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		

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

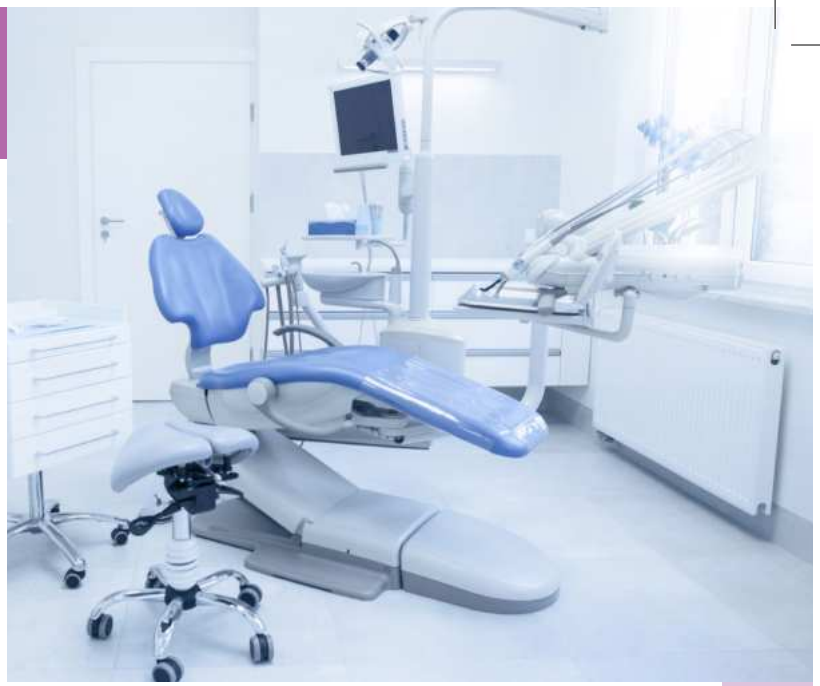
A. Listen. Note the rising ↗ or falling ↘ intonation.

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



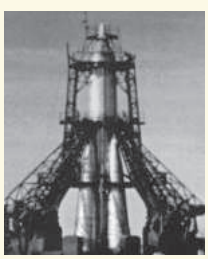
King Abdulaziz, a gifted leader, was responsible for the legendary event that marked the beginning of modern Saudi Arabia. In 1902, he regained Riyadh, beat the city garrison, took the Masmak Fortress, and established his headquarters in the city. He expanded Saudi Arabia to include all of the Hijaz, 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	_____ pollution
_____ poverty	_____ diseases
_____ security	_____ unemployment
_____ fresh water	_____ traffic
_____ economy	_____ globalization
_____ endangered species	_____ natural disasters
_____ terrorism	_____ 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 **lives** 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 **launched** the first artificial satellite in 1957.
The United States **has launched** 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

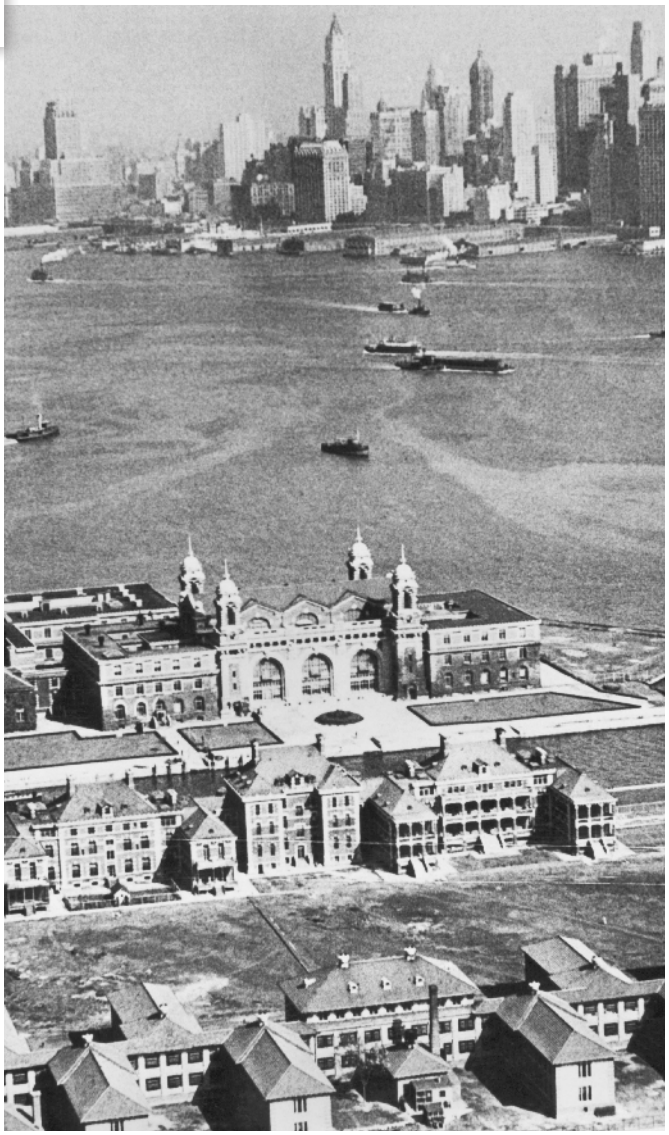
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4 Language in Context

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?

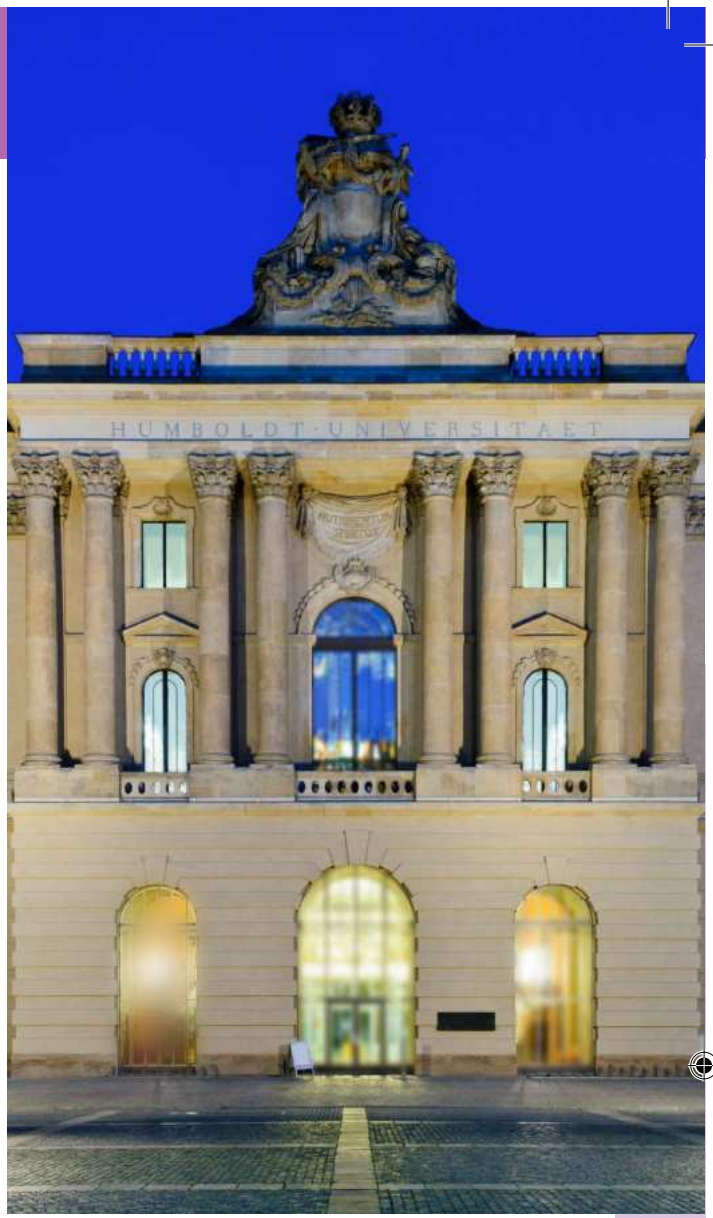
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8 Conversation

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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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 (+)

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

Negative (–)

I 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**?
Were	we you they	

Short Answers (+)

Yes,	I he she it	**was.**
	we you they	**were.**

Short Answers (–)

No,	I he she it	**wasn't.**
	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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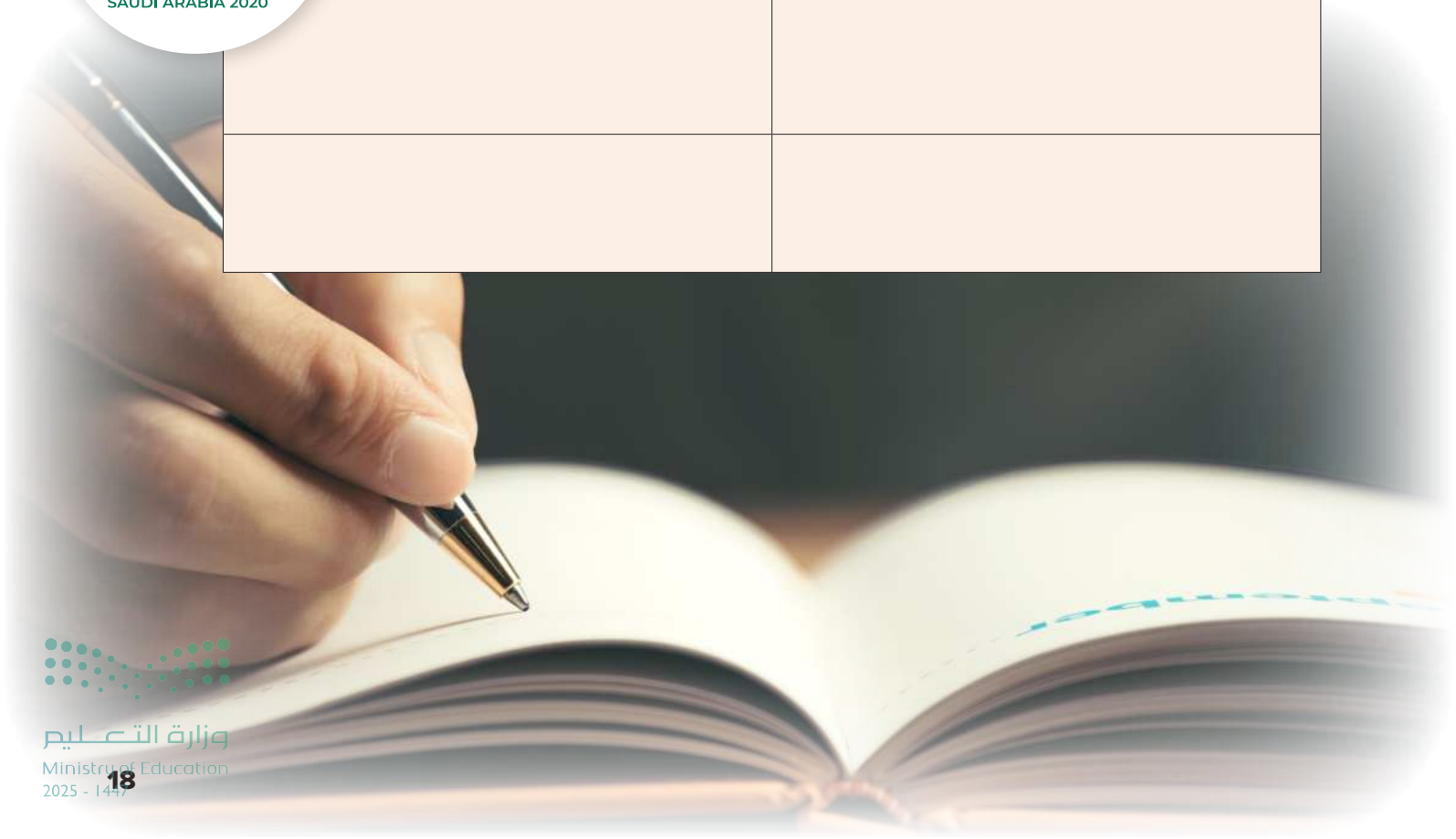
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12 Project

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

Hanan **has been reading** a book for two hours.
How long **have you been reading** that book?
Saeed **has been playing** football since he was ten.
How long **have you been playing** football?

Present Perfect Simple

She **has read** 30 pages.
How many pages **have you read**?
He **has played** for three different teams.
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
degree in journalism

Special Skills
good at speaking in public

Personality
confident

Possible Job
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

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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*			

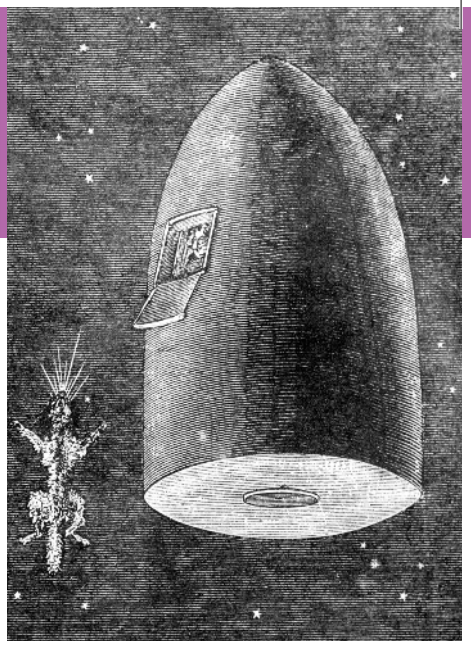
My five favorite new words from Unit 2:	If you're still not sure about something from Unit 2:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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3 What Will Be, Will Be

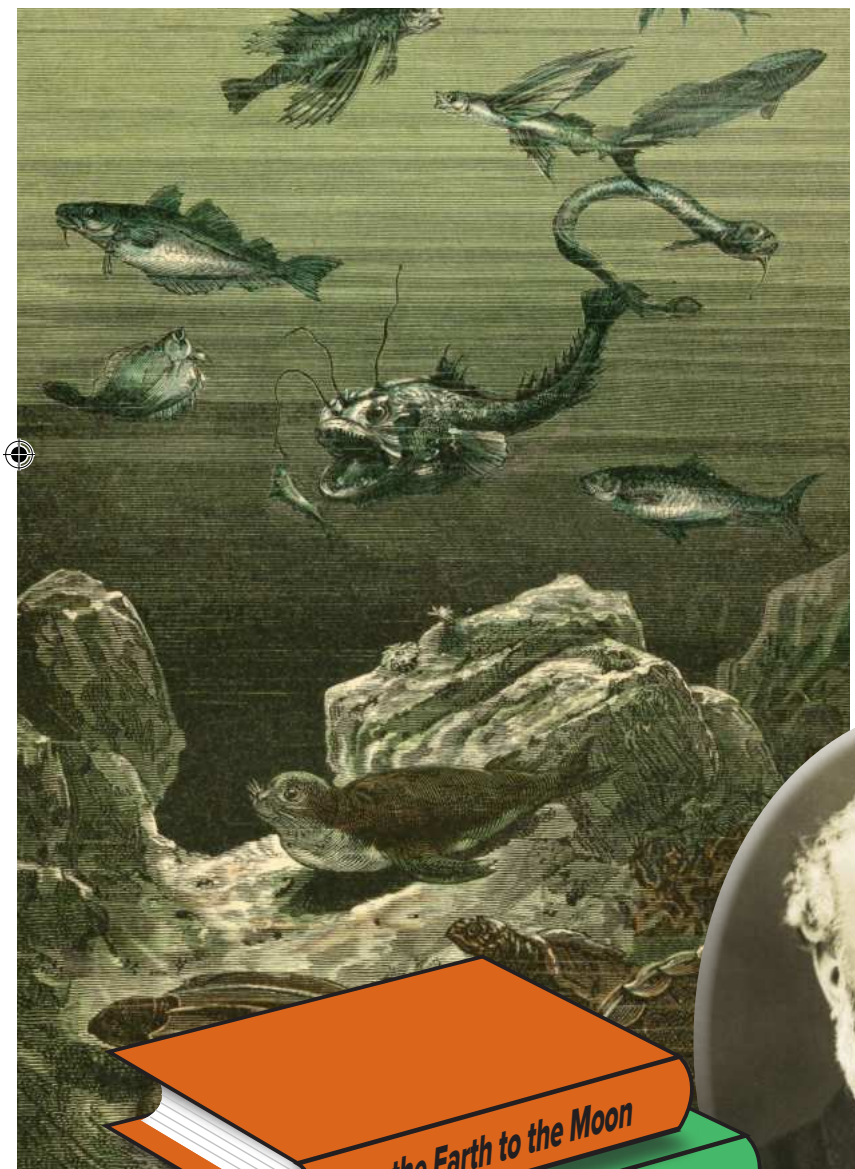
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1 Listen and Discuss

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 (?)
Will you **be working** on the weekend?
Are they **going to be taking** the test, too?

Short Answers (+)
Yes, I **will**.
Yes, they **are**.

Short Answers (–)
No, I **won't**.
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?



ballpoint pens



personal computer



cell phone



magazines



flat screen TV



microwave oven

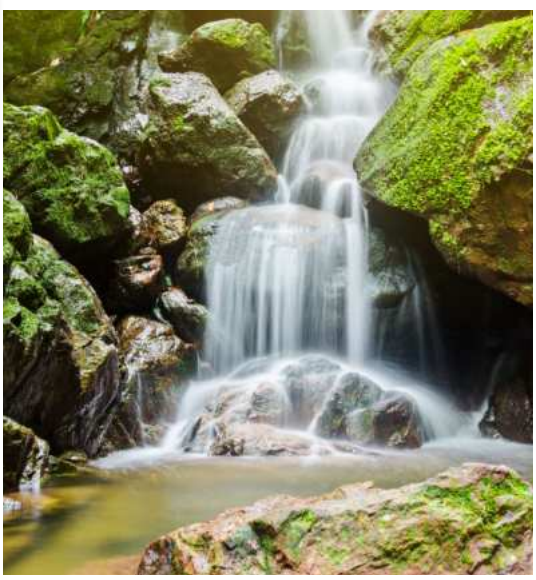
C. Work with a partner. Ask and answer: Which of the following do you think will be solved in the next 50 years? Add your own ideas.

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.

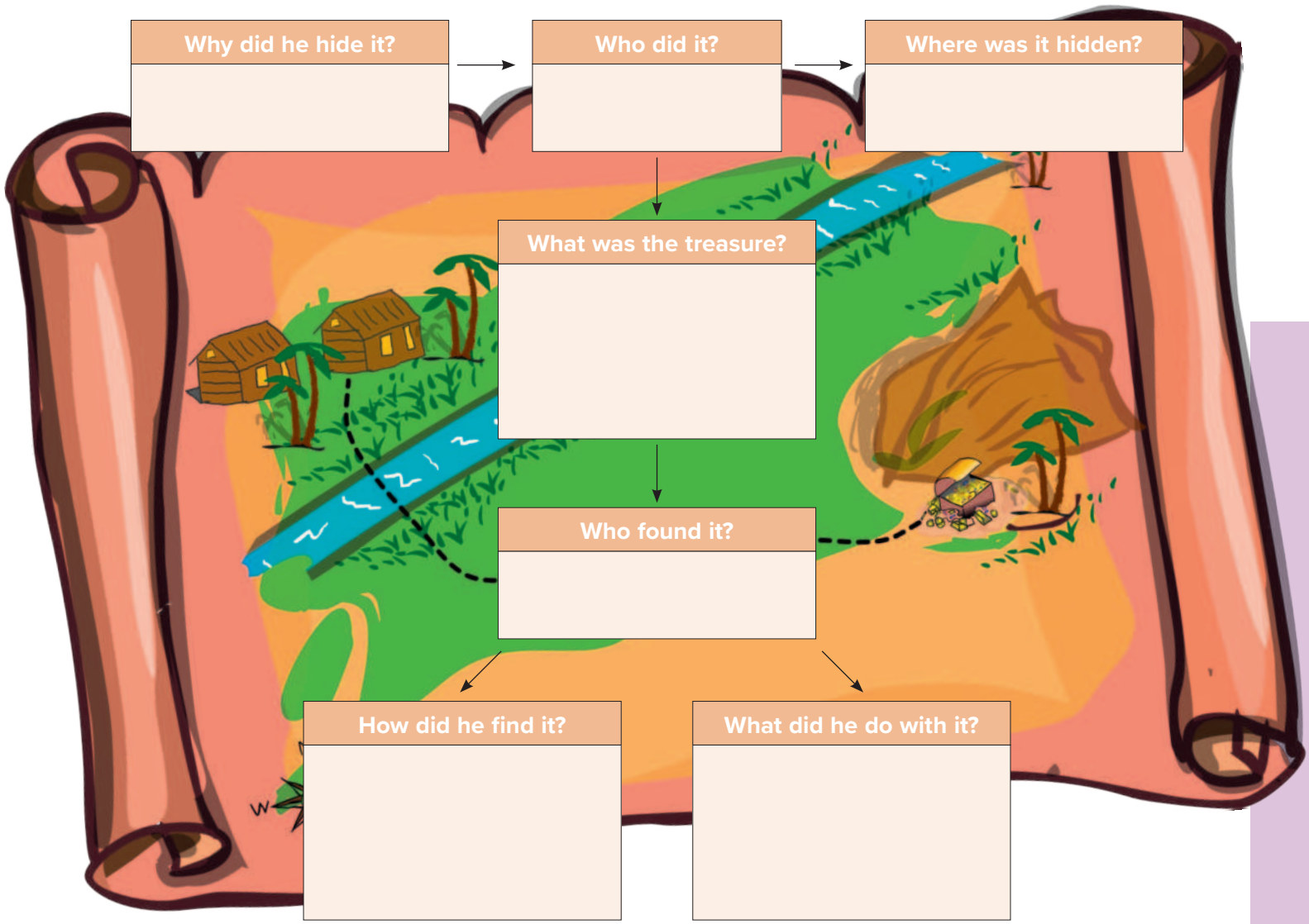
3. Read the story and make notes in the boxes.

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 **lives** 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 **leaving** 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.

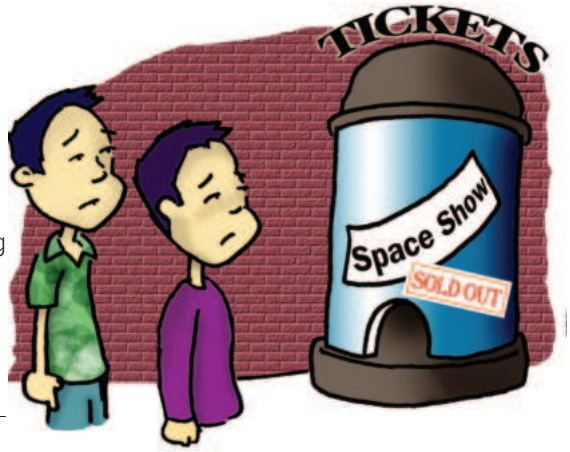
Make and Respond to Suggestions

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?	

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13 Self Reflection 

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

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

Unit 3 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
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.

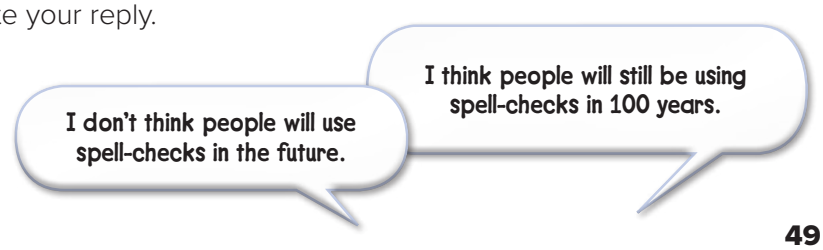
1. Students in my country have been using computers for _____.

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

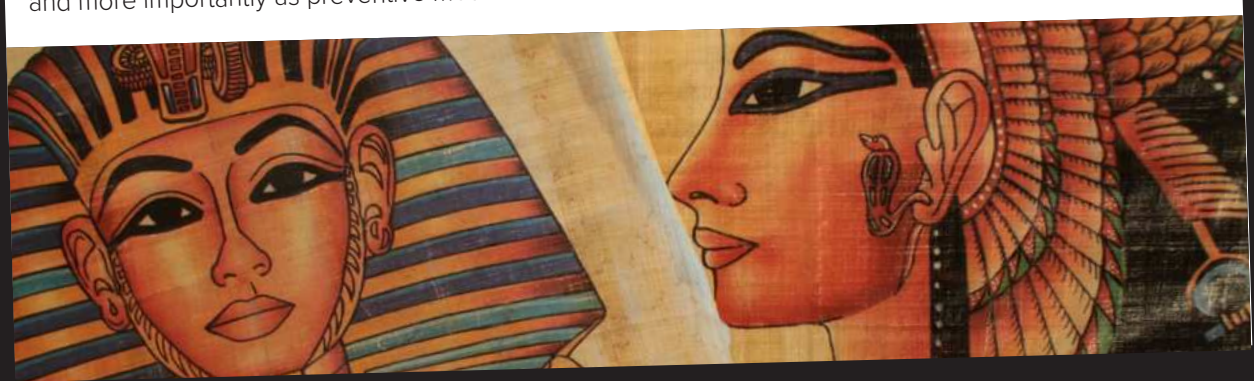
1. Look at the photo of ancient Egyptians. What do you notice about their eyes?
2. What did they use for the heavy eye make-up that is so noticeable in the wall painting?
3. What was the purpose of the make-up?

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.

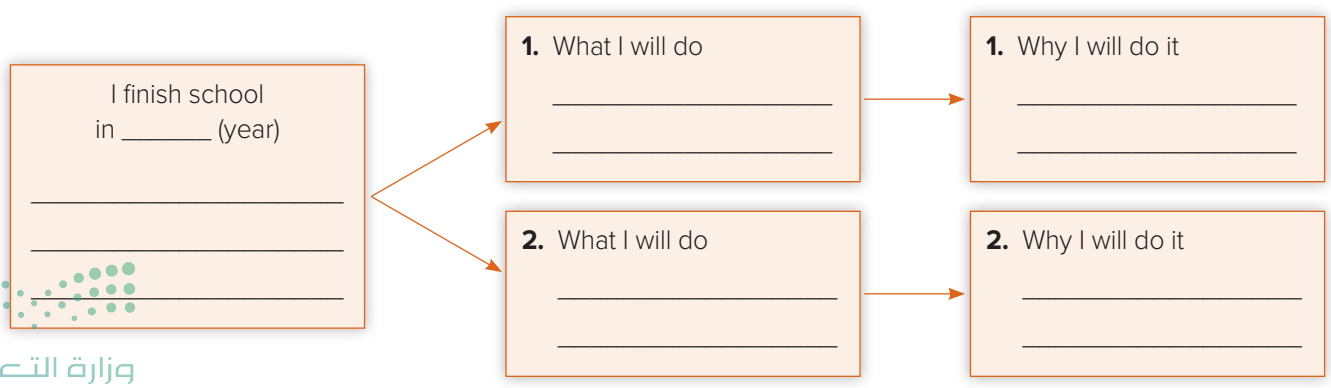
Discussion

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.

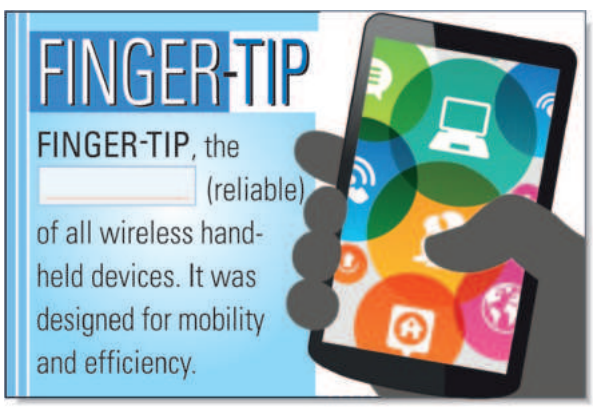
Perfumes _____ (1. make) from flowers and many other pleasant-smelling substances. The ancient Egyptians were the first to introduce perfume into their culture, and some special perfumes actually _____ (2. consider) more precious than gold. Perfume _____ (3. use) by the rulers of ancient Egypt in their 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?

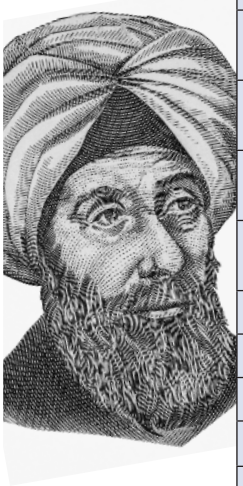
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4 Language in Context

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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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



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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.

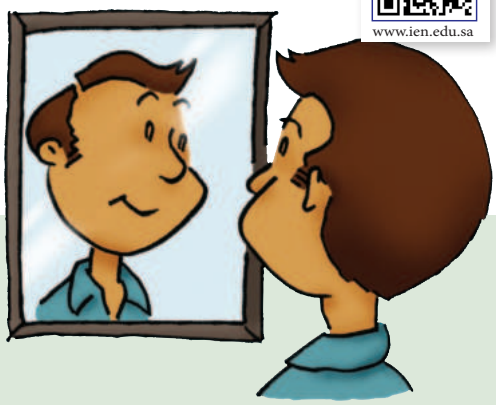
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3 Grammar

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

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

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

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

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

A: I didn't slip on the wet floor.
B: **Neither** did 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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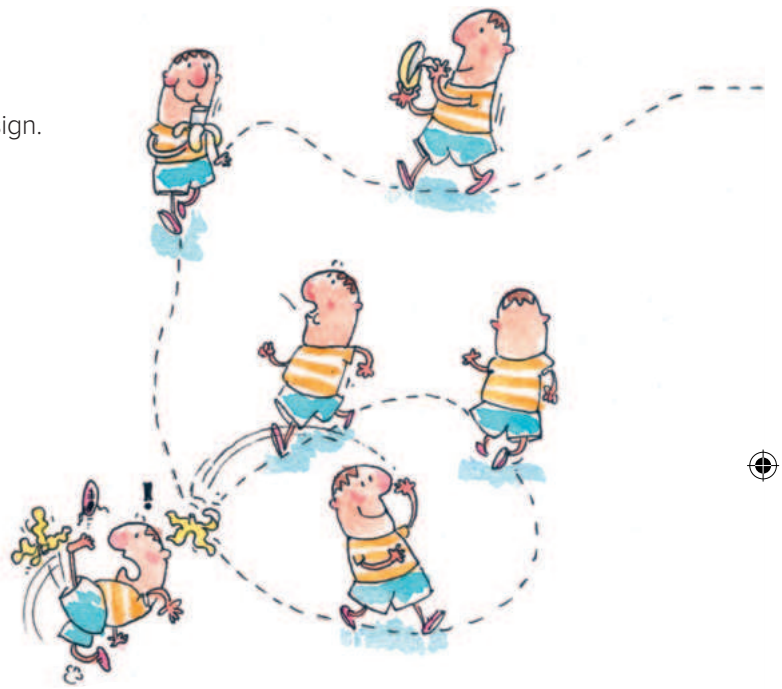
B. Join the sentences with ***so*** and ***because***.

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***.

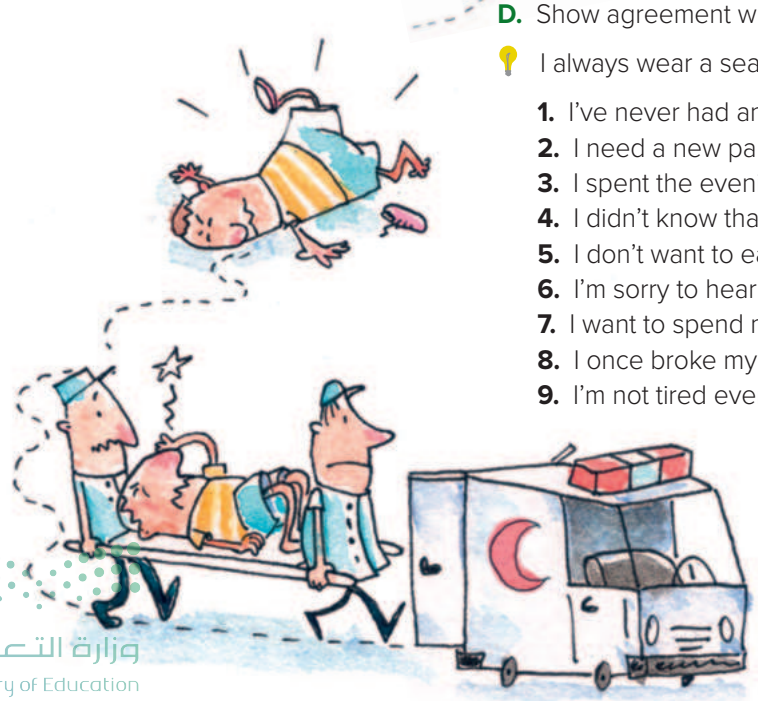
1. I didn't want to wake up late, _____ I used two alarm clocks.
2. Jerry called the emergency number 112 _____ there was an emergency.
3. I put my hand under cold running water _____ I burned myself.
4. More people turned up than I expected, _____ I cooked more food.
5. The mosquitoes didn't bite me _____ 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/
myse**lf**	resu**lt**	accide**nt**	wri**st**	a**nd**
she**lf**	be**lt**	restaura**nt**	fir**st**	sa**nd**

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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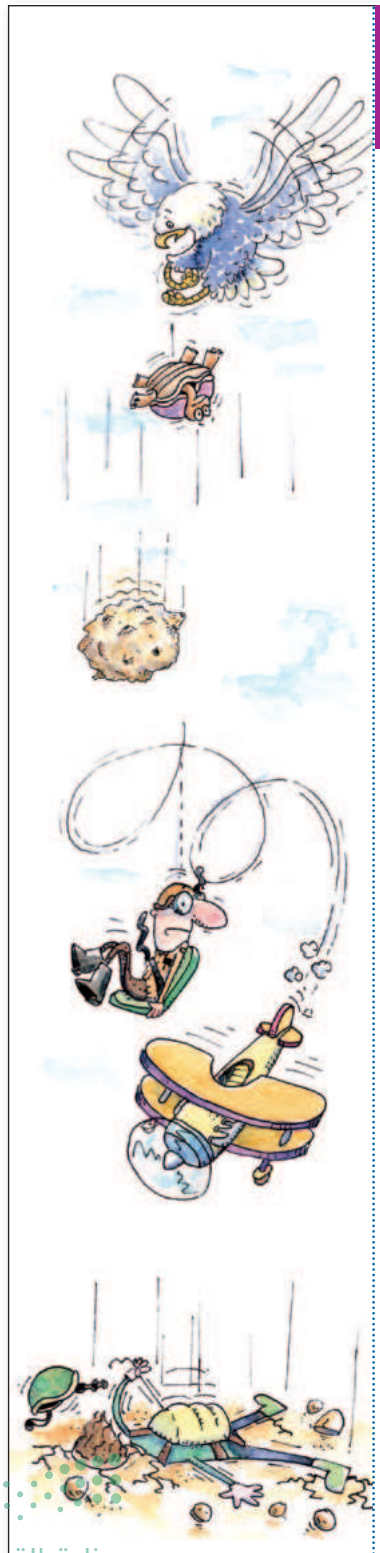
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9 Reading

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?

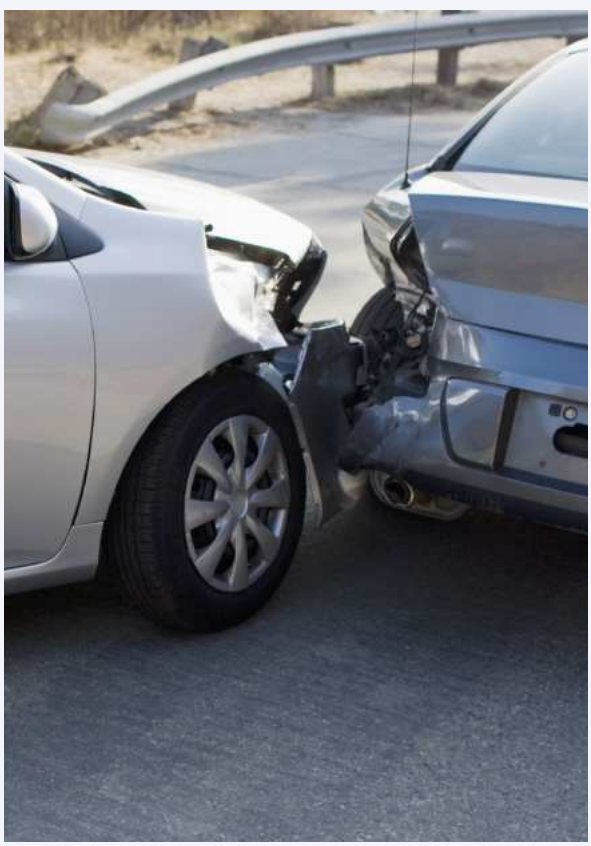
B. Read the text and highlight the words and/or phrases that give information about:

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.

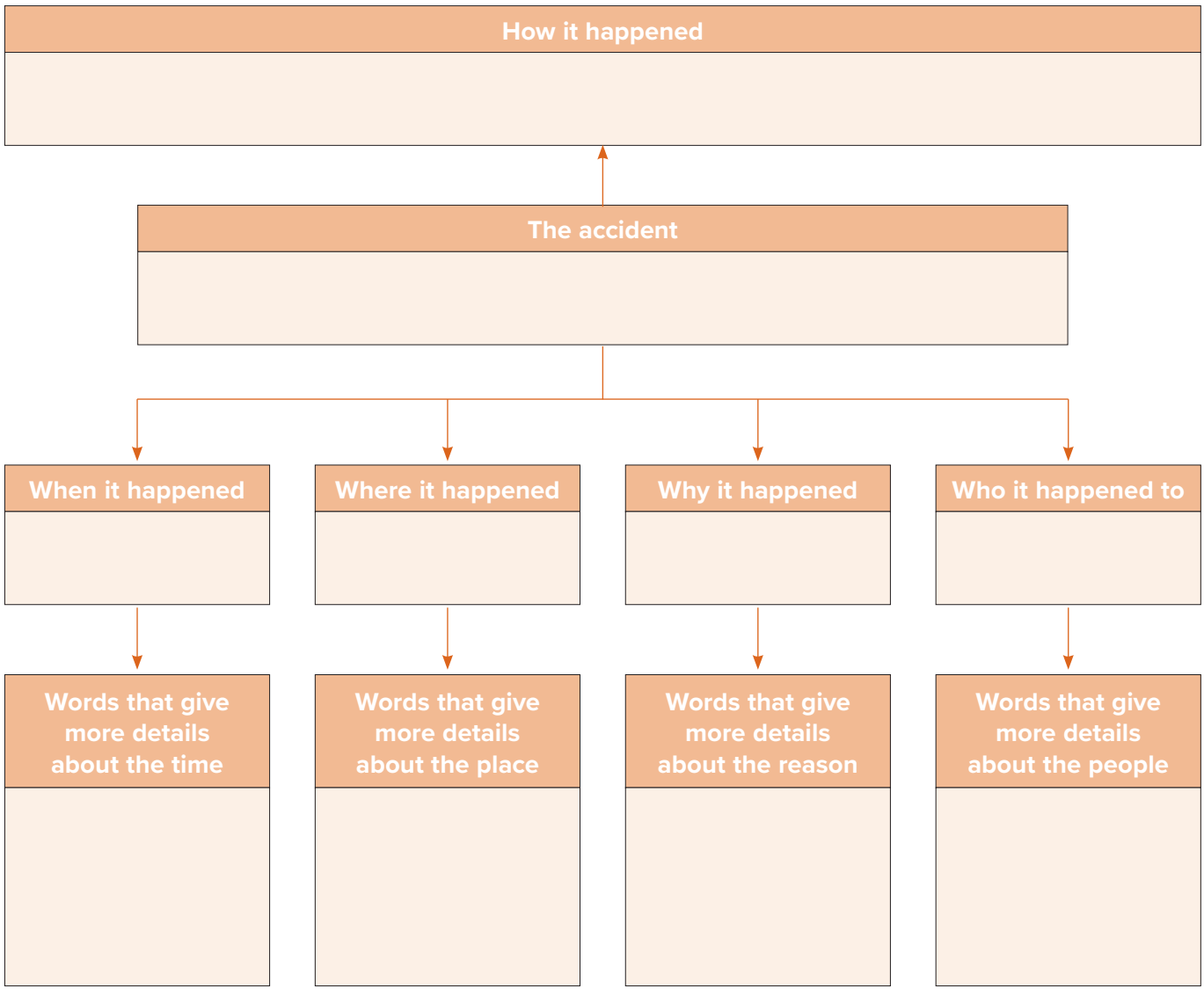
I don’t know what happened to the man, I never saw him again.

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**l** → careful**lly**

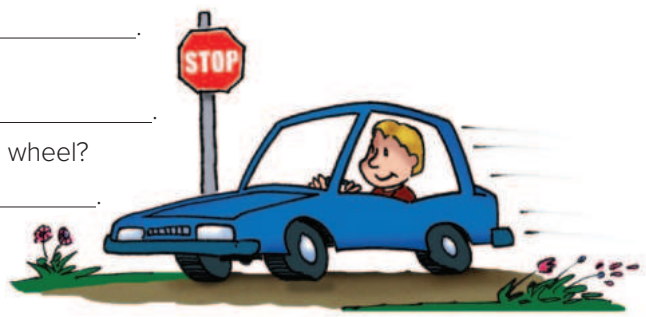
Note: Sometimes an adjective and an adverb have the same form:

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



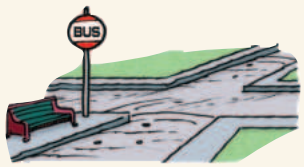
The park is **across from** the school.



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?

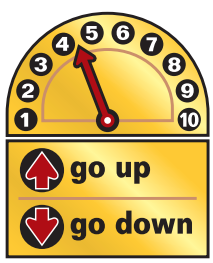
B: Go (1) _____ and (2) _____ left at the end of this street into Main Street. The post office is next (3) _____ the bookstore across (4) _____ the park.

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.

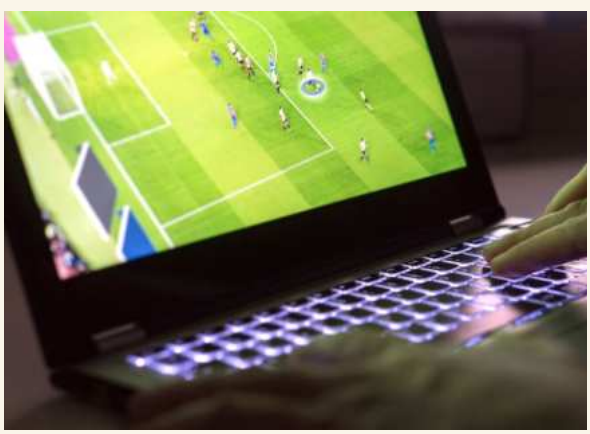
Dear Faisal,

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?



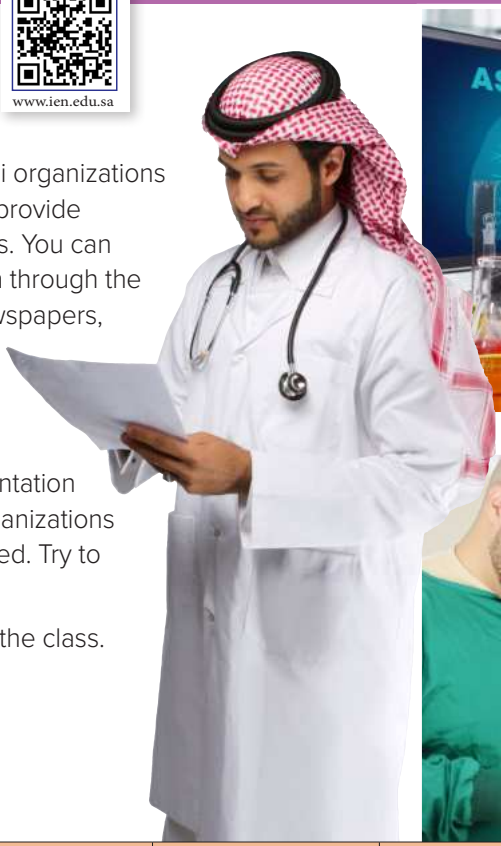
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12 Project

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

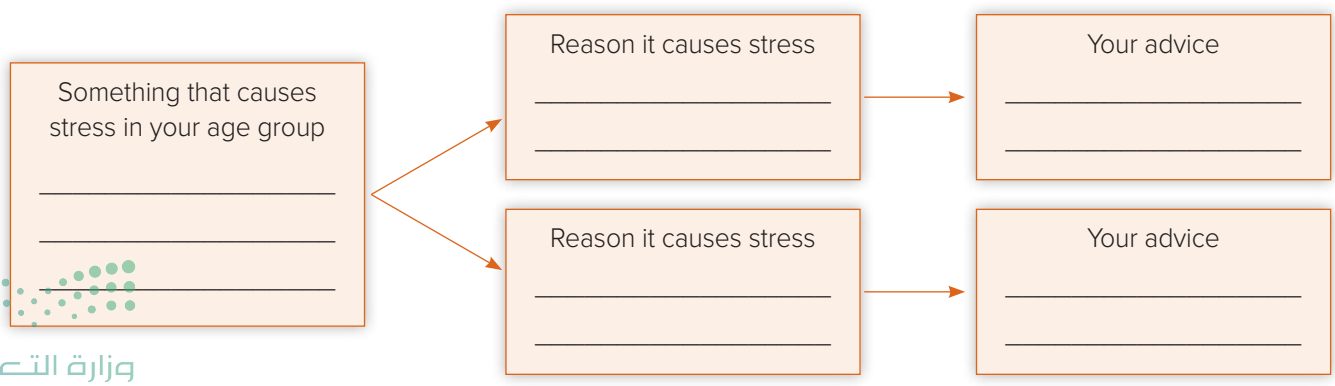
B. List the causes of stress for teens.

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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Reconnect

1 Listen and Discuss

Read and say what you think each text is about.



As you drive along a busy road, you notice a car without a driver! You blink to clear your eyes, and wonder whether you're losing your mind! It's the driverless car; a robotic vehicle that can travel to a predetermined destination without human intervention. All you would need to do is sit in the car and enjoy the ride! Would you do it? Would you travel in a driverless car? Is it science fiction or reality?



You are spending the night in the desert. Everyone else is sound asleep but you are still awake, enjoying the starlit sky. It's a cold but peaceful night. None of the usual city sounds echo in the background. So you snuggle in your sleeping bag and close your eyes. All of a sudden you are startled by a high pitched sound! Someone or something is whistling! You sit up, look around but don't see anyone. Then you hear the sound again, along with a soft patter of something landing in the sand. What do you think it is? Is it a dream or reality?

They are very real and highly popular in entertainment, but they are also used in education. They are used by many colleges and institutions for educational purposes. Many businesses and industries use them to train their employees and executives. They are used

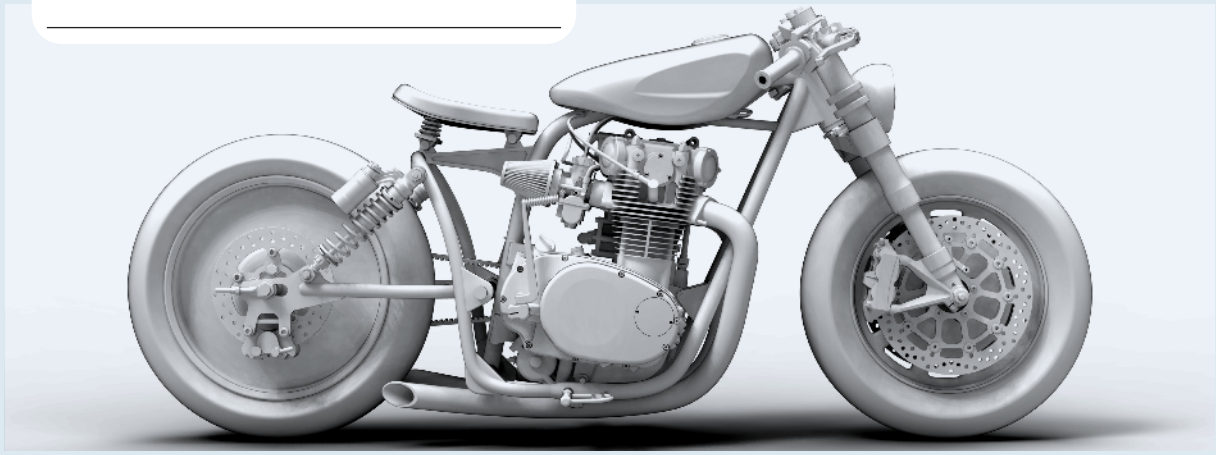


for military strategy and flight training. Astronauts train on them for a long time before they participate in real missions. Can you guess what they are? What is your opinion about them?



You walk into a food store to buy some yogurt and cheese. You notice that the packaging is different from what you are used to. It's very attractive with bright wrapping. A customer has just bought some frozen yogurt in a biodegradable bag. He takes out one of the round, pearl-like shapes and bites into it as you're about to warn him not to eat the wrapping! He seems to be enjoying it. He then uses a small spoon to dip into the shell, eat the rest of the contents as well as the wrapper! Is the wrapping edible, or does the customer suffer from a condition that urges him to eat things that would normally be considered inedible? What do you think? Is it science fiction or reality?

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Before the days of the computer-aided design (CAD) and lasers, models and prototypes required days or even weeks of hard work to make and were very costly. Improvements and modifications could not be incorporated easily, often resulting in the loss of business. An 80s idea, called rapid prototyping led to the development of a type of machine, similar to an inkjet printer, that made it possible for designers to make their own rapid prototypes. The machine uses plastic, instead of ink or powder, and builds up a model one layer at a time from the bottom upward. Do you know what this type of machine is called? Is it science fiction or reality?

2 Pair Work

A. Match each text with a heading. Compare with your partner.

3D Printing	The Whistling Rain Frog	Simulators
Tasty Wrappers	The Autonomous Car	

B. Compare your ideas/guesses about each text with your partner. Decide if the unusual things that are described are science fiction or reality. Give reasons for your answers. Use some of these phrases.

Expressing, Confirming Opinion/ Giving Reasons/ Agreeing/ Disagreeing

It could be real, couldn't it? I mean, it would be possible to .....
I wouldn't feel comfortable/ safe. Would you?
They claim that autonomous vehicles will be safer because human error will no longer be an issue.
So, according to this, you could print out any object on a 3D printer. Is this a fact?
I'm not sure how useful this type of thing would be.
I think it's a great idea. If wrappers were edible there would be less waste and litter.
They are certainly useful but they cannot replace the real thing, can they?
I think they can to some extent, or they wouldn't be used for pilot training.
It's a fact. Some countries have already decided to allow them on the road.
I can't see myself crunching on a wrapper. Can you?

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Reconnect

3 Conversation

Listen and practice reading the conversation in pairs.

Yasmin is in Jeddah, visiting relatives. She and her cousin, Amal, are invited to a wedding reception at the end of the week.

Yasmin: Amal, look at that beautiful, silk gown in the window!

Amal: I agree. It's very elegant. Would you like to go in and have a look?

Yasmin: Can we? I'd love to try it on. We don't have much time, shops will close in less than an hour, so let's hurry!

Assistant: Good morning ladies. How can I help you?

Amal: We'd like to see that gown, please.

Assistant: Is it for you?

Yasmin: It's for me, actually. But I need a larger size, don't I?

Assistant: I'm not sure you do. I think you should try a smaller one.

Yasmin: Isn't this small enough?

Assistant: I'm afraid not. It's an XL. Small is the right size for you. Would you like to try it on?

Yasmin: Yes, please.

....

Yasmin: What do you think? It's the right size isn't it?

Amal: Yes, it's a perfect fit. It looks great on you. You might need to have the hem taken up a little.

Assistant: We'd be happy to do that for you.

Yasmin: Right! We'll take it! Do you accept this type of credit card?

Assistant: Actually, we'd prefer cash.

Yasmin: Oh, I'm sorry. In that case, we'll have to go to the bank and get some cash. Could you tell us how to get to the nearest bank?

Assistant: Yes, of course. Walk out the door and turn right. You'll see some elevators on your right. Go down to the ground floor. The bank is between the elevators and a large sports store. You can't miss it.

(In the elevator ...)

Amal: By the way. I noticed you were reading the book that we bought the other day. Are you enjoying it?

Yasmin: I can't put it down. It has an incredible plot. It's full of suspense and events are totally unpredictable. It's not like many boring detective novels where you know what's going to happen next without reading. It's a good, well-written book. You should read it.



Size – Quantity

We don't have much time, shops will close in less than an hour, so let's hurry!

There are too many people waiting in line. We'd better come back later!

I need a larger size, don't I? / You need a smaller size.

This is large enough for him.

Directions

Walk out the door and turn right. You'll see some elevators on your right.

Go down to the ground floor. The bank is between the elevators and a large sports store. You can't miss it.

Go straight and take the second turning on the left/right.

Turn right and right again.

Talking about a book/plot

It has an incredible plot.

I can't put it down.

It's full of suspense/surprises.

You don't know what's going to happen next.

It's unpredictable.

It's an interesting story, based on real facts.

Your Turn

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

Decide about the following first:

- which city/town you are in
- what you are interested in buying
- what kind of store you are in
- who is with you

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4 Listening

A. Listen and check *true* or *false*.

	true	*false*
1. Yasmin can't use this type of credit card because she doesn't have an account.		
2. Yasmin is interested in opening an account.		
3. Amal can use the ATM.		
4. Yasmin will pick up her new gown today.		



Bank clerk: Good morning. Can I help you?
Amal: 3
Bank clerk: _____
Yasmin: No, I'm sorry, I don't. Is that a problem?
Bank clerk: No, not at all. _____
Yasmin: Oh, I see. What do you think Amal? _____ I'll be back here, every few months. It would make sense, wouldn't it?
Amal: Whatever you think is best.
Yasmin: _____
Bank clerk: Of course. _____
Yasmin: Thank you.
Amal: Oh, excuse me. _____
Yasmin: _____
Amal: Yes, I do. It's just that I don't use it often enough to remember! Sorry!
Yasmin: That's fine! I'm glad we'll both be using the same bank.
Amal: Oh, look at the number of people waiting at the counter. _____. I forgot to take it this morning.
Yasmin: Please don't worry! I'll wait for you.
Amal: I'm not sure that's a good idea Yasmin. Stores are about to close for the afternoon. You'd better hurry and pick up your gown.
Yasmin: You're probably right. Actually, I won't pick it up today. I'd like them to take the hem up. You'll be alright, won't you?
Amal: Yes, of course. Give me a ring on my cell phone when you're ready.
Yasmin: I'll do that. OK. See you soon.

B. Listen again and write the number of the correct expression in the blank.

1. Just checking; there is no service charge for account holders.
2. In that case, I'd like to open an account please.
3. Yes, please. We'd like to withdraw some cash from this credit card.
4. Do you have an account with us?
5. Would you like to come this way and fill out some documents?
6. I'd like to withdraw some money from my account.
7. I wish I had the card for my cash card account. I could use the ATM.
8. Wouldn't it be a good idea to open an account?
9. I didn't realize you had an account at this bank!

5 About You

Role-play a conversation like the one above with a partner. Use expressions from B.
Decide about the following first:
- which city you are in
- what you would like to do at the bank, e.g. open an account, deposit money into your account, etc.

6 Pronunciation

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

Good morning. ↗ Can I help you? ↗
No, not at all. ↘

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

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7 You've Got Mail!

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1 Listen and Discuss

Read the four emails and decide what the purpose of each one is.

Your Shoe Source

Reply | Reply to all | Forward | Print | Delete

From: 'Saud Saleh' asaleh@finest_footwear.com
Subject: Response to your email
To: rogers@made_in_USA.com

Dear Mr. Rogers,

I want to apologize for not answering your email sooner. I've been traveling for the last few days, and I got back only yesterday.

Although most of our shoes are imported directly from Asia, we are currently looking for new suppliers, such as ones in the USA. I look forward to meeting you and discussing the various possibilities. Please email me as soon as you make your final travel arrangements to Saudi Arabia so that we can set up a time for a meeting.

Best regards,

Saud Saleh
Purchasing Manager

Finest Footwear International





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Mail

Reply | Reply to all | Forward | Print | Delete

From: David Hamilton <dhamilton@unicore.com>
Subject: Out of office reply for David Hamiliton
To: psmith@unicore.com

I will be out of the office from October 19 to 22 and will not have access to email.

For any urgent matters, please contact: shawn_taylor@unicore.com.

David Hamilton

Visit you in Paris

Reply | Reply to all | Forward | Print | Delete

To: olivia@megagoal.com
Cc:
Subject: Visit you in Paris

November 15

Hi Olivia,

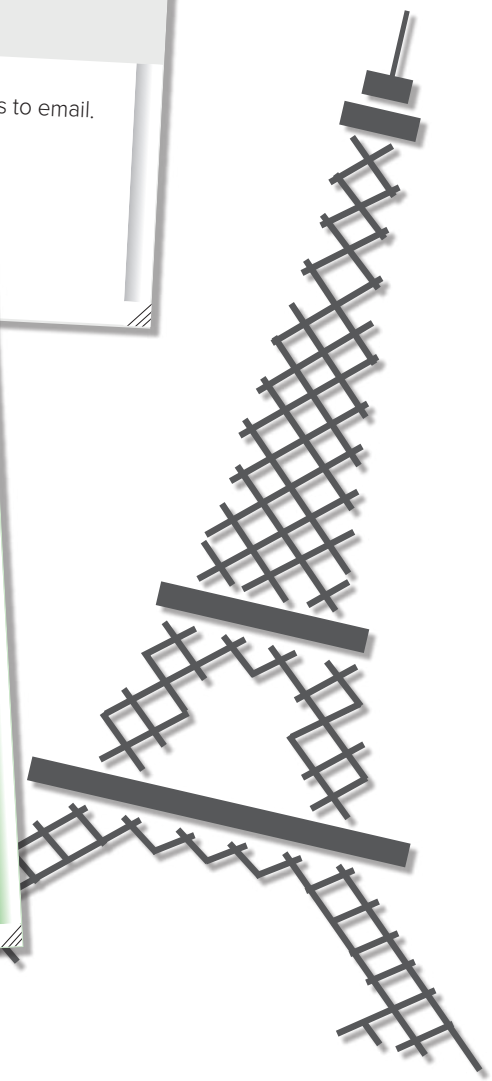
How's work, and how's Paris? Hope you're getting used to your new way of life and taking advantage of living in such a wonderful city.

Guess what? I'm coming to France on vacation at the end of the month, and I'll be staying in Paris for a few days. I was wondering if you could put me up. However, I don't want to inconvenience you in any way. I'm used to sleeping anywhere. Let me know if it's all right if I stay with you.

What's the weather like now? Last time I was in Paris, it was so rainy that I was soaked most of the time, in spite of my raincoat and umbrella.

I'm really looking forward to seeing you again.

Your best friend,
Melanie



Quick Check ☑

A. Vocabulary. Mark the ways to start or end letters or emails.

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

1. _____ Mr. Saleh answered the email as soon as he returned.
2. _____ Mr. Saleh's company is not interested in doing business with Mr. Rogers.
3. _____ Although your friend is far away, they haven't forgotten your graduation day.
4. _____ David will answer all emails even though he's out of the office.
5. _____ Melanie is hoping to stay with Olivia even though it'll be inconvenient.
6. _____ Even though Melanie was wearing a raincoat, she got wet in Paris.

2 Pair Work

A. Apologize for something.

- I want to apologize for not coming to your graduation ceremony.
- Don't worry. That's quite all right.

B. Wish someone the best on a special occasion.

- Congratulations. I wish you lots of success.
- Thanks a lot. I'm looking forward to the new job.

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3 Grammar

Preposition + Gerund

Prepositions can be followed by nouns, pronouns, or gerunds.

I apologized to **Allison**. *(noun)*
I apologized to **her**. *(pronoun)*
I apologized for **forgetting** her graduation day. *(gerund)*

Some verbs are usually followed by certain prepositions.

I **apologize for** arriving late.
I **look forward to** meeting you personally.
I**'m thinking of** moving to a new house soon.
I**'m dreaming of** going on vacation.
I **decided against** wearing a uniform.
I **insist on** paying for our lunch.
I **succeeded in** getting into college.
I **asked about** applying for a job.

Some adjectives are followed by certain prepositions.

I'm **tired of** waiting for an answer.
I'm **used to** having coffee at breakfast.

Although, Even Though, In Spite Of

Although, even though, and *in spite of* have similar meanings.

Although and *even though* introduce a clause that has a subject and a verb.

In spite of is followed by a noun or gerund.

Although it rained, we enjoyed the vacation.
Even though I was tired, I couldn't sleep.
In spite of the traffic, I arrived on time.
He went to school **in spite of** being sick.

As Soon As, When

These conjunctions of time are not followed by future forms of verbs even though the verbs tell us about future time. The present is used instead.

I'll tell you **as soon as** I know.
I'll call you **when** I arrive.

So ... (That)

Use **so** with an adjective or with *many, much, few,* or *little* to express result or degree.

The noise was **so loud** (that) we could hardly hear ourselves talk.
There were **so many** cars (that) we couldn't find a place to park.

Read each example in the grammar section. Find sentences in the emails that are similar and underline them.

A. Complete the sentences with ***although*** or ***in spite of***.

1. _____ her busy schedule, Maya always remembers her friends' events.
2. _____ Steve had all the right qualifications, he wasn't chosen for the job.
3. Our team lost the game _____ we played much better than the other team.
4. We had a really good time at the beach _____ the cloudy weather.
5. _____ she has a Russian last name, she was actually born in Canada.

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B. Use the following words to complete the paragraph:
although, as soon as, because, but, during, in spite of





The Telegraph System

In 1830, an American, Joseph Henry (1797-1878), demonstrated the potential of William Sturgeon's invention, the electromagnet, for long distance communication. (**1**) _____ it was Samuel Morse who was able to invent a telegraph system that was practical and commercially feasible.
(**2**) _____ 1835 Morse was a professor of arts and design at New York University, when he proved that signals could be transmitted by wire. The system was received rather indifferently in 1838, (**3**) _____ an impressive public demonstration.
(**4**) _____ Morse and his associates were eager to set up an experimental line, funding was not approved until a few years later. So, (**5**) _____ Congress approved a funding of $30,000, the construction of a line started between Washington and Baltimore.
Samuel Morse and his associates managed to raise private funds and extended their line to Philadelphia and New York. Telegraph companies started functioning in different parts of the United States. (**6**) _____ of this, Western Union soon joined, dispatching telegraphs by train. Eventually, telegraph systems were set up all over the world. It was the beginning of a new era in communication.

C. Match the two parts of the sentences about an outing.

1. ___ There was so much traffic on the road	**a.** we weren't able to swim.
2. ___ The picnic spot was so crowded	**b.** it took hours to get to the beach.
3. ___ The water was so cold	**c.** we went straight to bed.
4. ___ There were so many mosquitoes	**d.** I got a headache.
5. ___ The beach was so noisy	**e.** we weren't able to find a good place to sit.
6. ___ We were all so tired in the evening	**f.** the children were bitten all over.

D. Complete the sentences about yourself. Then compare with a partner.

I'm thinking of studying in a foreign country.

1. I'm interested in _____.
2. I'm excited about _____.
3. I'm thinking of _____.
4. I'm looking forward to _____.
5. I'm not used to _____.
6. I'm tired of _____.
7. I apologized to my friend for _____.
8. I'm not capable of _____.
9. I'm used to _____.
10. I decided against _____.

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4 Language in Context

Make a list of things you're ***used to doing*** and ***not used to doing*** and compare with a partner.





5 Listening

Listen to the messages or conversations. Complete the sentences.

1. **a.** Mr. Kramer's assistant is apologizing for _____.
   b. Mr. Kramer wants to _____.
2. **a.** Nawal is thinking of _____.
   b. Sabah is looking forward to _____.
3. **a.** Omar is apologizing for not _____.
   b. At the end, Omar is thinking of _____.
4. **a.** Raymond is making excuses for not _____.
   b. He wants to _____.

6 Pronunciation

A. Listen to the following vowel sounds. They are sometimes called short vowels. Then practice.

/e/	/æ/	/ɪ/
s**e**nd	h**a**ppy	w**i**sh
g**e**t	sp**a**m	c**i**ty
l**e**tters	congr**a**tulations	**i**nterested

B. Read the emails again and underline only the words that have short ***e***, ***a***, and ***i***. Practice reading the sentences aloud without stressing the short ***e***, ***a***, and ***i*** in the words you underlined.

7 About You

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

1. Are people in your country used to sending email, letters, or cards on special occasions?
2. When did you last apologize for doing something wrong? What did you do?
3. Are you the kind of person who forgives easily? Explain.
4. When you are/were absent from school, do/did your parents write notes to your teachers explaining your absence?
5. Are you used to doing favors or asking other people for favors? Explain.
6. Do you put people up when they travel? Do you ask others to put you up when you travel?

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8 Conversation

Underline the words that have short ***e***, ***a***, and ***i***. In pairs, read the conversation aloud without stressing the short ***e***, ***a***, and ***i*** in the words you underlined.



Ahmed: Abdullah, thanks for inviting me to your graduation event. I was really looking forward to next Thursday night, ...

Abdullah: I've been planning this event for ages! You're coming, aren't you?

Ahmed: Well, Abdullah, I'm calling you up to explain. Unfortunately I'm not going to be able to make it.

Abdullah: No way! I refuse to accept that. I insist on your coming.

Ahmed: I'm sorry, I really am. You see, it's my uncle's wedding, and they're having the whole family over for dinner. They expect me to be there, and I can't let them down.

Abdullah: So, sneak out as soon as the dinner's over.

Ahmed: I can't just walk out like that.

Abdullah: Of course you can.



Your Ending

What does Abdullah go on to suggest?

1. No one's going to notice.
2. Tell your uncle you're not feeling well, and you're going to lie down.
3. Be straight with your uncle, and tell him you have plans after dinner.
4. Your idea: _____

Real Talk

No way! = *used to say you won't allow something*
let someone down = *disappoint*
Of course = *used to give someone permission or encouragement*
Be straight = *be honest and frank*

About the Conversation

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

1. What was Ahmed looking forward to?
2. Why can't he come to the graduation?
3. What does Abdullah want Ahmed to do?

Your Turn

Role-play these situations with a partner.

1. You can't come to a friend's graduation ceremony. Make up a reason and apologize for not coming.
2. Call a friend and accept an invitation to a dinner, an event, or an outing.

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9 Reading

Before Reading

Read the passage and find all the sentences that talk about the different means of communication. Compare what you found with a partner.

From Smoke Signals to Email: *Keeping in Touch*



From the Stone Age to the present, people have shown a desire to send messages to one another over long distances.

In ancient times, according to one story, a chain of fires on mountaintops was used to relate the news of the fall of Troy to people in Greece. In the past, native people in the Americas used smoke from fires to transmit messages. They developed a code—in which certain combinations of smoke rising had special meanings. For example, two parallel columns of smoke indicated the successful return of a war party.

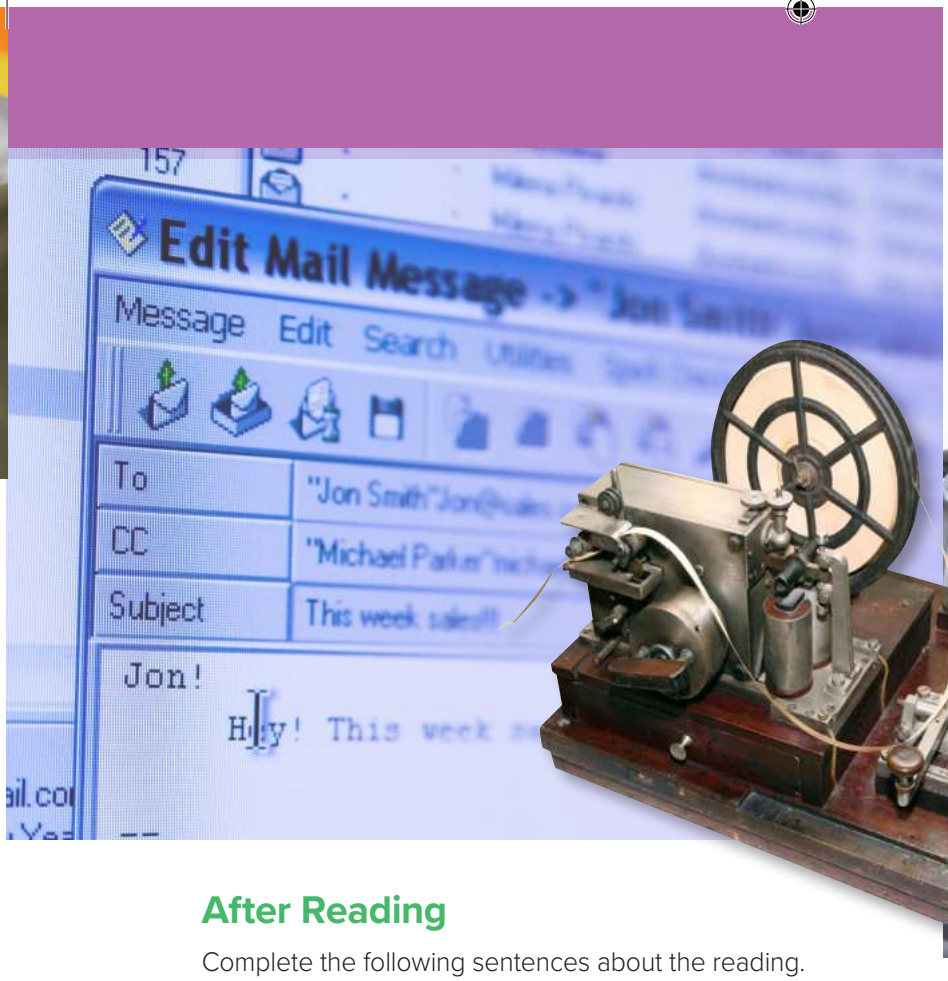
The ancient Greeks established lines of signal towers at mountain-tops. At each one, a large fire was lit to transmit a signal to the next tower, and in this way, information was passed on through the land. Also, almost anything that makes a noise has been used for signaling. A kind of drum talk is still used in Central Africa today, although few who are not natives have been able to understand it. The sender uses a drum that can produce a high or low tone. Because the local dialect alternates in these tones, the sender is able to simulate speech with the drums.

In modern times, people have communicated by letter, telegraph, and telephone. But no one method has become as widespread as quickly as the use of email. The first email message took place in 1971, and according to its sender, Ray Tomlinson, it was probably the following: "QWERTYUIOP." What was significant about that? Nothing, really. This is just the top row of keys on an English-language keyboard. Tomlinson was just testing out the system and using a nonsense message. He had no concept that he was going to start a revolution in communication.

Tomlinson was one of a group of scientists who were working on developing better computers. The scientists at his site were able to send a message to a "mailbox" on the computer on their site. Other scientists could view the messages in the mailbox. But there were other computers at other sites where scientists were working on the same project. Tomlinson's idea was to figure out a way to deliver messages to mailboxes on those remote computers. He used the @ sign to identify messages that were headed out of the local machine to the more distant ones. That was the start of the emailing systems that we still use today.

At first, the number of people on email was small, but by the end of the 20th century, there were 263 million email boxes. In the 21st century, that figure has grown to over 4 billion, and the functions of email services in the future will become more and more diversified. And text messaging on cell phones is also increasing, so people can, in effect, be in constant touch with people who are long distances away.

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After Reading

Complete the following sentences about the reading.

1. People have shown a need to communicate with one another since _____.
2. When Native Americans saw two columns of smoke, _____.
3. Although drums are used in Central Africa to communicate messages, only a few non-natives _____.
4. When Tomlinson sent his first message, he wasn't thinking of _____.
5. Although email only began in the 1970s, by the end of the 20th century, _____.
6. Nowadays, billions of people are used to _____.

Discussion

1. Think about how you communicate with different people.
2. Work in groups. Make notes in the chart below.
3. Use your notes to talk about communication in class.
4. Which are the most common and most effective ways? Why?

	Ways I communicate	Advantages	Disadvantages
With friends			
With relatives			
With other people who live far away			

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10 Writing

A. **1.** Work in pairs. Compare the emails from Mr. Saleh and Melanie on pages 106 and 107. Make notes in the chart below.
2. Use your notes to report in class. Discuss differences and similarities.
3. Why do you think there are differences?

Email	Page 106	Page 107
From		
To		
Greeting		
Opening lines		
Topic/information content		
Closing lines		
Signed		
Purpose of email		

B. **1.** Read the email from Adel to his friend in the USA and answer the questions.
- Where did Adel spend the summer?
- What time of year is it?
- How does Adel feel about starting school again?
- Why is he excited about the weekend?

2. What does *P.S.* stand for? Why do we use it?
3. Which email in your book is this email similar to? How do you know?



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Back to school

Reply | Reply to all | Forward | Print | Delete

To: brian@megagoal.com
Cc:
Subject: Back to school
Attachment: 200.jpg

Hi Brian,

How are you doing? Did you have a good summer? How's school? I guess you've just started again, right? Well, that's life. I am attaching a photo of us at the game. How do you like it? We look good, huh?

This is our first week back and everyone is trying to get used to getting up early, spending most of the day at school then home, homework, etc. But we have some great plans for the weekend. We'll drive to the desert with my cousins and spend the night there. I wish you could come along. It would be so much fun.

Guess what? My father promised to let me drive the jeep in the desert. Isn't that cool? What about you? Any special plans for the weekend?

Don't forget. It's your turn next summer. You are going to come to Saudi Arabia and stay with us. I'd better not talk about the summer now. Time to get organized and get down to homework!

Give my best to your family.

Adel

P.S. My teacher complimented me on my English! I told him I had spent two months practicing with my friend!

1. You want to write an email to a friend.
2. Decide who you are going to write to and what you are going to write about.
3. Complete the chart with your notes. Then use your notes to write the email.

Email	My notes
My greetings:	
My opening words:	
My reasons for writing this email:	
My closing words:	
Attached documents:	

Writing Corner

When you write an email to a friend:

- **Greet and sign your letter in an informal manner, e.g.** *Hi/Hello/Dear* **+ first name and** *Best/Best wishes/See you soon/Take care* **+ your first name.**
- Write as if you were speaking to him/her, i.e. use contracted forms, emoticons, or abbreviations.

When you write to a business/professional contact:

- **Address and sign the letter more formally, e.g.** *Dear Sir/Madam/Dear Mr./Mrs.* **+ last name and** *Kind regards/Best regards/Sincerely.*
- Do not use contracted or abbreviated forms.

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11 Form, Meaning and Function

Simple Past with *Used to*

Use *used to* for past states, habits and situations that are no longer true.

Morse, the inventor of the telegraph system, **used to be** a professor at New York University. He **used to teach** arts and design.

People **used to communicate** by telegraph. Telegraph companies **used to dispatch** telegraphs by train across the United States.

Yes/No Questions (?)	Answer
Did you **use to have** a blue car?	Yes, I did. I sold it three years ago.
Did they **use to play** football every week?	No, they didn't. The used to play tennis.

Used to and *Would*

We can also use *would* in place of *used to* for past habits but we cannot use *would* for past states.

In ancient times, people **would shout** messages to the next tower in order to pass on information through the area. People **used to have** very powerful voices in those days!

INCORRECT: ~~People would have very powerful voices.~~

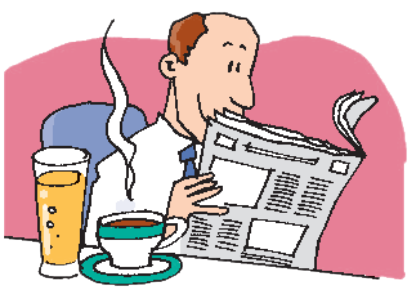
Information Questions (?)	Answer
How did people in the Americas **use to transmit** messages?	They used smoke signals.
Why did people **use to shout** from signal towers?	They wanted to pass on messages.
What did you **use to do** when you were young?	I used to ride my bike in the park.

A. Complete the paragraph with the correct form of the verbs in parentheses. Use ***used to, would*** and ***didn't use to***.

My grandparents often tell me that life before the Internet was very different to how it is nowadays. When my grandfather was young, he _____ (1. have) a computer, laptop, tablet or even a cell phone!

He told me that in those days, people _____ (2. speak) to people on a phone that was fixed to the wall of the house. People _____ (3. use) their phones to take digital images. They _____ (4. take) photos with a camera that needed a special roll of film. They _____ (5. print) the photos on a special kind of paper and put them in a photo album.

Moreover, people _____ (6. find) information in books, and they _____ (7. use) actual paper maps to get to places! They also _____ (8. read) paper newspapers which a paper boy _____ (9. deliver) to their house. My grandfather said it was just like getting a printed Internet on their doorstep every morning!



These days it is much quicker to find information and stay in touch, but life before the Internet sure sounds amazing!

B. Work with a partner. Talk about what your grandparents ***used to*** and ***didn't used to do***.

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There is/There are

Singular nouns

There is a phone message for you.

Plural nouns

There are lots of unanswered emails in my inbox.

Plurals

Regular nouns

For most regular nouns we add **-s** to form the plural. If the noun ends in **-s, -ch, -sh, -o,** or **-x**, we add **-es.** For regular nouns that end in **-y**, we usually drop the 'y' and add **-ies** for the plural. For regular nouns that end in **-f** or -**fe**, we change the ending to **-ves**.

letter—letters	inbox—inboxes	city—cities	leaf—leaves
card—cards	business—businesses	company—companies	wife—wives
email—emails	watch—watches	story—stories	life—lives

Note: If the noun has a vowel before the final **-y** then we add an **-s**: boy—boys; day—days; donkey—donkeys, etc.

Irregular nouns

man—men	child—children	foot—feet	deer—deer
woman—women	tooth—teeth	mouse—mice	fish—fish

Definite Article: *The*

Use the definite article *the* before singular and plural nouns when we know what or who we are referring to.
The children at the local school got some new computers.

Use the definite article *the* for objects that are one of a kind: **the** Internet, **the** sun, **the** Masmak Fortress, **the** Holy Qur'an.

C. Look at the picture. Write sentences to describe the different ways people communicate. Compare with a partner.

There is a man writing an email on a computer.

D. With a partner, talk about how you stay in touch with family and friends. Is this the same or different to when you were younger? Why?



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12 Project

1. Design a greeting card for Saudi Arabia National Day.
2. Think about events and emotions on that day and complete the chart with your notes.





My notes	Occasion Saudi Arabia National Day
Actions on that day (verbs)	
Naming words on that day (nouns)	
Describing words for that day (adjectives)	
Emotion words on that day	

3. Write 2 to 3 sentences/messages about Saudi Arabia National Day using some of the ideas/words you listed above.
4. Design your card. Search and find suitable photos/pictures or draw your own. Make sure that your photo/drawing is related to your sentences.
5. Choose the sentence or sentences that you are going to include and write them on your card.
6. Decide who you are going to send your card to.

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13 Self Reflection 

Things that I liked about Unit 7:	Things that I didn't like very much:
_____ _____	_____ _____

Things that I found easy in Unit 7:	Things that I found difficult in Unit 7:
_____ _____	_____ _____

Unit 7 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
discuss email and letter format and etiquette			
make and accept an apology			
wish someone success			
make arrangements, accept and refuse invitations			
use the construction preposition + gerund			
use *although, even though,* and *in spite of*			
use *as soon as* and *when;*			
use *so...(that)*			
use *used to* and *would*			
use *there is/are* + singular and plural nouns			
use the definite article: *the*			

My five favorite new words from Unit 7:	If you're still not sure about something from Unit 7:
_____ _____ _____	• 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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8 Wishful Thinking

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1 Listen and Discuss

Read the texts below. Find the sentences that say exactly what each person wishes for.

WHAT PEOPLE ARE SAYING

Wishes vary from person to person. Find out how some of our readers answered the following questions.



Saeed, 23

Q: If you could only take one thing with you to a desert island, what would you take?

A: I would take my cell phone. I'd be able to keep in touch with my family and friends around the world, and I wouldn't get lonely.



Ahmed, 17

Q: If you could be a historical figure, who would you be?

A: I'd like to be Omar bin Abdul Aziz, a Muslim Caliph. I would create one of the greatest empires with no poverty the world has ever known.



Bob, 16

Q: If you had a close encounter with an extraterrestrial, what question would you ask?

A: I'd ask if I could travel with the ET.* I would like to find out about life in the universe.



Steve, 15

Q: If you could choose a place to live, which city or country would you choose?

A: If I could choose a place to live, I'd go to Hawaii. The weather's great the whole year round, and the surfing is fabulous.



Hameed, 20

Q: If you could change your looks, what changes would you make?

A: Actually, I'm quite happy the way I am. I wouldn't make any changes.



Leonard, 19

Q: If you could travel through time, would you go to the past or to the future?

A: I would go to the future to see what new technologies people will be using.

*ET = Extraterrestrial

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The Most Common Wish

"I wish I could win a big prize."

The King Faisal International Prize is awarded to individuals, whose achievements benefit mankind across the globe. Shaikh Sulaiman Al-Rajhi, a world leading philanthropist, was awarded the 2012 Prize for Service to Islam, while Prof. Adnan Bin Muhammad Al-Wazzan won the Prize for Islamic Studies.

Prof. Richard Berkowitz and James Bruce Bussel won the Prize for Medicine. The cash prize of ﷼ 750,000 ($200,000) was split between them. Prof. Ali Hilmi Ahmad Moussa and Dr. Nabil Ali Muhammad, from Egypt, shared the Arabic Language and Literature Prize and Prof. Alexander Varshavsky won the Science Prize. Laureates also receive a gold medallion, and a handwritten certificate.



Custodian of the Two Holy Mosques King Salman bin Abdulaziz Al Saud and *Shaikh Sulaiman Al-Rajhi*

Quick Check ☑

A. Vocabulary. Match to form new words or expressions.

1. desert ___	**a.** round
2. keep ___	**b.** the prize
3. close ___	**c.** in touch
4. whole year ___	**d.** island
5. split ___	**e.** encounter

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

1. _____ Saeed would take his cell phone to a desert island.
2. _____ Steve would like to be a Roman emperor.
3. _____ Bob would ask an extraterrestrial about life on other planets.
4. _____ If Ahmed could live in any place in the world, he'd live in Hawaii.
5. _____ If Hameed could, he would change the way he looks.
6. _____ Leonard would like to find out about future technologies.

2 Pair Work

A. Give your answers to the questions in the article.

If I could take only one thing with me to a desert island, I'd take my smartphone.

B. Find sentences that are wishes in the texts you read. Make questions for those wishes. In pairs, ask and answer the questions. See the example below.

Do you wish you had a lot of money?
Yes, I do. Then I would be able to travel.

C. List some common wishes, and compare your list with a partner.

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3 Grammar

Conditional Sentences with *If*-Clause: Imaginary Situations

Use conditional sentences to talk about imaginary or hypothetical situations in the present. Use the simple past in the *if*-clause. *Would* is often used in the main clause.

If I found a million dollars, I **would keep** it. I **wouldn't take** it to the police.

The contraction of *would* is *'d* and is used with all subjects: *I'd, you'd, he'd, she'd, we'd, they'd*.

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

Conditional Sentences with *Might* and *Could*

Might can replace *would* in conditional sentences to express possibility.

If I had extra money, I **might take** a vacation to Hawaii.

Could can be used in the *if*-clause. It means "if someone were able to."

If I **could travel** anywhere, I**'d go** to Tahiti.

Could can also be used in the main clause. It means "would be able to."

If we had more time, we **could play** another game of tennis.

Verb: *Wish*

Use *wish* for things you want to happen but probably won't.

wish		
in the present	I don't have much time.	I **wish** I **had** more time.
	I have to study today.	I **wish** I **didn't have** to study today.
	I'm not rich.	I **wish** I **was/were** rich.
	I can't go to the mall.	I **wish** I **could go** to the mall.
in the future	He won't lend me his car.	I **wish** he **would lend** me his car.

Note: *Was* is usually used in informal spoken English with *I*.
I wish I **was** a millionaire.

Read each example in the grammar section. Find sentences in the texts you read on the previous pages that are similar and underline them.

A. Match the sentence parts.

1. If I were a very rich person, ___	**a.** I'd tell him to cut taxes.
2. If I saw someone who was stealing in a store, ___	**b.** I might live with my aunt.
3. If I had more experience, ___	**c.** I'd travel to New Zealand.
4. If I could say something to the president, ___	**d.** I wouldn't have to work.
5. If I had to leave my home, ___	**e.** I'd apply for the job.
6. If I could choose any destination, ___	**f.** I'd call the police.

B. Work with a partner. Make sentences that start with the ***if***-clauses in exercise **A** and end with your own ideas.

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C. Discuss the following situations in a group. What would you do?

1. Someone took your shopping cart by mistake in the supermarket.
2. You're in a hotel and you see a famous writer.
3. You lent a friend some money, but the person didn't return it.
4. You lent a friend a dress or a suit for a special occasion. When he/she returned it, it had a big stain on it.
5. You saw someone cheating on a test.



D. Problem Solving

Work in groups. Pretend your city has the following problems, and you are the government official in charge of solving them. What would you do?

If I were mayor, I would build a rail system to connect various parts of the city.

poor public transportation	crime	poor health services	few sport facilities
no recycling facilities	traffic	poor telephone service	few libraries
old schools	pollution	too much garbage	expensive housing

E. Use the verb ***wish*** to complete the sentences. In some cases, more than one verb form can be correct.

Your best friend is a wonderful person, but he/she talks too much.
I wish that my best friend *didn't talk so much/wouldn't talk so much* .

1. Your friend eats too much junk food and you think it's unhealthy.
   I wish my friend _____.
2. A friend asked you to go surfing, but you don't know how to surf.
   I wish I _____.
3. Your parents won't let you go out tomorrow night.
   I wish my parents _____.
4. It's raining again.
   I wish it _____.
5. You want to buy someone a present, but you don't have enough money.
   I wish I _____.
6. You have to wear a uniform to school, and you don't want to.
   I wish we _____.

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4 Language in Context

1. A local business will pay for three things you want because you won a national competition. What would you ask for?
2. Compare your wants with members of the class and select the funniest one.

5 Listening

A. Listen to the conversation and make notes in the chart below.

	Wish	Why?
Gina		
Lyn		
Sahar		

B. Listen again. Try to figure out the reasons for the people's wishes, and complete the second column of the chart. Share your ideas in small groups. Then report in class.

6 Pronunciation

A. Listen. Note how ***would*** + ***you*** and ***could*** + ***you*** are reduced in questions. Then practice.

What **would you** do? What **could you** do?
Where **would you** go? Where **could you** go?

B. Read the people's wants and wishes again. Underline the ***would you*** and ***could you*** word groups. Practice reading the sentences aloud.

7 About You

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

1. Do you ever wish you were someone else? Who? Why?
2. If your house were on fire, what would be the first thing you'd try to save?
3. If you lived on a desert island, what would you miss most from civilization?
4. If you lived away from your country, what would you miss the most?
5. Have you ever had a wish come true? (Or, do you know anyone who has?) What was the wish?
6. What advice would you give someone in order to become rich?

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8 Conversation



Underline the ***would you*** and ***could you*** word groups. In pairs, read the conversation aloud making sure to reduce the pronunciation of ***would you*** and ***could you***.

Yousef: Some people are really interested in participating in a TV game show. I read about this guy who won a million-dollar prize on a TV game show.

Michael: Well, I read about a family that won 100 million dollars as a prize. Now to me, that would be a real problem. I wouldn't know what to do with so much money.

Yousef: You wouldn't know what to do with so much money? You have to be crazy to say that. If I won that kind of cash, I'd know exactly what to do. I have it all planned out.

Michael: What would you do then?

Yousef: I'd divide the amount into three. I'd give one third to my family. Another third I'd spend on traveling to places I've always dreamed of visiting; I'd buy a house for myself, and a new car, and I'd have a ball.

Michael: And what would you do with the rest?

Your Ending

What do you think Yousef's answer would be?

1. I'd probably give it to charity.
2. I'd invest the money in the stock market and try and make more money.
3. I'd give it to you, of course.
4. Your idea: _____

Real Talk

this guy = informal way to say "this person"
to me = in my opinion
You wouldn't know... ? = echo question, to confirm what was said (here, to show disbelief)
have a ball = have a good time

About the Conversation

1. Who won some money? How did the people win it?
2. What would Michael do with 100 million dollars?
3. What two things would Yousef do with 100 million dollars?

Your Turn

Role-play the conversation with a partner. Use your endings. Use the answers in About the Conversation for ideas.

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9 Reading

Before Reading

Winning money as a prize could bring the winner problems. Do you agree or disagree? Give reasons. Make a list of problems you think might be mentioned in the article below. Then scan the article and see if it mentions the same problems.

MONEY: *A Blessing or a Problem?*

There's a great deal of truth in the saying "A fool and his money are soon parted." For some people, winning millions is the answer to their problems, but the reality is more like a nightmare for others. The money can strain relationships with family, friends, and neighbors, and can even eventually end in bankruptcy. It's often very hard for a winner to handle the pressure and all those millions.

Most prize winners are not used to having money and making financial decisions. They are vulnerable and become easy prey to people who want to take advantage of them. Winners may lose large sums on investments they know nothing about, or they might go in with a partner who may not know how to run a business.

William "Bud" Post won $16.2 million. "I wish it never happened. It was totally a nightmare," says Post. He tried to help his family, but things didn't work out. A brother was arrested for trying to kill him, hoping to inherit part of the money. Post went into a car business and a restaurant with his children, but the two ventures were failures. He eventually went broke, and now he lives on $450 a month and food stamps.

For many people, sudden money can cause more than financial disaster. The most notorious case of poor use of prize money in recent times is that of Michael Carroll, who won £9.7 million ($17.1 million) at the age of 20. Michael spent almost his entire fortune in 18 months on four homes, a holiday villa in Spain, two convertible BMWs and two Mercedes Benz cars, several quad bikes, and a stake in a football team. Sometimes money can make people insane, but that isn't the case with Michael Carroll. He was a nuisance before, and decided to continue being a nuisance. Michael has been in constant trouble with the law, and has paid thousands of dollars in fines for vandalism. Reports say that he is nearly broke.

But not everyone is like Michael and Bud. Bob Bradley, an 83-year-old great-grandfather, won $6.17 million in May 2006. Besides giving a huge amount to children's charities, Mr. Bradley has spent his fortune helping to make the dreams of his family and friends come true. He has rejected flashy cars, expensive vacations, and a move to a luxury mansion in favor of handing out his jackpot to others. He said: "I haven't kept any money for myself. I can just give my family all they ever wanted. I've had my life more or less, so this win is for their benefit."

So if you ever win a big prize, seek an advisory team to help you make important financial decisions—and a good psychiatrist to help you keep your sanity.



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After Reading

A. Underline words and expressions in the reading that refer to money.

B. In your own words, write how the different prize winners handled their fortunes.

1. Bud Post _____

_____

2. Michael Carroll _____

_____

3. Bob Bradley _____

_____

C. Make a list of the most common problems experienced by the prize winners. Compare your answers with a partner.

Discussion

1 Read the article again and make notes about how each person spent and lost his money.

2 Work in pairs/groups. Think about how you might have helped them protect their money. Make notes in the chart.

3 Discuss your ideas in class. Decide on the best idea.

4 Do you think Bob Bradley used his money well? Why? Why not?

Prize winner	How he lost his prize money	How you would help him protect his money
Bud Post		
Michael Carroll		
Bob Bradley		

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10 Writing

A. 1. Have you ever watched a quiz show on television? What did you think of it?

2. Would you ever participate in a quiz show? Why? Why not?

3. Read the answers given by the winner of a popular quiz show, *Top Quiz*, and match them with the right questions. Write the number of the question in the blank. Listen and check.

Interviewer: Congratulations! You're the big winner.
Simon: Thank you, thank you. I'm very excited.
Interviewer: ___
Simon: You know, I've been too busy to think about it. So I guess, no, it hasn't. But I'm sure it will.
Interviewer: ___
Simon: I'm only a guy who was on a quiz show. No more, no less. I don't feel like a celebrity. I'm just a regular person.
Interviewer: ___
Simon: Well, my friends and family kept pushing me to join. I wasn't so sure. I mean, I didn't think I was all that good at anything. But in the end, I thought, why not? What have I got to lose?
Interviewer: ___
Simon: Yes, you could say I was. But I didn't watch it all the time. If I had anything better to do and had to be away, I was away. I guess I'm a big fan now!
Interviewer: ___
Simon: I don't think anything can prepare you for something like this. I was in a bit of a shock at first but it didn't take that long to get used to things. It felt really good.
Interviewer: ___
Simon: Yes, I did actually. If you remember, there was this young man, Weber, who was a real whiz kid. I thought that was it, for a moment. I didn't think I could make it. But as it turned out he's got a way to go. He's quite young. But ... I wouldn't want to compete with him in ten years' time.
Interviewer: ___
Simon: The whole experience. It was something I'll remember for the rest of my life. Even if I hadn't won, I would still feel that way, because it's all so unique, working with all these wonderful people, knowing that thousands of viewers watch you on every show.
Interviewer: ___
Simon: Right now, I need some time to settle down and think. I know one thing, for sure, though; I will not be watching any shows for a while. I'd like to go somewhere and rest and then probably decide if I'm going to go back to college or start my own business.
Interviewer: Any last words?
Simon: I would like to thank everybody for giving me this opportunity—my family, my friends, the people on the show ...

If you could pick one thing from *Top Quiz* to take away as special, besides your million dollars, what would it be? 1

How does it feel to be a celebrity? 2

Did you have any rough moments during the show? 3

Has it sunk in yet? 4

How did you decide to sign up? 5

How did it feel to be on the show? Was it what you had expected? 6

Were you a fan of the show before you joined? 7

What are your plans for the future? 8

4. How would you feel if you won in a quiz show? Why?

5. Would you want the reporter to ask you different questions? Which ones?

6. Role-play the interview in pairs. Give your own answers.

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B. Write a description of a day in your life as a famous quiz show winner.
Imagine your new celebrity lifestyle and answer the questions:

1. Where do you live? What do you wear?
2. What do you do? Where do you go? How do you get there?
3. Who are your friends? Are they new friends or old friends?
4. What is your relationship like with your family?
5. Has your success changed your life for the better or the worse?
6. Make notes in the chart.
7. Use your notes to write your description.
8. Exchange and read each other's descriptions in class.

	Description of your celebrity lifestyle	Positive and negative aspects of your celebrity lifestyle
the place where you live		
your possessions e.g., house, clothes, car, etc		
your daily routine		
your relationships with family and friends		

A Day in My Life As a Quiz Show Winner

Wearing the latest designer sunglasses, I call my driver to come and collect me from my huge house where I have lived since winning 'Top Quiz.' ...

My house is beautiful. It has seven bedrooms and three bathrooms. The only disadvantage is that there are always tabloid newspaper reporters waiting at the end of the driveway ...

I ask my driver to take me downtown in my luxurious car, I make my way to a 5-star restaurant to meet friends ...

Writing Corner

When you write a description of a person or someone's lifestyle:

- Use a lot of descriptive vocabulary to get your reader interested in the person and their lifestyle. Paint a picture with words to illustrate what kind of person you are describing, such as: huge, luxurious and so on.
- Use present tenses to describe the person, their friends and family and their activities.
- Use paragraphs to describe different aspects of someone's lifestyle. You could organize your description into different parts of the day, the places the person visits, their feelings throughout the day and how they change and so on.
- Mention the negative aspects of the person's lifestyle as well as the positive aspects.
- Conclude your description by summing up how the person generally feels about their life.

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11 Form, Meaning and Function

Count/Noncount Nouns

Count nouns name things that you can count: one Saudi riyal, two Saudi riyals, etc. They have singular and plural forms.

Singular Count Nouns	Plural Count Nouns
a coin	two coins
a wish	three wishes
a prize	four prizes





Noncount nouns name things that you can't count: *money, news, information, advice, rice, tea*. They don't use *a/an*. They don't have plural forms.

Expressions of Quantity: *Some, Any, No*

Use *some* in affirmative statements. Use *any* in negative statements and in questions.
Use *some/any* with noncount nouns and with plural nouns.

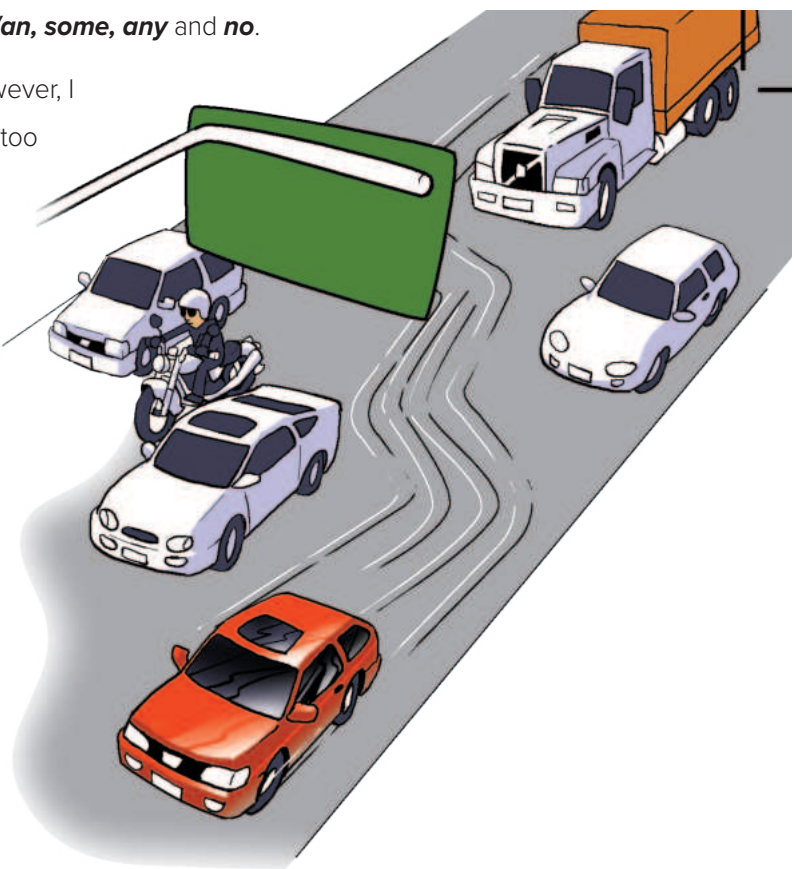
Questions (?)	Affirmative (+)	Negative (–)
Is there **any** pollution?	There is **some** pollution.	There isn't **any** pollution.
Are there **any** sport facilities?	There are **some** sport facilities.	There aren't **any** sport facilities.

Use *no* with noncount and plural nouns in affirmative sentences to give a negative meaning.

There is **no** crime. = There isn**'t any** crime.
There are **no** recycling facilities. = There aren**'t any** recycling facilities.

A. Read the description of a city and circle the quantifiers ***a/an, some, any*** and ***no***.

My family moved to this city when I was 10 years old. However, I don't like living here and I wish we would move. There is too much traffic and air pollution. There is a lot of garbage on the streets. There are no recycling facilities and there isn't anywhere to play sport either. I suppose there is some good public transportation but there isn't a subway system. There are some good schools but they are very old. There are no libraries and there isn't even a book store downtown. There is a big supermarket near my house but my mother complains that it is very expensive. The roads are not very good and there is nowhere to ride my bike. I wish we hadn't moved here. I wish I lived somewhere else!



B. With a partner talk about what is good and bad about your city. Use ***there is/are*** and quantifiers.

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Words Connected with Money, Shopping Habits and Prices

Some words that we commonly use when we talk about shopping habits and prices are:

Item	Material	Size	Price
sweater pants thobe sandals bracelet dress shoes	wool 50% cotton and 50% polyester cotton leather gold silver	small medium large	﷼ 110 ﷼ 209 ﷼ 150 ﷼ 470 ﷼ 720 a 20% discount



Can I help you, sir?
What **size** are you?
Are these **pants cotton**?
Excuse me, **how much** is this **sweater**?
How much are these **leather sandals**?

Can I see the **gold** bracelet?
How would you like to pay?

Yes, please. **I'm looking for** a thobe.
I'd like to **try on** a **medium**.
They are made from **wool**.
It's ﷼ **350**, sir.
We have **a** 15% **discount** on those.
They are ﷼ **110**.
Yes, of course. Here you are.
I'd rather pay **in cash / by credit card**

C. Read the conversation in a shop. Complete with a **bold** vocabulary word from the chart above.

Shop assistant: Can I (1.) _____ you, sir?
Man: Yes, please. I'm (2.) _____ for a sweater for my nephew.
Shop assistant: What (3.) _____ is he?
Man: He's a (4.) _____.
Shop assistant: Ok. We have a blue one and a red one in that size.
Man: How (5.) _____ are they?
Shop assistant: The blue sweater is made from 100% (6.) _____ and it is ﷼ 130. The red one is made from wool and cotton. We have a 20% (7.) _____ on the red one. It's now (8.) _____ 85.
Man: Great. My nephew prefers red, so I'll take the red one.
Shop assistant: Would you like to pay in (9.) _____ or by (10.) _____, sir?
Man: I'd like to pay in cash, please.

D. Read the situation below and write the conversation. Work with a partner. Then role-play the conversation for the class.

Sabah is attending a wedding on the weekend. She wants to buy a new outfit. Complete the conversation with ideas of your own.

Shop assistant: Can I help you, madam?
Sabah: Yes, please. I'm looking for ...



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12 Project



1. Work in pairs/groups. Research three TV programs that give participants and contestants large prizes. Find information on the Internet, in newspapers, books, or ask people. Find out about:
   - prizes
   - the objective of the game
   - the rules of the game
   - winners
   - losers

2. Make notes in the chart. Use your notes to make a PowerPoint or poster presentation in class.

TV Program	Largest Prize	Who won it?	Object of the game		
			What does a contestant have to do during the game?	How does a contestant win?	How does a contestant lose?
1					
2					
3					

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13 Self Reflection 

Things that I liked about Unit 8:	Things that I didn't like very much:

Things that I found easy in Unit 8:	Things that I found difficult in Unit 8:

Unit 8 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
make wishes and talk about imaginary situations			
talk about probability and improbability			
talk about predicaments			
give advice to solve problems			
use conditional sentences with an *if*-clause in imaginary situations			
use conditional sentences with *might* and *could*			
use the verb *wish*			
use count and noncount nouns			
express quantity using: *some, any, no*			
talk about money, shopping habits and prices			

My five favorite new words from Unit 8:	If you're still not sure about something from Unit 8:
	• 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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9 Complaints, Complaints

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1 Listen and Discuss

Read the consumer complaints. Find one sentence in each picture that is a complaint and underline it.

Consumer Complaints

Housing



Car Repairs



Clothing



Products



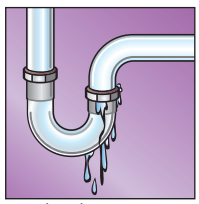
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Consumer Awareness

What to Be Aware Of

Housing



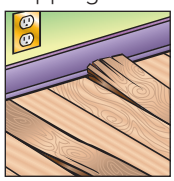
▲ leaky pipe



▲ dripping faucet



▲ broken doorknob

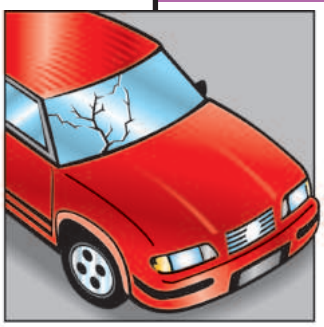


▲ loose floorboards



▲ broken windowpane

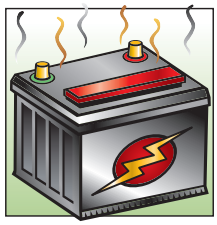
Car Repairs



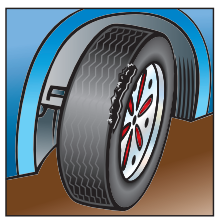
▲ cracked windshield



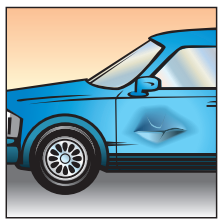
▲ flat tire



▲ dead battery

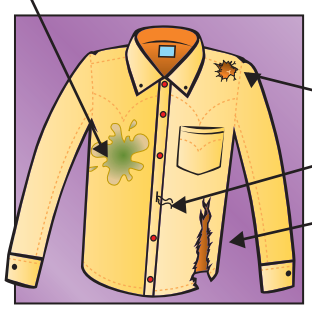


▲ worn tire

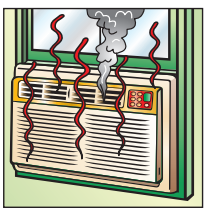


▲ dent in the body

Clothing



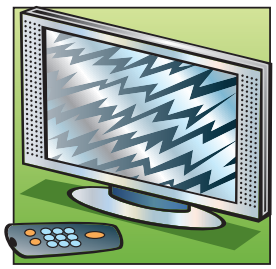
Electronic Products



◀ air conditioner—doesn't get cold



▲ cell phone—no signal



▲ TV—lines on screen

Quick Check ☑

A. Vocabulary. Write down what you think is the worst problem for each category on these pages. Compare your ideas with a partner.

B. Comprehension. Answer the questions about the complaints on page 134.

1. What's wrong with the apartment?
2. What does the mechanic say he's going to do?
3. What's wrong with the jacket?
4. What's wrong with the computer?

2 Pair Work

Role-play the problems presented on these pages.

What's wrong?
There's a broken windowpane.
I'll have it fixed right away.

What seems to be the problem?
The air conditioning isn't cooling.
The thermostat needs to be fixed.

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3 Grammar

Need to Be (Done)

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

Have/Get Something (Done)

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

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

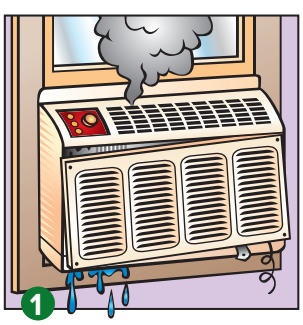
Past Participles as Adjectives

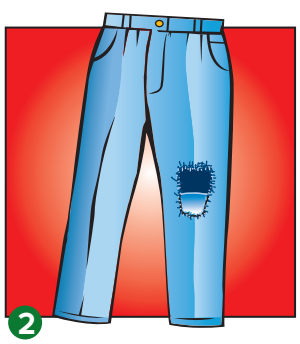
break–**broken** The windows were **broken**. I fixed the **broken** windows.
crack–**cracked** The vase was **cracked**. I threw away the **cracked** vase.
damage–**damaged** The car was **damaged**. The mechanic fixed the **damaged** car.
tear–**torn** The shirt was **torn**. The tailor sewed the **torn** sleeve.

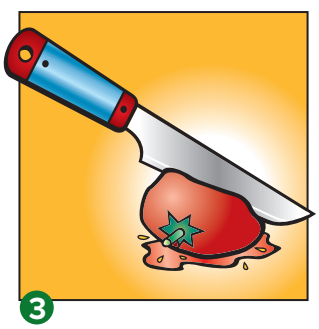
A. Say what is wrong with the following items. Then say how the things should be fixed. Use the words in the box to help you.

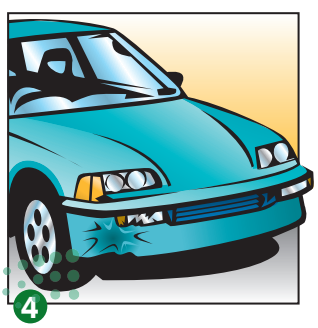
dry-clean	repair	replace	sew	sharpen

The jacket is stained. It needs to be dry-cleaned.













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B. This apartment has a lot of problems. Complete the chart.

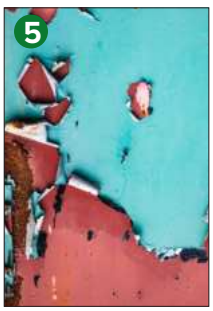
1. Make a list of the problems.
2. Say how you're going to solve them.











Problem	Solution
1. Living room: *The windowpane in the living room is broken. It needs to be fixed.*	*I'm going to have it fixed.*
2. Kitchen:	
3. Bedroom:	
4. Bathroom:	
5. Dining room:	

C. Tell your classmates what you had done in the apartment in exercise **B**. Add your own ideas.

> We had the apartment redecorated.

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

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



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4 Language in Context

The following silly instructions appeared on product labels. Explain the instructions in your own words. Why are they silly? (You might need to correct the English.)

You shouldn't use a hair dryer in the bath or in bed.

On a hair dryer
Do not use while sleeping.
Do not use in water.



1 On a bottle of milk
After opening, keep upright.



2 On an iron
Do not iron clothes on body.



3 On a dessert
Do not turn container upside down when opening.





4 On a hotel shower cap
Use on one's head.

5 On a meat grinder
Do not use for any other purpose.



6 On a frozen dinner
We suggest you cook before serving.



7 On a baby stroller
Put on brakes on slope.
It might roll down quickly.



5 Listening

Listen to the guest's complaints. Complete the chart with his problems.

Problems
1.
2.
3.
4.



6 Pronunciation

A. Listen. Note the stress on the first noun in the compound nouns. Then practice.

windshield	**hair** dryer
meat grinder	**floor**board
shower cap	**win**dowpane

B. Find more words on the previous pages that are made up of two nouns. Practice reading them aloud by stressing the first part of the first noun.

7 About You

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

1. Have you ever bought a damaged or defective product? What did you do about it?
2. Have you ever returned something to a store? What was the reaction of the person you talked to?
3. Are there organizations that help consumers when they have problems? What do you know about them?
4. What are the most common consumer complaints you know of?

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8 Conversation

Salesperson: Can I help you, ma'am?
Customer: Yes, please, if you could. I'd like to return a pair of jeans that my son bought—they're wide-cut with faded colors.
Salesperson: It sounds like one of Milo's creations. He designs loose-fitting clothing, and faded clothes are in style this season. Your son didn't like them?
Customer: No, it's not that. It's the fabric. It's really flimsy, and...
Salesperson: Well, lightweight fabrics are the latest trend.
Customer: You don't seem to understand.
Salesperson: Of course, ma'am, I'll try to help. Can you give me the jeans?
Customer: You see, they're torn at the knees, and in several other places, and the material is falling apart. I noticed it when I was putting them in the washer.



Real Talk

Yes, please, if you could. = polite way to respond to an offer
It sounds like = It seems to be

Your Ending

What do you think was the salesperson's response?

1. Those tears are part of the design.
2. Would you like another pair?
3. Would you like a credit to buy something in another department?
4. Your idea: _____

About the Conversation

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

1. Was the salesperson helpful?
2. What is Milo's latest style?
3. What was the problem with the jeans according to the mother?

Your Turn

You are a customer. You want to complain about an item you bought. Make a list in your notebook of three things the salesperson says and three things you say. In pairs, role-play the conversation between you and the salesperson.

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9 Reading

Before Reading

1. Have you ever heard of Murphy's Law? Find out if any of your classmates know about it.
2. Read the article and underline all the sentences that talk about something that went wrong.
3. Write a sentence to state what the writer is trying to say.

MURPHY'S LAW

You invite your friends over to watch a final football match on TV. There are plenty of juices in the refrigerator, you have bowls filled with your favorite snacks on the table, and you are all set to watch the big match. You turn on the TV set, and all you get are fuzzy images on the screen. Could this be Murphy's Law at work? Murphy's Law states: If anything can go wrong, it might go wrong!



Similar situations occur all the time. When you're in a hurry to open the door and you try several keys on the key ring, the last remaining key is usually the one that works. When you're late meeting your friends and they're all waiting for you at the mall, all the traffic lights are red. When you get in a line at the supermarket, you find you've chosen the slowest one, and it just doesn't move. Is this bad luck or coincidence? According to British physicist Robert Matthews, it's neither one nor the other. He explains that our selective memories tend to remember the bad episodes more readily than the things that usually work out. Also, the law of probability is more against us than in our favor in many situations. For example, in the supermarket with five cashiers, the chances of getting the fastest lane are 20 percent, and 80 percent for a slower lane.



Matthews became a popular scientist when he proved that a piece of toast doesn't necessarily fall on the floor on the buttered side. BBC Television gathered 300 people to throw pieces of buttered toast up in the air and observe on which side they fell. Half fell on the buttered side, and half didn't.



Just remember that you cannot blame Murphy's Law for everything that goes wrong. If the hot water runs out while you're taking a shower, it's probably because the hot water heater needs to be fixed. If you miss the bus and are late getting to school, it's probably because you didn't wake up early enough. And if you lose all your files on the computer, let's be honest— it's your fault for not having a backup of your files.

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Captain Edward A. Murphy

Captain Edward A. Murphy, Jr., was an engineer at Edwards Air Force Base in the United States. In 1949, he was working on a machine to measure the heartbeat and breathing of pilots. But something was malfunctioning in the equipment as the result of human error. Murphy blamed the lab technician and said, "If there is any way to do it wrong, he will." One person's failure can bring a whole project crashing down. And Murphy's view was that some failure or something negative will typically happen. Murphy's phrase became popular in all areas to explain the failures of everyday things.



After Reading

Answer the questions about the reading.

1. What does the example of the final football match illustrate?
2. What does Murphy's Law state?
3. According to Robert Matthews, how does the law of probability work against us in the supermarket line?
4. Why did Matthews do the buttered bread experiment? What did it show?

Discussion

1. Give examples of Murphy's Law using your own experience.
2. Do you believe in Murphy's Law? Why, or why not?



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10 Writing



A. 1. Have you ever bought a product that turned out to be faulty or a lot less than you expected? Did you take it back? Why? Why not?

2. Some people complain in writing to make sure that their complaints go on record. Read the complaint letter on the next page and answer the questions.

- What was the problem with the item that the writer had bought?
- What was the first thing he did? What was he advised to do?
- What did he expect the store to do? Why?
- How do you think he feels about the whole incident? How do you know?

3. Now read the letter again. Circle the paragraph(s) that do the following:

	Paragraph or paragraphs				
Set(s) the scene:	1	2	3	4	5
Express(es) personal feeling/opinion:	1	2	3	4	5
Give(s) an account of the events:	1	2	3	4	5
Provide(s) a conclusion:	1	2	3	4	5

Please note that some of the paragraphs can serve more than one purpose.

B. 1. Think about a faulty product. It can be a clothing item, an electronic gadget, an appliance, etc.

2. Think about what can go wrong with it. Make notes in the chart.

3. Use your notes to write a letter of complaint to the Customer Service Department of the company or the store where you bought it.

The item/product you are complaining about: _____			
	What the instructions/ salesperson promise	**What is happening instead**	**What you would ask/ expect the company that sold you the item to do**
1			
2			
3			

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Interelectronica
Customer Service Department
345 Jackson Road,
Baltimore, MD 23770

Date: _____

Dear Sir,

1 I purchased a set of earphones at your store three days ago. According to your promotional material, any item that is faulty and is returned within 24 hours, is fully refunded and a discount voucher is offered for future purchases, as a courtesy to the customer.

2 I attempted to use my earphones the day I purchased them and found out that one of the cables had not been connected. I therefore, called your Customer Service Department and was advised to return the earphones as soon as possible.

3 I drove to your place of business immediately and tried to do as advised. Unfortunately, however, I was told by the assistant that the earphones could only be returned if the packaging was intact.

4 Allow me to wonder how one is supposed to find out if an item is faulty or not, if it is kept in its packaging. And if that is the case, it would seem fair to include it in your promotional material in large block letters, instead of conveying the wrong message and misleading people.

5 I regret to inform you that following this incident, I will refrain from using your retail outlet in future and will have to report you to Consumer Protection.

Yours sincerely,

A displeased former customer



Writing Corner

When you write an email/letter of complaint:

- Set the scene, in other words, provide background information.
- Give a clear account of expectations and actual events.
- Present the problem clearly and confidently.
- Conclude on a firm but polite note.

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11 Form, Meaning and Function

Present Perfect Simple Tense

Use the present perfect to talk about recently completed actions.

Question	Short Answer (+)	Short Answer (–)
Has he **taken** out the garbage?	Yes, he **has**.	No, he **hasn't**.
Have they taken the car to the garage?	Yes, they **have**.	No, they **haven't**.

Note: Use ***been*** to talk about someone who has gone somewhere and he or she has returned.
Use ***gone*** to talk about someone who has left to go somewhere and he or she is still there.

Present Perfect with *Already*, *Yet*, *Just*

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

Questions	Affirmative (+)	Negative (–)
Have you done the dishes **yet**?	Yes, I've **already** done them.	No, I haven't done them **yet**.
Have you **already** washed the clothes?	Yes, I've **just** washed them.	No, I haven't washed them **yet**.

Verb + Gerund

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

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

He **can't stand waiting** in line. I **don't enjoy sitting** in the sun.
We **miss being** with our friends. They **stop playing** tennis in the winter.

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

A: Have you done the dishes yet?
B: Yes, I've already done them.







B. Make sentences with the words. Use gerunds.

dessert / eat / after meals / can't resist / I — *I can't resist eating dessert after meals.*

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

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Object Pronouns

Singular			Plural		
Subject Pronouns	*Object Pronouns*		*Subject Pronouns*	*Object Pronouns*	
I	**me**	He knows **me**.	we	**us**	They know **us**.
you	**you**	I know **you**.	you	**you**	They know **you**.
he	**him**	I know **him**.	they	**them**	We know **them**.
she	**her**	I know **her**.			



Need/Want/Like + Infinitive

Use the full infinitive (which is *to* + the base form of the verb) after the following verbs: *need, want, like*.

She **needs to buy** some snacks.
He doesn't **want to do** the dishes.
I **like to help** my mother.

Imperatives and Two-Word Verbs

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

Turn off your cell phone.	**Turn** the phone **off**.	**Turn** it **off**.
Clean up the mess.	**Clean** the mess **up**.	**Clean** it **up**.
Put away your clothes.	**Put** your clothes **away**.	**Put** them **away**.

C. Complete the sentences. Use the correct object pronoun: ***me, you, him, her, it, us,*** or ***them***. The object pronouns can be used once, more than once or not at all.

We need to invite our friends. I can ask *them*.

1. He doesn't like the shoes we bought for him. He's going to return _____ to the store.
2. Sandra is never on time. She's going to tell _____ to be more punctual.
3. This computer keeps crashing. I'm going to return _____ and ask for a refund.
4. Excuse me, we can't find what we are looking for. Could you help _____ ?
5. The car windscreen is cracked. Please can you fix _____ ?



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

Please turn on the TV. *Please turn the TV on. Please turn it on.*

1. Put away those toys. _____
2. Clean up this mess. _____
3. Turn on the cooker. _____
4. Please turn off the light. _____
5. Please pick up your jacket. _____
6. Turn down the radio. _____
7. Turn up the news. _____

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12 Project





1. Think about the complaints that your family has made about different products at home.
2. Interview some of the members of your family to find out more.
3. Make notes in the chart.
4. Make a large poster of 3 to 5 products. You can cut out photos of products if you like, or draw them. Remember to include a short description or product specifications.
5. Write the complaint about the product in quotes under the picture.
6. Write your advice about how to deal with the problem.

	Person and product	The problem/complaint	Your advice
1			
2			
3			

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13 Self Reflection 

Things that I liked about Unit 9:	Things that I didn't like very much:

Things that I found easy in Unit 9:	Things that I found difficult in Unit 9:

Unit 9 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about problems and things that need to be done			
ask to have something done			
talk about common consumer complaints			
use *needs to be (done)* and use *have/get something done*			
use past participles as adjectives			
use: *already, yet, just*			
form constructions with verb + gerund; verb + infinitive			
know about subject and object pronouns			
form imperatives and two-word verbs			

My five favorite new words from Unit 9:	If you're still not sure about something from Unit 9:
	• 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 7–9

1 Language Review

A. 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.

B. 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. _____

C. Complete the sentences. Use ***need*** + ***to be*** or ***need to have it/them*** and a word from the box in the correct form.

check	clean	refill	fix	recharge	repaint	sew	sharpen



The car bumper is all bent. It *needs to be fixed*.

My jeans are torn. I *need to have them sewn*.

1. This kitchen knife doesn't cut well.
   We _____.
2. The walls are filthy.
   They _____.
3. These cushions are too flat.
   You _____.
4. I think the battery is dead.
   I _____.
5. The engine is making a funny noise.
   It _____.
6. Some of the paint is coming off the walls.
   We _____.



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D. 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, _____.

E. Complete the interview with a sports star. Use the correct form of the word in parentheses.



Reporter: I heard you've just been _____ (1. sell) to Barcelona for $50 million. I was wondering how much of that money actually goes into your pocket.

Player: I wish it _____ (2. be) that amount. In fact, it isn't half of that. I get only ten percent if I'm lucky. My agent and the club get the rest.

Reporter: How much do you get from _____ (3. play)?

Player: About six million a year.

Reporter: Plus all the money you make from advertising. Some people think you football players are overpaid.

Player: I disagree. We might _____ (4. make) a lot of money, but our careers are very short. By the time we _____ (5. be) 30, we're burned out. We have _____ (6. crack) ribs, _____ (7. tear) ligaments, and _____ (8. break) bones. Very few players continue after that.

Reporter: If you could, would you?

Player: No, I wouldn't. I'm thinking of _____ (9. retire) at 28.

Reporter: And are you looking forward to _____ (10. play) in Spain?

Player: Yes, I'm used to _____ (11. work) for different clubs and _____ (12. live) in different places.

F. Complete the sentences using a preposition and a gerund form.

I regret the trouble I caused you.	I apologize *for causing you trouble*.
1. I'm sorry I arrived late.	Please excuse me _____.
2. I can't wait to go on vacation.	I'm looking forward _____.
3. I don't want to wait for them any longer.	I'm tired _____.
4. You must let me buy you lunch.	I insist _____.

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2 Reading

Before Reading

Read the three articles and underline the details that tell you about the history of each game.

PLAY BALL!

FOOTBALL

Forms of football have been played for thousands of years by various civilizations. As far back as 2500 B.C.E., the Chinese played a form of the game and called it *Tsu Chu*. The natives of the Pacific Islands played the game using their hands and feet, and they used coconuts and animal bladders as balls. The Inuits of northern Canada played football on ice and used balls filled with caribou hair and grass. Other Native Americans played on fields that had enough space for 1,000 players to be playing at the same time, and matches usually lasted for more than one day. The games were so rough that the players often got broken bones. In Mexico and Central America, people invented the rubber ball and played in courts 40 to 50 feet (12 to 15 meters) long surrounded by walls several feet high. In the middle of each wall, there was a stone with a hole in the middle or a wooden ring, and the idea was for players to hit the hard rubber ball through the hole or ring.



But it was not until 1863 in England that the first set of rules was put together to make football the game it is today. Football was spread throughout the world by British sailors and settlers, and all major innovations in the game such as leagues, professionalism, and international matches originated in England.

BASKETBALL

In 1891, Dr. James A. Naismith, a physical education teacher at a school in Springfield, Massachusetts, in the United States, was asked to create a game that could be played indoors during the harsh winters. So Naismith put up two peach baskets on opposite walls of the gymnasium and got his class of 18 students to play a game of "basketball." The team that dropped the ball into the basket more times won. At first, a football was used, but in 1894, it was decided that the ball should be 32 inches (81 centimeters) around and weigh 17.6 ounces (500 grams). In spite of all the changes that have taken place since then in the game of basketball, the size of the ball has remained the same, but the weight has increased to 21 ounces (600 grams).

The baskets used in early games had the bottoms in them, and after each goal, someone had to climb a ladder in order to get the ball out and put it back into play. In 1906, open baskets were introduced, which allowed the ball to pass through, and as a result, the pace of the game became faster. In the beginning, no backboards were used either. Therefore, fans sitting behind the basket would push away the ball when the opponent was going to score. Also in the early days, each team was made up of nine players. It wasn't until 1897 that the five-player team became official.



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VOLLEYBALL



Volleyball was officially included in the Olympic Games in 1964. It began as an indoor sport, created by William G. Morgan, a physical education director, in 1895. The game borrowed characteristics from tennis and handball and was originally designed for older players.

Volleyball is played on a court, divided by a net. The game begins with a team player serving the ball; tossing it in the air and hitting it with his hand or arm, over the net and into the other team's court. The receiving team must prevent the ball from falling on the ground. Each team is allowed to touch the ball 3 times before hitting it back, over the net. Individual players may only touch the ball once. Each turn after serving is called a "rally."

Each team tries to ground the ball on the opponent's court and win the rally. If a team commits a fault it loses. Common faults include a double hit by the same player, grounding the ball outside the opponent's court, missing the net or touching it during the game; a *net foul*, and a *foot fault*, when the foot of the player who is serving crosses over the boundary line or the court.

Players have to observe a considerable number of rules and develop techniques such as *spiking* and *blocking* that require mastery of the *vertical jump* so players can hit the ball when it's above the top of the net.

After Reading

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

1. _____ Although football had been played for hundreds of years, the set of rules for the current game was only established in 1863.
2. _____ If the Native Americans had played on regular-size football fields, there wouldn't have been enough space for all the players.
3. _____ In Central America, the idea was for players to hit the ring with the ball.
4. _____ Before basketball, people weren't used to playing sports games indoors during the hard winters in the United States.
5. _____ In the early days of basketball, the game ended as soon as one of the players managed to drop the ball into one of the baskets.
6. _____ Each team tries to win the rally by grounding the ball on each other's court.

Discussion

1. What is your favorite sport? Describe how it is played.
2. Are you a fan of any particular team? What do you do when your team wins?
3. Who is the most popular sports star in your country? What do you think about sports celebrities being looked upon as role models?
4. Nowadays sports like football and basketball are big business and generate billions of dollars all over the world. What do you think about sports as a business?
5. What would you do if you were a famous sports star and earned a lot of money? How would you behave?
6. The passion for sports can sometimes result in violence. What can be done to prevent that?

3 Writing

Choose one of the discussion questions above and write your answer.

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4 Chant Along

If I Were a Millionaire





If I had a million dollars,
I would be a millionaire.
I would spend a lot on diamonds
That would sparkle everywhere.
I would buy my friends all presents,
I would treat them to a trip,
I would buy myself a mansion,
I would drive a brand-new car.

Would you sail with me if I sailed the seven seas?
Would you come with me if I took a trip to Mars?
And would you stand by me if I lost all that I had?
Would you still be my friend through good and bad?



´Cause I wouldn't have a house.
There would be no Cadillacs.
There would be no trips to Mars.
There'd be pizza and choc cookies.
If I lost all that I had,
Would you still be my good friend?
And for better and for worse,
Would you like a wish to send?



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Vocabulary

A. Find words in the chant that mean:

1. a very wealthy person _____
2. stones used in jewelry _____
3. a large impressive house _____
4. a famous car brand _____

B. Find five words and/or phrases in the chant that indicate a rich lifestyle.

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

C. Find an expression in the chant that means:

through good and bad _____

Comprehension

1. Where would the person live if he were a millionaire?
2. Where would he sail?
3. What would he and his friend eat if they were poor?
4. What does he want to know from his friend?

Discussion

Do you know anyone who had a fortune and lost it all? What happened?

Howard Hughes ▼



5 Project

1. Research a very famous person.
2. Complete the organizer with details about the person in note-form.
3. Use your notes/organizer to present your findings to the class.

A Famous Person	
Name	
Why this person is famous	
Where this person lives	
What this person does	
Important events in his/her life	

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10 I Wonder What Happened

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1 Listen and Discuss

1. Look at the pictures and write words for some of the things and actions you see in each picture.
2. Match the sentences below with the pictures.



1


2


3


4


5


6

a. ___ There must have been a hurricane or a tornado.
b. ___ It can't be a real locomotive. It must be an advertisement.
c. ___ He might have teased the bull.
d. ___ The driver must have lost control of the truck.
e. ___ It might be a new design of sunglasses.
f. ___ It must be the crater of a volcano, or maybe a meteorite could have fallen.
g. ___ It could be something from another planet.


7

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WEEKLY EDITION THE DAILY READING JOURNAL SECTION A

Meteorite Hits House

New Orleans, Louisiana USA

When Ray and Judy Fausset arrived home on the afternoon of September 23, 2003, they discovered to their amazement that a meteorite had crashed through their two-story house. Neighbors said that they had heard a terrific noise, and two people had actually seen the fireball when the meteor hit. The meteorite had penetrated through the Faussets' roof and the house's two floors, and it had ended up in the crawl space under the house, leaving debris and fragments along its path. A total mass of 42.5 pounds (19.3 kilograms) from the meteorite was recovered from the Fausset house. The three largest fragments weighed 6.5 pounds (2.9 kilograms), 2.9 pounds (1.3 kilograms), and 2.2 pounds (1 kilogram).







Quick Check ☑

A. Vocabulary. Underline the expressions in the sentences on page 154 that suggest ideas about what probably happened or what something probably is.

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

1. ___ When the Faussets got home, their roof had been smashed.
2. ___ The crash happened while they were asleep.
3. ___ The Faussets' neighbors said they hadn't heard anything.
4. ___ The meteorite had left a lot of destruction in its path.
5. ___ The largest fragment wasn't as heavy as a tennis ball.

2 Pair Work

Ask and **answer** about the photos.

- What might have happened?
- The driver might have hit a car on the road.

- What do you think it is?
- It can't be a house. It must be an observatory.

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3 Grammar

Past Perfect Tense

Use the past perfect tense (*had* + past participle) to indicate an action that happened before another action in the past.

When we **arrived** at the airport, our flight **had** already **left**.
They **couldn't get** in the house because they **had forgotten** the key.

Questions (?)			Short Answers (+)			Short Answers (–)		
Had	I / you / he/she / we / they	**been** there before?	Yes,	I / you / he/she / we / they	**had**.	No,	I / you / he/she / we / they	**hadn't**.

Note: The contraction *'d* for *had*—I'd (I *+ had),* you'd (you *+ had),* and so on—can be used with the past perfect.

Can't, Could, Couldn't, Must, May, or *Might*

Use *can't, must, may,* or *might* to make suppositions, to speculate about something, and to draw conclusions.
Use *must* to say we are sure of something.
Use *can't* or *couldn't* to say that we think something is impossible.
Use *may, might,* or *could* to say that something is possible.

Present

It **can't** be a balloon. Balloons aren't shaped like that. It **might** be a glider. But gliders don't fly vertically.
It **must** be a helicopter.

Past

It **couldn't** have been a balloon. Balloons aren't shaped like that. It **might** have been a glider. But gliders don't fly vertically.
It **must** have been a helicopter.

A. Complete the sentences using the verbs in parentheses. Use the simple past and the past perfect forms.

1. I _____ (feel) much better after I _____ (see) the results of my test.
2. It had been raining, but by the time we _____ (arrive), the rain _____ (stop).
3. Dinosaurs _____ (be) extinct for millions of years before the first humans _____ (appear).
4. I _____ (never, travel) outside my country until I _____ (go) to Disney World last summer.
5. We wanted to get a picture of the meteorite, but when we _____ (arrive), the police _____ (already, take) it away.
6. No, Your Honor, I _____ (never, see) that man before the night he _____ (break into) my apartment.

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B. Complete the sentences using ***can't***, ***must***, or ***might***.

1. You haven't eaten all day. You _____ be starving.
2. Pat's joking. She _____ be serious.
3. Ahmed has been studying all afternoon. He _____ be tired by now.
4. I'm not sure of the way there. Let's ask my father. He _____ drive us there.
5. I can't find my keys anywhere. I _____ have lost them.
6. Who's at the door? It _____ be Mariam. She is abroad with her parents.



C. Look at the pictures, and explain what you think ***must have happened***, ***might have happened***, and ***could have happened***.

He must have slept late.
He might have forgotten to set his alarm clock.
He could have stayed up late last night.

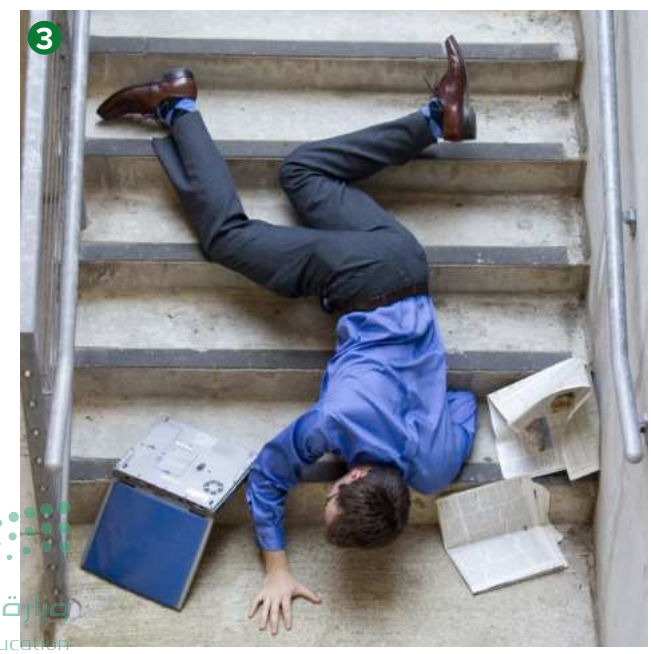
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2



3



4



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4 Language in Context

Look at the picture and imagine what had happened *before* Mr. and Mrs. Jones got home.

The children had cooked dinner.



5 Listening

A. Listen to the two strange events, and complete the chart. Write the strange events in the *What Happened?* column.

	What happened?	Speculation/possibility
Erika's house		
Fred and Mildred's ranch		

B. Write your own idea about why it happened in the *Speculation/Possibility* column. Compare ideas with other students.

6 Pronunciation

Listen. Note the ***er*** ending in the following words. Then practice.

crat**er** driv**er** recov**er** wat**er** discov**er**

7 About You

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

1. Have you ever seen a meteorite?
2. Have you ever heard or read about unusual incidents that were hard to explain?
3. Have you ever seen a puzzling sight like those on page 154? Talk about your experience.

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8 Conversation

Find and underline examples of ***er*** at the end of words and practice reading the conversation in pairs.



Samir: Excuse me. What's going on?
Greg: When I got to the park, a crowd had already gathered around that weird thing over there.
Samir: Gee! I wonder what it is.
Greg: Beats me! It must have fallen from the sky. Do you have any idea what it might be?
Samir: Whatever it is, it's man-made. It looks like part of a satellite to me.
Greg: Or it might be the remains of a weather balloon.
Samir: No, it can't be. I've seen weather balloons before, and that's not the type of equipment they have.
Greg: You see those lights flashing? And there's a humming sound coming from it. It must be a communications satellite.
Samir: Or maybe one of those UFOs. You never know.

Real Talk

Excuse me. = a way to start a conversation with a stranger
Gee! = an exclamation to express surprise
Beats me! = I have no idea!
You never know. = Anything is possible.

About the Conversation

1. What had happened before Greg got to the park?
2. What does Samir think the object could be?
3. What does Greg think it might be?

Your Ending

What does Greg say?

1. Yeah. We'd better call the police.
2. It might be a time bomb. Let's get out of here.
3. I'm going to stick around to see what happens.
4. Your idea: _____

FYI* UFO = Unidentified Flying Object

Your Turn

A. Role-play the conversation with a partner. Speculate about the object found in the park.

B. Imagine you are a reporter. Give a report about what happened at the park.

*FYI: For Your Information

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رؤية VISION 2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

9 Reading

Before Reading

1. Think about the Kingdom of Saudi Arabia in 2030. How do you think education, healthcare, employment, culture and business will change?
2. Read the text and highlight the information about:
   - education, healthcare, and culture
   - business and employment

Compare with your ideas.

The Kingdom of Saudi Arabia is blessed with a great amount of natural resources and amazing opportunities for economic growth and development. However, the Kingdom's most valuable asset is its Islamic, family-oriented society.

The People

The Kingdom's 2030 Vision will provide the support and opportunities that this society needs in order to develop its potential. The members of the Kingdom's society will enjoy a secure and happy life in a secure and sustainable environment. They will have social support, health care and high quality education. They will be able to raise their children according to Islamic values and help develop their talents and abilities.

Culture and entertainment projects will contribute to the quality of life and celebrate the nation's faith, national identity, culture and heritage. Libraries, galleries, and museums will be established in different areas. Higher education will address real needs and provide the knowledge and training that people need for employment and professional development.

The Kingdom is honored to welcome and serve an increasing number of pilgrims and visitors, from across the globe, every year. The expansion of the Two Holy Mosques and the upgrading of services and facilities had helped to cater for 15 million visitors from its development until 2020. These improvements will continue to ensure that all pilgrims are well looked after when they visit.

The Economy

The Kingdom's economy will grow and expand into new sectors. A dynamic business environment with upgraded services and facilities will offer opportunities for investment and attract large and small businesses from different countries.

The Kingdom's geographical position will help make it an international trade and transportation center that connects Europe, Africa, and Asia.

Telecommunications and information technology will be updated and made available in urban and rural areas. This will provide additional access to information and employment opportunities for citizens who live in remote areas.

Government services will be streamlined to support the establishment and operation of new enterprises in different sectors. The renewed and streamlined business environment will increase opportunities for citizens and attract investors from all over the world.

** 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. Match the words with the meanings.

1. ___ asset	**a.** of or relating to the country
2. ___ sustainable	**b.** a useful or valuable quality, skill or person
3. ___ upgraded	**c.** replaced by newer, better procedures, equipment, etc.
4. ___ dynamic	**d.** always active, changing, developing
5. ___ urban	**e.** a business organization
6. ___ rural	**f.** lasting, not destroying natural resources
7. ___ remote	**g.** made simpler, more effective and productive
8. ___ streamlined	**h.** far away
9. ___ enterprise	**i.** of or relating to cities or towns

B. Complete the sentences about the reading with your own words.

1. The citizens of the Kingdom will have _____
2. Higher education will provide _____
3. In order to cater for 15 million visitors by 2020 _____
4. Upgraded business services and facilities will _____
5. The Kingdom will become a trade and transportation center that _____
6. Government services will support _____





Discussion

1. Imagine life in the Kingdom of Saudi Arabia in 2030.
   - How old will you be?
   - Will you have a family of your own? Where will you live?
   - What kind of job will you have?
   - What will schools be like?
2. Describe an imaginary family weekend. Think about:
   - Places you can visit
   - Activities
   - People you can meet
   - How you can get to places

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10 Writing

A. 1. How many remote controls do you have at home? What kind of devices are they used for?

2. Read the article and identify the different stages that remote controls went through.

Years/decade	People involved	Main characteristics	Functions

WEEKLY EDITION — THE DAILY READING JOURNAL — SECTION A

We tend to think of remote controls as 'new' devices. However, what we now take for granted at home or at work has been developed over a very long time.

One of the earliest examples of remote control was developed in 1898 by Nikola Tesla, who demonstrated a radio-controlled boat to the public during an electrical exhibition at Madison Square Garden. In 1903, Leonardo Torres Quevedo presented the Telekino at the Paris Academy of Science. It consisted of a robot that executed commands transmitted by electromagnetic waves and was a pioneer in the field of remote control. The first remote-controlled model airplane flew in 1932 and by the late 1930s, several radio manufacturers offered remote controls for some of their more exclusive models.

The first television remote control was developed in 1950. It was called "Lazy Bones", and was connected to the television set by a wire. A wireless and then an ultrasound remote control were developed in the mid-50s but neither was reliable.

More sophisticated television remote controls were introduced in the late 70s, but they had a limited number of functions, sometimes as few as three: next channel, previous channel, and volume/off. Remote controls, with a wider range of functions, were finally launched in the 80s and became an immediate success. For the first time, viewers no longer watched programs just because they did not want to get up to change the channel. They could also channel surf during commercials, or turn the sound off.

By the early 2000s, the number of remote controls increased along with the number of electronic devices. Consumers needed a remote for each device. This led to the development of universal remote controls that can be used with different devices. Imagine controlling everything around you with the touch of a button on one single remote control! Is it wonderful or scary?

3. Did you find any new information in the article? What did you learn?

4. Read the article again and decide what the focus/topic of each paragraph is. Work in pairs and compare your answers. Then report in class.

5. Read the last lines of the article. What do you think? Is it wonderful or scary? Why?

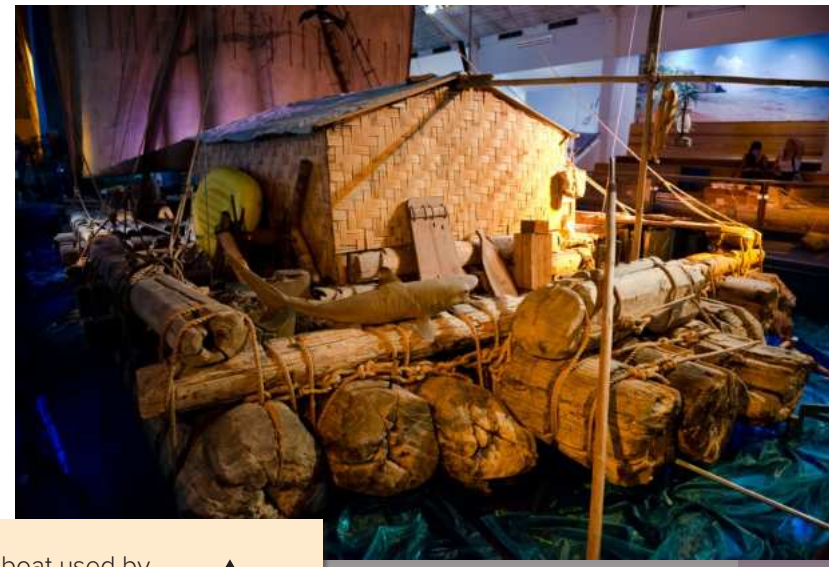
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B. **1.** Look at the picture of the *Kon-Tiki*. Does it remind you of a contemporary sailboat that you have seen in a picture or in real life?

2. Find out about the *Kon-Tiki* or choose another vessel, well-known voyage or expedition. Use the Internet, or search for information in your school library to find out as much information on your chosen subject as you can.

3. Make notes in the chart.

4. Use your notes to write a short description of your vessel, voyage expedition.



A model of the *Kon-Tiki*, the boat used by Norwegian explorer Thor Heyerdahl to prove that pre-Inca people could have sailed from South America to the islands in the Pacific. ▲

I am researching...	
What is it?	
Why is it special?	
Who was involved in it?	
What is the vessel made of?	
Where did the voyage or expedition take place?	
Was it successful?	

Copy the chart in your notebook. Allow plenty of space for your notes.

Writing Corner

When you write a description of an event:

- Research/Collect all the information you need
- Make clear, organized notes that can be read at a glance
- Organize your information in paragraphs, bullet points, charts, etc.
- Use past tenses and passive forms to relate history
- Include your own and/or others' views on the event

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11 Form, Meaning and Function

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

An independent clause expresses a complete thought and can stand alone as a sentence.

A meteorite crashed through their two-story house.

Two or more independent clauses can be combined with coordinating conjunction words, such as: *and, but, or, so*, and *yet*. When a sentence includes two independent clauses joined by a coordinating conjunction, use a comma before the coordinating conjunction.

Neighbors said they hear a terrific noise, **yet** no-one reported it to the police.
Mr. and Mrs. Fausset's house was destroyed, **so** they moved.

The Past with Dependent Time Clauses

We can talk about a past event using a time clause with *when, as soon as, before, after, while, until*, and *since*. When the time clause comes before the main clause, use a comma between the two clauses.

When they arrived home, they discovered to their amazement that a meteorite had crashed through the roof.

Expressing Enthusiasm with Intensifiers and Adjectives

	Gradable Adjectives		Non-Gradable Adjectives
	scary		terrifying
very	good	absolutely	amazing
really	interesting	really	fascinating
quite	small	quite	tiny
	big		massive

Note: We can use *really* with both kinds of adjectives. It means *a lot*. But when we use *quite* before a gradable adjective it means *a little*. When we use *quite* before a non-gradable adjective, it means *completely*.

A. Complete the witness report with the correct form of the verb in the past. Compare with a partner.

PD Witness Report

While I *was walking* (1. walk) to work, I _____ (2. hear) a lot of people shouting and then I heard a very loud crash. Before I heard the crash, I _____ (3. see) lights above me and I _____ (4. hear) a humming sound. When I _____ (5. arrive) at the park, a really large crowd _____ already _____ (6. gather) around something which _____ (7. fell) out of the sky. People _____ (8. be) quite terrified because they _____ never _____ (9. see) anything like that before. Some people _____ (10. call) the police and some other people_____ (11. run) away. Before I saw that the object was man-made, I _____ (12. think) the object was a UFO*. When I saw that the object was made from metal, I _____ (13. realize) that it _____ (14. be) probably part of a weather balloon or a satellite.



B. Write an account of an event you have witnessed. Use time clauses, conjunctions, adjectives and intensifiers. Then tell your story to the class.

*UFO = Unidentified Flying Object

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Conditional Sentences with Present and Future Forms

Use conditional sentences with *if* to talk about real causes and results. In these cases you can also use *when* in place of *if*.

Present Facts

Use the *simple present tense* in both clauses.

When a meteoroid **enters** the earth's atmosphere, chemical interactions and gasses **cause** it to heat up and **form** a fireball.



Future Facts

Use the *simple present* in the *if*-clause and the *future* with *will* in the result clause.

If you **don't leave** now, you **will be** late.

May/Might

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

If you see a meteorite falling through the sky, it **may be** a stony meteorite or it **might be** an iron meteorite. The third type of meteorite is a stony-iron meteorite, but these are very rare.

Express Necessity and Lack of Necessity:

What should I do if I see something strange in the sky?	You **need to** video or photograph the object, if you have a camera phone. You **have to** call an expert to get their opinion. You **don't need to (needn't)** worry. Strange things fall out of the sky on a regular basis all around the world!

C. Complete the sentences. Use the simple present tense and ***will, may*** *or* ***might*** in the second clause.

1. When you _____ (heat) water to 100 degrees Celsius, it _____ (boil).
2. If they _____ (climb) up to 4,000 meters, they _____ (need) oxygen.
3. If you _____ (see) a "falling star," it _____ (be) a meteorite.
4. If we _____ (get) this HD television, we _____ (see) the game better.
5. When you _____ (mix) flour and water, you _____ (end up) with batter.

D. Read a college professor's notes on what to do if you find a meteorite. Write his advice in full sentences using modals to express necessity or lack of necessity.

If you think you have found a meteorite, you must photograph it.

What should you do if you find a meteorite?
photograph the rock
describe the exact location
measure the rock if possible
report the find to the Meteoritical Institute
don't panic — it's very common for rocks to fall from outer space onto Earth

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12 Project

1. Work in groups. Research and find information about meteorites that landed on Earth. Use the Internet, your school library, or other sources.
2. Choose one of the meteorite incidents and complete the chart with the information in note-form. Select pictures/photos.
3. Use your notes and pictures/photos to prepare a poster presentation.
4. Design and make your poster. Then share the information and stages of the presentation.
5. Present your poster in class.



The meteorite we are going to talk about		
Questions we need to find answers to	**Answers we found to the questions**	**Where we found the answers (website URL, book name and page number, etc.)**
When did it happen?		
Where did it happen?		
How big was it?		
What was damaged or destroyed?		
Were any people hurt? If yes, how many?		
What did some people say?		

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13 Self Reflection 

Things that I liked about Unit 10:	Things that I didn't like very much:

Things that I found easy in Unit 10:	Things that I found difficult in Unit 10:

Unit 10 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about events that happened in the past before others			
speculate about facts and events			
use the past perfect tense in the affirmative and negative and in questions and short answers			
use *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			
Expressing enthusiasm with intensifiers and adjectives			
Express necessity and lack of necessity			

My five favorite new words from Unit 10:	If you're still not sure about something from Unit 10:
	• 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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11 If It Hadn't Happened

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1 Listen and Discuss

1. Look at the pictures and write as many words as you can think of for each.
2. Read each paragraph and underline the words that name something in the picture.

Looking Back

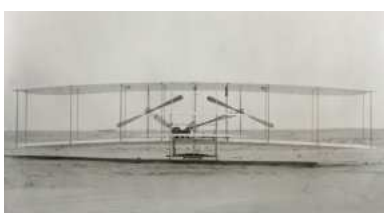
Inventions and Discoveries That Changed History

We often wonder if things might or could have been different. Would the world be a better place? What are the advantages or disadvantages of different inventions?



The Wheel ▲

If the Sumerians hadn't invented the wheel in 5000 B.C.E., they couldn't have moved heavy loads. Six thousand years later, the Mayans and Incans in the Americas used the round shape in their architecture, but they had no wheels.



Airplanes ▲

If the Wright brothers hadn't invented the first successful airplane, people might still be traveling long distances on ships, and there wouldn't be as much contact among people on different continents. The Wright brothers first flew in an engine-propelled plane in 1903.



Oil ▲

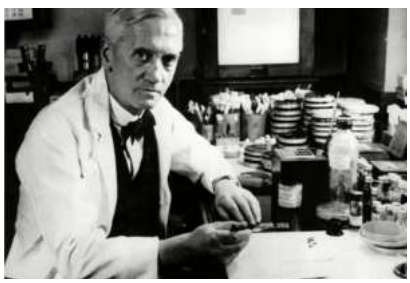
If people hadn't discovered a lot of sources of oil, cars that run on gasoline wouldn't have become so common. The first commercial oil well drilled in North America was in Oil Springs, Ontario, Canada in 1858.

Computers ▶

If we didn't have computers, a lot of work would still be done with paper and pencil, and people in their homes wouldn't be able to be in contact with the entire world. The first PC was introduced by IBM in 1981.

Electricity ▲

If electricity hadn't been discovered, people would probably still be using candles or gaslights. Thomas Edison developed the first incandescent electric light bulb in 1879.



Penicillin ▲

If Dr. Alexander Fleming hadn't discovered penicillin in 1928, millions of people would have died from infections. However, the widespread use of penicillin as an antibiotic did not begin until the 1940s, during World War II.



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Life's Regrets

At one time or another, we all look back and wish we had done things differently in our lives. The following are some typical situations. Mark the ones you've said or done. Discuss with a partner.

1. ☐ If I'd studied harder, I would have passed that test.
2. ☐ I should have said what I thought about her hairstyle, but I didn't want to hurt her feelings.
3. ☐ I should have bought that thing last year; now prices have gone up.
4. ☐ If I had been more careful, I would have avoided the accident.
5. ☐ I should have told the security guard that I saw someone breaking the lock.
6. ☐ If I'd known the trip was going to take so long, I would have taken another route.
7. Other after-thoughts? _____

_____



Quick Check ☑

A. Vocabulary. Match to form new words and expressions.

1. oil ___	a. guard
2. heavy ___	b. style
3. hair ___	c. load
4. electric ___	d. bulb
5. security ___	e. well

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

1. _____ The Sumerians couldn't have carried heavy loads without the wheel.
2. _____ If it weren't for Fleming, many people would have died from infections.
3. _____ If it hadn't been for candles, there wouldn't be any electricity.
4. _____ People would still be traveling on ships if it weren't for airplanes.
5. _____ The man who is unloading the truck should have studied harder.

2 Pair Work

A. Ask and **answer**.

- What is your biggest regret?
- I should have been a more serious student.
- What would have happened if the Sumerians hadn't invented the wheel?
- They wouldn't have been able to move heavy loads.
- What would you have done if you'd seen the thief?
- I would have called the police immediately.

B. If you could go back and do things over, what mistakes would you try to avoid? Write down a list and compare with a partner.

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3 Grammar

Should Have + Past Participle

Use *should have* + past participle to talk about regrets. Use this form to talk about things you wish you had done or hadn't done.

I **should have said** I was sorry. (... but I didn't say I was sorry)
I **shouldn't have done** that. (... but I did that)

Conditional Sentences: Hypothetical Situations in the Past

Use *if* + past perfect + *would have* + past participle to talk about things that didn't happen in the past and had a result in the past or to talk about things you would have done differently.

If I **hadn't found** my book, I **would have been** in trouble. (I found my book, so I wasn't in trouble.)
If I **had studied** harder, I **would have passed** the exam. (I didn't study hard, so I didn't pass the exam.)

Use *if* + past perfect + *would* + (*not*) base verb/*be* + *-ing* to talk about things that didn't happen in the past and have a result in the present.

If I **hadn't learned** English, I **wouldn't understand** you. (I learned English, so I understand you.)
If we **had won**, we **would be celebrating**. (We didn't win, so we aren't celebrating.)

Note: *I'd = I + had* or *I + would*
If I'**d** (= I had) **been** more careful, I'**d** (= I would) **have avoided** the accident.

If with *Could* and *Might*

Use *if* and *could/might* + past perfect to talk about possibilities and missed opportunities.

If I had gotten a job last summer, I **could have saved** more money.
If she had left work earlier, she **might have avoided** traffic.

A. Read the situations, and make sentences using ***should have*/*shouldn't have***.

1. Jan lent April some money, but she never paid her back.
2. Brad forgot his key, so he broke the window to get into the house.
3. Rita didn't feel well, but she didn't want to go to the doctor.
4. Emilio was upset because they didn't ask him to go out with them.
5. We went to Gino's Restaurant, but the food wasn't good.
6. Mr. Johnson missed a really important meeting last night.













B. Now tell the class what you would have done in the situations in exercise **A**.

If I'd been April's friend, I would have asked her for my money.

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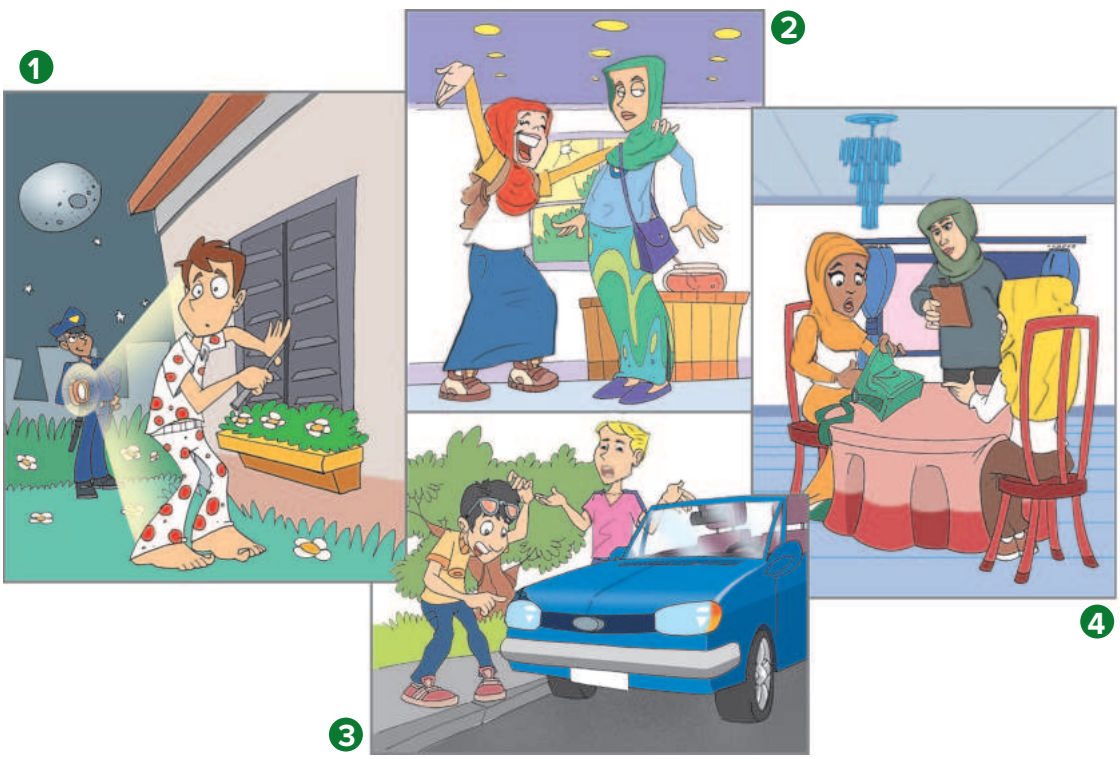
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C. Match the two parts of the sentences.

1. If I had known it was going to rain, ____	**a.** I would have told them not to buy that TV set.
2. If they had asked me for advice, ____	**b.** they wouldn't be in so much trouble now.
3. If I had had enough money, ____	**c.** their team wouldn't have won the game.
4. If you had been home, ____	**d.** I would be taking it again.
5. If they had told the truth, ____	**e.** I would have taken an umbrella.
6. If I hadn't passed the test, ____	**f.** I would have visited you.
7. If the referee hadn't made a bad call, ____	**g.** I would have bought a plane ticket.

D. Now use the first part of the sentences in exercise **C** and add your own endings. Compare your answers with a partner.

E. Work with a partner. What ***would, could,*** or ***might*** you have said or done in the following situations? Compare your ideas with other pairs.



1. It was late at night when Ken remembered he hadn't taken the garbage out. He was already in his pajamas, but he wasn't going to get dressed again just for that. So he went outside quickly, threw the bags into the trash can, and rushed back to the house. When he got to the front door, he realized he had locked himself out. He was busy trying to break into the house when a police officer saw him.

2. You saw an old friend at the airport that you hadn't seen in years. You went up to him or her, greeted the person, and started talking about old times. Suddenly you realized that you had made a mistake.

3. Salim borrowed his friend's car and dented it. He returned it, but he didn't say anything about it. The following day, when they went out, his friend noticed the dent and thought that someone in the parking lot had bumped into his car.

4. It was a special occasion, and you wanted to celebrate. You invited a friend to go out to a fancy restaurant. The meal was wonderful, and you enjoyed the evening. When the waiter brought the check, you realized you had forgotten your wallet at home.

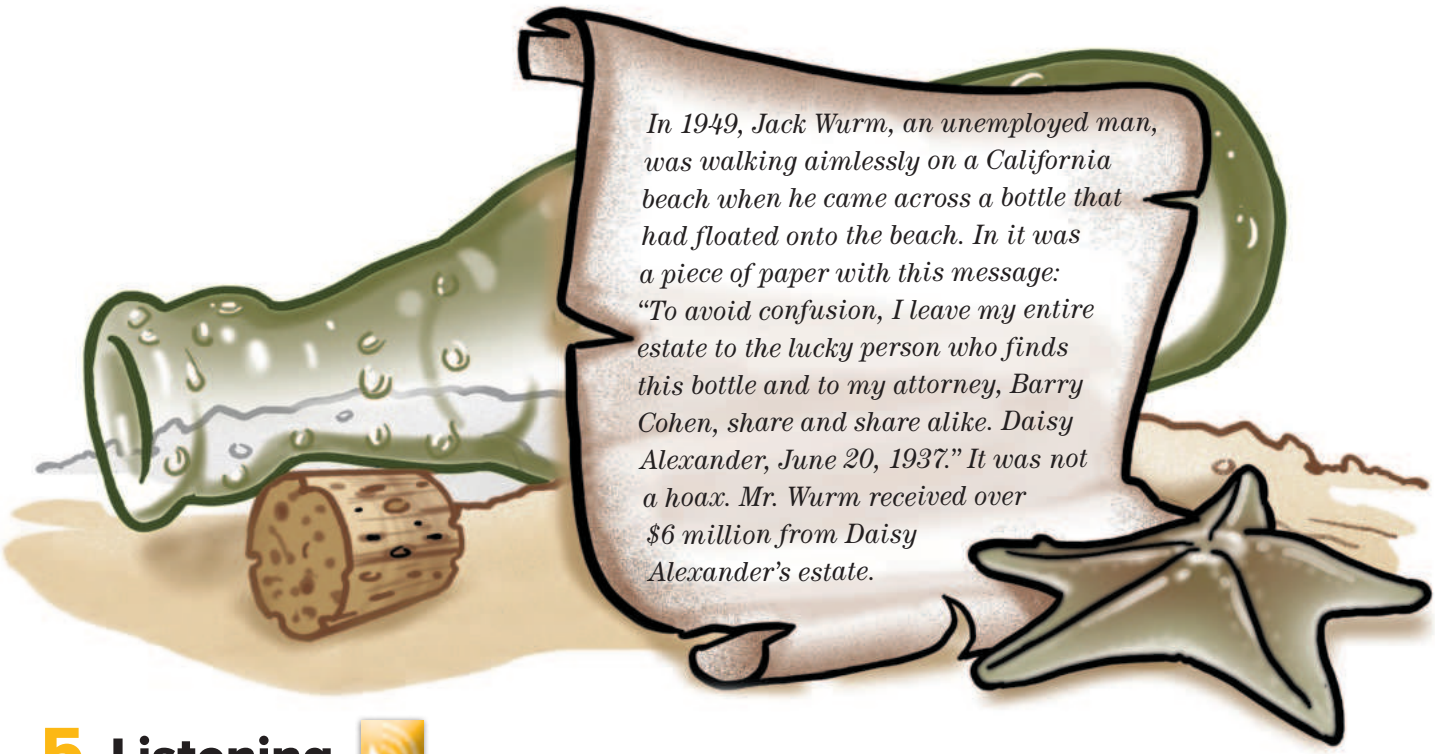
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4 Language in Context

The following talks about a message that was found in a bottle. Imagine you found the message. Discuss with a partner what you would have thought if you had found the bottle and what you would have done with the money.



5 Listening

Listen to the people on the radio show, and complete the chart.

Name	Regret	Reason
J. Springfield		
Saeed		

6 Pronunciation

A. Listen. Note the reduction of ***could have, should have,*** and ***would have***. Then practice.

I **could have** traveled.
He **should have** studied harder.
He **would have** been really happy.

B. Find and underline examples of ***could have***, ***should have***, and ***would have*** in Life's Regrets on page 169. Practice reading the sentences aloud.

7 About You

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

1. What mistakes have you made in your life?
2. What things do you regret having done in your life? What do you regret not having done?
3. Talk about the best or worst thing that has ever happened to you.
4. Have you ever been in an embarrassing situation or a predicament? Talk about it.

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8 Conversation



Read the conversation. Find and underline examples of ***could have***, ***should have***, and ***would have***. Practice reading the conversation in pairs.

Faisal: So do you have any regrets about things in your life?

Ibrahim: You mean, things I should or shouldn't have done? Yeah. I guess there are a few. How about you?

Faisal: I wish I had done things differently. I missed some good opportunities because I was too immature. I should have listened to my parents. They wanted me to go to college, and I actually had the grades, but I wanted to go get a job and go out into the world.

Ibrahim: Well, you did very well for yourself. You have your own business, and you don't have a boss breathing down your neck.

Faisal: But I have lots of responsibilities. I wish I'd taken a course in business management. Now I have to employ someone to do the work I could be doing.

Ibrahim: Well, it's never too late. You can still go back to school. As for me, I got my master's degree, and I had my mind set on a career. But then I got married and had children.

Faisal: So you had to choose between the job and family?

Ibrahim: No, I work hard and I am able to take care of my family.

Real Talk

You mean = an expression used to confirm what someone else has said
go out into the world = start to be on one's own and independent
breathing down someone's neck = constantly checking
As for (me) = an expression used to introduce a new subject/topic
have one's mind set on something = be firmly decided

About the Conversation

1. List Faisal's regrets.

_____

_____

_____

2. In your own words, write about Ibrahim's life.

_____

_____

_____

Your Turn

Role-play with a partner. Pretend you are talking to Faisal or Ibrahim. Talk about the things you would have done differently.

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9 Reading

Before Reading

1. Do you ever read advice columns in newspapers and magazines?
2. What kind of help do they give?

PAGE 28 THE DAILY READING JOURNAL TUESDAY



MARIO'S ADVICE COLUMN

Dear Mario,

I am writing to tell you a story. It's too late for you to tell me what to do now, but maybe you could tell me what I should have done. Your advice might be useful to others in similar situations.

My best friend borrowed some money from me when we were out shopping at the mall, two weeks ago. I was happy to let him have it, as I had saved my allowance over a few weeks and had more than I needed. He wanted to buy a DVD. Then later I loaned him some more money because we decided to eat at a pizza restaurant. The total, including the DVD, came to $25. I don't mind helping out a friend, if I can, so I didn't think much of it.

Last week, we were at the mall and I needed to buy some shoes. They were rather expensive and I asked him if he could give me some of the money I had loaned him. He gave me a very funny look, threw a twenty-dollar bill at me, and walked away.

I was really upset. So, I decided to call him when I got back. He told me that he never wanted to have anything to do with me again. He said I had embarrassed him at the shop and that I shouldn't have asked him for the money in public. He thought I had done it on purpose because I didn't trust him.

I am really devastated. I've lost my best friend over $25. What do you think I should have done? Should I have just not said anything? Would that have been the right thing to do?

–A Confused Friend

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MARIO'S

ADVICE COLUMN

Dear Mario,

I'm a limo driver, and people leave all kinds of things in my limousine—scarves, packages, and even shoes. Last Saturday night I picked up this wealthy man at his hotel and drove him to a prestigious charity awards ceremony. The man must have been a millionaire, judging by the way he was dressed. The next day, when I was cleaning the inside of the car, I noticed something shining.

The man's gold and diamond pocket watch must have fallen out of his pocket, and it slipped behind the seat.

So I called the hotel where the man was staying, explained what had happened, and arranged to return the watch. The man was extremely grateful. He told me that it was a valuable family heirloom, given to him by his grandfather, and he went on to praise my honesty. Then he opened his wallet, took out a ten-dollar bill, and gave it to me. I refused, but he insisted. Ten bucks! Can you believe it?

I should have kept the watch. Since then I've been thinking of what I could have done with the money. I could have bought my own limousine or started my own business.

Did I do the right thing?

—Honest But Wondering Why

After Reading

Answer the questions about the letters.

1. What happened at the mall two weeks ago?
2. What does the letter writer wish he hadn't done?
3. What did the limo driver find?
4. What did he do?
5. What does the limo driver think he should have done?

Discussion

1. What should the writer's friend have done?
2. What should the limo passenger have done?
3. Discuss the most common problems that people write about to advice columns or to help sites on the Internet.
4. Discuss whether advice from advice columns is really helpful or not.



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10 Writing

A. 1. Do you like sharing things with your friends? Why? Why not?

2. Read the advice column and answer the questions.
- Why was Sabah sad?
- What happened with her friend? Why?
- What is the column writer's advice?

3. Do you agree with the column writer? Why? Why not?

4. What would you have done if your friend had wanted to borrow something new that belonged to you?

Ask Mariam

Friendship is more important

Dear Sabah,

I am sorry you feel so sad about falling out with your best friend. I understand that she wanted to borrow your new bag before you had the chance to use it yourself. But as you say, she was invited to a wedding and she could not buy a new bag.

I understand that it is difficult, maybe even unfair, to let someone else use something that you have just bought or been given. But surely, friendship is more important, even if it requires some sacrifices. So I am afraid I will agree with what you think, you should have let her borrow the bag. She would have been happy and grateful to you and you would still be on good terms with your friend.

You say you do not like sharing your things with people because they might damage them. You could have asked her to be careful with your bag. The point is, however, to put things into perspective. What is more valuable to you, your friend or your new bag?

I would call and say I am sorry. I am sure she will understand and if she has not already been to the wedding, offer her the bag. You will both be happier.

I hope it all works out.

–Mariam

5. Read the advice again. Notice the first part of each paragraph. Why do you think the writer has chosen to address the issue in this manner? What is the effect? Is the letter reprimanding or friendly? How would you feel if you were Sabah?

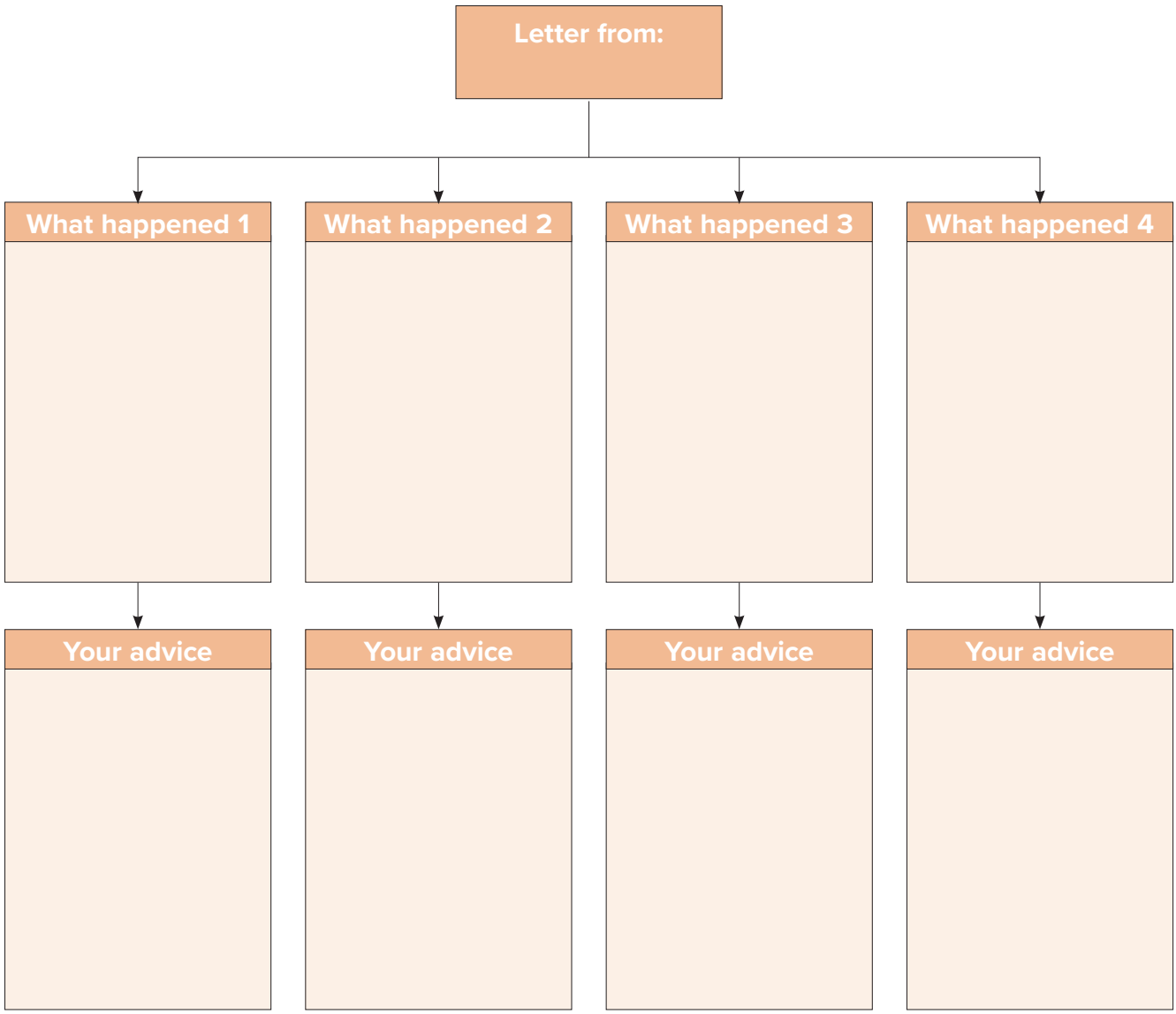
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B. **1.** Choose one of the letters in the unit to write an answer to.

2. Read the letter again and make notes in the organizer. Include notes with our own advice.

3. Be the advice column writer and write the answer.

4. Exchange letters in class.



Writing Corner

When you write a letter of advice:

- Get all the facts and refer to them/summarize them in your letter
- Think about different viewpoints/sides
- Do not be judgmental or patronizing
- Be understanding but do not lie
- Suggest rather than tell people what to do

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11 Form, Meaning and Function

Present Perfect Tense versus Simple Past

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

A: **Have** they **discovered** life on another planet yet?
B: Yes, they **have.**

A: When **did** IBM introduce the first PC?
B: It **was** introduced in 1981.

Time Expressions: *Ago, For* and *Since*

Use the simple past tense when the exact time is given: *yesterday, two days ago, last week/month/year*. Use the present perfect simple tense with *for* to indicate the duration of the action: *for two months, for a year, for a long time*. Use the present perfect simple with *since* to indicate when the action began: *since yesterday, since last June.*

Simple Past

In 1908, a small asteroid **exploded** over Siberia.
We **moved** to Muscat **three years ago**.
She **didn't call** her mother **last night**.

Present Perfect

He **has worked** as a scientist **for many years**.
We **have lived** in Muscat **since May**.
We **haven't used** our car **for a long time**.

A. Work with a partner. Write sentences about the inventions.

Invention	Date	Invention	Date
credit card	1951	electric lightbulb	1879
canned food	the early 1800s	film making	1895
wristwatch	1910	paper clip	the 1890s
radio	1901	airplane	1903
toothpaste	1841	ballpoint pen	1888

People have had credit cards since 1951 / for over 70 years. (have)

1. _____ (eat)
2. _____ (wear)
3. _____ (listen)
4. _____ (use)
5. _____ (have)
6. _____ (watch)
7. _____ (use)
8. _____ (travel)
9. _____ (use)

B. Have you used any of the inventions in exercise **A**? How long have you used them? Ask and answer questions with a partner. Add other inventions.

A: Have you ever been on a plane?
B: Yes, I have. I traveled by plane when I went on vacation last summer.
A: Do you have a credit card?
B: Yes, I've had a credit card for two years. OR I've had one since I was 18.



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Expressing Ability, Permission and Requests

Ability

Use *can* to express ability in the present.

Can the robot do my homework for me? No, it can't. You can do it yourself!

Use *could* to express ability in the past.

Could people travel long distances before the airplane was invented? Yes, they could. They traveled by ship.

Permission

Use *may* and *can* to express permission.

May I leave early today? Yes, you **may. /** No, you **may not**.
Can I have another soda? Yes, you **can**. / No, **you can't**.



Requests

Use *can* and *could* to make polite requests. *Could* is more formal.

Could you fill in this form, please? Yes, of course.
Can you help me? Sure. / Not now. I'm busy.
Could you open the window? Certainly. / Sorry, I can't.

If with Past Perfect and *Would Be Able/Would Have Been Able*

Use *if* + past perfect and *be able* to talk about ability and missed opportunities.

If I had studied computer science, I **would be able** to invent a cutting-edge robot. (present ability)
If Dr. Fleming had discovered penicillin sooner, doctors **would have been able** to save more lives during World War I. (past ability)

C. Complete the sentences with ***can, could*** and ***may*** and the verb in parentheses.

1. Ahmed, _____ you _____ (help) me with this box, please?
2. Excuse me, may I open the window? Yes, you _____ .
3. We _____ (not/meet) tomorrow afternoon. I'm going to the dentist.
4. Mr. Sawyer _____ (not/see) you now. I'm afraid he's very busy.
5. _____ you _____ (swim) when you were a child? No, I couldn't.
6. Imad _____ (stay) very long. His friends are waiting for him.



D. Work with a partner. Talk about some past inventions and speculate what we would not be able to do now or in the past if things had been different. Use *if* + past perfect + *be able*.

If Alexander Bell had never invented the telephone, we would not be able to...

If the wheel had not been invented, we wouldn't have been able to...

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12 Project



1. Do a class survey.
2. Find out what the most common regrets are. Ask your classmates and make notes in the chart.
3. Repeat the survey with people outside class. Ask questions and make notes in the chart.
4. Compare the results of the two surveys.

Survey question: Do you have any regrets? What do you regret most? What do you wish you had or had not done?			
Students inside the classroom		People outside the classroom	
Name of the student	**What they regret**	**Name of the person**	**What they regret**
The most common regret in class is:			
The most common regret outside of class is:			
The most common regret is:			

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13 Self Reflection 

Things that I liked about Unit 11:	Things that I didn't like very much:

Things that I found easy in Unit 11:	Things that I found difficult in Unit 11:

Unit 11 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about discoveries and inventions and how things would have been different without them			
talk about missed opportunities and regrets			
use *should have* + past participle			
use conditional sentences for hypothetical situations in the past			
use *if* with *could* and *might*			
use the present perfect and past simple with: a*go, for, since*			
use *if* + past perfect + *be able to*			
express ability, permission and requests			

My five favorite new words from Unit 11:	If you're still not sure about something from Unit 11:
	• 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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12 What They Said

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1 Listen and Discuss

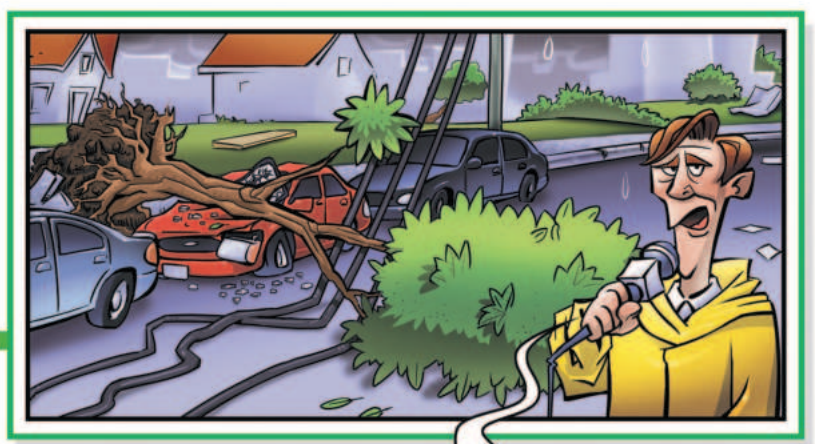
Read what each person said and how it is reported. Examine the differences.





I will build a sports complex, and I will not raise taxes.

The candidate for mayor said he would build a sports complex, and he would not raise taxes.



The powerful storm last night knocked down many trees, and some areas of the city are still without power.

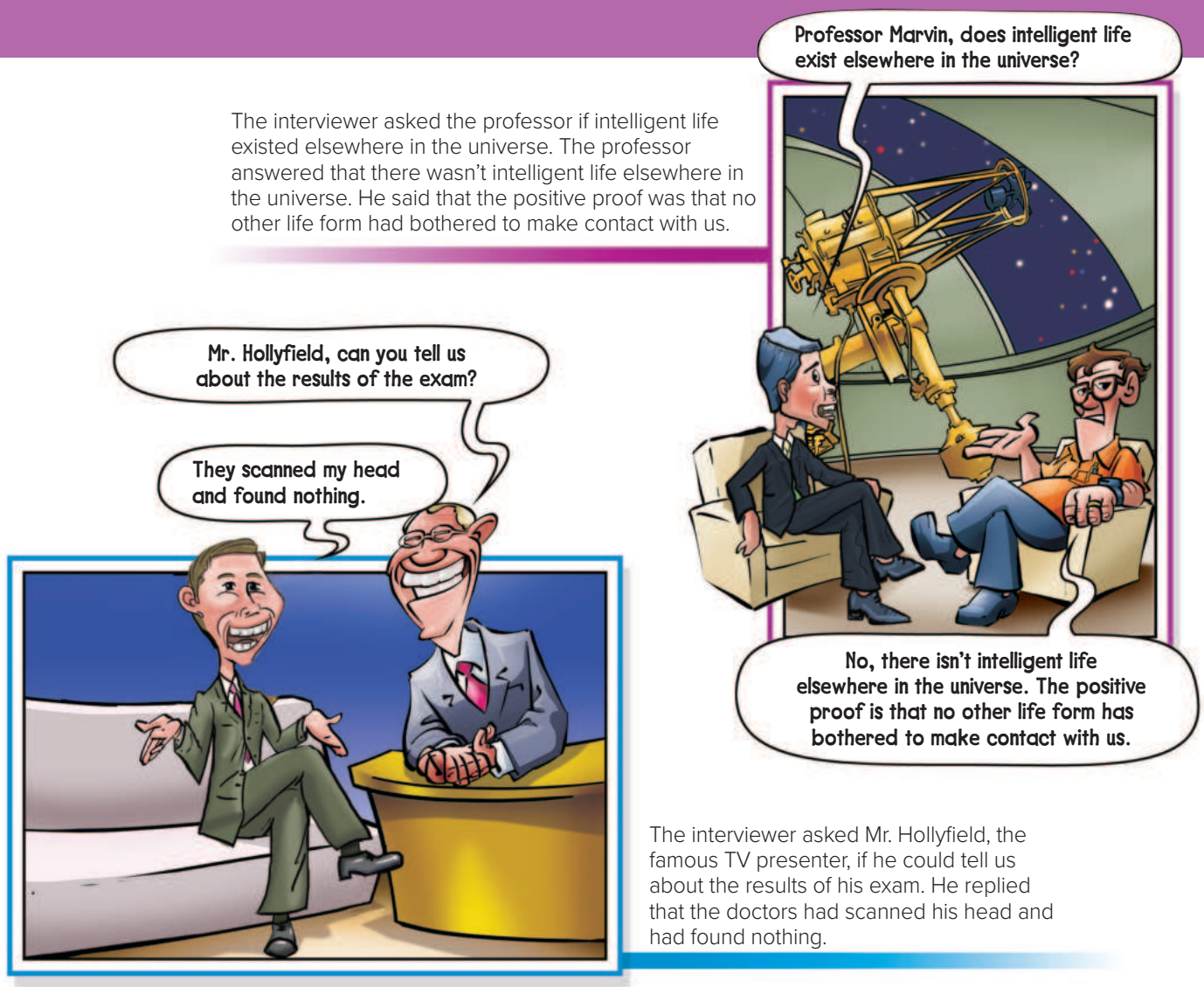
The on-the-scene reporter said that the powerful storm the night before had knocked down many trees, and some areas of the city were still without power.



According to recent studies, pomegranate juice is healthy because it lowers blood pressure, and pumpkin seeds seem to improve memory.

The doctor said that, according to recent studies, pomegranate juice was healthy because it lowered blood pressure, and pumpkin seeds seemed to improve memory.

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The interviewer asked the professor if intelligent life existed elsewhere in the universe. The professor answered that there wasn't intelligent life elsewhere in the universe. He said that the positive proof was that no other life form had bothered to make contact with us.

The interviewer asked Mr. Hollyfield, the famous TV presenter, if he could tell us about the results of his exam. He replied that the doctors had scanned his head and had found nothing.

Quick Check ☑

A. Vocabulary. Match the words and the meanings.

1.	____ proof	**a.**	make the effort
2.	____ candidate	**b.**	get an image with a computer
3.	____ scan	**c.**	evidence
4.	____ bother	**d.**	person trying to be elected

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

1. ____ The candidate said that he wouldn't raise taxes.
2. ____ The doctor said that pumpkin seeds helped fight cancer.
3. ____ The professor said that there was no life on other planets because no one had contacted us.
4. ____ Mr. Hollyfield told the interviewer that the doctors hadn't found anything wrong with him.

2 Pair Work

Find sentences that are reported in the texts you read. Make questions for those reports and ask them to your friend. See the example below.

- What did the reporter ask the professor?
- He asked him if there was intelligent life elsewhere in the universe.

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3 Grammar

Reported Speech

Direct Speech		Reported Speech
Simple Present	→	**Simple Past**
"I **have** a brother and a sister."		He said (that) he **had** a brother and a sister.
"I **don't like** mangoes."		She said (that) she **didn't like** mangoes.
Present Progressive	→	**Past Progressive**
"I**'m talking** to Mary."		She said she **was talking** to Mary.
Simple Past	→	**Past Perfect**
"I **learned** English in Canada."		He said he **had learned** English in Canada.
Present Perfect	→	**Past Perfect**
"I **haven't seen** the film yet."		She said she **hadn't seen** the film yet.
Modals		
"I**'ll see** you later."		She said she **would see** them later.
"I **can't come** to the meeting."		He said he **couldn't come** to the meeting.
"I **have to/must go** to the doctor."		She said she **had to go** to the doctor.
"We **may be** late."		I said that we **might be** late.

Note: The word *that* may be omitted after *said*.

Reported Questions

How old **are** you?	He asked how old I **was**.
Where **were** you last night?	She wanted to know where we **had been** the night before.

Note: If there is no question word (*how, where, when*, etc.), *if* is used.

Are you a student?	He asked **if** Tom **was** a student.
Did you **enjoy** the dinner party?	She asked **if** they **had enjoyed** the dinner party.

Word Changes in Reported Speech

In reported speech, some words may be different from those in the original sentence.

"**I** did **my** homework already."	Todd said that **he** had done **his** homework already.
"The plane is arriving **now**."	Mary said that the plane was arriving **then/at that time**.

Note: The following time expressions change in reported speech.

now → at that time	tomorrow → the day after/the next day
today → (on) that day	yesterday → the day before

Reporting Verbs

A variety of verbs with different shades of meaning can be used in place of *say*.

"Yes, it's a good idea."	My friend **agreed** it was a good idea.
"Of course, I did my homework."	Tom **assured** the teacher that he had done his homework.

An indirect object is always used after *tell*.

He told **me** that he had studied English in the States.

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A. These messages were left on the family's answering machine. Report what the people said.

Ahmed asked Adel if he was going to the gym that day.

1. Hello, Asma. I may work late tonight. I have to finish a report.
2. Majid, this is Fahad. The game starts at eight. I'll pick you up at seven.
3. Yahya, this is Ali. What is the math assignment for tomorrow?
4. Noura, this is Maha. We had a wonderful time in Abu Dhabi with our family. I'm going to come by your house sometime to show you the video.
5. Adel, it's Hussain. Is the game still on for tonight?



B. Hameed took a message for his brother Abdullah.

1. Complete what he wrote down, using the correct form of the verbs.
2. Then write the possible telephone conversation between Hameed and Abdullah's friend, Saeed.

Hi Bro,

That friend of yours, Saeed, _____ (1. call) this morning. He asked where you _____ (2. be) and why you _____ (3. not call) him last night. He said he _____ (4. leave) a message on your cell phone yesterday afternoon. I _____ (5. tell) him it _____ (6. not be) any of my business what you did. I think he felt bad. He apologized, and I told him it _____ (7. be) OK. Anyway, he asked me to tell you that he _____ (8. have) a surprise for you and that he _____ (9. will come) to our house at five o'clock tonight. He also said you should wear something warm because he _____ (10. will take) you to a mountainous place. He said that he _____ (11. cannot call) you during the day because he had to work.

Your brother,

Hameed

C. Look at the examples on page 184 again. Read and mark how each pair of sentences is different.

1. Which words change in the second sentences?
2. What is different in the meaning of the second sentences?

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4 Language in Context

Read what each person said and how it was reported. Write some sentences about global issues and have a partner report them to the class.

Al Gore, on global warming

"There are many who still do not believe that global warming is a problem at all. And it's no wonder: because they are the targets of a massive and well-organized campaign of disinformation lavishly funded by polluters..."



Japanese Fishing Industry to the media

"We're fishing whales for research purposes."

— The Japanese Fishing Industry assured the media that they were fishing whales for research purposes.

5 Listening

The presidential candidate made three mistakes during his speech. What did he say that was wrong? Listen and write them down.

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

6 Pronunciation

A. Listen. Note the difference in the pronunciation of ***that***. Then practice.

Unstressed *that*	**Stressed *that*** (used as a pronoun)
He said **that** he would help.	He didn't say **that**.
My friends said **that** the football game was at ten.	Why did they say **that**?

B. Find all the sentences that have the word ***that***. Read the sentences aloud stressing the right one.

7 About You

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

1. Have you ever made a mistake and said something you shouldn't have said? What did you say?
2. What was one of the most interesting quotes or sayings that you heard?
3. Are there any sayings that are specific to your country or culture? Which ones do you like or think are memorable?
4. What kinds of messages do you receive or leave on friends' answering machines or cell phones?
5. Do you and your friends gossip about other people?
6. Have you ever had a telemarketing person call you? What did he/she want to sell? What did he/she say? What did you answer?

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8 Conversation



Underline ***that*** in the conversation.
Practice reading the conversation with a partner.

Faisal: I really think that telemarketing shouldn't be allowed.

Khaled: Yes, I totally agree with you. Telemarketers are a real nuisance.

Faisal: Yesterday a man called me up. He said he was from the Dollar Bank, and he asked if he could talk to me for a minute.

Khaled: What did he want?

Faisal: He said that someone had given them my name and that he was calling to offer their services.

Khaled: What services?

Faisal: He tried to persuade me to open an account with them. So I told him I already had an account elsewhere and that I wasn't interested. But he insisted and was very pushy. In the end, I lost my patience and hung up.

Khaled: Well, I got a call from a man who said he was from a travel agency. This man said I had won a free trip to the Bahamas and that he was calling me to give me the good news.

Faisal: Had you entered a contest or anything like that?

Khaled: No. It turned out that everything was for free, but I'd first have to pay a huge amount of money to become a member of the Jet Set Club. Big hoax!

Faisal: I hate that!

Real Talk

really/totally = used to make a statement stronger
In the end = used to introduce a statement with the final event or result
or anything like that = or other similar things; used so that the speaker doesn't have to give a complete list or explain things in more detail
hoax = a plan that is designed to trick someone else

About the Conversation

1. What are Faisal and Khaled complaining about?
2. What did the man on the phone with Faisal want?
3. What did Faisal do?
4. Why did the man call Khaled?
5. What would Khaled have to do in order to go to the Bahamas?

Your Turn

Role-play the following conversations with a partner:

1. The one that might have taken place between Faisal and the man on the phone.
2. The one between Khaled and the man on the phone.

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9 Reading

Do you know any famous quotes? Write them down, and compare with a partner.

Quotes, Quotes



"My primary goal is to be an exemplary and leading nation in all aspects, and I will work with you in achieving this endeavor."

Custodian of the Two Holy Mosques King Salman bin Abdulaziz Al Saud

"640K ought to be enough for anybody."

Bill Gates (Founder of Microsoft) in 1981, talking about computer memory

"Half the world is composed of people who have something to say and can't and the other half who have nothing to say and keep on saying it."

Robert Frost (American poet)

"It is a terrible thing to see and have no vision."

Helen Keller (American author, activist, and lecturer. She was the first deaf and blind person to graduate from college.)

"Never let formal education get in the way of your learning."

Mark Twain (Writer)

"Who is wise? He that learns from everyone. Who is powerful? He that governs his passions. Who is rich? He that is content. Who is that? Nobody."

Benjamin Franklin (American writer, diplomat, scientist, and inventor)

"How could anyone govern a nation that has 246 different kinds of cheese?"

Charles de Gaulle (French president)

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An archaeologist is the best husband a woman can have. The older she gets, the more interested he is in her.

Agatha Christie (Writer)

"Wise men talk because they have something to say; fools talk because they have to say something."

Plato (Greek philosopher)

"Make yourself necessary to somebody."

Ralph Waldo Emerson (American writer)

"I'm not afraid to die. I just don't want to be there when it happens."

Woody Allen (American director)

"Everything that can be invented has been invented."

Attributed to Charles H. Duell (Commissioner, U.S. Office of Patents), 1899

"Those who do not complain are never pitied."

Jane Austen (Writer)

After Reading

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

1. _____ Robert Frost said half the people in the world don't say what they want to say.
2. _____ Gates believed that more than 640K memory was unnecessary.
3. _____ Jane Austen thought that people had no sympathy for those who complain.
4. _____ Mark Twain said that people shouldn't let formal education stop them from learning.
5. _____ De Gaulle thought that it was easy to govern France because people wanted the same thing.
6. _____ Helen Keller said that having no insight or understanding was worse than being blind.

B. Report what they said. Use your own words.

1. Emerson about people: _____
2. Plato about fools: _____
3. Woody Allen about death: _____
4. Charles Duell about inventions: _____

Discussion

1. Which quote or quotes do you like the best? Why?
2. Which quotes do you find humorous? Explain why.
3. What famous quotes do you know? Who said them and what do they mean?

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10 Writing

A. 1. Look at the scene in the picture. Who do you think these people are? How are they feeling?

2. Read the text and answer the questions.

- Why did she call her brother?
- What was he doing when she called? Was he pleased?
- What was the problem? What had she already done about it?
- How did he react to the news?





She called her brother at work. She knew he didn't like to be interrupted but she didn't know what else to do. Their mother's condition was deteriorating.

He sounded annoyed when he answered the phone; he was probably in the middle of a meeting. She apologized and stressed that she wouldn't have called if she hadn't thought it was urgent. His tone changed instantly. He asked her what was happening and if everything was all right. He wanted to know if the doctor had been notified and when he would be coming to see their mother. He sounded very stressed and worried.

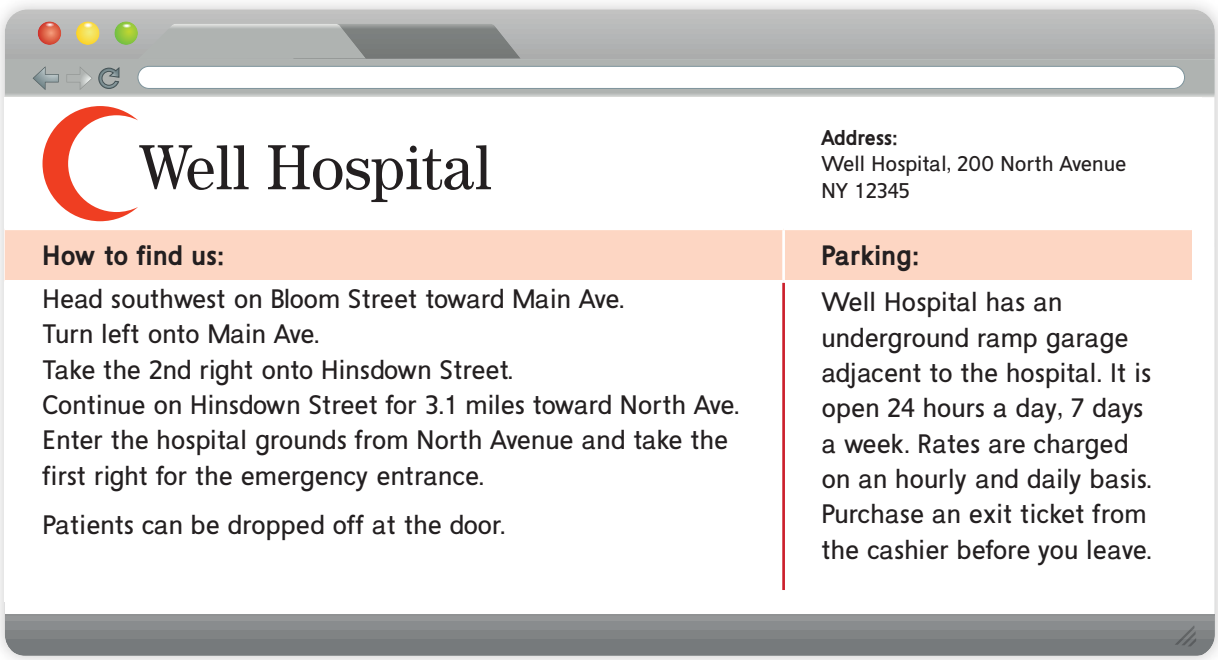
She tried to reassure him by telling him that the nurse was at home looking after their mother and their aunt and that everything was under control. He asked her to wait for a minute while he took care of something. She heard him speak to some people, probably clients. She heard the words "family emergency" and "health" and realized he was excusing himself. Then there was some noise of chairs being pulled, people moving, and a door opening and then closing. He came back and explained that he had had to interrupt the meeting and reschedule it for another day. She thanked him for having done that and before she had a chance to ask, he interrupted and asked her to hang up so he could be on his way home as soon as possible.

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3. Read the text on page 190 and make notes in the chart on what has happened. Compare with a partner.

Who is the patient?			
Where is the patient?			
What happened to the patient?			
Who is looking after the patient?			
Who is with the patient now?			

4. Read the information on the hospital website below:



Well Hospital

Address:
Well Hospital, 200 North Avenue
NY 12345

How to find us:

Head southwest on Bloom Street toward Main Ave.
Turn left onto Main Ave.
Take the 2nd right onto Hinsdown Street.
Continue on Hinsdown Street for 3.1 miles toward North Ave.
Enter the hospital grounds from North Avenue and take the first right for the emergency entrance.

Patients can be dropped off at the door.

Parking:

Well Hospital has an underground ramp garage adjacent to the hospital. It is open 24 hours a day, 7 days a week. Rates are charged on an hourly and daily basis. Purchase an exit ticket from the cashier before you leave.

B. Write an email to your uncle and aunt. Tell them what has happened and give them directions on how to reach the hospital.

Writing Corner

When you write an email to report an event and give information or directions:

- check facts/content and report accurately.
- write as if you were speaking to the person, i.e. use contracted forms and informal language.
- use imperatives to give directions, for example: Take a ..., Turn ..., Go straight down ... and so on.
- open and sign off in an appropriate way: Hi/Hello/Dear ... Best/ See you soon ... and so on.

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11 Form, Meaning and Function

Words Connected with the Environment and Natural Disasters

Some words that we commonly use when we talk about environmental problems and natural disasters are:

global warming	flood	damage
erosion	earthquake	threaten
air pollution	tornado	rescue
water pollution	tsunami	protect
over fishing	volcanic eruption	hit
deforestation	forest fire	research



News Reporter: Al Gore said that there were many who still did not believe that **global warming** was a problem.
The Japanese Fishing industry assured the media that they were **fishing** whales for **research** purposes.
The National Weather Service has reported that a **tornado** will **hit** the West Coast at 4 p.m. today.

Negative Questions

We can use negative questions to check information or express surprise.

Isn't there something we can do?
Aren't you going to help?
Don't you want to know what happened?
Haven't you seen the news?
Didn't you ask them about the damage?
Weren't you there to offer support?



A. Interview your partner about a natural disaster they have read about, heard about, or witnessed. Then report their account to the class. Use some reporting verbs and vocabulary words from above.

1. What happened? _____
2. When did it happen? _____
3. Where did it happen? _____
4. How many people were affected? _____
5. Your question: _____
6. Your question: _____

B. Write negative questions for the following situations.

You just bought a new cell phone. Your friend is still deciding about whether to buy one.
Aren't you going to buy one too?

1. You recognize an old friend at the mall. The friend doesn't recognize you.
2. Your friend is eating popcorn and is not offering you any.
3. You are playing a board game. You want your friend to play the game too.
4. Someone came and joined your group, greeted everyone, but forgot you.
5. Classes start at eight o'clock. It's 8:30, and your brother is still in bed.

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Relative Adverb: *Where*

That's the school **where** I attended as a child.
Dubai is the place **where** I want to go on vacation.
That's the place **where** I grew up.
Home is **where** the heart is.

Indirect Questions

Use indirect questions when you ask for information. There is no inversion of the subject and verb in indirect questions.

Direct Questions	Indirect Questions
What's the name of the street?	Do you know what the name of the street is?
Where is the nearest bank?	Do you know where the nearest bank is?
When does the store open?	Do you know when the store opens?
Where can I get good pizza?	Could you tell me where I can get good pizza?

Expressing Agreement with *So, Neither, Either, Too*



Use *so* and *too* when you agree with an affirmative statement.
Use *neither* and *either* when you agree with a negative statement.

Affirmative (+)

A: I ate at the new pizza restaurant.
B: **So** did I. / I did **too**.

A: I will visit my family on the weekend.
B: **So** will I. / I will **too**.

Negative (+)

A: I don't know the answer.
B: **Neither** do I. / I don't **either**.

A: I won't go to school tomorrow.
B: **Neither** will I. / I won't either.

Expressing Disagreement

A: **I didn't** like the pizza.
B: **I did**.

A: **I've** been to Muscat.
B: **I haven't.**

A: **I can** rollerblade.
B: **I can't**.

A: **I am** not very tall.
B: **I am**.

C. Work with a partner. Make indirect questions. Use ***Do you know...?*** or ***Could you tell me...?***

What time does the bus arrive? *Do you know what time the bus arrives?*

1. Where is the main post office?
2. How often do the buses come?
3. What time does the bank open?
4. Where is the nearest pharmacy?
5. When does the gas station close?
6. What is the name of the highway to town?

D. Read the statements below and write your response. Compare with a partner.

I don't like fast food. *Neither do I. (OR I don't either.)*
I like fast food. *I don't.*

I went to Dubai on vacation. *So did I. (OR I did too.)*
I don't like vacations. *I do!*

1. I can swim. _____
2. I will play football on the weekend. _____
3. I have three sisters. _____
4. I didn't go to school until I was six years old. _____
5. I won't be able to go on vacation this year. _____

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12 Project

1. Find interesting quotations by famous people in business, education, science, history, and so on.
2. Make notes in the organizer.
3. Present your findings to the class.





Category	The Quote	Who said it	Explanation of quote
1 Science			
2 History			
3 Business			
4 Education			




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13 Self Reflection

Things that I liked about Unit 12:	Things that I didn't like very much:

Things that I found easy in Unit 12:	Things that I found difficult in Unit 12:

Unit 12 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
report what people said			
discuss famous quotes			
relate messages			
use reporting verbs and ask reported questions			
use reported speech and make word changes			
form negative questions			
use the relative adverb: *Where*			
talk about the environment and natural disasters			
express agreement and disagreement with: *so, neither, either, too*			

My five favorite new words from Unit 12:	If you're still not sure about something from Unit 12:
	• 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 10–12

1 Language Review

A. Rewrite the sentences as conditionals. Follow the example.

We lost the game because we didn't play well.

If we'd played better, we wouldn't have lost/we would have won.

1. Khaled had a car accident because he answered his cell phone.

_____

2. My mother didn't know we were coming, so she didn't make any lunch.

_____

3. He didn't finish his homework because he went to see the football game.

_____

4. Ahmed didn't greet his boss because he didn't see him.

_____

B. Write sentences to speculate about the situations. Use ***can't***, ***could***, ***couldn't***, ***must***, ***may***, or ***might*** in your sentences.

You see lights in the sky at night.

They might be the lights of an airplane.

1. You hear a noise in your house early in the morning.

_____

2. Your friend passed you by and didn't say hello.

_____

3. Someone rings the doorbell.

_____

4. The team looks sad as they are returning home from the baseball game.

_____



C. Complete the story with the correct form of the verbs in parentheses. Remember to use the past perfect where necessary.

When Detective Malcolm got to his apartment, he _____ (**1.** notice) that someone _____ (**2.** leave) the door open. He knew that he _____ (**3.** lock) the door when he went out. As he entered the living room, he _____ (**4.** smell) something in the air. Someone _____ (**5.** be) there while he was out, and it _____ (**6.** can't be) the cleaning person. It wasn't his day. He knew at once that someone _____ (**7.** break) into his apartment. He _____ (**8.** move) quietly toward the bedroom. He _____ (**9.** hear) the sound of water coming from the bathroom. Malcolm opened the door and _____ (**10.** stare) at the man who was lying in a robe on the floor of the bathroom. Was he dead?

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D. Report what people said.

1. Qassim to Hameed: "I'll meet you at seven tomorrow."

_____

2. Mr. Jenkins to Mr. Taylor, an employee: "You must arrive on time."

_____

3. Robert to his teacher: "I didn't catch my usual bus."

_____

4. The customer to the salesperson: "Does this jacket come in a bigger size?"

_____

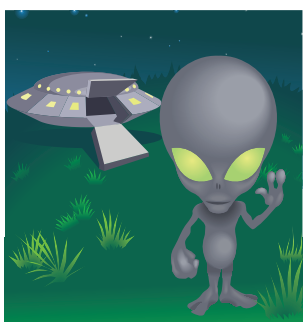
5. Mr. Timms, the witness, to the judge: "I've never seen that man before."

_____

6. The captain to the co-pilot: "It may be a falling star."

_____

E. Imagine you make contact with extraterrestrial beings. Write down five questions that you would ask and the ETs' answers. Report the questions and answers to a partner.

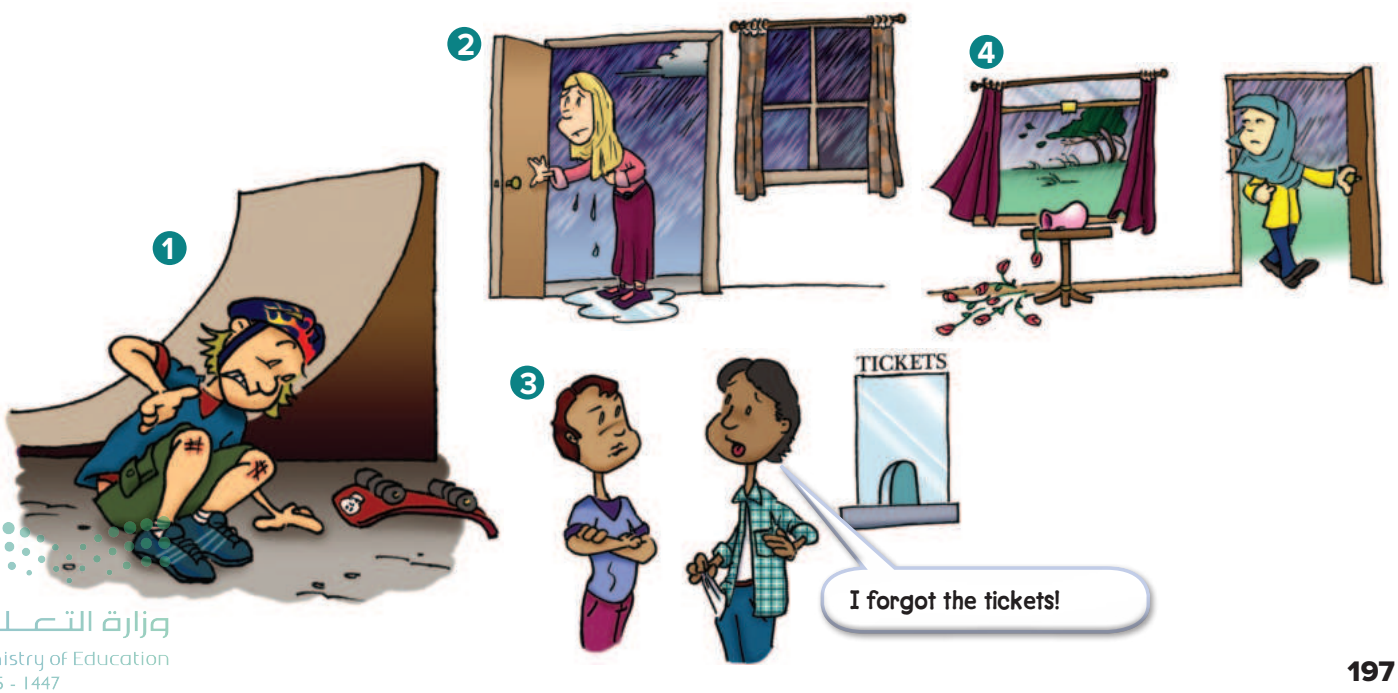


How fast can you travel?

I asked how fast extraterrestrial beings could travel.

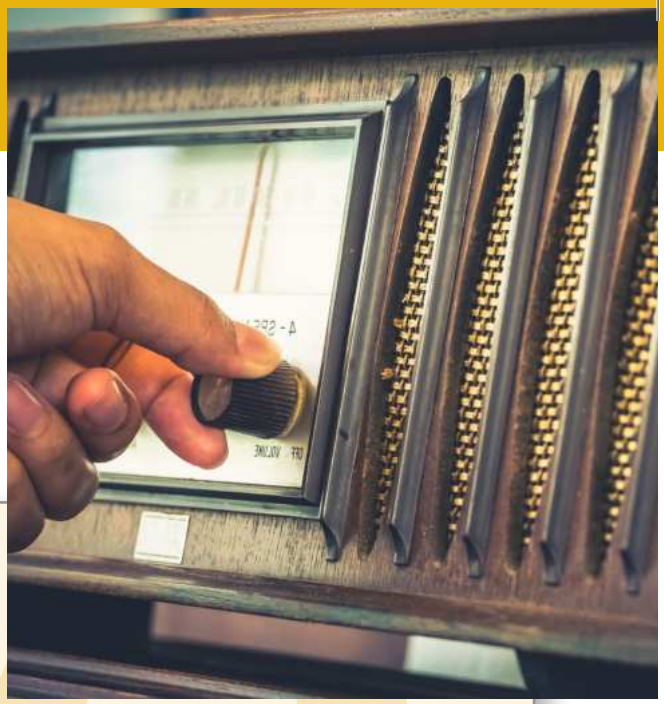
They said that extraterrestrial beings could travel faster than the speed of light.

F. What should the person have done or said in the following situations? Write your answers and compare them with a partner.



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2 Reading

Before Reading

1. Read the title and write as many words as you can think of about it.
2. Read the text and underline the main event in each paragraph.

THE WAR OF THE WORLDS

1 On October 30, 1938, CBS Radio interrupted a live radio program to deliver an important announcement. It said that astronomers had detected blue flames shooting up from the surface of Mars. The broadcast returned to its program, but it was soon interrupted again. This time the news said that a strange meteor had fallen on a farm near Grover's Mill in New Jersey, and then CBS Radio switched over to continuous live coverage of the eerie scene around the meteor crash.

2 As the event unfolded, the terrified audience discovered that the meteor was actually some kind of spaceship. The reporter on the scene described the emergence of an alien from the spacecraft. "Goodness, something's wriggling out of the shadow like a gray snake," he said, in an appropriately dramatic tone of voice. "Now it's another one, and another. They look like tentacles to me. There, I can see the thing's body. It's as large as a bear, and it glistens like wet leather. But that face. It . . . it's indescribable. I can hardly force myself to keep looking at it. The eyes are black and gleam like a serpent. The mouth is V-shaped with saliva dripping from its rimless lips that seem to quiver and pulsate . . . The thing is rising up. The crowd falls back. They've seen enough. This is the most extraordinary experience. I can't find words. I'm pulling this microphone with me as I talk. I'll have to stop the description until I've taken a new position. Hold on, will you please, I'll be back in a minute."

3 The alien Martian crawled back into the crater, but re-emerged soon afterwards in a gigantic three-legged death machine, and quickly killed the 7,000 armed soldiers surrounding the crater. Then it proceeded across the landscape, joined by other Martians, blasting people and objects with heat rays, while releasing a poisonous black gas against which gas masks proved useless.



4 Listeners all over the United States began to panic. People filled the roads, hid in cellars, loaded guns, and even wrapped their heads in wet towels as protection from the Martians' poisonous gas. People desperately wanted to defend themselves against aliens. Although the radio broadcast had warned listeners four times that this was a dramatized version of H.G. Wells's story, *The War of the Worlds*, performed by Orson Welles and the Mercury Theater, people simply ignored those announcements. However, by the time the night was over, most people had learned that they were actually listening to a radio play. The fact is that the broadcast had reached approximately six million people and had produced a huge national scare at a time of the growing tension and anxiety leading up to World War II.

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After Reading

A. Find words in the reading that mean:

1. mysterious and frightening (paragraph 1)
2. creature from another world (paragraph 2)
3. twisting and turning your body like a snake (paragraph 2)
4. causing an explosion (paragraph 3)
5. to talk about something dangerous that might happen (paragraph 4)

B. Answer the questions about the reading.

1. What did the broadcast first say about the meteor? What did the meteor turn out to be?
2. What was the alien like?
3. How did the Martians move on Earth?
4. What weapons did they use?
5. What was the listeners' reaction?
6. What would you have done if you'd heard the news on the radio?

Discussion

Do you believe there is intelligent life in other galaxies? Write reasons for and against. Discuss them with your classmates.

3 Project

1. Think about an interesting short story that you have read. Complete the organizer with information from the short story.
2. Use your completed organizer to give your class a report about the story.

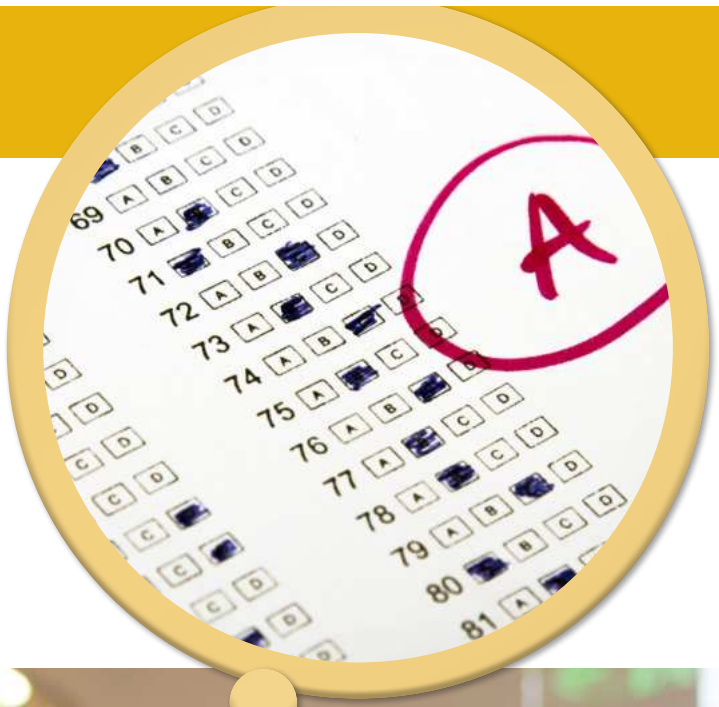
Title of the story: _____	
Who is in the story?	**Where and when does the story take place?**
What happened in the story?	
How did the story end?	
Why I liked or disliked the story.	

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4 Chant Along

Could You Help Me Find the Reason?



Could you help me see the reason
Why I work so long and hard?
Could you tell me why I do it?
Why I push myself some more?
Could you help me find the words?
Could you tell me what to think?
Could you help me see the reason
Why I still can't get an A?

Chorus

If I had not tried,
I would have shown
That I didn't care.
They would have seen
My wish was true,
My will was real,
If only I
Had tried harder.

I should have done much, much better.
Should have corrected on the spot.
I should have asked someone to help me.
Should not have tried it all alone.
They might have noticed all my trials.
They might have listened to my plea.
Considered all that I'd forsaken
And handed that A right over to me.

Chorus

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Vocabulary

Find words and expressions in the chant that mean:

1. to see, realize _____
2. immediately _____
3. difficulties, tests _____
4. request _____
5. to renounce or abandon _____

Comprehension

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

1. _____ The young man is regretful about his past actions.
2. _____ He is not sure about his choices.
3. _____ He knows what he has done wrong.
4. _____ He doesn't think he should have asked for help.
5. _____ He is not satisfied with his performance.
6. _____ If he'd tried harder, he'd have gotten an A.

B. List three things that the young man says he should have done.

1. _____
2. _____
3. _____

Discussion

In a group, tell each other when it is good to forgive, to plead, and to forsake.

5 Writing

1. Think about something you did that upset a friend of yours.
2. Make notes in the organizer. Then use your notes/organizer to write a letter to your friend apologizing for what you did.

What I did to my friend	What I should have done/ What I shouldn't have done	My apology

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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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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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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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7 You've Got Mail!

VOCABULARY

Nouns
demonstration
funding
junk mail
spam
supplier
travel arrangement

Verbs
apologize (for)
contact
dispatch
import
inconvenience
wonder

Two-word verb
put (someone) up

Adjectives
feasible
soaked
urgent

Adverbs
currently
indifferently

Conjunctions
although
as soon as
even though
in spite of

EXPRESSIONS

Idioms
be on the road
get used to
look forward to
out of mind
out of sight
sneak out
take advantage of

Ending a business letter/email
Best regards

Real Talk
be straight
let someone down
No way!
of course

8 Wishful Thinking

VOCABULARY

Nouns
amount
benefit
cash
charity
desert island
empire
encounter
extraterrestrial
leader
laureate
mankind
philanthropist
prize
quiz show
stock market
technology
universe
wish

Verbs
award
benefit
divide
invest
split
wish

Adjectives
close
handwritten
historical
lonely

EXPRESSIONS

Idiom
keep in touch

Real Talk
have a ball
this guy
to me
You wouldn't know...?

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9 Complaints, Complaints

VOCABULARY

Nouns

button
complaint
consumer
dent
doorknob
engine
fabric
faucet
hole
housing
packaging
pipe
refund
repair
retail outlet
screen
signal
sleeve
stain
technician
warranty
windowpane

Verbs

check
crash
dry-clean
purchase
refrain (from –ing)
repaint
repair
sew
sharpen

Adjectives

broken
cracked
damaged
dead
dripping
faded
filthy
flat
intact
leaky
loose
loose-fitting
missing
scratched
sewn
stained
torn

EXPRESSIONS

Idiom

Don't worry.

Real Talk

it sounds like
Yes, please, if you could.

EXPANSION Units 7-9

VOCABULARY

Nouns

backboard
basket
caribou
civilization
coconut
court
fault
foul
innovation
ladder
league
mansion
mastery
millionaire
opponent
peach
rally
rule
sailor
settler

Verbs

ground
originate
score
serve
spread
toss
treat

Adjectives

harsh
indoors
rough
vertical

EXPRESSIONS

Idioms

for better and for worse
through good and bad

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10 I Wonder What Happened

VOCABULARY

Nouns

bull
crater
debris
device
fireball
fragment
hurricane
locomotive
meteorite
orbit
pioneer
remote control
time bomb
tornado
volcano

Verbs

crash
explode
gather
lose control
penetrate
smash
stick around
tease

Adjectives

sophisticated
weird

EXPRESSIONS

Idiom

channel surf

Real Talk

Beats me.
Excuse me.
Gee!
You never know.

11 If It Hadn't Happened

VOCABULARY

Nouns

advantage
antibiotic
candle
course
disadvantage
distance
infection
load
oil well
penicillin
regret
source

Verbs

drill
guess

Verb phrases to express regret

could have
might have
should have

Adjectives

commercial
devastated
embarrassed
heavy
immature
incandescent
widespread

EXPRESSIONS

Idioms

be on good terms
fall out with (someone)
miss an opportunity

Real Talk

as for (me)
breathing down someone's neck
go out into the world
have one's mind set on something
you mean

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12 What They Said

VOCABULARY

Nouns
blood pressure
candidate
nuisance
politician
power
proof
pumpkin seed
result
sports complex
tax
telemarketing

Verbs
bother
complain
deteriorate
improve
interrupt
knock down
lower
persuade
raise
reschedule
scan

Adjectives
annoyed
healthy
powerful
pushy

Adverb
elsewhere

EXPRESSIONS

Real Talk
hoax
in the end
or anything like that
really
totally

EXPANSION Units 10–12

VOCABULARY

Nouns
alien
anxiety
astronomer
broadcast
coverage
crater
emergence
flame
gas mask
landscape
panic
plea
scare
spacecraft
surface
tension
tentacle
trial

Verbs
blast
crawl
detect
force (oneself)
forsake
glisten
proceed
pulsate
quiver
re-emerge
switch (over)
unfold
warn
wriggle

Adjectives
continuous
eerie
indescribable
terrified
useless

Adverb
desperately

EXPRESSIONS

Idiom
on the scene

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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

Track	Unit		Student Book Section
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

Track	Unit		Student Book Section
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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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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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 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.

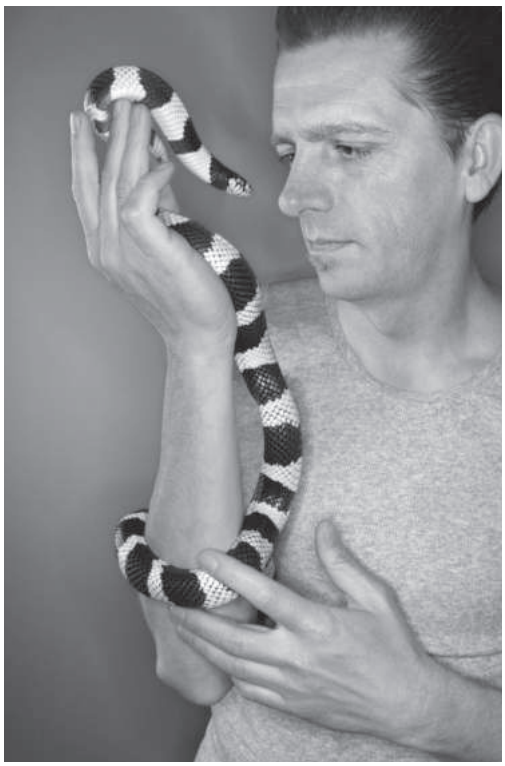
Omar: Thank you, Mr. Al Zahrani.

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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?

_____

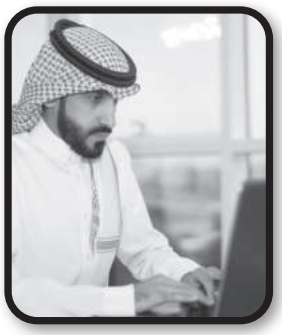
5. Why is Tony so comfortable around snakes?

_____

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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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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

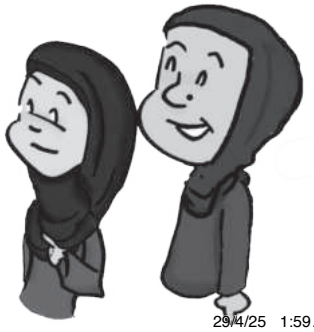
_____

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.

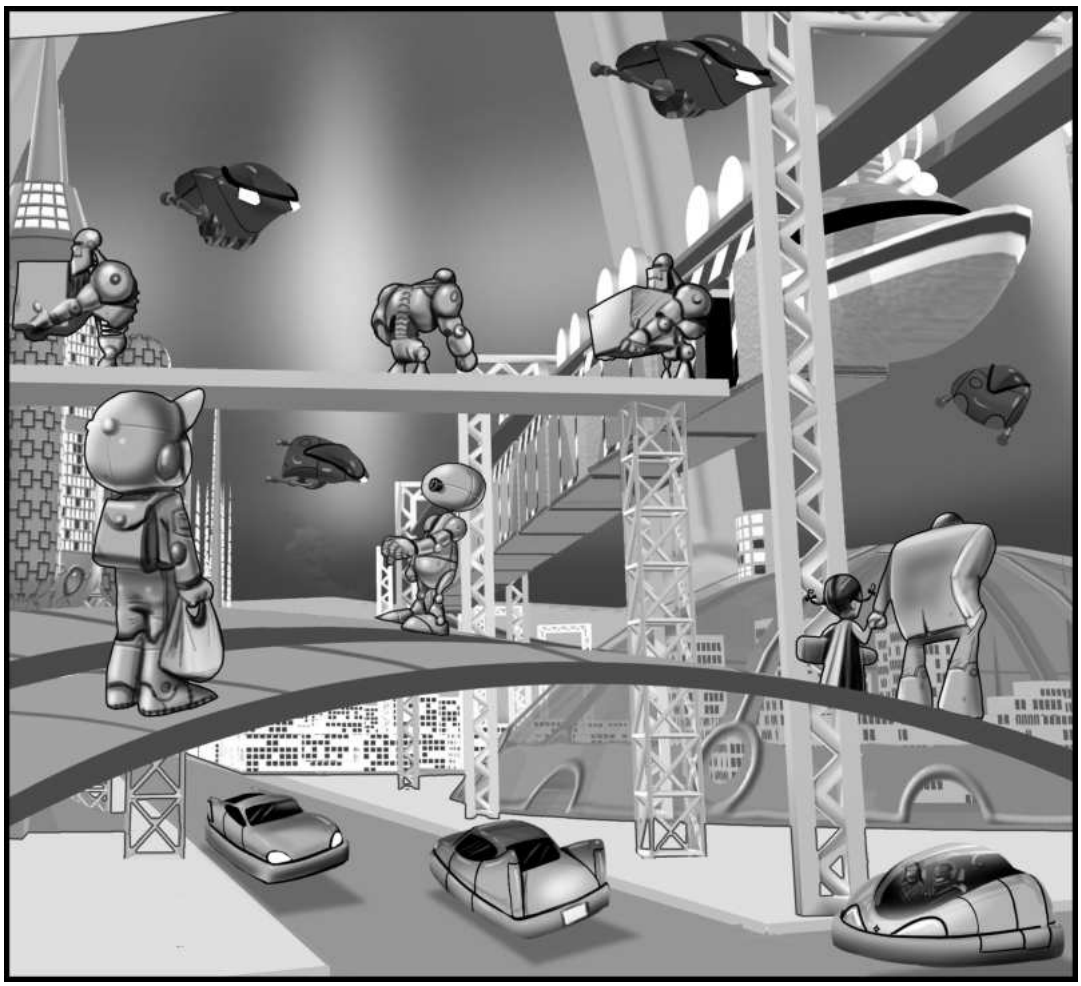


Mr. Saleh: I **(7)** (go) _____ back to school then! If I don't, I **(8)** (not / know) _____ what to say to them!

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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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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, _____

_____

_____

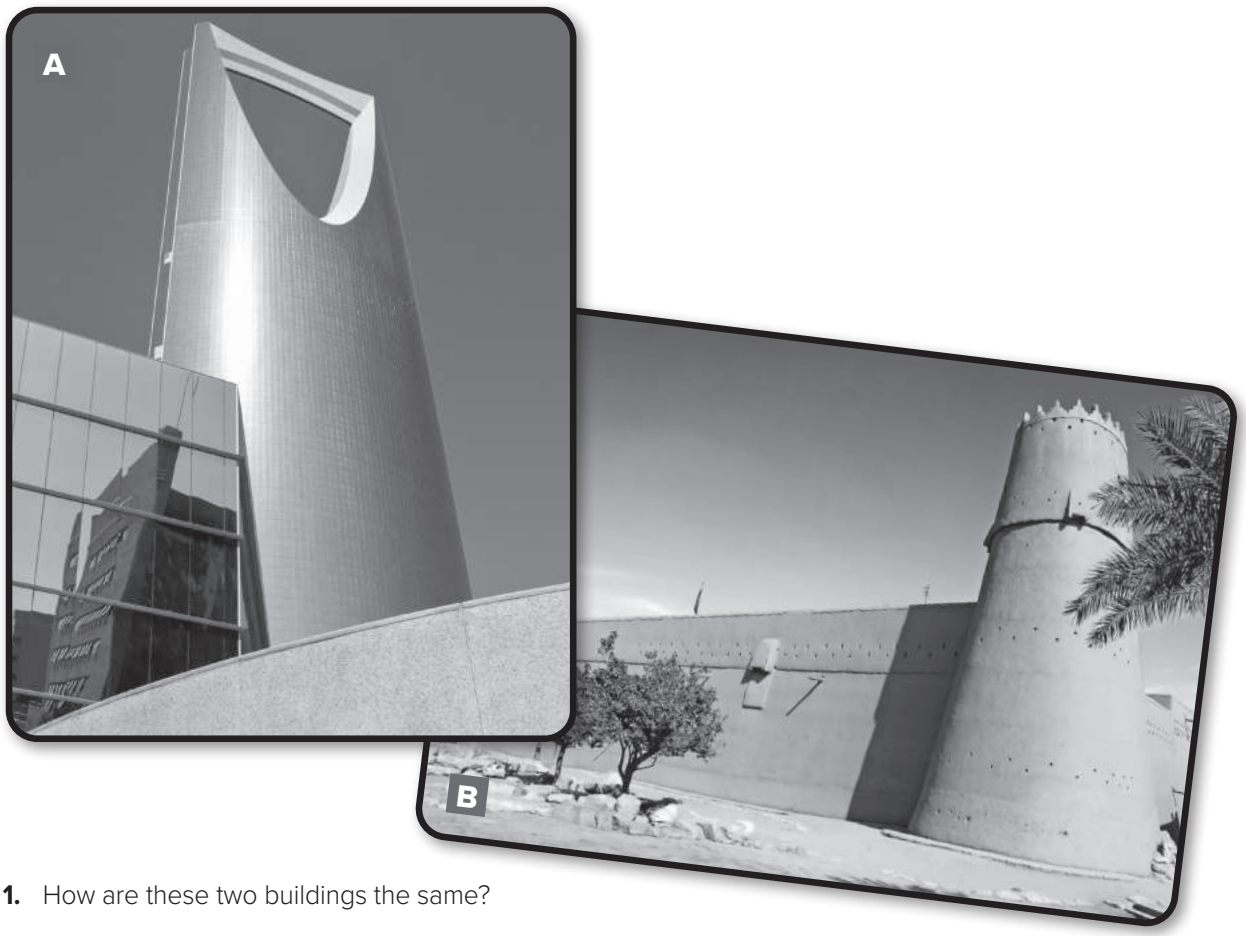
_____

_____

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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

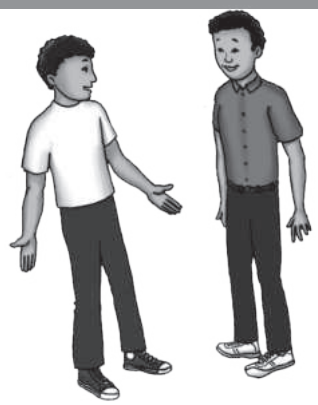
Get a picture of your town or city in Saudi Arabia. Complete the chart below and use it to write what your town or city will be like in the future.

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.

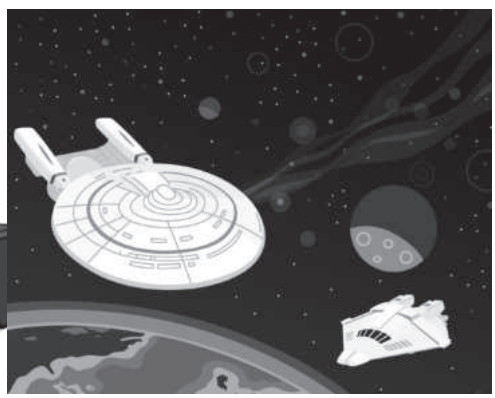
1. _____ to the exhibition with me tomorrow?
   a. Do you come **b.** You come **c.** Are you coming
2. Ned is from New York. He _____ English in Riyadh at the moment.
   a. teaches **b.** is teaching **c.** teach
3. When _____ his new books coming out?
   a. are **b.** do **c.** is
4. Researchers _____ 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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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**



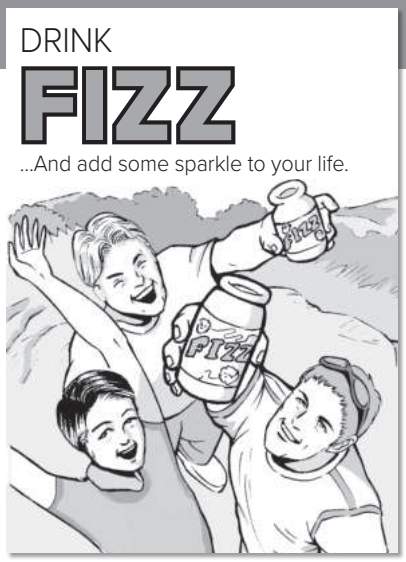




Imad wanted to buy a car. He went for a walk last week, and he saw a small, (**1**) _____ car that he liked. It was parked on the street. He went to a car dealership to look at new cars. With a new car, you can (**2**) _____ it to have exactly what you want. But a new car would be too expensive for Imad. 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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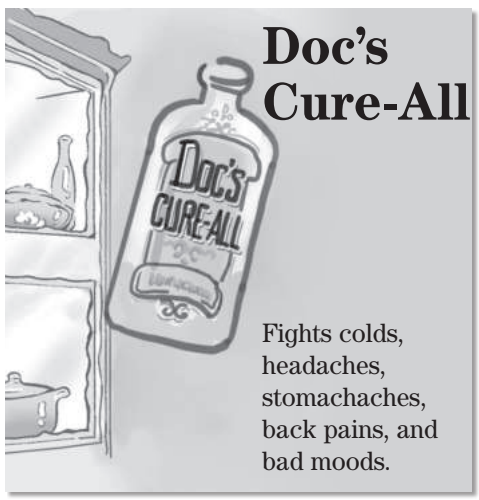
B Complete the paragraphs with the verbs in parentheses. Use the correct form of the passive (simple present, simple past, present perfect, or future).

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!

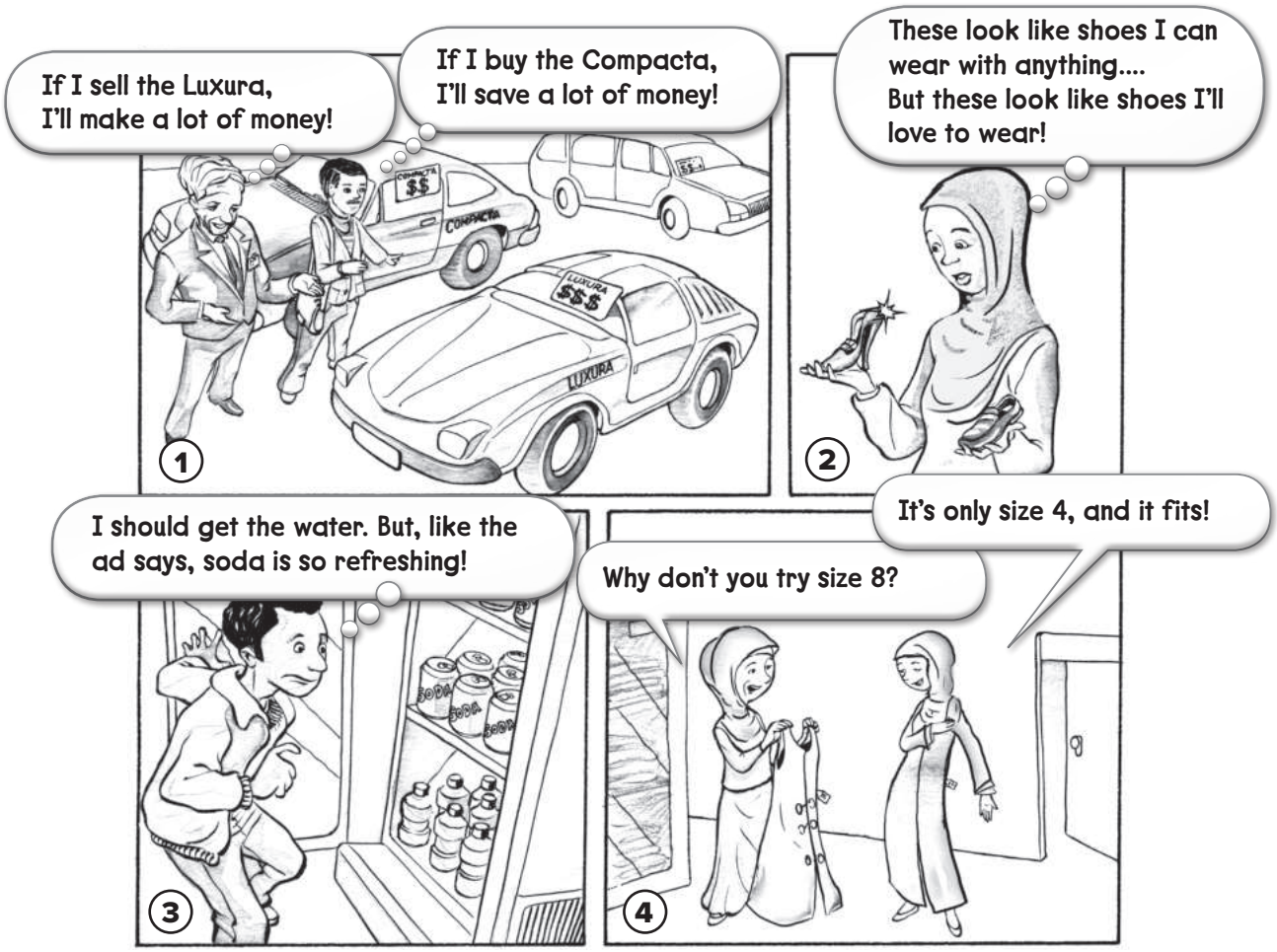
* Source: *Guinness World Records 2000: Millennium Edition* (Bantam, 2000)

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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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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 _____

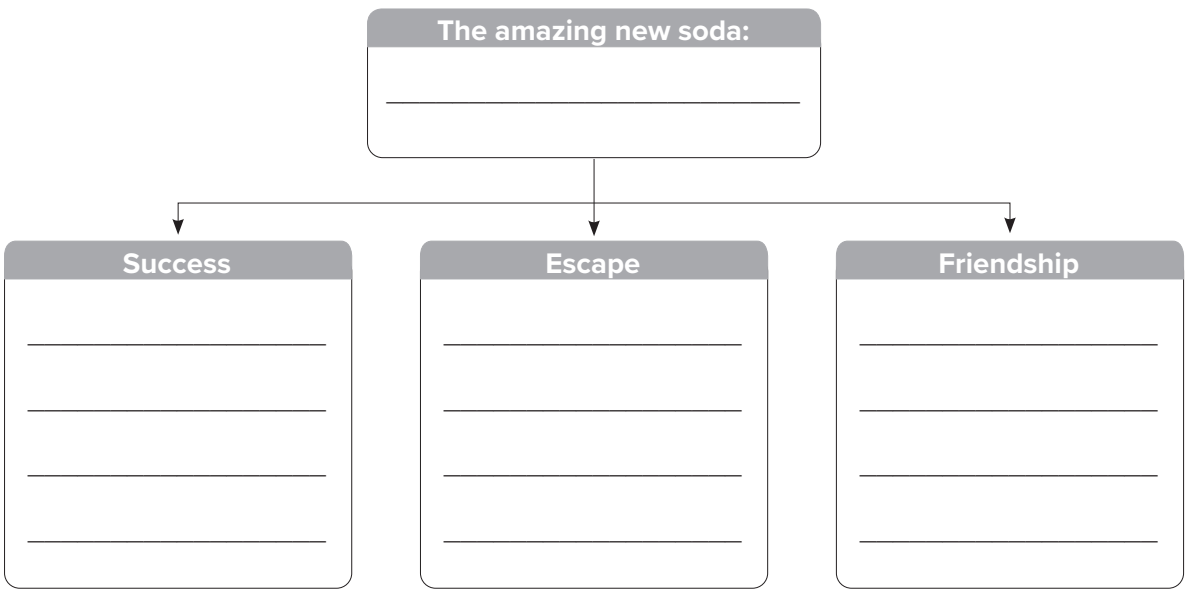
pen _____

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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.



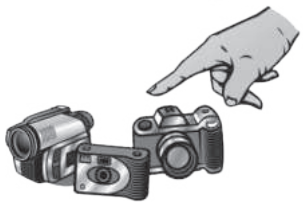
Now use some of the words to write an advertisement for the new soda.

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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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.

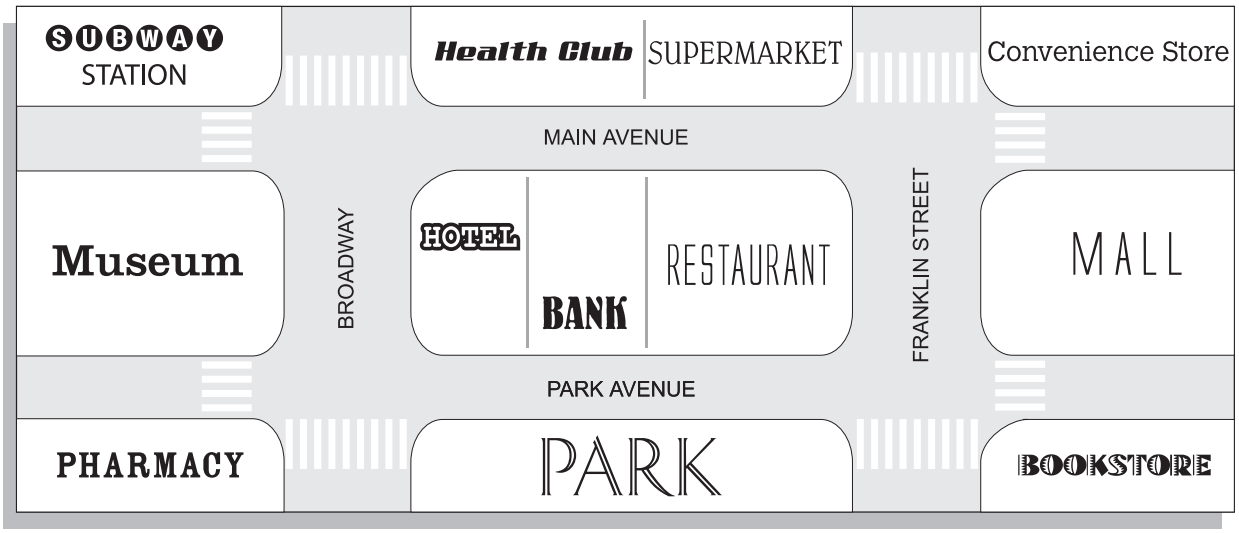
Mom: What must you do now?

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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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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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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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.

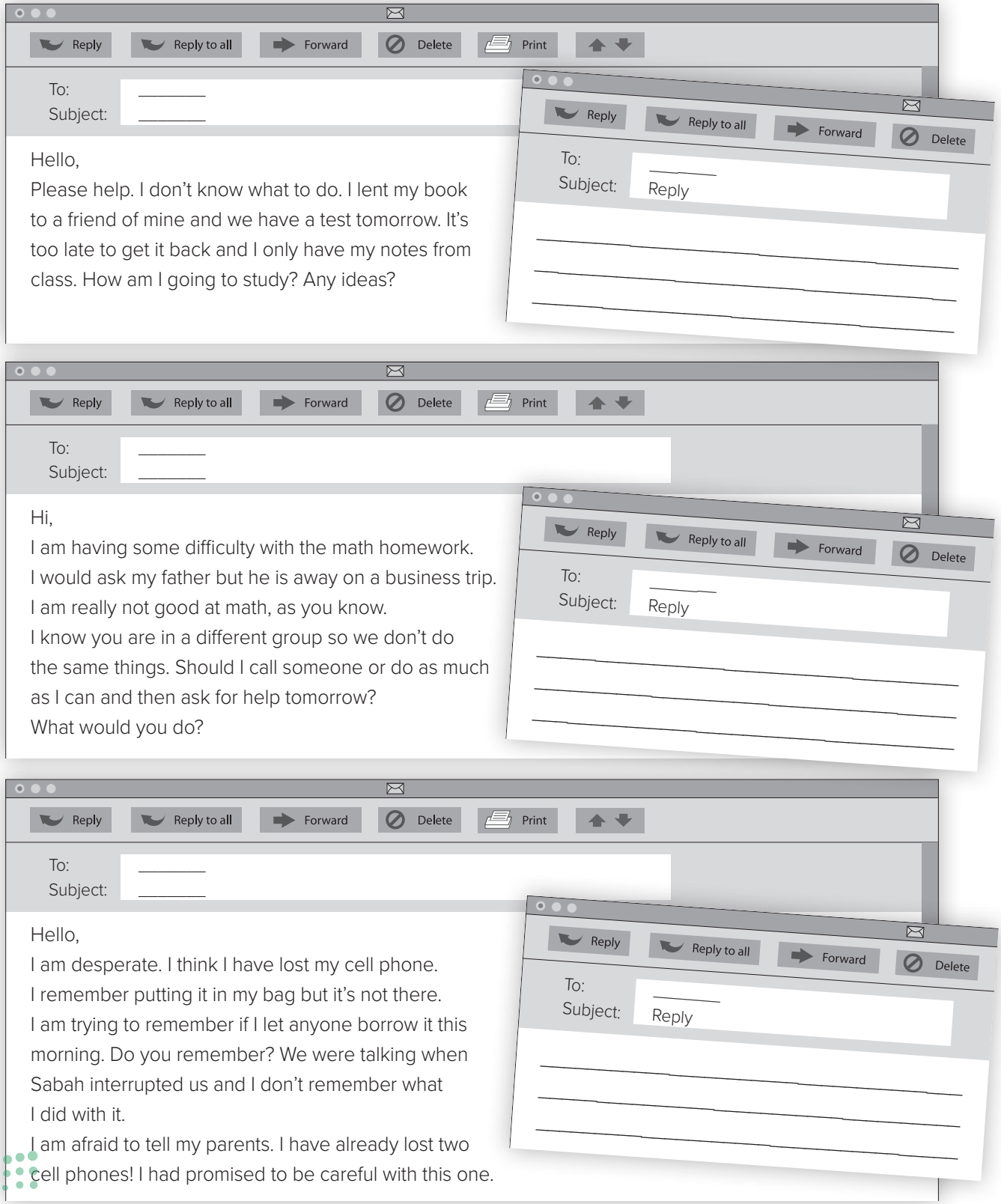
Complete the sentences.

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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H Read the emails and reply with advice.



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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.

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?

_____

_____

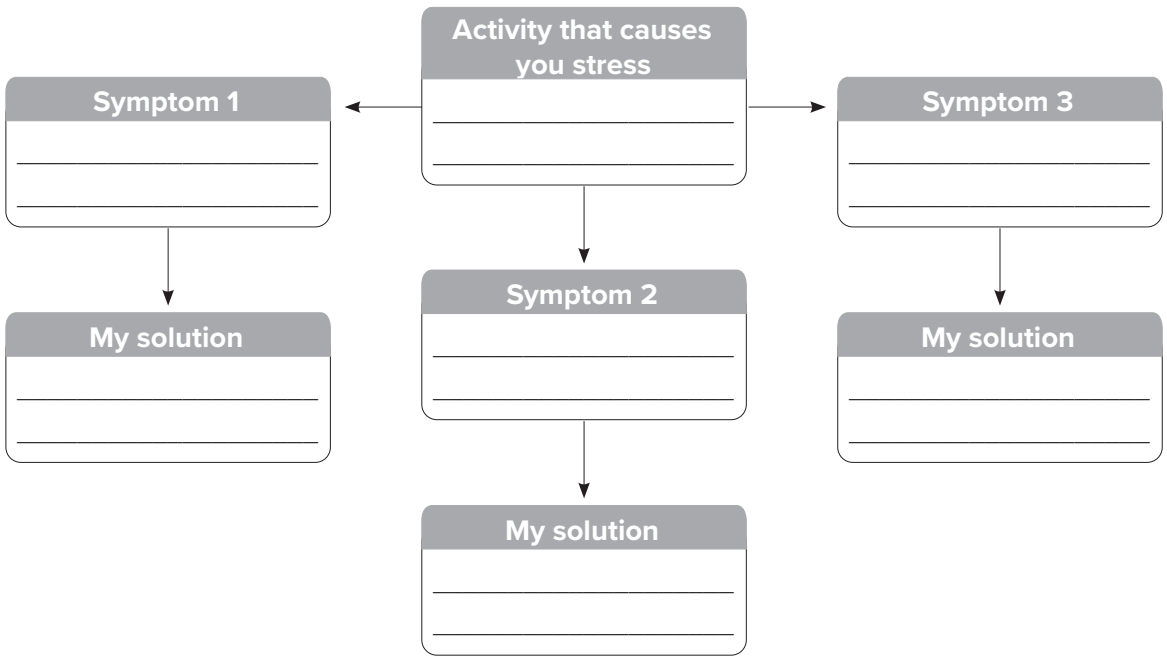
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EXPANSION Units 4–6

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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7 You've Got Mail!

Part 2

A Ahmed has a problem and needs help from his friend Mohammed. Read the emails. Write a sentence to complete each email. Use the word in parentheses.

Reply | Reply to all | Forward | Delete

To: mohammed@megagoal.com
Subject: inconvenience

Hi Ahmed,
I got your email. Don't worry. I'm not busy right now.

(inconvenience)
You're not inconveniencing me at all.

Reply | Reply to all | Forward | Delete

To: ahmed@megagoal.com
Subject: wonder

Hi Mohammed,
Ok. Here is my situation. I sent my boss an email last Thursday. He hasn't answered me yet, and it's been four days! **(1)** (wonder)

_____

Reply | Reply to all | Forward | Delete

To: mohammed@megagoal.com
Subject: spam

Hello Ahmed,
Don't worry so much. Do you remember that time I thought you weren't answering my emails? You were, of course! Although you sent emails, I didn't get them. It was a technical problem. My computer was not sending your emails to my inbox. **(2)** (spam)

_____

Reply | Reply to all | Forward | Delete

To: ahmed@megagoal.com
Subject: apologize

Mohammed,
Oh, no! What do I do now? Just before I read your email, I sent my boss another email. I was impolite in it because I thought he was not paying attention to my previous email.
I thought he was mad at me. **(3)** (apologize)

_____

B Match each expression with its definition.

1. _____ be on the road	**a.** be excited about
2. _____ import	**b.** benefit from
3. _____ take advantage of	**c.** be on a trip
4. _____ urgent	**d.** very important
5. _____ look forward to	**e.** bring in from another country

C Complete the sentences with your own words.

1. _____ because I'm on the road right now.

2. Even though you're far away, _____.

3. I took advantage of every wonderful minute of my vacation because _____.

4. I will be in your town for a few days and all the hotels are full. Do you think _____ ?

5. I'm looking forward to _____.

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D Complete the sentences. Use the prepositions ***about***, ***against***, ***for***, ***of***, ***on***, ***in***, and ***to***.





1. My brother is dreaming _____ buying a motorcycle.
2. I'd like to apologize _____ not answering your email sooner.
3. I look forward _____ having dinner with you next week.
4. I'm thinking _____ having a dinner get together this weekend. Can you come?
5. She's tired _____ going to school every day.
6. We succeeded _____ saving the big tree in the park across the street.
7. My grandmother asked _____ learning to use email.
8. They're insisting _____ having new computers in school next year.
9. When are you going to apologize _____ Abdullah _____ forgetting his graduation day?
10. We look forward _____ meeting your new friend.
11. He decided _____ getting a job for the summer.
12. Ibrahim asked _____ taking you to the desert.

E Complete the sentences. Use the prepositions ***about***, ***of***, or ***to***.



1. My cat is used _____ sleeping in its basket.
2. I'm tired _____ studying for my biology test.
3. My whole family is excited _____ going to visit my aunt in Abha.
4. You are capable _____ doing a lot better in math.

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F Complete the sentences about you and the people in your life. Use prepositions with gerunds.

1. My friend looks forward _____.
2. My parents are interested _____.
3. Our English teacher decided _____.
4. I'm tired _____.
5. I'm going to ask _____.
6. My sister/brother is thinking _____.
7. My mother insists _____.
8. My school's football team succeeded _____.
9. I asked _____.
10. My friend has always dreamed _____.

G Complete the sentences. Use ***although*** or ***in spite of***.

1. _____ he works very hard, he doesn't make much money.
2. Ali still has problems with Russian _____ studying every night.
3. Teresa walked to school _____ the rain.
4. _____ he bought his ticket early, he still didn't get a good seat on the plane.
5. Maha loved the new Seth Anderson novel, _____ she didn't like the film.
6. _____ his broken leg, he still went on the ski vacation.
7. He wasn't ready when the taxi arrived, _____ he got up early.
8. _____ he emailed his résumé to the company, he still had to fill out an application.

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H Complete the sentences. Use the verb in parentheses.

1. I'll send you an email as soon as I _____ from him. (hear)
2. Noura will call her parents when she _____ at her hotel. (arrive)
3. My computer tells me when I _____ spam. (get)
4. As soon as you _____ a right at the light, you'll see my house on the left. (take)
5. Will you clean your room when you _____ home this afternoon? (get)
6. My neighbors turn on the TV loud as soon as I _____ to sleep (go).
7. Will you cheer tomorrow night when the football players _____ to play? (start)
8. Todd will be tired tomorrow when he _____ work. (finish)
9. The teacher will tell us our test scores as soon as they _____ ready. (be)
10. He is going to get a job as soon as he _____ from college. (graduate)

I Match the sentence parts.

1. He was so sick ___	**a.** we had to wait in line for an hour.
2. The food was so good ___	**b.** I wanted to shake hands with everyone.
3. There were so few people ___	**c.** we almost didn't make our flight.
4. We had so little time ___	**d.** we all sat in the front row at the conference.
5. They were so busy ___	**e.** we had to cover our ears.
6. The noise was so loud ___	**f.** I ate too much.
7. She was so tired ___	**g.** he didn't go to work.
8. I was so happy ___	**h.** she fell asleep on the bus.

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J READING

Read about the Morse Code.

International Code

There are a great many different ways to communicate today. We correspond by email, fax, letter, telephone, and cell phone. Every day, electronics and technology help make communication clearer and faster.

Samuel Morse developed the Morse Code in the 1840s. This type of communication uses a system of short electrical signals called "dots" and long electrical signals called "dashes" to communicate. For example, the international call for help is sent with these signals:
• • • / — — — / • • • .
You would say it like this: "Dot, dot, dot, dash, dash, dash, dot, dot, dot." Three dots stand for the letter S and three dashes stand for the letter O. When this SOS signal is sent, it means that someone is in trouble and needs help.

A	• —	J	• — — —	S	• • •
B	— • • •	K	— • —	T	—
C	— • — •	L	• — • •	U	• • —
D	— • •	M	— —	V	• • • —
E	•	N	— •	W	• — —
F	• • — •	O	— — —	X	— • • —
G	— — •	P	• — — •	Y	— • — —
H	• • • •	Q	— — • —	Z	— • — —
I	• •	R	• — •		

Before telephones, Morse's system was used for rapid communication in Europe and America. Wooden poles carrying wires were set up so the electrical signals could be sent over the wires from one place to another. One person would tap out the code while a person in another place would listen to the message, write the code down, and translate it into letters and words. This "telegraph" system was widely used during the 1800s.

Although it seems slow now, compared to today's technology, Morse Code is still sometimes used when emergencies occur today. This type of communication works best because it gets through interference better and works with very simple radios. Sometimes this is the only and best way to communicate during emergencies.

You can learn more about the Morse Code using the Internet. There are even schools that offer courses in its use.

Write ***T*** for ***True*** or ***F*** for ***False.***

1. _____ Morse Code is faster than email.

2. _____ Morse Code is a system of dots and dashes that are transmitted electronically.

3. _____ The telephone is older than the telegraph.

4. _____ Morse Code has been around since the 1740s.

5. _____ You can still learn Morse Code today.

6. _____ Morse Code is used during some emergency situations today.

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K Answer the questions.

1. What is your favorite form of communication? Why?

_____

2. Do you need to communicate fast? Why?

_____

3. How often do you write letters? Why do you write them?

_____

4. How do you communicate with family members?

_____

5. How do you communicate with friends?

_____

L Read the situations and write how you would communicate in each case and why.

email	letter	cell phone	landline	telegraph	text message	face to face

1. You are at the mall. Your friend hasn't turned up and it's getting late. You want to go home, so you need to get in touch with your brother to get a lift home.

_____

2. Fahd is at work. He wants to let his family know that he is going to be late, but he can't use his cell phone and someone else is using the phone in the office.

_____

3. You are in the country. There is no Internet connection and your cell phone is not working. You want to let your family know that you will be returning by train the next day.

_____

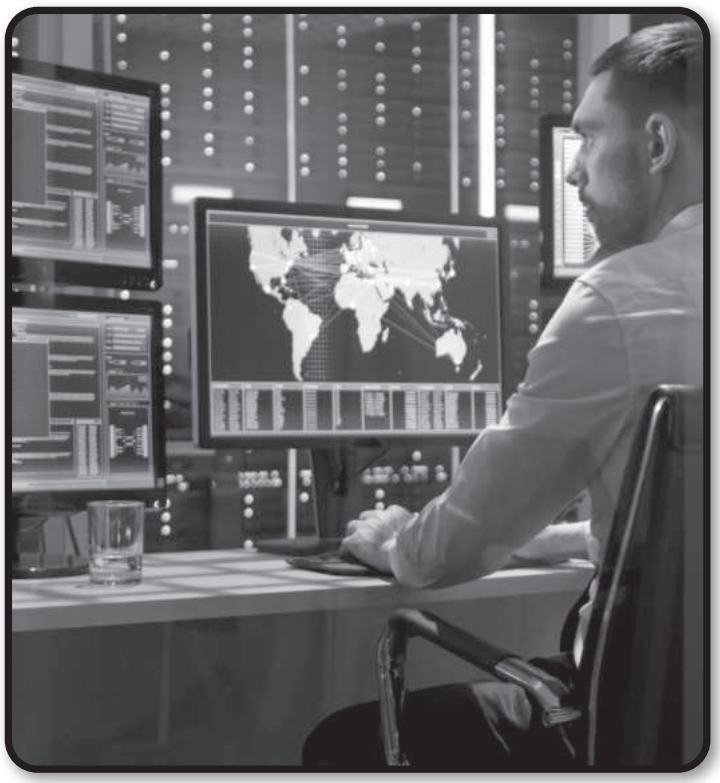
4. You are upset with your friend and you need to talk to him/her about it. You don't like it when your friends talk to other people about you and your plans.

_____

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M Look at the picture and write as many words as you can about what is probably happening. Use the words to write sentences that are joined by *so* ... *that*.



Actions

1. _____

_____

2. _____

_____

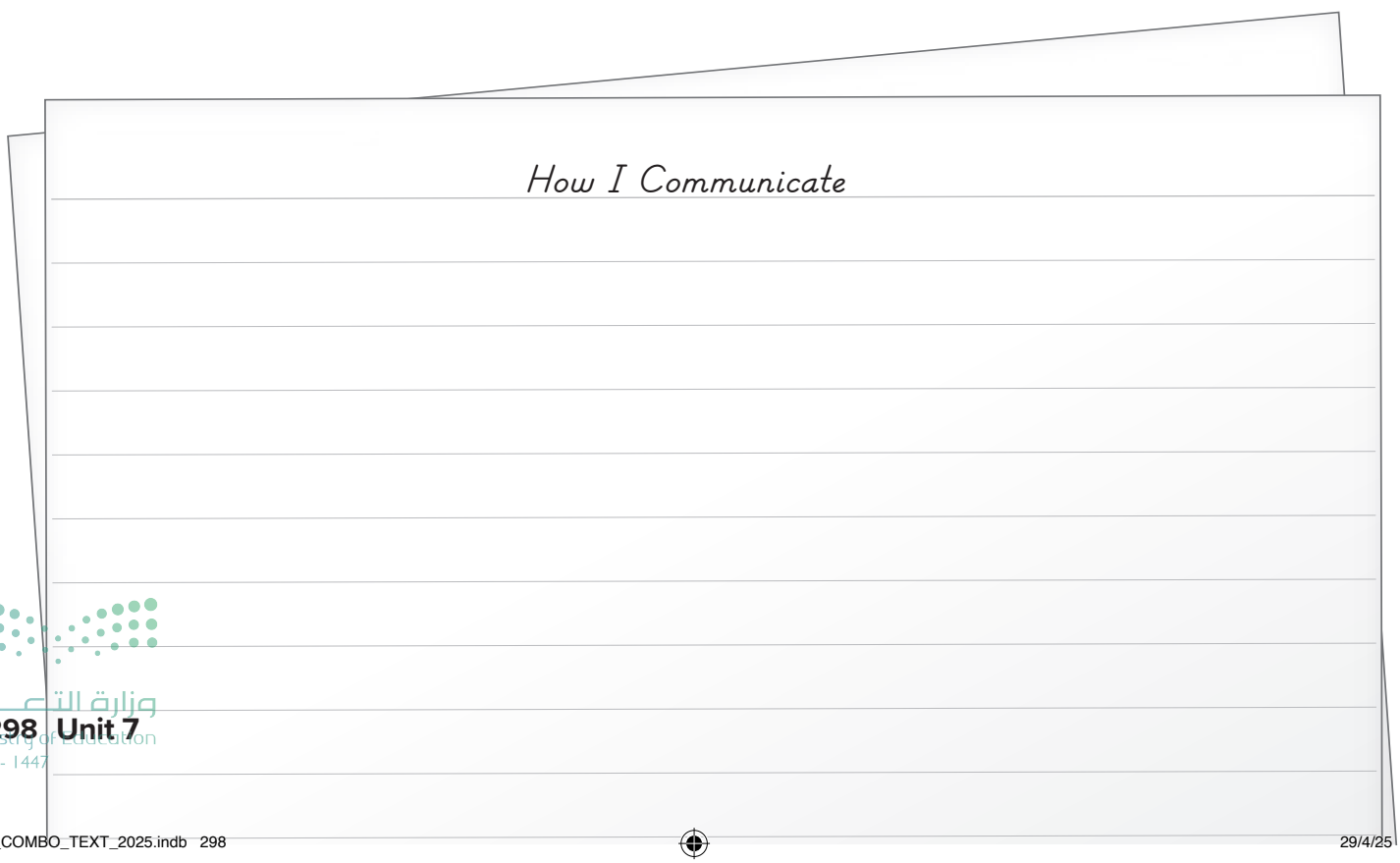
3. _____

_____

N WRITING

Complete the chart. Use it to help you write about who you communicate with and how you communicate with them.

How I communicate		
Who do I communicate with?	**How do I communicate with them?**	**Why do I communicate with them that way?**



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O Read the information. Complete the conversation. Use ***used to*** and ***didn't use to***.

How Technology Has Changed Communication

The 1970s and 1980s

- People sent letters and cards through the mail.
- Students often passed handwritten notes in class.
- People used pay phones on the street.

The 1990s

- People started using cell phones.
- People started sending emails.
- People sent e-cards over the Internet.



Omar: Did you know that on special holiday days people _____ (**1.** send) cards through the mail and not over the Internet?

Yahya: Yes, I did. And a lot of families _____ (**2.** have) a whole drawer full of envelopes and stamps so that they didn't have to keep going to the post office.

Omar: I know. Before the 90s, most people _____ (**3.** not/have) cell phones.

Yahya: Right. People _____ (**4.** use) pay phones on the streets!

Omar: They probably _____ (**5.** carry) a lot of change in their pockets to make those calls.

Yahya: Can you believe that students _____ (**6.** write) notes to each other on small pieces of paper and pass them during break time at school?

Yahya: Isn't that crazy? I can't imagine being out and about without my smartphone!

Omar: Me, too. I'm glad I didn't live back then!

P Read the answers. Write questions.

Q: Where did Ali use to live?
A: Ali used to live in the country.

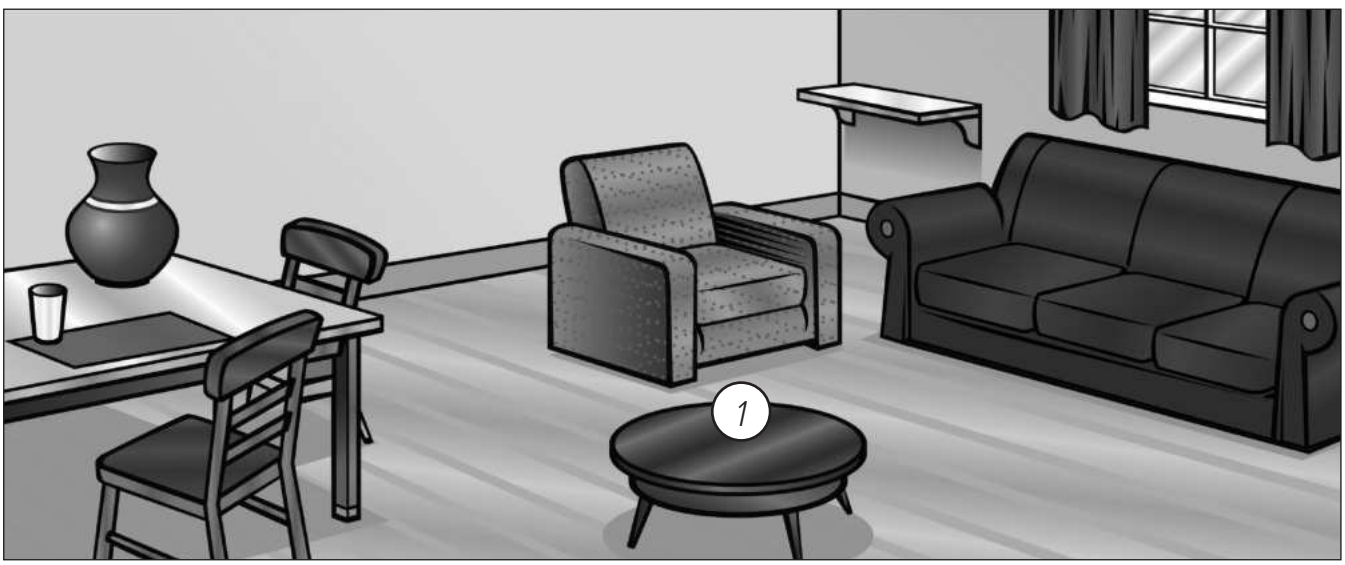
1. **Q:** _____
   A: Fahd used to check his email all the time; even when he was on vacation.
2. **Q:** _____
   A: Yes, people use to leave messages on telephone answering machines.
3. **Q:** _____
   A: No, they didn't. Students used to write on chalkboards.
4. **Q:** _____
   A: No, I didn't. I used to stay up really late every night.

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Q Complete the sentences with: ***There is*** or ***There are***. Write the number of each sentence in the correct place on the picture to show where the objects are.

1. _____ some letters on the coffee table.
2. _____ a magazine on the floor.
3. _____ a newspaper on the kitchen table.
4. _____ a tablet computer on the sofa.
5. _____ a cell phone on the kitchen chair.
6. _____ six books on the armchair.
7. _____ a pen and some paper on the kitchen table.
8. _____ a telephone on the shelf next to the books.



R Complete the paragraph with ***a, an, the*** or no article (-).

(1.) *The* cell phone has completely changed the way we communicate and interact with the digital world today. **(2.)** _____ modern cell phone, or smartphone, is all you need to be informed about what is happening in **(3.)** _____ world around you. From **(4.)** _____ cell phones you can not only make **(5.)** _____ calls and send **(6.)** _____ text messages, but you can send **(7.)** _____ emails, go on **(8.)** _____ Internet, buy things, bank online, listen to **(9.)** _____ news in real time and much more. Nowadays, there is no longer a need to own more than one device: **(10.)** _____ cell phone covers it all.

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8 Wishful Thinking

A Look at the groups of words. Write the word that doesn't belong.

1. _____	cash	leader	invest
2. _____	prize	technology	game show
3. _____	empire	lonely	desert island
4. _____	universe	prize	extraterrestrial
5. _____	leader	empire	desert island

B Describe the photos. Use the words in the boxes in your description.

universe	**technology**

1. _____

_____

wish	**desert island**	**lonely**

2. _____

_____

game show	**prize**

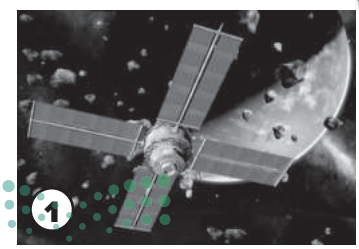
3. _____

_____

unification	**leader**	**historical**

4. _____

_____


1


2


3


4 **King Abdulaziz Al Saud**

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C Complete the story with the correct form of the verbs.



If John **(1)** (not / be) _____ so lazy, he probably **(2)** (be) _____ a better friend. More specifically, if his friends **(3)** (ask) _____ him to help them with something, maybe he **(4)** (not / answer) _____ with an excuse.

John has a truck, so I sometimes ask him to help me move big things to my apartment, but he never does. His favorite excuse is "If I **(5)** (not / have) _____ a test tomorrow, I definitely **(6)** (help) _____ you." I **(7)** (believe) _____ him if he **(8)** (not / say) _____ this while talking on his cell phone the whole time!



D Complete the conversations. Use conditional sentences with ***if***-clauses.



Adnan: **Will you go with me to the game?**

Khaled: **I can't, Adnan. My parents and I are going out to dinner.**

If my parents and I weren't going out for dinner tonight, I would go to the game with you.

1. **Nawal:** Will you buy a new cell phone?
   Laila: I don't have the cash right now.
   _____

2. **Kevin:** Will Larry apply for the job at the library?
   Shaun: No, he won't. He doesn't want a summer job.
   _____

3. **Henry:** Will Ahmed and Mahmoud go on vacation with us?
   Roy: No, they can't. Ahmed has an English test next Sunday.
   _____

4. **Jack:** Your shirt is so old. You need to buy a new one.
   Tom: No, I don't. It doesn't have any holes in it.
   _____

5. **Fred:** Will you go to the baseball game with us?
   Fadel: No. I don't like baseball. But thanks for asking.
   _____

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E Answer the questions. Use ***might*** or ***could***.

1. What would you do if you could be the leader of your country?

2. What would you do if you won a large cash prize on TV?

3. What would you do if you lived on a desert island?

4. What would you do if you met an extraterrestrial?

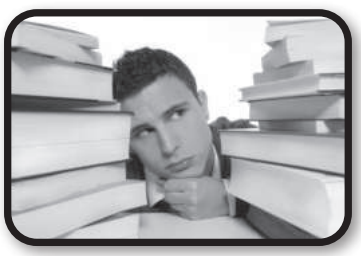
5. What would you do if you had more time?

6. What job would you do if you worked for a charity?

7. What would you do if you found 5000 riyals on the street?

8. What job would you do if you lived in a foreign country?

F Read the sentences. Write what each person wishes.





Kayla: My friends pay more attention to my sister than to me.
Kayla wishes that her friends paid more attention to her.

1. **Tommy:** I have to pay the municipal fees on my house.

2. **Charles:** I'm not good enough to play professional basketball.

3. **Kevin:** My friend won't listen to me.

4. **David:** I have to do homework every night.

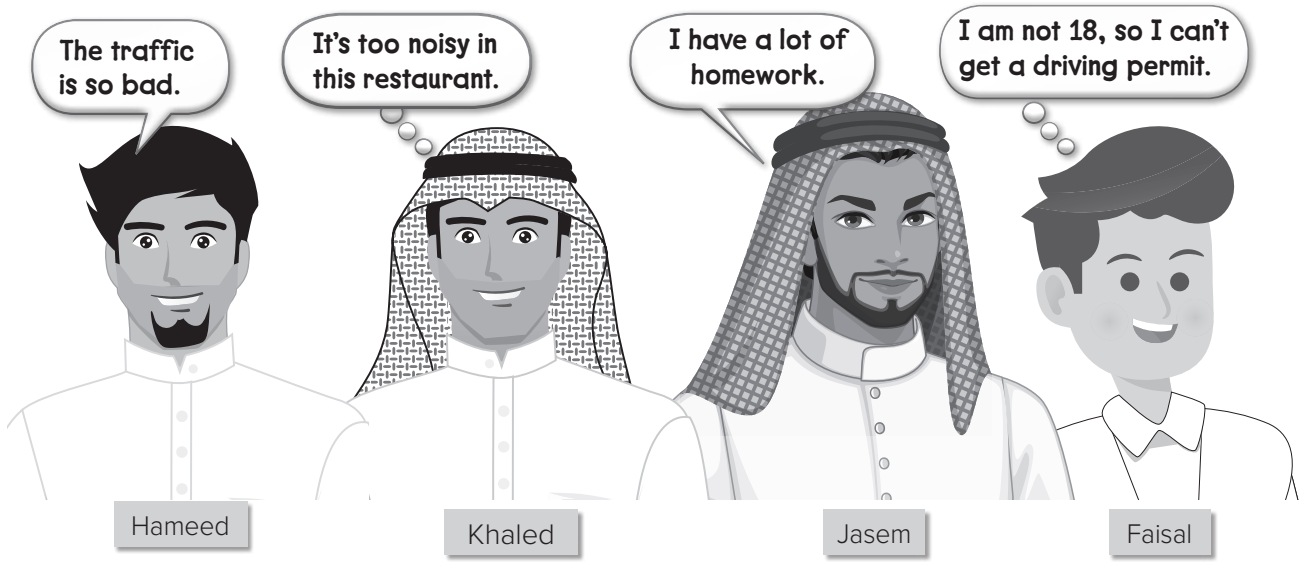
5. **Joanna:** I can't see my parents this year.

6. **Maria:** There is so much traffic in the city.

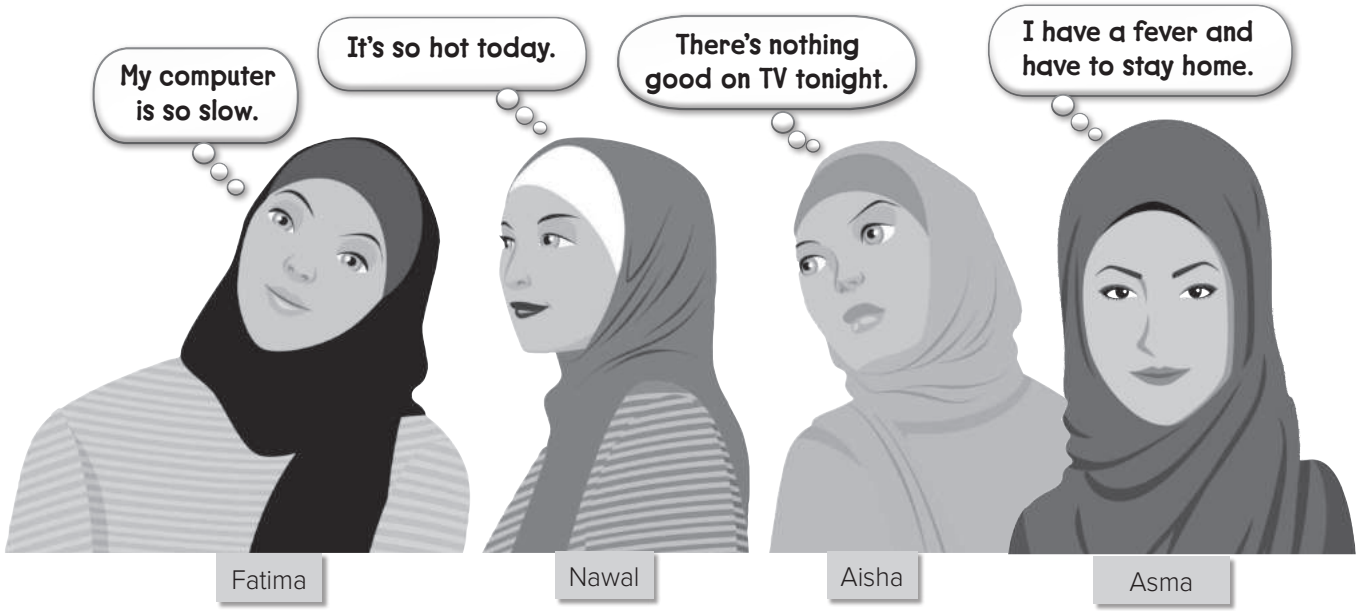
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G Look at the pictures. Use the information in the pictures to complete the wishes of each person.



1. Hameed wishes _____.
2. Khaled wishes _____.
3. Jasem wishes _____.
4. Faisal wishes _____.



5. Fatima wishes _____.
6. Nawal wishes _____.
7. Aisha wishes _____.
8. Asma wishes _____.

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H READING

Read the article.

One man's wishes are another man's burden

Omar was the youngest son of a poor family in Egypt. His father had worked hard all his life to support his family and build a small house for them at the end of a village. He wanted his three sons to get the education he had not been able to have himself, so they could have a better life. He would sit outside the house in the evening and dream about life in the big city. He wished for a modern flat, a new car, a small shop in a good neighborhood. He wished for the comforts of modern life. Omar would sit and watch his father, wishing he could help.

Imad was the youngest son of a wealthy family. His father was a very successful lawyer and his older brother was a doctor. The family lived in a large, modern flat in a prestigious neighborhood. They had three cars and a country house by the sea. Imad's father hardly spent any time with his family. He was always away seeing clients, preparing cases or having business meetings. When he came home, he would lock himself in his study and work. One evening Imad's father came home, walked into his office and shut the door. He sat at his desk, holding his head. He had lost everything. He had invested in a new production plant for electronic equipment. There had been a fire and the whole place had gone up in flames. The company lawyer had not paid the fire insurance, so the owners lost everything. He was going to lose his flat, the cars, his law firm, the country house. How was he going to tell his family? He wished he was a simple man with a small house in the village, with time to see his family and calm, quiet nights to sit and think.

Circle the letter of the correct answer.

a. = Omar's father **b.** = Omar **c.** = Imad's father

1.	Who wished for comfort and riches?	**a.**	**b.**	**c.**
2.	Who had to work day and night?	**a.**	**b.**	**c.**
3.	Who could sit and enjoy a quiet evening?	**a.**	**b.**	**c.**
4.	Who wished he could help?	**a.**	**b.**	**c.**
5.	Who lost all his possessions?	**a.**	**b.**	**c.**
6.	Who wished for a simpler life?	**a.**	**b.**	**c.**

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I Prepare to write your own story about a wish. Answer the questions.

1. Who is the main character in your story? Who else is in the story?

_____

2. When and where does the story happen?

_____

3. How does the main character get a wish?

_____

4. What does he or she wish for? Is this a wise wish, or is it greedy or foolish?

_____

5. What happens? Does the wish change the character's life in some way?

_____

J Read the situations and write sentences with ***if***-clauses.

1. Adnan doesn't have a car, so he needs to walk everywhere or take a taxi. That's the reason he is often late.

If he had a car, he wouldn't need to walk everywhere or take a taxi and he wouldn't be late.

OR *If he had a car, he could drive to places and he wouldn't be late.*

2. Hanan has a very bad toothache, so she needs to see a dentist; though she hates the idea.

_____

3. Asma does very well at school because she works hard and doesn't miss classes.

_____

4. Adel really wants to go on a picnic with his friends but he has a test on Sunday, so he has to study over the weekend.

_____

5. They have a beautiful house in the country that they rarely go to because they need to work so hard.

_____

6. You want to buy a laptop but there is a huge range of models, and you don't know which to choose.

_____

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K Look at the picture. Work in a group and think of different reasons to explain why the man on the right is so happy. Write sentences to describe what he wished for before he became happy. Start your sentences with ***If I*** ... or ***I wish*** ...



1. If I _____

_____.

2. If I _____

_____.

3. I wish _____

_____.

4. I wish _____

_____.

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L WRITING

Write a story about ***The Wish***. Use the chart to help you take notes and organize your thoughts.

The Wish	
Who is in the story?	
Who is the main character in the story?	
Where and when does the story happen?	
How did the main character in the story get the wish?	
What did the main character in the story wish for?	
What happens at the end of the story?	

The Wish

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M Mark the nouns with ***C*** for count or ***N*** for noncount.



1. _____ shopper
2. _____ bargain
3. _____ price
4. _____ market
5. _____ livestock
6. _____ produce
7. _____ spice
8. _____ carpet
9. _____ jewelry
10. _____ fish

N Read the passage and check your answers to **M**.

In an age where you can buy almost anything on the Internet, thousands of people all over the world still prefer to do their shopping in traditional places. In general, **shoppers** look for **bargains**, and the best **prices** are usually found in street **markets**. Many markets around the world have a similar lively atmosphere and sell nearly anything you can imagine from **jewelry** and clothes, fresh **produce**, **spices**, and **fish**, to **carpets**, electronics, and **livestock**.

O Complete the paragraph with a quantity expression: ***a/an, some,*** or ***many***.

Riyadh is **(1.)** _____*a*_____ shopper's dream, and boasts **(2.)** _____ of the world's most beautiful modern shopping malls, with designer boutiques and brand names. There aren't **(3.)** _____ bargains to be found in the upmarket malls, but if you head for the traditional souqs in town, you'll find many bargains there. Haraj is **(4.)** _____ secondhand market just east of the city. Al-Bat'ha District is home to **(5.)** _____ traditional markets. Whether you are looking for electronics and watches, jewelry, perfume, furniture, car accessories, bicycles, or food—they sell it all at low prices.

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8 Wishful Thinking

P Read the conversation below and complete with a word or phrase from the box.

buy	spend	shop online	expensive	make payments	money	~~habits~~



Interviewer: I'm from Teenage Express magazine. We're doing a survey of teenage shopping **(1.)** *habits*. Do you mind answering a few questions?

Faisal: Not at all. What do you want to know?

Interviewer: Do you **(2.)** _____?

Faisal: No, I never shop online.

Interviewer: Why not?

Faisal: I don't trust the security features on the Internet.

Interviewer: What about your friends?

Faisal: Very few shop online or **(3.)** _____ via the computer.

Interviewer: And do you like to **(4.)** _____ designer clothes?

Faisal: Not really. I like clothes that aren't too **(5.)** _____ and that are comfortable.

Interviewer: And in general, what do you **(6.)** _____ most of your money on?

Faisal: I spend my **(7.)** _____ mostly on food, video games, and... electronic stuff.

Q Answer the questions below. Write sentences in your notebook.

1. Do you shop online? Why or why not?
2. What do you buy online?
3. Do you like to go shopping?
4. Where do you usually shop?
5. What are popular places for shopping?
6. What things do you spend your money on?
7. How much money do you spend each week?
8. What is the most expensive thing you have ever bought?

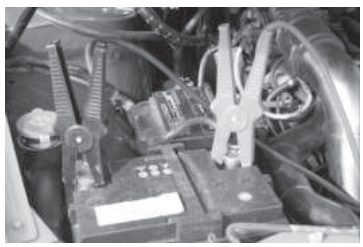
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9 Complaints, Complaints

A Write a sentence to describe each problem.





1. _____

2. _____





3. _____

4. _____





5. _____

6. _____



7. _____

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B Write the past participle for each verb.

1. break	_____	**6.** tear	_____
2. sew	_____	**7.** repair	_____
3. damage	_____	**8.** paint	_____
4. scratch	_____	**9.** clean	_____
5. stain	_____	**10.** fix	_____

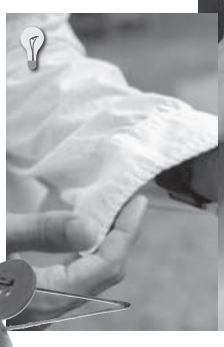
C What needs to be done? Complete the sentences with ***need*** + ***to be*** + a past participle. For each past participle, choose a verb from the box.

repaint	**sharpen**	**dry**	**cut**
wash	**repair**	**dry-clean**	~~**sew**~~

That button *needs to be sewn*.

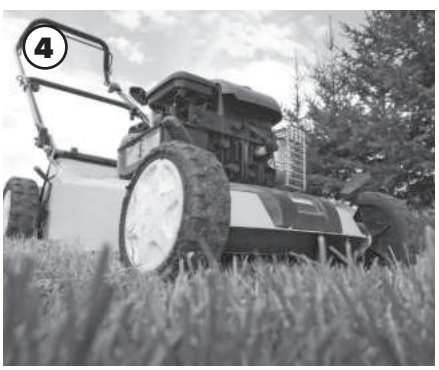
1. That tie _____.
2. The pencils _____.
3. His hair and clothes _____.
4. The grass _____.
5. The wall in my bedroom _____.
6. Her face and hands _____.
7. That car _____.

















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D Salim bought a house. What needs to be done before he can move in?
Write two sentences about each photo.









repair / roof

The roof needs to be repaired.

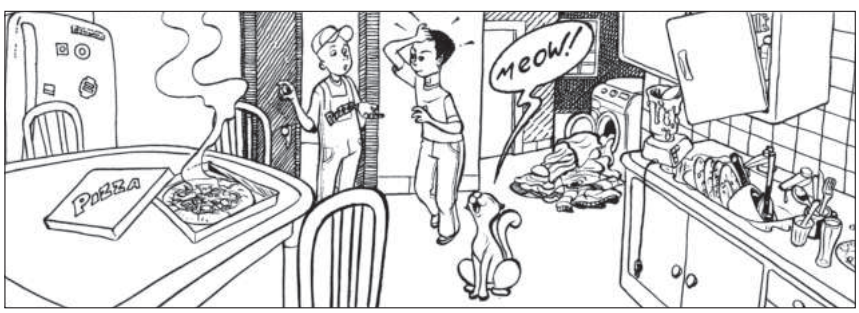
He's going to have the roof repaired.

1. clean / kitchen

2. living room / decorate

E Look at the picture. Write sentences about what needs to be done.
Use the words in the box to make past participles.

repair	**wash**	**~~do~~**	**pay**	**eat**	**feed**



The dishes need to be done.

1. cabinet door

2. clothes

3. delivery man

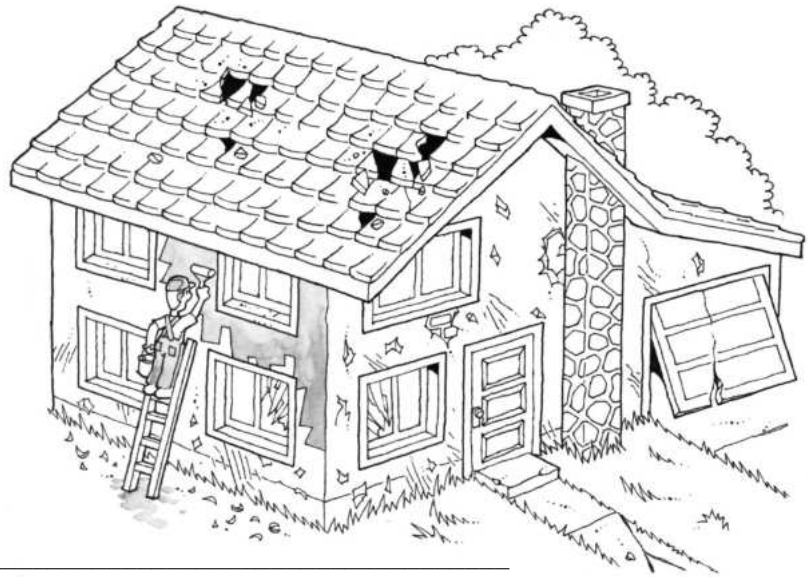
4. cat

5. pizza

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9 Complaints, Complaints



F Write the conversations. Use the words provided. Then ask ***Why?*** Use the verb in parentheses to answer the question.

get / house / paint (chip)

A: *We're getting the house painted.*

B: *Why are you getting the house painted?*

A: *The old paint is chipped.*

1. have / garage door / repair (break)

A: _____

B: _____

A: _____

2. get / sidewalk / fix (crack)

A: _____

B: _____

A: _____

3. have / roof / replace (damage)

A: _____

B: _____

A: _____

4. have / doorknob / check (break)

A: _____

B: _____

A: _____

5. get / window / fix (break)

A: _____

B: _____

A: _____

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G READING

Read the article.



Are you thinking of buying a used car? It isn't as easy as you might think. There are a few things you should know about and do before you spend any money. When you get to the car dealership, check the label on the car's window and read the price of the car. Check to see if they give you any other information about the car. Was it in an accident? Does it need to be repaired? If something goes wrong during the first six months, will the dealership fix it for you? These are very important questions to consider.

You need to look for other things, too. Did the previous owner take care of the car? Check to see how much oil is in the car right now. And most important, take the car for a ride. How does it drive on the city streets? How does it drive on the highway?

If you can, have a mechanic look at the car before you buy it. He will be able to tell you if there are any problems that need to be fixed before you buy it.

The last thing you need to do is read the contract very carefully before you sign it. If you aren't sure about something it says, ask the salesperson what it means. Make sure you get everything they promise to give you in writing. After you do all these things, you will be ready to buy the car. Oh yes, one last thing, remember to keep copies of everything you sign.

Answer the questions.

1. What do you need to do before you buy a car?

_____

2. What are two things you need to check?

_____

3. What is the most important thing you need to do when shopping for a car?

_____

4. Where do you need to test drive your car?

_____

5. What should you have a mechanic do?

_____

6. What do you need to keep?

_____

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H You bought these items over the Internet. When they arrive at your home, something is wrong with each one. Write what is wrong.

shoes *The shoes are too big.*

1. pants _____
2. memory stick _____
3. TV _____
4. shirt _____
5. sunglasses _____
6. jacket _____
7. hair dryer _____
8. novel _____

I Write short replies to your friends' emails. Use ***need*** + ***to be*** or ***get/have*** + a past participle.

Reply | Reply to all | Forward | Delete

To: student@megagoal.com
Subject: help! computer crash!

Hi,
I'm in big trouble. I have to submit my science paper tomorrow and my new laptop has crashed! Can you believe it? Why does this have to happen now? I don't know what to do.

Help!

_____

_____

_____

_____

_____

Reply | Reply to all | Forward | Delete

To: friend@megagoal.com
Subject: need help for job interview

Hi,
I have an interview for a summer job at the library in the morning and my jacket sleeve is torn. This is the only conservative jacket that I have. I don't want to miss the interview, but I want to look presentable. Should I buy a new jacket? I'm not sure any stores are open now. Any ideas?

_____

_____

_____

_____

_____

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J Write as many words as you can in the organizer about the picture. Use the words to tell the complaints of one of the men. Write the other man's answers.



Complaint	Answer

1. Complaint: _____

Answer: _____

2. Complaint: _____

Answer: _____

3. Complaint: _____

Answer: _____

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K WRITING

You work for the L.L. Electronics Company. You received a letter from Mr. Bell. He bought one of the items below. It was damaged when he received it in the mail. Write him a letter apologizing for the situation and explain what he should do next. Use the chart to help you take notes and organize your thoughts.

computer mouse	**cell phone**	**digital camera**
computer keyboard	**laptop case**	**memory stick**

Reply to a complaint	
Item Mr. Bell bought	
Complaints about the item	
Your explanation about what to do	

Dear Mr. Bell,

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L Read the conversation and complete the gaps with: ***already, yet, just***.



Sylvia: So, Karen, has your nephew left **(1.)** _____?

Karen: Yes, Greg has **(2.)** _____ gone. At long last!

Sylvia: How long did he stay?

Karen: **(3.)** _____ three months. He was doing a research project here at the university. When he arrived, I said, "Make yourself at home." And he did just that.

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

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

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

Karen: That's what I thought. And to top it all off, he hasn't called us **(4.)** _____ to say "thank you"! But my sister **(5.)** has _____ apologized for his behavior...

M Answer the questions. Write full sentences.

1. What can't you stand doing?

_____

2. What kind of impolite behavior drives you crazy?

_____

3. How does impolite behavior affect other people?

_____

_____

_____



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9 Complaints, Complaints

N Complete the sentences. Use the correct object pronoun: ***me, you, him, her, us,*** or ***them***. Each object pronoun can be used once, more than once or not at all.

1. He wants to complain about the service at the restaurant. He's going to email _____.

2. Her grandparents are upset that Noura hasn't visited. She's going to visit _____.

3. I don't want to ask my neighbors. I don't know _____.

4. We want to come to your graduation. Don't forget _____.

5. I'm going to be at home tonight. Please call _____.

6. Please listen to me when I'm talking to _____.

O Unscramble the sentences.

1. my / to call / need / I / friends

_____

2. running his car / complains / the cost of / about / Ali / often

_____

3. snacks / to buy / you / Do / need?

_____

4. like / laptop / He / to share / doesn't / his

_____

5. don't / an invitation / need / We / to send

_____

_____

6. him / Faris / the elevator door / asked / to / hold / open

_____

_____



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EXPANSION Units 7–9

A Complete the sentences. Use ***although***, ***in spite of***, or ***as soon as***.

1. Tim didn't wear a coat _____ the cold weather.
2. _____ his carelessness, Jerry didn't get hurt. He was very lucky.
3. _____ he tried very hard, Alan couldn't pass the driving test.
4. I'll call you _____ I get to the gym.
5. Ali still talks to Khaled _____ they are not friends anymore.
6. Robert was late for school _____ he set his alarm for 6:00 A.M.
7. Alicia will show us her new cell phone _____ she gets here.
8. Our flight was late _____ the good weather.

B Rewrite each sentence using ***wish***.

I have to go to the doctor.

I wish I didn't have to go to the doctor.

1. Ali doesn't have time to play tennis every day.

_____

2. Ahmed has to go to work this afternoon.

_____

3. Abdullah doesn't speak English.

_____

4. My brother won't lend me his new computer.

_____

5. They don't know how to ski.

_____

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EXPANSION Units 7–9

C Complete each sentence. Use ***would***, ***might***, or ***could***.

If I didn't ride my bike to school every day, *I would join the gym*.

1. If I won the reading contest, _____.
2. If school started at 10 o'clock, _____.
3. If my brother had a new car, _____.
4. If Hussain could live in a foreign country, _____.
5. If I liked chemistry, _____.
6. If I could meet any historical person, _____.
7. If Matt and I practiced more, _____.
8. If I liked Indian food, _____.

D Make sentences. Use ***need to be*** + a past participle in each sentence.

dress / dry-clean / red

The red dress needs to be dry-cleaned.

1. car / repaint / after the crash

_____

2. flat tire / on my car / repair

_____

3. hole / in Thomas's jeans / sew

_____

4. old kitchen / redecorate

_____

5. new knives / not / sharpen

_____

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EXPANSION Units 7–9

E Complete the sentences. Use a past participle of the verb in parentheses as an adjective.

1. A _____ car won't sell as quickly as a perfect one. (damage)
2. The _____ TV has a very clear picture now. (repair)
3. Everyone talked about the _____ jacket he wore to the wedding. (tear)
4. My mother really likes my _____ bedroom. (repaint)
5. Patrick has a _____ arm and can't play basketball. (break)
6. Our neighbor's newly _____ apartment is very beautiful. (decorate)
7. My father's car has a _____ windshield. (crack)

F Answer the questions. Use ***have*** or ***get*** with the past participle.

What are you doing about your car? (door / fix)

We *'re getting the door fixed* **.**

1. What are you doing to the outside of your house? (house / paint)

   I _____.

2. Are you doing anything about the stain on the carpet? (carpet / clean)

   Yes, I am. _____.

3. Are you going to buy a new TV? (old TV / fix)

   No, I'm not. _____.

4. What's Julia doing to her living room? (living room / redecorate)

   She _____.

5. What are you going to do about the hole in your roof? (damaged roof / repaired)

   We _____.

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EXPANSION Units 7–9

G Look at the photo of David's house after a big storm. There was a lot of damage! Write two answers for each question.



1. What happened?

a. _____

b. _____

2. What needs to be done?

a. _____

b. _____

3. What is David going to get or have done?

a. _____

b. _____

H Choose a sport. Think about or research how players work together to make a successful team. Complete the chart below.

Individual Action	Benefit for Player	Benefit for Team
warm up	*won't get hurt*	*won't lose a hurt player*

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EXPANSION Units 7–9

I Look at the people in the picture and write words about their feelings in the chart. Write a sentence that tells what each person is probably saying.



Feelings of the people in the picture			

1. _____

2. _____

3. _____

4. _____

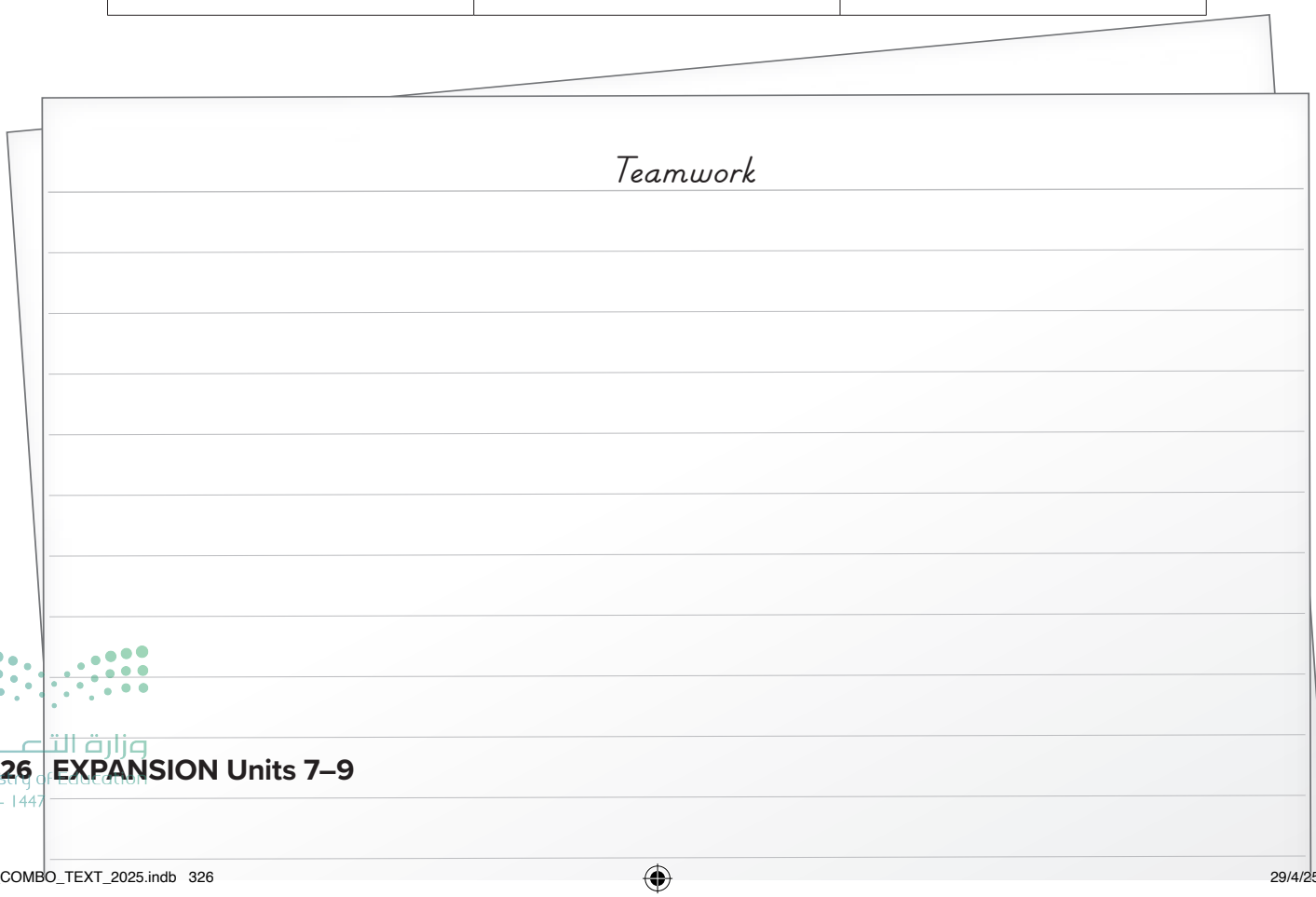
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J WRITING

You are the coach of a team. Write a paragraph to describe how to play as a team.
Use the chart to help you take notes and organize your thoughts.

Teamwork		
Actions that happen in the game	**Actions that happen between players**	**Why teamwork is important in these actions**



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10 I Wonder What Happened

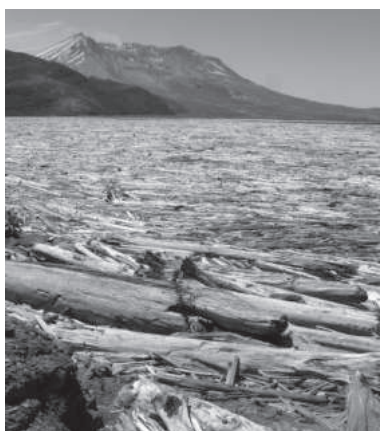
A Complete the sentences. Use the words in the box.

volcano	crater	bulls	tornado	meteorite	debris

1. We stayed near an awesome lake on our vacation. A _____ had made a _____ thousands of years ago. Then the huge hole filled with water and made the lake.



2. Mount St. Helens looks like half of a mountain. Actually it is a _____. When it erupted in 1980, it destroyed the trees that had grown around it for hundreds of years.



3. I had never been to the state of Texas before I went there with my family. We rented a car and drove across the state. We had been in the car for about thirty minutes when we saw a very strange sign. It was yellow and had the image of a black _____ on it. We later learned that there are a lot of them in Texas. These powerful windstorms can destroy trees and buildings and leave a lot of _____ to clean up.



4. During our vacation in Texas, we also went to a rodeo. Rodeos are very popular and a lot of fun. We saw cowboys, horses, _____, and even clowns. After the rodeo, we met one of the clowns we had seen in one of the events.

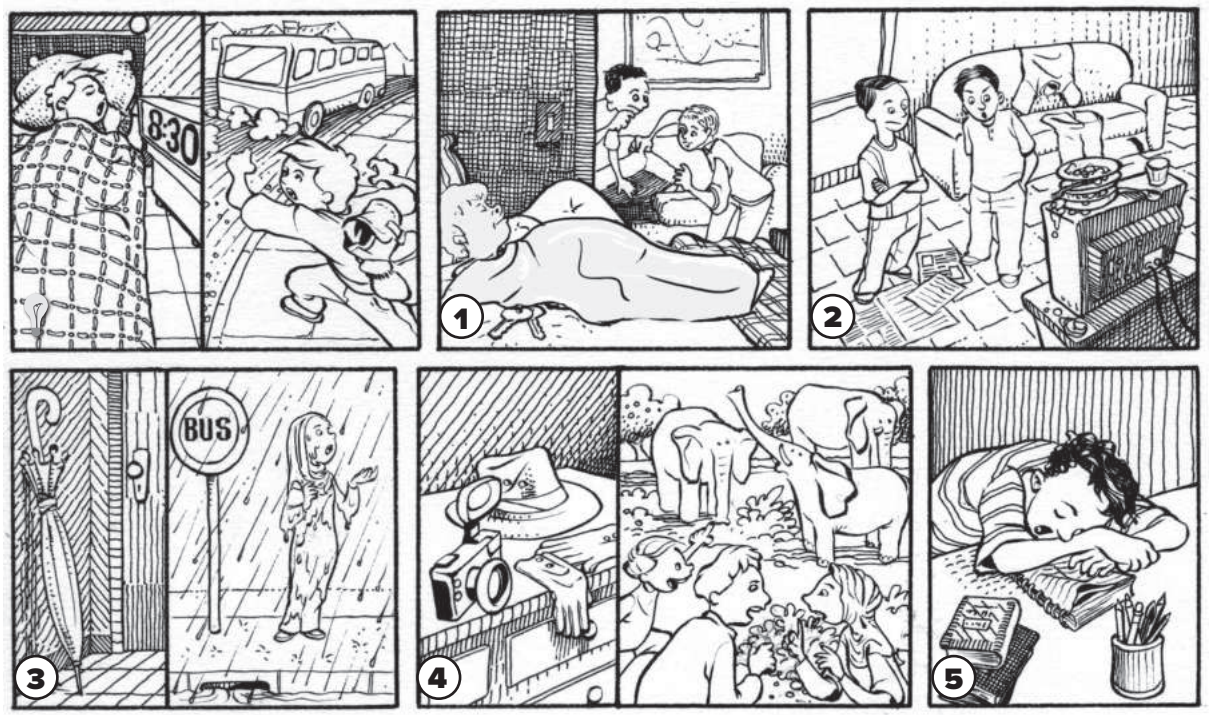




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B Write sentences for each picture. Use the simple past and the past perfect in each sentence.



He (be) late for the bus because he (sleep) until 8:30.

He was late for the bus because he had slept until 8:30.

1. Carl and John (look) in the living room for the keys, but their little brother (take) them into the bedroom.

2. When the football game (come) on TV, they (not clean up) the living room yet.

3. It (start) to rain, but Karen (leave) her umbrella at home.

4. They (not take) any photos on their vacation because they (forget) their camera.

5. He (fall) asleep while studying because he (stay) up late every night this week.

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C Complete the story. Use the simple past or the past perfect form of the verbs in parentheses.

Hanan: Last month I **(1)** (go) _____ to the different art museums in the city. I **(2)** (never be) _____ to many museums before last month.

Amina: You probably **(3)** (see) _____ some really famous paintings and pieces of art.

Hanan: I did! But there **(4)** (be) _____ one piece of art that I **(5)** (never see) _____ before.

Amina: **(6)** (Be) _____ it in the Nouveau Art Museum?

Hanan: Yes! How **(7)** (know) _____ you _____?

Amina: **(8)** (Be) _____ it a tall, silver tree?

Hanan: Well, I think so.

Amina: And the artist **(9)** (hang) _____ clothes on all the branches?

Hanan: Yes! The artist also **(10)** (place) _____ a big clock in the middle of the tree.

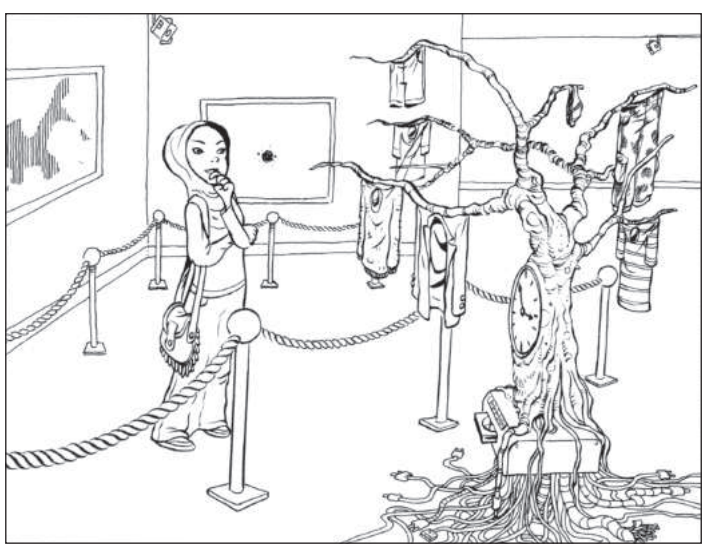
Amina: Right. The artist **(11)** (put) _____ the tree on a computer, too.

Hanan: I think you definitely **(12)** (see) _____ the same piece of art. Can you believe it **(13)** (be) _____ in a museum?!

Amina: Oh, absolutely! The artist has so much talent. I'm a huge fan of his.

Hanan: Really? I **(14)** (not like) _____ it at all. The artist has no talent. I can't even remember his name, can you?

Amina: Oh, yes. He's my uncle!



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D Complete the sentences. Use ***can't***, ***must***, or ***might***.

1. Jerry has to work all day. He _____ go to the football game.
2. Linda _____ be tired. She stayed up all night to study for her big test.
3. I'm not sure, but Greg _____ be at the library. He has a report due tomorrow.
4. Lee didn't eat breakfast or lunch. He _____ be hungry now.
5. We _____ stay long because we have to go to the store before it closes.
6. I think my mother _____ know who the people are in that old photo.

E Look at the photos. Explain what you think ***must have*** happened, ***might have*** happened, and ***could have*** happened.








She must have wanted some coffee.

She might have needed to check her email.

She could have wanted to read an online article for her research paper.

1. _____
2. _____
3. _____

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MG_01_COMBO_TEXT_2025.indb 330 29/4/25 2:00 AM

F READING

Read the story.



Patricia Polacco can certainly tell a very exciting story. I loved a book she wrote called *Meteor!* So when I saw that she was coming to our local library, I decided to meet her. At the library, she told us something about her life and then read us part of her book.

Patricia was born in Lansing, Michigan, and grew up in Oakland, California. When she was a little girl, she often stayed with her grandparents who lived in Union City, Michigan. One summer day, a meteorite fell from the sky, right into her grandparents' backyard! Before that, her grandparents had lived a very quiet life on their farm. Now things were different. They had so much to do. People came to see the meteorite. The university came to study it and analyze it. Her grandparents had never talked to so many people in their lives! Everything changed.

As you can guess, no one in the town had ever seen a meteor before! They were confused and didn't know what to do. Everyone had a different idea about what to do with it.

Patricia Polacco loves to tell the story about her meteorite and even today, she still carries a piece of the meteorite with her. When I met her, she let all of us touch it.

Answer the questions.

1. Before the meteorite, how had Patricia's grandparents lived?

_____

2. What had Patricia's grandparents never done before?

_____

3. What had the people in Union City, Michigan never seen before?

_____

4. What does Patricia still carry with her?

_____

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G Strange things happen to people all the time. Here is a list of some strange things. Place a tick next to the ones you have seen or experienced.

_____ **1.** meteorite

_____ **2.** tornado

_____ **3.** flood

_____ **4.** snow in summer

_____ **5.** strange objects in the night sky

_____ **6.** Northern Lights in the sky

_____ **7.** shooting star

_____ **8.** UFOs

_____ **9.** solar eclipse

_____ **10.** sand storm

H Read what the person is saying to a friend on the phone. Write answers using *can't*, *must*, or *might* in present or past form.

I can't believe it. I keep on forgetting things all the time. I was at the cash register getting ready to pay, so I opened my bag and my wallet wasn't there. I was so embarrassed!

You might have left it at home.

You must have forgotten to put it in your bag.

My son drove me home and I looked for my wallet all over the place, but I couldn't find it anywhere. And there was quite a lot of money in it. I was devastated!

And then my daughter, who was also looking, stopped and said. "Are you sure you didn't leave it at grandma's yesterday? I remember you taking it out and leaving it on the little table next to the door".

I don't know why I keep on doing things like that. I don't normally forget where I put things.

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I Study the picture and write words under each heading in the chart. Write sentences about what happened before the picture was taken and what probably happened afterwards.



Before the fire	Now (during the fire)	After the fire

1. _____

_____

2. _____

_____

3. _____

_____

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J WRITING

Write a paragraph to describe a strange event you experienced. Use the chart to help you take notes and organize your thoughts.

Strange Things Sometimes Happen	
What happened?	
Who was with you?	
Where did it happen?	
How has it changed you?	
Had you ever seen or done anything like this before?	

Strange Things Sometimes Happen

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K Combine the sentences with: ***and, but, or, so,*** or ***yet***.

The elevator broke down. The pizza delivery man was trapped for 10 hours before he was rescued.

The elevator broke down and the pizza delivery man was trapped for 10 hours before he was rescued.



1. The man ate the pizza and drank the soda. He wasn't hungry. He wasn't thirsty.

2. We can study hurricanes. We can study the planetary system.

3. I read the science book. I saw the scientific documentary, too.

4. I like hot air balloons. I am scared of heights.

5. It could be a helicopter. It could be a plane.

6. I don't like guessing. I will wait for the facts.

7. It might be a weather balloon. It could be a UFO*.

8. I wanted to get home quickly. I took a shortcut through the park.

9. I don't think the human race can live on another planet. Scientists are investigating the possibility.

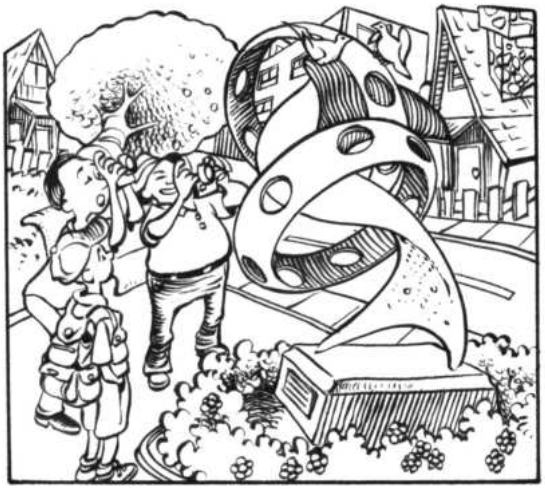
10. The remote control can turn off the TV. It can switch channels. The remote control can't switch on my computer.

*UFO = Unidentified Flying Object

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MG_01_COMBO_TEXT_2025.indb 335 29/4/25 2:00 AM

L Look at the picture below and say what you think has happened. Use modals for speculation why the city council have put a sculpture in the park: ***could have, may have, might have, must have.*** Write your sentences in your notebook.



The city council may have decided the park needed a tourist attraction.

M The residents of the city want the sculpture removed. Complete the sentences and give some reasons why. Use the information given below.

Facts

- have to pay for the upkeep of the sculpture (e.g., clean it, repair it, maintain it)
- plant trees instead to be greener or environmentally friendly
- take the sculpture away and put a bench for people to sit on
- the sculpture is an eye sore
- people will only visit the park to look at the sculpture
- people will not appreciate the beauty of nature

Possibilities

- the park will be greener without the sculpture
- more people will visit the park and stay longer
- the birds will sit on the sculpture and make a mess



1. The sculpture is expensive to maintain. If the city removes the sculpture and puts a bench in its place, _____

2. The sculpture is an eyesore. If it is replaced with trees, _____

_____

3. If we leave the sculpture in the park, birds might sit on it and _____

_____

4. If this happens, the council will _____

_____

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11 If It Hadn't Happened

A Complete the story. Use the words in the box. Put the verbs in their correct form.

oil well	**regret**	**penicillin**	**heavy**
source	**advantages**	**unemployed**	**drill**







My great-grandparents, Charles and Bessie, moved to the state of Oklahoma in the early 1900s. That was a long time ago! Fleming hadn't even discovered **(1)** _____ yet.

Charles had lost his job. He had been **(2)** _____ for months. My great-grandparents were looking for a better life in Oklahoma, but life was very hard for them. They had very little money. Bessie often thought they shouldn't have moved to Oklahoma. Charles even **(3)** _____ the move, too. Then one day a man came to town. He talked to Charles about oil. He believed he had found a **(4)** _____ of it—right under the ground on their farm. Bessie thought this stranger was crazy, but Charles listened to him carefully. Oil would bring great **(5)** _____ to their lives. Fortunately, they owned the land, so they could sell the oil rights and make a good life for themselves. Days later some men arrived at the farm. Bessie stood next to Charles and watched as the men **(6)** _____ into the ground with their **(7)** _____ equipment. Charles and Bessie were silent. They waited. They watched. Then, suddenly, there were excited shouts from the men. A moment later, both Charles and Bessie saw their lives change before their eyes—black oil shot up from the hole in the ground. They laughed about it over the years—how crazy Bessie thought Charles was and how worried she was for him. And today that first **(8)** _____ is still around.

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B Complete the conversation with ***should have*** / ***shouldn't have*** + the past participle of the verb in parentheses.

Qassim is visiting his cousins in Saudi Arabia. He and Fahad are talking about the time they spent in the desert over the weekend.

Fahad: I'm so happy you were able to come with us this weekend. We had such fun! But I'm sorry you didn't participate in the race. You (**1**) (be) _____ in the jeep, with us. It was a great race. You'd have enjoyed it.

Qassim: I know. I'm sorry, too. But I (**2**) (tell) _____ my uncle that I'd broken my leg a few months ago in a bicycle race in the States. He was worried I might get hurt again and didn't want me to participate.

Fahad: Oh, but the camel races were out of this world! You were really funny when you lost your balance and ended up hanging from the hump of your camel, I just had to laugh. You (**3**) (stop) _____ her. You (**4**) (panic) _____ as you did.

Qassim: You're right, but I'd never been on a camel before. Horseback riding is different. I know now that I (**5**) (control) _____ her. I (**6**) (let) _____ her realize I was a novice and take advantage of it!

Fahad: Speaking of horses; you (**7**) (realize) _____ that you were one of the best riders there. You (**8**) (win) _____ that race. Instead, you let Emra beat you. Why?

Qassim: Oh, come on. Emra is a lot older than us. He is our cousin and I didn't want to upset him. We'd just met. I want to get to know my cousins, you know, not get them mad at me.

C Think of situations in the past where you made a mistake. Write sentences with ***should have*** or ***shouldn't have*** about the situations.

I should have applied for that job at the bookstore.

1. _____

2. _____

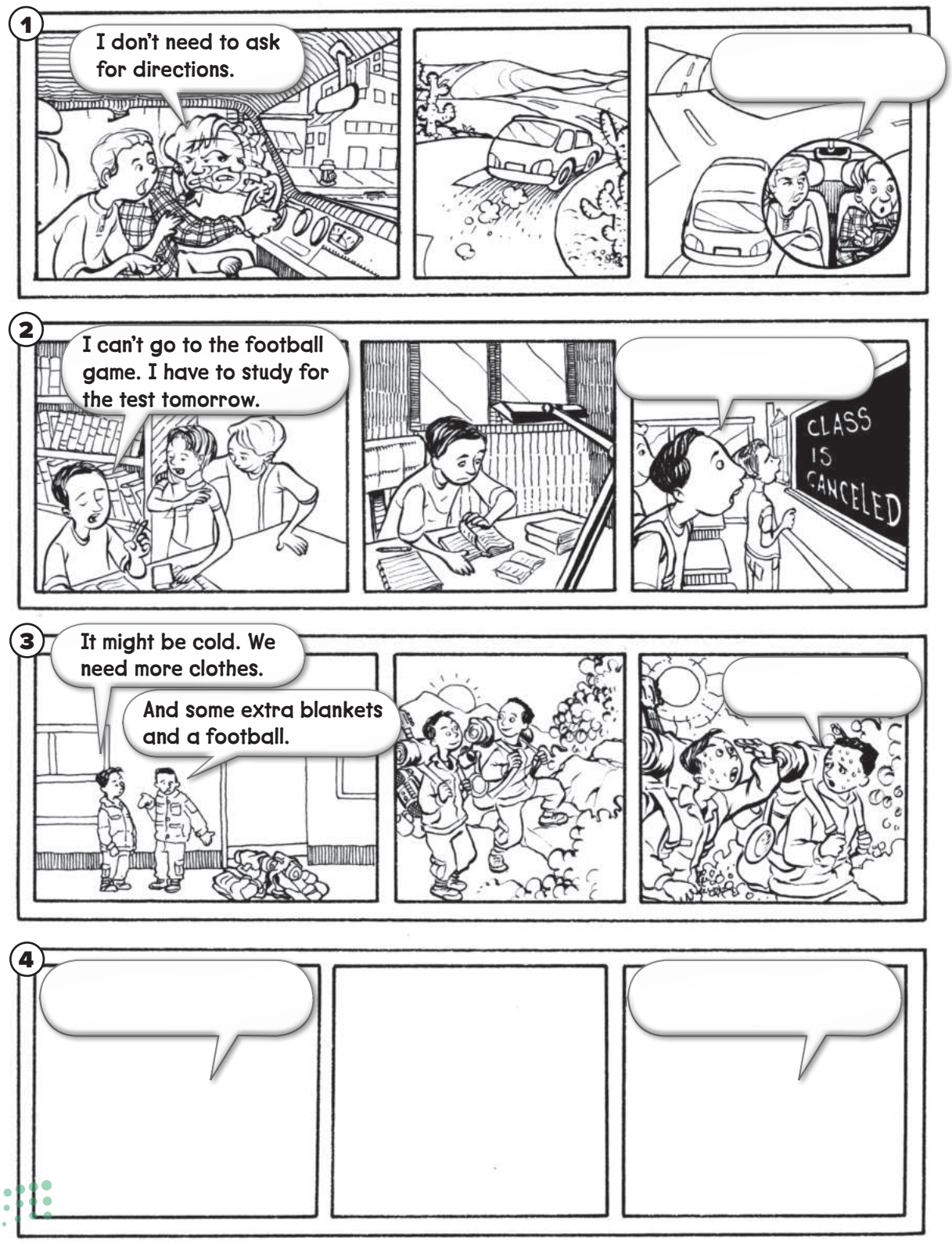
3. _____

4. _____

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D Complete each cartoon. Use ***should have*** or ***shouldn't have*** + a past participle. Then draw a cartoon of your own. Be sure to use ***should have*** or ***shouldn't have*** + a past participle.



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E Tell what you would have done in each of the situations in exercise **D**.
Use ***would have*** + past participle in your sentences.

1. if / I / drive, / I / ask / for directions

_____

2. if / my friends / ask / me, / I / go / to the library

_____

3. if / I / pack / for the trip, / I / take / shorts and T-shirts

_____

4. _____

F Complete the sentences. Write about what ***would have*** been, what ***could have*** been, and what ***might have*** been.





If I had grown up by _the sea_**, I would** _have learned how to surf_**.**

1. If I had grown up by / in _____, I could _____.

2. If I had grown up by / in _____, I might _____.

3. If _____,

_____ would _____.

4. If _____,

_____ could _____.

5. If _____,

_____ might _____.

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G READING

Does the brain ever sleep? Read the article and find out.



1. _____

Is dreaming a type of entertainment that the brain creates for itself? Is it a way of processing images and feelings that one has experienced? Is it a mix of experiences and associations? One might suggest that a dream is a series of images, sounds, and feelings that are experienced when one sleeps.

2. _____

Some researchers suggest that dreaming is a sign of your brain trying to sort out random emotions and memories, very much like processing information and classifying it. Part of the process could be compared to what defragmentation of our hard disk does in our PC. In other words, it's as if the brain classifies and tidies information, as it gets rid of junk and empty space. For example, panicking because you cannot swim in a rough sea might simply be due to the fact that the brain is stimulating the fear center as it calls up the memory of a dark sea with huge waves, which is not necessarily connected to the actual experience of trying to fight the waves. When we enter REM (Rapid Eye Movement) sleep, our body sends signals to different parts of the brain that are associated with memory and emotions. Although no one can tell with certainty what the purpose or origin of dreaming is, scientists suggest that it is the result of random, neuronal firing. Neurons are formed as we develop, and acquire knowledge and experience.

3. _____

Most people, approximately 90%, report that they dream in color. A small number, approximately 8%, insist that they never dream in color. Then again, quite a few people say that they sometimes dream in color and sometimes not. The fact of the matter, however, is that we all dream even if we cannot remember our dreams when we wake up.

4. _____

Scientists often monitor the brain's activity during sleep or monitor eye activity during the REM stage in an attempt to find out more about sleep and dreaming. But many questions remain unanswered. What is certain is that sleep is beneficial to our health and a necessity for rest and/or a healing process, even if our brain remains active at all times.

Use the questions as headings for different paragraphs/sections of the article. Then highlight the words or phrases that provide the answers and write them.

What does sleep research involve? What is dreaming?
Do we dream in color? What causes dreaming?

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H Read the list of common types of regrets. It can give you ideas about a specific regret you've had. Write down your ideas.

	My ideas:
Being rude to my brother (or sister)	
Telling someone something I shouldn't have	
Not telling someone something I should have	
Not telling the truth about something	
Being mean to a friend	
Not studying harder	
Not practicing more at a sport	
Doing something dangerous	
Not doing something I wanted to do	
Not taking a risk	
Making a mistake at an important point in a game	
Doing something that made me look foolish	

I Choose three items/regrets from the list in H. Write what the outcome of each action was. Then write sentences with ***If I had / hadn't...***

Not studying harder: I failed the test. / If I had studied harder, I wouldn't have failed the test.

1. _____

_____

2. _____

_____

3. _____

_____

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MG_01_COMBO_TEXT_2025.indb 342 29/4/25 2:00 AM

J Look at the picture and write as many words as you can about how people benefit from jobs in the oil industry. Write sentences explaining how things would have been different if oil hadn't been discovered.



How People Benefit From Jobs in the Oil Industry

1. If oil hadn't been discovered, _____

_____.

2. If oil hadn't been discovered, _____

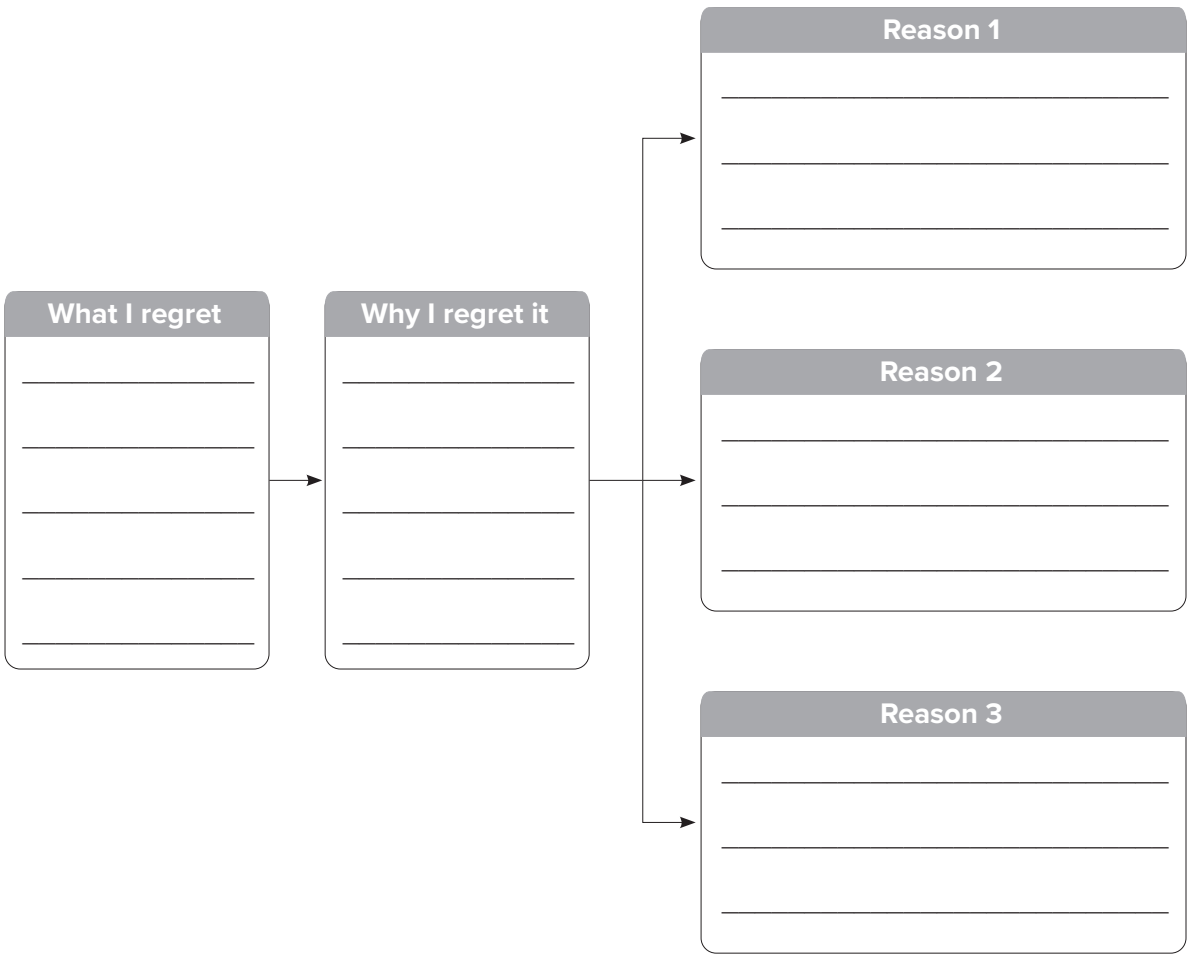
_____.

3. If oil hadn't been discovered, _____

_____.

K WRITING

Write a paragraph about what you regret and why. End the paragraph with a sentence with ***should have*** or ***shouldn't have*** as well as a sentence with ***If I had*** / ***hadn't***...
Use the organizer to help you take notes and organize your thoughts.





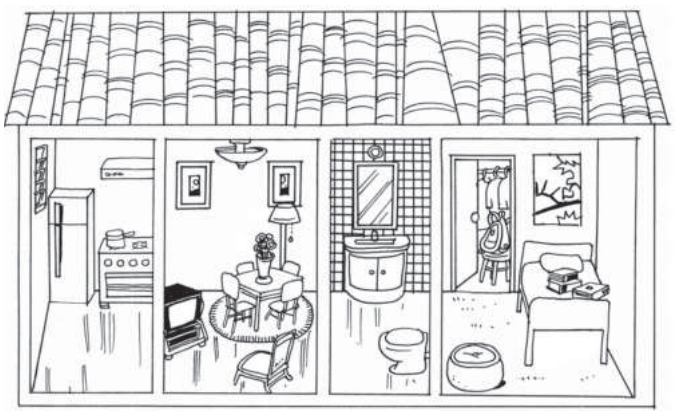
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L Complete the chart with the correct form of the verb.

Present	Simple Past	Past Participle
appear		
	was/were	
become		
build		
cool		
discover		
	did	
		imported
	invented	
keep		
	made	
preserve		
		put
use		

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



Keep Cool

People _____ (**1.** try) to keep cool or keep their food cool for ages. The Chinese _____ (**2.** invent) ice cream 4,000 years ago, and they _____ (**3.** keep) it in snow in underground chambers. In Baghdad in the eighth century, a king _____ (**4.** import) snow and _____ (**5.** put) it in the walls of his summer home to cool the home. In 1834, Jacob Perkins _____ (**6.** build) a machine to make ice in London. The first home refrigerators _____ (**7.** appear) in the early 1920s. Since then, people _____ (**8.** preserve) their food in refrigerators. About the same time, air conditioning of large spaces _____ (**9.** become) possible. Since that time, people _____ (**10.** cool) themselves with air conditioners in stores, offices, and homes.

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N Complete the chart. List some inventions that have been important to you. Tell why each one has been important. Use modals for ability: ***can, could, be able to.***

What inventions have changed my life?	How have they changed my life?
cell phone	always able to talk to my friends

O Complete the text with the correct form of *be able to*. Choose from the box below.

weren't able to	**are able to**	**~~be able to~~**	**had been able to**	**have been able to**

Since the 1700s, people have tried many different ways of traveling over land. They wanted to **(1.)** *be able to* move more quickly and more comfortably than they **(2.)** _____ on horseback. The first car was made in 1886 but it was not a perfect design. A hundred years ago, drivers **(3.)** _____ to drive in bad weather. Drivers had to get out of their cars and constantly wipe the windshields every few minutes. Since M. Anderson invented the windshield wiper in 1903, people **(4.)** _____ drive on rainy days much more safely and comfortably. Nowadays, manufacturers have improved cars a great deal. They've added things that make driving easier such as GPS. With a GPS system fitted in your car, you **(5.)** _____ get to your destination without even looking at a map. Cars have come a long way in one hundred years!



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12 What They Said

A Read the conversations. Then report what you read. Use the words in the box. Use the correct form of the verbs.

knock down	**bother**	**power**	**raise**	**improve**



My aunt went to the doctor about her blood pressure. This was her second visit. The doctor rechecked my aunt's blood pressure and was happy. The doctor said her blood pressure was better than it was two months ago. The doctor said her blood pressure *had improved*.



1. My neighbor has a new car. I asked him why he chose that particular car. He said that he was looking for a car that didn't use a lot of gas. This car isn't very expensive to drive because it uses gas and electricity. He said that the car got its _____ from gas and electricity.



2. Last night, Ahmed and Jasem were doing their homework at Ahmed's house. But Ahmed's little brother kept talking to them while they were working. He was also taking photos with Ahmed's camera. As a result, Ahmed and Jasem didn't get a lot of homework done. Jasem said that Ahmed's little brother _____ them all evening, so they didn't finish their homework.



3. The people in our city voted to make more parks for people to enjoy. Today the city is going to demolish several buildings to make space for a big park near my house. My brother went to watch the demolition. He just came home to tell me about it. My brother reported that they _____ five buildings.



4. Our science teacher Mr. Adams is upset because the city increased the taxes again. He sent an email to the city government about the high taxes. He believes that it is important to tell the government that the taxes aren't fair. Mr. Adams said that the city _____ the taxes again and that they were unfair.

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B Complete the conversation. Use the notes. Be sure to change the time expressions. Various changes may be possible.

Mon.: Radio station: you won the grand prize—have to pick it up today

Tues.: Mr. Harrison: wants to talk about publishing article; is only in town until tomorrow

Wed.: Mohammed—sorry he wasn't free last week but wants to meet you for dinner

Boss: What a great vacation! Were there any messages for me?

Assistant: Yes, there were. On Monday, someone from a radio station called and said that you'd won the grand prize, but you **(1)** _____ Monday. A gentleman named Mr. Harrison called on Tuesday, and he said that he **(2)** _____. But he said that **(3)** _____. Mohammed called on Wednesday. He said that he was sorry that **(4)** _____. He was calling because he **(5)** _____ soon.

Boss: Wow! Thanks.

C Change the sentences to reported speech. Use the reporting verbs in the box. Be sure to change all necessary words. Sometimes more than one answer is possible.

agree	tell	say	assure	~~notice~~	explain

Mr. Wilson: Jason, you may need to spend more time on homework.

Mr. Wilson noticed that he might need to spend more time on homework.

1. **Jason's mom:** You will do all of the homework for Mr. Wilson's class.

_____

2. **Jason:** Mr. Wilson can give less homework to the class.

_____

3. **Jason's mom:** You won't play football.

_____

4. **Jason:** I'll find the time to finish all the homework.

_____

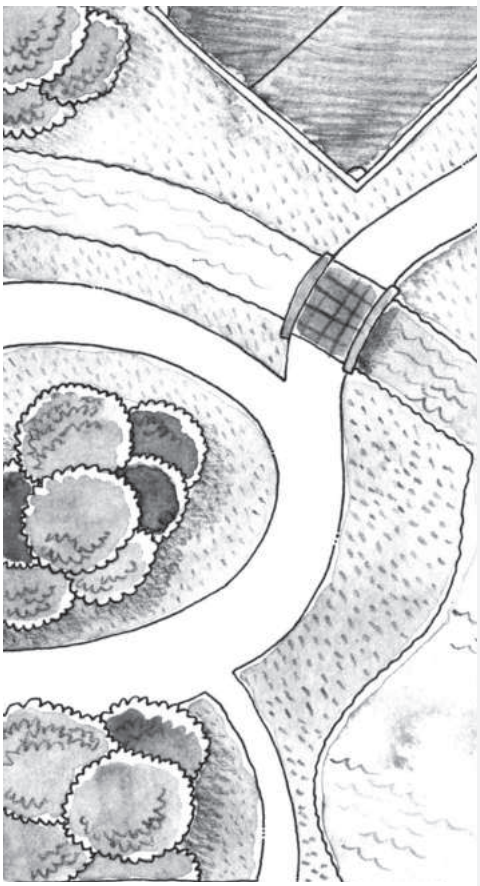
5. **Jason's mom:** Mr. Wilson just may be right from time to time!

_____

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D Complete the news article about a town meeting. Use the notes taken at the meeting to write reported questions.



Town meeting—discussion about the new park

Parks Commissioner: Does anyone have any questions?

Mr. Kilmer: Who made the plans for the park? Why didn't they ask for my ideas?

Mr. Lopez: Did the Parks Department plan an area for bicycles?

Mr. Lee: Forget the bicycles! Is there a path where people can jog?

Mr. Green: Will there be lots of benches?

Boy: Where will the football field be?

Another boy: How many tennis courts will there be?

Mr. Waters: When will the park open?

Another man: Do the plans include some basketball courts?

Another man: Why don't they include a place for family picnics?

Parks Commissioner: How can we do all these things?

April 3—The town meeting to discuss the new park was a lively one. The parks commissioner opened the meeting by asking *if anyone had any questions*. **It turned out that lots of people did.**

First, Mr. Kilmer, president of the neighborhood association, asked **(1)** _____.

He also wondered **(2)** _____.

Mr. Lopez asked **(3)** _____.

Mr. Lee wondered **(4)** _____.

Mr. Green asked **(5)** _____.

Children also contributed to the discussion. A boy wanted to know **(6)** _____.

Another boy wanted to know **(7)** _____. Mr. Waters had a question. He asked **(8)** _____.

Another man asked **(9)** _____.

Finally, another man wanted to know **(10)** _____.

The commissioner held up the plan and asked the people at the meeting **(11)** _____.

Suddenly, the room became very quiet.

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E Read part of Omar's interview at WWT and report it. Use reported speech.

K. Clark: Good morning. This is Ken Clark at WWT. And with us is young Omar, our swimming champion. Omar, welcome to our show.

Omar: Thank you, Mr. Clark.

K. Clark: Omar, how old were you when you started swimming?

Omar: Ever since I can remember. My family lived near the sea and we swam all the time.

K. Clark: Yes, I remember you mentioning that at the "Sports News" interview. What would you say your main advantage is in freestyle?

Omar: I think speed and pace.

K. Clark: Well, that's everything really. Would you like to watch a video with some comments from people who know you?

Omar: Uhmm. I'm not sure. Are they good comments?

K. Clark: Yes, I think they are. A couple of your friends think you are sometimes too quick to jump to conclusions and misinterpret things, but they also mentioned that you never hold grudges against people. And here is your friend Alan...

Alan: Omar is really cool. He's a good friend and he always helps people, but sometimes I think he tries too hard. I mean, everyone knows he's a good athlete and a good student. He doesn't need prove anything. He has to learn to relax and enjoy his success. That's what I think ...

Ken Clark of WWT introduced his guest _____
and welcomed _____.

He started by asking Omar _____.

Omar answered that _____.

Ken Clark said he _____

that at the "Sports News" interview and asked him what _____.

When Omar told him that _____,

Clark agreed with him and asked him if _____

_____.

Omar asked _____.

Clark answered that _____, and added that

some of his friends _____.

Alan said _____, but he sometimes

_____

He thought that _____

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F READING

Read the article.

Smile, Paris!



In 2009, the residents of Paris took a bold but simple action—they decided to smile! There is a good reason for this. The Paris Tourist Board said that they were trying to get more travelers to visit Paris—the City of Light. They hoped that more smiles would help.

It's no secret that Paris has had a reputation among tourists as an unfriendly city. But for years, tourists still came. Paris was a must-see world city. Now that travel is more expensive, some travelers are thinking twice about visiting Paris. And the numbers show this. Seventeen percent fewer travelers visited Paris over the past year. The results of a recent online survey also shocked Paris tourist associations. It showed that participants thought that Paris was not just an unfriendly city, but that Paris was the most over-rated city in Europe, too. Many said that it was the high prices and unpleasant residents that made Paris the most over-rated.

It was clear that Paris was suffering from a bad reputation, and that this bad reputation was hurting the economy. The founder of a tourism association in Paris said that tourism had traditionally generated more than two million jobs and had been a major economic sector. He said that at this point all citizens needed to help change Paris's reputation.

And then it happened—the brilliant idea to have residents smile more. It's clear now that the idea is working. Tourists are seeing more smiles. For example, the tourist board has hired smile ambassadors and set up stands where these smiling people welcome tourists. The good will generated by the smile campaign is still growing. Recently, 100 roller-skaters formed a giant smile in the center of Paris in Place Vendome. The head of the tourist board said that there was nothing more inviting than a smile. And it seems to be true. Tourists not only want to visit the City of Lights, they want to visit the City of Smiles, too.

Write ***T*** for ***True*** or ***F*** for ***False.***

1. _____ Paris is also known as the City of Lights.

2. _____ High travel costs had no effect on the number of visitors to Paris.

3. _____ Paris had the reputation of the most over-rated city in Europe.

4. _____ Tourism isn't very important to the Paris economy.

5. _____ No one truly liked the idea of the smile campaign.

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G Think of an interesting conversation between two people that you might want to tell someone. This can be a conversation you actually heard or you can imagine one. Use the box and write the conversation as direct speech.

Participants in the conversation:

A:

B:

Topic of the conversation:

A:

B:

A:

B:

A:

B:

H Report what the teacher said on the day of the final examination.

1. Good morning, everyone. I hope you all have everything you need; pens, pencils, extra paper.

2. Keep your test booklets closed, please. Just write your name and class on the front page.

3. The time now is ten minutes past eight, you have to complete your test by ten minutes past ten. You have two hours.

4. You may open your test booklets and start writing. Please keep your eyes on your paper and do not speak to each other. If you need anything, raise your hand.

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I Study the picture of the news reporter. Imagine the topics he will present and write them in the chart below. Then write sentences to tell what you think the reporter is saying.



News Topics			

1. Topic 1 _____

Reporter is saying: _____

2. Topic 2 _____

Reporter is saying: _____

3. Topic 3 _____

Reporter is saying: _____

4. Topic 4 _____

Reporter is saying: _____

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J WRITING

Write a paragraph to report a conversation you had with your friend. Use the chart to help you take notes and organize your thoughts. Start with a sentence that tells who had the conversation.

An Interesting Conversation	
The conversation between you and your friend	Sentences that report your conversation to another friend

An Interesting Conversation

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K Read the words. Write the word which does not belong.

1.	global warming	tornado	countryside	earthquake	_____
2.	damage	city	threaten	destroy	_____
3.	save	rescue	protect	harm	_____
4.	witness	reporter	news	victim	_____
5.	hit	study	research	science	_____





L Write negative questions for the following situations.

It's raining. Your sister is leaving the house without an umbrella.

Aren't you going to take an umbrella?

1. You and your friend planned to do research on the Internet with your friend's computer. Your friend just arrived at your house, but you don't see a computer.

_____

2. Your friend told you to meet at 5:00 p.m. in the museum. You're in the museum. It's now 5:30, and your friend isn't there. You get a call on your cell phone from your friend who is still at home.

_____

3. You and your friends are at a new Japanese restaurant. You order food for everyone. You notice that your friends aren't eating their food. You are not sure they like what you ordered.

_____

4. You and your family are watching the news. The National Weather Service has issued a weather warning. There will be terrible storms. Your brother is on his way out of the door with his car keys.

_____

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12 What They Said

M Read the news story about pandas. Then use the prompts to ask the reporter's questions. Write the answers to the questions.

Pandas

The lovable, cuddly-looking panda is one of the world's most popular animals. Unfortunately, it's also one of the most vulnerable species. Pandas live only in the dense bamboo areas of the misty, rainy forests of southwestern China. Today only about 1,900 pandas remain in the wild. The Chinese government and various conservation organizations are working to protect pandas in their natural habitat. They want to maintain a "bamboo corridor" through which pandas can move freely. Bamboo shoots and leaves account for 99 percent of a panda's diet. An adult giant panda eats up to 95 pounds (45 kilograms) of bamboo per day over a period of about 16 hours. So it is important to have a protected place with a lot of bamboo available.

1. Where / live?

Q: *Where do pandas live?*

A: _____

2. How / many?

Q: _____

A: _____

3. How / work to protect pandas?

Q: _____

A: _____

4. How much / eat?

Q: _____

A: _____

5. How long / eat / a day?

Q: _____

A: _____

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EXPANSION Units 10–12

A Complete the sentences. Use the past perfect tense.

1. My parents took a vacation to Portugal because my mother _____ a television program about Lisbon last year. (watch)
2. We arrived in Los Angeles on time although our plane _____ late from New York. (leave)
3. I _____ to clean my room even before my mother asked me to do it. (decide)
4. I studied a lot for this test because I _____ the last one. (fail)
5. We bought new cell phones after we _____ an email about the big sale. (receive)
6. _____ you _____ any English classes before you went to England? (take)

B Write sentences to speculate about the situations. Use ***can't***, ***could***, ***couldn't***, ***must***, ***may***, or ***might***.

My alarm clock is working. *I might be at school on time.*

1. Greg was at the football match with me. _____
2. Adel has a broken leg. _____
3. Stephanie is studying for a test. _____
4. They were early for the flight. _____
5. My brother just bought a cool new car. _____
6. Daniel wasn't at work today. _____
7. I didn't recognize his voice. Who was that on the phone? _____

C Make sentences. Use ***need to be*** + a past participle in each sentence.

dress / dry-clean / red *The red dress needs to be dry-cleaned.*

1. car / repaint / after the crash _____
2. flat tire / on my car / repair _____
3. hole / in Thomas's jeans / sew _____
4. old kitchen / redecorate _____
5. new knives / not / sharpen _____

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EXPANSION Units 10–12

C Read the situations. Make sentences with ***should have*** / ***shouldn't have***.

1. The food at the new Italian restaurant is excellent, but I felt sick after our meal.

2. I borrowed my sister's cell phone. It broke when I dropped it on the sidewalk.

3. Karen got an A on the test. Hanan, on the other hand, failed the test.

4. Fahad hurt his leg yesterday when he went jogging in the park.

5. I had three cups of coffee at dinner, and I couldn't go to sleep until 3:00 A.M.

6. I had no idea it was going to be so cold in the classroom.

7. I wasted my money on that new book by Patrick Johnston.

8. I burned my finger on the stove.

D Rewrite the sentences as conditionals. Follow the example.

I didn't make a lot of money because I didn't work hard.

If I had worked hard, I would have made a lot of money.

1. Mark was tired because he didn't go to bed early.

2. Ibrahim learned to speak French because he lived in Paris for three years.

3. I didn't go on vacation with my friends because I just bought a new computer.

4. I took a nap because it rained all day.

5. Sarah wasn't at school today because she was sick.

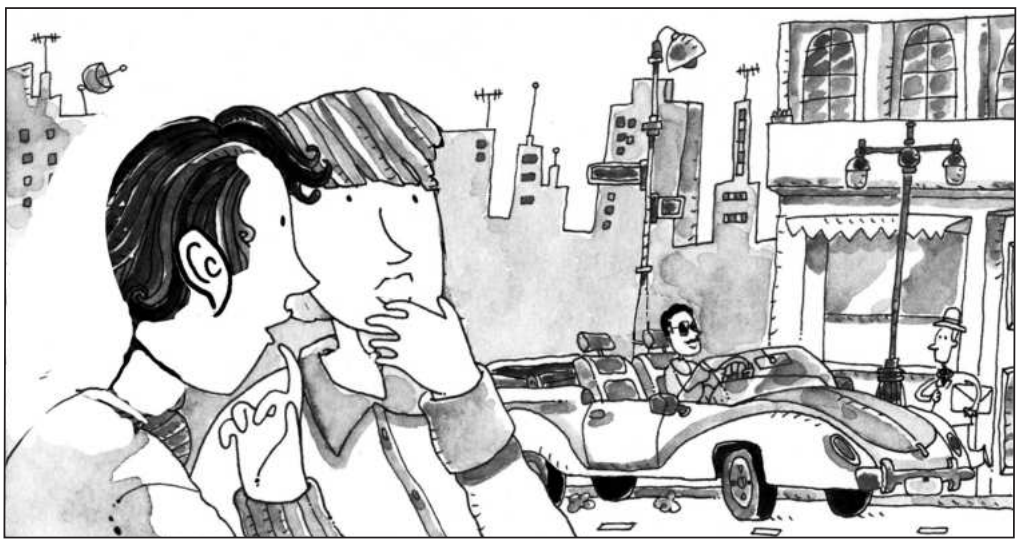
6. My brother didn't learn how to water-ski because he never learned how to swim.

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EXPANSION Units 10–12

E Read the conversation. Use reported speech to complete the sentences.



Harris: Did you see that little red sports car?

Alex: No, I didn't.

Harris: Well, I think Qassim was driving it, and he was driving fast!

Alex: Was he?

Harris: I think so. Now where would Qassim get a car like that?

Alex: Who cares? It's probably his father's car.

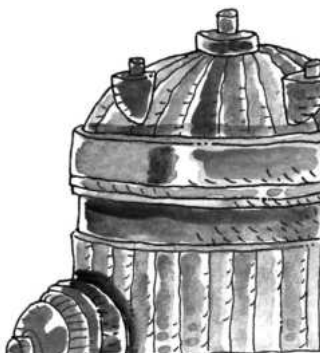
Harris: It just seems strange. He's usually so quiet and shy.

Alex: Maybe he's changed.

Harris: I'm going to call Qassim when I get home.

Alex: Why are you going to do that?

Harris: I want to find out what's going on.



1. Harris asked Alex if _____.

2. Alex said _____.

3. Harris wanted to know where _____.

4. Alex said it _____.

5. Harris said Qassim _____.

6. Alex said _____.

7. Harris said _____.

8. Alex asked Harris why _____.

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EXPANSION Units 10–12

F Look at the photo of an accident scene. Imagine you are a reporter. Write four sentences about the accident for your newspaper. Use reported speech.



1. The first man _____.

2. The second man _____.

3. A witness _____.

4. Another witness _____.

G Think of a car accident you know about. You can also think of an accident from a film or a book. List the events that happened before the accident. Write how each event contributed to the accident.

Event	Effect
rain	*wet roads , difficult to see*
late for school	*driving too fast*

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EXPANSION Units 10–12

H Study the picture of Prophet Mohammed (PBUH) Mosque in Madinah and write as many words as you can under each heading in the chart. Use the words to make sentences to describe the picture.



Nouns	Verbs	Adjectives

1. _____

_____

2. _____

_____

3. _____

_____

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EXPANSION Units 10–12

I WRITING

Write a paragraph about an accident you saw. Use the chart to help you take notes and organize your thoughts.

A Car Accident		
What happened?	What caused it to happen?	How could it have been avoided? (use ***should have*** or ***shouldn't have***)

A Car Accident

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1 A short account

I can ...	Great!	Good!	OK!	Needs work
answer questions				
take notes when I think about things				
use capitals correctly				
organize events clearly				
use tenses correctly				
make clear and interesting statements				
use words to describe				
use appropriate language/style				
use a range of vocabulary				

2 A cover letter

I can ...	Great!	Good!	OK!	Needs work
take notes when I think about things				
use capitals correctly				
address a cover letter				
write an introductory paragraph				
write about my strengths				
make clear and effective statements				
edit and correct my mistakes				
write a closing statement/paragraph				
use appropriate language/style				

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3 A short description

I can ...	Great!	Good!	OK!	Needs work
take notes when I think or imagine things				
focus on my audience				
describe places well				
organize and order events/facts				
make clear and effective statements				
use tenses correctly				
use a range of vocabulary				
refer to people and places effectively				
use appropriate language/style				

EXPANSION Units 1–3 A short essay about plans and dreams

I can ...	Great!	Good!	OK!	Needs work
take notes when I think or imagine things				
focus on my audience				
describe pictures in my mind				
describe/present future plans				
describe feelings				
organize and order ideas/plans				
make clear and effective statements				
use tenses correctly				
use a range of vocabulary				
create effects (e.g. humor, suspense)				
use appropriate language/style				

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4 A description of a product

I can ...	Great!	Good!	OK!	Needs work
take notes and use them to write				
use capitals correctly				
interest my audience/readers				
write about/refer to key features or characteristics of the product				
organize and order events well				
use information selectively				
edit and correct my mistakes				
present a product in an interesting way				
use appropriate language/style				

5 An account of an accident

I can ...	Great!	Good!	OK!	Needs work
take notes when I think about things				
select important facts or details				
write about feelings				
form and write clear sentences				
connect events, reasons, and causes well				
edit and correct my mistakes				
describe scenes in an imaginative manner				
use appropriate language/style				

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6 A letter of advice

I can ...	Great!	Good!	OK!	Needs work
take notes and use them to write				
respond to others' feelings and views				
advise others in a friendly manner				
form and write clear sentences				
organize and explain suggestions well				
be helpful without being patronizing				
edit and correct my mistakes				
close on a hopeful note				
use appropriate language/style				

EXPANSION Units 4-6 A paragraph about stress

I can ...	Great!	Good!	OK!	Needs work
take notes when I think about things				
select important facts or ideas				
organize and order ideas				
write about feelings				
suggest and advise				
form and write clear sentences				
edit and correct my mistakes				
use appropriate language/style				

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7 A discursive paragraph

I can ...	Great!	Good!	OK!	Needs work
take notes and use them to write a paragraph				
start with a topic sentence				
organize content and develop ideas in a paragraph				
form and write clear sentences				
connect events, feelings, and ideas well				
edit and correct my mistakes				
end with a closing statement				
use appropriate language/style				

8 A story

I can ...	Great!	Good!	OK!	Needs work
take notes and use them to write a story				
use appropriate narrative forms				
organize events well				
describe characters				
describe events				
make a story interesting				
edit and correct mistakes				
use appropriate language/style				

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9 A letter of apology

I can ...	Great!	Good!	OK!	Needs work
take useful notes and use them to write a formal letter				
use formal letter conventions, i.e. greeting, opening lines				
organize explanations well				
address a person or department				
present the problem clearly				
be firm without being rude				
edit and correct mistakes				
close correctly				
use appropriate language/style				

EXPANSION Units 7–9 A short essay about teamwork

I can ...	Great!	Good!	OK!	Needs work
think and make notes				
organize ideas and information				
use appropriate words to refer to things				
form and write clear sentences				
connect events, opinions, and ideas well				
support my ideas/views				
edit and correct my mistakes				
use appropriate language/style				

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10 A descriptive paragraph

I can ...	Great!	Good!	OK!	Needs work
take useful notes and use them to write a description of events				
organize information/notes				
plan the description				
decide on audience/readers				
present facts and events clearly				
use language/grammar correctly				
edit and correct mistakes				
use appropriate language/style				

11 A paragraph/personal narrative

I can ...	Great!	Good!	OK!	Needs work
make notes				
describe personal feelings and views				
organize past events in a clear way				
express my thoughts and opinion				
refer to experiences and related information				
speculate about a different outcome				
edit and correct my mistakes				
close on a positive note				
use appropriate language/style				

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12 Reporting a conversation

I can ...	Great!	Good!	OK!	Needs work
take notes from a conversation and use them to report what people said/say				
change forms when appropriate				
use different reporting verbs to express meaning				
refer to and connect quotations as required				
report thoughts correctly and appropriately				
report questions correctly and appropriately				
report statements correctly and appropriately				
organize and write an article or story				
edit and rewrite				

EXPANSION Units 10–12 An account

I can ...	Great!	Good!	OK!	Needs work
recall an event and make notes				
organize events in a clear way				
give an explanation for the events				
present reasons and causes				
refer to how the event might have had a different account				
edit and correct my mistakes				
close on a positive note				
use appropriate language/style				

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