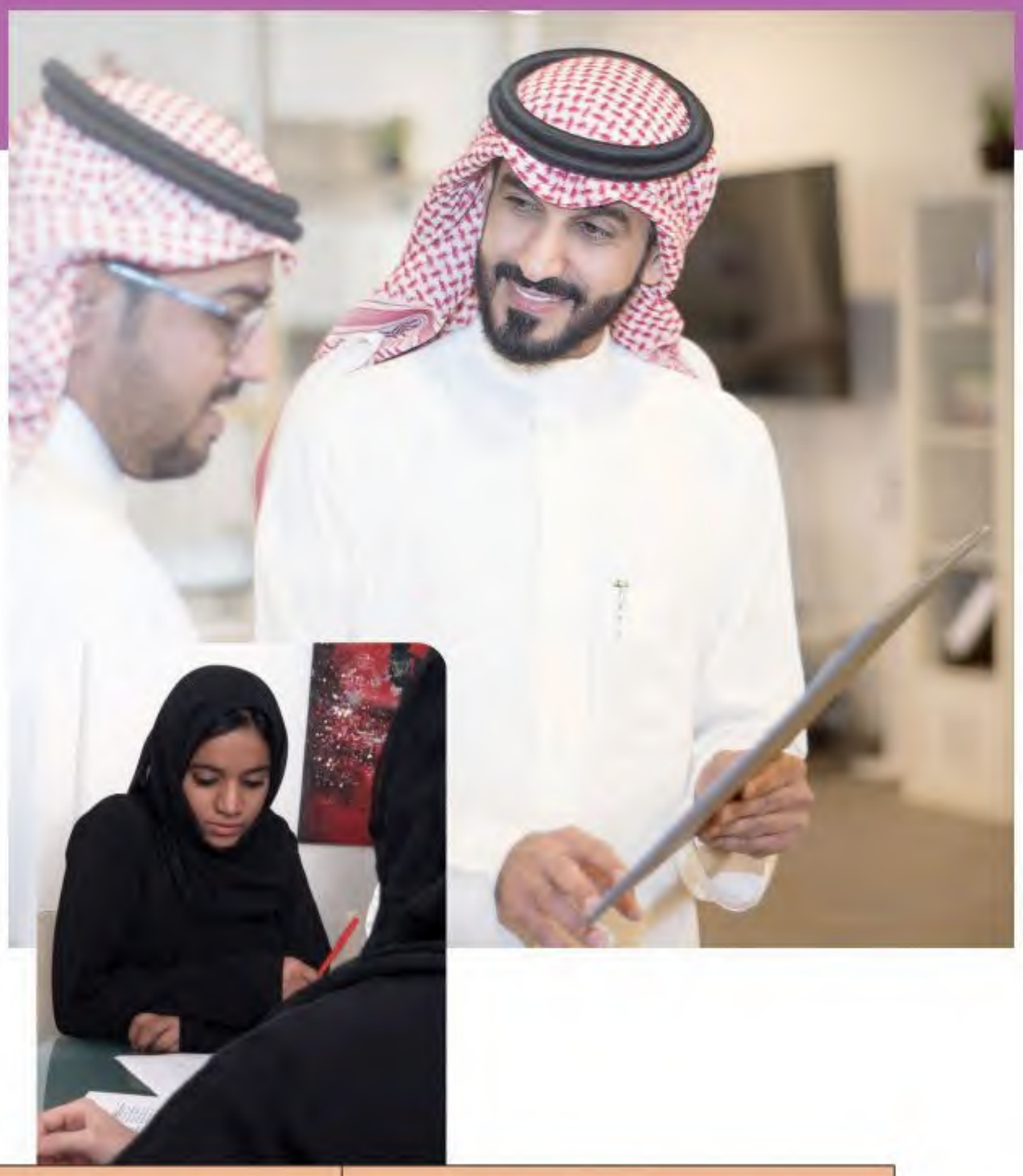
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12 Project

1. Find a person – a relative or a friend who has a job that you are interested in.
2. Prepare questions that you would like to ask him/her in an interview.
3. Interview the person and write the answers in note-form. Use the same categories in the chart to organize them: Qualities, Qualifications, Experience, and Skills.
4. Use the same questions as in 2 to interview each other. Answer using your notes about your relative's or friend's job. Write your partner's answers in the chart in note-form.
5. Use your partner's answers to write a résumé using Carl's résumé as a model.



	Your questions	Your partner's answers
Qualities (see page 21)		
Qualifications (certificates, awards, diplomas, degrees)		
Experience		
Skills		

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13 Self Reflection

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

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

Unit 2 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about careers			
talk about personal qualities and personality characteristics			
talk about how long I've been doing something			
use the present perfect progressive versus the present perfect simple			
use the construction adjective + preposition + gerund			
use the simple present and ask *Wh-* questions			
use prepositions of time for the present			
use relative pronouns			
use the past progressive with *while*			

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

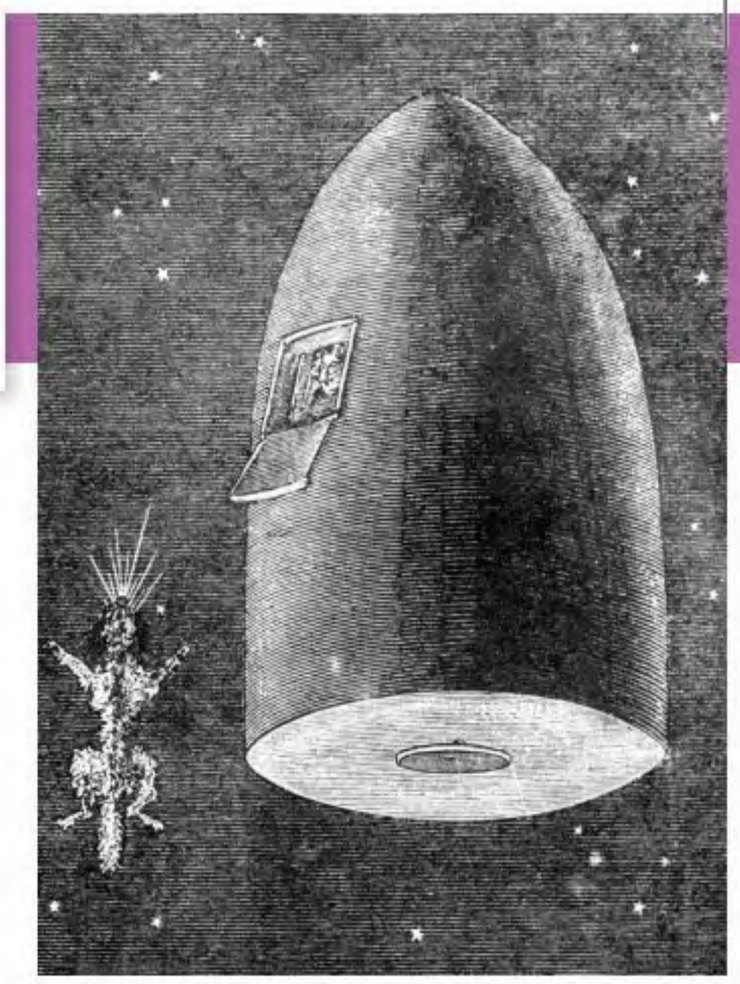
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3 What Will Be, Will Be

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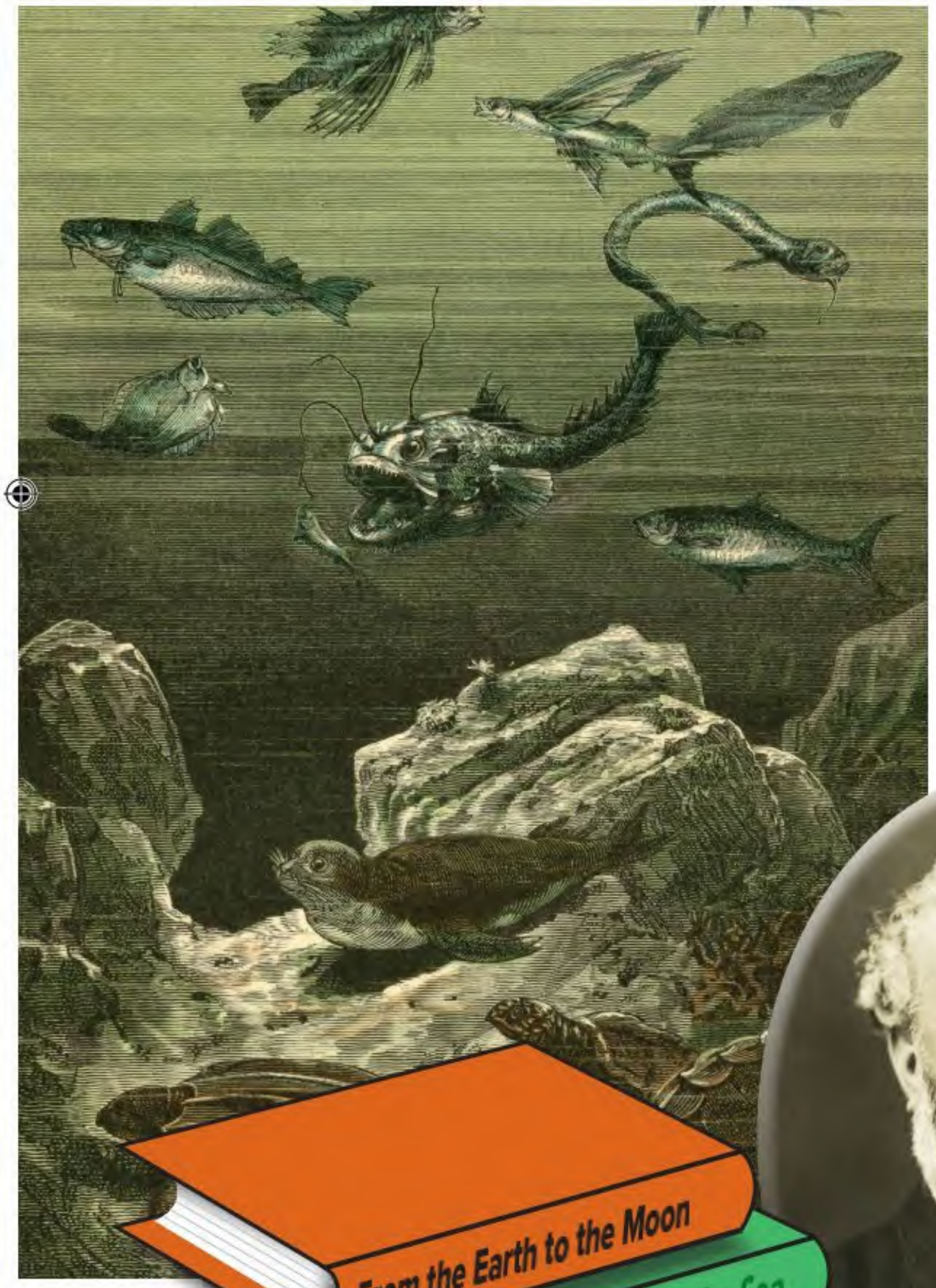
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1 Listen and Discuss

1. Read the title. What words does it make you think of?
2. Read the text. Find the sentences that talk about the future and the ones that talk about the past.

A Vision of the Future



The French writer Jules Verne wrote several books in the late 1800s. In them, he wrote about the future. He asked, "What will life be like at the end of the 20th century—one hundred years from now?" In one of his adventure novels *(From the Earth to the Moon)*, his characters traveled to the moon in a rocket. In another novel *(20,000 Leagues Under the Sea)*, his characters dove through the depths of the ocean in a submarine in the shape of a whale. In a novel titled *Paris in the Twentieth Century*, Verne described a city with skyscrapers of glass and steel, high-speed trains, gas-powered automobiles, and a global communications network. Space rockets and submarines and other things in his novels didn't exist in Verne's time, but many of the inventions that Verne imagined became reality by the end of the 1900s. That's why people call Verne a visionary.



◂ **Jules Verne**





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Comments Made in the United States in 1955: Right or Wrong Predictions?

Read the predictions below. Find the sentences that talk about the future.

"I seriously doubt that fast food restaurants will ever catch on."

"Have you seen the new cars coming out next year? It won't be long before $1,500 won't even buy a used car."

"Did you see where some baseball player just signed a contract for $75,000 a year just to play ball? It wouldn't surprise me if someday they'll be making more than the president."

"Soon all our kitchen appliances will be electric. They are even making electric typewriters now."

"I'll tell you one thing, if things keep going the way they are, it's going to be impossible to buy a week's groceries for $20."

"If they think I'll pay 50 cents for a haircut, forget it."



FYI

What a dollar bought in 1955 would take about $9.65 to buy in 2020, because of inflation. The average baseball player makes nearly $4.5 million a year. Today a haircut for a man costs an average of $28.

Quick Check ☑

A. Vocabulary. Complete the following with words from the texts.

1. _____ novel
2. _____ restaurant
3. _____ car
4. _____ appliance
5. _____ cut

B. Comprehension. Mark which of these predictions came true.

1. ___ People will drive gas-powered cars.
2. ___ People will live in skyscrapers.
3. ___ People will travel to the center of the earth.
4. ___ Fast food restaurants won't catch on.
5. ___ Sports stars will earn more than the president.

2 Pair Work

Think of one thing we use now. Write down some of its features. Think how each of these features may change in 30 to 40 years. Make predictions of how people will use it in the year 2050.

There won't be any more cars. People will travel in vehicles that ride through the air.

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3 Grammar

Future with *Will* or *Be Going To*

Use *will* or *be going to* to make predictions about the future.

Affirmative (+)
Computers **will perform** many functions.
People **are going to have** more free time.

Negative (–)
Computers **won't have** feelings.
Machines **aren't going to control** us.

Questions (?)
Will people **eat** artificial food?
Are we **going to travel** to other planets?

Answers (Opinions)
I guess so. I hope not.
I think so. I don't think so.

We also use *will* when we decide to do something at the time we're speaking, such as for offers or promises.

We don't have any milk. I'll **get** some from the store.

Will versus *Be Going To*

Use *be going to* to express a plan that is already made or decided.
Use *will* to express uncertainty, often with *maybe* or *probably*.

What are your vacation plans? I'**m going to spend** a month in Abha.
Maybe I'll **go** to Abha.

Future Progressive

Use the future progressive (*will* + *be* + present participle) for continuous actions in the future.
Or use *be going to* + *be* + present participle.

Affirmative (+)
(At) this time tomorrow, I'll **be swimming** in the ocean. OR I'**m going to be swimming**...
A week from today, I'll **be relaxing** on the beach. OR I'**m going to be relaxing**...
By the year 3000, people **will be living** to the age of 120. OR They **are going to be living**...

Questions (?)	Short Answers (+)	Short Answers (–)
Will you **be working** on the weekend?	Yes, I **will**.	No, I **won't**.
Are they **going to be taking** the test, too?	Yes, they **are**.	No, they **aren't**.

A. Complete the predictions about the future with the correct form of the verb. More than one answer is possible.

1. In one hundred years, people _____ on other planets. (live)
2. Students _____ with computers instead of books. (study)
3. Cars _____ on gasoline. (not run)
4. Robots _____ people's lives. (not control)
5. Young people _____ only to smartphones. (listen)
6. At the age of 50, people _____ young. (be)

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B. Work in groups. Answer this question:

Which of the following do you think people will still be using in 50 years?



cell phone



ballpoint pens



personal computer



flat screen TV



magazines



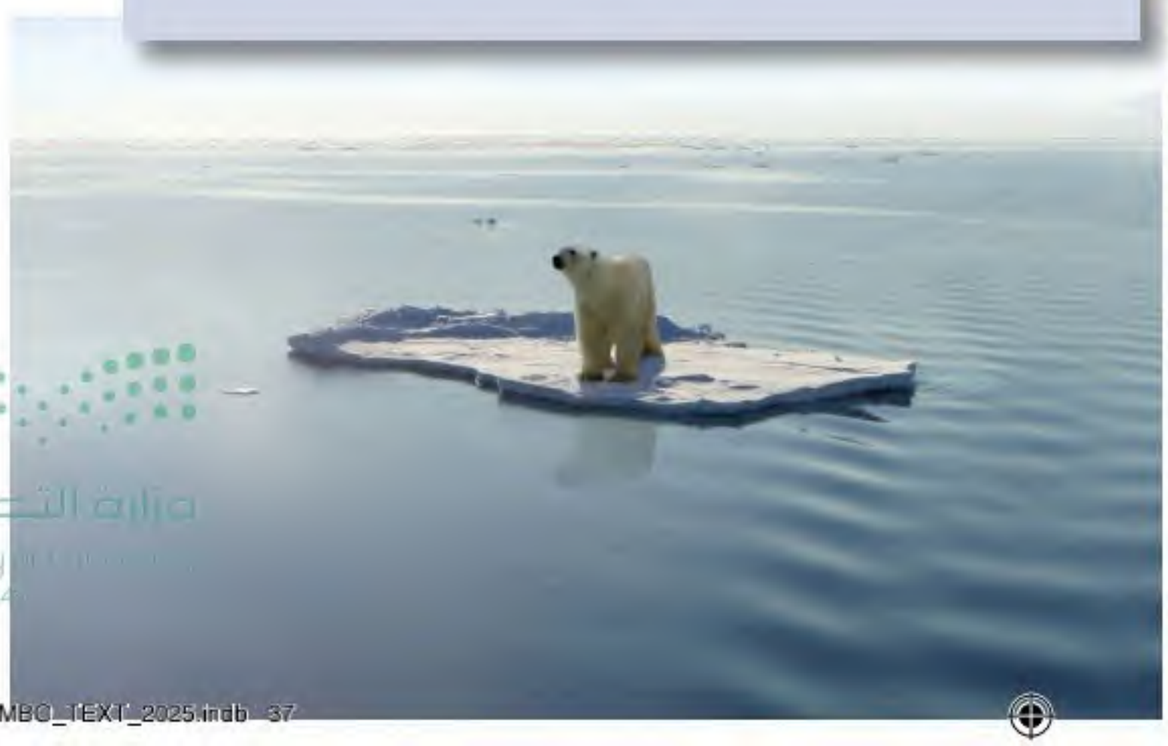
microwave oven

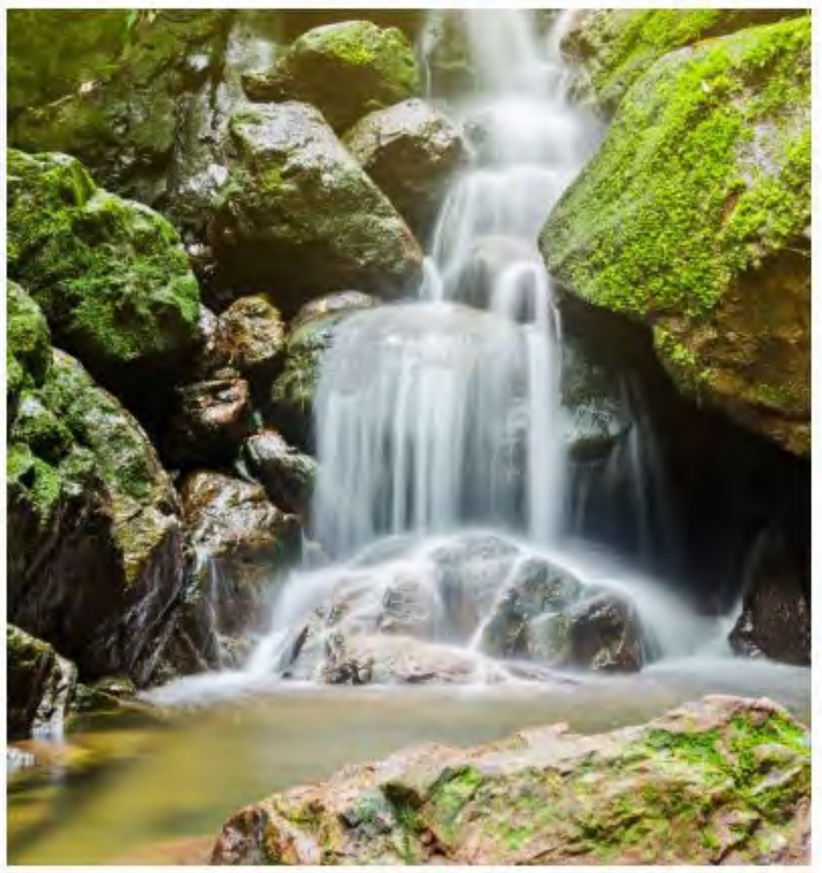
C. Work with a partner. Ask and answer: Which of the following do you think will be solved in the next 50 years? Add your own ideas.

A: Do you think there will be enough food for everyone in the world?
B: I believe there will be.
A: Do you believe there will be peace on Earth?
B: No, I don't. Nations are too selfish.

Researchers will find a cure for cancer.
Global warming will melt the ice at the poles.
People will be preserving the environment.
There won't be any more pollution.
There won't be any more war.
Many plant and animal species won't exist anymore.







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4 Language in Context

Write down three things you want to change and improve in your life. Compare your ideas with a partner.

I won't use my cell phone so much.
I'll start exercising.
I'll study more.



5 Listening

Listen to the principal's speech at graduation, and complete the chart about the students' past and future.

Name	Past	Future
Ibrahim		
Steven		
Saeed		
Jim		

6 Pronunciation

A. Listen. Note the words that are usually not stressed. Then practice.

a	in a century	**to**	nine-to-five
and	young and old	**was**	It was common.
can	Cars can fly.	**of**	cars of the future

B. Read the text about Jules Verne again. Find the sentences that contain ***a***, ***and***, ***can***, ***to***, and ***of***. Practice reading these sentences without stressing ***a***, ***and***, ***can***, ***to***, and ***of***.

7 About You

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

1. Do you believe that people can predict the future? Explain.
2. Do you know of any predictions that came true? Explain.
3. What changes do you predict for the next 50 years?
4. What do you think you'll be doing 20 years from now?
5. What kind of TV programs will people be watching in 50 years?
6. What will schools be like in 20 years?



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8 Conversation

Find and underline some of the words you practiced in the pronunciation section. Practice reading the conversation in pairs.

Reporter: Would you tell us about the new intelligent home of the future?

Engineer: Certainly. The concept of Intelligent Buildings is to monitor and optimize lighting, security, ventilation, heating, audiovisual and entertainment systems, and so on. It's an integrated household system that will make people's lives easier.

Reporter: How will the house actually function?

Engineer: When you arrive at the front door, you won't need a key. The door will open with a touch of your finger. The system will recognize your fingerprint.

Reporter: What happens after I enter the house?

Engineer: The lights will come on if it's night, the climate control will be activated, and surround sound will automatically play your favorite radio station.

Reporter: What special facilities will there be in the kitchen?

Engineer: You'll be able to "call" your refrigerator when you're at the supermarket and find out how much milk there is or how many eggs you have left.

Reporter: That's wonderful. What about the housework? I hate doing that.

Engineer: The house will come equipped with a robot that will do the cleaning, the washing, and the cooking.

Reporter: No kidding? Can I buy the robot without the house?



Real Talk

Certainly = used to say yes
No kidding? = to express surprise, in this case, pleasant surprise

About the Conversation

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

1. What are some features of the intelligent house?
2. What will happen after a person enters the house?
3. What will you be able to do over the phone?
4. Why is the reporter interested in the robot?

Your Turn

Draw an intelligent house that you would like to have one day. Write sentences about the intelligent features and how they work.

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9 Reading

Before Reading

1. Read the title. What words does it make you think of?
2. Read the text. Match a heading to each paragraph.
   - **a.** What the car contained
   - **b.** The burial of a car
   - **c.** 50 years later
   - **d.** They lived to see it
   - **e.** Everyone came to the event

The Tulsa Time Capsule

1 A crowd of people gathered outside the courthouse in Tulsa, Oklahoma, in June 1957, to witness the burial of an unusual time capsule: a brand-new gold-and-white Plymouth Belvedere car. The city leaders explained: "In exactly 50 years time, this car will be unearthed to show the world who we were and how we lived in Tulsa in 1957."

2 The automobile contained a flag, a city phone directory, an unpaid parking ticket, and the contents of a woman's purse: bobby pins, a ladies' powder compact, a plastic rain cap, several combs, a tube of lipstick, a pack of gum, a wad of tissues, $2.73 in bills and coins. Five gallons of gas were also included, in case the combustion engine became obsolete by 2007 and no fuel was available.

3 The event attracted all sorts of people to Denver Avenue that day in 1957. Some thought that the idea of burying a new car was dumb; others thought it was brilliant. Raffle tickets (for the car) were sold. The person to guess the approximate population of Tulsa in 2007 would win. "I'll never be alive," said Teddy Baxter, aged 6. "Sure you will," answered his brother Henry, who was 19. "I might not be, but you'll be around for sure." Gene McDaniel, who was 20 at the time, thought: "In 2007, I'll be 70—I'll never make it."

4 The Plymouth was wrapped in protective materials and lowered into a concrete vault, which was supposed to withstand even a nuclear attack. It lay there for 50 years.



On June 13, 2007, the vault was opened, and the car was raised as thousands of people watched. The organizer of the event said: "Ladies and gentlemen, I present you Miss Belvedere." Unfortunately the tomb was unable to protect the car from moisture, and the vintage vehicle was covered in rust. The contents of a "typical" woman's handbag in the glove compartment looked like a lump of rotted leather. The microfilm that recorded the names of the contestants wasn't found. There was a bit of disappointment that the items were not in better condition. However, some items inside the time capsule were in good shape—they included a U.S. flag and some historical documents, such as aerial maps of the city and postcards.

5 The good news is that when the Belvedere was unearthed, Teddy and Gene were still alive. They never thought they would be here to see it happen. Someone present said, "It's our King Tut's tomb. It's like a fairy tale."

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After Reading

A. Choose the correct meaning of each word.

1. to gather (paragraph 1)			
a. to come together	**b.** to separate	**c.** to join
2. to witness (paragraph 1)			
a. to give evidence	**b.** to help	**c.** to see an event
3. bobby pin (paragraph 2)			
a. pin worn by boys	**b.** safety pin	**c.** hairpin
4. obsolete (paragraph 2)			
a. complete	**b.** outdated	**c.** high-tech
5. vault (paragraph 4)			
a. an electric measure	**b.** a safe	**c.** a can
6. to withstand (paragraph 4)			
a. to oppose	**b.** to observe	**c.** to resist or survive

B. Answer the questions about the reading.

1. What was the purpose of burying the car for 50 years?
2. Why did the organizers include five gallons of gas for the car?
3. Are any of the items put in the car obsolete today?
4. Who was going to be the winner of the contest?
5. What was the bad news in 2007?

C. Complete the sentences about the reading in your own words.

1. "In 50 years time, when this car is taken out of the vault, people will _____."
2. "If I buy a raffle ticket for the car, I might not _____."
3. "When people open the glove compartment in 2007, they _____."

Discussion

Have you ever read about "hidden treasure"? When was it hidden and what did people find?



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10 Writing

A. Answer the questions.

1. Read the title. Who do you think the keeper is?
2. Look at the photos. Where was the treasure hidden?



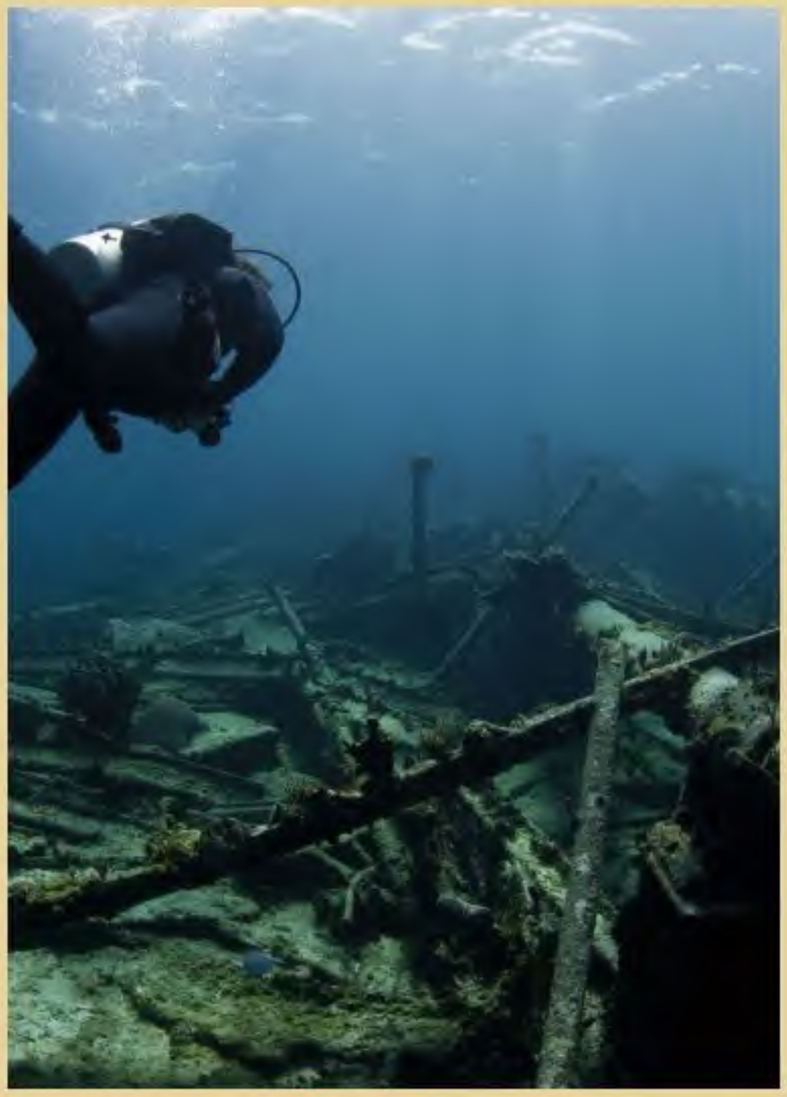
Keeper of hidden treasure

This is not a fairy tale, nor a scary story; it is the story of the discovery of 900-year-old treasure off the Korean shore.

A fisherman caught an octopus that had bits of blue pottery attached to its tentacles. At first, he thought they were shells. He caught more octopus and they all had shards attached to their tentacles. Finally, he brought up an octopus that had a whole plate caught on its tentacles.

That was when he realized that he had made an important discovery; he had heard about shipwrecks with ancient pottery, in the area. So he contacted the museum as soon as he got back.

An urgent underwater exploration led to the discovery of thirty, perfect examples of 12th century bowls, thanks to the octopus family.



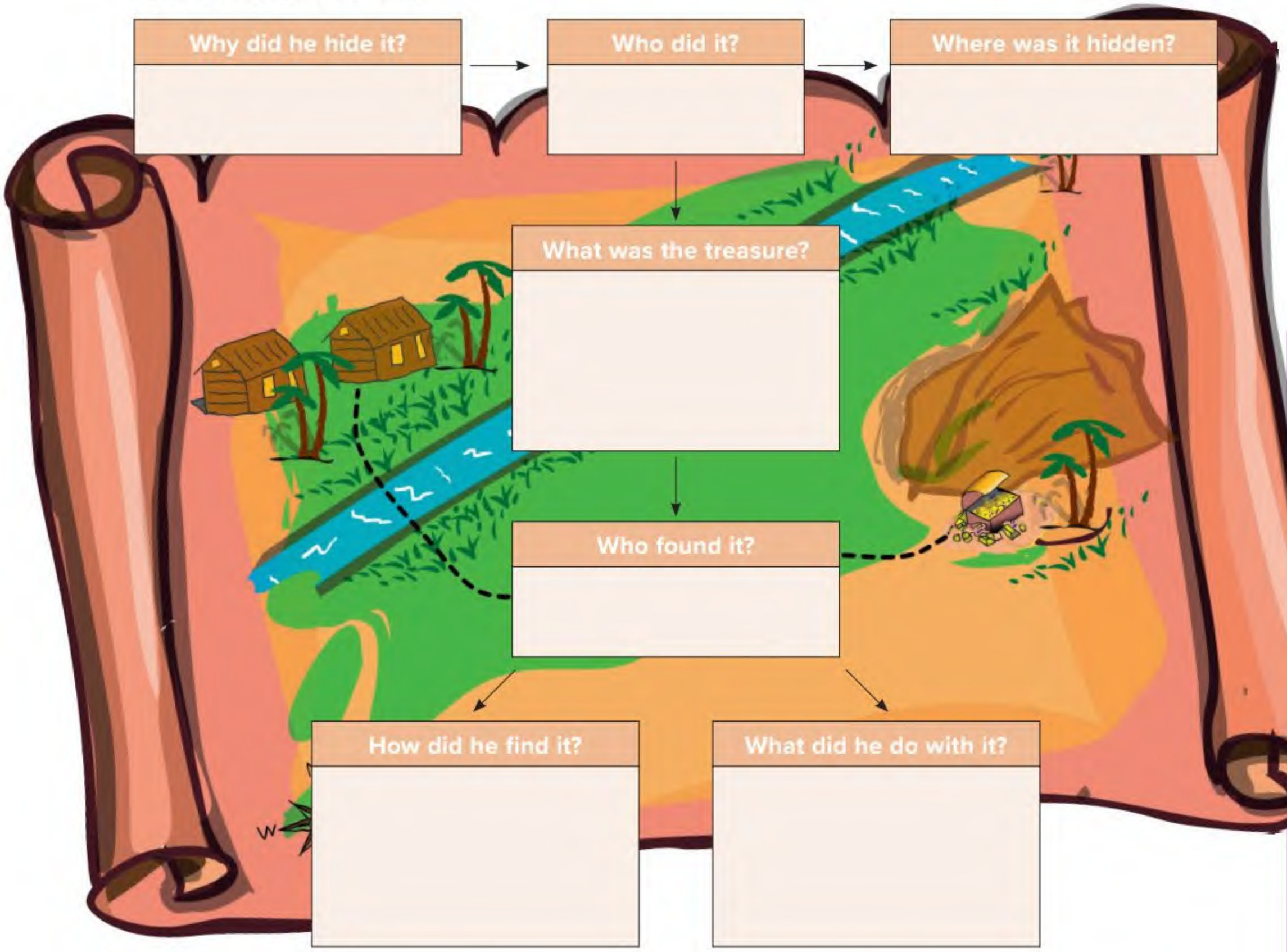
3. Read the story and make notes in the boxes.

Who found the treasure?	
Where did he find it?	
How did he find it?	
What was the treasure?	
What did he do with it?	

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B. Think of a story about "hidden treasure" that you have read or heard. Make notes in the chart below and then use your notes to write the story.



Writing Corner

When you write a story you need to think about:

- Your **audience**. Who is reading or listening to the story?
- The **people** (**characters**) in the story. Who are they? What do they look like? What kind of person are they?
- The **place** or **places** where events take place. Describe these places.
- The **events** (**plot**). What happens in your story? Use past verb forms.
- The **time** things happened. Which year is your story set in? What time of day is it? Which season is it? Use past time.
- The **order of the events**. What happened first, second, third and so on? Use a variety of past tenses to order your events.
- The **beginning** and **end** of the story. How will you begin your story? How will you end your story?

1. What do you think causes a reaction, e.g. surprise, suspense, laughter/humor etc.?
2. What was your reaction to the octopus story?

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11 Form, Meaning and Function



Present Simple Tense versus Present Progressive Tense

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

Omar l**ives** in Riyadh. He **works** for a big computer company as a computer scientist.
Omar **is working** at the Al Qassim Science Center in Saudi. He **is creating** an exhibit named 'Computers in the Future.'

Present Progressive for the Future

We can also use the present progressive tense to talk about arrangements and scheduled events in the future.

Q: When **are** they **flying** to Dubai? **A:** They**'re flying** to Dubai tonight.
Q: When **are** the new cars **coming out**? **A:** They**'re coming out** next year.
Q: When **is** Omar l**eaving** for Riyadh? **A:** He**'s flying** at 9 o'clock in the morning.

Time Expressions for the Future

Q: What are you going to do **tomorrow**? **A:** I'm going to visit the museum of Science and Technology.
Q: Will she go on the school trip **next week**? **A:** Yes, she will.
Q: Are you sitting examinations **next month?** **A:** Yes, I am.

Make and Respond to Suggestions

To make suggestions we can use: *Let's.../ How about ...?/ Why don't we/ you ...?*

Q: Let's look for the hidden treasure. **A: We can't.** We don't have a map.
Q: How about making a time capsule for the school project? **A: Great idea!** Let's do it!
Q: Why don't we design a robot to help with the cleaning? **A:** Yes, **why not! That sounds great!**

A. Hussein and Ahmed are going on a school trip. They will visit a new Science and Technology museum. Work with a partner. Ask and answer. Use future forms and time expressions.

A: *When are they going?*
B: They are going tomorrow.
A: What will they see and do at the museum?
B: They are going to see exhibits about robots. They will learn about space travel in the future.
A: What will they take?

B. Hussain and Ahmed are at the museum. They are discussing what to see and do. Make up a dialogue. Use language for making and responding to suggestions.



Hussain: ***Let's go*** *to the 'Space Show.'*
Ahmed: ***Great idea!*** *Oh wait ...* ***We can't.*** *It's sold out. How about ...*

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Information Questions

Q: What are you going to do in the summer?
A: I'll probably travel.

Q: Where will you go?
A: I'll go to Najran.

Q: How will you get there?
A: Maybe I'll drive.

Note: We often use will with *probably* or *maybe* to express doubt or uncertainty.

Tag Questions

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

Affirmative (Negative Tag)

Global warming will melt the ice at the poles, **won't it**?

Most people use their cars to get around the city, **don't they**?

Scientists are close to finding a cure for cancer, **aren't they**?

It usually snows in winter, **doesn't it**?

You are from Riyadh, **aren't you**?

Negative Sentence (Affirmative Tag)

People won't live on other planets in 100 years, **will they**?

They are not going to go on the school science trip, **are they**?

He isn't working at the research center tomorrow, **is he**?

It doesn't usually rain in summer, **does it**?

She isn't from Muscat, **is she**?

C. Find out about your classmate's hobbies and interests. Ask and answer questions about their plans for the various times in the box. Use future forms and time expressions.

A: What are you going to do on the weekend?
B: I'll visit my cousins. I'll probably go horseback riding on Saturday.
A: That sounds great!
B: What will you do on the weekend?
A: I'll probably go to the new science museum with my brother. I haven't been yet.

in the summer	in the winter	in the spring	in the fall
on the weekend	next week	next year	on Saturday
tomorrow	in the future	this year	soon

D. Write down some of your classmate's answers from exercise **C**. Then check the information with them. Use question tags.

A: You usually go horseback riding on the weekend, don't you?
B: Yes, I will probably go on Saturday.

B: You are going to go to the new science museum, aren't you?
A: Yes, that's right!



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12 Project

1. Think about life in your country and plan a time capsule to be opened in 50 years' time. Work in groups.
2. Use the questions in the planner to help you decide what to put in it. Make notes in the chart.
3. Try to choose things that represent different areas in your country. Think about different kinds of objects.
4. Suggest and discuss different ideas in your groups before you decide. Share the work required to collect information, design the time capsule, and write short texts about what the objects are and why they have been included.
5. Create a poster of your capsule with photos or drawings of the objects. Include brief captions about each object.
6. Present your project in class.









Planning questions	Group's decision
What will you use as a time capsule?	
How will you protect the time capsule?	
Where will you bury the time capsule?	
What will you put in the time capsule?	
Why did you choose the things that you will put in the time capsule?	

13 Self Reflection

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

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

Unit 3 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
make predictions about the future			
express opinions			
use the future with *will* or *be going to* in the affirmative and negative and in questions and answers			
use *will* versus *be going to*			
use the future progressive in the affirmative and negative and in questions and answers			
use the present progressive for the future			
use time expressions for the future			
make and respond to suggestions			
ask *Wh-* questions and use tag questions			

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

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EXPANSION Units 1–3

1 Language Review



A. Ask questions about the situations.
Use the present perfect progressive.

Have you been fighting?



1



2



3



4



5



6

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

B. Complete the sentences with the words in parentheses. Use the present perfect progressive or the present perfect form of the verb.

1. Someone _____ (steal) my car. I left it parked here, and it's gone.
2. I _____ (live) in this apartment since I moved here two years ago.
3. How long _____ (you/wait) in line?
4. I feel really tired. I _____ (not/sleep) well for several nights.
5. There's a wonderful smell in here. _____ (you/use) my perfume?
6. The friends _____ (paint) the room for two days, but they _____ (only/finish) one wall.

C. Complete the questions.

to a doctor about his/her patients — How many *patients have you seen/treated today*?

1. to a pilot about his career — How long _____?
2. to someone who writes books — How many _____?
3. to a baker making cakes — How many _____?
4. to a football player — How long _____?
5. to an English student — How long _____?

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D. Read the texts. Which text most closely represents your point of view? Who do you think wrote the texts? Are they older adults, teenagers, or children? How do you know? Find clues in the texts that justify your answer.

The computer and the Internet. **Good or bad?**

Have we become dependent on computers and the Internet?
´ Thread Started on Jan 12, 2023, 4:55 PM ´
Computers have become an integral part of our lives. They make day to day tasks easier and save time. Does that make us incapable of doing simple tasks without the aid of the computer? Can we still use hard copies of dictionaries or books? Can we write by hand?
I think most of us can. Not having to do things in a conventional manner allows more time for thought and creativity.

Re: Computer and the Internet. Good or bad?
´ Reply #1 on Jan 12, 2023, 5:21 PM ´
I agree that computers and the Internet are valuable tools that provide access to information quickly and efficiently. On the other hand, literacy appears to be affected in more ways than one. People don't bother to learn how to spell correctly or write by hand. They sometimes rely on the computer to correct their grammar and spelling. I know my handwriting has suffered since I started word processing.

Re: Computer and the Internet. Good or bad?
´ Reply #2 on Jan 12, 2023, 7:43 PM ´
Does it matter if we are not all adept at handwriting? At the end of the day, technology is here to stay. If computers can help us write, why should we write by hand? Isn't it better to invest that time on learning?

Re: Computer and the Internet. Good or bad?
´ Reply #3 on Jan 13, 2023, 4:01 PM ´
Learning is the big issue here. Does technology foster learning or does it provide ready data that do not promote critical thinking? And what about math? There seem to be more and more young people who are unable to calculate. They are completely dependent on computers.

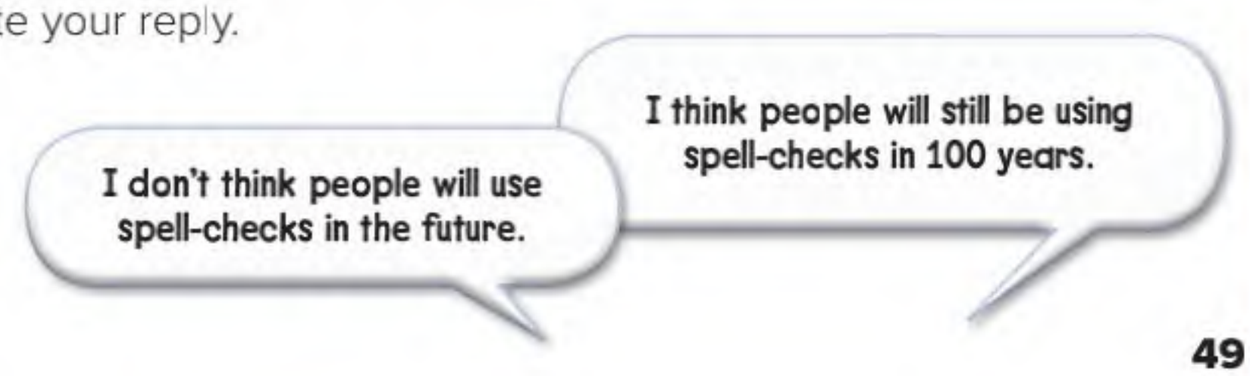
Re: Computer and the Internet. Good or bad?
´ Reply #4 on Jan 13, 2023, 9:40 PM ´
The Internet has contributed greatly to learning, through the wealth of information it can provide, on a wide range of topics. In addition, it has made it possible for people to study through e-learning. In other words, the Internet has brought schools and universities to people, wherever they might be, provided that they are connected.

Re: Computer and the Internet. Good or bad?
´ Reply #5 on Jan 16, 2023, 5:12 PM ´
Our teacher says that the Internet prevents us from developing our memory, an important aspect of learning. He thinks that easy access to information prevents learning, simply because we do not have to make any effort to memorize. I don't agree. Memorizing facts is not an effective way of learning. There are a lot of people who are unable to do that, yet when you talk to them or let them present a viewpoint or solve a problem, you realize they are highly intelligent and articulate. I am getting confused. Can someone help?

E. How would you reply? Work with a partner and write a brief reply. Compare your replies in class.

1. Students in my country have been using computers for _____.
2. Write notes in the chart about yourself and your partner.
   (use computers) _____
   (write by hand) _____
   (use spell-check) _____
   (learn online) _____
   (Your own ideas) _____
3. Use your notes in **1** and **2** to write your reply.

F. Which of the things mentioned in the text will people be doing in 100 years/in the future? Compare your ideas with a partner.



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2 Reading

Before Reading

1. Look at the photo of ancient Egyptians. What do you notice about their eyes?
2. What did they use for the heavy eye make-up that is so noticeable in the wall painting?
3. What was the purpose of the make-up?

EYE MAKE-UP IN ANCIENT EGYPT

Ancient Egypt's striking eye make-up protected wearers against eye disease, according to French scientists. The make-up was concocted with a mixture of lead and lead salts and it was used to adorn the eyes and ward off evil!

Philippe Walter, who co-headed a team of scientists from the Louvre museum and the CNRS (National Center for Scientific Research, France), pointed out that this observation had been made in the past by ancient Greeks and Romans who believed that the make-up had medicinal properties, but the team wanted to determine the exact composition and how it worked.

Contrary to widely held belief that lead is harmful, the team demonstrated that in very low doses lead does not damage cells. The research was carried out with a tiny electrode, to observe the effect of Egyptian lead chloride on a single cell. It proved that lead produces a molecule that activates the immune system which in turn attacks bacteria in case of an eye infection. So, make-up was used as a disinfectant and more importantly as preventive medication.



After Reading

A. Answer the questions about the reading.

1. What was Egyptian make-up concocted with?
2. What was make-up used for in Ancient Egypt?
3. What did the Greeks and Romans believe?
4. How was the research carried out?
5. What were the findings of the research?
6. According to the text, how long have people been using make-up?

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B. Match each word or phrase in the text with the correct definition.

1.	h	immune system
2.	_____	disinfectant
3.	_____	point out
4.	_____	properties
5.	_____	effect
6.	_____	molecule
7.	_____	preventive
8.	_____	striking
9.	_____	concoct
10.	_____	cell

a. attractive in an unusual way that attracts attention

b. to make something by mixing things in liquid or powder form, which are not normally combined

c. draw attention to a new fact or one that someone had not thought of or noticed, tell someone something they didn't know or had not thought of

d. the qualities or characteristics that something, e.g. a substance or object, has

e. the way in which an event, action, or person changes/influences someone or something

f. the smallest part of a living thing

g. the smallest unit that a substance can be divided into while maintaining its chemical nature, usually consisting of two or more atoms

h. the system that the body uses to protect itself against disease or infection

i. a substance/chemical that destroys bacteria

j. intended to stop something from happening, pre-emptive

Discussion

1. Are there people in your country who use make-up for protection or medicinal purposes? What do you know about it?
2. What do people use in the desert to protect themselves during sandstorms or under the very hot sun?

3 Project

Research the history of an item that is used in the Kingdom of Saudi Arabia. Report your findings to the class. Use the organizer below to help you. Copy the organizer into your notebook and write your notes in it. Then use it to help you write.

Name an item that is used in the Kingdom of Saudi Arabia:	
When was it first used in the Kingdom of Saudi Arabia?	
Who were the first people to use it?	
Why did people need to use it or to have it?	
How has it changed since it was first used?	
Do you think people will keep on using it after 50 years?	

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4 Chant Along

I Wonder What They'll Be

My children will be grown some day,
And I hope I'll still be here
To see what they will be.
But whatever they may do
They won't be needing me
To take them by the hand.
Hoping they'll be kind
And praying that they'll find
A castle made of stone and not of sand.

Chorus

Will they be just what I want?
Will my dreams come true?
If I could predict
If someone knew—
I may not be there,
And when I am gone,
Life will go on
Without me.

My children will be grown some day,
But I might not be around
To hear what they will say.
I wonder if they'll understand
The things I've wished for them.
When they're on their own,
Will the path I've shown
Help them carry on,
And bring love and light
To their own home?



Chorus

Will they be just what I want?
Will my dreams come true?
If I could predict
If someone knew—
I may not be there,
And when I am gone,
Life will go on
Without me.

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Vocabulary

A. Match the words with the meanings as found in the chant.

1. _____ grown	**a.** a way of life
2. _____ come true	**b.** alone
3. _____ on their own	**c.** to continue
4. _____ path	**d.** adults
5. _____ carry on	**e.** to happen as predicted

B. What do you think the following expressions mean?

1. To take someone by the hand _____

2. A castle made of sand _____

Comprehension

Answer ***true*** or ***false*** about the chant.

1. _____ The chanter hopes to be alive to see what his children will be.

2. _____ He fears that his children won't know what to do if he dies.

3. _____ The chanter hopes that his dreams for his children will come true.

4. _____ He has wished health, wealth, and happiness for his children.

5. _____ The chanter hopes that his example will help his children through life.

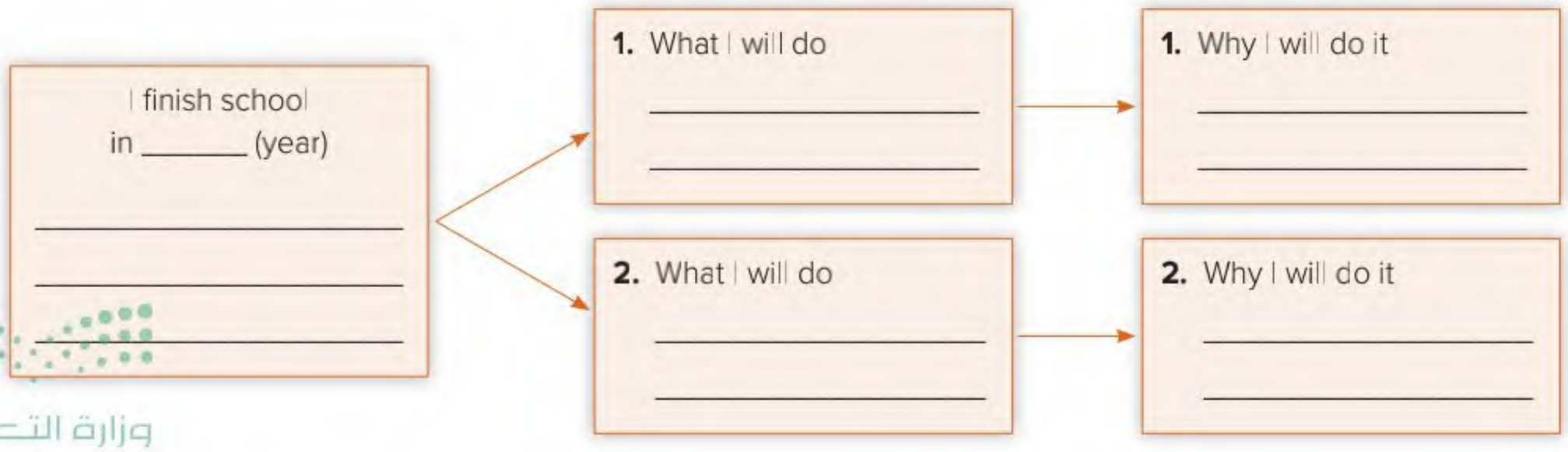
Discussion

1. What dreams do you think your parents have for you?

2. Do you think you'll accomplish them?

5 Writing

Write what you dream of doing after you finish school. Use the organizer below to help you. Copy the organizer into your notebook and write your notes in it. Then use it to help you write.



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4 The Art of Advertising

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1 Listen and Discuss

1. Before you read, look at the pictures, and write as many words as you can about each.
2. Read the texts and see if you can find any of the words that you wrote for each picture.

COMPACT CARS: The Smaller, the Better



The tiny classic is back, measuring 10 feet 11 inches (335 centimeters) long, 5 feet 5 inches (165 centimeters) wide, and 4 feet 11 inches (149 centimeters) tall. The new FIAT 500 is a triumph of Italian design. Every line has been crafted to reflect the legendary original, and buyers will be offered a variety of colors and options to customize their car. The FIAT 500 two-seater was introduced in 1957, and it became an automotive legend. It featured a 13 horsepower engine and had a top speed of about 53 miles (85 kilometers) per hour.

SUITCASE: For the Price of a Car

According to *Forbes* magazine, *Henk* is the most expensive suitcase in the world. The *Henk* "friendly" suitcase was developed by a group of Dutch engineers and designers over a period of ten years. Each suitcase is made individually and is built to the individual customer's requested specifications. You may prefer to opt for one of the recommended combinations, which have been carefully selected.



FEATURES

Weight:
Lighter than any other bag. It has been designed to feel like you're pulling no more than 25 grams, even if you've packed bricks in the suitcase.

Materials:
It comes in ebony (wood) or Italian leather.

Remote Control:
The control is used to hide the wheels and to activate a locking system.

Wheels:
The wheels are made of titanium, providing the smoothest ride.

Prices:
The price can be as high as a car, ranging from $20,000 to $40,000.

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THE FOLD-UP BIKE



It looks like an ordinary bike, but it's portable. This folding bike can easily be transported and stored when it is not in use. It can make your life easier. In contrast to the standard bike, it is much smaller and less bulky, so it can be parked and stored more readily. The fold-up bike is attractive, and it comes in a variety of styles.

About Bicycles



Bicycles were invented in France in the 1790s. The first bikes were made of wood, had a front wheel that didn't move from left to right, and didn't have pedals. In 1817, a steerable front wheel was developed by Baron Karl von Drais in Germany, and in 1839, the first pedals were introduced by Kirkpatrick MacMillan, a blacksmith from Scotland. The first bikes had large front wheels because it was believed that the bigger the front wheel, the faster the bike.

Quick Check ☑

A. Vocabulary. List the words that describe the car, the suitcase, and the bike.

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

1. _____ The new FIAT 500 is one of the world's most compact cars.
2. _____ The car will be available in only one color.
3. _____ The *Henk* suitcase was designed in Germany.
4. _____ The suitcase can be made of wood.
5. _____ The fold-up bike isn't as bulky as an ordinary bike.
6. _____ The first bikes didn't have any pedals.

2 Pair Work

A. Find sentences that are facts about the four products you read about. Make questions for those facts. In pairs ask and answer the questions. See the examples below.

What were the first bikes made of?
They were made of wood.

What's special about the new FIAT 500?
Customers can choose a personalized car.

How does the *Henk* compare with other suitcases?
It's much lighter than other brands.

B. Choose a product that you like. Why is it special? Write down two reasons. Share them with a partner.

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3 Grammar

The Passive

Use the passive to emphasize **what** was done instead of **who** did it.
The passive is formed by combining a form of the verb *to be* with the past participle of the main verb.

Simple Present: This car **is made** in Japan.
Simple Past: The suitcase **was developed** in the Netherlands.
Present Perfect: Our products **have been used** by travelers all over the world.
Future: A clean engine **will be produced** in the future.

A phrase with the preposition **by** can follow the passive verb to indicate the doer of the action.

Comparison of Adjectives (comparatives and superlatives)

Use comparative and superlative forms of adjectives when you compare the qualities of two or more people, things, animals, or situations.

Adjective	Comparative Form	Superlative Form
The hydrogen car is **clean**.	It's **cleaner than** other models.	It's **the cleanest** car of all.
The bag is **expensive**.	It's **more expensive than** others.	It's **the most expensive** bag.

Similarities and Differences (*as* + adjective + *as*)

Use *as* ... *as* to show two items are the same in some way.
The special suitcase is **as expensive as** a car.

Use *not as* ... *as* to show that two items are not the same in some way.
The fold-up bicycle is **not as bulky as** a regular bicycle.

More Similarities and Differences (*look, smell, sound, taste* ... *like* + noun)

The new compact car **looks like** a bug. That **sounds like** a good idea.

A. Change the sentences from the active voice to the passive voice.

A company in Japan makes the car. *The car is made by a company in Japan.*
The company has opened a new factory. *A new factory has been opened by the company.*

1. Karl Benz made the first car in 1886.
2. Companies produce cars in many different countries, nowadays.
3. In the future, people will drive smaller cars.
4. Cartier makes perfume, watches, and jewelry.
5. Francois Coty started the perfume industry in the late 1800s.
6. The French have produced famous perfumes for many years.
7. In the future, people will buy more hybrid cars.
8. In the past, many people used bikes to go to work.



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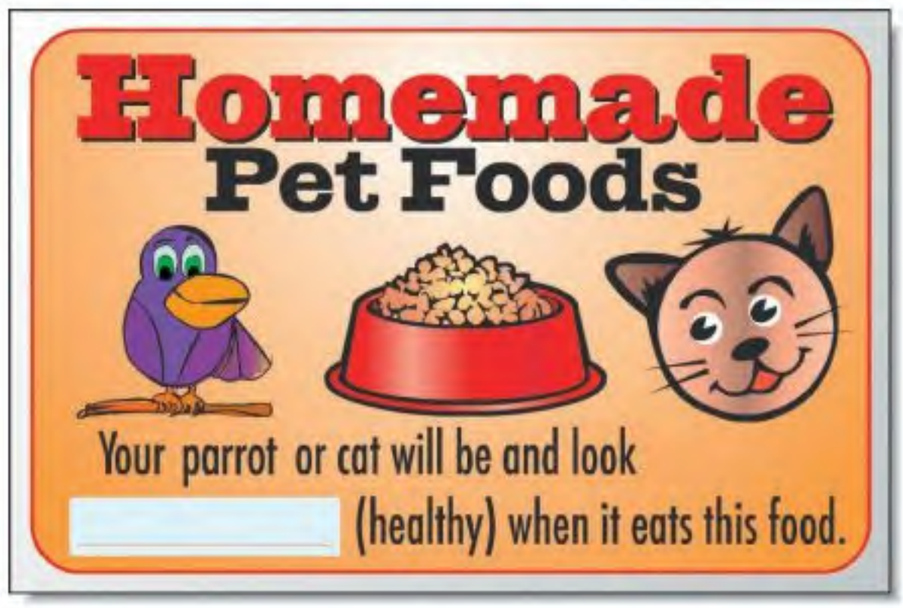
B. Complete the paragraph with the passive form of the verbs in parentheses. Use the correct tense.

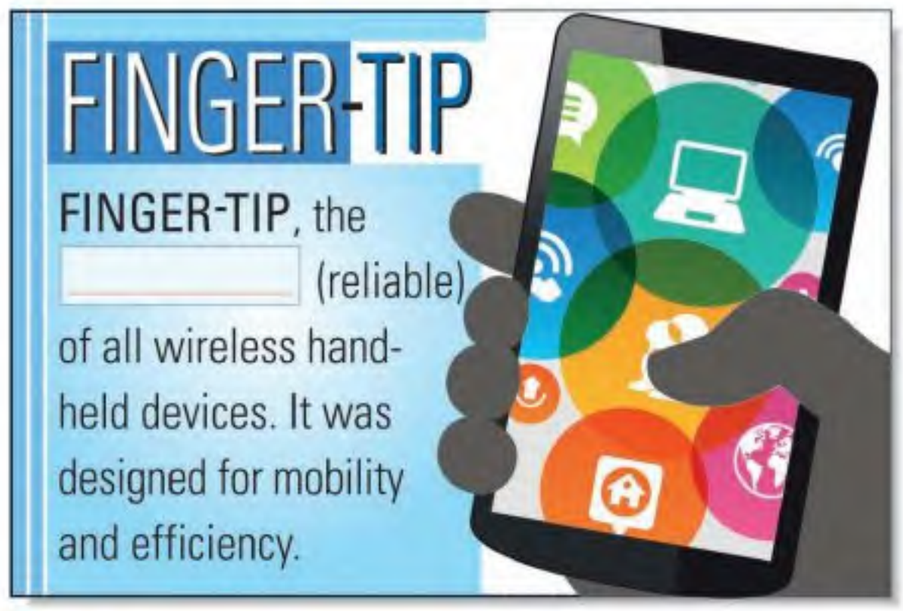
Perfumes _____ (1. make) from flowers and many other pleasant-smelling substances. The ancient Egyptians were the first to introduce perfume into their culture, and some special perfumes actually _____ (2. consider) more precious than gold. Perfume _____ (3. use) by the rulers of ancient Egypt in their tombs. For example, when the tomb of Tutankhamen _____ (4. open) in the 1920s, there was still an odor of perfume. In Rome, various scents _____ (5. spray) extravagantly in the famous baths and during banquets. Perfume _____ (6. wear) in Arabia, India, China, and Japan. In fact, perfume has had its popularity since ancient times, and in modern times, it is available to more and more people. The first perfume that _____ (7. name) after a fashion designer was Chanel No. 5, and it _____ (8. package) in a now-famous Art Deco bottle. It _____ (9. launch) in 1923, and so it _____ (10. enjoy) for nearly a century.

C. Complete the ads with the comparative or superlative forms of the adjectives.









D. In your opinion, which is the best ad in excercise **C**? Compare your ideas with a partner.

E. Use the correct verb: ***look, smell, sound,*** or ***taste.***

1. This new doorbell _____ just like a parrot.
2. You _____ like a business man with that new haircut.
3. I like this new fragrance. It _____ like roses.
4. This restaurant food doesn't _____ like home cooking, but it's OK.
5. You _____ just like my father and mother, but thanks for the advice, anyway.
6. The twins _____ just like their mother, don't you think?

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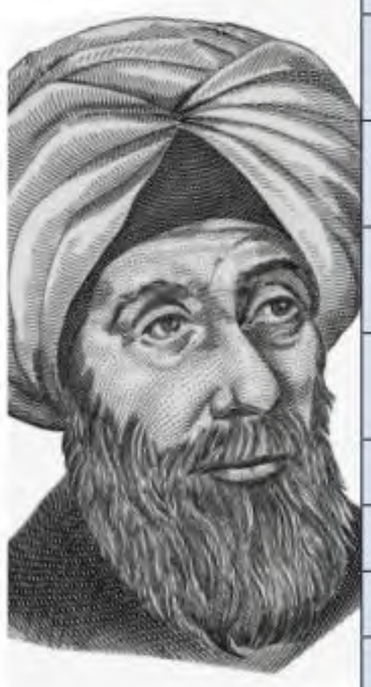
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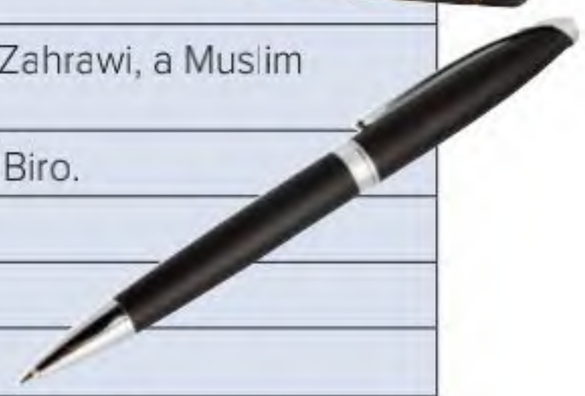
4 Language in Context

How good is your general knowledge? Choose the correct answer. Then check the answers at the bottom of the page. How many points did you get?









1. Ice cream was invented ___	**a.** Hassan Kamel Al-Sabbah in 1930.
2. The first "camera obscura" was devised ___	**b.** by Ibn Sina (980-1037), a Muslim philosopher, physician and scientist.
3. Surgical instruments that are still being used were devised ___	**c.** made in 1440.
4. The original solar cell was invented and tested by ___	**d.** by the Chinese 4,000 years ago.
5. The law of gravity was discovered ___	**e.** in the 10th century by Al-Zahrawi, a Muslim surgeon.
6. Radioactivity was discovered ___	**f.** by a Hungarian, Ladislas Biro.
7. The telephone was invented ___	**g.** by Ibn Al Haytham.
8. The first printing press was ___	**h.** by Marie Curie in 1903.
9. The ballpoint pen was made famous ___	**i.** by Isaac Newton.
10. "The Book of Healing and The Canon of Medicine" was authored ___	**j.** by Alexander Graham Bell in 1876.

Points 9–10 **Excellent**, 6–8 **Good**, 4–5 **Not bad**, 0–3 **Weak**

5 Listening

Listen to the ads and match.

1. ___ Sunray	**a.** an effective pain killer
2. ___ Sparkle	**b.** a lotion used to protect your skin
3. ___ NoAche	**c.** a soap that removes dirt and leaves a nice fragrance
4. ___ Spotless	**d.** a soft drink that provides a lot of energy

6 Pronunciation

Read the text about advertising. Find examples of consonant + vowel and consonant + consonant and practice reading them aloud.

Consonant + Vowel

the best ice cream
the most expensive bag
It was introduced in 1957.

Consonant + Consonant

the cleanest (t)eeth
in contrast (t)o the standard bike
a specially designed (d)olphin food

7 About You

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

1. Are you influenced by advertising? Think of a product that you bought because of an ad. What factors influenced your decision?
2. What is false advertising? Can you give examples of it?
3. What items shouldn't be advertised? Why not?
4. Do you think advertising standards should be stricter?
5. To what extent do you think ads influence children and teens, and people in general?

Answers: **1.** d, **2.** g, **3.** e, **4.** a, **5.** i, **6.** h, **7.** j, **8.** c, **9.** f, **10.** b

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8 Conversation



Find and underline examples of consonant + vowel and consonant + consonant and practice reading the conversation in pairs.

Adnan: Hi, Omar. What are you up to?
Omar: I'm turning off my alarm.
Adnan: What on earth is that?
Omar: It's the new flying helicopter alarm. It runs on rechargeable batteries! It's the best alarm clock I've ever had.
Adnan: How does it work?
Omar: You see, the top part, in other words the flying part, is placed on a base. The alarm is set and when it goes off the top part flies off the base. It is made to fly in order to make you get up, catch it, and put it back on its base.
Adnan: And why is it here?
Omar: Well, you know how it is when you have a lot to do at work and you also have to attend meetings. I don't have an assistant so if I am working on an important project I forget. The flying alarm can solve the problem. I set it in time for any meeting or conference that I have and I don't have to worry. What do you think?

Your Ending

What do you think Adnan answers?

1. What a great idea for heavy sleepers!
2. What a crazy idea! If you don't hear it, it goes on flying.
3. What does the boss have to say about this?
4. Your idea: _____

Real Talk

What are you up to? = What are you doing now?
What on earth...? = expression to show surprise when asking a question

About the Conversation

In your own words, explain how the flying helicopter alarm works.

Your Turn

Describe to your partner some unusual new gadgets you have seen or read about. First complete the organizer with the necessary information. Your partner expresses disbelief using the following expressions: ***It is awesome/incredible, I've never seen anything like it*** and ***It makes you wonder.***

What the gadget is called	What the gadget looks like	How the gadget works

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9 Reading

Before Reading

1. What words do you think of when you read the words "credit card"?
2. Read the text and write sentences to show the history of the credit card. Use the timeline below.

The World of Plastic



1 Can you imagine a world without credit cards? Until the 1950s, a world without the use of cash was simply inconceivable. Today an economic universe without plastic would be impractical. Whether it's for business or for leisure, the credit card is used to pay for goods and services from New York to Beijing.

2 It all started in 1949 when Frank McNamara scheduled a business dinner in a New York restaurant. Before he left for the dinner, Frank changed suits. When the waiter presented the check, Frank realized that he had left his wallet in the other suit. The embarrassing situation was solved, but that night Frank asked himself: "Why should people be limited to spending what they are carrying in cash, instead of being able to spend what they can afford?" A year later, Frank returned to the same restaurant in New York. When the check came, Frank handed the waiter a small cardboard card, a Diner's Club Card, and signed for the meal. This event is known in the credit card industry as the "First Supper." Soon the concept of "charging it" was picked up by merchants as an alternative form of payment to the use of cash. By 1952, the Diner's Club Card was accepted by thousands of businesses across the United States, and it became a status symbol for those who carried it.



3 The Diner's Club Card soon became a cultural icon. Hollywood cashed in on the "charge-it craze" with the 1962 movie, *The Man from the Diner's Club*. In it, an employee at Diner's Club issues a credit card to a well-known gangster and has to get it back in order to keep his job. The Ideal Toy Corporation joined in the trend when it created a board game called the *Diner's Club Game*. The idea of the credit card quickly expanded outside the United States. The Diner's Club Card became the first international charge card in 1952 with franchises in Canada, France, and Cuba. In 1955, Western Airlines became the first airline to accept the Diner's Club Card. Ten years later, the card was accepted by every airline in the United States. Diner's Club expanded its services to hotels, car rentals, and other businesses.

4 Other famous international credit cards have been created such as American Express, Visa, and MasterCard. There are hundreds of local bank cards, department store credit cards, supermarket credit cards, and so forth around the world.

5 In 1984, the first card members rewards program was created, aimed mostly at business travelers. It gave valuable benefits and special privileges to loyal users. Now many reward programs offer free airline miles and discounts on hotels and other products.

6 Ever since a businessman forgot his cash in 1949, people have used credit cards. An entirely new business was created that revolutionized the way the world has paid for goods and services ever since.

1949 — 1950 — 1952

1949: Frank couldn't pay for dinner because he forgot his wallet.

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After Reading

A. Choose the correct meaning of each word.

1. inconceivable (paragraph 1)			
	a. cannot have children	**b.** impossible to imagine	**c.** uncreative
2. impractical (paragraph 1)			
	a. not convenient	**b.** not usual	**c.** out of practice
3. limited (paragraph 2)			
	a. small company	**b.** kept within a boundary	**c.** disabled
4. status symbol (paragraph 2)			
	a. belonging to the state	**b.** brand name	**c.** sign of high social standing
5. cash in (paragraph 3)			
	a. to make money from	**b.** use a cash machine	**c.** to invest
6. franchise (paragraph 3)			
	a. a French product	**b.** a big corporation	**c.** branch of a company
7. revolutionize (paragraph 6)			
	a. greatly change	**b.** protest strongly	**c.** turn back

B. With the help of a dictionary, write down three words that start with the following prefixes, meaning "not":

in-: _____

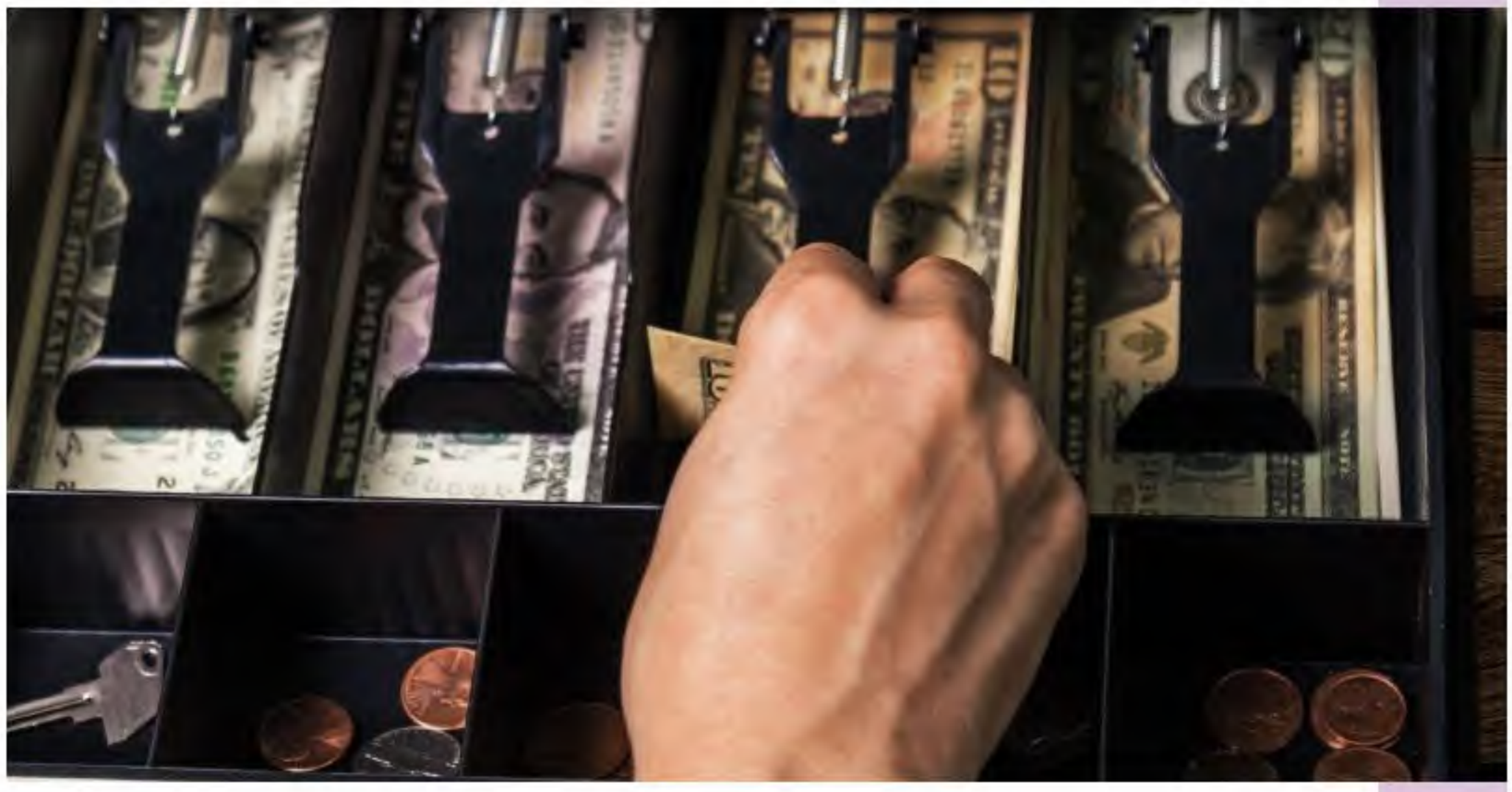
im-: _____

C. Answer the questions about the reading.

1. How long have credit cards been available?
2. Why was Frank McNamara embarrassed?
3. What did McNamara think was a silly restriction?
4. What phrase was used to describe the use of credit cards, in contrast to the phrase "paying in cash"?
5. What shows that the Diner's Club card was becoming popular?
6. What did the credit card represent to people who possessed one?
7. How did the use of credit cards expand?

Discussion

What do you think the world would be like without credit cards?



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10 Writing

A. Consider the following questions and discuss your ideas with a partner.

1. Do you have a cell phone? What do you use it for?
2. What type/brand of cell phone do you like? Why?
3. How would life be different if there were no cell phones?

B. Read "The Invention of The Cell Phone" and complete the timeline.

1. Write all the dates/years along the line in chronological order.
2. Make notes about what happened on each date.

Michael Faraday, research on electricity in space

1843 — 1865 — 1973

The Invention of the Cell Phone



The history of the cell phone goes back to Michael Faraday who researched into whether space could conduct electricity, in 1843. His work had a substantial effect on the development of cellular phones. Dr. Mahlon Loomis, a dentist, was the first person to communicate through the wireless atmosphere in 1865. He developed a method of transmitting and receiving messages through the atmosphere.

Dr. Martin Cooper is considered to be the inventor of the first portable cellular phone. He was the first person to use a cellular phone in 1973.

Cell phones went public in 1977 with trial testing in Chicago and eventually other cities in the US. As the cell phone became more popular, it drew the interest of large companies and was introduced in more places around the world.

The Cellular Technology Industry Association (CTIA), developed in 1988, set goals and standards for cellular phone providers.

In spite of consumer demand, it took cellular phone service nearly 40 years to become commercially accessible. It has now become one of the largest industries internationally with billions of users.

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C. Choose a product and find out as much as you can about it. Put the information on a timeline. Use the information to write about the product's history.

Year / Date	What happened

Writing Corner

When you write about a product/invention you need to:

- Look up sources, e.g. the Internet, articles, advertisements, manuals, and **collect data about the product/invention/gadget and its history**.
- Make sure you have the right **information about key people and/or organizations**.
- Select the information that you think will **interest your readers** most.
- Decide on the **key stages you want to focus on**. For example, cars have gone through multiple stages of development but you might choose to focus on 4 or 5 stages that you think affected development greatly.
- Organize **facts/events in chronological order**, that is, in the order they happened.

1. Now look at the text about the cell phone on page 56 and identify:
   Facts/events and how they are organized: _____
   Stages of development/number of stages: _____
   People/organizations involved: _____
2. Is the writer presenting the information in the text to people who are familiar with cell phones? How do you know?

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11 Form, Meaning and Function

Demonstrative Pronouns – Revision

Use demonstrative pronouns to point to objects.

	near	far
singular	**This**	**That**
plural	**These**	**Those**



Imperatives – Revision

Use the imperative for commands and instructions. Say please to be polite.

Also use the imperative to give advice.

FYI

The indefinite articles *a/an* come before singular nouns.
Use *a* before words that begin with a consonant sound.
Use *an* before words that begin with a vowel sound.

A. Work with a partner. Ask and answer about things you can see around you. Use ***this/that*** or ***these/those***.

A: What's this?
B: It's a pencil.



A: What are those?
B: They're keys.



B. Write your own advertising slogans. Turn the sentences into imperatives. Use your own ideas.

You should clean your teeth with Sparkle toothpaste. It will make your smile very bright.
Clean your teeth with Sparkle toothpaste for the brightest smile!

1. You must buy the new model of that tablet. It's light and very fast.

_____

2. When you spray this perfume Bliss, you will feel fresh and fragrant.

_____

3. If you want your pet to stay healthy, you should try Pet Foods. Your pet will be happy.

_____

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Possessive Adjectives

It's	**my** **your** **his** **her** **our** **their**	cell phone.

Possessive Pronouns

It's	**mine.** **yours.** **his.** **hers.** **ours.** **theirs.**

Question Word: *Whose*

Q: **Whose** credit card is this?

A: It's mine. It belongs to me.

Q: **Whose** shopping bags are these?

A: They're hers. They belong to that lady.

Pronoun: *One/Ones*

Q: Which coat do you like?

A: The green **one**.

Q: Which boots do you prefer?

A: The leather **ones**.



Quantitative: *Too, Enough*

This jacket is **too** small for me, and the shoes are **too** big.

The jacket is **not** big **enough** for me, and the shoes are **not** small **enough**.

C. Complete the conversation. Choose the correct words.

Mom: Which socks are (1. **your / yours**)?

Hameed: The black (2. **one / ones**). The red ones aren't (3. **my / mine**). I think they're Ali's. They're (4. **his / him**) size.

Mom: Is this (5. **your / yours**) hat?

Hammed: No. That's (6. **too / enough**) small for me. (7. **My / Mine**) is the blue one.

Mom: (8. **Whose / Who**) backpack is this?

Hammed: Which (9. **one / ones**)? Let me see ...

Mom: The blue (10. **ones / one**). And this football kit ... (11. **Whose / Who**) does this belong to? It's (12. **too / enough**) clean to be Ali's.

Hammed: That's (13. **mine / my**) football kit. I missed training on Saturday. Have you seen (14. **my / mine**) football boots?

Mom: Perhaps if you tidy up you might be able to find them yourself!

D. Look around your classroom. Work with a partner. Write a conversation similar to the one in exercise **C**. Role-play your conversation for your classmates.

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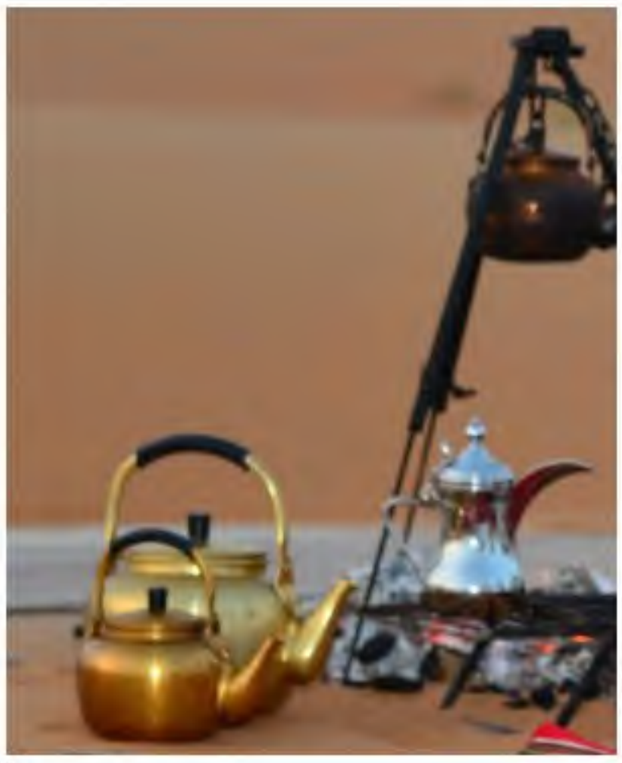
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12 Project

1. Work in groups. Choose a Saudi product to advertise internationally.
2. Use the organizer to make notes. Then use it to write a description of the product for a website or catalog advertisement. Use other advertisements in the unit as examples.
3. Find photos for your advertisement and present it in class. Choose the best advertisement.
4. Modify your advertisement so it can be used for a television commercial. Film or demonstrate in class.









Slogan





Product you want to advertise

Interesting words about it

How it is better than other products

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13 Self Reflection

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

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

Unit 4 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about commercials, ads, and product history			
describe products			
make comparisons			
use the passive			
use comparatives and superlatives			
use *as...as*			
use the verbs *look, smell, sound,* and *taste* with *like* + noun			
use indefinite articles: *a/an*			
use possessive adjectives and pronouns			
ask questions with *Whose*			
use *one/ones* and *too/enough*			

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



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5 Did You Hurt Yourself?

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1 Listen and Discuss

In which pictures did the people hurt themselves? How can they prevent that from happening? In which pictures were the people not hurt? Why weren't they hurt?

Common Accidents

Ouch! I got a shock.

So did I.

They didn't turn off the electricity, so they got a shock.

Did you hurt yourself?

No, I'm OK.

Because he was wearing a helmet and knee pads, he didn't hurt himself.

How did you cut yourself?

I tried to open the can with a knife.

The driver wasn't injured.

Neither was his friend.

They didn't hurt themselves because they were wearing seat belts.

If you use the wrong equipment, you might hurt yourself.

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The Most Common Causes of Automobile Crashes



An average of 20 Saudi Arabian residents die on the country's roads each day, according to a report by the Saudi General Directorate of Traffic. Approximately 1.35 million people die each year on the world's roads, or one person every 25 seconds!

1. **Distracted Drivers:** Many accidents occur when drivers don't pay attention and take their eyes off the road. Many occur when drivers are talking on their cell phones, adjusting the radio or CD player, or reading maps or even newspapers or other documents.
2. **Driver Fatigue:** Drowsy and tired drivers are a danger. They may misjudge traffic situations, fall asleep at the wheel, or go off the road. The most common time to encounter tired drivers is between 11 P.M. and 8 A.M.
3. **Speeding:** Speeding increases the risk of crashing, reduces the amount of time necessary to avoid a crash, and makes the crash more severe if it occurs.
4. **Aggressive Driving:** Here are some characteristics of aggressive drivers: They ignore the safety of others and take risks, such as by tailgating (driving too close to the driver in front), using rude gestures or verbal abuse, and not obeying traffic signs.
5. **Bad Weather:** Heavy rain, snowstorms, sandstorms, high winds, and fog make driving more difficult. Drivers may have trouble seeing the road clearly. Drivers should slow down, and if necessary, pull off the road until the conditions improve.

Quick Check ☑

A. Vocabulary. List the verbs that refer to injuries.

hurt

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

1. _____ The skateboarder didn't hurt himself because he had knee pads.
2. _____ Neither of the people who were working on the electronic device got a shock.
3. _____ The people in the car were hurt.
4. _____ The woman cut herself trying to open a can.
5. _____ Most road accidents are caused by the drivers themselves.

2 Pair Work

A. Find sentences that are facts about the accidents you read about. Make questions for those facts. In pairs, ask and answer the questions. See the example below.

How did the young man hurt himself?
He fell off his skateboard.

B. Share experiences about accidents.

I once slipped on a wet floor and broke my arm.
So did I.

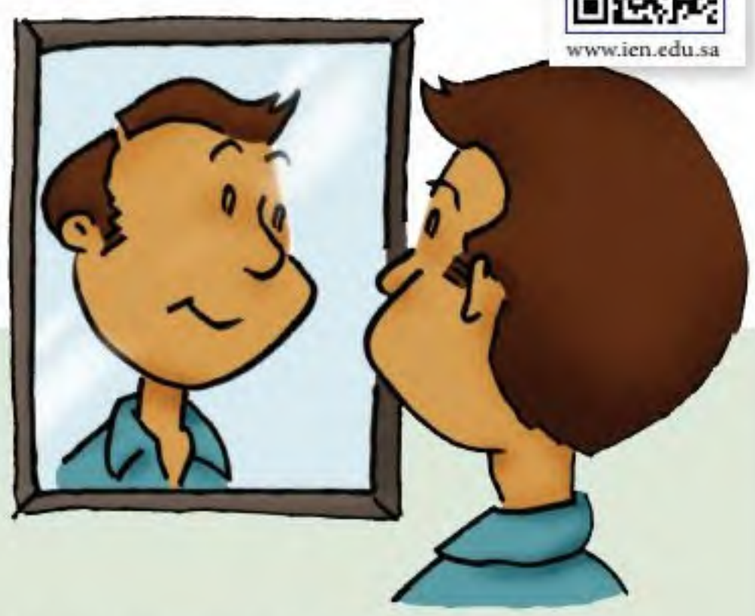
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3 Grammar

Read the *Most Common Causes of Automobile Crashes* again.
Find examples of: ***self/selves***; ***because/so***; ***neither/so***.
Think of how each one is used.



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

Reflexive Pronouns

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

myself	ourselves
yourself	yourselves
himself/herself/itself	themselves

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

Because versus *So*

The subordinate conjunction *because* introduces a reason—it tells why.
The conjunction *so* introduces a consequence or a result.

Most accidents happen **because** people don't pay attention.
He didn't turn off the electricity, **so** he got a shock.

So and *Neither*

So... and *Neither* both show agreement with the speaker.
So... shows agreement with an affirmative statement.
Neither... shows agreement with a negative statement.

A: I'm a careful driver.
B: **So** am I.

A: I'm not an aggressive driver.
B: **Neither** am I.

A: I hurt myself all the time.
B: **So** do I.

A: I very seldom cut myself.
B: **Neither** do I.

A: I burned myself on the stove.
B: **So** did I.

A: I didn't slip on the wet floor.
B: **Neither** did I.

A: I've been in one car accident in my life.
B: **So** have I.

A: I've never broken an arm or leg.
B: **Neither** have I.

A. Complete the sentences with the correct reflexive pronouns.

1. Sarah cut _____ while she was peeling potatoes.
2. The instructions on the box say: "Do it _____."
3. I burned _____ when I was making fries.
4. My grandfather slipped on a rug and hurt _____.
5. The people injured _____ when they were escaping from the bull.
6. We were interviewed for a TV show, and last night we saw _____ on Channel 9.

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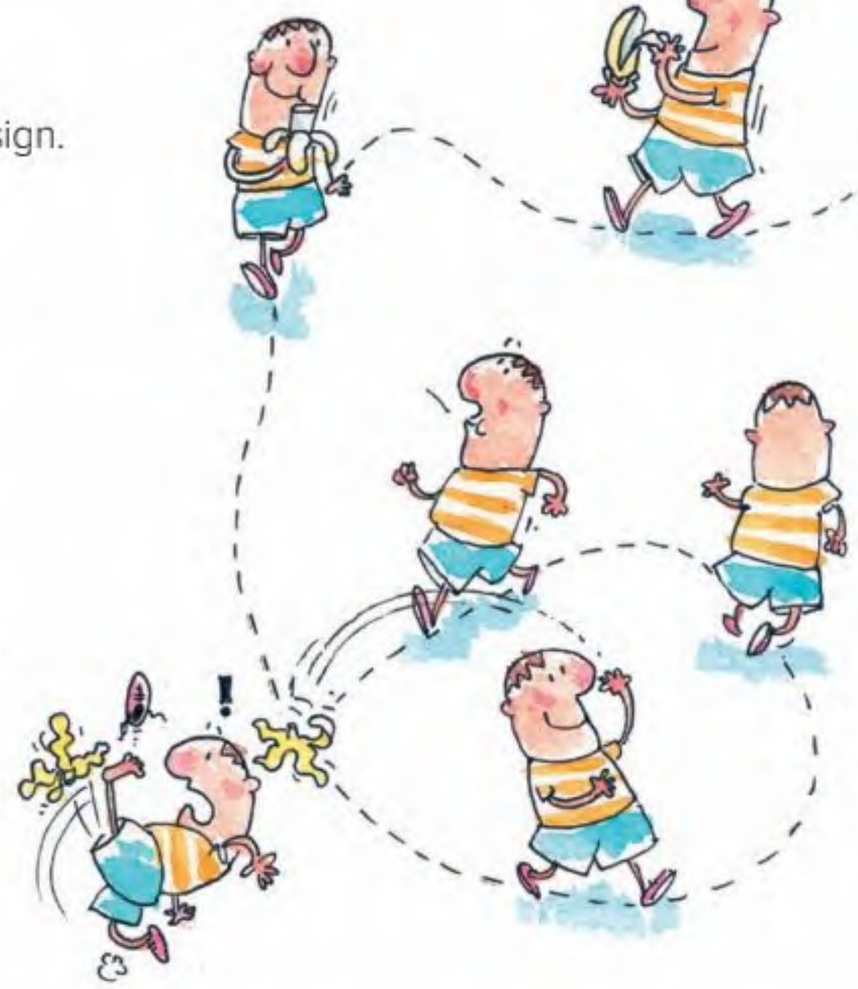
B. Join the sentences with ***so*** and ***because***.

Jake burned his arm. He went to the emergency room.
Jake burned his arm, so he went to the emergency room.
Jake went to the emergency room because he burned his arm.

1. The floor was wet. Ahmed slipped and fell.
2. Julian wasn't wearing a seat belt. He hit his head on the windshield.
3. The child got an electric shock. The child put his finger in the socket.
4. There wasn't any water to put out the fire. We had to use sand.
5. Abdullah fell off his bike. He was riding too fast.
6. I got my hands all blue. I didn't read the "Wet Paint" sign.

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

1. I didn't want to wake up late, _____ I used two alarm clocks.
2. Jerry called the emergency number 112 _____ there was an emergency.
3. I put my hand under cold running water _____ I burned myself.
4. More people turned up than I expected, _____ I cooked more food.
5. The mosquitoes didn't bite me _____ I had put on this repellent.
6. There were a lot of accidents at the intersection, _____ they installed traffic lights.





D. Show agreement with the following statements.

I always wear a seat belt in the car. — *So do I.*

1. I've never had an accident. _____
2. I need a new pair of sneakers. _____
3. I spent the evening watching TV. _____
4. I didn't know that Ibrahim was in the hospital. _____
5. I don't want to eat a lot of sugar. _____
6. I'm sorry to hear that Ali is moving. _____
7. I want to spend my vacation at the beach. _____
8. I once broke my arm. _____
9. I'm not tired even though it's midnight. _____



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4 Language in Context

Match the words with the pictures. Then make sentences to describe the pictures.

1. ___ sprain/ankle
2. ___ poke/eye
3. ___ fracture/arm
4. ___ burn/hand
5. ___ cut/finger
6. ___ break/nose

a 

b 

c 

d 

e 

f 

5 Listening

Listen to the child psychologist talk about household dangers for children. Mark the items he mentions.

pills		matches		sockets		refrigerator		hot liquids		bathroom	
knives		stove		doors		pots and pans		windows		superheroes	

6 Pronunciation

A. Listen. Note the common consonant clusters at the end of words. Then practice.

/lf/	/lt/	/nt/	/st/	/nd/
myself	result	accident	wrist	and
shelf	belt	restaurant	first	sand

B. Read the *Most Common Causes of Automobile Crashes* again. Find words that end with ***lf***, ***lt***, ***nt***, ***st***, and ***nd***. Practice reading the sentences that contain these words aloud.

7 About You

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

1. Have you ever had an accident of any kind?
2. Have you ever broken a bone or had stitches for a cut or wound?
3. Have you ever burned yourself? How did you do it?
4. Do you think some people have more accidents than others?
5. What are the most common kinds of accidents among people you know?

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8 Conversation

Read the conversation. Find words that end with ***lf***, ***lt***, ***nt***, ***st***, and ***nd***.
Practice reading the conversation in pairs.



Samir: So, how did you hurt yourself?

Jasem: I fell off my bike.

Samir: Really? So did I. My motorcycle skidded on a patch of oil on the road, and I crashed into a car. The last thing I remember was flying through the air and hitting the windshield. I woke up in the hospital.

Jasem: Were you wearing a helmet?

Samir: Yes, luckily I was. That's what probably saved my life. How about you?

Jasem: I was cycling in the park, so I didn't think I'd need a helmet. I don't like wearing helmets—they're uncomfortable and unattractive. This squirrel came out of nowhere. I swerved, lost my balance, and hit a tree. I got off lightly—only a few bruises and a bump on my head.

Samir: It was your lucky day!

Jasem: Yeah. That's too bad you broke both legs. You're going to be stuck in that wheelchair for a while, I guess.

Samir: Look at it this way—if I broke only one leg, there might not be enough room for all my friends to write their names on the cast. Hey, would you like to sign your name?

Real Talk

lucky day = a day of good fortune
stuck in = caught and unable to move out
I guess = expression to show that you're not totally sure about a statement
Look at it this way = There's a different way to think about something

About the Conversation

1. How did Samir hurt himself?
2. Why was he lucky?
3. How did Jasem hurt himself?
4. Why is he sorry for Samir?
5. What does Samir say about the casts on his legs?

Your Turn

Read the conversation again. Imagine you are Samir or Jasem. Describe your accident to a friend.

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9 Reading

Before Reading

Read the events. For each event, write one sentence that describes the happy or unhappy ending that the people had.



Unusual Accidents and Deaths

Many people are interested in stories of unusual accidents—some of these stories have happy endings, but some, unfortunately, have unhappy ones.

Unhappy Endings

According to the legend, the ancient Greek playwright Aeschylus was killed when an eagle dropped a tortoise on his head. The bird was trying to break the tortoise's shell on a rock in order to eat it. Aeschylus was bald, and the eagle thought the unfortunate man's head was a good rock on which it could break the shell.

An eight-foot tall ostrich was seen weaving through heavy traffic on a Saudi Arabian highway, near Abha. One of the drivers filmed the scene and uploaded it on the internet. No one tried to stop and catch the 180-kg bird that was taller than humans and ran at almost 70 km per hour. It had probably escaped from a farm and ran into heavy traffic instead of the wild.

Some people worry about being hit from things falling from outer space. There is only one person in all recorded history who has been killed by a meteorite—Manfredo Settala. The tragedy happened in 1680.

Ahmad Ali lost his eight-year-old son in a drowning accident at a friend's house. His son had been invited to join other children at a friend's house to play and swim in the pool. According to the invitation a lifeguard was going to be present. The young boy was really excited and begged his father to let him go. So, Ahmad Ali picked him up from school and drove him to his friend's house before 1:00 p.m. That was the last time he saw him alive.

Happy Endings

A German soldier was riding in the back seat of a World War I plane when the engine stalled as a result of an unusual gust of wind. He fell out of his seat while the plane was high above the ground. As he was falling, the plane's engine started again, and he landed back in his own seat. The pilot was then able to land the plane safely.

Bob Hail jumped out of an airplane in November 1972, but his main parachute failed to open. His backup parachute also failed. Bob dropped about 3,000 feet (900 meters) at 80 miles (128 km) per hour and hit the ground face first. After a moment, he got up and walked away with only minor injuries. It was an amazing escape.

In September 2007, Phil Lamattina escaped death when he was driving at over 300 miles (500 km) per hour in a drag race in Brisbane, Australia. Phil was racing down the track when his car became airborne, split in two, and burst into a fireball. He was knocked out, but he survived. Although he was in the midst of the ball of fire, Phil was burned only on the tip of his finger. When his brothers later showed him the video of the accident, Phil couldn't believe he was watching himself—and that he had such a lucky escape.

Railroad worker Phineas P. Gage was working with some dynamite when it exploded unexpectedly. A bar that was 3 feet (1 meter) long and that weighed 13 pounds (6 kg) went clear through his head. He remained conscious, but was unable to see out of his left eye. After a while, his sight returned, and he fully recovered.

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After Reading

A. Match the words with the meanings.

1. _____ bald	**a.** to explode
2. _____ to challenge	**b.** to throw with great force
3. _____ to weave through	**c.** to get better
4. _____ to hurl	**d.** having no hair on the head
5. _____ to burst	**e.** to contest or fight against
6. _____ to recover	**f.** to move through something by turning and avoiding

B. Complete the sentences about the reading.

1. The eagle dropped the tortoise on Aeschylus's head, and so _____.
2. The ostrich in the traffic had probably escaped _____.
3. Ahmad Ali agreed to take his son to his friend's house because _____.
4. Although Bob Hail had a backup parachute, _____.
5. When Phil saw the pictures of himself on the video, he _____.

Discussion

In groups, ask and answer the questions below. Agree or disagree with your group.

1. Which incident in the article do you think is the strangest or the most interesting? Why?
2. Where do ostriches normally live? Why do you think this ostrich escaped? How did people react to the scene?
3. Do you know anyone who avoided a bad accident? What happened?
4. Why do you think people are so interested in stories about other people's disasters?
5. Why do you think people risk their lives in dangerous sports like drag racing, Formula One racing, skydiving, and so on?



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10 Writing

A. Consider the following questions and discuss with a partner.

1. How many people drive in your family? How do you feel about driving?
2. What kind of car would you like to drive? Why?
3. Which age group causes more accidents: teenagers, people over 25, people over 60? Why?

B. Read the text and highlight the words and/or phrases that give information about:

THE ACCIDENT

What happened:
When it happened:
Where it happened:
How it happened:
Who caused it:
Who it happened to:
Why it happened:

Write the words and/or phrases next to the headings.
Now cover the text and use your notes to summarize the accident in your own words.
Use *so*, *because* and *although* to connect your ideas. For example:
Although he was wearing his seatbelt, he still hit his head.

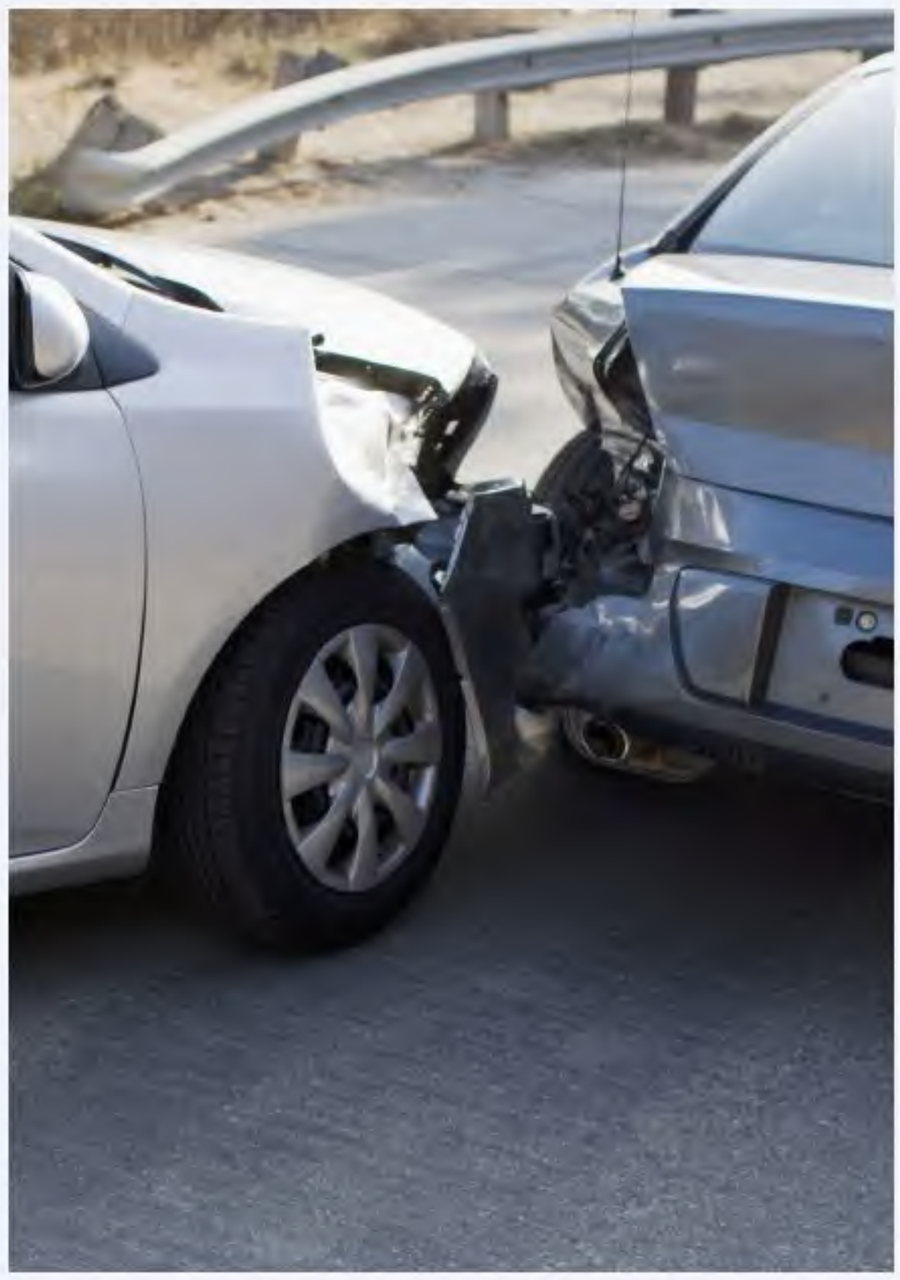
THE ACCIDENT

It was morning and my older brother was driving me to school. Suddenly, a speeding car crashed into us at an intersection and threw us into a telephone pole. I was, fortunately, wearing my seatbelt but I still managed to hit my face on the dashboard.

I was unconscious for some time and woke up as I was taken out of the car and put into an ambulance. The driver of the car that hit us was also in the ambulance. I heard him say he was 90 years old. I was 15, scared to death and likely to end up with a scarred face for life. I started yelling "Please stop driving! Stop driving!" I could not stop.

I don't know what happened to the man, I never saw him again.

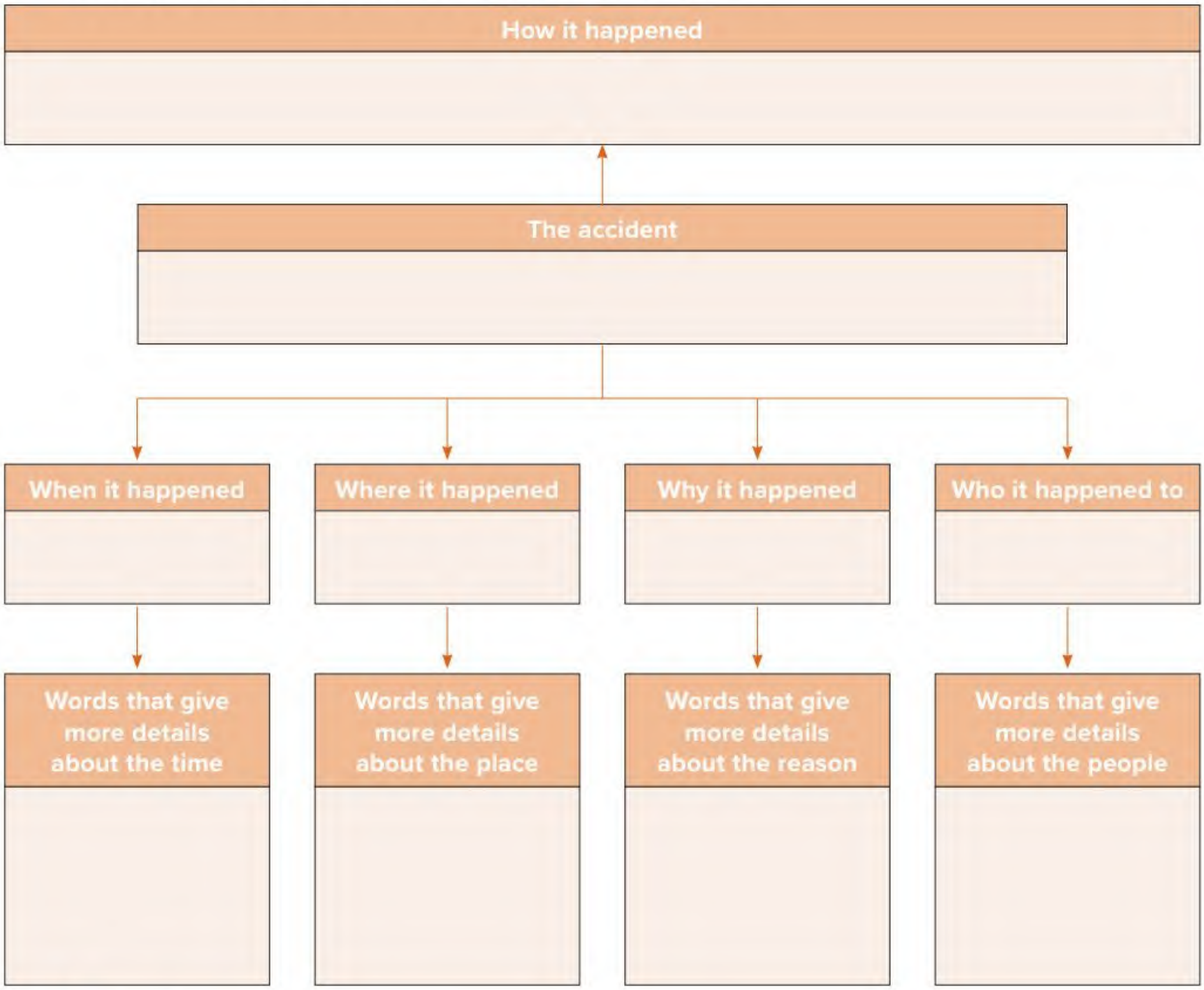
I was released from hospital two weeks later. Since then I have always been a cautious driver and advised others to be careful.



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C. Have you ever seen an accident? Have you recently heard or read about an accident? Write a short account of the event.

1. Complete the organizer with as much information as possible in note-form.
2. Write as many words and/or phrases as you can to describe the experience or the event.
3. Use your notes in the organizer to write an account of the accident.



Writing Corner

When you write an account of an accident and refer to an incident as an eye witness or as a participant:

- Focus on **important facts or details**, not everything.
- Do **not** use **very long**, complicated **sentences**.
- **Connect** events and reasons or causes when necessary, using: *so*, *because*, *although*, etc.
- **Help** your reader **visualize** a mental picture of the scene(s).

Now look at the text about the accident on page 76. How is it organized? What did you think of it? Why?

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11 Form, Meaning and Function

Modal Auxiliaries

Use *must* to talk about laws and rules. Use *should* to give advice.

You **must** stop at the traffic lights. You **should** drive under the speed limit.
You **must not** park on the sidewalk. You **shouldn't** eat when you're driving.

Note: *Must* is stronger than *should*. It has a more formal or official tone.

Adverbs of Manner

Adverbs of manner are normally formed by adding *-ly* to an adjective. They express how something is done.

How did he drive? He drove **slowly**.
How did she walk? She walked **quickly**.

Adjectives that end in *l* double the *l*: careful → carefull**y**

Note: Sometimes an adjective and an adverb have the same form:

He's a **fast** driver. He drives **fast**. He's a **hard** worker. He works **hard**.

The adverb form of *good* is *well*: He's a good player. He plays **well**.

A. Complete the conversations using your own words.

1. **A:** I'm afraid I'm running out of gas.
   B: You should _____.
2. **A:** The sign says 80 kilometers per hour, and I'm doing 90.
   B: Then you must _____.
3. **A:** I'm lost. I don't know which way to go.
   B: I think we should _____.
4. **A:** I need to make a phone call. Can you please hold the steering wheel?
   B: You must not _____.
5. **A:** The car won't start. There's plenty of gas. I wonder what the problem is.
   B: You should _____.



B. Complete the conversation. Use adverb forms of the adjectives in parentheses. Then practice the conversation with a partner.

A: Well, my son Brian drives _____ (reckless). He doesn't stop at stop signs, and he's usually over the speed limit. He's always in a hurry.

B: My son Alexander drives _____ (good), but he sometimes drives too _____ (fast). I'm afraid he's going to have an accident one of these days.

A: Well, Brian got a ticket because he was driving too _____ (fast). He had to go to a special class for people who drive _____ (dangerous). But he still doesn't drive _____ (careful). Next time he is going to lose his license.

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Prepositions of Place



The park is **across from** the school.



The bank is **between** the post office and the restaurant.



The pharmacy is **next to** the bookstore.



The bus stop is **on** the corner.



The museum is **near** the hotel.



The airport is **far from** town.

Note: To describe where we live, we can use the following prepositions:

I live **in** Jeddah. (*city*)

I live **on** the third floor. (*building*)

I live **on** First Avenue. (*street*)

Imperatives for Directions



Take a left. / Turn left.



Take a right. / Turn right.



Go straight.

C. Complete the conversations with the correct prepositions and imperatives.

A: Excuse me, where is the post office?

B: Go (1) _____ and (2) _____ left at the end of this street into Main Street. The post office is next (3) _____ the bookstore across (4) _____ the park.

A: Thank you.

A: So, what's to see in your city?

B: Why don't you visit the National Museum? It's (5) _____ Second Street. You can take the bus. The bus stop is (6) _____ the corner.

A: That's a great idea! Thanks!



A: Excuse me, can you tell me where the accounts department is?

B: Sure. (7) _____ straight down this corridor and take the elevator to the third floor. The accounts department is (8) _____ the third floor. When you come out of the elevator (9) _____ a right. It's at the end of that corridor (10) _____ to the cafeteria.

A: Thanks a lot.

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12 Project

According to a report by the Kingdom's General Directorate of Traffic, an average of 20 Saudi Arabian residents die on the country's roads each day. A recent survey reports that there are more than 450,000 traffic accidents every year.

1. Read the information in the box and find out more about road accidents in Saudi Arabia. Work in groups. You can try to collect information through the Internet, books and newspapers, and/or talk to adults.
2. Use the questions in the organizer to guide you. Make notes in the chart.
3. Prepare an accident prevention campaign. Think about what you are going to use such as:
   - a website
   - social networks
   - TV commercials
   - badges
   - a blog
   - advertisements
   - posters
   - lectures

   Add your own ideas.



	Questions	Your answers
1	Where do the accidents happen the most?	
2	What kind of accidents?	
3	What causes the accidents?	
4	How can these accidents be prevented?	
5	What can you tell people so these accidents won't happen?	
6	What changes should be made so that these accidents don't happen?	
7	What kind of a poster can you design to inform people about the information you collected above?	

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13 Self Reflection

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

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

Unit 5 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about accidents and accident prevention			
talk about cause and effect			
use reflexive pronouns			
use *because* versus *so*			
use *so* and *neither*			
use modal auxiliaries *must* and *should*			
use adverbs of manner			
use prepositions of place			
use imperatives for directions			

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

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6 Take My Advice

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1 Listen and Discuss

Do you look up web sites that give advice? What do you search for?

http://helpsite4u.com

Home • Search:

You've got questions?
We've got answers.

HelpSite4U
http://helpsite4u.com

Leisure | Health | Eating | Friends | Travel | School/College

This site has been developed to help people who have problems and don't know who to turn to for help. We hope you will use it and make the right choices for life!

Saying NO to junk food

- You want to stay healthy? Then you'd better stay away from fast food. Turn it down!
- The labels *fast food* or *junk food* refer to food that contains a lot of fat and is cooked in an unhealthy manner. Younger people tend to eat more junk food because of peer pressure.
- You should keep your principles and your sense of self-worth. You deserve healthy and nutritious food. So in the case of peer pressure, just say NO!

HOTLINE!
For help at any time, talk on the phone with one of our counselors. Click here for more information.

Weight Control



Anorexia

Anorexia is an eating disorder that affects people's appetites–usually because of emotional problems, stress, or pressure. This condition is quite common among teenagers, but it can also affect adults. The slim look is usually considered attractive by teenagers. So, in order to keep their weight down, these young people simply avoid food. Nowadays, there is a lot of information available about anorexia and a number of awareness-raising campaigns to prevent people from becoming anorexic.

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HelpSite4U
http://helpsite4u.com

Home • Menu • Search:

Keeping Fit

Fitness means "being in good physical condition—healthy and strong" and is usually associated with exercise. That is not the whole picture. In order to keep fit, you have to eat well, sleep well, and generally feel good about yourself.



Driving

Some tips on driving

- You should avoid:
  - driving too fast
  - driving through a red light
  - speaking on the phone while you are driving
  - overtaking other cars on a narrow road
  - racing
  - *drifting* on a busy road

Staying safe on the road

- You should always wear your seat belt, even for short distances.
- You ought to observe speed limits, especially when you drive through towns.
- Try to slow down at intersections even if you have right of way.
- You might check the route before you start, especially if you are going to a new place.

Quick Check ☑

A. Vocabulary. Underline the expressions of advice on the site.

B. Comprehension. Answer the questions about the site.

1. Who should you call in case of a problem?
2. What shouldn't young people do in order to keep slim?
3. Why do some young people avoid food?
4. What might you do in order to stay fit?
5. What should people do to stay safe on the road?

2 Pair Work

Find facts that give advice in the HelpSite4U and make questions for them. In pairs, ask and answer the questions.

- What should I do to lose weight?
- You ought to exercise, and you shouldn't eat a lot of junk food.

- I'm feeling depressed, and I don't know what to do?
- You'd better see a psychologist or a psychiatrist.

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3 Grammar

Modal Auxiliaries: *Should, Ought To, Might, Could*

Use *should*, *ought to*, *might*, and *could* to give advice.
Ought to is stronger than *should*. *Might* and *could* are less strong.

Question (?)	Affirmative (+)	Negative(–)
Should I stay, or **should** I go?	You **should** stay.	You **shouldn't** go.
	You **ought to** stay.	You **ought not to** go.
	You **might** stay.	
	You **could** stay.	

Had Better

Had better is used to give advice. It's stronger than *should* and *ought to*.
Note: *had* can be contracted to *'d*.

Question (?)	Affirmative (+)	Negative(–)
Should I take this medicine?	You**'d better** take it.	You**'d better not** take it.

Two-Word- and Three-Word Verbs

The meaning of two- and three-word verbs is often very different from the words taken separately.

1. **Verb + adverb particle**

to **put** something **off** (postpone)	They **put off** the meeting until next week.
to **give** something **up** (stop doing)	He **gave up** smoking for health reasons.
to **take** something **up** (begin)	I'm going to **take up** karate.
to **throw** something **away** (discard)	Don't **throw away** your old clothes.
to **turn** something **down** (refuse)	The committee **turned down** my proposal.

2. **Verb + adverb particle + preposition**

to **get along with** someone (be friendly)	I **get along** well **with** Fatima.
to **put up with** someone or something (accept a bad situation)	My boss is difficult to **put up with**.

Pronoun objects go between the verb and particle.
I can't find my old sneakers. Did you throw **them** away?
Nouns can go between the verb and particle or after the particle.
I threw the **sneakers** away. I threw away the **sneakers**.

A. Complete the sentences using the verbs in parentheses with pronoun objects.

I took off my sneakers and *put them away* in the locker. (put away)

1. When I received the form, I _____. (fill out)
2. I finished reading the book and _____ to the library. (take back)
3. His hair was too long, so he _____ for his passport photo. (cut off)
4. The magazines were old. That's why I _____. (throw away)
5. When you finish using the computer, please _____. (turn off)

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B. Substitute the words in parentheses with two-word and three-word verbs.

Thank you for your offer, but I'm going to have to *turn down* (refuse) your help.

1. I need to clean my closet and _____ (discard) a lot of old clothes.
2. We have to _____ (tolerate) our neighbors' loud voices every night.
3. I have to finish my big report. Can we _____ (postpone) our meeting for tonight?
4. Samuel wants to lose weight. He ought to _____ (begin) a sport like jogging. He should also _____ (stop) eating sweets.
5. I have a new person who shares my apartment. Unfortunately we _____ (not have a good relationship). I have to _____ (accept) his messy ways.

C. Give advice. What would you say in the following situations? Share advice with a partner.



A friend is going to travel by car in a foreign country.

You ought to take a good road map.

You'd better make sure to learn the meanings of signs.

1. A friend is looking for a hobby. Where can he go to find out more about hobbies?
2. A friend is trying to give up smoking.
3. A friend wants to lose weight.
4. A friend has very low self-esteem.
5. A friend is feeling down and depressed.

D. Write sentences using ***had better***.

Laura has been sick for a couple of days. It's time she saw a doctor.

She'd better see a doctor.

1. It's getting late. It's time you went home. _____
2. I haven't had a vacation for a long time. It's time I took one. _____
3. The kids have been playing all day. It's time they went to bed. _____
4. Our car is really falling apart. It's time we bought a new one. _____

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4 Language in Context

Read about Ali's lifestyle.
Give advice to deal with his stress using ***should, ought to,*** or ***had better***.

- Works 10 hours a day in the office
- Takes work to do at home on the weekend
- Drinks a lot of coffee
- Spends an hour and a half in traffic on his commute
- Doesn't have time to exercise
- Rarely goes out with friends
- Hasn't had a vacation in two years



5 Listening

Three teenagers are talking to Dr. Wise about their problems. Complete the chart.

	Problem	Doctor's Advice
Harvey		
Adel		
Saeed		

6 Pronunciation

A. Listen. Note that the main stress is on the second part of the two-word or three-word verb. Then practice.

put off I put **off** my new diet.

turn down I don't want to turn **down** a friend who asks for help.

put up with Ahmed has put **up** with the noise for a long time. Now he has had enough.

B. Read the advice website again. Find two-word and three-word verbs. Practice reading them aloud, putting the main stress on the second part.

7 About You

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

1. What are the most common problems for the people you know?
2. Do you know people that are either easy or difficult to get along with? Why is that so?
3. Do you know anyone who eats too much junk food? How can you help?
4. Do you know anyone who suffers from anorexia? How can you help?
5. Are you weight conscious? Explain.
6. Are you concerned about your health and fitness? Explain.

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8 Conversation

Underline the two-word and three-word verbs. Practice reading the conversation with a partner stressing the second part of the two-word and three-word verbs.

Hussain: Hey, Mohammed. You look upset. What's the matter?

Mohammed: I'm feeling down. It's all these exams coming up. There's so much pressure and everyone's calling me all the time, to ask about this or that. When I'm out they're constantly calling me on my cell phone to ask for help. If I say I can't speak, they want to know what time I will be available and where I will be so they can come over or call again. Why don't they call someone else?

Hussain: You ought to talk to them and explain that they can't expect you to be free to help everyone all the time. You have work to do as well.

Mohammed: I tried talking to them, but they say I'm being selfish, and looking out for myself and nobody else. Oh, I give up!

Hussain: They probably think you don't need to study; you know it all anyway.

Mohammed: Seriously? Of course, I need to study. I don't remember everything we've done. Do you get calls from classmates?

Hussain: Sure. They're pretty nervous about calling you, so they call me first to find out what kind of mood you're in. To be honest, I would be really happy if you talked to them. I don't know what to say to them anymore.

Real Talk

feeling down = feeling depressed

look out for myself = think only about yourself and not care about other people

To be honest = an expression used to make a statement stronger

About the Conversation

1. What's Mohammed's problem with his classmates?
2. What advice does Hussain give him?
3. Why does Hussain think their classmates keep on calling Mohammed?
4. Why do the other students call Hussain?
5. How does Hussain feel? What does he want Mohammed to do?

Your Turn

Work with a partner. Prepare a conversation in which a friend asks for your advice about a problem. Present the conversation to the class.

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9 Reading

Before Reading

1. Write down what you think are the main ingredients that attract people to junk food. Share your answers with the class.
2. List the factors that normally lead people to become addicted to junk food. Share your answers in groups.

Good eating habits contribute to health and fitness and make you feel strong. "What is so good about a diet of vegetables and fruit combined with lean meat, preferably chicken or fish?", you might ask. If you are very tired, hungry, and upset there is nothing better than a juicy beef burger with fries or a giant pizza, you think. That's probably true if your brain has gotten used to the pleasure felt when tasting junk food. But is it good for you? Does it help you stay fit and control your weight? How do you feel after you've had a meal? Are you sure it's not time to break the habit?

Breaking the habit—Getting healthy

The following is a checklist to help you decide if it's time for you or a friend to change eating habits. Just ONE "warning sign" should be enough reason to take action.

- ✔ You shouldn't think 'junk food' the minute you start feeling hungry. There never is an acceptable reason for this. It is a definite sign of a habit that is on the way to becoming an addiction.
- ✔ Comfort eating is usually associated with junk food and in general, high calorie food that is also high in carbohydrates [starch and sugar] and saturated fat. If you run to the nearest fast food chain every time you feel down, you know it is out of control.
- ✔ A healthy, nutritious meal does not have to be bland and boring. When pushed you can picture appetizing dishes that do not contain fries or fatty ingredients but you still prefer to get hold of a beef burger or a pizza. You know it's not the best food for you. You know that you are going to feel sleepy and tired after you have eaten.
- ✔ To be honest, healthy is a relative term. It all depends on what your alternatives are. There are 'healthier' choices you can make even at a fast food restaurant. You might, for example, order salad as a side dish instead of a second helping of fries. You could avoid condiments such as ketchup or mayonnaise, or eat a chicken burger. You know all this, you have promised yourself to do it next time you are there, but somehow it never happens. You keep on insisting that those dishes take longer to prepare.

But breaking a habit can leave you feeling down. Don't worry, this is quite common; and it shouldn't last very long if you stick to your decision to give up junk food.

- You ought to decide on your own if it's best to cut down on the amount of junk food you eat, gradually over a period of time, or whether it's best to stop altogether for some time.
- You should allow yourself some time to do it successfully
- You shouldn't give up simply because you were with friends and joined them for dinner at a fast food restaurant, or because you helped yourself to a few fries.
- Pick up some menus from different restaurants and read them carefully, paying attention to the ingredients of each dish. Then highlight the dishes that you find interesting.
- You might go to the supermarket and wander around making a list of all the food and ingredients that you find attractive.
- If a friend insists on offering you junk food, turn down the offer and treat yourself to something nice. The important thing is to regain control and only eat junk food when nothing else is available or very occasionally for a change.
- Make a list of all the things you enjoy doing but had to give up because you gained weight or do not feel energetic enough. Decide what you would like to do again and when. Set yourself goals that are achievable and enjoyable. Treat yourself right!



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After Reading

A. Answer ***true*** or ***false*** according to the information in the reading.

1. ____ Eating habits can probably affect the way one's brain operates.
2. ____ Associating hunger with fast food is a sign of addiction.
3. ____ Comfort eating is associated with healthy food.
4. ____ If you cannot stop eating junk food immediately, there is no hope of ever breaking the habit.

B. Complete the following sentences based on the reading.

1. Breaking your own rules occasionally should not make you _____.
2. If a friend insists on treating you to fast food _____.
3. You should decide if it's better for you to _____.
4. If you feel tired and drowsy after you eat, then you'd better _____.
5. Breaking a habit is difficult and makes you feel down; therefore you shouldn't _____.

Discussion

1. Do you think there are other reasons for giving up junk food?
2. Do you agree with the advice in the reading?
3. Have you ever tried to change your eating habits? Was it easy or difficult? Why?
4. What advice can you give someone who wants to change their eating habits or daily routine in order to get fit?



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10 Writing

A. Consider the following and discuss with a partner.

1. Do you have friends who live in another city or country? Do you write to them? Do you know anyone who does?
2. Would you like to move to another place? Why?
3. What would you miss if you moved to another town, city or country?
4. Read the letter and identify the problem.

Dear Faisal,

I hope you have had a good school year. I am sorry I haven't written sooner but it has been very busy and difficult for all of us. Moving to a different city has not been easy. I miss you and all our friends.



I have made some friends at my new school but I am still considered 'the new student' so I never get invited anywhere. I tried to invite some of my classmates during the holiday but only one turned up. The rest didn't even call to let me know that they couldn't come.

I have tried to be nice to everyone and give them and myself time to get to know each other but nothing has come of it. I have been feeling down for some time and I can't concentrate. My grades have dropped and I have gained a lot of weight because I get no exercise. They won't let me play football with them.



I feel like giving up on everything. All I do is go to school, come back home, do my homework, and play video games on my own. I don't know what to do.

If you have any tips, please write and tell me what to do and what not to do. I can't think straight any longer.

Hope to see you soon,

Nasser

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5. Read the letter again and make notes in the organizer.

The problem:	
The cause of the problem	**Your advice or solution to the problem**

6. Write your letter of advice to the person with the problem.

Writing Corner

When you write a letter of advice make sure you:

- **Repeat/echo** each problem in your own words to show the person that you have been "**listening**" and you **understand** what they are talking about.
- Put yourself in the person's place and **acknowledge feelings**.
- **Do not judge** the person, try to **help**.
- **Do not dictate** or patronize. Show empathy with the person. Make helpful suggestions about how they can improve their situation.
- Always close on a **hopeful note**, e.g. I am sure things will get better soon; they usually do. OR I believe you will deal with this in your own wonderful way; I've seen you do it before.

Make sure you use words and expressions such as:

I am really sorry to hear ... / I understand how you feel/ I would feel the same way/ I don't understand why people do this sort of thing...
I think, maybe, you should ... / How about ... ing/ Have you tried ... / I would ... but then again, you know best/ It's hard to imagine what it feels like .../ I wouldn't like to be in your place ...

Practice using some of this language by responding to these statements.

1. My computer crashed and all my emails were deleted. I don't know what to do.

   _____

   _____

2. My friend wants to borrow my camera. I've only had it for a month and it's a very expensive, sensitive camera that needs to be handled carefully. I don't know what to say.

   _____

   _____

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11 Form, Meaning and Function

Question Words: *How many, How much ...?*

To ask about the quantity of something we use *How much/How many ...?* We use *How much ... ?* with noncount nouns, and we use *How many...?* with plural count nouns.

Q: How much exercise do you do? **A:** I go to the gym twice a week.

Q: How many sisters do you have? **A:** I have three sisters.

Quantity Expressions: *much, many, a lot of, lots of, a few, a little*

Q: How **much** fruit do you usually eat? **A:** I eat **a lot of (lots of)** fruit every day.

Q: How **many** vegetables do you eat? **A:** I eat **a few** green vegetables every day./I **don't** eat **many** vegetables.

Q: How **much** salt do you eat? **A:** I eat **little** salt. It's not good for you./I **don't** eat **much** salt. It's not good for you.

A. Read the conversation between the doctor and Ahmed. Complete the gaps with a quantity expression. Add your own ideas.

Doctor: So, Ahmed, what's the problem?

Ahmed: I'm not feeling very well. I have a stomachache and I feel tired and dizzy.

Doctor: I see. You don't have a temperature. What's your diet like?

Ahmed: Well, I love ice-cream! I eat ice cream every day. I don't eat (1) _____ fruit or (2) _____ vegetables. I eat a (3) _____ carrots once or twice a week ...

Doctor: How much water do you drink?

Ahmed: I don't like water. I prefer fizzy drinks. I drink (4) _____ lemonade. That's my favorite!

Doctor: Hmmm...I see. How (5) _____ hours do you exercise a week?

Ahmed: Oh... I don't spend (6) _____ time at the gym. I prefer ...

B. Work with a partner. Role-play the conversation in exercise **A**. Add some ideas of your own.

C. Work with a partner. Ask and answer.

1. How much do you exercise?
2. How much water do you drink?
3. Do you eat junk food?
4. How much fruit do you eat?
5. How often do you go the doctor?



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Words Connected with Medicine and Clauses with *When*

Q: What do you do **when** you have a cold?

A: I usually take some aspirin.

Q: How do you feel **when** you exercise?

A: I feel great!

D. Work with a partner. Ask and answer the questions with *How do you feel when...?* Use the words in the box.

A: How do you feel when you lose something?

B: I feel angry and nervous.

afraid	bored	glad	nervous	sick	terrible
angry	excited	great	relaxed	sleepy	tired
bad	fine/OK	happy	sad	strong	wonderful

How do you feel when...

1. you exercise?
2. you eat a lot?
3. you need to go to the dentist?
4. you don't sleep well?
5. you have a headache?
6. you need to make an excuse?
7. you travel by plane?
8. you need to say goodbye to a friend?

E. Now tell your partner what you do in these situations. Ask and answer with *What do you do . . .?* Use the words in the box.

A: What do you do when you have a headache?

B: I take a painkiller.

take a painkiller	take vitamins	stay in bed
take medicine	take a cough syrup	use a cream
drink warm tea or milk	relax	get some sleep



What do you do when ...

1. you have toothache?
2. you have a rash?
3. you have flu?
4. you feel stressed and anxious?
5. you have a cough?
6. you feel tired?



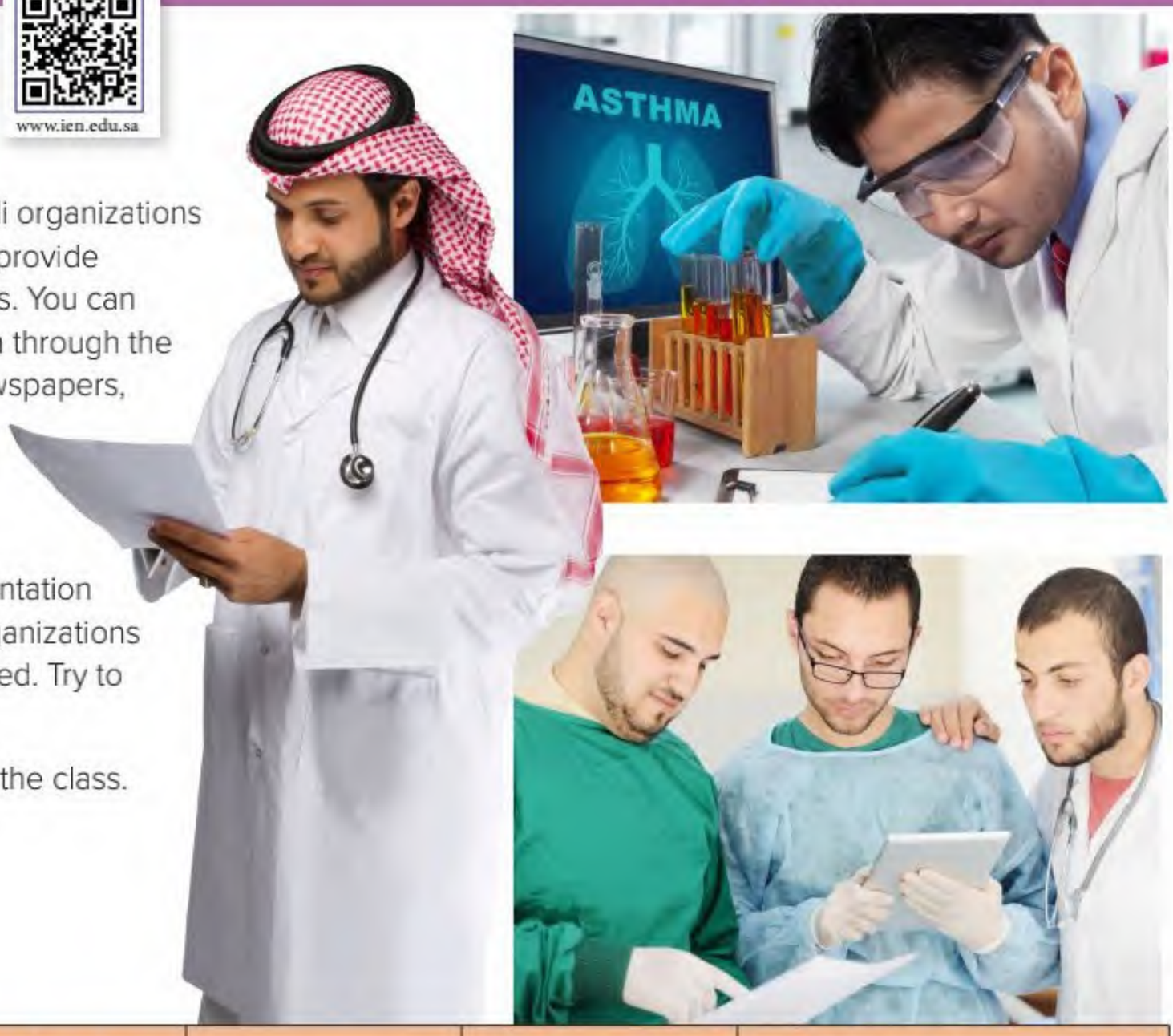
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12 Project

1. Research and find Saudi organizations in your community that provide services. Work in groups. You can try to collect information through the Internet, books and newspapers, and/or talk to adults.
2. Write the information in the chart.
3. Prepare a poster presentation on the organization/organizations that you have researched. Try to include photos.
4. Present your finding to the class.



Name of the organization	Service the organization provides	Where it is located	When it was started	Why your community needs the organization's services

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13 Self Reflection

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

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

Unit 6 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
discuss common problems			
ask for and give advice			
use the modal auxiliaries *should*, *ought to*, *might*, and *could* in questions and in the affirmative and negative			
use *had better* in questions and in the affirmative and negative			
use two-word and three-word verbs			
use question words: *How many, How much ...?*			
use quantity expressions: *much, many, a lot of, lots of, a few, a little*			
form clauses with *when*			

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

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EXPANSION Units 4–6

1 Language Review ☑

A. Give your advice or opinion about the following. Use ***should*** or ***shouldn't***.

You don't think it's a good idea to talk on the cell phone while you're driving.
You shouldn't talk on the cell phone while you're driving.

1. You think it's a good idea for your friend to take a math course.
_____.
2. You don't think it's a good idea for Saif to skate without a helmet.
_____.
3. You think it's a good idea for the police to do something more about crime.
_____.
4. You don't think it's a good idea for your friends to travel without a hotel reservation.
_____.

B. Now rewrite the sentences above using ***had better***.

You'd better not talk on the cell phone while you're driving.

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

C. Complete the sentences or write sentences using ***ought to***.

It's really a very good show. *You ought to see it.*

1. She has an important exam tomorrow, so _____.
2. Faisal, aren't you freezing in that T-shirt? _____.
3. It's past midnight. Don't you think _____?
4. That car just went through a red light. _____.

D. Complete the sentences with reflexive pronouns.

1. I finished the project all by _____. Nobody helped me.
2. If you want to make sure that nothing goes wrong, do it _____.
3. The students organized the project _____.
4. The president _____ said he was going to solve the problem.
5. The airbag _____ was OK, but the triggering mechanism didn't work.
6. We painted the house _____, so we didn't have to spend any money on labor.

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E. Substitute the words in parentheses with one of the following two-word verbs: **break down, get along, give up, put off, take up, throw away, turn down**.

1. His friend _____ smoking several years ago. (stopped)
2. I _____ swimming in order to keep fit. (started)
3. Mr. Johnson _____ an offer to work in Paris. (refused)
4. The meeting was _____ until further notice. (postponed)
5. My business partner and I _____, so we went our separate ways . (were not friendly)
6. Don't _____ your old bottles! Give them to us for recycling. (discard)
7. The president arrived late for the opening ceremony because the limo _____. (stopped running)

F. Complete the sentences with the following words: ***although, as soon as, in spite of, so, when***.

1. Do you know _____ Mr. Johnson will be back?
2. The plane arrived on time _____ the bad weather.
3. _____ the guests complained to the manager, the hotel didn't fix the dripping faucet.
4. They couldn't repair my laptop, _____ they gave me my money back.
5. I'll tell you about the results of the exam _____ I know them.

G. Write sentences with ***I wish***.

I must stay indoors as it's rainy. — *I wish the weather was good so that I could go out and play football.*

1. I received an average grade in math. _____
2. My friend gossips a lot. _____
3. Ahmed can't come to the game. _____
4. I'm not very tall. _____
5. I don't speak German. _____

H. Complete the conditional sentences using your own information.

1. If I had the time, _____
2. If I lived in _____
3. If I could change something about myself, _____
4. If I could be someone else, _____
5. If I could travel anywhere, _____

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2 Reading

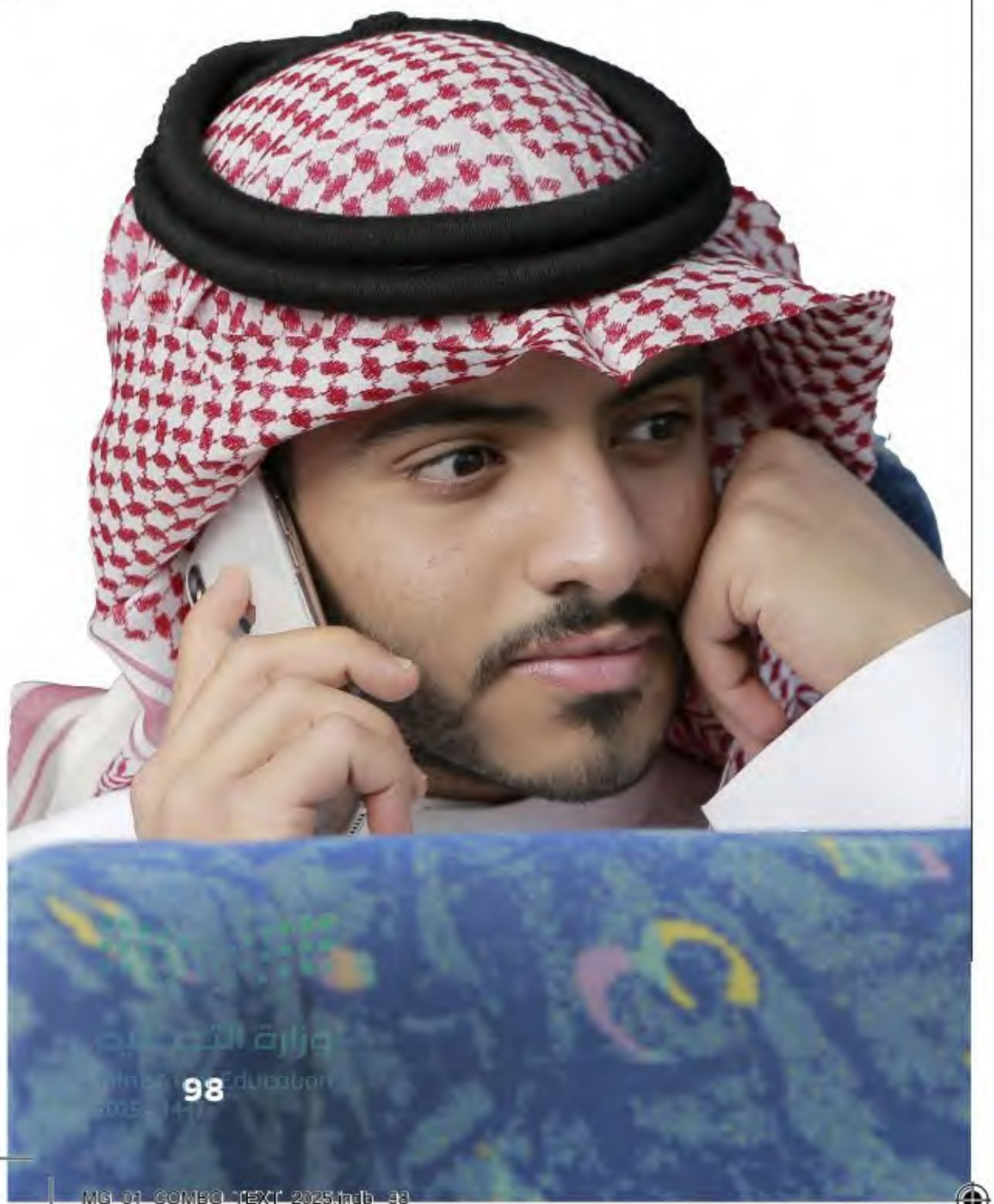
Before Reading

Make a list of things that make you feel stressed. Tell a partner.

Teenage Stress

Definition

Stress—the mental and physical strain or the nonspecific response of the body to any demand made upon it. Stress is a chemical reaction that takes place inside the body when there is a basic need to adapt to or resist changing internal or external influences. It is a response meant to return the body and mind to a state of equilibrium and balance.



The Causes of Stress

Although adolescence is often viewed by parents as a carefree period of life, some studies show that teenagers experience the most stress of all people. They can experience stress related to money, family problems, self-esteem, acceptance by their peers, getting accepted into college, choosing a career, and pressure to do well in school, sports, or clubs.

According to experts, one of the main reasons for stress is that childhood has gotten shorter, and the perception of children has changed. Since TV is available to all audiences, children can get messages that were probably meant for adults, and the dividing line between childhood and adulthood is less and less clear. Children do not play as many of their own games as they used to, and most of their games and sports nowadays are those preferred by adults. Youngsters wear similar clothing to that of adults, and they use adult language that was once never to be heard from a child. Young people these days are under tremendous pressure to achieve, to please, and to succeed. They are expected to adjust to social changes that past generations have never had to deal with. The demands made on preteens and teens by modern life have definitely increased the level of stress.

Tips for Dealing with Stress

All humans experience stress. It is a necessary part of life. The response to stress is what often needs to be controlled. A person's feelings, attitude, and outlook on life affect his or her ability to deal with stress.

- You should avoid unnecessary worry. Thinking about a problem in order to arrive at a solution can be positive, but constant worry is not constructive, and it accomplishes nothing. It usually just makes situations more stressful.

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- Read and listen to the Qur'an. It will help refresh your heart and mind. Remember that prayer and patience can combat stress and anxiety.
- Be thankful for what you have and start each day on a positive note. Remember that each day is a gift. Thank Almighty for the gift of life and greet the day with optimism and gratitude. Remember that you are not alone.
- Become better organized. Plan activities a step at a time so that parts are accomplished. This gives you more self-esteem and more reasonable deadlines.
- You should be aware of the symptoms of stress. Some symptoms are:
  moodiness; insomnia or other sleeping disorders; lowered body resistance to colds, flu, or other diseases; preoccupation with negative/angry thoughts or feelings; unusual behavior patterns; loss of appetite, or eating disorders such as anorexia or bulimia.
- When you know you have a problem with stress, try to solve it one step at a time. Part of the problem could be trying to do too much at once. You should take it in easy stages.

Conclusion

Stress doesn't need to be negative. Some doctors say that you should laugh and smile more frequently to help deal with stress. When you laugh and smile, your body relaxes, and the result is an overall positive reaction. Don't forget that it is the effort that counts more than the result.

After Reading

A. Match the words with the meanings.

1. _____ strain	**a.** person of the same age group
2. _____ adapt	**b.** opinion, often based on observation
3. _____ carefree	**c.** without worry
4. _____ self-esteem	**d.** worry, anxiety
5. _____ peer	**e.** feeling of personal worth
6. _____ perception	**f.** to change to fit a new situation

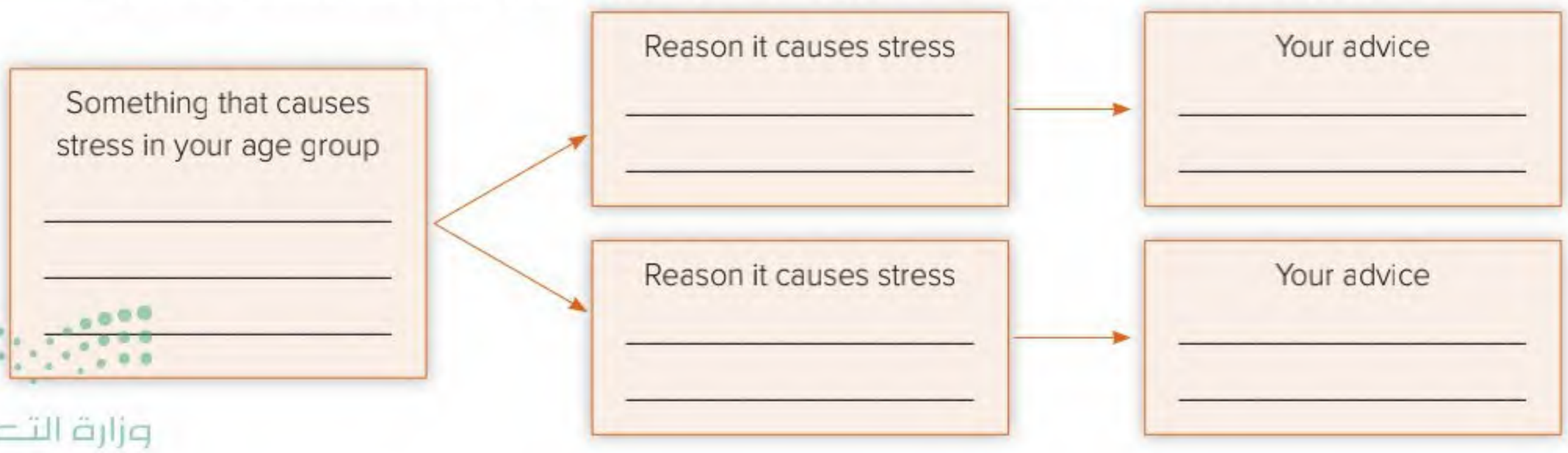
B. List the causes of stress for teens.

Discussion

Look at the list you made of things that make you feel stressed. In groups, ask others if the same things stress them out.

3 Writing

Write two or more important things that cause stress in your peers. Give some advice for handling these things. Copy the organizer below into your notebook and write your notes in it. Then use it to help you write.



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4 Chant Along

Flip-Flops



Flip-flops—
They're the latest fad—
Good for the kids, for mom and dad.
Flip-flops here,
Flip-flops there,
Everyone is flippin' with
flops everywhere.

They come in all colors, sizes, and styles.
You can walk around the block,
Or you can walk for miles.
They're lighter than air—
Just get yourself a pair.
You can wear them to the beach.
You can wear them anywhere.



Flip-flops—
They're the latest fad—
Good for the kids, for mom and dad.
Flip-flops here,
Flip-flops there,
Everyone is flippin' with
flops everywhere.

They're made of rubber, plastic, or leather.
Flip-flops are great in all kinds of weather.
People wear them in Milan.
People wear them in Japan.
The Scottish buy them for the entire clan.



Flip-flops—
They're the latest fad—
Good for the kids, for mom and dad.
Flip-flops here,
Flip-flops there,
Everyone is flippin' with
flops everywhere.
Flip-flops, they're TOPS!

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Vocabulary

A. Guess the meaning of the following words and expressions.

1. the latest fad _____
2. the entire clan _____
3. they're tops _____

B. What does the expression "Everyone's flippin' with flops everywhere" mean? Choose the answer.

a. everyone is walking **b.** people are crazy about flip-flops **c.** everyone turns upside down

Comprehension

Answer the questions about the chant.

1. What is the latest craze?
2. What are flip-flops made of?
3. Who wears them?
4. Where can they be worn?

Discussion

1. Do you wear flip-flops? Do people wear them in your country?
2. Discuss chants that you've heard on the radio or on TV and that have stuck in your head.
3. Do you think a good chant helps to sell a product?



5 Project

In a group, prepare a chant to advertise a product.
Present your chant to the class. Copy the organizer below in your notebook and write your notes in it. Then use it to help you write.

Product you are going to advertise	Words that answer your question	Words that end with the same sound
Who uses the products		
Where is the product used?		
Why do people like the product?		

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Vocabulary

1 Big Changes

VOCABULARY

Nouns

biologist
citizen
currency
exploration
federation
government
infrastructure
reunification
satellite
transmission

Nouns—Global issues

disease
economy
endangered species
fresh water
globalization
global warming
natural disaster
overpopulation
pollution
poverty
security
terrorism
traffic
unemployment

Verbs

affect
establish
initiate
launch
lose touch
obtain

Adjective

accessible
legendary
numerous

EXPRESSIONS

Idiom

take for granted

Real Talk

by the way
fit in
in fact
you see

2 Careers

VOCABULARY

Nouns

animation
animator
computer generated imagery (CGI)
flavor
microscope
qualification
sculptor
sculpture
showroom
staff
test tube
trend

Nouns—Personal qualities related to jobs

adaptability
analytical skills
flexibility
honesty
initiative
integrity
motivation
teamwork skills
work ethic

Verbs

design
end up
expand
experiment
visualize

Adjectives

challenging
creative
crucial
efficient
hands-on
hardworking
lucky
miniature
permanent
reliable
sociable
stuck

EXPRESSIONS

Real Talk

bored to death
day after day
day in and day out
luckily
talk someone out of it

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Vocabulary

3 What Will Be, Will Be

VOCABULARY

Nouns

appliance
character
exploration
glass
haircut
novel
prediction
robot
rocket
shard
shipwreck
skyscraper
steel
submarine
tentacle
vision
visionary
whale

Verbs

activate
attach
dive
monitor
optimize

Adjectives

gas-powered
high-speed

EXPRESSIONS

Real Talk

certainly
No kidding?

EXPANSION Units 1–3

VOCABULARY

Nouns

access
cell
composition
disinfectant
immune system
infection
lead
literacy
molecule
property
range

Verbs

attach
carry out
concoct
ward off

Adjectives

adept
articulate
conventional
integral
preventive
striking

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Vocabulary

4 The Art of Advertising

VOCABULARY

Nouns
brick
classic
combination
compact car
frame
fuel
legend
option
pedal
provider
triumph

Verbs
conduct
customize
devise
opt

Adjectives
bulky
portable
renewable
smooth
substantial
surgical
wireless

EXPRESSIONS

Real Talk
What are you up to?
What on earth . . . ?

5 Did You Hurt Yourself?

VOCABULARY

Nouns
badge
equipment
fog
helmet
injury
intersection
knee pad
ostrich
risk
shock
snowstorm

Verbs
adjust
avoid
crash
encounter
misjudge
obey
occur
pay attention
prevent
release
skid
speed
swerve
tailgate
weave

Verbs for injuries
break
burn
cut
die
fracture
poke
scar
slip
sprain

Adjectives
aggressive
cautious
distracted
drowsy
injured
rude
severe
unconscious

Reflexive pronouns
herself
himself
itself
myself
ourselves
themselves
yourself
yourselves

Conjunctions
because
so

EXPRESSIONS

Real Talk
I guess
look at it this way
lucky day
stuck in

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Vocabulary

6 Take My Advice

VOCABULARY

Nouns

anorexia
appetite
carbohydrate
counselor
eating disorder
fitness
peer pressure
principle
self-worth
substance
well-being

Verbs

avoid
gain weight
lose weight
regain

Adjectives

achievable
bland
depressed
illegal
lean
nutritious
old-fashioned
slim

Verbs and expressions for advice

could
had better
might
ought to
should

Two-word verbs

give up
put off
take up
throw away
turn down

Three-word verbs

cut down on
get along with
put up with

EXPRESSIONS

Real Talk

feeling down
look out for myself
to be honest

EXPANSION Units 4–6

VOCABULARY

Nouns

acceptance
adolescence
adulthood
attitude
childhood
clan
deadline
demand
equilibrium
expert
fad
flip-flop
influence
insomnia
leather
moodiness
outlook
perception
plastic
pressure
reaction
resistance
rubber
self-esteem
stage
strain
stress

Verbs

adapt to
combat
deal (with)
resist

Adjectives

carefree
constructive
external
internal
tremendous

EXPRESSIONS

Idioms

be aware of
related to

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Irregular Verbs

Base Form	Simple Past	Past Participle
be	was/were	been
become	became	become
break	broke	broken
buy	bought	bought
come	came	come
cut	cut	cut
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
fight	fought	fought
find	found	found
fly	flew	flown
get	got	gotten
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
hold	held	held
hurt	hurt	hurt
know	knew	known
leave	left	left
lend	lent	lent
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sew	sewed	sewn
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
think	thought	thought
throw	threw	thrown
wake (up)	woke (up)	woken (up)
wear	wore	worn
win	won	won
write	wrote	written

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MEGAGOAL 1 Audio Track List

CD1

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

CD2

2	Unit 4	**1**	Listen and Discuss
3	Unit 4	**2**	Pair Work
4	Unit 4	**5**	Listening
5	Unit 4	**6**	Pronunciation
6	Unit 4	**8**	Conversation
7	Unit 4	**9**	Reading
8	Unit 4	**10**	Writing
9	Unit 5	**1**	Listen and Discuss
10	Unit 5	**2**	Pair Work
11	Unit 5	**5**	Listening
12	Unit 5	**6**	Pronunciation
13	Unit 5	**8**	Conversation
14	Unit 5	**9**	Reading
15	Unit 5	**10**	Writing
16	Unit 6	**1**	Listen and Discuss
17	Unit 6	**2**	Pair Work
18	Unit 6	**5**	Listening
19	Unit 6	**6**	Pronunciation
20	Unit 6	**8**	Conversation
21	Unit 6	**9**	Reading
22	Unit 6	**10**	Writing
23	EXPANSION	**2**	Reading
24	Units 4–6	**4**	Chant Along

CD3

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

CD4

2	Unit 10	**1**	Listen and Discuss
3	Unit 10	**2**	Pair Work
4	Unit 10	**5**	Listening
5	Unit 10	**6**	Pronunciation
6	Unit 10	**8**	Conversation
7	Unit 10	**9**	Reading
8	Unit 10	**10**	Writing
9	Unit 11	**1**	Listen and Discuss
10	Unit 11	**2**	Pair Work
11	Unit 11	**5**	Listening
12	Unit 11	**6**	Pronunciation
13	Unit 11	**8**	Conversation
14	Unit 11	**9**	Reading
15	Unit 11	**10**	Writing
16	Unit 12	**1**	Listen and Discuss
17	Unit 12	**2**	Pair Work
18	Unit 12	**5**	Listening
19	Unit 12	**6**	Pronunciation
20	Unit 12	**8**	Conversation
21	Unit 12	**9**	Reading
22	Unit 12	**10**	Writing
23	EXPANSION	**2**	Reading
24	Units 10–12	**4**	Chant Along

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MEGA

GOAL 1

WORKBOOK

MANUEL DOS SANTOS
ELI GHAZEL - DANAE KOZANOGLOU

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Mc Graw Hill

MegaGoal 1 Workbook

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1 Big Changes

Part 1

A What global issue is shown in each picture? Use the words in the box.

overpopulation	**pollution**	**traffic**	**security**	**endangered species**
~~unemployment~~	**fresh water**	**economy**	**natural disaster**	**global warming**









unemployment

1. _____

2. _____

3. _____







4. _____

5. _____

6. _____







7. _____

8. _____

9. _____

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B Complete the information. Use the present tense.



My name **(1)** (be) _____ Carolina Richter. I **(2)** (live) _____ in the city of Blumenau, Santa Catarina, Brazil. I **(3)** (be) _____ 16 years old. I **(4)** (have) _____ a younger sister and an older brother. They **(5)** (watch) _____ TV every evening with my father. I **(6)** (do) _____ my homework in the same room. There **(7)** (be) _____ a television show on tonight about global warming. I **(8)** (be) _____ interested in global warming. It **(9)** (affect) _____ everyone and everything on Earth.

My science teacher **(10)** (want) _____ everyone to write a report on a global issue. My report **(11)** (be) _____ on the importance of the rain forest in Brazil. People **(12)** (take) _____ these huge forests for granted. Our Brazilian rain forest **(13)** (make) _____ about 20 percent of the Earth's oxygen. But every day people **(14)** (cut down) _____ or **(15)** (burn) _____ our rain forest. This **(16)** (mean) _____ less oxygen in the atmosphere. With less oxygen, there **(17)** (be) _____ more carbon dioxide in the atmosphere. This **(18)** (affect) _____ global warming.

My friends and I **(19)** (talk) _____ about this every day. We **(20)** (want) _____ to stop the destruction of the rain forests in Brazil and reduce global warming. In fact, all my family and friends **(21)** (know) _____ how important this is. But global warming **(22)** (be) _____ not just a Brazilian problem. The whole world **(23)** (need) _____ to help to reduce global warming.

C Answer the questions.

1. Where does Carolina live?

   _____

2. Who watches TV every evening?

   _____

3. What is Carolina interested in?

   _____

4. What do Carolina and her friends talk about every day?

   _____

5. Who needs to help reduce global warming?

   _____

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D Finish the conversation. Use the simple present or present progressive.



Alexa: Hi, Mrs. Lewis. Where **(1)** (be) _____ Grace?

Mrs. Lewis: She **(2)** (be) _____ still upstairs. I **(3)** (think) _____ she **(4)** (finish) _____ her project.

Alexa: What **(5)** (do) _____ you _____?

Mrs. Lewis: I **(6)** (make) _____ a pizza. **(7)** (be) _____ you hungry?

Alexa: Yes, I **(8)** (be) _____. Thanks.
Grace and I **(9)** (meet) _____ Mona and Sierra in a little while.

Mrs. Lewis: Really? I **(10)** (negative: know) _____ Sierra. Who **(11)** (be) _____ she?

Alexa: She **(12)** (live) _____ in Madrid. She **(13)** (visit) _____ Mona.
She **(14)** (be) _____ her cousin.

Mrs. Lewis: Where **(15)** (go) _____ you _____?

Alexa: There **(16)** (be) _____ a talk on Europe and globalization. Sierra and Mona **(17)** (want) _____ to go to hear it. Then Grace and I **(18)** (want) _____ to take them to an Indian restaurant for dinner.

Mrs. Lewis: I **(19)** (love) _____ Indian food!

Alexa: Why **(20)** (negative: come) _____ you _____ with us to the restaurant?

Mrs. Lewis: That **(21)** (be) _____ a great idea!

Alexa: Awesome! We **(22)** (have) _____ reservations for 9 o'clock.

E Complete a question for each answer.

Q: What is *Grace doing* **?**
A: She's finishing her project.

1. **Q:** Who _____?
   A: They're meeting Mona and Sierra.
2. **Q:** Who _____?
   A: She is Mona's cousin.
3. **Q:** Where _____?
   A: They want to go to a talk on Europe and globalization.
4. **Q:** Where _____ after the talk?
   A: They're going to an Indian restaurant.

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F Complete the sentences. Use the simple past.

Sandra is a biologist.

In 1980, her grandfather _was_ **a biologist, too.**

1. France uses the euro today.

In 1995, France _____ the franc for its currency.

2. Today my parents have three children.

In 2009, they _____ two children.

3. My country launches a lot of satellites each year.

Last year, it _____ 23 satellites.

4. Traffic increases all the time in my city.

It _____ 50 percent last year.

G Complete the sentences. Use the present perfect.

I (need) _have needed_ **a new pair of shoes for a long time.**

1. The city (want) _____ a park on King Abdulaziz Road for years.

2. Overpopulation and pollution (affect) _____ global warming.

3. My family (live) _____ in the same town for fifteen years.

4. We (lose) _____ touch with many of our cousins.

H Complete the paragraph. Use the simple past or the present perfect.

My brother and I **(1)** (go) _____ to the zoo yesterday. We **(2)** (see) _____ a lot of beautiful animals there. Some of the animals **(3)** (be) _____ on the endangered species list for a long time. I **(4)** (love) _____ the giant pandas. They **(5)** (be) _____ beautiful, and they **(6)** (be) _____ hungry, too! One of the pandas **(7)** (sit) _____ under a tree and **(8)** (eat) _____ a lot of leaves. Yesterday I **(9)** (learn) _____ that the giant panda **(10)** (be) _____ on the endangered species list since at least 1980.

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I READING

Read about Ellis Island in New York.



Between 1892 and 1954, most people who came to live in the United States passed through Ellis Island. During that time, more than 12 million immigrants had this experience. Sometimes more than 10,000 people would go through Ellis Island in a single day. Most of these newcomers came from Europe and almost all of them came across the Atlantic Ocean by steamship. The trip was very difficult. The food was terrible, the ships were usually crowded and dirty, and the weather was usually bad so a lot of people got sick.

After the immigrants got off the ship at Ellis Island, they first had to pass a medical test. Sometimes they would wait for hours to see a doctor. If they were sick, they were usually sent back home. Over 250,000 people were sent home between the years 1892 and 1954. Some of those refused entry were young children, so one or both parents would have to go back with them. For these people, it meant their dream of living in the United States was over.

Today Ellis Island is a museum. You can see pictures of what the immigrants and the ships looked like. You can also listen to recorded interviews of some of the immigrants as they tell stories about what it was like to come to this country. In spring 2001, *The Statue of Liberty-Ellis Island Foundation* started offering a new service. You can now trace your ancestors' records. Among other things, you can find out the name of the ship they came on, how old they were, and what nationality they were. Of course there is a fee for this service, but for many people it is worth it to find out more about their family members' first days in the New World.

Read the sentences about Ellis Island. Write ***T*** for ***True*** or ***F*** for ***False.***

1. _____ Ellis Island is in California.

2. _____ Immigrants came to Ellis Island and then had to pass a medical test.

3. _____ Today Ellis Island is a museum.

4. _____ Ellis Island was used between the years 1892 and 1954.

5. _____ Many people came to Ellis Island from Europe.

6. _____ The ships were clean and didn't have many people on them.

7. _____ The food on the ships was great.

8. _____ For most immigrants, the trip across the Atlantic was difficult.

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J Hameed just returned to Saudi Arabia from a business trip. How did he answer the immigration officer's questions? Write your ideas.



Q: What is your nationality?
A: *I am Saudi.*

1. **Q:** What city do you live in?
   A: _____
2. **Q:** Are you bringing back any fruit or vegetables?
   A: _____
3. **Q:** What countries have you visited?
   A: _____
4. **Q:** Why have you been out of the country?
   A: _____
5. **Q:** How long have you been out of the country?
   A: _____

K The introduction of personal computers and computer networks has changed the way people do things at work, at home, and at school. Write sentences about changes at:

Work:	_____ _____ _____
Home:	_____ _____ _____
School:	_____ _____ _____

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L Look at the picture. Have you been to this place? If you haven't, imagine that you went there and answer the questions below.



1. When did you go there?

   _____

2. How long did you stay there?

   _____

3. Where did you go?

   _____

4. What did you do?

   _____

5. What did you see?

   _____

6. What words describe the place?

   _____

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M WRITING

Get a picture of a place you like. Imagine that you went there. Complete the chart below and use it to write about your visit.

QUESTIONS	Your answers
Where did you go?	_____ _____
When did you go there?	_____ _____
How long did you stay there?	_____ _____
What happened there?	_____ _____
What did you see there?	_____ _____
What did you do there?	_____ _____
What words describe the place?	_____ _____

Adventure to _____

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N Complete the information. Use the simple past.



Yesterday, Saeed **(1)** _____ (not go) out because he **(2)** _____ (want) to write a report about natural disasters. He **(3)** _____ (wait) for his friends to come to discuss some ideas. His friends, Ali and Samir, **(4)** _____ (live) in the same town, but last week there **(5)** _____ (be) an earthquake. It **(6)** _____ (damage) part of the road. This **(7)** _____ (cause) a traffic problem, so the buses **(8)** _____ (not arrive) on time. The boys **(9)** _____ (decide) to ride to Saeed's house on their bicycles instead. Saeed **(10)** _____ (not think) they would come, so he **(11)** _____ (try) to start writing the report. His friends **(12)** _____ (reach) his house at lunch time. They **(13)** _____ (watch) a documentary about natural disasters around the world and then they **(14)** _____ (talk) about their effects. Saeed **(15)** _____ (make) notes of everything they **(16)** _____ (discuss). Last night, Saeed **(17)** _____ (sit) down and **(18)** _____ (complete) his report on his computer. He **(19)** _____ (want) to move to another country because he **(20)** _____ (not want) to live somewhere far away from natural disasters like earthquakes.

O Answer these questions.

Did Saeed go out yesterday? *No, he didn't. He stayed at home.*

1. What did he want to write? _____
2. Where did his friends live? _____
3. What did the earthquake do? _____
4. Did Saeed's friends go to his house by bus? _____
5. Did the boys read books about global warming? _____
6. When did Saeed complete his report? _____
7. Did Saeed want to leave his country? _____

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1 Big Changes



P Match the questions and answers.

1. _____ Were you watching the football match on your smartphone?
2. _____ Was Neil Armstrong traveling in space in June 1963?
3. _____ Was King Abdulaziz ruling the KSA in 1932?
4. _____ Were we getting behind schedule with our work?
5. _____ Was the Space Shuttle Discovery flying around the Earth in 1985?
6. _____ Were people using computers in 1900?

a. No they weren't.
b. Yes, it was.
c. Yes, you were.
d. No, he wasn't.
e. Yes, he was.
f. Yes, I was.

Q Complete the sentences with the correct simple past or past progressive form of the verb.

The Romans *were becoming* **(become) a powerful nation when they** *built* **(build) the Coliseum.**

1. Noura _____ (sleep) when the tsunami _____ (flood) the village.
2. We _____ (hear) the news about the Space Shuttle when it _____ (be) launched.
3. The officials _____ (not ration) food when the war first _____ (start).
4. When Edmund Halley _____ (locate) the comet, he _____ (study) the movement of the planets.
5. _____ Al-Battani _____ (travel) in Syria when he _____ (make) his astronomical observations?
6. His Royal Highness Prince Sultan bin Salman Al Saud _____ (represent) ARABSAT when he _____ (fly) in Discovery in 1985.

R Make sentences using ***when***.

1. Ahmed Zewail / teach in California / / win / the Nobel Prize

_____

2. they / cross the border from Iraq / / the earthquake happen

_____

3. the water supply / run out / / the rescue team arrive

_____

4. Sabah / do medical research / / the Internet go down?

_____

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2 Careers

A Write the word that describes each person.

initiative	**teamwork skills**	**honesty**	**work ethic**	**integrity**



1. Faisal works in a clothing store. He helps customers choose clothes, and he answers their questions. Faisal thinks that the store needs to sell hip and cool clothes. He has asked some customers about this, and they are interested in buying that style of clothes. He talked to his manager, and his manager was very happy with Faisal and his idea. In fact, the manager gave Faisal a promotion!

Faisal has _____.



2. Fahd is a doctor and works at a hospital. He has worked there for three years. He has never been late for work. Fahd has always done his job well, and he has never missed a day of work. He loves his job and always helps others. He often stays late to see his patients. Fahd has a strong _____.



3. Adel works in a bank. Yesterday morning he had a new customer. He lost his wallet at the bank. After lunch, Adel saw the wallet on the floor by his desk. He immediately called him. He returned to the bank, and Adel gave him the wallet. All his money was still in the wallet, and he was very happy. He gave Adel ﷼ 75 as a reward. Adel received the reward because of his _____ and _____.



4. Saeed has always liked to work with people. He's a manager in an advertising agency. Saeed is always interested in working with new clients. He is good at getting people to work together. That is an important part of his job. And he has always been successful because of this. Saeed has a lot of success at work because of his _____.

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B Read Tom's job application. Answer the questions about him. Use the present perfect progressive.

Job Application Form

Your Name:	Tom Chen
Address:	810 Piney Lane
	Paulding, MI 39348
Name of High School:	Robert Morris High School
Important Courses:	Computer Science, 3 years
	Math, 4 years
Languages:	Spanish, 3 years (reading, writing, speaking)
	French, 2 years (reading, writing)
Activities:	Basketball team, 4 years
Employer:	Ciao Italian Restaurant
Experience:	Answering phones, serving food
Length of Time at This Job:	2 years

Can Tom use a computer?

(use) *Yes. He's been using a computer for three years.*

1. Has he ever had a computer science class?
(take) _____

2. Does he know more than one language?
(speak) _____

3. Can he read French?
(study) _____

4. Does he play basketball?
(play) _____

5. Has he ever worked in a restaurant?
(work) _____

6. Does he know how to answer phones?
(answer) _____

C Now tell us about your skills. Use the present perfect progressive.

1. _____

2. _____

3. _____

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D Read what the people ***have been doing*** and what they ***have done***.
Complete each story. Use the present perfect progressive or the present perfect.
Sometimes either one is correct.



1. I'm a professional football player. I love to play football, and I (do) _____ it since I was a kid. I also like to win. My team (win) _____15 games so far this season. We practice a lot, and we (work) _____ all season on our teamwork skills. The team wins a match, not just one person. Our coach (tell) _____ us that a hundred times. It really is important to remember.

2. I'm a nurse. I (work) _____ in the same job since I was 22 years old. I (do) _____ the same thing for ten years. My job is never boring, and I really like to help people get well again. It's great to get a thank you card from a patient. In fact, lots of patients (send) _____ me cards, and I (keep) _____ all of them!

3. I'm a flight attendant, and I love my job. Sometimes we get some noisy people on a flight, and once in a while I have to work with an unpleasant passenger. But I have great communications skills, and passengers usually like me. I (do) _____ this for five years, and I (meet) _____ so many wonderful people. The hours are long, but after I (work) _____ for five days I get two days off. I (travel) _____ to five continents. It's a great job.

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E Omar is at a job interview. Mr. Al Zahrani is asking him some questions. Complete the conversation. Use ***good at*** + gerund or ***interested in*** + gerund.



Mr. Al Zahrani: What job are you interested in?

Omar: I'm **(1)** (work) _____ for you as an accountant.

Mr. Al Zahrani: How are your computer skills? Have you taken any computer science classes?

Omar: Yes. I got all A's in my computer science classes, and I'm **(2)** (use) _____ computers and different computer programs.

Mr. Al Zahrani: How are your communication skills?

Omar: I'm not very **(3)** (speak) _____ in public, but I am very **(4)** (write) _____ reports and emails.

Mr. Al Zahrani: Why do you want to be an accountant?

Omar: I'm **(5)** (use) _____ my analytical skills.

Mr. Al Zahrani: That's good. Tell me about your analytical skills.

Omar: I'm **(6)** (study) _____ a problem, and I'm **(7)** (find) _____ any mistakes, and then I'm very **(8)** (find) _____ a solution to a problem.

Mr. Al Zahrani: We want employees with a strong work ethic. We are **(9)** (have) _____ employees with lots of honesty and integrity.

Omar: I agree with you. Those are important qualities, and I have a very strong work ethic.

Mr. Al Zahrani: Very good. Thank you, Omar.

Omar: Thank you, Mr. Al Zahrani.

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F READING

Read the story, and answer the questions.



How many times have you been near a dangerous animal? How close have you been to a poisonous snake? Well Tony Kepler raises killer snakes for a living, and he loves his job. He has been working with them since he was a little boy, and he's not afraid of them at all.

Tony's father has been handling snakes for twenty years, and he has taught his son a lot about them. Now Tony is able to make money from snakes. He collects the venom from rattlesnakes found in the western part of the U.S. Venom is the liquid that comes out of the snake's fangs when it bites. Tony sends the venom to a lab, and the lab makes it into antivenin. When a poisonous snake bites a person, a doctor gives that person antivenin. This antivenin keeps the venom from killing the person. Tony has been earning his living this way for five years.

Tony's father has handled nearly 1,000 snakes in his lifetime. He has taught hundreds of people how to hold snakes. He has also shown them how to feed snakes and how to get venom from them. Not everyone can get used to the idea of picking up a snake. Many people heard scary stories about snakes when they were children and have been afraid of them ever since. Tony has been trying to educate people about the positive things snakes do. For one thing, they help control the rat and mouse population. Snakes are also very clean and quiet, and they rarely disturb humans.

Tony's job is very different from a lot of jobs, but it is a really important one. Without venom collectors, many people would be in real danger and some would die.

1. How long has Tony been working with snakes?

_____

2. How long has Tony's father been handling snakes?

_____

3. How many snakes has Tony's father handled?

_____

4. How long has Tony been earning his living from snakes?

_____

5. Why is Tony so comfortable around snakes?

_____

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G Look at the pictures. Write sentences about each person. Use the present perfect simple and the present perfect progressive. Also use ***interested in*** + gerund and ***good at*** + gerund.



Hameed

Hameed has been working in the company for five years.

1. _____
2. _____
3. _____



Ali

Ali is interested in becoming a surgeon.

4. _____
5. _____
6. _____

H You have applied for a teaching position. You are preparing for the interview. Write some of the questions that the interviewer might ask you.

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

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I Look at the two pictures and answer the questions below.



1. What do these people do?

2. What are the different things they need to do every day?

3. Are there any dangers in their jobs? What?

4. What are the good things about having each kind of job?

5. What are some words that describe each kind of job?

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J WRITING

Get a picture of a job you like. Imagine that you are applying for this job. Complete the chart below and use it to write a letter of application.

QUESTIONS	Your answers
What is the job?	_____ _____
What are the good things about this job?	_____ _____
What are the things that you need to do every day in this job?	_____ _____
What are some words that describe this job?	_____ _____
Why are you interested in this job?	_____ _____
What qualities do you have that are the right qualities for this job?	_____ _____
How are you preparing for this kind of job?	_____ _____

Dear Sir,

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K Complete a question and an answer for each prompt.



Hashim / do / journalist *What does Hashim do?* *He's a journalist.*

where / work / newspaper *Where does he work?* *He works for a newspaper.*

1. Rana / do / nurse _____

where / work / hospital _____

2. you / do / chef _____

where / work / hotel restaurant _____

3. your uncles / do / lawyers _____

where / work / office _____

4. Aisha's father / do / sales manager _____

where / work / shopping mall _____

5. Faisal / do / car mechanic _____

where / work / garage _____

L Complete the conversation. Circle the correct answers.

Yahya: Hi. I'm Yahya Abdullah. I'm a photographer. I [1] (**work / works**) for a sports magazine in Riyadh.

Gregory: That's a great job. I'm Gregory Hunter.

Yousef: What [2] (**do you do / you are doing**)?

Gregory: I'm a football coach. I coach the players in a club here. And my wife is a teacher. She isn't at the school now. [3] (**On / In**) weekends, she [4] (**doesn't work / don't work**). She's at home.

Yahya: Do you [5] (**have / has**) any friends here?

Gregory: Yes, [6] (**I do / I has**). My friends are Ali and Samir. They are standing over there.

Yahya: What [7] (**they do / do they do**)?

Gregory: They're football players. They [8] (**play / playing**) for a team in Jeddah.

Yahya: That's interesting. [9] (**When / What**) do they train?

Gregory: They train [10] (**at / on**) weekdays, from seven [11] (**at / to**) ten every evening.

Yahya: My brother plays football [12] (**in / on**) the evenings, too. He's in a team in Dubai. They're playing [13] (**at / to**) nine o'clock tonight. Do you want to watch the match?

Gregory: Thanks, but no, I [14] (**don't watch / don't**). My plane leaves at ten.

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2 Careers



M Complete the sentences with ***who*** or ***which***.

1. What's the name of the girl _____ sits next to Amal in school?
2. This is the stadium _____ our team plays in.
3. That's the new restaurant _____ is really expensive
4. Is that the helpful taxi driver _____ brought us to the hotel yesterday?
5. The web designers _____ made the company website are excellent at their job.
6. A journalist _____ works for a newspaper in Riyadh was at the airport.

N Make sentences using ***while***. Use the past progressive.

journalists / wait to ask questions / / team / leave stadium

The journalists were waiting to ask questions while the team was leaving the stadium

1. some passengers / sleep / / pilot / land plane

_____

2. baby / cry / / Nawal / talk on the phone

_____

3. it / rain / / we / play tennis

_____

4. Faisal / work on the weekends / / he / study at university

_____

5. I / do my science homework / / my sisters / watch a film

_____

6. Dan / organize the conference / / you / prepare your speech

_____

O Complete the text. Write one word in each gap.

Last year, Asma **(1)** _____ studying for her medical degree **(2)** _____ she and her sister **(3)** _____ staying with their aunt and uncle in Edinburgh. Her aunt, **(4)** _____ worked in a hospital there, **(5)** _____ helping her with her studies. Asma applied for a job in a hospital **(6)** _____ is in her town. Now she's a trainee nurse there. She really enjoys helping people **(7)** _____ are sick.



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3 What Will Be, Will Be

A Dr. Ali has written a novel about the future. Mr. Saleh is interviewing him for a television show. Complete the conversation with ***will*** and the words in parentheses. Use ***Of course*** or ***I hope not*** where needed.

Mr. Saleh: Your new novel is very interesting. You did a lot of research. **(1)** (tell) _____ you _____ our viewers about life in the future?

Dr. Ali: **(2)** _____. I **(3)** (be) _____ happy to answer your questions.

Mr. Saleh: **(4)** (work) _____ people _____ longer hours in the future than they do now?

Dr. Ali: **(5)** _____! In the future we probably **(6)** (not / work) _____ as much. We **(7)** (have) _____ much more leisure time.



Mr. Saleh: I've heard about smart cars—cars that do all the driving. **(8)** (spend) _____ we _____ a lot of our leisure time going places in these cars?

Dr. Ali: **(9)** _____. We **(10)** (not / need) _____ our smart cars to go places. We **(11)** (live) _____ in smart houses. And thanks to virtual reality we **(12)** (be able to) _____ talk to people anywhere in the world, and it **(13)** (feel) _____ like they're in the room with us.

B Now Mr. Saleh asks Dr. Ali about robots in the future. Complete the interview with ***be going to*** and the words in parentheses. Use ***I think so*** or ***I don't think so*** where needed.

Mr. Saleh: In your novel, your main character is a robot. **(1)** (become) _____ robots _____ part of our lives anytime soon?

Dr. Ali: **(2)** _____. In a few years, stores **(3)** (sell) _____ robots to clean your rugs and cut your grass.

Mr. Saleh: **(4)** (be) _____ robots _____ smart enough to be companions to people?

Dr. Ali: Actually, in this century, robots **(5)** (pass) _____ humans in intelligence. And people **(6)** (have) _____ robots as co-workers.

Mr. Saleh: I **(7)** (go) _____ back to school then! If I don't, I **(8)** (not / know) _____ what to say to them!

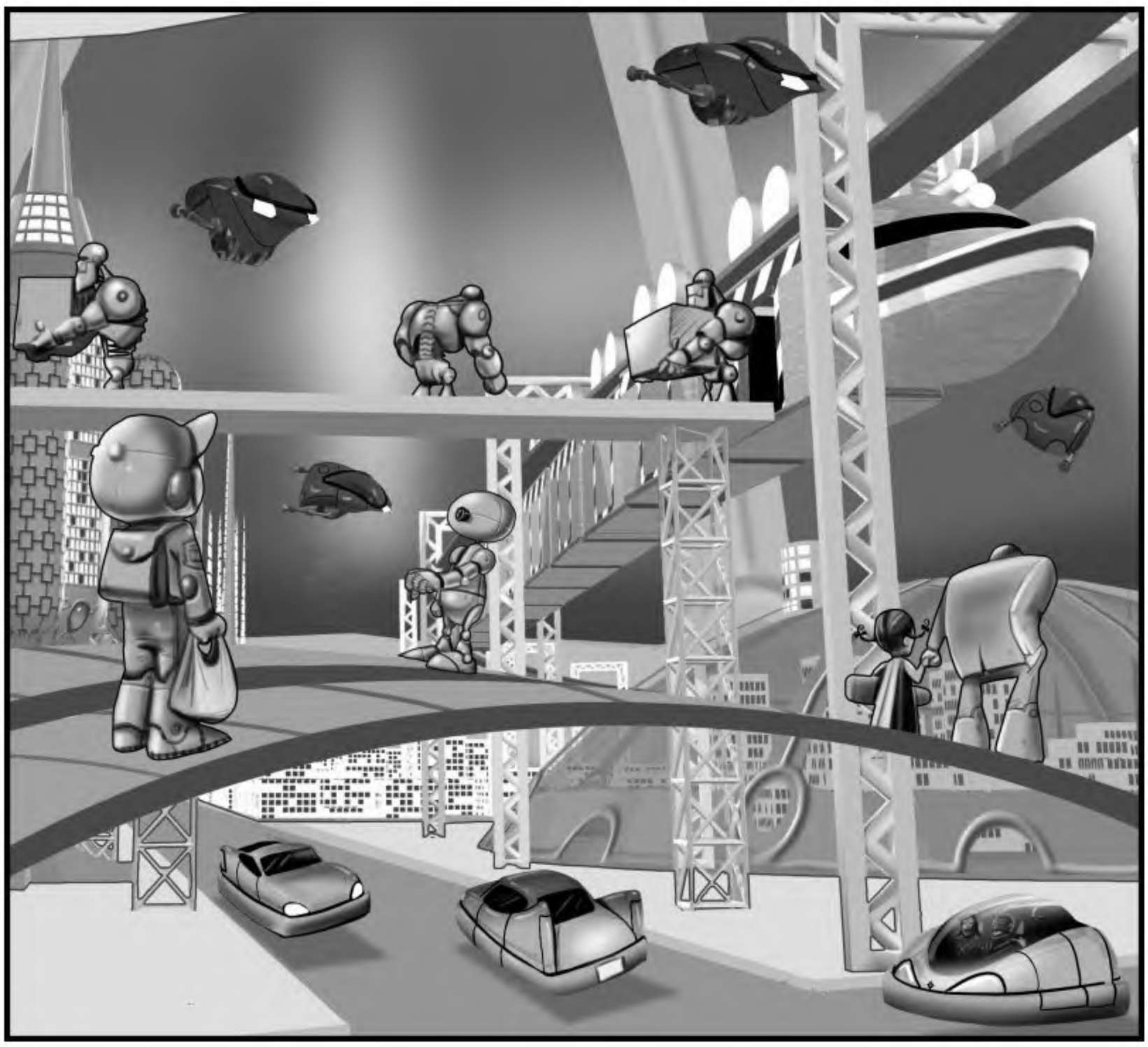


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3 What Will Be, Will Be

C Look at the picture. Write six sentences with ***will***, ***won't***, or ***be going to*** to make predictions about cities of the future.



Cities of the future won't have parks.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

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D Read the conversation. Choose ***will*** or ***be going to***. Use ***will*** for predictions and ***going to*** for plans. Sometimes either one is correct.

Mr. Huston: Tell me, Adnan, what are your plans for next year, after you graduate.

Adnan: Well, I (**1**) will travel / am going to travel in the summer. Probably, I (**2**) will visit / am going to visit India and China.

Mr. Huston: That's exciting. (**3**) Will you go / Are you going to go with friends?

Adnan: I am not sure. Probably I (**4**) will spend / am going to spend some time traveling. If my friends want to come along, that'll be great!

Mr. Huston: (**5**) Are you going to stay / Will you stay with friends?

Adnan: I hope so.

E Fadwa is writing an email to her friend Nawal, and Nawal sends an email back. Complete their emails using ***will*** or ***be going to***. Use ***will*** for predictions and ***be going to*** for plans. Sometimes either one is correct.

Reply | Reply to all | Forward | Delete | Print

To: nawal@megagoal.com
Subject: vacation

Hi Nawal,
I have awesome news to tell you. Next week I **(1)** (fly) _____ to Abha. I **(2)** (go) _____ with my family, and we **(3)** (spend) _____ the whole month of June there! Probably it **(4)** (take) _____ 20 hours to travel there. Not fun! Oh, no! I don't have anything to read on the plane. Maybe I **(5)** (buy) _____ a big novel at the airport. Have fun at work next week!
Fadwa

Reply | Reply to all | Forward | Delete | Print

To: fadwa@megagoal.com
Subject: Re: vacation

Hi Fadwa,
You are so lucky! I think work **(6)** (be) _____ busy next week and during all of June. Maybe I **(7)** (go) _____ with you to Abha. Have fun!
Nawal

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3 What Will Be, Will Be

F What about you? Answer the questions using the future progressive.

1. What will you be doing next week?

_____

2. What will you be doing this summer?

_____

3. What are you going to be doing in five years?

_____

4. What are you going to be doing in 10 years?

_____

G Look at the photos. Answer the questions. Use the future progressive and short answers.









Is your little brother going to be playing video games with us?

No, he isn't. He's going to be getting a haircut.

1. Will Dana still be reading that novel next week?

_____

2. Will they be seeing any whales on their vacation?

_____

3. Are we going to be diving in a submarine?

_____

4. Are Khaled and his wife going to be taking the high-speed train to Paris?

_____

5. Will you be playing video games tomorrow?

_____



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H READING

Read the article. Answer the questions.



Looking Ahead

The future is hard to see and plan—even for experts. Read the quotations below:

- "It will be years—not in my [life] time—before a woman will become prime minister [of the United Kingdom]." Baroness Margaret Thatcher said this in 1974, just five years before she became the first female British Prime Minister.
- "There is no reason anyone would want a computer in their home." Ken Olsen, who started Digital Equipment Corporation, said this in 1977.
- "It will take at least 200 years to put a man on the moon." Experts at the magazine *Science Digest* wrote this in 1948.

Yet some predictions are amazingly accurate. At about the same time that *Science Digest* made its prediction, British writer Arthur C. Clarke predicted a moon landing and missed the date by just one year. What are some of Clarke's more recent predictions?

- Space travel will soon become common.
- Within the next 1,000 years, we will be plugged into an Internet that lets us download the libraries of distant planets.

Will these predictions come true? No one knows right now. But there is one thing we can be quite certain about: Science and technology has become more and more important and it will affect our future in very powerful ways.

Will the end result be positive, helping people live longer, happier lives? Or will it be negative, perhaps destroying the environment through pollution and global warming?

The answer will probably depend on how we decide to use science and technology. For this reason, it is important to think carefully about the future. Maybe we can't predict it accurately, but we need to think about what could happen and how our lives will be in the future.

1. Find one prediction that did not come true.

   _____

2. What did Arthur C. Clarke accurately predict?

   _____

3. What is another prediction that Clarke has made?

   _____

4. What is one thing about the future that we can be sure of?

   _____

5. Will science and technology have a positive or negative effect on the future?

   _____

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3 What Will Be, Will Be

I Predict your best friend's future. Use the words in the box or your own ideas.

move	**be**	**get**	**fall**	**find**
work	**go**	**have**	**travel**	**live**

Pat will be a big success. He will finish first in his class in school.
He won't get married until he's 30 years old.
He'll be living in a fabulous apartment in New York City.

1. _____

2. _____

3. _____

4. _____

5. _____

J What are your plans for the weekend? Think about things that you have planned are sure about and some things you are thinking of doing but are not certain. Write about Friday and Saturday.

On Friday, _____

_____

_____

_____

_____

On Saturday, _____

_____

_____

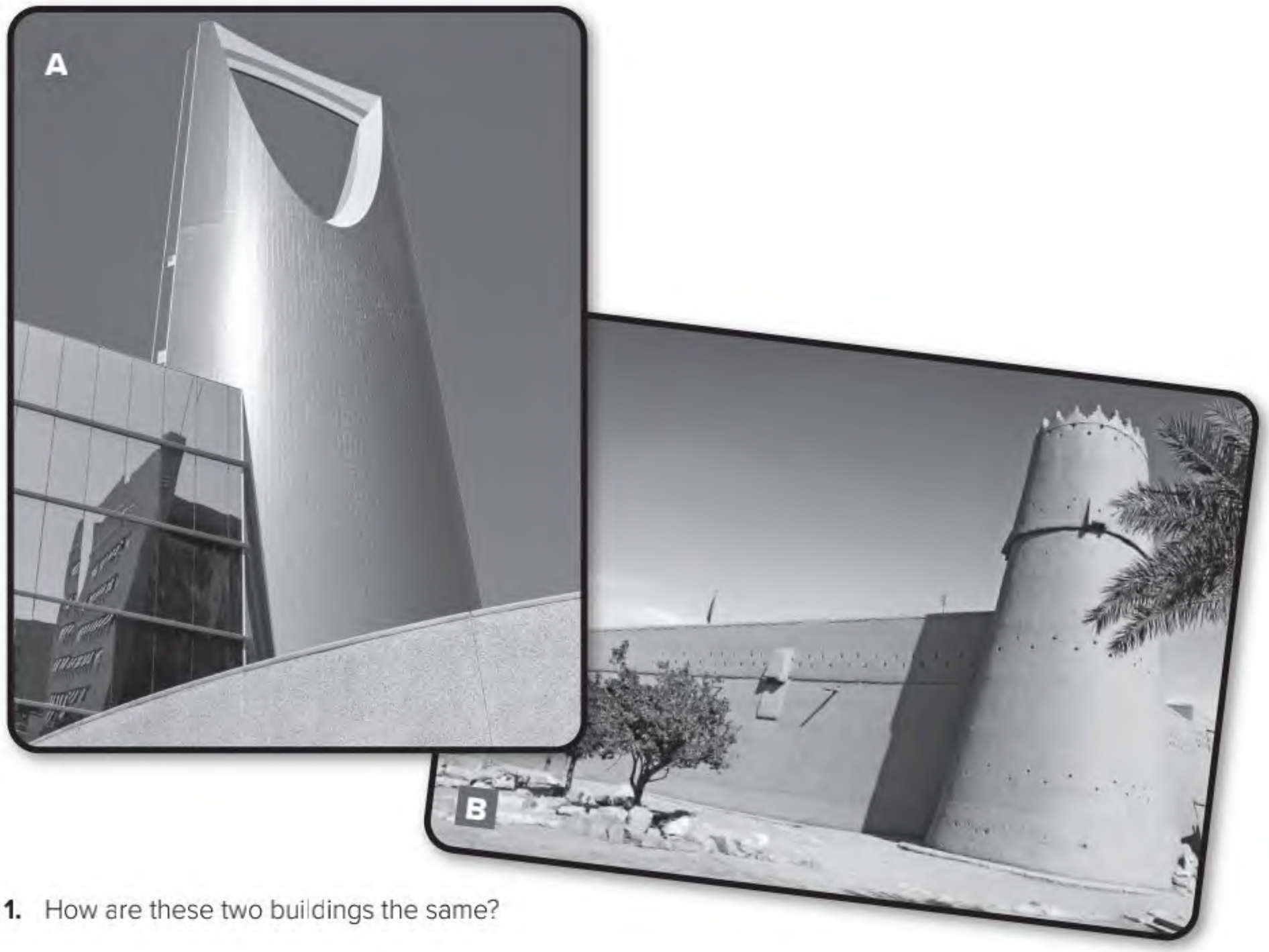
_____

_____

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K Look at the two pictures A and B. Answer the questions below.



1. How are these two buildings the same?

_____

_____

_____

2. How are these buildings different?

_____

_____

_____

3. How will the buildings change in 50 years?

_____

_____

_____

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L WRITING

Get a picture of your town or city in Saudi Arabia. Complete the chart below and use it to write what your town or city will be like in the future.

Tasks	Your notes	Your notes on how you think it will change in the future
Write a list of **things** that you see in the picture	_____ _____ _____	_____ _____ _____
Write a list of words that **describe** what you can see in the picture	_____ _____ _____	_____ _____ _____
Write a list of words to describe what you can see **happening** in the picture	_____ _____ _____	_____ _____ _____

The Future As I See It

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M Choose the correct verb for each sentence.

1. _____ to the exhibition with me tomorrow?

a. Do you come **b.** You come **c.** Are you coming

2. Ned is from New York. He _____ English in Riyadh at the moment.

a. teaches **b.** is teaching **c.** teach

3. When _____ his new books coming out?

a. are **b.** do **c.** is

4. Researchers _____ the cause of the illness.

a. aren't understanding **b.** not understand **c.** don't understand

5. Press this switch. It _____ the robot.

a. activate **b.** is activating **c.** activates

6. Hussain is a pilot, but he _____ today.

a. isn't flying **b.** flies not **c.** aren't flying

7. _____ his car to college every day?

a. Does Ali drive **b.** Ali drives **c.** Is Ali driving

8. Nice car! _____ on clean fuel?

a. Does it run **b.** Runs **c.** Is it running

N Read the statements and questions. Match the responses.

1. _____ Let's design a class website.

2. _____ What are you going to do tomorrow?

3. _____ Are you going to the school Science Fair next week?

4. _____ How about making a science fiction film?

5. _____ Will your father help us with the school project?

6. _____ Why don't we enter the school technology competition?

a. Yes, I am.

b. Yes, why not? We might win a prize.

c. I'm going to find a technician to repair my computer.

d. Great idea! Let's work out the plot.

e. Yes, he will.

f. We can't. Our Internet connection is not good enough.





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3 What Will Be, Will Be

O Answer the questions. Use ***probably*** or ***maybe*** and a future tense

1. What are you going to do on your next vacation?

   _____

2. Where will you go?

   _____

3. How will you get there?

   _____

P Complete the tag questions. Then complete the responses.



A: The oceans won't cover the Earth in 100 years, *will they?*
B: *No, they won't. They will probably cover some islands.*

1. **A:** Your parents don't speak English, _____ ?

   B: _____

2. **A:** The school will close for the vacations soon, _____ ?

   B: _____

3. **A:** It doesn't rain often in Saudi Arabia, _____ ?

   B: _____

4. **A:** Your friends are not all scientists, _____ ?

   B: _____

5. **A:** The weather usually gets extremely hot here in the summer, _____ ?

   B: _____

6. **A:** We won't drive the same kind of cars in the future, _____ ?

   B: _____

7. **A:** Your mother isn't from Jeddah, _____ ?

   B: _____

8. **A:** You're going to study in the United States next year, _____ ?

   B: _____

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EXPANSION Units 1–3

A Complete the sentences. Use the words in the box.

natural disaster	**motivation**	**traffic**	**rockets**	**microscope**
satellites	**global warming**	**qualifications**	**steel**	

1. Hotter summers are an effect of _____.

2. _____ in Los Angeles is a big problem because there are so many cars.

3. Rakan has a real _____ to work. He wants to buy a car.

4. A lot of _____ is used in the construction of tall buildings.

5. A hurricane is a _____ that affects cities near the ocean.

6. A biologist uses a _____ to see very small things.

7. Yahya's _____ for the job include accounting and language skills.

8. Scientists launch _____ to send _____ into space.

B Put each word in the correct group. Then add one or two more words to each group.

satellite	**pollution**	**flexibility**	**rocket**
adaptability	**poverty**	**microscope**	**honesty**
submarine	**integrity**	**disease**	**overpopulation**

Global Issues	Personal Qualities	Scientific Tools
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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EXPANSION Units 1–3

C Faisal is talking to his friend Ali about a job. Ali works in a doctor's office.
Complete the conversation. Use the present progressive.

Ali: Where **(1)** (live) _____ you _____ now?

Faisal: I **(2)** (live) _____ in Al Ulayya. My address is 18 Al Al Khawarizmi Street, Al Ulayya, Al Riyadh.

Ali: What courses **(3)** (take) _____ you _____ right now?

Faisal: I **(4)** (take) _____ computer science, math, English, Arabic, geography, and PE.

Ali: **(5)** (work) _____ you _____?

Faisal: No. I **(6)** (negative: work) _____, yet. But I **(7)** (look) _____ for a job.

Ali: Dr. Ibrahim **(8)** (look) _____ for someone to work in this office. Can you use a computer?

Faisal: Yes, I can.

Ali: Can you bring a copy of your résumé?

Faisal: I **(9)** (go) _____ home right now. I can bring it back this afternoon.

Ali: Great! I'll see you this afternoon.

D Majid and Ali are shopping at the mall. Complete their conversation.
Use the present perfect or the present perfect progressive.

Majid: How long **(1)** (work) _____ you _____ at the restaurant?

Ali: I **(2)** (work) _____ there for three months.

Majid: How do you like it?

Ali: The job is fun. I **(3)** (meet) _____ a lot of people. But I **(4)** (negative: make) _____ a lot of money!

Majid: Are you still thinking of buying a new computer?

Ali: Yes. But I still don't have enough money.

Majid: How long **(5)** (save) _____ you _____ your money?

Ali: I **(6)** (save) _____since September.

Majid: **(7)** (try) _____ you _____ to work a lot of hours?

Ali: Yes! That's why I **(8)** (be) _____ so tired! I **(9)** (go) _____ to school, then to work, then home. That's all I **(10)** (do) _____ for the past three months!

Majid: Well, at least you **(11)** (negative: spend) _____ any money!

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EXPANSION Units 1–3

E Complete the conversation. Use ***will*** to make predictions and ***be going to*** to describe a plan.

Adel: What do you think your little brother **(1)** (do) _____ when he grows up?

Hussain: I think he **(2)** (be) _____ a writer.

Adel: Why?

Hussain: He is always writing stories in English, and he probably hopes that someone **(3)** (publish)_____ them. I **(4)** (give) _____ him computer lessons next year.

Adel: **(5)** (buy) _____ you _____ him a computer?

Hussain: No. My parents **(6)** (get) _____ him one at the end of the school year.

Adel: Do you think he **(7)** (be) _____ a good writer?

Hussain: I hope so. He **(8)** (take) _____ lessons from the best teacher I know!

Wait... Let me show you one of his stories. It's here in my phone somewhere.

F Use the words in parentheses to write sentences to describe continuous actions in the future.

1. (my brother / will / attend)

This time next year, _____ college.

2. (you / will / attend)

_____ college then, too?

3. (I / going to be / work)

No. _____ to save money for college.

4. (you / going to be / live)

_____ at home?

5. (I / will / save)

Yes. I _____ even more money that way.

6. (you / not going to be / work)

Well, I hope _____ too hard.

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EXPANSION Units 1–3

G Look at the photo of Laura and Edson. Make four predictions about each of them. What will they do next week? What will they do this summer? What are they going to study at college? What jobs are they going to have after college?

Laura



1. _____

2. _____

3. _____

4. _____

Edson



1. _____

2. _____

3. _____

4. _____

H Sometimes personal dreams come true, and sometimes they don't. It's interesting to see what can happen. Interview your mother or father or another relative. Take notes in a chart.

my mother's personal dream	What happened?	What's next?
1. *go to college*	*She went to college in Jeddah. She got a degree in biology.*	*She wants her children to finish college. She wants them to study in the United States for one year.*
2.		
3.		
4.		

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EXPANSION Units 1–3

I Look at the two pictures A and B. Answer the questions below.



1. List two things that each person does.

_____

_____

2. List the qualities that each person must have.

_____

_____

3. Write what they needed to study in order to do the job.

_____

_____

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EXPANSION Units 1–3

J WRITING

Find a picture of a job that you would like to do in the future. Complete the chart below and use it to write an essay on your dream job.

My Dream Job

_____

What I need to be able to do	What my qualifications should be	What I should study at school and university
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

My Dream Job

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4 The Art of Advertising

A Complete the story. Use the words in the box.

smooth	**compact**	**options**	**customize**	**classic**

Imad wanted to buy a car. He went for a walk last week, and he saw a small, (**1**) _____ car that he liked. It was parked on the street. He went to a car dealership to look at new cars. With a new car, you can (**2**) _____ it to have exactly what you want. But a new car would be too expensive for Imad. A friend told him to call his neighbor Abdullah. He was trying to sell his old car because he had just bought a new one. Imad went to his neighbor's house and looked at the car.

Abdullah showed him the ad that he had written. It listed all the (**3**) _____ that came with the car. It was not as small as a compact car, but it was not too big. His neighbor said that the car was called a (**4**) _____ and that it would never go out of style. The interior was clean and simple. And it would provide a very (**5**) _____ ride. Imad thought it was a great deal. He paid for the car and Abdullah gave him the keys. It was a great day for Imad!



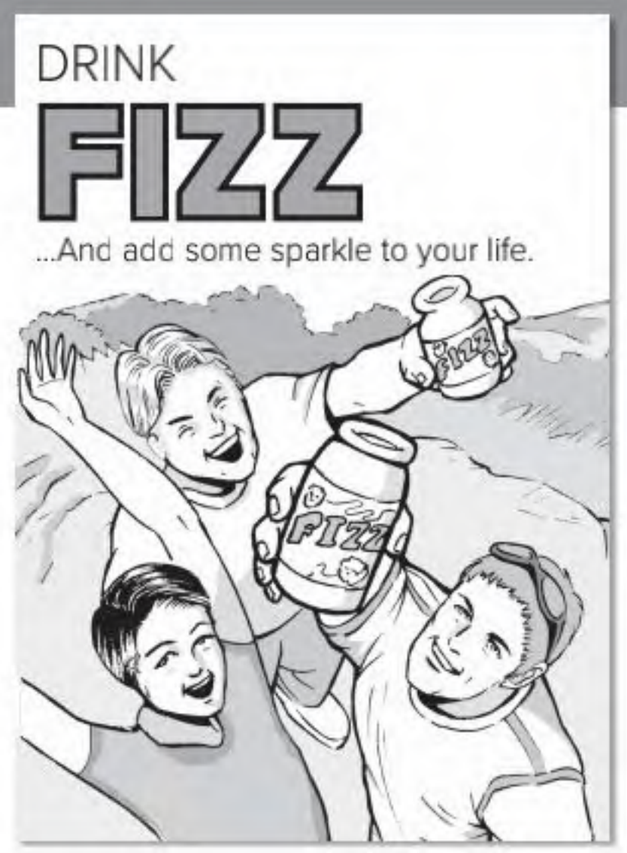




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4 The Art of Advertising



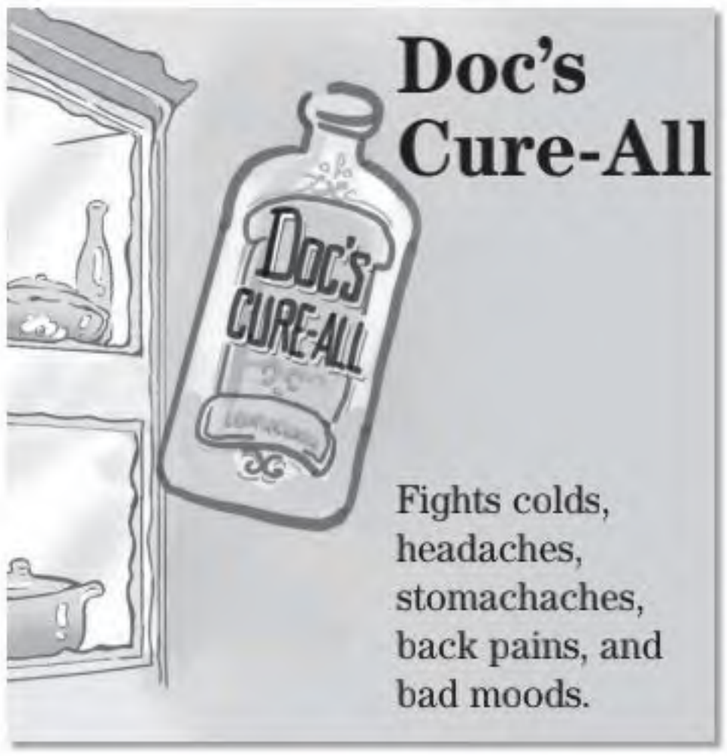
B Complete the paragraphs with the verbs in parentheses. Use the correct form of the passive (simple present, simple past, present perfect, or future).

Before the 20th century, advertising was not very important, since most things **(1)** (make) _____ at home or **(2)** (buy) _____ from small, local stores. But by 1900, many things **(3)** (produce) _____ in factories and **(4)** (sell) _____ to people who lived far from the factories. Through advertising, people **(5)** (tell) _____ about these products.

Advertising has become an art and a science. Today a lot of money **(6)** (spend) _____ on research for advertising. Before a company launches its ads, the ads **(7)** (show) _____ to many people. If people don't like the ad, it **(8)** (not / launch) _____.

For some time now, many questions **(9)** (ask) _____ about the effects of advertising. **(10)** (affect) _____ people's attitudes and values _____ by advertising, and if so, how?

In the future, even more time and money **(11)** (spend) _____ on advertising. Even more questions about the effects of advertising **(12)** (ask) _____, and it will be important to find some answers.



C Read the descriptions of people and objects that are in the *Guinness World Records*. Write a headline for each description. Use the superlative form of the adjective.

The heaviest beef burger **A beef burger weighing 2.5 tons was made at the Outagamie County Fair in Seymour, Wisconsin, on August 5, 1989.**

1. _____ Octavio Guillen and Adriana Martinez had a very long marriage. They were married for 67 years!
2. _____ Robert Wadlow, who died in 1940, was 2.71 meters tall.
3. _____ *Titanic* (1997) was an expensive movie to make. Different problems made it more expensive than any other movie.
4. _____ How valuable can a slice of cake be? Very valuable! In 1998, a slice of cake left over from the wedding of the Duke of Windsor and Wallis Simpson more than 60 years before was sold for $29,900!

* Source: *Guinness World Records 2000: Millennium Edition* (Bantam, 2000)

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D Complete the descriptions. Use the comparative form of the adjectives in the box.

cheap	**expensive**	**healthy**	**large**
refreshing	**small**	**special**	**comfortable**



1. He wants to sell him the car that's _____, but he wants to buy the car that's _____.
2. The shoes with the low heels are _____ than the shoes with the high heels, but the shoes with the high heels are _____.
3. Mohammed knows that water is _____ than soda, but he thinks that soda is _____ than water.
4. Maha likes the dress in the _____ size, but her mother wants her to try the dress in the _____ size.

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4 The Art of Advertising

E Write descriptions for the photos. Use ***as...as*** and the adjectives in parentheses.



The black cat is *as big as* **the brown cat. (big)**





1. The mountains are _____ the beach. (not / warm)





2. The compact car is _____ the sports car. (not / expensive)





3. Apple juice is _____ orange juice. (healthy).





4. Sometimes Thai food is _____ Mexican food. (hot)

F Complete the advertising slogans. Use the correct verb: ***look***, ***smell***, ***sound***, or ***taste***.

1. _____ like a rose with our new Spring Flower perfume.

2. Eat at Antonio's Italian Restaurant. Our food is cooked in a restaurant, but it _____ like it is cooked at home!

3. Are you learning English? Listen to our English-language CDs, and soon you will _____ like a native speaker.

4. _____ like a professional. Wear a Valenziani suit.

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G READING

Read the article. Answer the questions.

The Psychology of Advertising

Instead of making claims about products, advertisements today often try to give people reasons to buy the products. This is where psychology—the study of how people think and behave—comes in.

Psychology is important to the way ads look. Advertisers use stories (e.g., the woman who made her family happy by buying the right soup, the man who was well-rested for his meeting after flying on the right airline) because people like to put themselves in stories. They use pictures more than words because we fantasize and daydream in pictures.

Psychology is important to the stories that ads tell. According to psychologists, people in our society have certain needs. Ads try to show people that they can meet these needs by buying products. Here are some of these needs and ads that appeal to them:

Friendship. We like to be part of a group of friends. Ads show us that if we drink a certain juice, we will belong to a group of friends who drink it too.

Success. A car goes up a driveway to an obviously expensive house. The person driving this car has had a lot of success in life. If we buy the car, we will too.

Escape. Sometimes our lives seem boring and we'd like to escape for a while. Car ads that show people driving a car to the top of a mountain do this. So do the McDonald's ads that tell us that we "deserve a break today."

Psychology even helps advertisers know who to advertise to. For example, children today have more and more influence on buying decisions. One mother says that her 6-year-old son kept asking her to buy a certain vacuum cleaner. He had seen the vacuum cleaner advertised during a children's TV show.

1. What are two things advertisers use in their ads?

_____

2. Generally, what do ads try to show people?

_____

3. What are three of the needs that ads appeal to?

_____

4. How are companies today getting children to influence their parents on what to buy?

_____

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H Use the correct form of the verbs in brackets.

1. The electric iron (invent) _____ in 1882 by Henry W. Seeley in New York. His iron was heavy and took a long time to warm up. Other electric irons (also/ invent) _____, including one from France, but it used a dangerous heating method.

2. The safety pin (invent) _____ and (patent) _____ by Walter Hunt. It (make) _____ by twisting a length of wire. The right to the patent (sell) _____ for $400.

3. In ancient Egypt, the papyrus plant (process) _____ and (use) _____ as paper. It (make) _____ from thin sheets of papyrus that (soak) _____ in water, pressed together and then dried.

4. Smart classrooms (equip) _____ with interactive boards, a computer console, digital projector, sound system, and video system. In many countries, a number of classrooms and seminar rooms (updated) _____ in this manner. State of the art technology (install) _____ and teachers (train) _____ to use it, replacing traditional boards and pen and paper materials.

I Which products or brand names do you associate with these slogans?

1. Think fast.	
2. Think crunchy.	
3. Style outside. Power inside.	
4. We sell more cars than any other maker.	
5. There is no comparison.	
7. Time is nothing.	
8. Live your life.	
9. Smooth and reliable.	

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J Look at the two ads for a watch and a pen. Answer the questions below.



1. What are four words that can describe each item?

watch _____

pen _____

2. Name two places where you can use each item.

watch _____

pen _____

3. How is a person likely to feel if he has each item?

watch _____

pen _____

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K WRITING

You are going to launch a new soda for young people. Think about a catchy name. Think about features of the product and words that would make it appealing in an advertisement. List words that can be associated with: *success, escape*, and *friendship* in the boxes.

The amazing new soda:

_____

Success	Escape	Friendship
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Now use some of the words to write an advertisement for the new soda.

Psychology in Advertising with: The Amazing New Soda _____

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L Circle the right word.



Look at (those / these) cameras. They're the best on the market.

1. (**That / Those**) tablet is very light, and (**this / these**) laptops are heavy.
2. (**These / That**) is (**a / an**) old-fashioned bicycle.
3. (**This / These**) is Hashim. He's (**a / an**) engineer.
4. (**This / These**) are my car keys, and (**that / those**) are my house keys.
5. (**A / An**) famous artist painted (**that / those**) painting.
6. Look at (**that / those**) cars! They're (**an / -**) American cars.





M Ask and answer about items in the shop. Use ***this/these*** or ***that/those***.

calculator *What's that? OR What's this?* *It's a calculator.*

1. sculptures

   _____ _____

2. airplane

   _____ _____

3. electric car

   _____ _____

4. smartphones

   _____ _____

5. computer users' magazine

   _____ _____

N Write advertising slogans for the items in **M**. Turn the sentences into imperatives. Use your own ideas.

You must buy one to make your math homework easier.
Buy a Sun-Power calculator, and make math simple!

1. You should visit the museum to admire their beauty.

   _____

2. If you want to travel first class, you must book your seat early.

   _____

3. You should take it for a test drive. You'll feel its power.

   _____

4. Everyone needs them to get in touch quickly wherever you are.

   _____

5. This will help you keep up to date with the latest advice for computer users.

   _____

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O Complete the conversations with the correct possessive pronouns.



1. **A:** Whose trousers are these? Are they _____, Ali?

   B: Yes, they're _____.

2. **A:** Don't buy that dress, Sabah! It isn't _____ color.

   B: Oh, yes it is. It's _____ favorite.

3. **A:** Is that Mom's wallet?

   B: No, that isn't _____. Mom's wallet is in _____ coat pocket.

4. **A:** Is this _____ family's house, Mr. Morris?

   B: Yes, it's _____. My wife and I bought it last year.

P Circle the correct word.

Omar: [1] (**Who's / Whose**) blue bicycle is this? Is it [2] (**yours / your**), Greg?

Greg: No, it isn't [3] (**my / mine**). It's [4] (too / enough) small for me. It belongs to [5] (**my / mine**) younger brother.

Omar: So [6] (**who / which**) bike is yours?

Greg: That big black [7] (**one / ones**) near the wall.

Omar: Hey! That looks sporty [8] (**too / enough**) to be a racing bike.

Greg: Yes, it is. When I lived in the US, my friends rode [9] (**their / theirs**) bikes in races.

Omar: Great! Why didn't you race, too?

Greg: I didn't have a fast bike like [10] (**their / theirs**), but my uncle won a race on [11] (**his / hers**).

Omar: Perhaps you'll win a race one day if you train hard [12] (**too / enough**).



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5 Did You Hurt Yourself?

A Complete the sentences. Write the correct letter in the blank.

1. I swerved the car _____	**a.** her finger with a knife.
2. Sue cut _____	**b.** fell asleep at the wheel.
3. Robert got a shock _____	**c.** don't pay attention to the road.
4. Larry wasn't injured _____	**d.** to avoid a crash.
5. The drowsy driver _____	**e.** from the toaster.
6. Aggressive drivers _____	**f.** because he was wearing a seat belt.
7. Distracted drivers _____	**g.** often tailgate.
8. Skateboarders should _____	**h.** wear a helmet and kneepads.

B Complete the story. Use the words in the box.

equipment	**helmet**	**avoid**	**injured**	**obey**

Majid loves to ride his bike. He rides it a lot. He has had several accidents, but he's never hurt himself because he wears proper safety (**1**) _____ .

His friend Ted hasn't been as lucky. He recently had an accident on his bike. He crashed into a tree when he swerved to (**2**) _____ a car. He hurt his head and was (**3**) _____ quite badly. He had to go to the hospital.

He never thought that he had to (**4**) _____ safety rules. Now Ted knows that they're important.

The week after his accident he wanted to buy proper safety equipment. He asked Majid what he used because he never hurt himself on his bike. Majid told him that he needed a (**5**) _____ for his head. Now Ted never rides his bike without it.





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C Write the correct reflexive pronoun next to the subject pronouns.

I _____	you and I _____	it _____
they _____	he _____	she _____
we _____	you (singular)_____	you (plural)_____

D Complete the conversations. Use reflexive pronouns.



Mr. Al Yami: What happened?

Yahya: I hurt **(1)** _____.

Mr. Al Yami: How did you hurt **(2)** _____?

Yahya: I tripped and fell.

Mr. Al Yami: Samir! Go call an ambulance! Yahya hurt **(3)** _____.



Omar: How are you?

Yahya: Well, I hurt **(4)** _____ pretty badly, but I feel better now. I'm glad I was wearing a helmet, though.

Omar: You know, my brother hurt **(5)** _____ skating last month, too.

Yahya: I know! Well, you take good care of **(6)** _____, OK?

Omar: I sure will.

Yahya: So many people have hurt **(7)** _____ lately.

Imad: It's amazing! Just yesterday my uncle almost broke his leg on the stairs, but he caught **(8)** _____ just in time.

Yahya: I think we all have to take better care of **(9)** _____!

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E Complete the sentences. Write the correct letter in the blank.

1. I need a thermometer ___	**a.** because I want to stay healthy.
2. Smoking isn't good for you, ___	**b.** so I have a stomachache.
3. Jenny needs to go to bed ___	**c.** because it makes me nervous.
4. I took an aspirin ___	**d.** because he wasn't careful.
5. I ate too much at dinner ___	**e.** so she can get up early.
6. I didn't drink any coffee ___	**f.** so please don't start.
7. Jack burned his finger ___	**g.** so I can take my temperature.
8. I am going to the gym ___	**h.** because I have a headache.





F Fill in the blanks with ***so*** or ***because***.

1. You need to pay attention, _____ you know how to do your job.

2. I didn't finish my homework last night _____ I was tired.

3. My brother got a ticket yesterday _____ he was speeding.

4. My brothers and I always wear our helmets when we ride our bikes, _____ we don't hurt ourselves.

5. She was injured in the car accident, _____ she went to the hospital.

6. My father broke his arm _____ he slipped on the ice.

7. Thomas is good at basketball _____ he practices a lot.

8. My cousin worked in a restaurant last summer, _____ he saved up enough money to buy a new laptop.

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5 Did You Hurt Yourself?

G Match the statements with the responses. Write the correct letter in the blank.

1. I never crash my bike. _____	**a.** So do I.
2. I always do my homework at night. _____	**b.** So have I.
3. I have never broken my arm. _____	**c.** Neither do I.
4. I spent the afternoon at the Internet café. _____	**d.** Neither did I.
5. I have gotten lost while driving. _____	**e.** Neither have I.
6. I didn't slip on the ice. _____	**f.** So did I.

H Show agreement with the following statements. Then write a sentence with ***so*** or ***because***.

I went to the gym this morning.

So did I.

I went to the gym this morning because I wanted to swim.



1. I haven't eaten anything all day.

_____

_____

2. I went to bed late last night.

_____

_____

3. I visited my uncle last weekend.

_____

_____



4. I very seldom cut myself.

_____

_____

5. I always brush my teeth before I go to sleep.

_____

_____

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I READING

Read about home safety and complete the exercises below.

People are very concerned about keeping their homes safe from fires. The SRCA (Saudi Red Crescent Authority) has prepared a list of safety rules to prevent home fires. Place a tick next to all of the things you do to keep your home safe.



_____ Keep blankets, clothing, and furniture away from heaters.

_____ Keep towels, clothing, and curtains away from the stove.

_____ Keep a fire extinguisher in the kitchen.

_____ Learn how to use a fire extinguisher.

_____ Don't plug too many things into one outlet.

_____ Don't keep matches where children can get them.

_____ Have a fire drill in your home. Practice often.

_____ Choose a place outdoors where everyone can meet if there is a fire in the home.

_____ Learn how to call the fire department in case of an emergency.

These are just some of the things you need to know to keep your home safe from fire. How many did you tick? If you didn't tick some of these, have a family meeting. Talk about how you can make and keep your house safe from fire.







Write ***T*** for ***True*** or ***F*** for ***False.***

1. _____ Keep a fire extinguisher in your living room.

2. _____ Have a fire drill in your home.

3. _____ Have a meeting place everyone can go to if there is a fire in your home.

4. _____ Keep blankets and clothes on top of heaters.

5. _____ Learn the telephone number of the fire department.



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5 Did You Hurt Yourself?

J Have you ever been in an accident? Do you know anyone who has? Write information about accidents in the chart.

	Accident 1	Accident 2
What was happening before the accident happened?		
How did the accident happen?		
What could the person have done to avoid the accident?		

K Write what you think happened.

1. Have you heard about the skydiver whose parachute did not open until he was quite close to the ground?

What do you think happened to him?

_____

_____

_____

2. Have you heard about a boy who got trapped under the ice of a frozen lake?

What do you think happened to him?

_____

_____

_____

Turn over and find out.

1. Answer: He landed on his face and hurt his nose and forehead lightly. He then pulled himself up, shook the dust off, and walked away unharmed.

2. Answer: The boy was not breathing when the rescuers got him out. The doctors were able to bring him back and he recovered over the next few months.

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L Look at the picture. Answer the questions below.



1. What is the person doing for safety?

_____

_____

2. What can happen if the person doesn't take safety measures?

_____

_____

3. Where should the child seat be placed in the car?

_____

_____

4. What are some other things people should do to make sure a child is safe in a car?

_____

_____

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M WRITING

Write a story about an accident that happened. Complete the organizer and use it to help you write the story.

What was happening before the accident?	Description of the accident	Description after the accident	How to prevent similar accidents
Actions:	Actions:	Actions:	Actions:
Place:	Place:	Place:	Place:
Describing words:	Describing words:	Describing words:	Describing words:

The Accident

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N Change the imperatives to sentences with ***must*** or ***mustn't***.

Don't park on the sidewalk. You *must not park on the sidewalk.*

1. Pay attention to the road. We _____
2. Don't fall asleep at the wheel. Drivers _____
3. Ask the driving instructor for advice. I _____
4. Don't sit in the front seat. Children _____
5. Fasten your seat belt. Fatima _____
6. Don't tailgate. Badr _____
7. Don't run across the street. You _____

O Complete the sentences with ***should*** or ***shouldn't*** and the verb in parentheses

The parade starts at 11 o'clock. What time *should we take* **(we / take) the bus?**



1. Skaters _____ (wear) a helmet and kneepads.
2. _____ (the baby / sit) in the front seat of the car.
3. Drowsy truck drivers _____ (stop) for a break.
4. You _____ (ride) your bike fast down the hill.
5. That driver _____ (talk) on his cell phone while he's driving.
6. My leg hurts. I _____ (see) a doctor.

P Complete the conversation. Use adverb forms of the adjectives in parentheses.

Mom: How was your first driving lesson?

Bob: It didn't start **(1)** _____ (good) because I fell on the way to the driving school. I hurt my arm **(2)** _____ (bad), and arrived there **(3)** _____ (late).

Mom: Did you miss the lesson?

Bob: Yes, I missed my appointment. But then I waited **(4)** _____ (patient) for my instructor who was out on another lesson. **(5)** _____ (lucky), he had time to give me a lesson after that.

Mom: So, did you have a good lesson?

Bob: Oh, yes. I spent an hour driving. Of course I didn't go **(6)** _____ (fast). I listened **(7)** _____ (careful) to the instructor. He explained everything **(8)** _____ (clear) how to control the car. Then I drove it **(9)** _____ (safe) back to the school.

Mom: What must you do now?

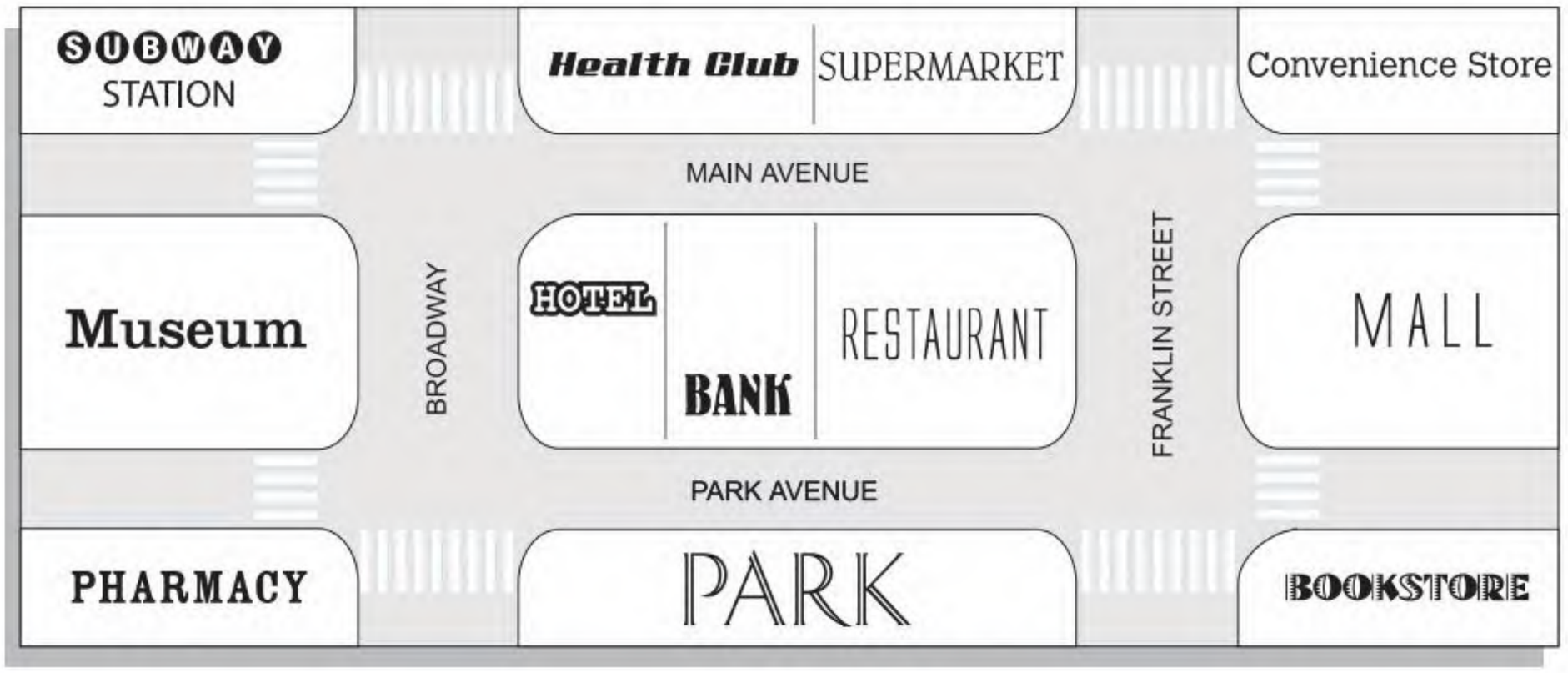
Bob: I must try **(10)** _____ (hard) to learn the rules of the road. Then, I'm sure I'll pass my test **(11)** _____ (easy).

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5 Did You Hurt Yourself?

Q Look at the map. Complete the sentences. Use across ***from***, ***between***, or ***next to***.



1. The subway station is _____ the health club.
2. The health club is _____ the supermarket.
3. The bank is _____ the hotel and the restaurant.

R Look at the map. Answer the questions. Make two sentences for each. Use ***on***, ***near***, or ***far from***.

1. Where is the museum? _____
   _____
2. Where's the restaurant? _____
   _____
3. Where's the park? _____
   _____

S Look at the map. Complete the conversation using prepositions and imperatives. The speakers are at the pharmacy.

A: Excuse me. Where is the mall? Is it far **(1)** _____ here?

B: No, it isn't. It's **(2)** _____ that park. Go **(3)** _____ on Park Avenue to the next corner. **(4)**_____ a left at the restaurant. The mall is **(5)** _____ the restaurant. It's **(6)** _____ the convenience store and the bookstore.

A: Thank you.

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6 Take My Advice

A Asma is chatting online with Sahar. Complete the conversation. Use the words in the box.

hungry	lose control	fitness	turn down	pressure	avoid

Asma123: I'm looking at an advice website for teens right now. It's really cool.

Sahar227: Really? What's the address? I want to check it out, too.

Asma123: www.helpsite-4u.com

Sahar227: Why are you looking at this site?

Asma123: Well, it's my weight ... and junk food. You know ...

Sahar227: Wait. So if this is about weight and food, are you looking at the page about (**1**) _____?

Asma123: That's right, and I just found a list here that should help.

Sahar227: Yeah! I see it. The list shows what types of food you shouldn't eat.

Asma123: Look at the first thing on the list. You should (**2**) _____ carbohydrates and fat.

Sahar227: Do you eat too much fast food?

Asma123: No, not too much. Normal, quantities. I don't eat sweets either!

Sahar227: Good. You had better not!

Asma123: I never eat too much at home but something comes over me when I see a fast food restaurant and I (**3**) _____!

Sahar227: Oh Asma, that's crazy. You spend so much time on fitness exercises and running. Why do you want to throw it all away?

Asma123: I don't. But when people want to eat and they start ordering burgers and fries I start getting (**4**) _____ and end up ordering myself.

Sahar227: You should have told me about it sooner. We could have avoided unhealthy fast food. I am not too crazy about it myself. I wouldn't have trouble eating grilled chicken and salad!

Asma123: I would. I could never (**5**) _____ a burger and fries, especially when I am under exam (**6**) _____.

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6 Take My Advice



B Read the conversations. Choose the more appropriate modal auxiliary. Write it in the blank.

Ahmed: My brother is always going out with his friends. He never has time for me. What (**1**) (might / should)_____ I do?

Fahd: I wouldn't worry about it. My brother does the same thing. Or you (**2**) (could / had better) _____ talk to him.

Ahmed: I already have. He says he's really not interested in spending time with me. He thinks I'm too young. But he said we (**3**) (had better / might) _____ watch the football game together tonight.



Patient: I can't seem to lose more weight. I haven't been careful about what I eat, but I go to the gym five times a week. Maybe I **(4)** (should / shouldn't) _____ bother going to the gym.

Doctor: Let me explain. If you work out for an hour and then eat a piece of cake, you're taking in more calories than you burned at the gym. The gym is important. You **(5)** (could / should) _____ go to the gym, but if you do, you **(6)** (ought to / might) _____ be more careful about your diet.



Mrs. Smith: How's Brian?

Mrs. Jones: OK, I guess. He's on the school football team. But he's still on a strict diet. He never eats fast food or any of the food that other kids eat but he is happy because he is fit.

Mrs. Smith: It's great for kids to know what they want! If Brian is happy he (**7**) (could /ought to) _____ continue his diet. I have an idea. He (**8**) (might / had better) _____ explain to the other kids that eating this way helps his football skills. What do you think?

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C Read the situations. Then give your advice. Use the verbs in parentheses.

1. Hameed has invited Ibrahim over to his house to play video games. Ibrahim likes Hameed and would like to be his friend. But someone else told Ibrahim that the reason Hameed invited him is because he wants to play the new video game that Ibrahim bought last week. What should Ibrahim do?



a. (could) _____

b. (should) _____

c. (had better not) _____

2. Amira could not find her gym shoes so she borrowed her younger brother's shoes. They are very comfortable but they are different from girls' shoes. Amira is happy to have them but she is afraid that her friends will tease her. What should she do?



a. (might) _____

b. (should) _____

c. (ought to) _____

3. Paul is the best player on the school basketball team. This year his father is helping the gym teacher to coach the team. Although this seemed like a good idea, it's not working out well. Paul's father is always yelling at him and telling him he's not good at basketball. Paul seems nervous and isn't doing well. That's hurting the team. The other players are worried, especially because some important games are coming up. What should the other players do?



a. (shouldn't) _____

b. (should) _____

c. (had better) _____

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6 Take My Advice

D Write two-word or three-word verbs next to the definitions. Use the verbs, particles, and prepositions in the box. Some are used more than once.

give	**put**	**take**	**throw**	**turn**	**get**
with	**away**	**down**	**off**	**along**	**up**

1. stop doing _____

2. postpone _____

3. discard _____

4. be friendly _____

5. refuse _____

6. begin _____

7. accept a bad situation _____

E Complete the sentences with two-word and three-word verbs. Use each of the verbs from exercise **D** once. Put the verbs in the correct form.

A. Raymond is getting very annoyed at himself. Last month he decided to **(1)** _____ smoking. So he **(2)** _____ the pack of cigarettes that he'd just bought. Then his friend told him that this was a bad time to quit because it was a very stressful time at work. His friend said that he should **(3)** _____ quitting for at least another month. Raymond decided that there was never a good time to quit smoking, so he **(4)** _____ his friend's advice. Now Raymond hasn't had a cigarette in three weeks!

B. Paul is tired of work. Every time he goes to work, he never **(5)** _____ his boss. Paul thinks that he should find a new job—or maybe **(6)** _____ a completely different career.

F Complete the conversation with the correct two-word or three-word verb. Put the pronoun object in the correct position.

Sam: I hate cleaning the garage! I always (**1**) (put off / it) _____ as long as I can.

Mel: There's a lot of junk in it! How do you (**2**) (put up with / it) _____? Do you really need it all? Why don't you (**3**) (throw away / it) _____?

Sam: That's not easy to do.

Mel: Sure it is. Just (**4**) (throw away / it) _____. It's simple. Look at all the footballs you have.

Sam: I can't (**5**) (throw away / them) _____. They remind me of all those games. They're important for me.

Mel: Hmmm. You can really be difficult sometimes. I don't know how your footballs (**6**) (put up with / you) _____!

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G READING

Read the article.

Some Family Advice

Eppie Lederer and Pauline Phillips were identical twins.

In 1955 Eppie Lederer won a contest. The prize was to write an advice column for the *Chicago Sun Times* newspaper. In 1956 Pauline Phillips began writing an advice column for the *San Francisco Chronicle*. Both columns became very popular and were soon being published in many newspapers. At one time, each column—"Ann Landers" and "Dear Abby"—had nearly 100 million readers around the world!

Eppie Lederer ("Ann Landers") and Pauline Phillips ("Abigail Van Buren") had a significant influence—on individuals and on important issues. For example, Phillips often called people who sounded very depressed in their letters. "They say, 'You're calling me?' After they start talking, I can suggest they get professional help." In this way, she saved people's lives. In 1971, when the U.S. Congress was reluctant to pass a law devoting money to cancer research, Lederer asked her readers to write letters. Congress received more letters than it had in its entire history—and passed the law.

Over the years, both columnists said that people's problems had remained basically the same. But the work was always interesting. Phillips said, "I can't wait to get to work in the morning." For one thing, there's no typical letter writer—women, men, teenagers all write about their problems. And, as Phillips said in response to a question, "There's no reason to make up anything. There's nothing weirder than what I get in the mail." Above all, they were committed to helping their readers.

Is it just a coincidence that these two famous advice-givers were twin sisters? Maybe—but maybe not. Jeanne Phillips, Pauline's daughter, helped her mother write "Dear Abby." She was a teenager when she started to help her mother. Margo Howard, Lederer's daughter, now writes an advice column called "Dear Margo." "It must be in the genes," says Jeanne Phillips, only partly joking.

Complete the sentences.

1. "Ann Landers" was really _____.
2. "Abigail Van Buren" was really _____.
3. _____ helped her mother write a column.
4. _____, who is _____ daughter, writes an advice column called "Dear Margo."

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6 Take My Advice

H Read the emails and reply with advice.



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6 Take My Advice

I Look at the pictures. The younger man is asking his father for advice. Decide what the advice is about (e.g. choosing a university, changing jobs, buying a new car/house).



1. Complete the chart with as many words as you can under each heading.

Nouns	Verbs	Adjectives
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. What advice does the father give his son? Write sentences using some of the words that you listed.

_____

_____

_____

_____

_____

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J WRITING

Imagine that a friend has written to you for advice about a problem that he/she has at school or work. Complete the chart with the information required. Use it to write a reply to your friend.

The Problem	The cause of the problem	Your solution to the problem
Description of the problem	_____ _____ _____	_____ _____ _____
First detail of the problem	_____ _____ _____	_____ _____ _____
Second detail of the problem	_____ _____ _____	_____ _____ _____
Third detail of the problem	_____ _____ _____	_____ _____ _____

Dear Desperate Friend,

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K Complete the conversation. Use ***much***, ***many***, ***often***, ***lot***, ***lots***, ***few*** or ***little***.



Scott: Hi Ahmed! You look well. I think you're **(1)** _____ thinner than you were, too. Have you lost a **(2)** _____ weight?

Ahmed: Hi, Scott. Nice to see you're back in Riyadh. Yes, I did lose a **(3)** _____ kilos this year.

Scott: Were you on a diet or something? You were eating a **(4)** _____ of junk food last time we went out.

Ahmed: Well, I'm not really on a diet, but I'm more careful about what I eat, and I feel **(5)** _____ healthier these days. I don't eat **(6)** _____ junk food now. I eat a **(7)** _____ of fruit now, too.

Scott: How **(8)** _____ fruit do you eat?

Ahmed: About two pieces of fruit at day, or more. I always have a **(9)** _____ bit in the morning and take some with me when I go running.

Scott: How **(10)** _____ do you go running?

Ahmed: Every day. I'm doing a **(11)** _____ of training for the marathon, so I run for at least an hour before work. What about you? How **(12)** _____ hours of exercise do you get?

Scott: Oh... I don't exercise **(13)** _____ here. I go to the gym a **(14)** _____ times a week when I'm back home in the States. But it's so hot here! I have to drink **(15)** _____ of water all the time.

Ahmed: How **(16)** _____ glasses of water do you drink every day?

Scott: I don't think about it **(17)** _____, but I know I need a **(18)** _____! How **(19)** _____ do you have to stop for a drink?

Ahmed: When I'm running, I don't drink **(20)** _____. But I have a **(21)** _____ drops when I stop.

Scott: Hey! You're making me thirsty. Let's have a **(22)** _____ break and have a refreshment together now.

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6 Take My Advice

L Write the possible solutions for each problem. There may be more than one possible answer.



take medicine	**take painkillers**	**drink warm tea or milk**	**use a skin cream**
take vitamins	**relax**	**take cough syrup**	**stay in bed**

1. sore throat _____

2. rash _____

3. flu _____

4. stress _____

5. toothache _____

6. feeling tired _____

M Write the adjectives for feelings on the chart below. Add any other feelings adjectives you know.

afraid	bored	glad	nervous	sick	terrible
angry	excited	great	relaxed	sleepy	tired
bad	fine/OK	happy	sad	strong	wonderful

Positive +	Negative -

N Answer the questions.

1. What do you do when you have a headache?

_____

2. What do you do when you have a toothache?

_____

3. What do you do when you feel anxious and stressed?

_____

4. How do you feel when you have the flu?

_____

5. How do you feel when you exercise?

_____

6. How do you feel when you meet new people?

_____

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EXPANSION Units 4–6

A Change these sentences from active to passive. Use ***by*** only if it is given.

1. Scientists have discovered cures for many diseases.

_____

2. They will probably find many more cures.

_____

3. Most young people in Brazil play football.

_____ by _____

4. His letter surprised me.

_____ by _____

5. I will mail the package this afternoon.

_____

6. My sister has washed all the windows.

_____

B Complete the conversation with the correct regular form, comparative form, or superlative form of the adjective in parentheses.

Faris: Have you seen Khalid since school started back? He has the (**1**) (cool) _____ bag I've ever seen.

Nasser: Oh really? Is it (**2**) (small) _____ than the one he used to have? His bag was huge. Don't you remember?

Faris: Well, it's (**3**) (compact) _____ and a lot (**4**) (light) _____. It's really great! And do you know what is even (**5**) (unbelievable) _____?

Nasser: What?

Faris: He has a smartphone and a new laptop!

Nasser: That's (**6**) (amazing) _____! He never had a laptop before.

Faris: And he has designed a science program. Can you believe it?

Nasser: Now this sounds even (**7**) (unbelievable) _____! I never knew he could do that.

Faris: Well, it looks as if Khalid has (**8**) (good) _____ computer skills than we thought!



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EXPANSION Units 4–6

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

1. He's not going to the gym today _____ he's sick.
2. My father has insomnia, _____ he hasn't slept a lot this week.
3. Abdullah has a lot of stress at work _____ his boss doesn't give him reasonable deadlines.
4. Ahmed should call his mother, _____ his mother knows that he will be getting home late.
5. You are interested in fitness _____ you want to stay healthy.
6. I just bought some new flip-flops _____ I'm going to the beach next week.
7. Imad broke his arm, _____ he isn't going to play football this year at school.
8. I took my temperature _____ I think I'm sick.

D Write a sentence to tell what each person did. Use reflexive pronouns.

Mona

knife / cut / preparing dinner

Mona cut herself with a knife while preparing dinner.

1. Abdullah

   burn / hot stove / cooking eggs / this morning

   _____

2. Saeed and Fahad

   slip / ice / luckily not hurt

   _____

3. Hameed

   teach / French / last year

   _____

4. Noura

   see / in a lot of the photos / take / Jennifer / at the park

   _____

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EXPANSION Units 4–6

E Match the beginning of each sentence with the correct ending.

1. We don't like putting _____	**a.** off the picnic.
2. I need to turn _____	**b.** in two library books.
3. Please don't throw _____	**c.** off your homework until tomorrow?
4. It's raining. Let's call _____	**d.** down the job offer?
5. Can you put _____	**e.** up basketball next summer.
6. She gets _____	**f.** up with noisy neighbors.
7. Did he turn _____	**g.** along with everyone.
8. He thinks he may take _____	**h.** away plastic bottles. Recycle them.

F Write sentences to show how the items are the same and how they are different. Use ***as...as***.

your shoes / Tammy's shoes / expensive

Your shoes are as expensive as Tammy's shoes.

Your shoes are not as expensive as Tammy's shoes.

1. the bike / the car / old-fashioned

_____

_____

2. my cell phone / my friend's cell phone / big

_____

_____

3. the latest *Star Trek* movie / the other *Star Trek* movies / interesting

_____

_____

G Complete the sentences.

1. The air smells like _____.

2. I'm not sure what this food is, but it tastes like _____.

3. She has spoken English for 10 years, and she sounds like _____.

4. Brian washed his car this morning. Now it looks like _____.

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EXPANSION Units 4–6

H Look at the photo. Give advice to the person in the photo. Write four sentences.



1. _____

2. _____

3. _____

4. _____

I What does stress make you feel? Complete the chart below.

Activity	Symptom 1	Symptom 2	Symptom 3
math test	*anxious*	*stomach problems*	*difficult to breathe*

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EXPANSION Units 4–6

J Look at the picture and answer the questions.



1. How does the picture make you feel?

   _____

   _____

2. Why does it make you feel that way?

   _____

   _____

3. What do you do to feel better?

   _____

   _____

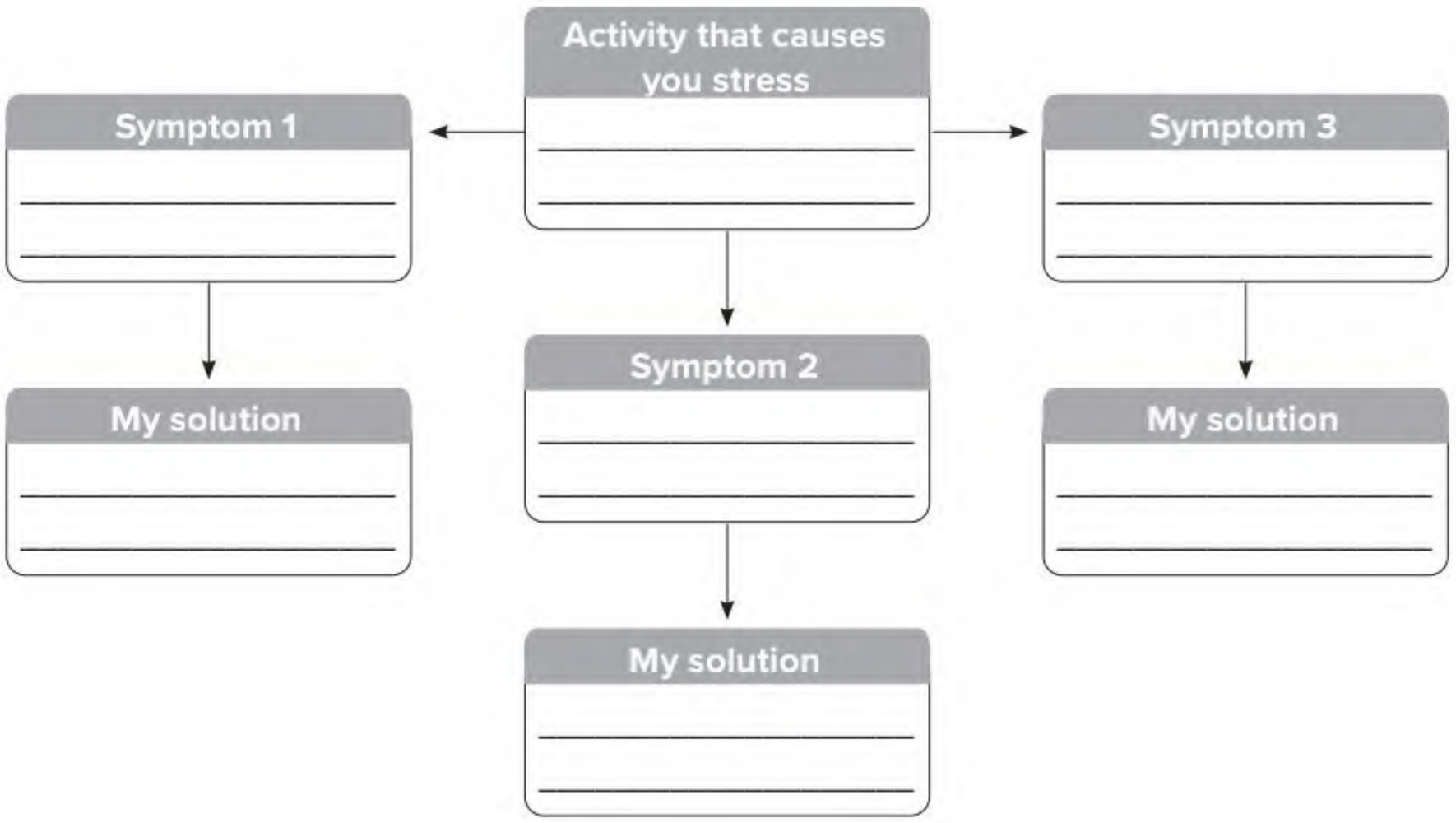
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EXPANSION Units 4–6

K WRITING

Read and complete the organizer. Use it to write a paragraph about stress and how you deal with it.



Stressed Out

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