MEGA

GOA 3

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MegaGoal 3 Student Book

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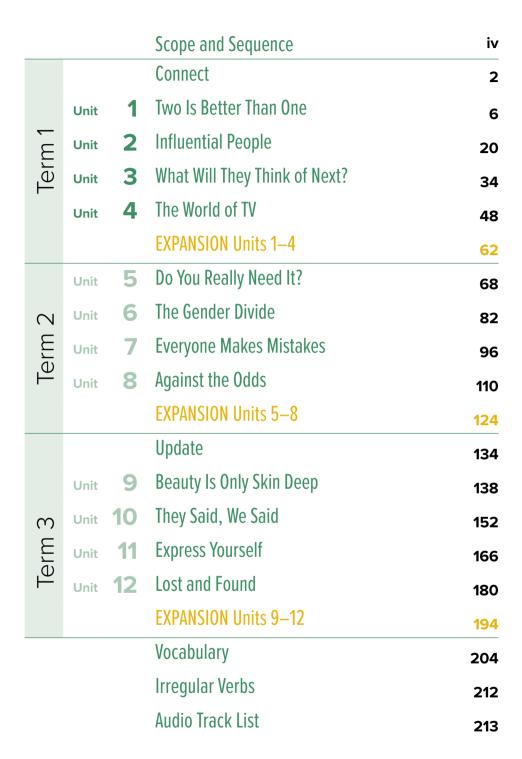
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Scope and Sequence

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Connect

Listen and Discuss 🕢



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

What do you think?

Collaborative learning promotes teamwork in class. Learners work together in small or large teams. However, it is not always easy for individuals to work effectively with others. Some learners prefer to work on their own first, then share ideas and information. Others are reluctant to share, because they want to impress the teacher with their performance. Negative competition in class tends to prevent students from



working together, as they feel that they need to keep what they know to themselves, in order to gain credit against everyone else in class.



Who are they? How do you feel about them?

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



Would you take a course on future studies?



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

Would you buy it?

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



2 Pair Work 🖼



- A. Before you discuss each issue, brainstorm and think of:
 - phrases you can use to express your opinion/view
 - · ways to agree and disagree
 - · arguments to support your view
- B. Which topic would you like to know more about? Why? Which topic do you find least interesting? Why?

3 Conversation 🚇



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

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

Adnan: You've heard, haven't you? Our

chemistry teacher has been

transferred.

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

school.

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

to be teaching chemistry.

Yahya: I am sorry to hear that.

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

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

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

Yahya: No, it can't be.

Adnan: Oh, come on. Why not?

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

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

Your Turn

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

Making Deductions

(present) It can't be true. / He must be ...

He must be ...ing ...

(past) He can't have ... (left.)

He must have ... (known) ... / He must have ... (wanted) ...

B. Read the situations and make deductions.

1. Your father's car is in the garage. He must be home. / He can't have left.

Thev ...

2. Your cousin's bicycle is in the garden. He/She

3. You can't turn on your new computer. lt ...

4. Your best friend is not at school today. He/She ...

5. You are 15 minutes late. Your friends don't

seem to be in the mall.



4 Speaking 🥥

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

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



Has it happened to you or someone you know?

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

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

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

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

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

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

1 Two Is Better Than One

Listen and Discuss 🕢



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

Marie and Pierre Curie (1894–1906)

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



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

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

> they had to do a lot of teaching to earn a living.



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



The Wright Brothers

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

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

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

Quick Check ✓

- A. Vocabulary. Match each word to its meaning.
 - **1.** _____ devoted
- **b.** trusted to work well
- **2.** _____ pioneer
- 3. ____ reliable
- c. dedicated
- **4.** _____ extensive
- **d.** famous
- **5.** _____ legendary
- e. a person who starts or is involved in a new method or activity
- 6. _____ aviation
- f. something that covers a wide range of ideas and details

a. airplane manufacture, development, and design

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

2 Pair Work 🖼



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

3 Grammar 鷆

Other, Others, and Another Other/Others

Other can be used as an adjective before a plural noun to mean "additional" or "further." Many scientists feel that global warming can be reversed. **Other** scientists disagree.

Others can be used as a pronoun to mean additional or other persons or things. Many scientists feel that global warming can be reversed. **Others** disagree.

Another

Another can be used as an adjective or a pronoun.

As an adjective, it means an alternative to something previously considered. I know you want to go to Mexico on vacation, but I have **another** idea.

,

As a pronoun, it means an additional one of the same kind. That was a good cup of coffee. I think I'll have **another**.

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

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

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

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

Emphatic Do

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

He does like to talk.

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

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

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

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

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

- B. Read each sentence. Then use your own ideas to write a second sentence, using other, others, or another.
- Some people are happy about the new shopping mall. Others are upset about it.
 - 1. Many young people like to socialize on the Internet
 - 2. One thing you can do to help the environment is
 - **3.** Two of my three sisters have brown hair.
 - **4.** English isn't the only class I have on Mondays.
 - **5.** *Attractive* is one synonym for *pretty*.
 - 6. My backpack is ripping.
 - **7.** We're not the first people in line.
 - **8.** One thing you should do for your health is exercise.
- C. Rewrite each sentence, adding do, does, or did for emphasis.
- I feel tired. I do feel tired.
 - 1. I hope you get better quickly.
 - 2. That child plays quietly.
 - **3.** He needs to find a job soon.
 - 4. I asked my friend to join us.
 - **5.** This store has the best selection.
 - **6.** The teacher noticed you were absent.
- D. Match the sentence beginnings and endings. Rewrite the sentences, adding do, does, or **did** for emphasis.
- 🣍 We don't usually watch TV, but we do watch that program.
 - **1.** We don't usually watch TV, <u>c</u> a. but her sister wants to go shopping.
 - 2. I'm afraid of heights, ____
 - **b.** but I sent my friend an email.
 - **3.** I forgot to call my friend, ____ **c.** but we watch that program.
 - **4.** I didn't have a lot of time, ____
- **d.** she has a great sense of humor.
- **5.** She doesn't want to go shopping, ____ **e.** though I fly occasionally.
- **6.** Although she's a bit quiet, ____ **f.** but I managed to finish my homework.



Badr: I'm really excited that we're going to share

an apartment to save money while we study

in New York.

Adnan: I am, too. But, you know, a lot of friends end

up arguing about chores. So, I was thinking it might be a good idea for us to divide up the

chores before we move in.

Badr: Yeah. I do think we should discuss that.

I'm sure we can work out a fair division of

chores

Adnan: Of course, we'll each clean our own room.

And since there are two bathrooms, how about if I clean one and you clean the other?

Badr: That's fair. And each week we can take turns

cleaning the rest of the apartment.

Adnan: Hey, do you want to do our laundry together

so that only one of us has to go to the laundromat each week?

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

Adnan: I really don't like folding the wash. If I wash the laundry, would

you be willing to do the folding?

Badr: No sweat. And how about cooking? I don't mind cleaning, but

cooking is really not my cup of tea. Would you do the cooking

if I did the cleaning up?

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

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

About the Conversation

1. What problem are Badr and Adnan trying to avoid?

2. How do Badr and Adnan divide up the chores?

3. What chore does neither of them want to do? What solution does Badr offer?

Your Turn

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



on the same wavelength = thinking the same thing No sweat. = No problem.

not my cup of tea = a polite way to say you don't like something

Negotiating

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



5 Listening 🔊



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

He and his team perform surgery on Polish twins.
He becomes Executive Director of Health Affairs at the National Guard.
He realizes he wants to become a doctor.
He graduates from King Saud University.
He is assistant professor at King Saud University.
He gets his Master's in Pediatric Surgery.
He is honored by the Polish community.
He is appointed Minister of Health.
He is a member of the Canadian Board of Pediatric Surgeons
He is appointed as a consultant in the Royal Court.



6 Pronunciation 🔯



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

- 1. Dr. Rabeeah is respected for his contribution to pediatric surgery.
- 2. They have enriched the lives of children around the world.
- 3. He received a Bachelor's of Surgery from King Saud University in Riyadh.
- **4.** After the operation, the mother was relieved.
- **5.** The Ambassador held a reception to honor Dr. Rabeeah.

Vocabulary Building

5. ____predators



Δ	You will see these	words in the	reading on	nages 12 and 13	Match the	words with their m	eanings
-	TOU WILL SEE THESE		TEAUIIU OII	nanes iz and is:	IVICILLI III C	WULUS WILL HIEH III	-commus

e. to overcome a weakness with a strength

- **1.** ____ compensate a. ways in which something lacks what it needs 2. ____deficiencies b. causing great fear **3.** ____fearsome c. animals that live by hunting others 4. ____invaluable d. extremely valuable; priceless
- B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

8 Reading



Before Reading

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



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

One of the most visually surprising examples of symbiosis occurs between the fearsome African crocodile and the small plover bird. When a plover is nearby, a crocodile will open its long, sharp-toothed jaws to invite it inside. You might assume that the plover would quickly reject this invitation and fly off. Yet surprisingly, the plover does hop inside. Perhaps even more amazingly, the crocodile, normally known for its aggression,



does not snap its mouth shut and have the plover for a snack. Instead, it remains still, not closing its mouth until the plover leaves. How can this strange behavior be explained? The answer is symbiosis. The plover picks out all the small pieces of meat stuck between the crocodile's teeth. In doing so, it cleans the crocodile's teeth, which prevents it from getting infections. Because the crocodile can not clean its own teeth, it depends on the plover to perform this service. In return, the crocodile provides an easy meal for the plover.

In some cases of symbiosis, like the crocodile and the plover, each animal in the pair benefits from their relationship in a different way. However, in other cases, the animals share a common goal. This is true of the honeyguide bird and the ratel, a furry creature with short legs and long claws. Both these animals live on grasslands in Africa and have an appetite for honey. As its name suggests, the honeyguide has a special ability for locating beehives. However, this small bird cannot open a beehive to get at the honey. To accomplish this, it teams up with the ratel. Ratels are a perfect match for the honeyguide as they love honey, are large enough to



crack open a hive, but have no ability to find hives themselves. The honeyguide flies over grasslands looking for a hive. When it does spot a hive, it swoops down and makes a noise to alert the ratel. The ratel uses its claws to tear open the hive. After eating its fill, the ratel invites the honeyguide to finish the leftovers.

Another two animals that team up to compensate for their own weaknesses are the zebra and the ostrich. These two animals often travel together. This is no surprise since they are a perfect match. While the giant, flightless ostrich has poor senses of both smell and hearing, the zebra has acute senses of smell and hearing. On the other hand, the zebra has terrible eyesight, while the ostrich has excellent eyesight, enhanced by its long neck which enables the

ostrich to see far into the distance. In this way, each makes up for the other's deficiencies. As a result, the animals are far safer together than they would be apart. Ostriches can see predators, such as lions, far in the distance, while zebras can smell or hear others as they approach.

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



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

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

After Reading

Answer the questions.

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

Speaking



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

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

Writing **M**



- A. 1. Do you think it is necessary for people to share the same characteristics in order to get along well with each other? Why? Why not?
 - 2. Read the text and find out.
 - Who are the people involved?
 - What kind of people are they? Underline words that provide information about each one.
 - In your view, what are the characteristics that they share?
 - · What do you think might have happened if they both shared exactly the same characteristics and attitude to life?
 - a. if they were both like the grandfather
 - **b.** if they were both like the grandmother
 - Why did the writer choose to describe the particular incident? What do you think it portrays?



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

My grandfather was a dedicated

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

Grandmother, on the other hand, was the exact opposite. She used to get all worked up about things and flustered over minor irregularities. She had to

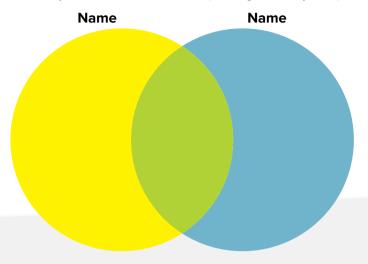
have everything planned just so and still worried about things that could go wrong. She wanted everything to be perfect, sometimes to an extreme. Once, when she had gotten into her cleanliness frenzy, she called someone in and got rid of genuine antique furniture that grandfather had painstakingly collected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

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

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

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

- **B. 1**. Think about two people you know who are good friends.
 - **2.** Using a Venn diagram, write the qualities you feel each person has. In the overlapping portion of the diagram, write the qualities/characteristics that they share.
 - 3. Write a short essay about the two friends, explaining how they complement each other.



Rosa and Sue: A Perfect Friendship

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

Writing Corner

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

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

Form, Meaning and Function



Simple Present Tense

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

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

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

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

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

Q: Can I have the check, please?

Q: Dad, can I borrow your cell phone, please?

Q: Where are my glasses?

Q: Where is Nathalie?

A: Of course, Sir. Here you are!

A: I suppose so. Here you go!

A: Ah! There they are!

A: Here she comes!



Simple Present versus Present Progressive

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

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

Use the present progressive for changing or developing situations.

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

Use the present progressive with always, continually, constantly to describe an ongoing annoying situation or habit. He is always asking his brother to lend him money.

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

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

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

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

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



Words Connected with Museums and Galleries

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

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

Expressing Enthusiasm with Intensifiers and Adjectives

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

very really extremely	Gradable Adjectives expensive old beautiful important good interesting frightening small big	absolutely really quite	Non-Gradable priceless ancient stunning crucial amazing fascinating terrifying tiny massive	Adjectives	
-----------------------------	--	-------------------------------	---	------------	--

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

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

Address: King Saud Rd, Riyadh Prices: adult/child/student SAR 10/free/free men & schools 9 A.M.-noon Sun, Mon, Wed, Thu & 3:30-9:30 P.M. Tue, Opening hours: women & schools 9 A.M.-noon Tue, families 3:30-9:30 P.M. Sun, Mon & Wed-Fri **Exhibits:** manuscripts, documents, antiques 4. ticket cost for students _____ **1.** visiting times for families _____ **5.** ticket cost for adult 2. visiting times for women _____ 3. visiting times for school groups **6.** exhibits and attractions

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

12 Project



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







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





13 Self Reflection

	100
	Service Co.
1	Marie 4
	100

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 diffi	cult in Unit 1:
Unit 1 Checklist	l can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about famous marriages in history			
discuss how people/animals can help each other			
negotiate			
use other, others, and another			
use emphatic do			
use the simple present for future timetables or schedules			
use the present progressive			
talk about museums and galleries			
express enthusiasm using intensifiers and adjectives			
My five favorite new words from Unit 1:	If you're s from Unit	still not sure abou : 1:	ut something
	listen to the study the from the	ough the unit agai the audio materia e grammar and fur unit again teacher for help	I

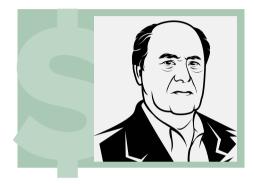
2 Influential People

Listen and Discuss 🕢



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

AMANCIO ORTEGA



Industry: Retail Clothing Country of Citizenship: Spain

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

MOHAMMAD ABDUL LATIF JAMEEL



Industry: Business

Country of Citizenship: Saudi Arabia

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

LI KA-SHING



Industry: Business

Country of Citizenship: China

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

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

STEVEN PAUL JOBS (1955-2011)



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

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

Quick Check ✓

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

excelled	philanthropist	reputation
impoverished	prominent	

- **1.** Not only was Eric an excellent student in high school, but he sports as well.
- **2.** He has a _____ for being one of the greatest doctors in the field of neurosurgery.
- **3.** My professor is a _____ economist who is often quoted in magazines.
- **4.** The charity I donate to helps to build schools in _____ areas.
- **5.** Businessman and _____ Sulaiman Al-Rajhi gives millions of dollars to charities each year.
- **B.** Comprehension. Answer the guestions.
 - **1.** Why was Zara successful?
 - 2. Why was Abdul Latif Jameel named "Saudi Volunteer of the Year"?
 - 3. How has Abdul Latif Jameel contributed to the Saudization program in Saudi Arabia?
 - **4.** What challenges did Li Ka-shing face early in life?
 - **5.** What did Steve Jobs do in his teens that demonstrated his determination, entrepreneurial skills, and foresight?
 - 6. Which event, in your view, must have given Jobs a great sense of satisfaction and self-worth?

🙎 Pair Work 🔏



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

3 Grammar 💹

Used To versus Be Used To

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

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

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

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

Some people think it's crazy that he works seven days a week. But he **is used to** it.

Although she is a millionaire now, she **isn't used to** shopping in expensive stores.

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

Would for Repeated Action in the Past versus Used To

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

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

Note: Only *used to* (not *would*) can be used to talk about a situation that was true (without habitual action) in the past.

He **used to** live at home until he got a job. (Correct)

He would live at home until he got a job. (Incorrect)

Was/Were Going To (Future in the Past)

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

I knew that company was going to be a great success.

He was going to spend the money, but he decided to invest it in the stock market instead.

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

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

 When I was a child, I used to help my mother with the cooking.
 - **1.** go barefoot in the summer
 - 2. play with my friends for hours
 - 3. like candy
 - **4.** build castles in the sand
- **5.** have a favorite teacher
- **6.** help with the chores
- 7. hate going to bed
- 8. make up funny stories
- **C.** Complete the first part of the sentences. Use **was/were going to** and your own ideas.
- ... but then I found a better one.

 <u>I was going to take the first job I was offered, but then I found a better one.</u>
 - **1.** ... but we were too tired.
 - 2. ... but he lost his credit card.
 - **3.** ... but you weren't home.
- 4. ... but he didn't get accepted.
- **5.** ... but we were too nervous.
- 6. ... but she didn't feel well.
- **D.** Look at the pictures. Complete the paragraph about how one family's life has changed since they moved to the countryside. Use *used to*, *be used to*, *would*, and *was going to*.
- 📍 Two years ago, Imad and Hanan's family had a very different life





4 Conversation <a>Q



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

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

Ahmed: I don't know. I'm going around in circles about it, driving myself

and everyone else crazy. At first I was going to do something really indulgent with it, like take a vacation. I was ready to book it,

but then I got cold feet.

Ibrahim: Why? I think a vacation sounds like a great idea. You've

worked really hard for four years. You deserve a break.

Ahmed: That's true. But, on the other hand, I don't want to spend all that

money on something that will be over in a week. So, then I was

thinking of buying something useful, like a used car.

Ibrahim: That's a good idea.

Ahmed: Yeah. It would be a great convenience to have a car. But, at

the same time, I'm used to taking public transportation, and I really don't mind it. Frankly, I can't think of anything that I really need. So maybe I should put the money aside for a rainy day.

Ibrahim: Well, yes, I suppose the alternative would be to just put it in the

bank until you need it.

Ahmed: Right. But then again, what's the point of having money if you're

not enjoying it? Maybe I should do something indulgent with it—

like take that vacation.

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



cash = money

go (around) in circles = to think through many possibilities over and over without coming to a decision drive someone crazy = greatly annoy or irritate

get cold feet = to decide not to do something because you are too scared or nervous don't mind = not annoyed or bothered by

put (something) aside for a rainy day = to reserve something, usually money, for a future need

About the Conversation

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

Your Turn

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

Discussing Options

At the same time,...

But then again,...

I could always...

On the other hand....

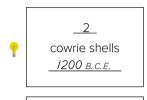
The alternative would be to...

What would you think about ...?

5 Listening 🔊



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





paper money

bartering

electronic money

inexpensive metal coins

coins made of valuable metals

6 Pronunciation



In English, the past tense ending **-ed** has three different pronunciations.

For verbs that end in the sounds **p**, **k**, **f**, **s**, **ch**, or **sh**, pronounce the ending /t/ as in **worked**.

For verbs that end in vowel sounds or **b**, **g**, **v**, **z**, **zh**, **th**, **j**, **m**, **n**, **ng**, **l**, **r**, pronounce the ending /d/ as in **opened**. For verbs that end in the sounds **d** or **t**, pronounce the ending /Id/ as in **wanted**.

Listen and practice.

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

Vocabulary Building



charity, project

- A. You will see the following words in the reading on pages 26 and 27. Match the words with their meanings.
 - 1. ____ renowned
- a. known, respected and admired
- **2.** ____ comply with
- **b.** to put into practice, to make changes
- **3.** ____ hurdle
- **c.** things of value that are owned by a person, or organization
- **4.** ____ implement
- **d.** amount of money that is given as income to an organization, group,
- **5.** ____ founder
- e. an obstacle, a problem or difficulty
- **6.** ____ endowment
- f. strong disagreement or argument
- **7.** ____ dispute
- g. be in accordance/agreement with, obey
- **8.** ____ assets
- **h.** the person or people that establish an organization or company
- B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

8 Reading 🛄

Before Reading

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

Sheikh Sulaiman bin Abdul-Aziz **Al-Rajhi**



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

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

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

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

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

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



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

In May 2011, Sulaiman Al-Rajhi announced that he was donating most of his \$7.7 billion fortune to charity. During his lifetime, Al-Rajhi distributed the rest of

his wealth to his children in order to avoid potential disputes over inheritance, that could destroy kinship and harmony among them.

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

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

After Reading

Answer the questions.

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

Speaking 🞑



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

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

10 Writing 🚺



- A. 1. Think about times when many countries in the world have faced the same problems. What kinds of problems were they? Do you know if countries found a way to deal with these problems together?
 - 2. Do you know what the word summit means? One meaning of the word is "the highest point". How do you think this meaning relates to an important meeting? Discuss your ideas in small groups.
 - 3. Have you heard of the G20? What does it do? Scan the text and find out.
 - 4. Read the text and fill in the blanks with the words or phrases. Listen and check your answers.

after	bv	first	from	last	once	since	when
aite:	~,			iast	01100	5	*****



In December 2019, the Kingdom of Saudi Arabia assumed the 2020 presidency of the Group of Twenty (G20), an international forum for economic cooperation attended by the largest and some of

the fastest growing economies in the world. Founded in 1999, the G20 brings together leaders from 19 countries and the European Union to discuss the world's most challenging problems.

The G20 was created in 1999, (1) _____ the 1997 economic crisis. (2) _____ then, the G20 members have met regularly to discuss major global issues. However, it was only in 2008 that the leaders' summits were introduced, becoming an annual event (3) ______ 2011 onward. (4) ______ the two-day G20 Leaders' Summit was hosted in Riyadh in November 2020, it was the first time that this meeting was held in the Arab world. Another first was the fact

that it took place virtually, because of the COVID-19 pandemic. Nevertheless, despite the protection measures against COVID-19, the 2020 summit was a great opportunity for the Middle East, North Africa, and developing countries to present their own views and concerns.

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

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

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

- 6. Which verb forms are mostly used? Are passive sentences used in any sections? Why? Why not?
- 7. Find the key events relating to the G20 that are mentioned in the text. Highlight the dates and events/ verbs in the text. Then write them on a timeline.
- 8. Now cover the text and look at your timeline. Reconstruct the story and tell your partner. Then switch roles and repeat.

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

Name of Person:				
Step 1				
Step 2				
Step 3				

Majed Ahmed Abdullah

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

Writing Corner

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

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

Form, Meaning and Function



Present Perfect Simple Tense

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

Q: Have you been to Kuwait?

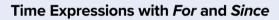
A: Yes, I've been to Kuwait. I have visited many places in the Middle East.

Use the present perfect to talk about recently completed actions.

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

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

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



Use the present perfect simple tense with for to indicate the duration of the action: for two months, for a year, for a long time.

Use the present perfect simple with since to indicate when the action began: since yesterday, since last June.

Questions with How Long

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

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

	Samuel aka kia a anakan ana anakii fan ana sina	
4. (complete the sentences with <i>for</i> or <i>since</i> .	
1.	Hameed has had the same TV 15 years.	5. We haven't used our car a long time.
2.	I've had my laptop last June.	6. I've been drinking tea years.
3.	We've worked on this project a month.	7. Tariq has worn glasses the age of seven
4.	My friends haven't visited me my graduation.	8 when have you had that beautiful watch?
3. C	omplete the paragraph with the verbs in parentheses. U	se the present perfect or simple past tense.
Α	mancio Ortega	

The son of a railroad worker, Ortega is now Spain's richest man. When Ortega <u>was (1. be) 13, he</u> _____ (2. work) as a delivery boy for a shirtmaker and later _____ (3. become) the manager of a clothing store. He ______(4. begin) making clothing in his living room and selling it to local stores. Ortega _____ (5. have) an ability to predict what styles were going to be popular and to create these styles with inexpensive materials. Over the years, the clothing store _____ (6. gain) a reputation for selling designer fashions at reasonable prices. Today, Ortega's company has more than 2,850 stores in 88 countries.





Past Simple versus Present Perfect

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

Present Perfect

Simple Past

A: Have you ever met a billionaire? **B:** No. I've never met a billionaire.

A: When did he start the company?

B: He **started** the company in the late 70s.

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

from the bookstore on the corner.

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

Have you ever ordered books online

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



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

- **1. A:** Have you ever _____ to charity?
 - **B:** No, I _____. Have you?
 - **A:** Yes, I _____ some clothes and books.
 - **B:** That's great! I want to make a donation, too.
- 2. A: I ______ tacos in Mexico years ago.
 - **B:** What did they taste like?
 - A: They _____ spicy.

- **3. A:** _____ Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi always _____ a billionaire?
 - **B:** No, he hasn't.
 - A: _____ he ever ____ money to charity?
 - **B:** Yes, he ____. He _____ some of his wealth to charity in 2011.
- **4. A:** I've never _____ in a helicopter.
 - **B:** I have. I _____ in one over the Red Sea.
 - A: I'd like to do that one day.
- **D.** Make some notes in the chart below. Work with a partner. Ask and answer about your personal experiences.

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

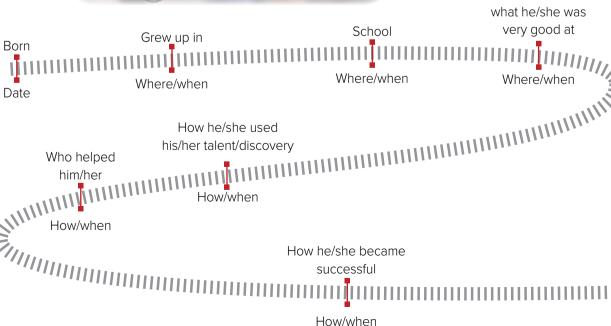
E. Tell your partner's experiences to the class.

12 Project



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





First discovered

13 Self Reflection

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_	MCD.
1	100
•	E//

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 diffi	cult in Unit 2:
Unit 2 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about fame and fortune			
discuss options			
use used to versus be used to			
use would for repeated action in the past versus used to			
use was/were going to (future in the past)			
use the present perfect simple tense			
use time expressions with for and since			
ask questions with: How long?			
use the past simple and present perfect tense			
ask and talk about personal experiences using: <i>Have</i> you ever?			
My five favorite new words from Unit 2:	If you're s from Unit	still not sure abou : 2:	ut something
	• read through the unit again		n
		the audio materia	
		e grammar and fur unit again	nctions
		teacher for help	

3 What Will They Think of Next?

Listen and Discuss



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

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



People

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

Language

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

Transportation

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

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

Traffic

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



Media

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

Deliveries

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

Communication

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

Quick Check

- A. Vocabulary. Match each word to its definition.
 - **1.** _____ circuits
 - 2. ____ condensed
 - **3.** _____ determined
 - **4.** _____ extensively
 - **5.** _____ rank
 - **6.** _____ span

- a. extend across
- **b.** shortened
- c. covering a wide range or area
- d. position in an ordered group
- e. paths for electrical currents
- f. decided
- **B.** Comprehension. Answer the questions.
 - **1.** What was the average life expectancy in 1900?
 - 2. What predictions did the author make about the English language? Have they come true?
 - **3.** What do you think the author was referring to when he used the term *air-ships*?
 - 4. Choose a prediction and give an example of how it has come true.
 - **5.** Which prediction do you think is the least likely to ever come true? Why?

2 Pair Work 🖼



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

3 Grammar 👊

Future Perfect

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

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

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

Future Perfect Progressive

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

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

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

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

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

The Future with Dependent Time Clauses

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

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

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

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

1st Event: I will take all my final exams. 2nd Event: The end of June will come. By the end of June, I will have taken all my final exams.

1. 1st Event: It will start to rain.

2nd Event: We will arrive at the picnic.

2. 1st Event: I will fall asleep.

2nd Event: This film will be over.

3. 1st Event: I will get married and have children.

2nd Event: 2035 will come.

4. 1st Event: My father will work at his company for 20 years.

2nd Event: He will retire.

5. 1st Event: He will decide which college to attend.

2nd Event: February will come.

6. 1st Event: The food will get cold.

2nd Event: You will come to the table.

7. 1st Event: He will learn to drive.2nd Event: He will graduate.



- **B.** Use the future perfect or the future perfect progressive to complete each sentence. In some cases, both forms are possible.
- Sheri started teaching biology in 2019.

 By 2029, she will have been teaching biology for ten years.
 - 1. Fadi and Amina got married in 2000. By 2034, _____
 - 2. My brother became a vegetarian three weeks ago. By next week, _____
 - 3. Jasim started his new job in February. By November, _____
 - **4.** You started studying at 4:00. By 8:00,
 - **5.** I've already lost five kilograms on my diet. If I lose another two, ______
 - **6.** I moved to Singapore in 2018. By 2032, _______. **7.** We started waiting 20 minutes ago. If she gets here in 10 minutes. . .
 - 8. This TV show started two-and-a-half hours ago! In another half hour, ______.
- **C.** Put the verbs in parentheses in either the future tense (**will** or **be going to**) or the present tense.
- I <u>'ll call</u> (call) you as soon as I <u>get</u> (get) home.
 - 1. The company _____ (manufacture) the parts when they _____ (receive) the order.
 - 2. After I _____ (make) a million dollars, I ____ (buy) my parents a house.
 - 3. I _____ (travel) the world, before I _____ (get) married and settle down.
 - **4.** He ______ (run) to the store, before it _____ (start) raining.
 - 5. When you _____ (drive) down the road, you _____ (see) a large, red building.
 - 6. ______ you _____ (argue) with me until I _____ (change) my mind?
- **D.** Look at the pictures. Then complete the paragraph about how life will be different in the year 2050. Use the future perfect, future perfect progressive, and the future with dependent time clauses.

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



Today's family

The family of 2050

4 Conversation <a>Q



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

weekend.

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

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

reader.

Grandma: A what?

Edward: An electronic book reader. They're these great

little devices that let you read books electronically.

So, you read on screen instead of on paper.

Grandma: But I like reading on paper.

Edward: Trust me, Grandma. In a few years, no one is going

to be reading books printed on paper anymore.

Paper books will have disappeared.

Grandma: I don't like all this new technology. I'm happy with

things the way they are.

You really should check out e-book readers. One **Edward:**

> of the advantages is that you can buy, download, and start reading a book in minutes. Another great thing about it is that you can carry hundreds of

books with you without it being heavy.

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

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

the flow?

Grandma: I think this is all just a lot of hoopla.

I've been reading my books on paper

for 68 years, and I'm not about to

change that now.

About the Conversation

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

Your Turn

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



Real Talk

lugging = carrying, especially something heavy or awkward ditch = leave, get rid of

check out = look at something in order to evaluate it go with the flow = accept things

hoopla = excitement created by a large amount of publicity

Persuading

(I'm sure) if you just give it a try, you'll find that... Look at it this wav...

One of the advantages is...

One reason you should consider...

Trust me on this...

What's great about this is...

5 Listening



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

1.

Newspapers	Advantages	Disadvantages
Print		
Online		
Electronic		

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

6 Pronunciation 🜌



Consonant clusters may contain two or three consonants, for example: broken, plan, understand, street, spray, hungry. Be careful not to separate the consonants in a cluster with a vowel sound or add a vowel sound before the cluster. Listen and practice.

- 1. The Internet brought great change to the newspaper industry.
- 2. To stay competitive, it soon became important to have an online presence.
- 3. Newspapers could present up-to-the-minute news, instead of having to wait to print it.
- **4.** The electronic newspaper reader will have the look and feel of a print newspaper.
- **5.** It will have a portable **scr**een that is **fl**exible.
- **6.** One newspaper publisher predicts, "By 2030, we will have stopped printing paper newspapers completely."

Vocabulary Building



- A. You will see the following words in the reading on pages 40 and 41. Match the words with their meanings.
 - **1.** _____ chain
 - **2.** _____commonplace
 - **3.** _____estimated
 - **4.** _____lucrative
 - **5.** _____ orbit
 - **6.** _____rigorous
 - **7.** _____simulate
 - **8.** steep

- a. extremely difficult
- **b.** a path in space followed by a planet, moon, or spacecraft
- **c.** a group of businesses owned by the same company
- d. expensive
- e. frequent or usual
- f. producing a lot of money
- g. given an approximate cost
- **h.** imitate
- B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

8 Reading 里



Before Reading

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

AN OUT-OF-THIS-WORLD VACATION



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

At the moment, space tourism is only a possibility for the incredibly wealthy. In 2001, American multi-millionaire Dennis Tito paid \$20 million to become the first space tourist. After eight months of rigorous training, Tito traveled aboard a Russian capsule that was launched by an American company called 'Space Adventures.'

He then spent seven days aboard the International Space Station. Since then, a number of other millionaire space tourists of different nationalities have gone into space.

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

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

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

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



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

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































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

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

Speaking 🞑



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

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

Writing **[**



- A. 1. How do you think the world will have changed by the year 2050? Think about cities, crops, manufacturing, vehicles, trade, homes and other buildings, and measures to protect people from environmental factors, such as radiation from nuclear power stations.
- المملكة العربية السعودية KINGDOM OF SAUDI ARABIA
 - 2. How do you think Saudi Arabia will change in the future? What progress and developments will have been made by 2030 in areas, such as education, society, the economy, technology, culture, and infrastructure?
 - 3. Read the text and compare your ideas in 2 with the plans in the text.
 - 4. Look at the use of active and passive voice in the text. Which is used most often? Why?

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

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

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

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

We recognize the importance of preserving our society and our sophisticated heritage in order to promote national unity and consolidate true Islamic and Arab values. We will endeavor to strengthen, preserve and highlight our national identity so that it can guide the lives of future generations. We will do so by keeping true to our national values and principles, as well as by encouraging social

development and upholding the Arabic language. We will continue to work on the restoration of national, Arab, Islamic and ancient cultural sites and strive to make them accessible to everyone, and in the process, create cultural events and build world-class museums which will attract visitors from near and

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

In the second theme, a thriving economy provides opportunities for all by building an education system aligned with market needs and creating economic opportunities for entrepreneurs and small enterprises as well as the large corporations. Therefore, we will develop our investment tools to unlock our promising economic sectors, diversify our economy and create

job opportunities. We will also expand our economy and improve the quality of our services. We will continue to support our already excellent education system to help young people gain the skills and training to enter the job market and find work.

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

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



- B. 1. Choose one development in the text which will have been completed by 2030.
 - 2. Think about the impact this development will have on both your personal life and on society. Write your ideas in the organizer.
 - **3.** Write an essay presenting your ideas and give some examples.

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

Education in 2030

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

Writing Corner

When you write a personal essay which expresses your views:

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

3

11 Form, Meaning and Function



Yes/No Question (?)

Short Answer (+)

Yes, they do.

No, they don't.

Does she have a laptop?

Yes, she does.

No, she doesn't.

Simple Present of the Verb Be and Information Questions

Information Questions (?)

Answer

What's your last name?It's Al Zahrani.How's it going?Fine, thanks.When's the festival?It's in February.Where's your friend from?He's from Jeddah.Who's that tall man?That's my uncle.

Why's he here? He's here for the festival.



Simple Past of the Verb Be and Be Born

Q: Where **were** you born? **A:** I **was** born in Oman.

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

Simple Past with Regular and Irregular Verbs

Yes/No Question (?) Short Answer (+) Short Answer (-)

Did you/he/she/they live in Riyadh? Yes, I/he/she/they **did**. No, I/he/she/they **didn't**.

Information Questions (?)

Answer

Where **did** you live? I **lived** in Riyadh.

What **did** he wear? He **wore** formal clothing.

Irregular Past Forms

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

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

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

- **B.** Read the predictions again made in 1900 on pages 34 and 35. Which predictions came true? Which predictions didn't come true? Use the simple present and simple past tenses.
- Life expectancy didn't rise from 35 to the age of 50. It rose from 35 to the age of 75. People are taller now than they were in 1900.

Words Connected with Space and the Planetary System: Part 1

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

technology gas solar system rocks space station gravity the moon volcanoes spacecraft stars the sun poisonous robot car meteors Earth high moun

the sun poisonous air land
Earth high mountains take photos
the planets atmosphere build

orbit

launch

Our planet Earth is a lump of rock in space.

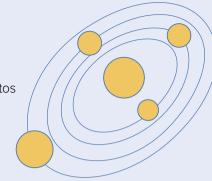
eclipse

Each planet orbits the sun on its own invisible path.

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

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

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



C.	Сс	Complete these facts about space with an appropriate word. Use the vocabulary words above.					
1. The sun is at the center of our is one planet in a group eight planets. Scientists now consider Pluto to be a <i>dwarf</i> planet.							
	2.	The sun is a	Because it is very close to Earth, it looks	bigger than the other stars.			
	3.	Sometimes a	crashes into the moon and makes a crate	er or giant hole in the surface.			
	4.	In the future, scientists want t	to hotels on the	so people can go there on vacation.			

- **D.** Work with a partner. One person should read EXTRACT 1 and the other person should read EXTRACT 2. Ask and answer each other to talk about your reading extract.
- **A:** What is EXTRACT 2 about?
 - **B:** It's about space tourism and what tourists will do in space.
 - A: What will they do?

EXTRACT 1

astronauts

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

EXTRACT 2

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

12 Project



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

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





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

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 diffi	cult in Unit 3:
Unit 3 Checklist	l can do this very well.	l can do this quite well.	I need to study/ practice more.
discuss technology invented over the last 100 years			
discuss technology of the future			
make predictions about life in the future			
use the future perfect and the future perfect progressive			
use the future with dependent time clauses			
ask information questions			
use be and be born in the present and the past			
know some regular and irregular past verb forms			
talk about space and the planets			
My five favorite new words from Unit 3:	If you're s from Unit	still not sure abou : 3:	ut something
	• read thro	ough the unit agai	n
		he audio materia	
		e grammar and fur unit again	nctions
		teacher for help	

4 The World of TV

Listen and Discuss 🕢



2

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

NAME THE TV FILM

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



NAME THE TV FILM

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



NAME THE TV FILM

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

NAME THE TV FILM

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





Answers:

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

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

Quick Check ✓

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

l	abrupt	animated	prominent	untimel	У		
l	delusions	capture	prestigious	conspir	асу		
_	Th - 1 : 1/	·	l f - (-)	£:1			
			ole of a(n)				
2	. The Nobel	Prize is the mo	st award a	a scientist d	can win.		
3	3. The police	uncovered a(n)	to kill the	president.	. Thankfu	lly, the crimi	nals
	were caug	ht and punished	d before they coul	d cause an	y harm.		
4	. A young a	ctor's d	eath in an accider	nt usually g	ets wide	media cove	rage.
5	. A cameran	nan's job is to _	the scenes	on film.			
6	. Chris O'Do	nnell played the	e part of Hemingw	av, a	Ameri	ican writer.	

8. _____ can sometimes be a symptom of mental instability. **B.** Comprehension. Answer the questions.

7. The _____ ending of the film surprised us.

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

2 Pair Work 🖼



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

3 Grammar 🗽

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

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

My favorite film is **either** Sonic the Hedgehog **or** The Lion King.

He is **not only** *hardworking*, **but also** *intelligent*.

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

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

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

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

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

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

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

I ordered the engine part online.

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

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

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

I liked the book, yet I hated the film.

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

Α.	Complete each sentence with the correct paired conjunction and an idea of your own.
•	She arrived with both her brother <u>and her sister</u> .
	1. We like neither fast food
	2. The university is both prestigious
	3. He not only plays basketball well,
	4. We're either going to eat pizza
	5. I neither watch TV
	6. The policeman not only stopped the crime,
	7. In the morning, she drinks either coffee
	8. Jack has neither called us
	9. Bruno has both a sore throat
	10. You can either look for a new job

- **B.** Combine each pair of sentences using a paired conjunction.
- 📍 Jack isn't old enough to vote. Richard isn't old enough to vote. Neither Jack nor Richard is old enough to vote.
 - **1.** The Statue of Liberty is in New York. The Empire State Building is in New York.
 - 2. She broke her leg. She dislocated her shoulder.
 - 3. Bill James didn't succeed in climbing Mount Everest. Charlie Bower didn't succeed in climbing Mount Everest.
 - 4. I'll call you later. I'll email you later.
 - **5.** We're not angry. We're not disappointed.
 - **6.** Ice is a state of water. Vapor is a state of water.
- C. First, match the independent clauses. Then rewrite them as one sentence using a coordinating conjunction and correct punctuation.
- You can admit your mistake, or you can just hope no one notices it.
 - **1.** You can admit your mistake. <u>c</u>
 - 2. I told them I'd come over for dinner. ____ b. The other lives in Argentina.
 - 3. He's a vegetarian. ____

 - **5.** One of their children lives in Japan. ____ **e.** He's not going to eat any beef burgers.
 - **6.** He's very comfortable in the U.S. ____ **f.** I'm really not feeling well.

- **a.** She continues to consider her a friend.
- c. You can just hope no one notices it.
- **4.** She's lied to her more than once. ____ **d.** He continues to miss his home in Brazil.
- **D.** Write sentences about the animals using both paired conjunctions and coordinating conjunctions.
- Both the cheetah and the ostrich are fast runners.

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





Adel: That was such a fantastic basketball

game on TV.

Fahd: You *must* be joking.

Adel: Why? Didn't you like it?

Fahd: I thought it was a terrible game. The

whole thing was just awful.

Adel: What didn't you like about it?

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

entire game.

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

Fahd: I thought their uniforms were ridiculous. I found the whole idea of the Bulls' players wearing

cowhide tops hard to swallow.

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

fake cowhide.

Fahd: I'm not sure they were fake. Think of all the poor animals they took the hides from. They must

believe that the poor animals are a dime a dozen. Anyway, by the end of the game, I started to

doze off.

Adel: We seem to have very different tastes in basketball and uniforms. Maybe next time we get

together we should just go out to a restaurant.

Fahd: I couldn't agree more.

About the Conversation

1. What did Adel like about the game?

2. What did Fahd dislike about the players?

Real Talk

just = really, very

hard to swallow = not easy to believe

a dime a dozen = something so common that it doesn't

have much value

doze off = fall asleep

Your Turn

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

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



Listening 💆



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

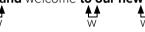
		Design 1	Design 2	Design 3	Final design
1.	What was good about it?				
2.	What was bad about it?				
3.	What was the CEO's opinion?				

6 Pronunciation



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

1. Hello and welcome to our new offices.



- 2. I am very happy with the designs.
- **3.** The design lives up **to our** expectations.
- 4. In the end, it all comes together.
- 5. My only complaint about the new one is that it is not modern enough!

Vocabulary Building



A. You will see the following words in the reading on pages 54 and 55. Match the words with their meanings.

1. ____altered

a. unusual and attractive

2. _____ captivates

b. extremely important c. imperfections

3. _____ confronts

d. captures someone's attention

4. ____crucial **5.** _____ defects

e. lasting

6. _____enduring

f. changed

7. _____ exotic

g. great, remarkable

8. _____ironically

- **h.** against the way it appears
- **9.** _____phenomenal i. meets something difficult or dangerous
- B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

The World of TV

8 Reading 🛄



Before Reading

Brainstorm a list of elements in a detective story.

The Formula behind

Detective Stories on TV

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

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

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

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

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

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

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



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

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

After Reading

Answer true or false.	Rewrite the false	statements to	make them true
Allowel Live Of Tuise.	DEMINE THE TOPE	SIGIETTETTS IO	THONE THEFT HAE

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

🤋 Speaking 🞑



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

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

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

10 Writing 🚺

- A. 1. What kind of TV films do you enjoy? Why?
 - 2. Are there categories of TV films that you are not interested in or you dislike? Which? Why?
 - 3. Can you explain what is meant by "film genres"?
 - 4. Read the text and find out.
 - · What are genres? How are they defined?
 - How easy is it to classify TV films?
 - Are there distinct and permanent categories? Why? Why not?
 - 5. What are the distinguishing characteristics of different genres? Underline/highlight words/phrases or sentences that provide the answer.

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



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

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

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

Detective films are developed around stories of criminal actions and include elements of mystery and suspense. Dramas, on the other hand, are serious films, portraying realistic life situations, character development, and interaction. They include a number of subcategories, e.g. melodramas, biographies, or "biopics." Epics are



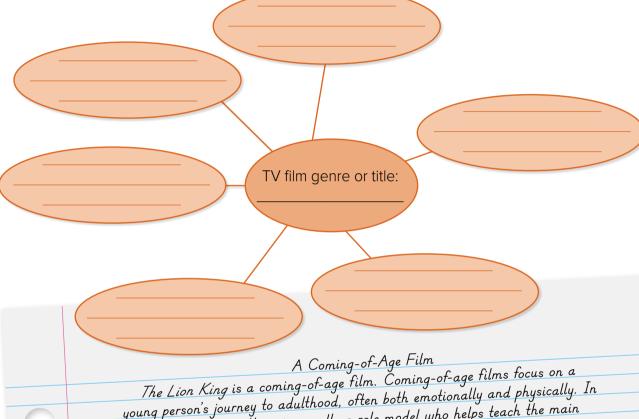
usually costume dramas, historical dramas, or war dramas in extravagant settings with lavish costumes. They are sometimes a more spectacular version of a biopic film, such as The Last Emperor.

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

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

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

- **B. 1.** Think of a TV film genre that uses a formula (e.g. action, adventure, comedy, Western). Choose a particular TV film in this genre as an example.
 - 2. Think about the different parts of the formula. Use a diagram to make notes.
 - 3. Write an expository essay in which you reveal and explain the formula behind the film.



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

Writing Corner

When you write an expository essay:

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

Form, Meaning and Function



Comparative and Superlative Forms of Adjectives

The Comparative

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

Detective stories are more/less popular than stories about space travel.

Goldfish are smaller than clownfish.

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

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

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

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

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

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

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

The more I hear about the Giza Pyramids, the more I want to know.

The **harder** he works at speaking English, the **better** he becomes.

The Superlative

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

The Nobel prize is **the most prestigious** award a scientist can win.

The company director agreed that it was the least attractive offer, but he was obliged to take it.

We can use the expression by far to add emphasis.

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

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

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

1. Both cheetahs and tigers are big cats.

Lions are the biggest of the cats.

The biggest tigers are as big as lions.

Cheetahs are a lot smaller and more slender in comparison.

The cheetah is by far the fastest land animal on Earth.

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



- B. Imagine you are a contestant on a TV Quiz show. Work with a partner. Ask and answer the questions.
 - **1.** What's the most widely spoken language?
 - 2. What's the tallest mountain?
 - **3.** What's the largest desert?
 - **4.** What's the deepest ocean?

- **5.** What's the most populated city?
- 6. What's the largest lake (by size)?
- 7. What's the hottest place?
- **8.** What's the driest place?

Words Connected with Space and the Planetary System: Part 2

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

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

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

Irregular Comparative and Superlative Adjectives

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

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

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

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

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

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

12 Project

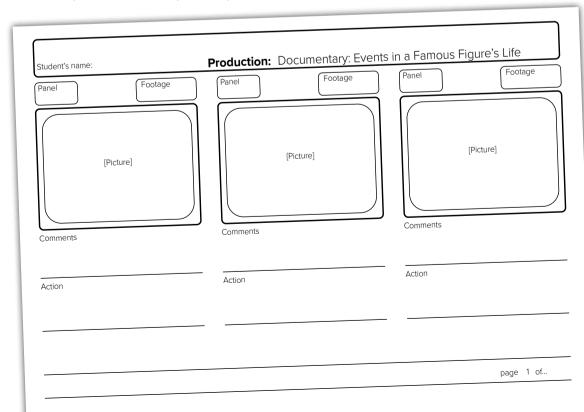


- 1. When certain kinds of films such as documentaries are being planned/designed, a storyboard is created. A storyboard includes representative scenes with notes/comments. See the example below.
- 2. Think about the most important events and times of a famous figure's life that you can present in a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

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



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



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

Unit 4 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about TV films and documentaries			
identify genres of TV films			
agree and disagree with opinions			
use bothand, not onlybut also, eitheror, neither nor			
use independent clauses with <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , and <i>yet</i>			
use comparative and superlative forms of adjectives			
talk more about space and the planets			

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

EXPANSION Units 1–4

1 Language Review



- A. Complete each sentence with other, others, or another.
 - 1. I'm almost done with this cup of hot chocolate. Can you please bring me
 - **2.** Some predators wait for their prey to come to them. _____ predators chase their prey.
 - **3.** Don is so materialistic. Although he already has two cars, he's going to buy ______.
 - **4.** One lucrative crop for many farmers is soybeans. _____ is corn.
 - **5.** He excels in football, track, gymnastics, and a handful of ______ sports.
 - **6.** That store is a chain. There are a few in Spain and Italy and ______ in France and Germany.
 - **7.** One of the most famous children's books by Dr. Seuss is *The Cat in the Hat.* _____ are One Fish Two Fish Red Fish Blue Fish and Horton Hatches the Egg.
 - **8.** One option would be to spend the money on a vacation. _____ would be to put it in a savings account.
- B. Rewrite the underlined sentences with used to, be used to, or would.
- He's a very humble man. <u>He doesn't usually take credit for anything.</u>

 He's not used to taking credit for anything.
 - 1. When he lived in Riyadh, he often drove by Faisaliah Tower.
 - **2.** Bobby felt lonely when his sister went to college. <u>It felt strange not</u> having her in the house.
 - **3.** This coffee shop is where I studied when I was in college.
 - **4.** He's much more materialistic now than he was when he was a teenager.
 - 5. The cough was so persistent, after a while she didn't even notice it.
 - **6.** When I was younger, I exercised rigorously. Now I hardly exercise at all.
 - 7. I usually shop in small stores. I don't usually shop in chain stores.
 - **8.** He has always loved electronics. When he was a child, he and his dad built circuit boards together.
- C. Answer and discuss these questions about life in the year 2050.
 - **1.** Do you think scientists will have found a cure for cancer?
 - 2. Do you think space travel will have become commonplace?
 - 3. Do you think the world will have become more peaceful?
 - **4.** Do you think we will have started using something other than gas to run our cars?
 - 5. Do you think global warming will have slowed down?
 - 6. Do you think engineers will have developed a computer capable of thought?
 - 7. Do you think scientists will have contacted life on other planets?



D. Look at the pictures of Asma below. Write sentences about her, using the following grammar points from Units 1–4.

 \square used to \square future perfect

 \square was going to \square future perfect progressive

 \square would \square future with dependent time clauses



Asma, 10 years ago

Marital status: single, lives at home with parents

Occupation: student

Hobbies: writing poetry, playing video games **Likes:** sleeping late, spending time with friends **Dreams:** to become a professor, to get married

and have kids, to have laser eye surgery



Asma, 10 years from now

Marital status: married, two children

Occupation: history professor

Hobbies: writing poetry, gardening

Likes: spending time with family, eating

healthy foods

Dreams: to get more sleep!

E. Complete each sentence by adding **both...and**, **not only...but also**, **either...or**, or **neither...nor**. For some items, more than one answer may be possible.

1.	Beijing		Shangha	i are cities in	China.	
2.	All numbers are	_ even _		odd.		
3.	Solar energy is	clean _		renewa	able.	
4.	Ayrton Senna _		Jir	n Clark were	famous race car	drivers.
5.	In the Spanish language, nouns are		r	masculine		feminine.
6.	Finding Nemo		T	he Lion King	are animated film	IS.
7.	Studies have found that		_ men	V	women talk more	than the other.
8.	cars		_ airplanes ex	kisted 200 ye	ears ago.	
9.	The word <i>change</i> can mean		coins _		to become	different.
10.	Some words in the English language verbs.	e, like c	onflict and sus	spect, are		nouns

EXPANSION Units 1–4

2 Reading



Before Reading

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



IS ANYBODY OUT THERE?

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

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

Many people don't realize that in addition to searching for radio waves, we humans are sending them out into space as well. This is because all of the radio and television signals that come into our homes also travel

> into space. We have been constantly and unintentionally leaking radio waves into space for over sixty years now. One day these signals may be

> > detected by an alien civilization. In fact, it is possible that aliens are already listening to Who Wants to Be a Millionaire?, CSI,

and The Simpsons!

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

Not only are SETI scientists not discouraged, they are actually more optimistic than ever before. They do feel that in another 50 or 100 years, they will have succeeded in detecting alien signals. What is the reason for this confidence? Previous searches were limited by the shortcomings of available technology. For example, while there are hundreds of billions of stars in our galaxy,

fewer than a thousand have been monitored for alien signals. But technology is improving all the time. As technology improves, scientists are going to have a better chance of picking up alien signals. In the next few decades, hundreds of thousands of stars, maybe even millions, will have been monitored.



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

Through the SETI@home program, volunteers download a special SETI screensaver to their home computer. When the computers are

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

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

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

After Reading

A. Match each word to its synonym.

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

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

Discussion

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



3 Language Plus 💹





be in another world



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



be on top of the world



be worlds apart



The world is (one's) oyster.



Where in the world...?

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

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

Writing



Tools for Writing: Commonly Confused Words

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

Fewer people are buying newspapers than ever before.

Since the new police chief took over, there has been less crime in our city.

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

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

Complete each sentence with the correct commonly confused word.

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

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

Writing Prompt

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

Write Your Essay

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

Device/Technology:				
Past	Present	Future		

Developing Your Writing: Prewriting Techniques

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

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

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

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

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

5 Do You Really Need It?

Listen and Discuss



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

The BMX-3000 Sports Car

Introducing the new BMX-3000. Set yourself apart from

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



FLORAL ESSENCE SHAMPOO

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



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



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



PLANET MERCURY SNEAKERS

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

Quick Check

- A. Vocabulary. Match each word with its definition.
 - **1.** _____ admire
 - **2.** _____ brand
 - **3.** _____ exclusive
 - **4.** _____ formula

 - **7.** _____ sophisticated
- a. meant or planned
- b. causing big changec. combination of ingredientsd. respect
- 5. _____ intended6. _____ revolutionarye. having high-class tastesf. belonging only to one (company)
 - g. the name that identifies a product or manufacturer
- **B.** Comprehension. Answer the questions about the advertisements.
 - 1. Which advertisement appeals to the reader's desire to be special?
 - 2. Which advertisement appeals to the reader's desire to do what other people are doing?
 - **3.** Which advertisements use statistics to sell their products?
 - **4.** Which advertisements use famous people to sell their products?
 - 5. Which advertisements do you think are most effective? Why?

2 Pair Work 🖼



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

3 Grammar **1**

Adverb Clauses

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

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

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

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

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

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

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

They went to the mall, because of the sale.

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

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

Clauses with so (that) usually include a modal.

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

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

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

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

We won't go to the picnic if it rains.

We're going to the picnic, even if it rains.

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

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

He buys something wherever he goes.

The advertisements were placed everywhere you could imagine.

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

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

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

1	I'll give you a call	while we're hiking _	<u>unless</u> I can'	t get a	signal o	n my cell	phone

1.	it rains tomorrow, the parade will still happen.				
2.	It is important to wear your seatbelt	you don't get hurt in an accident.			
3.	People vote	have an impact on their government.			
4.	The football game had to be canceled	the heat.			

- **5.** _____ he goes, his little brother follows him.
- **6.** ______ he's working in a prestigious law firm, he wears sophisticated clothes.
- **C.** Combine each pair of sentences using the appropriate word or phrase in parentheses.
- I'll buy an electronic book reader. I won't buy it if it's too expensive. (because / unless) I'll buy an electronic book reader unless it's too expensive.
 - **1.** We're going to use a map. We have no idea how to get there. (since / so that)
 - 2. A new leader has been elected. Things are starting to change. (unless / now that)
 - **3.** You get the flu shot. You can still get the flu. (even if / in order to)
 - **4.** She takes her electronic dictionary with her. She takes it to each place she goes. (unless / wherever)
 - **5.** You want to go to a top university. You must have excellent grades. (because of / if)
 - **6.** I'd be happy to keep you company. You might want to be alone. (unless / if)
 - **7.** The game was canceled. The rain was the reason. (only if / because of)
 - 8. Keep in touch. I want to know how you are doing. (so that / even if)
- **D.** Complete the sentences with your own ideas.
 - **1.** ... now that I have more time.
 - **2.** Global warming will continue unless...
 - **3.** If I found my best friend's journal,...
- **4.** ...in case you need help.
- **5.** Wherever you go these days,...
- 6. Unless you have a passport,...
- **E.** Look at the TV commercial for toothpaste. Imagine what the man is saying. Write a script for the commercial, using some of the words from the box.
- If you want sparkling, white teeth, try Sparkle Bright toothpaste.

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



4 Conversation <a><a>



Farah: Wow! Look at all those bags! I wouldn't buy any

more if I were you. I think you're going to regret spending so much money today. You bought four sweaters, three dresses, and two pairs of shoes.

Amal: Actually, I bought three pairs of shoes. But don't

worry. I'm not buying another thing. I don't think I

could carry anything else. And anyway, after all this shopping, I'm officially broke.

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

Amal: Look at this gorgeous sweater!

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

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

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

Amal: Well, I do have my credit card.

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

money on more clothes.

Amal: You're right. I'd better not max out my credit card. OK. I'm going to show some self-control. If I stay

here another minute or two, I'll break down and buy it. So guick—let's beat it.

About the Conversation

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

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

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

Real Talk

broke = out of money

blow = waste money

max out = spend up to the limit

beat it = leave quickly

Your Turn

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

Advising Against Something

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



5 Listening



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

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

6 Pronunciation 🜌



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

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

Vocabulary Building



- A. You will see the following words in the reading on pages 74 and 75. Match the words with their meanings.
 - 1. ____consumer
- a. shockingly strange or unexpected
- **2.** _____ exposed
- **b.** design symbol of a business or product

3. _____logo

- c. without planning
- 4. ____ outlandish
- d. different from what is typically expected
- **5.** _____spontaneously
- e. a person who buys things or services
- **6.** _____ unconventional
- f. left unprotected
- B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

Reading 📃



Before Reading

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

ADS EVERYWHERE: Do You "Buy" It?

For most people, it is virtually impossible to go through the day without seeing advertisements. From the time we wake up and flip on the TV or check our email, we are surrounded by advertisements. They are in magazines, on buses, on billboards, online, and on



buildings, to name just a few of the places we see them throughout the day. According to a recent study, the average person is exposed to between 400 and 600 advertisements each day. This means that by the time we are 60, we will have been exposed to 9 to 13 million advertisements!

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

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

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

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



Perhaps the sneakiest form of advertising is called buzz marketing. This involves a company hiring people to create excitement about a product. In exchange for free products or money, these people pretend to talk about the product spontaneously in everyday settings to people they meet in their daily lives. Sometimes professional actors are even hired

to pose as users of the product. If the technique is done correctly, the consumers do not even know that they were the target of buzz marketing. Lately, buzz marketing has been spreading to chat rooms, Internet forums, and blogs.

Wherever we go, advertisements seem to follow. Unless you're reading this article on a desert island, there's probably an advertisement close by. And there seems to be no limit to the lengths advertisers will go to in order to catch our attention. In the years ahead, we can expect

advertisers to come up with even more creative, surprising, and outlandish forms of advertising in their ongoing efforts to grab our attention—and our wallets!

After Reading

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

Speaking 🞑



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

Target group	Product/service 1	Product/service 2	Method/technique
Adults			
Teenagers			
Manua an ala il alua a			
Young children			

10 Writing 🚺



- A. 1. Do you enjoy writing by hand? Why? Why not?
 - 2. Do you think handwriting is a useful skill? Why? Why not?
 - 3. Read the text and find out.
 - What does handwriting involve?
 - Why are some people not keen on writing by hand?
 - What can specialists find out about someone through his or her handwriting?
 - Why is word-processing popular?
 - Which types of tests are mentioned? What is the difference between them?
 - What is the writer's viewpoint on the issue? Do you agree or disagree? Why?

Is handwriting obsolete?

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

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

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

On the other hand, most of us will invariably use a computer when we write. It is fast and efficient, and it makes editing so much easier. You can delete, copy, paste, and store versions of your work throughout stages of editing for later reference; you can

spell-check and search for words or alternative expressions. Compared to all these advantages, handwriting seems so restricting and restricted

that most computer literate people limit it to scribbling notes for someone or filling in forms that are not available in electronic form.

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

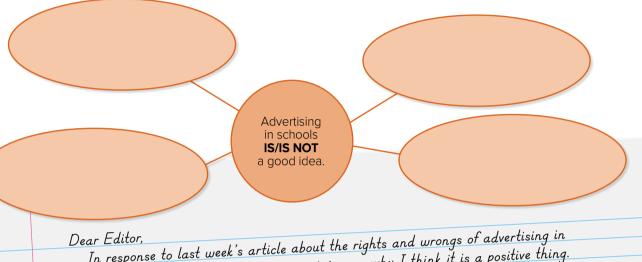
Overall, there seems to be some resistance to the total and unbroken hegemony of the computer, indicating that people do not want to become totally reliant on it. They are keen to hang on to some of the more tangible aspects of literate life that can be manipulated and accessed without the help of a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

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

- 4. Read the text again and identify:
 - · thesis statements
- supporting statements
- **5.** What are some of the differences between this text and an expository essay?



- **B. 1.** Decide whether or not you support advertising in schools.
 - 2. Think about reasons why advertising in schools is a good or bad idea. Use an organizer to write down your ideas.
 - 3. Write a letter to your local newspaper about this topic, trying to convince the reader that your view is correct.



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

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

Moreover, ...

To sum up, ...

Writing Corner

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

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

Form, Meaning and Function



////// TE VA

Conditional Sentences with Present and Future Forms

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

Present Facts

Use the *simple present tense* in both clauses.

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

Future Facts

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

If you drive the BMX-3000, people will notice and admire you.

If you have dull and lifeless hair, Floral Essence shampoo will make it healthy and shiny.

You won't feel your best, if your clothes don't look their best.

May/Might

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

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

I'd Rather/I'd Prefer

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

A: Would you prefer to go shopping or stay home?

B: I'd rather go shopping.

A: I'd prefer to stay home. I don't want to spend all my money.

A.	Complete the sentences about facts. Use the simple present or will in the second clause.	
	1. If you (heat) water to 100°C, it (boil).	
	2. If they (climb) up to 4,000 meters, they (need) oxygen.	
	3. Unless you (stop) spending, you (be) completely broke before	
	the end of the month.	
В.	Work with a partner. Say what happens, will happen, or might happen in the following situations.	
	1. If children see a lot of toy commercials on TV,	
	2. If there is a sale at my favorite store,	·
	3. If I leave my wallet or cell phone at home,	
	4. If you get top marks at school,	
	5. If I see an advertisement on TV,	·
	6. Your idea:	·

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

Words Connected with Shopping Habits

Some words connected with different ways of shopping are:

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

Small, **neighborhood** stores offer a **friendly**, personal **service**.

Luxurious shopping malls provide **entertainment, food** and good **discounts** on products. Online shopping is becoming more and more popular as it's **convenient, fast** and you can **pay by** credit **card.**

Conditional Sentences with When and Unless

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

When you press the button, the washing machine turns off.

When water reaches 100 °C, it boils.

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

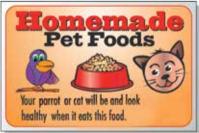
Unless I study hard, I won't get top marks.

Unless you exercise, you probably **won't lose** weight.

Unless you study harder, you will fail the test.

- **D.** Read the advertisements. Work with a partner and persuade him or her to buy the product. Use sentences with **when**, **if** and **unless**
- When you brush your teeth with Sparkle toothpaste, your teeth will be cleaner and brighter. If you buy this toothpaste, your teeth will look great. If you don't buy this toothpaste, you might need to visit the dentist. Unless you buy this toothpaste, your teeth will look terrible.
- **E.** Work with a partner. Talk about your preferences and give some reasons. Use conditional sentences in the present or future.
- I'd prefer to go the mall. If we go to the mall, we can also have lunch in the restaurant.
 - 1. local store/the mall
 - 2. e-learning/classroom
 - 3. get a job/go to college
 - 4. buy a motorbike/buy a car
 - 5. visit Dubai/Muscat







12 Project



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

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



13 Self Reflection

Things that I liked about Unit 5:	Things that I didn't like very much:
Things that I found easy in Unit 5:	Things that I found difficult in Unit 5:

Unit 5 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
evaluate and discuss the influence of advertising			
create an advertisement for a product			
advise someone against something			
use adverb clauses			
use conditional sentences with present and future forms			
use may and might to speculate about the future			
talk about preferences using: I'd rather and I'd prefer			
talk about shopping habits			
use conditional sentences with when and unless			

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

6 The Gender Divide

Listen and Discuss 🕢



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

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

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

Sandy: I think women talk much more than men.

Amal: That's just a stereotype. Though I do think women talk more

than men about certain things.

Sandy: Like what?

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

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

Amal: Typical!

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

- 5. Many people assume that since women have babies, and men don't, women probably have a greater ability to deal with pain. However, the research seems to indicate that, due to their body chemistry, women actually have lower tolerance for pain. During recovery after surgery, women tend to experience pain with greater frequency and intensity than men do.
- 6. Women outlive men all around the world, sometimes by an average of as much as 10 years. For example, in the U.S., the average life expectancy is about 79 for women, but only 72 for men. The gap is largest among people who live to be 100 or older. Worldwide among people 100 or older, women outnumber men 9 to 1.

Answers:

anxiety

1. False; 2. True; 3. False; 4. True; 5. False; 6. True

gender

Quick Check V

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

L	capacity intensity restless tedious
1	1. Thethat blond-haired people are not smart is ridiculous.
2	2. We were bored and, so we decided to find something to do.
3	3. That film is very It shows the same place over and over.
4	4. I always feel overwhelming the night before a test.
Ę	5. The of the thunderstorm made the animals nervous.
E	6. Some people believe that animals have the to feel the same
	emotions that humans do.
7	7. Luisa has a lovely . She's always happy and smiling.

repetitive

stereotype

temperament

- 8. Finding sources for an essay can be a time-consuming and _____
- **9.** The of an animal often has a specific name; for example, a male horse is a stallion and a female horse is a mare.
- **B.** Comprehension. Answer the questions.
 - **1.** In what types of settings do women tend to speak more?
 - **2.** What causes women to worry more than men?
 - 3. What things do women tend to lie about? What things do men tend to lie about?
 - **4.** What might explain women's ability to deal with repetitive tasks better than men?
 - **5.** Which gender has the longer life expectancy? Give an example.

2 Pair Work 💹



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

3 Grammar 🟢

Verbs + Infinitives or Gerunds with Different Meanings

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

He always **remembers to send** his grandparents a gift on special holidays. (**remember** + *infinitive* = remember to do a task)

He **remembers sending** gifts last year. (**remember** + *gerund* = remember having done something in the past)

She sometimes **forgets to call**. (**forget** + *infinitive* = not remember to do a task)

She sometimes **forgets calling**. (**forget** + *gerund* = not remember having done something in the past)

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

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

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

Passive Forms of Infinitives and Gerunds

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

Everybody wants to be respected by somebody.

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

Being asked to settle an argument can be awkward.

Auxiliary Verbs after But and And

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

but + subject + auxiliary

My sister isn't good at remembering special occasions, but my mother is.

John doesn't get frustrated easily, but Sam does.

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

He enjoys outdoor activities, and his son does too.

We don't like going for walks in this heat, and he doesn't either.

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

- B. Answer the questions about yourself.
- What is something you once did that you have stopped doing? *I have stopped biting my nails when I'm nervous.*
 - 1. What is something you remember doing often when you were a child?
 - 2. What is something you forgot to do recently?
 - 3. What is something you tried to do, but were not able to do?
 - 4. What is something you will never forget doing?
 - **5.** What is something you try to remember to do each day?
 - **6.** What is something you regret doing?
- **C.** Rewrite each sentence as a passive sentence.
- The job candidate didn't expect the human resource manager to criticize him so harshly.

 The job candidate didn't expect to be criticized so harshly.
 - 1. You need to take out the trash.
 - **2.** He expects the manager to promote him soon.
 - 3. I remember my father reading to me when I was a child.
 - **4.** He waited for his boss to invite him to sit down.
 - **5.** The mechanic needs to repair the car.
 - 6. Many celebrities enjoy having photographers take their picture.
- **D.** Complete each sentence with names of classmates and the appropriate auxiliary verb. When appropriate, use **too** or **either** after the auxiliary verb.
- **E.** Read about Abdullah and Faris. Then describe the similarities and differences between Abdullah and Faris, using auxiliary verbs after **but** or **and**.
- Paris plays football, and Abdullah does too.

FARIS

Likes: comedy shows, Indian food, football, relaxing on the beach

Dislikes: coffee, video games, waking up early, hiking

ABDULLAH

Likes: game shows, Indian food, football, waking up early, hiking, video games

Dislikes: coffee, the beach, comedy shows



4 Conversation <a><a>



Fahd: I don't know why Google Maps can't find Lakeside Drive.

I think we'd better stop and ask directions.

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

Fahd: I think we're lost. Look. There's a gas station. Let's

pull over and ask someone.

Faisal: Oh, all right. Attendant: You look lost.

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

Attendant: I know this town like the back of my hand, and I can tell you that there's no street by that

name. Do you mean Riverside Drive?

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

Fahd: Can you tell us how to get there?

Attendant: It's not far. It's just over on the other side of town. You need to turn left out of here. Then

> go straight for a couple of miles. Keep going until you see an ice-cream shop. If you pass Town Hall, you've gone too far. Take the first left after the ice-cream shop and you'll be on

Riverside Drive.

Faisal & Fahd: Thanks!

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

circles for ages.

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

Real Talk

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

make a big deal about = make something small seem very important

About the Conversation

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

Your Turn

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

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

5 Listening 🔊



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

1.	•Kevin Shields is the host of the show.	-0.0
2.	The book they are discussing was written a long time ago.	
3.	New and experienced drivers use different driving strategies.	
4.	Experienced drivers seem to be better able to deal with difficult situations.	
5.	Older drivers' reflexes are as fast as younger drivers' reflexes.	
6.	New drivers tend to get more stressed and frightened when dealing v	with a dangerous situation.
7	Experienced drivers normally have lower insurance premiums than no	aw drivers

6 Pronunciation



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

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

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

Vocabulary Building



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

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

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

8 Reading 🛄



Before Reading

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

Do Men and Women Speak the Same Language?

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

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



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

The content of what males and females talk about tends to be different as well. Researcher Deborah Tannen has found that while feminine talk tends to focus on feelings, relationships, and people, masculine talk tends to focus on sports, the economy, and facts.

Women talk to explore problems, but men do not. Instead, men talk to fix problems. This can sometimes cause problems in communication. Janet West, a freshman in college, remembers encountering this issue recently. "I told my brother Derek about a problem I was having with my studies. He immediately came up with possible solutions to the problem. Being told how to fix the problem was kind of frustrating because it wasn't what I was looking for. I asked him to stop trying to fix the problem and try talking with me about it instead. He seemed completely confused and said, 'Why bother talking about a problem unless you're trying to find a solution to it?""

Another way in which men and women differ is in the way they listen. Research has shown that men tend to place all of their attention on one thing at a time, but women do not. Instead, women commonly divide their attention between a number of things at once and make connections between these different things. Since this comes so easily to women, they are sometimes frustrated when men struggle to do this. For example, a common complaint among women is that when a man is watching television, he often doesn't hear a question asked by the person sitting right beside him. Sakura Kumi has witnessed this many times in her house. Sakura says, "My mother used to get so frustrated trying to get my father's attention while he was watching TV, and I did too. So she got into the habit of standing in front of the TV and saying, 'Hiroshi, I'm about to ask you a question.' It's become sort of a family joke."

Research has shown that these communication differences can be partially explained by the different ways in which the male and female brains are structured and wired. For example, the left side of the brain, where logic and literal thinking are processed, tends to be stronger in men. Meanwhile, women tend to think with the right side, which is where comprehension is processed. The female brain also has more connections between the right and left sides, so their thought process is likely to be more complex.



Research has also shown that the different ways that boys and girls are raised has a significant impact on how they communicate. Girls are raised to recognize and be sensitive to the feelings of others. On the other hand, boys are taught to be more direct and goal-oriented. Being raised in such different ways is bound to create two different styles of communication.

While the differences in the way men and women communicate can sometimes cause confusion, these differences are also what help maintain a balance in communication. It ensures that a variety of topics and viewpoints are explored, feelings are expressed, and problems are discussed and solved. This balance is what makes communication so rich and interesting.

After Reading

Answer the questions.

- 1. What do women see as the purpose of communication? What about men?
- **2.** How are men most likely to bond with others?
- 3. How does the content of men and women's talk tend to differ?
- 4. How do men and women approach problems differently?
- **5.** What causes men and women to communicate differently?

Speaking 🞑



- 1. Work in pairs/groups. Use the questionnaire to ask each other about the way you communicate with people. If you like, add your own questions.
- 2. Compare answers with your classmates. Discuss individual preferences and your reasons.
- 3. Find people in class that communicate in a way that is similar to the way you communicate.

Do you talk about your problems?	
Do you share your feelings with others?	
Do you spend time with family/friends without talking?	
Do you talk while you are doing something, e.g. fixing something	ı, playing a game, etc.?
Which of these topics do you enjoy talking about? (circle)	
people you know people you don't know sports	TV video games books
clothes and accessories travel holidays food	art cars buildings news
assignments activities shopping gadgets	computers other:

10 Writing 🚺

- A. 1. How do we communicate? Do we mostly communicate through verbal or non-verbal language?
 - 2. Try communicating these to your partner without speaking.
 - Can I have your pen, please?
 - Are you going to call me after school?
 - · I went shopping yesterday.
 - 3. Now write two of your own messages on a piece of paper. fold it, and set it aside or give it to your teacher. Use nonverbal language to communicate your message. Check. How successful were you?
 - **4.** "A picture is worth a thousand words." Explain.
 - **5.** Read the text and find:
 - · the main thesis statement
 - · the supporting paragraphs
 - · the arguments used





Verbal and non-verbal communication

When people talk about communication, the first thing that comes to mind is words or language. Language is our primary means of communication as human beings, which sets us apart from other species. However, as studies have shown, it is not the only means of communication.

Think about a photograph taken in the center of a town. It provides information about the buildings, stores and services, people and cars, plants, and all kinds of details if you choose to take the time to look at it more carefully. Now try describing the picture and everything you have identified in it to your friend or write about it. How long do you think it's going to take you? Certainly a lot longer than it takes a photo to convey the same amount of information.

Suppose that you have just acquired the latest electronic gadget. Would you choose to tell your friend about it or show it to him or her? Usually,

we choose to do the latter, i.e. show it to somebody and point out all the new, amazing features. In other words, pictures and objects can "speak for themselves" more efficiently and effectively than we can through verbal language.

However, there are situations where a different type of interaction is required, when, for example, you run into somebody you have not seen for some time. You probably want to talk about everything that has happened, ask him/ her questions, and talk about people you know, and so on. This is definitely a case that requires verbal language.

On a partly different note, you see a friend you have not seen for some time at a distance, e.g. different escalators at the airport leading to different lounges. You have both checked through security and cannot go back; and you certainly don't want to start shouting across the airport building. You want to get his/her cell phone number.

You probably resort to gesturing by holding your hand next to your ear and pretending to talk; you point to the "phone," point to your friend and use a hand gesture to signal "What?" pointing back to the imaginary phone. Your friend signals each number by holding up the appropriate number of fingers.

In other words, although language is important and allows us to communicate facts, feelings, thoughts, experiences, and practically everything and anything that we are interested in, it is not the only way we communicate with each other. As studies have shown, about 60 percent of human communication is carried out through non-verbal means, e.g. facial expression, gestures, or illustration. Maybe we should keep this in mind when we are "at a loss for words": our eyes and overall expression can convey what we cannot express through words.

- B. 1. Think of an Arab man or woman and a non-Arab man or woman you know personally or from TV.
 - **2.** Think about the way these people communicate. Research and collect information about culture-specific features of communication. Do you think they communicate in a way that is typical of their culture? Write your ideas in a chart.
 - **3.** Write an essay about the communication approaches used by each person. Give examples to support your ideas.

	Arab person's name:	Non-Arab person's name:
Culture-specific communication features		
Communication features that are not culture-specific		

A Friend from Sweden and a Friend from Poland

My two friends are also colleagues. We work together as researchers on an educational

project that encourages schools to communicate online with schools in other countries. Although
they come from different cultures, both of them are not really what you might consider typical
according to national stereotypes.

Erik, my Swedish friend, is a very friendly, outgoing person in a quiet manner. Janek,
my Polish colleague, on the other hand, does not look very friendly at first but ...

Writing Corner

When you write a comparative/contrastive essay:

- · consider the different sides of the issue.
- develop a list of similarities and differences.
- establish your basis for comparison.
- · create a thesis for their relative importance, e.g. similarities outweigh differences.
- structure your essay using an alternating or a block structure:
 - a. an alternating structure involves a point by point discussion and can be quite systematic and analytical.
 - b. a block method allows you to discuss each aspect or topic in distinct blocks and then conclude.

11 Form, Meaning and Function

Present Perfect Progressive versus Present Perfect Simple

Use the present perfect progressive to say how long something has been happening.

Use the present perfect simple to say how many things have been done or how many times something has been done.

Present Perfect Progressive

Sandy and Amal have been discussing the differences in behavior between men and women for 2 hours. How long have you been discussing stereotypes? Saeed has been driving since early this morning. How long have you been driving?

Present Perfect Simple

They **have decided** that women talk about feelings more than men.

How many times **have** you **discussed** this issue? He **has driven** 400 miles.

How many different models of car have you driven?

Use the present perfect progressive to talk about an annoying action or situation.

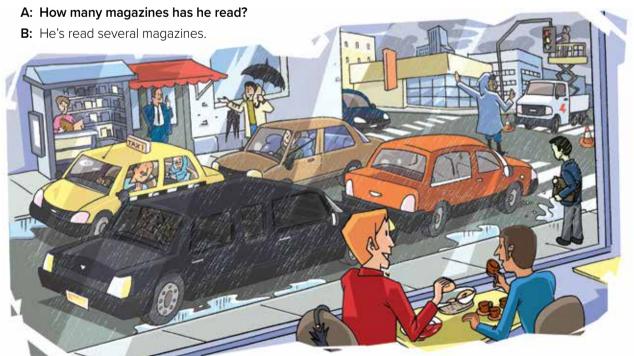
I haven't slept at all. My phone **has been ringing** all night. Who's been eating the cakes? There is only one left!

Time Expressions with the Present Perfect Progressive: How long, for, since, all day/all week/all month/all year

They've been talking for over an hour. The children are getting bored.



- **A.** Ask and answer questions about the picture. It's been raining for ten minutes. What have the people been doing during this time? Use the present perfect progressive and the present perfect simple.
 - A: What has the man at the magazine stand been doing during the rain?
 - **B:** He's been reading.



Words Connected with Hobbies and Interests

Here are some words connected with popular free time activities. Write some words connected with a hobby or interest of your own.

Playing Sport	Reading Books	Collecting Items	Surfing the Internet	Your Hobby
play a team sport	science fiction	stamps	computer, laptop	
water sport	detective stories	stuffed toys	educational	
join a club	adventure stories	comic books	play games	
training	best seller	stickers	Internet cafe	
outdoors	poetry	bookmarks	enjoyment	
keep fit	book worm	enjoyment	knowledge	
athletic track	entertaining	happiness	new information	
rewarding	bookmark	fascination		
competition	novel	satisfaction		
awards	writer	collection		

Ahmed is a footballer. He has **played** every week since he was ten years old. He **plays** in his local **team** and they have won many **competitions** and **awards**.

Sally is a **bookworm**. She loves reading **novels** and **poetry**. One day she hopes to be a **writer**.

Ali has always been **fascinated** with superheroes and **comic books**. They bring him much **enjoyment** and **happiness** and he now has a **collection** of more than one thousand.

Adjective + Preposition + Gerund

I'm not very **good at playing** sport.
I'm **fascinated by** traditional stories and books.

I'm interested in reading all sorts of stories.



- **B.** Work in groups. Find out about your classmates' hobbies and interests. Ask how long they've been doing them. Complete the chart.
- A: Can you play a sport?

B: I've been playing tennis since I was ten.

B: Yes, I can. I play tennis on the weekends.

A: Have you taken part in any tournaments?

A: How long have you been playing tennis?

B: Yes, I have.

Hobby/Interest	Name	Length of Time
Sport		
Books		
Collecting something		
Your idea		
Your idea		
Your idea		

C. Tell the class about your group's hobbies and interests.

12 Project



- 1. Think about and research methods that people have used to communicate with others throughout history. For example, Native Americans used to communicate through smoke signals. They used a blanket to cover and uncover the fire in order to make a specific number of smoke puffs rise. Someone at a distance could watch and interpret the smoke signals and understand the message that was being sent.
- 2. Work in pairs/groups. Find out about different methods of communication that have been used through time and make notes in the chart.
- 3. Use your notes and the information that you have collected to prepare a PowerPoint presentation for your class.







Communication Method	1	2	3	4
Description				
Time period				
Place				
Person/group involved				
Advantages				
Disadvantages				

13 Self Reflection



Things that I liked about Unit 6:	Things that I didn't like very much:		
Things that I found easy in Unit 6:	Things that I found difficult in Unit 6:		
Unit 6 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about gender differences and similarities			
discuss stereotypes			
ask for and give directions			
use verbs + infinitives or gerunds with different meanings			
use passive forms of infinitives and gerunds			
use auxiliary verbs after <i>but</i> and <i>and</i>			
use the present perfect simple and the present progressive tense			
use time expressions: How long?; for; since; all day, week, month, year			
talk about hobbies and interests			
use adjectives + prepositions + gerunds			
My five favorite new words from Unit 6:	If you're still not sure about something from Unit 6:		
	 read through the unit again listen to the audio material study the grammar and functions from the unit again ask your teacher for help 		

7 Everyone Makes Mistakes

Listen and Discuss 🕡



- **1.** How would you define the word *mistake*?
- 2. What do you think the following quote means? "Don't fear failure so much that you refuse to try new things. The saddest summary of a life contains three descriptions: could have, might have, and should have." —Louis E. Boone
- 3. Accepting failure and hardship is often difficult. How do we endure such bad situations?

Mistake: A company rejected the patent for the telephone.

In 1876, the most important communications technology was the telegraph. A wealthy company called Western Union was in control of this technology. The president of the company, William Orton, was offered the patent for an invention called the telephone for \$100,000. Orton sent a response to the 29-year-old inventor of the telephone, Alexander Graham Bell. It said, "After careful consideration of your invention...while it is a very interesting novelty, we have come to the conclusion that it has no commercial possibilities...What use could this company make of an electrical toy?" Bell kept the

> patent and created his own telephone company, which became the largest in the U.S. The patent Bell had offered Western Union eventually became the most valuable patent in history. Orton could have made one of the best deals in business history. Instead, he may have made the worst business mistake in history.

Mistake: The *Titanic* ignored warnings about icebergs.

On April 14, 1912, the RMS *Titanic*, the largest and most modern passenger ship of its time, hit an iceberg and sank. This resulted in the deaths of 1,517 people. Yet incredibly, this tragedy could have easily been avoided. On the day the *Titanic* sank, it had received five warnings from other ships about heavy ice in the area. However, the captain was not worried. In fact, he even increased the speed of the ship so that it could arrive in New York a day earlier than expected. That evening, while the *Titanic's* radio operator was sending out personal messages from the passengers, he received a sixth ice warning. This one warned of an iceberg directly in the path of the *Titanic*. The operator was supposed to give the message to the captain. But busy with his task, he put the message aside. It never reached the captain. If it had, the *Titanic* tragedy might never have happened.



Mistake: Russia sold Alaskan gold to the U.S.

Alaska had been considered a burden, rather than an asset, by Russia for a long time. It was remote, indefensible, and of little benefit. So, when William Seward, U.S. Secretary of State, began negotiations on his own initiative, he expected to encounter some opposition. However, the outline of the deal was accepted by the cabinet and the agreement was signed in March 1867, transferring Alaska to the United States for a payment of \$7.2 million. However, the purchase of a seemingly desolate and mostly frozen land was greeted with criticism by the press and the public. Alaska was referred to as "Seward's Folly," "Seward's Icebox," or President Johnson's "polar bear garden," attitudes that must have changed drastically after the discovery of gold. Russia should have investigated potential resources before selling the land to the U.S. at the price of about 1.7 cents per acre.

Mistake: Coca-Cola tampered with their successful formula.

Coca-Cola® was launched in the 1880s. By 1980, it had been the most popular soft drink in the world for nearly 100 years. However, by that time Coke had more competition, and its sales figures started slipping. In an effort to boost sales, Coca-Cola created a new, improved formula. This new formula was tested in 200,000 taste tests, and the results were clear: most people much preferred the flavor to the original Coke. The Coca-Cola Company decided to stop producing the formula they had been using for 100 years and to replace it with New Coke. This was an enormous marketing mistake. People were outraged that the original Coke was no longer available, and New Coke was a flop. Coca-Cola executives must have been surprised! They had to get rid of New Coke quickly and bring back the original formula.



Quick Check &

- A. Vocabulary. Match each word to its definition.
 - **1.** ____ boost
- a. very angry
- **2.** endure
- **b.** put up with

3. _____ flop

- c. new thing
- **4.** ____ novelty
- **d.** failure
- **5.** ____ outraged
- e. interfered with
- 6. ____ tampered
- f. raise
- **B.** Comprehension. Answer the questions.
 - 1. What was William Orton's mistake?
 - 2. How could the sinking of the *Titanic* have been avoided?
 - 3. What do the Russians probably regret? Why?
 - 4. How did Coca-Cola mess with success?

2 Pair Work 🖼



Interview your partner to find out about a mistake they or someone they know once made. Ask questions, such as: What was the mistake? Who made the mistake? Why was the mistake made? What happened as a result of the mistake? How could it have been avoided?

3 Grammar 💹

Modals in the Past

May Have/Might Have

May/Might have + past participle is used to suggest uncertainty or possibility about the past.

I lost my cell phone. I may have left it at school.

You **might have dropped** it at the restaurant.

Could Have

Could have + past participle is used in two ways: to talk about the past with uncertainty, or to talk about an option in the past that was not taken.

Do you think I **could have left** my cell phone at your house?

He **could have been** a doctor if he hadn't made the mistake of dropping out of school.

Must Have

Must have + past participle is used for drawing conclusions about the past.

I got lost on the way here. I **must have taken** a wrong turn somewhere.

Should Have

Should have + past participle is used to talk about mistakes made in the past or expectations that have not been met.

You **should have apologized** for your mistake.

They should have arrived by now.

Was/Were Supposed To

Was/Were supposed to + base verb is used to express that an expected action didn't happen.

The football game was supposed to start at 1:00, but it was postponed because of the rain.

Where were you last night? You were supposed to help me with my essay.

Passive Modals in the Past

Passive modals in the past are used to give opinions about events and situations that happened in the past. The form is: subject + modal + have been + past participle.

The money **could have been given** to the poor.

The package should have been sent a week ago.

- **A.** Circle the correct modal in the past to complete each sentence.
 - 1. I have a sore throat. I (should have / may have) caught your cold.
 - 2. He (wasn't supposed to / shouldn't have) know about the business deal, but he found out by accident.
 - **3.** You have a big smile on your face in all the vacation pictures. You (should have / must have) had a great time.
 - **4.** I don't know where she is, but she was very tired. She (should have / may have) gone to bed.
 - **5.** I (must have / should have) paid more attention in English class. Now I'm completely confused about the grammar.
 - 6. I (must have / shouldn't have) ordered that new laptop. It was way too expensive.
 - 7. Did you get the package? It (was supposed to / must have) arrive by today.
 - 8. You (may not have / should not have) said that. Now you've hurt your friend's feelings.

- **B.** Complete each sentence with a modal in the past. For some items, more than one modal may be possible.
- I should have worn a suit to the interview. I don't think my clothes were formal enough.
 - 1. It's too bad we didn't know you were there. We _____ met up.
 - 2. She _____ study biology in school, but she ended up studying medicine instead.
 - **3.** Farah _____ gone to Dubai this summer, but she decided to stay home instead.
 - **4.** He _____ have said that. I think they must have misunderstood him.
 - **5.** It was such a beautiful day today. We _____ gone to the beach.
 - **6.** I'm not sure what we did with the bottles. We _____ put them in the recycling bin.
 - **7.** The product ______ been a big success, but instead it was a flop.
 - **8.** You were right there when the accident happened. You _____ seen everything.
 - **9.** Who knows what _____ happened if the other candidate had won the election.
 - **10.** You look refreshed and well-rested. You slept well.
- **C.** Rewrite each sentence as a passive sentence.
- The coach should have chosen Abdullah for the football team.

 Abdullah should have been chosen for the football team.
 - 1. Someone must have dropped these keys at the meeting.
 - 2. The Mayans may have drunk hot chocolate as far back as 2,600 years ago.
 - **3.** A professional photographer must have taken this picture.
 - **4.** A computer error may have caused the accident.
 - 5. The police officer could have arrested him for speeding, but he let him go with a warning.
 - 6. The registrar should have given you a course catalog on the first day of school.
 - **7.** A squirrel or a rabbit might have eaten the vegetables in our garden.
 - **8.** The mechanic was supposed to have fixed our car by now, but it's still broken.
- **D.** Look at the photos. Write at least three sentences about each photo using modals in the past and passive modals in the past.
- He must have been caught in the rain. He should have brought an umbrella. He could have stayed dry if he had an umbrella. He may have caught a cold.











Everyone Makes Mistakes

4 Conversation <a>



Sarah: What did you do on Thursday night?

Fatima: My family took me out because I graduated.

Sarah: Oh no! I forgot that you graduated last week.

I'm so sorry!

Fatima: Why?

Sarah: I should have gotten you something for the occasion. I should have at least called you.

Fatima: Don't worry about it. It's no big deal.

Sarah: No big deal? Of course, it's a big deal. It was your graduation. I don't know how I forgot

about it. Come to think of it, I was so focused on studying for final exams, your graduation

must have just slipped my mind. I feel awful about it. Can you forgive me?

Fatima: You're making too much of it. Forget about it. Anyway, you were studying for finals. That's

a good excuse. Don't sweat it.

Sarah: But I feel like such a flake.

Fatima: No more apologies! You're making me wish I hadn't mentioned it to you.

Sarah: Sorry!

Real Talk

(no) big deal = (not) something of great importance

slip (one's) mind = forget about something

make too much of (something) = exaggerate the importance of something

Don't sweat it. = Don't worry about it.

flake = irresponsible person

About the Conversation

1. Why is Sarah apologizing?

2. What is Sarah's excuse?

3. What is Fatima's response to Sarah's apologies?

Your Turn

Role-play with a partner. Choose a situation in which one person apologizes to another. Use phrases for apologizing and responding to an apology.

Apologizing	Responding to an Apology	
Can you forgive me?	Don't sweat it.	
I feel awful about this.	Don't worry about it.	
I'm so sorry.	Forget about it.	
I'm sorry. I should (not) have	It's no big deal.	
Please excuse me for	That's OK.	



Listening 💆



Listen to the stories about two silly mistakes. Then fill in the chart.





		The Bee Story	The Ring Story
1.	What was the person's goal?		
2.	Did the person achieve the goal?		
3.	What mistake did the person make?		
4.	What were the consequences of the mistake?		

6 Pronunciation 🜌



In casual speech, modals + *have* are often reduced in the following way:

Standard Form **Reduced Form**

could have / could not have should have / should not have shoulda / shouldn'ta might have / might not have must have / must not have

coulda / couldn'ta mighta / mightn'ta musta / mustn'ta

Listen and practice the reductions in the sentences.

- **1.** But it was an idea that he **should have** thought twice about.
- 2. Looking back at all this, there **might have** been a better way.
- 3. He should have known better.
- **4.** He **couldn't have** known that he was the one in for a surprise.
- **5.** He **must have** had fun explaining what had happened to his wife!

Vocabulary Building



- A. You will see the following words in the reading on pages 102 and 103. Match the words with their meanings.
 - 1. _____absent-minded
- a. found everywhere
- 2. ____adhesive
- **b.** harm
- **3.** _____ automatically
- c. a material that causes two materials to stick together
- **4.** _____damage
- d. something done without thought, as is done by a machine
- **5.** _____ discarded
- e. forgetful, distracted
- **6.** _____ ubiquitous
- f. thrown away
- B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

8 Reading 🛄



Before Reading

Can an accident or mistake ever end up leading to something good?



When we make a mistake, often our first instinct is to say, "Oh no!" and to feel regret and maybe even embarrassment at our failure. But mistakes and accidents are not always a bad thing. In fact, they sometimes give rise to extraordinary ideas. In 1492, Christopher Columbus set out to discover a new route to Asia. He did not reach Asia, but this failure resulted in his discovering the New World!

There are many stories of such happy accidents throughout modern history. For example, one of the greatest medical discoveries of the 20th century was antibiotics, a kind of medication used to kill bacteria that cause disease. Since the discovery, antibiotics may have saved millions of lives. Yet, the discovery of the first antibiotic happened by accident.

In 1928, a Scottish scientist named Alexander Fleming was researching a kind of bacteria called staphylococcus. He conducted experiments with the bacteria in dishes. Fleming was brilliant, but he was messy and absent-minded. When he left his laboratory to go on vacation, instead of cleaning up, he left the bacteria in the dishes. When he returned, he noticed that mold had grown in the dishes while he was gone. He could have just thrown the dishes away. Fortunately, instead, he looked at them under a microscope. Fleming found that the area around the mold was free of bacteria. He realized that the dangerous bacteria must have been dissolved by the mold. These dirty dishes led to the discovery of penicillin, the first antibiotic. Today, this life-saving drug is used around the world. Each year there are over 80 million prescriptions written for penicillin in the U.S. alone!

Not all lucky accidents have changed the way we live in dramatic ways. Some fortunate accidents have just made life a little more convenient. But many of these conveniences have become such a part of our everyday lives that we've come to take them for granted.

1948, a Swiss inventor named George de Mestral went for a hike. When he returned, he was covered in burrs—seed-sacs that cling to clothes. Nature designed burrs to do this in order to spread seeds to new areas. De Mestral became curious about how these burrs attached themselves to clothes and hair. He inspected one of the burrs from his pants under a microscope. He saw that it had countless tiny hooks that clung to the tiny loops in the fabric of his pants. This gave him the idea to design a new kind of fastener. The fastener would be made of two nylon strips, one side with stiff hooks like the burrs and the other side with loops like the fabric of his pants. His invention, Velcro, has since become ubiquitous. It can be found on everything from shoes to wallets to blood pressure cuffs to space shuttles.

The discovery of Velcro® is one such fortunate accident. One summer day in







Another modern invention we owe to a happy accident is Post-it™ Notes, those small pieces of notepaper that can be stuck and unstuck again and again. In 1970, Spencer Silver was working in a research laboratory, trying to create a strong adhesive. He created a new adhesive that stuck to objects, but it could also easily be lifted off them. Because the adhesive was so weak, Silver considered it a failure. He shouldn't have. A few years later, a co-worker of Silver's was looking in a book. He used scraps of paper to keep his place in the book, but the scraps kept falling out. Remembering Silver's invention, the co-worker put some of the adhesive on the scraps. It was perfect! The scraps stayed in place, but came off easily so they didn't damage the book. Post-it Notes were introduced in 1980, and quickly became an essential office product around the world.

All of these stories show that accidents are not always a bad thing, and that not all mistakes should automatically be discarded. Instead, perhaps we should take a closer look at our accidents and mistakes. They just may reveal the solutions to a problem, or pave the way to an extraordinary new idea.

After Reading

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

- **1.** ____ Mistakes sometimes lead to great new discoveries.
- **2.** ____ Antibiotics have been in existence since the 1800s.
- **3.** ____ The idea for Velcro came from nature.
- **4.** Post-it Notes have a strong adhesive.

Speaking 🞑



- 1. Work in pairs/groups. Think about how the world would be different without the discoveries and inventions mentioned in the reading and make notes in the chart.
- 2. Use your notes to discuss your ideas in class.

	Discoveries or inventions	How the discoveries/inventions changed the world	What the world would be like if each invention/discovery had not been made
1	Penicillin		
2	Velcro®		
3	Post-It™ Notes		

10 Writing 🚺



- A. 1. Have you ever made a mistake that has turned out for the best? When? Where? Who was involved?
 - 2. Read the text and find out.
 - Where did the incident take place?
 - · Who was involved?
 - What was the outcome?
 - What impact did it have on the writer?
 - 3. Is there an explicit description of the people involved? How old do you think they are?

What kind of people do you think they are? Compare notes with a partner.



I was traveling to London and had just gone through security check at the airport. When I picked up my coat, it felt a bit heavier than usual, but I quickly put it down to fatigue as I had worked through the night in order to complete some work before I left. I checked the time and decided that it was far too early to proceed to the departure gate, so I sauntered about the Duty Free section of the terminal, having a look at displays.

I was examining a computer case when I heard the announcement. Somebody had mistakenly taken a coat that was a lot lighter than his, and requested that the person who might have accidentally taken the wrong coat meet him at the information desk. I did not take any notice at first, but when the announcement was repeated for a third time, I stopped and had a look at the label of the coat I was carrying. I had never seen it before!

When I got closer to the information desk, I saw someone who looked vaguely familiar. I smiled holding up the coat. He smiled back, pointing to my coat. We exchanged coats and introductions. Surprisingly, we shared the same family name.

We decided to spend the time left before our flights working out possible connections over a cup of coffee. As it turned out, we were both descendants of the same family. We simply happened to be in different places at different times. We found the physical resemblance quite amusing. We could have been brothers or cousins. We have since kept in touch and have become very close friends, or relatives, if you wish.

If I hadn't taken the wrong coat at the security check, I might never have run into my long lost relative. I would not have known of the existence of someone who looked like me and carried the same name. I would have missed the opportunity to encounter an important person in my life.

- 4. Read the text again and identify which paragraph(s):
 - sets the scene
 - reveals the first clue
 - · reveals the second clue
 - presents factual outcome
 - presents the writer's thoughts/reflection
- **5.** Is the outcome predictable after the third paragraph? Why? Why not?

- **B. 1.** Think of a mistake or an accident. It can be something that happened to you, someone you know, or a famous person.
 - **2.** Did the mistake/accident work out for the best, or not? Think about how things might have turned out differently if it had not happened. Use a chart to organize your ideas.
 - **3.** Write a descriptive account of the event. Write about what happened as a result of the mistake or accident, and speculate on how things might have turned out differently if it had not happened.

What happened?	What might have happened?

The Mistake that Led to My Father Becoming a Doctor

My father had always wanted to become a historian. He used to read history
books, follow current affairs consistently, and collect all the data he could from
different sources.

At the time, there was no Internet, so reading and collecting data demanded access to books and other published materials, and a lot of determination. He was supposed to pursue a relevant course of study and specialization. He could not have known that his outstanding performance in science and biology would accidentally steer him away from history and secure a place for him in medical school.

Writing Corner

When you write a personal account or narrative:

 think about the people involved in terms of personality, physical characteristics, skills and abilities, behavior, feelings and aspirations:

personality

physical characteristics

skills and abilities

behavior

feelings and aspirations

try not to restrict your account to a series of facts. Include details and description
which will get your reader visualizing places and people, and speculating, predicting
and anticipating what will happen next.

As you might notice in the model text, factual sentences are interspersed with personal thoughts, comments, and feelings.

- 1. Use two different colors to highlight factual sentences/information and the writer's personal comments, thoughts, and feelings.
- 2. Is there a regular pattern? Why? Why not?

11 Form, Meaning and Function

Words Connected with Business

Here are some words and phrases often connected with business. Work with a partner and add a word or phrase of your own to each column.

Doing Business	Good Business	Bad Business
a good deal begin negotiations sign an agreement buy/sell	boost sales new and improved an asset a valuable patent	no commercial possibilities make a mistake slipping sales figures stop producing

Articles

a/an

Use the indefinite article a/an before singular count nouns when we refer to the noun in a general sense, and when we mention something for the first time.

In an attempt to boost sales, a well-known soft drinks company created a new, improved formula.

the

We use the definite article *the* before singular and plural nouns when we refer to something already known, mentioned or defined.

The new formula, which was tested in 200,000 taste tests replaced **the** original formula.

Use *the* with **superlative** and **comparative** adjectives and adverbs.

In 1876, **the** most important communications technology was the telegraph.

Use the to refer to inventions.

Alexander Graham Bell invented the telephone.

Don't use the before the names of people, streets, cities, and countries.

Fahd is my brother. He lives on Main Street. He's in Dubai on vacation.

Α.	Сс	omplete the sentences	s with the , a , an , or no arti	cle (-).		
		·	the patent for	, ,		
	2.	Willia	am Orton was offered the p	patent for	_ invention called t	he telephone.
	3.	Orton may have mad	de worst b	usiness mistake in histo	ry.	
	4.	Russia.	ka had been considered a	burden rather than	asset b	У
В.	Wo	brought	rmula with the new formula original formula back or agine you work in your ide	quickly.		the company
	•	•	your working environment recent business deals	•	e made	
					\sim	777

Count/Noncount Nouns

Count nouns name things that you can count. They have singular and plural forms.

Singular Count Nouns Plural Count Nouns

a warning two warnings an iceberg three icebergs

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

Expressions of Quantity: Some/Any

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

Affirmative (+) Negative (-) Questions (?)
There is some news. There isn't any news. Is there any news?

There are some newspapers. There aren't any newspapers. Are there any newspapers?

Expressions of Quantity: A Lot of, Much, Many, Enough, Plenty of, (A) Few, Little, Hardly Any

Count Noncount

How many jobs have you had? **How much** gold did they sell? He only has **(a) few** friends. There's **little** money left.

Use *plenty of, a lot of, hardly any* and *enough* for both plural count and noncount nouns.

She has **plenty of/hardly any** friends.

She has **plenty of/hardly any** money.

C. Read the career advice and complete each gap with a word from the box. There is more than one possible answer for some gaps. You will not need to use all the words.

career	high school university	occupation guidance	salary job	degree qualifications	interests work	profession	
1. What	are you good at? \	What	is r	ight for you?			
2. You s	hould choose a	th	nat you'll f	find rewarding,			
3. If you	attend	, you'll obt	ain a deg	ree.			
4. If you	have	, you will ea	rn a highe	er	·	₩	25 x 1 2 2 2
5. You s	hould look at your		_, and tes	t your IQ.			
6. You s	hould choose a sa	tisfying line of _		that you'	II never find	boring.	6

D. Work with a partner. Ask and answer about the nouns in exercise **C**. Use quantifiers before the nouns.

7. You should ask your teacher for in order to choose the right path.

- **A:** How many part-time jobs have you had?
- **B:** I haven't had **many** part-time jobs but I do have **some** experience working in my father's store. I sold **plenty** of furniture.
- A: Do you have a lot of interests?

12 Project

As you know, most modern homes are equipped with a number of inventions, i.e. devices, gadgets and appliances that have become an integral part of our lives. This is the reason we often take them for granted and fail to notice them.

- **1.** Look around your home and make a list of all the inventions that facilitate day to day life, e.g. telephone, microwave oven, printer, etc.
- 2. Think about where each invention is, what it's used for, and who uses it.
- **3.** Choose 3 or 4 inventions that you think have become almost or completely indispensable for you and/or your family and provide reasons for your choice.
- **4.** Research and collect information about each item and use the chart to make notes.
- **5.** Use your notes to prepare a poster presentation. Make sure you include photos or drawings.



Inventions	1	2	3	4
History				
Use				
Advantages				
Disadvantages				
Rate of necessity and alternatives				

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 diffi	cult in Unit 7:
Unit 7 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about famous mistakes in history			
discuss personal mistakes			
apologize			
respond to an apology			
use modals in the past: may have/might have, could have, must have, should have, was/were supposed to			
use passive modals in the past			
talk about business			
use count and non count nouns with quantifiers: some, any, a lot of, much, many, enough, plenty of, few, a little, hardly any			
My five favorite new words from Unit 7:	If you're s from Unit	still not sure abou	ut something
	 read through the unit again listen to the audio material study the grammar and functions from the unit again ask your teacher for help 		

8 Against the Odds

Listen and Discuss 🕢



- 1. Despite difficult or unusual circumstances, things sometimes happen against the odds. People can achieve extraordinary things even when others think it's not possible. What is something you have achieved that you or others thought was impossible?
- 2. Can you think of situations where different organizations or countries have worked together to find solutions to challenging problems? Tell the class about a situation involving your country or other countries in the world.

Global Leaders Take a Stand **Against** COVID-19

The Group of Twenty (G20) is an international forum for economic cooperation attended by the largest and the fastest-growing economies in the world. Founded in 1999,



the G20 brings together leaders from 19 countries and the European Union to discuss the world's most challenging problems.

In December 2019, the Kingdom of Saudi Arabia took over the 2020 G20 presidency. Not long after, the COVID-19 pandemic began to spread across the globe. The scale of the pandemic was so unexpected that most countries were unprepared to deal with it. In response to this emergency, an extraordinary G20 summit was called by King Salman bin Abdulaziz Al Saud to discuss how to deal with the crisis. The G20 leaders met virtually via a video conference on March 26, 2020.

For Saudi Arabia and the rest of the G20 leaders, it was a priority to deal with the pandemic and its effect on global health, societies, and economies. "The unprecedented COVID-19 pandemic is a powerful reminder of our interconnectedness and vulnerabilities," the G20 leaders reported in the statement they issued on COVID-19 after the virtual summit. "The virus respects no borders. Combatting this pandemic calls for a transparent, robust, coordinated, large-scale and science-based global response in the spirit of solidarity. We are strongly committed to presenting a united front against this common threat."

The G20 committed itself to working alongside other major international institutions – such as the World Health Organization (WHO), International Monetary Fund (IMF), World Bank Group (WBG), and United Nations (UN) – to fight the pandemic. The leaders expressed their determination to do everything in their power, both individually and collectively, to achieve the following goals:



Protect people's lives

While pledging to protect all people, the leaders placed an emphasis on protecting those who are most vulnerable. The ways they proposed to achieve this were by sharing information, exchanging data on the disease, sharing materials needed for research and development, and strengthening the world's health systems. They also prioritized manufacturing medical supplies and making them available to regions that needed them the most at affordable prices and as quickly as possible. The need to plan for possible future pandemics and increase research and development funding for vaccines and medicines was not forgotten either.

Safeguard the global economy and trade

The summit's statement outlined measures to minimize the pandemic's economic and social damage, support global growth, and make sure that global markets remain stable. This included injecting over five trillion U.S. dollars into the global economy.

The G20 leaders expressed their confidence that their response would "get the global economy back on its feet and set a strong basis for the protection of jobs and the recovery of growth."

Another priority included minimizing disruptions to trade and global supply chains, and working to ensure the flow of important medical supplies, agricultural products, and other goods and services across borders.

Improve global cooperation

After expressing their concern with the risks faced by countries, the leaders pledged to help all countries in need of assistance, and especially the developing and least developed countries that might be less able to cope with the situation. They also invited organizations such as the WHO, IMF, and WBG to cooperate further to support these countries facing health, economic, and social problems as a result of COVID-19.

"We are confident that, working closely together, we will overcome this. We will protect human life, restore global economic stability, and lay out solid foundations for strong, sustainable, balanced and inclusive growth," the G20 leaders concluded.

Quick Check V

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

disruption	priority	summit
pledged	safeguard	vulnerable

- 1. More laws need to be passed to _____ the planet. I don't think we're doing enough to protect it.
- **2.** The student _____ to follow the school's ethical code of conduct.
- 3. The leaders of 12 African countries attended the ______ to discuss how to improve trade on the continent.
- **4.** Children are the most _____ members of our society, so we should do everything we can to protect them.
- **5.** You can help me wash the dishes, but that isn't a _____. Studying for your exams is much more important.
- **6.** A huge bird flew into our classroom today. It hopped from desk to desk, knocking over books and pens and causing a huge _____ in class.
- **B.** Comprehension. Answer the questions.
 - 1. Why was the summit held?
 - 2. With which organizations did the G20 leaders say they would cooperate?
 - 3. What action did the G20 countries decide regarding medical supplies?
 - 4. In what ways did the G20 leaders plan to help global trade?
 - **5.** Which countries would be the focus of G20 assistance?

2 Pair Work 🔀



With a partner, make a list of the different ways the COVID-19 pandemic affected life in your country. Then compare your list with the rest of the class.

3 Grammar 📖



Such...That/So...That

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

such + adjective + noun + that

It was **such** a strange experience to see my old friend again **that** I was speechless.

Jake is **such** a determined person **that** he always manages to succeed.

so + adjective or adverb + that

Finding my keys on the beach was so unlikely that I was shocked when I spotted them.

He ran **so** guickly **that** he won the race.

so + many/few + plural count noun + that

We discovered **so many** similarities between our lives **that** it almost frightened us.

So few people were accepted into the school **that** it's amazing we both got in.

so + much/little + noncount noun + that

I have so much homework that I won't be able to go out tonight.

He had so little training that no one thought he would be accepted to the energy company.

Note: That is frequently left out in casual speech.

The book was so popular (that) it sold out within a week.

Reducing Adverb Clauses

An adverb clause can be reduced to a participle phrase when the subject of the adverb clause and the subject of the main clause are the same. To do this, drop the subject in the adverb clause, and follow it with a gerund.

After we met online, we discovered that we live in the same town.

After meeting online, we discovered that we live in the same town.

I ran into him on the street while I was calling him on my cell phone.

I ran into him on the street while <u>calling</u> him on my cell phone.

A. Complete each sentence with such (a/an), so, so much, so many, so little, or so few.

1. My grandfather drives _____ slowly that other drivers get annoyed.

2. I got _____ sleep last night that I feel exhausted today.

3. He has _____ big family that he has cousins he hasn't even met.

4. They are _____ good friends that they are more like brothers.

5. The restaurant was _____ crowded that we couldn't get a seat.

6. There are _____ rooms left in the hotel that we'll have to take whatever is available.

7. There are _____ good courses this year that I can't decide which ones to take.

8. That TV has _____ large screen that it feels like you are almost part of the story.

9. There are _____ shoppers in the store today that it looks empty.

10. There are _____ good TV programs on these days that I hardly watch TV at all.

- B. Match the sentences. Then use these ideas to write one sentence with so...that or such...that.
- eals I'm having such a good time that I don't want to go home.
 - **1.** <u>d</u> I'm having a good time.
 - **2.** ___ The food was spicy.
 - **3.** Emma is a popular name.
 - **4.** ____ The school is selective.
 - **5.** ____ The company received many complaints.
 - **6.** ____ My brother has won many sports trophies.
 - **7.** ____ You made a big meal.

- a. My mouth burned for half an hour after eating it.
- **b.** We've had to build a shelf to put them on.
- **c.** They only accept one student for every 100 applications.
- **d.** I don't want to go home.
- e. We'll never be able to finish it all.
- **f.** There are four girls in the class with that name.
- **g.** They had to recall the product.
- C. Rewrite the sentences, reducing the adverb clauses to participle phrases.
- While my brother was vacationing in New York City, he visited the Empire State Building.

 While vacationing in New York City, my brother visited the Empire State Building.
 - 1. After I finish a large meal, I often feel sleepy.
 - **2.** You should always put on sunscreen before you go to the beach.
 - **3.** While we waited for the bus, we looked through some magazines.
 - **4.** Before they found an apartment to rent, they had looked at dozens of apartments.
 - **5.** Before we moved to Riyadh, my family had always lived in the country.
 - **6.** Since he joined the social networking site, he has met many new friends.
 - 7. While I was walking down the street, I ran into my old science teacher.
- **D.** Look at the picture. Describe what you see using **so...that**, **such...that**, and reduced adverb clauses.



4 Conversation <a><a><a>



Ahmed: Fahd? Fahd?

Fahd: Yes? Hey, aren't you...?

Ahmed: Ahmed! Abdullah's brother, From Jeddah.

From back home.

Fahd: I knew you looked familiar, but I couldn't

place your face. What are you doing here?

Ahmed: I'm going to school here.

Fahd: No way! That's incredible. Abdullah never

mentioned that you were going to college

in Beirut.

Ahmed: I didn't know either until a couple of months ago. I applied, but I was put on the waiting list. It was

looking iffy there for a while, but I got a break in July. A space opened up. I was so happy that I

was on cloud nine for weeks.

Fahd: I can't get over this. What are the chances? I hope we'll see each other around campus. Though,

I don't know if we'll run into each other that often. I'll be spending most of my time on the north

campus. That's where most of my classes will be.

Ahmed: Why? What are you studying?

Fahd: Pre-law.

Ahmed: No way! I'm studying pre-law, too! Fahd: OK. Now you're freaking me out.

Ahmed: This is amazing. What dorm are you in? Wait. Don't tell me. I bet you're in Fares Hall.

Fahd: No. Habib Hall.

Whew. I'm almost glad. I don't think I could have handled another coincidence. Ahmed:

About the Conversation

- **1.** How do Ahmed and Fahd know each other?
- 2. What unexpected coincidences are revealed during their conversation?
- **3.** How does Fahd feel about the coincidences?

Real Talk

iffy = uncertain

break = significant opportunity

on cloud nine = extremely happy

freak (someone) out = to shock or disorient someone

Your Turn

Role-play with a partner. Think of a situation in which two people might be surprised by a coincidence, for example: two people finding out they have the same name, or two friends who run into each other at the mall and find out that they've just bought the exact same item. Role-play the conversation, using phrases for expressing surprise.

Expressing Surprise

How about that! I can't believe this! I can't get over this.

I'm speechless.

No way!

That's incredible/amazing! This is hard to believe. What are the chances?

5 Listening 🔊

Listen to the story about identical twins who were separated at birth. Then list the similarities between the twins.

How are Alicia and Jenna alike?



6 Pronunciation 👺



Sometimes consonant sounds are left out in casual speech. For example, when a word with a final t is followed by a word that begins with another consonant sound, the t is often left out. Listen and practice.

- 1. They are identical twins who, at birth, were adopted by different families.
- 2. The first meeting was emotional.
- 3. I thought my heart was going to thump out of my chest.
- **4.** I just dropped the phone.
- **5.** The strangest thing of all is that we even have the same recurring dream.

Vocabulary Building M



- A. You will see the following words in the reading on pages 116 and 117. Match the words with their meanings.
 - 1. _____detectable
 - **2.** _____disoriented
 - **3.** _____exhilarating
 - 4. ____haggard
 - **5.** _____ hallucinating
 - **6.** _____ intact
 - **7.** _____reception
 - 8. ____startling

- a. remaining whole and unharmed
- **b.** imagining things that are not real
- c. very thin and tired
- **d.** able to be found
- e. the quality of radio waves received by a device
- f. very surprising
- **g.** causing a strong feeling of excitement and happiness
- **h.** confused
- B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

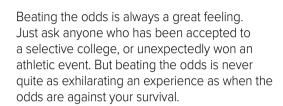
8 Reading



Before Reading

Think of a story you've heard about a person who survived a dangerous or difficult situation. Tell the class about it.

SurvivalAgainst the Odds



Tami Oldham Ashcraft knows this feeling. At the age of 23, while she was sailing the South Pacific, Ashcraft was caught in a violent hurricane. The 50-foot (15-meter) waves overturned her boat. Ashcraft, who was below deck, was knocked unconscious. When she awoke 27 hours later, the boat had turned right side up again, but the storm had been so violent that the sails were destroyed, the motor was dead, and the radio was lost. Only the rudder, which steers the ship, was intact. Ashcraft was badly injured and disoriented.

Determined to survive, Ashcraft created a sail from scraps of material and charted a path to Hawaii, which was 1,500 miles (2,400 kilometers) away. Traveling only two miles an hour, Ashcraft reached her destination 41 days later. Having lost 40 pounds (18 kilograms) during her ordeal, Ashcraft was thin and haggard when she arrived. However, she was happy and grateful to have beaten the odds. Ashcraft, who still sails, eventually told her tale of survival in a book called *Red Sky in Mourning*.

Another such tale of survival against the odds can be told by Eric Le Marque, a hockey player who played with the French national Olympic team during the 1994 Olympics. One day in February 2004, Le Marque set out for a day of snowboarding in California's Sierra Nevada Mountains. But by the end of the day, Le Marque found himself in a life-or-death situation.

While looking for a good place to snowboard, Le Marque lost his way and ended up in the wilderness at the back of the mountain. Le Marque, who had expected to just be out for a couple of hours, had no food, very few supplies, and his cell phone battery was dead. All he had was a seemingly useless pocket radio. Once he realized he was lost, he decided to keep moving. Unfortunately, he chose the wrong direction and, over the next few days, moved farther and farther away from safety and rescue. Knowing that eating snow lowers body temperature, Le Marque ate only tree bark and pine seeds.

After a few days Le Marque had an idea that may have saved his life. He turned the pocket radio into a kind of compass. He noticed that whenever he pointed the radio in a certain direction, the reception for a local radio station grew stronger. Using this radio reception as a guide, Le Marque switched direction and started walking towards safety and, ultimately, rescue.

For days, Le Marque struggled through hunger, freezing temperatures, and 12-foot (4-meter) deep snow. By the eighth day, Le Marque was so weak and his legs were so frostbitten that he could no longer walk or even stand. He was in such bad condition that he began hallucinating that his situation was just a video game. He recalls thinking, "The game is over. Let's reset it. I give up." Le Marque was at the point of exhaustion and death when he was found by rescuers in a helicopter. Although he lost his legs to frostbite, Le Marque's survival experience left him with more of an appetite for life than ever before. After being fitted with artificial limbs, he vowed to go snowboarding again. Only in the future, he plans to be much better prepared.

Occasionally, some owe their survival not to struggle, but to nature. Take the startling case of Mitsutaka Uchikoshi. One ice-cold October day in 2006, Uchikoshi had been with a group on a mountain in western Japan. After wandering off into a field on his own, Uchikoshi tripped, hit his head, and was knocked unconscious. As Uchikoshi remembers,





"I was in a field, and I felt very comfortable. That's my last memory." He remained unconscious in almost-freezing temperatures without food or water for more than three weeks.

When he was found in the freezing field 24 days after his fall, he did not seem to be breathing and had no detectable pulse. His body temperature was nearly 30 degrees below normal, and his organs had nearly shut down. Doctors assumed he was dead. Yet something incredible happened while he was at Kobe City General

Hospital: He woke up! Even more incredibly, Uchikoshi, who was treated for severe hypothermia and blood loss, made a full recovery. Doctors believe that Uchikoshi's body went into a state similar to hibernation. In hibernation, the body temperature of an animal is lowered and its breathing and heart rate slow down. Hibernation reduces the need for food and protects animals from damage to the brain and other organs.

Stories like these remind us that even when we are in a situation that seems impossible, we should never give up hope. After all, there is always a chance that you will succeed—against the odds!

After Reading

Answer the questions.

- 1. How did Ashcraft beat the odds?
- 2. What condition did Ashcraft return in?
- **3.** How did Le Marque end up in such a dangerous situation?
- **4.** What were two decisions Le Marque made that helped him survive?
- **5.** How did Uchikoshi end up unconscious in an ice field?
- **6.** How was the state Uchikoshi ended up in similar to hibernation?

Speaking 🥥



- 1. Work in pairs/groups. Think about emergency situations that are life-threatening, such as being stranded in the desert, getting caught in a storm, being trapped in a cave in freezing weather, or being buried under the ruins of a building after an earthquake. Talk about survival stories that you have read or heard about.
- 2. What qualities and attitudes can help a person beat the odds in a survival situation? Do you think some people are better able to survive than others? Why? Why not?
- 3. Use the situations in the chart below or add your own. Some notes have been made for you. Add your own ideas and talk about them in class. Compare ideas with other pairs/groups.

	Survival situation	Helpful attitudes	Helpful actions
1	trapped in a building after an earthquake	have a strong will or determination to live	defeat negative thoughts and fears; do not panic
2			
3			
4			

10 Writing



- **A. 1.** What makes the Kingdom of Saudi Arabia a strong and wealthy nation?
 - **2.** How can it become an even stronger global economy?
 - 3. Read the text and find out.
 - Are some of your ideas included in the text?
 - Is there new information? What is it about?
 - How are the following defined in the text?
 - a vibrant society
 - a thriving economy
 - an ambitious nation



The Kingdom of Saudi Arabia is blessed with an abundance of untapped, natural resources and growth opportunities. Its real wealth, however, lies in the abilities and potential of the nation's society. Saudi Arabia is an exceptional nation due to its Islamic faith, national identity, culture and heritage.

A vibrant society will be the foundation of Saudi Arabia's 2030 vision. A society whose members enjoy a fulfilling and secure life in an attractive and sustainable environment, and are empowered by social and health care systems that ensure their physical, psychological, and social well-being.

The Saudi society is defined by its adherence to Islamic values and its family orientation. It is essential, therefore, to support and empower families so that they can develop their children's talents and character, and have an active role in their education.

The Saudi nation cherishes the honor bestowed upon the Kingdom to welcome and serve an increasing number of pilgrims and visitors 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.

Culture and entertainment are an integral part of a fulfilling life. To this effect, projects will be launched to establish libraries, galleries, and museums and provide different types of entertainment.

A thriving economy offers equal opportunities for all citizens through an updated, high quality educational system aligned with the employment needs of a dynamic market. Access to economic and employment opportunities will be available for entrepreneurs, small and large enterprises. The Kingdom's diversified economy and streamlined business services will attract new talent and investments. Saudi Arabia's strategic position will make it the logistical hub connecting Europe, Africa, and Asia.

Investment capabilities will be maximized through the ongoing privatization of state owned assets and agencies. New sectors will enrich national economy. Telecommunications and information technology, including high-speed broadband, will be developed in and around cities and rural areas.

An effective, transparent, responsible, accountable, enabling, and high-performing government is a fundamental prerequisite for **an ambitious nation**. In view of this, all the necessary steps will be taken to ensure that relevant services and regulations are in place to foster the ongoing growth and development of the private and non-profit sectors. Our goals and commitments include programs that will contribute to the effective restructuring of government agencies, fiscal management, regulations, and performance management programs.*

^{*} 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.

B. 1. Write about your vision of the future. Choose an area/sector that you would like to focus on. Here are areas that you might like to choose from:

Sports • Technology • Education/Schools • Culture
Cities • Energy • Sustainability • Health • Social Services
Water Management • Employment • Buildings/Construction
Entertainment • Business • War on Drug Smuggling



- 2. Research and find out more about:
 - Saudi Arabia 2030 Vision
 - Other projects and information relevant to your chosen area of focus
- 3. Write your essay.

Features, factors, facilities, support, and resources	Available Now	2030	2050
Cities of the F	uture		_
	II I' L hut thell	all share make the	one most
assential characteristic. They are processed in	1 sing affects of	f radiation.	
of light and renewable energy with f.	I at a d around	d the initia	i mega
As a city expands, new adjustite and it	:1 as a number of	bubbles u	r the
dome. A satellite view of the city would show	a string of bubbles	in a geomo	-

shape of a flower, with or without a stem, or a string of bubbles in a geometrical shape, and so on...

Strict building regulations will prevent arbitrary constructions and determine the type of materials to be used...

Writing Corner

When you write about your vision:

- close your eyes and visualize, i.e. create imaginary mental pictures.
- hold the image in your memory and make notes (write key words, e.g. adjectives, nouns, etc. that describe the image).
- address your readers directly.
- think about what they might know or have seen in images, films, science fiction, documentaries, and other sources.
- use vivid descriptions and similes.
- be imaginative and creative.
- use a thesaurus or dictionary to help you.
- draw a picture.

Edit the following examples to make them more reader-friendly and imaginative.

- **1.** Residential districts are constructed according to a set of pre-approved plans and are required to use sustainable technologies.
- **2.** The domes function as filters of urban biospheres with thriving indoor and outdoor vegetation in all available spaces.

Form, Meaning and Function



Past Progressive

Use the past progressive (be + present participle) to describe a long action that is interrupted by a short action. As Figlock was walking down a Chicago Street, a baby fell from a fourth-story window. A year later, while he was passing by that same building, the same baby fell out of the same window and landed on Mr. Figlock.

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

Q: What were you doing at three o'clock today?

A: I was driving home from work.

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

Q: Have you always lived in Riyadh?

A: No. A few years ago, I was living in Dubai.

Q: What were you doing in Dubai?

A: I was studying for my degree.

Use the past progressive with always to describe a repeated or annoying action.

My old car was always breaking down so I bought a new one.

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

On June 6, 1980, Edwin Robinson was out walking and looking for his pet chicken during a thunderstorm when he was struck by lightning.

Was/Were Going To and Was/Were About To

Use was/were going to/about to + base form to refer to actions that were intended but probably didn't happen. I was going to study Engineering, but my father advised me otherwise.

They were just about to leave when the phone rang.

A.	Complete the news report using the verbs in parentheses. Use the passive and
	active simple past, the past progressive tense and <i>was/were about to</i> .

The last thing 17-year-o	old Ricardo Gordon rem	nembers	(1. be) that
a storm	_ (2. be about to) come	, and he	(3. rush)
to get inside. Next thin	g he(4	• know), he	(5. lie)
in a hospital bed. Here	is what	_ (6. happen).	
Ricardo	_ (7. listen) to the live br	roadcast of the footba	II
game when lightning _	(8. hit) h	im. As a result, his hai	r and
ears(9). burn), and he	(10. have) dar	k spots all
over his body. The wor	unds on his body	(11. follow) t	the wire of his
smartphone, from his e	ears down to his hip, wh	nere he	_ (12. carry)
the device. The electric	c current	(13. travel) from his	smartphone to
his headphones. Ricard	do is lucky to be alive!		



B. Work with a partner. Look at the newspaper headlines and imagine the story. Tell the story.

British Burglar Says "Sorry" with Flowers

Paper Boy Steals Truck to Speed Up Deliveries

Criminals with Big Plans, Small Car

Past Perfect Tense

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

When Edwin Robinson was struck by lightning he had been blind and deaf for almost 10 years.

Past Perfect Progressive and Past Simple Tense

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

King Umberto of Italy **had been climbing** into his carriage when he was assassinated.

C. Complete the sentences using the verbs in parentheses. Use the simple

ast and the past	perfect forms.					
		<) his favorite meal v	vhen the pan		A MANUE	
-		(arrive) at the pic	nic, the rain		LE S	
	·	•	s of years befor	e the	-500	
I	(never, trave	el) outside my count	ry until l	(g	o) to Disney V	Vorld last summer.
	•		when we		(arrive), the po	olice
				•	•	
LCREST, Texas-	–John Wilkinsc	on, an amateur car n		(1. attempt) to	fix his car's
						(3. buy)
d correctly. The (8. Ikinson	repair itself try) to test the (9. dec D. leave) the eneck that all was thing had gone _ (13. make) an	(7. go) engine after three (cide) to run the enging agine running for a loss working perfectly be wrong with the engineredibly foolish mi	off without a hidays of work in he after he put ong time to test but the engine spine, but he the istake. He	tch. The pro his garage. everything b it. He then suddenly sto n	pack in place. ppped. Wilkins (12. dis.) (14. think) so r	when Wilkinson He (11. try) to son was very cover) that much about
	By the time we Dinosaurs first humans I We wanted to ead the article free correct form or bbyist Engine LCREST, Texasgine after it start lkinson the extra tools had correctly. The (8.1 kinson (10.1 kinson		Ahmed	Ahmed	Ahmed	Ahmed

Project 2

- 1. Work in pairs/groups. Research and collect information about real survival stories.
- **2.** Use a real story or create your own. Think about:
 - the setting (where the story took place)
 - the people/person involved
 - the circumstances
 - the survivor's attitude
 - the survivor's actions and frame of mind
 - how the survivor managed to save himself or was rescued
- 3. Make notes in the chart and use them to organize and finalize your story.
- **4.** Make a comic strip or a storyboard with your story.
- 5. Share the work among members of your group. If you make a comic strip decide on:
 - · what will go in each frame
 - whether you will use captions to narrate the story
 - whether you will use speech bubbles and thought bubbles to show what each person is thinking or saying
 - · what you will write in the captions
 - what you will write in the bubbles
- **6.** Display your comic strip in class and act it out.

	A Survival Story
The people/person involved	
The setting/location	
The circumstances	
The problem	
The survivor's attitude/feelings	
The survivor's actions	
The final outcome	

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 diffi	cult in Unit 8:
Unit 8 Checklist	I can do this very well.	l can do this quite well.	I need to study/ practice more.
discuss remarkable events and coincidences			
express surprise			
use suchthat/sothat			
reduce adverb clauses			
use the past progressive			
use was/were going to; was/were about to			
use past perfect forms and past simple			
My five favorite new words from Unit 8:	If you're s from Unit	still not sure abou : 8:	ut something
	listen to tstudy the from the	ough the unit again the audio material grammar and fur unit again teacher for help	

EXPANSION Units 5–8

1 Language Review



A. Rewrite each pair of sentences as a single sentence with an adverb clause. Use a word or phrase from the box to begin each adverb clause. For some items, more than one answer may be possible.

because	if	(in order) to	only if	so that	where
even if	in case	now that	since	unless	wherever

- Check the product carefully. There may be defects.

 Check the product carefully in case there are defects.
 - 1. You feel anxiety about leaving your job. You should still do it.
 - 2. The police will have trouble finding the criminal. It would help if there were a witness.
 - 3. We have finished this tedious task. We can relax.
 - **4.** She feels restless. It doesn't matter where she is.
 - **5.** Let's choose our destination. Then we can book our trip.
 - **6.** More consumers buy that brand. It has a good reputation.
 - 7. He wants to be accepted into a prestigious university. He will have to study hard.
 - 8. The secret agent altered his appearance. It was difficult to recognize him.
- B. Write two sentences about each item using adverb clauses.
- I brought an umbrella in case it rains. Wherever I go, I bring an umbrella.



1. a bicycle



2. a bilingual dictionary



3. a cell phone



4. a chocolate bar



- C. Explain what each person is saying. Use the verb in parentheses, followed by a gerund or an infinitive.
- Sabrina: Oh no! I think I left the oven on when I left my house. (forgot)

 Sabrina thinks she forgot to turn off the oven.
 - **1.** Ahmed: I shouldn't have bought this car. It keeps breaking down. (regret)
 - 2. Abdullah: I wish I could be at the meeting, but unfortunately I can't. (regret)
 - **3.** Tom: We got so bored of that TV show. We don't watch it anymore. (stop)
 - **4.** Allen: The election is Monday. Make sure you vote. (remember)
 - **5.** Dennis: Watching the Olympics live was incredible. I will never forget it. (remember)
 - **6.** Andrew: Jack and I were driving when we saw fireworks. We pulled over and watched them. (stop)
 - **7.** Kaya: I'm looking for a dress for the wedding. (try)
 - **8.** Jimmy: Did you look online for the tennis match schedules this weekend? (try)
- **D.** For each pair of pictures, write sentences with **but** or **and** + an auxiliary verb.
- The K.S.A. is in the Middle East, but the U.S. isn't.
 - 1. The K.S.A./the U.S.



3. a burrito/sushi





2. a cell phone/a laptop



4. a race car driver/a mechanic





EXPANSION Units 5–8

E.		omplete each sentence with <i>might have</i> , <i>could have</i> , <i>must have</i> , <i>should have</i> , or <i>was/were pposed to</i> . For some items, more than one modal is possible.
	1.	He enjoyed the game if he had gone with them. But then again, he been bored.
	2.	You told us that you needed a place to stay. There's plenty of room in our apartment.
	3.	Luke was really hoping to get the job. He been disappointed when they gave it to someone else.
	4.	She not said she preferred Maria's hair long. I think she hurt her feelings.
	5.	Where were you on Saturday? You help clean the apartment.
	6.	If your dinner was cold, you asked the waiter to heat it up.
	7 .	The streets are all wet. It rained last night.
	8.	John graduate in June, but he decided to take a year off.
F.		oin each set of words together to form a sentence. Use so , such , so many , so much , so little , so fewthat
•	<u>T</u>	e adhesive is / strong / it stuck my fingers together he adhesive is so strong that it stuck my fingers together. the noise was / startling / it made us jump
	2.	they are / good friends / I assumed they would go to the same university
	3.	I had / interest in the documentary / I fell asleep halfway through it
	4.	people were / outraged by the radio announcer's comments / his show was cancelled
	5.	he got / disoriented driving in the city / he had to use Google Maps to find his way home
	6.	he is taking / classes this semester / he has time to work two jobs
	7.	it was / a violent storm / it snapped most of the branches on that tree
	8.	she is / an absent-minded person / she forgot her dental appointment
	9.	the accident did / damage to the car / it's not even worth fixing
•	10.	there were / people ahead of us in line / it took an hour to get into the museum

G. L	. Use the words to write sentences with but or and + an auxiliary verb.	
-	Ice cream is made from milk/butter	
\underline{I}	Ice cream is made from milk, and butter is too.	
1.	1. Gold is a kind of metal/silver	
2	2. Shoes are worn on the feet/gloves	
3	3. Alligators don't live in the desert/monkey	
4	4. An uncle is a male relative/nephew	
5	5. Ice is a form of water/steam	
6	6. Elephants aren't predatory animals/deer	
7.	7. Kenya is an African country/Nigeria	
8	8. Men often wear ties/women	
9	9. Apples aren't tropical fruits/cherries	
10	10. Colombia is in South America/Canada	
11	11. Penguins can't fly/parrots	
12	12. The United States doesn't have a royal family/England	
H. C	. Complete each sentence with a participle phrase and an idea of your c	own.
	Afterspending the day at the beach	
	1. While, I h	
	2. After, she	•
	3. Before, h	•
	4. While, Pa	
	5. After, he	, ,
6	6. Before, v	ve always make sure the doors
	are locked.	

EXPANSION Units 5–8

2 Reading





- 1. Do you think it is easy for people to make real friends online? Why? Why not?
- 2. Do you text or call people you know? What kind of language do you use in each case?

The impact of a changing world on human language and communication

Recent research on the impact of online communication across cultures in Europe has revealed some very interesting findings.

Although, social networking and online communication has become the norm among young people nowadays, the formation of lasting friendships among peers appears to require face-toface communication.

The project involved communication with partner schools in different countries. According to project participants, online communication and information exchange was effective for a period of time and undoubtedly provided the input and information needed. However, when it came to the formation of long-term friendships, they strongly felt that face-toface communication was a key requirement; as was mobility, in other words travel to different countries.

The way one of the participants put it, "It's different to find out about each other's culture through reading, talking about it and exchanging pictures or videos, and different to actually experience it in person. It's the day-to-day things that tell you more about people and their mindset." These conclusions were reached after participants visited the countries where partner schools were located. As funding was limited, not all project participants were able to join.

All interviewees appreciated the accessible and affordable opportunities offered through technology and online communication but stressed the need for communication beyond cyberspace. Interestingly, young people nowadays take cyberspace for granted and consider more conventional, real world experiences to be more creative and rewarding. Overall, the conclusion reached pointed out that although technology "connects" people, lasting friendships require face-to-face contact to make

initial connections more meaningful. This was further confirmed by the diminishing interest and involvement of the participants that had not been able to travel.

As expected, English was used as the common medium of communication. Project participants admitted to having been intimidated and reluctant to initiate conversation due to their language "inadequacies." They soon found out that none of their peers from other countries were perfect either, but were only too willing to utilize all available resources to speak. So they guickly revised their views on language competence and stopped being over-concerned with potential "errors."

The task at hand required them to communicate with people that they had previously communicated with through email and video conferencing, under more controlled circumstances with teacher support, and time to check and edit their language. Face-to-face communication had to be spontaneous and genuine, so they were required to do their best, to listen, understand, and ask for clarification or repetition, use gestures or point to things if they could not recall words and so on. More importantly, their peers from other countries routinely resorted to the same strategies in conversation.

On occasion, when lost for words, their interlocutors would say: "text me"; this they could do without difficulty, using abbreviated language. They would then use the text message, as a basis to clarify meaning. Abbreviated language, this special kind of electronic shorthand, which often confuses older adults, is accessible to young people. In fact, it is the electronic variety of English as an international medium, and an identifying marker of generations that are natives to technology.

The context and means of communication do have an immediate impact on the type of language used. The need for speedy and highly economical messaging has fostered the development and evolution of "texting" language. Abbreviated language is regarded as a type of slang, categorizing it as a substandard variety of language. On the other hand, some analysts attest to the fact that it indicates high intelligence and speed of processing that should not be overlooked.

According to Professor Crystal, "text-speak", the combination of vowel-free abbreviations and acronyms, "has definitely been overhyped" and does not qualify as a new language.

When these issues were addressed in a focus group with high school students who had participated in the multicultural project, they were ready with clear and highly articulate answers. They agreed that context and circumstances impose the need for changes in communication and therefore the type of language used. They were pleased to be able to use abbreviated language in texting and messaging effectively and efficiently. However, they pointed out that they would very much like to develop their language and communication skills further in order to be able to operate in a different range of contexts. As one of the interviewees put it, "It wouldn't be a good idea to use abbreviated language in term papers when I get to university!"

After Reading

A. Complete the sentences with the words from the box.

nc	orm	diminishing	utilize	interlocutor	4	8888
	breviated	ŭ	acronym			(e)
1.		ting results of the	•	re, unfortunately, nthusiasm and inte	erest.	-
2.	Unfortunately,	consuming too m	nuch fast food is	the		
	among young	people, these da	ys, not the excep	otion.		
3.	Although he ha	ad spent days pre	eparing his prese	entation, he got so	1	
		by the audien	ce that he could	hardly say a word		
4.	You should not	t give up when yo	ou run into difficu	ulties. Instead, you	should	
		all your skills a	and experience	to deal with them.		
5.	UAE is an	It st	ands for United	Arab Emirates.		
6.	A good commi	unicator always tr	ries to facilitate h	is		
7 .	Young people	use	language iı	n texting.		
8.	People used to	think that comp	uters were vastly	/	as a home	appliance.



- **B.** Answer the questions.
 - 1. What were the conclusions of research on the impact of online communication across cultures?
 - 2. What did the project participants believe about lasting friendships?
 - **3.** What was the main difference between participants who traveled to different countries and those who didn't?
 - 4. How did the project participants feel about their language competence to begin with? Why?
 - **5.** Which factors fostered the development of "texting" language?
 - **6.** What did high school students believe about different types of language? Why?

Discussion

- 1. Do you think abbreviated, "text-speak" qualifies as a new language? Why? Why not?
- **2.** Do you think technology has had a positive or negative impact on language and communication? Give reasons.

EXPANSION Units 5–8

3 Reading



Before Reading

- 1. What are you afraid of?
- 2. How does your body respond when you feel fear?









PHOBIAS: NOTHING TO FEAR

John Dickson was walking down the street with his friend Len when a cute, friendly, little squirrel ran over to them. Len knelt down and gave it a nut, but John froze and backed away in terror. Although the squirrel was clearly not a threat, John felt so terrified that his heart began pounding. He broke out in a cold sweat, and he felt like he was about to faint. Why did John have such an extreme reaction to such a harmless animal? John has a phobia of animals.

A phobia is an intense, irrational fear of a specific situation, activity, or thing that, in actuality, doesn't pose any true danger. People with phobias have a feeling of uncontrollable anxiety when they are exposed to the source of their phobia. This psychological reaction causes many physical symptoms. Some symptoms include shaking, rapid heartbeat, difficulty breathing, sweating, chest pains, dizziness, and a feeling of overwhelming anxiety. When a person has such physical reactions to something they fear, they are said to be having a *panic attack*.

People with phobias feel such great distress when they encounter the thing they fear that they go out of their way to avoid such an encounter. People with phobias often know that their fears are irrational, but feel completely unable to control their fears. Sometimes a phobia has only a minimal impact on a sufferer's life. For example, Janet Acra has a paralyzing fear of spiders (arachnophobia). However, as long as she avoids going into woodsy or grassy areas, she is generally able to avoid seeing them. Some phobias, however, can prevent sufferers from participating in normal, everyday activities. These kinds of phobias can have a devastating impact on the sufferer's life. For example, after being in a car accident, George Ramirez developed ochophobia, a fear of riding in vehicles. After that, the only way George could get from one place to another was to walk. And, since his college was 20 miles (32 kilometers) away—too far to walk—George dropped out.



There are hundreds of different kinds of phobias, but only a handful are very common. One of these phobias is the fear of heights (acrophobia). People with this fear are unable to look out the window of a tall building without feeling a panic attack coming on. Another common phobia is the fear of being in confined spaces (claustrophobia). People with claustrophobia commonly feel trapped when they are in small, enclosed places like elevators, tunnels, or closets. On the other hand, people who suffer from agoraphobia fear being in large, wide-open spaces, or places where leaving would be difficult. Agoraphobics generally avoid places like shopping malls, stadiums, and other crowded places. Some people develop such intense agoraphobia that they are not able to leave their home for years.

In addition to the more common phobias, there are dozens of unusual, little-known phobias, such as the fear of clowns (coulrophobia), fear of taking a bath or shower (ablutophobia), and fear of trees (dendrophobia). In fact, there is even a fear of phobias (phobophobia)!

Although no one knows for sure how phobias develop, some researchers believe that phobias are passed from parents to children in one of two ways: either by inheriting the gene for a phobia, or by observing a parent's phobic reaction to something and learning to react in the same way. Another possibility is that phobias are a reaction to something frightening a person may have previously experienced. For example, John Dickson could have developed his fear of animals (zoophobia) when, as a child, he saw an animal bite another child.

However, there are treatments that can help people with phobias. While some people take medication to alleviate their phobias, many others go to counseling where they learn techniques to overcome their phobias permanently. For example, learning simple relaxation exercises can help people feel more in control when confronted with feared objects and situations. People can also be taught to overcome their fear through gradual exposure to it. For example, a



person with a fear of heights might be encouraged to imagine being in a tall building. Once capable of doing this without having a panic attack, the person might be brought into the ground floor of a tall building. After becoming comfortable there, the person would be brought to the second floor. Eventually, the phobic person would reach the top floor of the building and the end of their fear.

There is a Japanese proverb that says, "Fear is only as deep as the imagination allows." People who have learned to overcome phobias understand how true this is.

After Reading

A. Write each word next to its antonym.

alleviate	confined	devastating	distress	irrational
 improving intensify comfort released logical 				

- **B.** Answer the questions.
 - **1.** What is a phobia?
 - 2. What are some physical symptoms that a person with a phobia might experience?
 - 3. Name two phobias and describe them.
 - **4.** Why do people develop phobias?
 - **5.** Explain some of the treatments available to people with phobias.

Discussion

- 1. Imagine you know someone who has a fear of cats. How might you try to help that person?
- 2. Do you think phobias are genetic, learned, or both? Explain.
- 3. Do you think people of different cultures are more likely to have different phobias? Explain.

4 Language Plus 🌆

Read the sentences. Then match the idioms with the pictures.

- **a.** When the burglar broke into my house, I was **scared to death**.
 - **b.** That book of scary stories is so spooky it will *make your hair stand on end*.
 - c. I was scared stiff while watching that horror film on TV.
 - **d.** You will **scare the living daylights out of** her if you sneak up behind her.
 - e. Before giving a presentation, I often get goose bumps.
 - **f.** I **shake like a leaf** every time I pass that big, abandoned house.
 - **g.** Every time I go to the dentist, I *break out in a cold sweat*.
 - **h.** I'm afraid to jump. Maybe I shouldn't *throw caution to the wind*.



1. scare the living daylights out of



3.



4.



6.



7.



5 Writing 🚺

Tools for Writing: Run-on Sentences

A *run-on sentence* is a sentence with two or more independent clauses that are incorrectly placed together without any punctuation or a coordinating conjunction.

Incorrect: You look in the cafeteria I'll look in the auditorium.

Run-on sentences can be avoided by using a period to separate the clauses into two separate sentences, or by adding a coordinating conjunction after a comma.

Correct: You look in the cafeteria. I'll look in the auditorium. **Correct:** You look in the cafeteria, and I'll look in the auditorium.

Correct each run-on sentence in two different ways.

- **1.** The weather has been great it has been warm.
- 2. She can't make it she has other plans.
- 3. He's tired he doesn't want to stay out late.
- **4.** I understood the lesson I can help you.



Writing Prompt

Write an essay about tales involving animals in your culture. Include grammar points from Units 5–8.

Write Your Essay

- **1.** Think about the following questions: Where did the tale originate? What is the significance of the tale? Is there a moral?
- 2. Use a chart to organize your ideas. In the first column, write two or three tales about animals that you are interested in learning more about. Research these tales. Then write notes about the origin of each in the second column. Use these notes when you write your essay.

 Animal Tale

 Origin of the Tale
- **3.** Write an outline for your essay, and then write a draft.
- **4.** Have a partner read and comment on your draft. Use your partner's comments and suggestions to revise your essay.

Animal Tale	Origin of the Tale

Developing Your Writing: Outlining an Essay

Writers use outlines to help them organize their thoughts before they begin writing. Outlines show the order in which topics will be introduced. They also include categories and subcategories to show the relationship between the different parts of the essay. Outlines are usually arranged from general points to more specific points. Outlines are also usually arranged by a system of numbers and letters, as in the example below.

- I. Introduction
 - **A.** There are numerous tales about animals in American culture.
 - **B.** These tales often teach an important lesson/moral.
- II. Body
 - **A.** First tale: The Tortoise and the Hare
 - 1. origins of the tale
 - 2. significance/moral of the tale
 - B. Second tale: The Lion and the Mouse
 - 1. origins of the tale
 - 2. significance/moral of the tale
- III. Conclusion

Animal Tales in American Culture
American culture has a rich assortment of animal tales that are passed on from
generation to generation. Most of these tales originated centuries ago, but are still
told to children today. Each tale has a moral—an important lesson to be learned

Update

Listen and Discuss 🕢



Read and find out what each text is about.

- human behavior
- a clever business decision

- an accidental discovery
- a breakthrough in space exploration

Rocking Chairs ...where?

Usually, people expect to see them on front porches, in living rooms, bedrooms, and cozy places where one is likely to have the time to relax. One of the last places where you'd expect to see rocking chairs is a busy airport, right? Wrong! Rocking chairs have caught on as a special touch in about 40 airports in the US. The trend started in 1997 at an international airport that was hosting a photography exhibit called Porch Sitting. There were photos of porches with rocking chairs, with actual rocking chairs placed in front of the photos as props. When the exhibit was over, and the rocking chairs were being removed, people started protesting. So the airport manager was quick to respond. He kept the chairs and ordered more. From then on, rocking chairs spread as a trend at more airports.

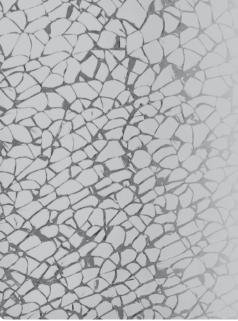


Is Europa similar to Earth?

A re-processed, high resolution, photo of Jupiter's moon Europa was released in 2014, showing the largest proportion of the satellite's surface. Scientists claim that there is water underneath Europa's icy shell that could host life, under the right conditions. This has provided an additional incentive to push forward with the exploration of this amazingly colorful moon. A new study, also suggests that there are big plates of ice sliding over and under each other within Europa's shell. This effectively means that the Earth is not the only solar system body that possesses plate tectonics, as was formerly believed!*



* Adapted from: AccessScience Editors. (2014). Evidence found for plate tectonics on Europa. AccessScience. Available at: https://www.accessscience.com/content/briefing/aBR0916141.



Did you know that?

Safety glass, which is widely used in windshields, safety goggles, and more, was invented by accident over a century ago. In the early 1900s, a French scientist accidentally knocked a glass flask off his desk. The flask fell to the floor but only cracked instead of shattering into pieces. Having inspected the broken flask, he realized that it had contained plastic cellulose nitrate, which had coated the glass and prevented it from shattering upon impact.

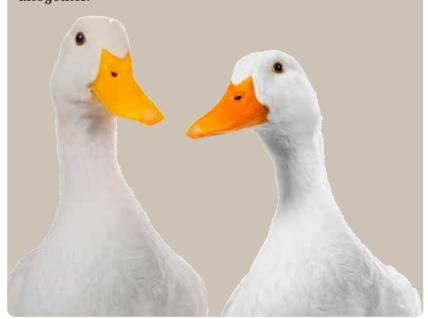
And did you know that?

The first synthetic dye was accidentally created in 1856, by William Perkin, an 18-year-old chemist. He was carrying out an experiment in search of a cure for malaria when it all went very wrong resulting in a murky mess in the petri dish. Upon closer examination, William noticed a brilliant color radiating from the petri dish. It was the beginning of synthetic dyes that would change the world of fashion and manufacturing forever. *



Would you gossip about a friend?

Gossip and rumors can destroy a young person's selfconfidence and affect their self-esteem. It can also lead to serious conditions such as depression, anxiety and eating disorders. Betrauing the trust of a friend by talking behind their back reflects very badly on the person gossiping. People instantly assume that if one is capable of gossiping about a friend, then he/she is capable of doing it about anyone and keep their distance. Talking about a friend with negative intent does not make one stand out or help him/her become more popular. It is the surest way of isolating oneself and gradually losing one's friends altogether.



* Adapted from: Accidental Discoveries That Changed the World [Video]. (n.d.). AccessScience. Available at: https://www.accessscience. com/content/video/an400048.

🙎 Pair Work 🔀



- A. Before you discuss each issue, brainstorm and think of language you can use:
 - · to express your opinion/view
 - to agree or disagree
 - · to present arguments
 - · ask for and give clarification, confirmation
 - to make suggestions
 - to summarize/recap
- B. Which topic/s would you like to find out more about? Why?
- C. Present similar examples that you know about.



Listen and practice reading Part 1 of the conversation in pairs. Then underline examples of deductions about the past and the present.

Adnan: Hey, listen to this. It's about a man who survived a

plane crash.

There can't be too many people who've lived to Omar:

talk about a crash!

No, probably not. Apparently, the plane had Adnan:

crashed and burst into flames about 2-4 km from the end of the runway. According to this article,

three passengers survived the impact but two of them died in hospital a few hours later.

He must have been the only survivor then! Omar:

Adnan: Correct! He was thrown off the plane, strapped to his seat and landed upright on the street!

Omar: You must be kidding! He can't have landed upright on the street! Do you believe it?

Adnan: That's what the article says. Here's a picture of the man now. He was only 17 when it happened. It

happened in January 1985. You can look it up!

I'll do that! Is there more? Omar:

Listen to Part 2 of the conversation in pairs and complete the blanks with must have or can't have.

Adnan: Here's another story of a man who beat the odds

Omar: Not another plane crash!

Adnan: No, this happened in Sweden. The man was

trapped inside his car, for two months.

Omar: Two months? Why didn't he try to get out?

Adnan: He couldn't. His car was snowed over. He must

have got snowed in on his way to the next town.

He _____ stayed alive for two months Omar:

in the cold. What did he eat?

Adnan: According to the interview, he ate snow and

whatever snacks he had.

_____ been enough for two Omar: But that

months. He ______ been confused. It _____ been less than two months.

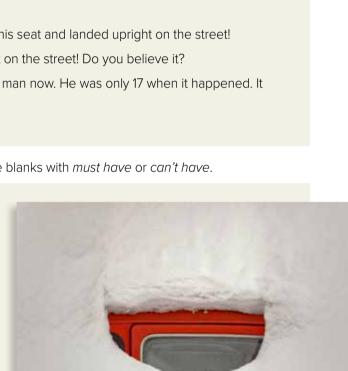
Adnan: Yes, well the rescuers felt the same way. They couldn't believe he'd been there that long but

scientists confirmed that he _____ gone into hibernation. They also said that an "igloo

effect" ______ been created by the insulation of the car, so he was able to survive!

Your Turn

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



4 Speaking 🞑

1. Read about people who realized their dreams against all odds. What do you think motivates some people to persevere and make the most of their lives?



Brian is a triple amputee who lost his legs and his right arm in an explosion. Three years later, with three prosthetic limbs, he enrolled in one of the most competitive schools of architecture in the U.S. and was due to graduate in 2014. He didn't think he should settle for anything less since his head had not been injured and his brain could function as well as it did before!

Mark has been working as a janitor at a prestigious university for two decades. He has worked from early afternoon till 11:00 at night mopping floors and emptying garbage cans and then stayed up after midnight studying for his classes. He signed up for one or two classes per semester and managed to graduate with honors in 2012, at age 52. He is not planning to give up his job, as it offers an irresistible benefit, namely free tuition. Instead, he is planning to study for his post-graduate degree next!

Martha earned two college degrees while living in an iron lung. She was paralyzed by polio at the age of 11 in 1948 and was confined in a metal tube, 23 hours a day. But she never gave up. She kept reading and attending classes without fail through her custombuilt intercom system. This is what she said in a documentary about her life: "Something happens to all of us. Mine is more visible than yours, but you have to deal with your things, too. None of us are exempt from things that would make us extraordinary people if the world knew the story."

- 2. Work in pairs. Discuss and make notes.
 - **A.** What motivated Brian and Mark to carry on and pursue their dreams in learning?
 - **B.** How do you think Brian's life might have developed, if he hadn't been as determined?
 - **C.** How do you think Mark's life might have developed, if he hadn't taken advantage of the employee benefit that had been available to him?
 - **D.** How do you think Martha's life might have developed, if she had given up?
- 3. Now use your notes to present and compare ideas in class.
- 4. Do you know or have you heard of other stories of courage and perseverance? Talk about them in class.
- 5. Try to find more amazing stories like the ones above and make notes. Present them in class.

9 Beauty Is Only Skin Deep

Listen and Discuss 🕢



1. What does the expression **Beauty is only skin deep** mean?



The Hairbrush

Hairbrushes have been around for thousands of years. However, you may be surprised to learn that until recently they were only used by the wealthy and privileged. The upper-class ancient Egyptians used

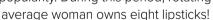


hairbrushes made of animal hair, porcupine guills, shells, and bone for combing and to remove lice and other pests that got tangled in their hair. Brushes were manufactured for the first time in 1777 by an English company. The bristles came from wild animals and were stitched into the brush by hand. It is not surprising that these brushes were quite expensive. It wasn't until the beginning of the 20th century that brushes began to be manufactured by machine and to be produced with cheaper, synthetic materials, like nylon bristles. With these developments, brushes became extremely common.

Lipstick

Ancient Egyptian women made lipstick from a red dye extracted from seaweed and the poisonous element iodine. It was eventually discovered that this early form of lipstick made women very sick. Cleopatra had a safer, although not very appealing, recipe for lipstick: It was made from ants and beetles. The ants were used as the base, and crushed carmine beetles for their deep red color. In 1884, the first modern lipstick was introduced in Paris. It was a solid stick made of castor oil, beeswax, and animal fat. By the 1940s, the use of lipstick by famous wealthy women had led to its widespread

popularity. During this period, rotating lipstick in a tube was invented. Today, the





Deodorant

The ancient Egyptians worked hard to hide body odor. They put perfume in their baths and applied great quantities of it to their underarms. They tried using many odd items like incense and porridge as deodorant. The ancient Greeks were also afraid that they might give off an odor. Like the Egyptians, they bathed constantly and wore a lot of perfume. The Romans took this obsession a step further: They soaked their clothes in perfume, and even put it on their horses and household pets. The first trademarked deodorant, a paste called Mum, didn't appear until 1888. In the mid-1950s, the ballpoint pen inspired the first roll-on deodorant. Today deodorants are a multi-billion dollar industry and are as common as toothpaste in most homes.



Nail Polish

Nail polish can be traced back to around 3,000 B.C.E in both China and Egypt. Chinese nail polish was a mixture of beeswax, gelatin,

egg whites, and a gum from a special tree. Nail color represented social class. During the Chou Dynasty, around 600 B.C.E, the royal colors were gold and silver, so these were the colors worn by royalty and the upper class. Lower-ranking women were only allowed to wear pale colors. If they wore royal colors, they could be put to death. Ancient Egyptian men and women of high social rank stained their nails with red henna. Military commanders in Egypt and early Rome felt that it was important to be well-groomed before going into battle. It is strange, but true, that they spent hours before a battle having their hair curled and their nails painted.

Modern nail polish was invented in the 1920s. Its formula is very similar to the formula for car varnish.

Quick Check ✓					
A. V	ocabulary. Complete	e each sentence with	n a word from the	box.	
Γ	appealing	extracted	privileged	traced	
	elements	obsession	synthetic		
1.	She seems to have	e an with har	ndbags. She can't	stop buying the	em.
2.	The outbreak of food poisoning was to a shipment of bad tomatoes.				toes.
3.	The scientist genetic information from the skin sample.				
4.	Iron, copper, oxygen, and carbon are all examples of				
5.	There are no natural materials in this shirt. It's all				
6.	You should feel that you get to attend one of the best universities in the country.				
7	•	out overnight, so it no	Nongor looked ve	ur. /	
/.	The food was left of	out overnight, so it no	nongen looked ve	ту	
B. Comprehension. Answer the questions.					
1.	What were hairbrus	shes made out of tho	ousands of years a	go?	
2.	. What are some of t	the different ways tha	at lipstick has beer	n made	
	throughout history	?			

2 Pair Work 🖼



3. How did the ancient Egyptians try to hide their body odor? 4. What did nail polish represent in ancient Egypt and China?

Work with a partner to make a list of the four most important cosmetics or toiletries. Explain to the class why you chose these items.



Noun Clauses Beginning with That

A noun clause is a dependent clause that is used to make a statement within a statement. Some noun clauses are introduced by the word *that*. However, *that* can be left out, especially in speaking.

I think (that) beauty is about what is on the inside of a person.

Noun Clauses After Verbs

A noun clause can follow certain verbs, such as:

believe (that) expect (that) hope (that) remember (that) complain (that) fear (that) imagine (that) suspect (that) decide (that) feel (that) know (that) think (that) discover (that) find out (that) learn (that) understand (that)

dream (that) forget (that) notice (that)

I noticed (that) she didn't put any make-up on today.

Do you **think** (that) beauty products make some people look better?

Noun Clauses After Adjectives

A noun clause often follows be + certain adjectives, such as:

be afraid (that) be certain (that) be happy (that) be surprised (that) be disappointed (that) be lucky (that) be worried (that)

be aware (that) be glad (that) be sure (that)

She doesn't seem to **be aware** (that) her dress is no longer in style. **Are** you **sure** (that) these products are not tested on animals?

Noun Clauses as Subjects of Sentences

A sentence can have a noun clause as its subject. These sentences usually begin with *it*. Common expressions that begin sentences with noun clauses as the subjects include:

It is a fact (that)

It is obvious (that)

It is strange (that)

It is strange (that)

It is surprising (that)

It is unlikely (that)

It is surprising (that) toothbrushes only became common in the 20th century. **It is obvious** (that) many beauty products contain unhealthy chemicals.

A. Complete each sentence with a verb + **that**. Be sure to use the correct form of the verb. In some cases, more than one answer is possible.

	more than one an	swei is possible.	
)	I couldn't <u>believ</u>	<u>re that</u> you told him your secre	et.
	1. Don't	you are supposed to me	eet us at the restaurant at 7:30 tonight.
	2. We're sorry to	hear that you're sick. We	you get better quickly.
	3.	you like that color, but I think	you look better in green.
	4. She's always _	it's too hot or too	o cold.
	5.	you were going to come to t	he park with us.
	6. The police	the criminal escap	ed the country.
	7.	you haven't eaten anything o	on your plate.

- B. Read and respond to each item. Include a noun clause in your response.
- Talk about something you learned recently.

 I recently learned that a communications company once rejected Alexander Graham Bell's idea.
 - 1. Talk about something you saw recently.
 - 2. Talk about a complaint you made recently.
 - 3. Talk about a decision you made recently.
 - 4. Talk about something you believe.
 - **5.** Talk about a dream you have for the future.
 - **6.** Talk about something you will always remember.
 - 7. Talk about something you expect to happen in the future.
 - 8. Talk about something people often forget.
- **C.** Combine the ideas in each pair of sentences into one sentence. Use a noun clause.
- The next bus is due to arrive at 6:00. I'm sure of it.

 I'm sure that the next bus is due to arrive at 6:00.
 - 1. She's worried. She thinks she's going to fail the class.
 - 2. We're going to have a mid-term exam. Are you aware of that?
 - **3.** We're lucky. We had good weather for the picnic.
 - **4.** He drove all the way here from his house. I'm amazed.
 - **5.** Joanne passed the exam. I'm certain.
 - **6.** He didn't get the job. He's really disappointed.
 - 7. The summer is finally here. I'm glad about that.
 - 8. Don't you like coffee? I'm surprised.
- **D.** Look at the picture. Describe the scene and how you think each person feels. Use noun clauses.



Beauty Is Only Skin Deep



Sophie: I'd like to speak with a manager.

Anne: I'm the manager. How can I help you?

Sophie: Look at my hair!

Anne: It's lovely.

Sophie: I'm not going to beat around the bush. I am very upset with this haircut. It's by far the worst haircut I've

ever gotten. The hairstylist didn't listen to me at all. This is not the style I asked for. I'm fit to be tied.

Anne: I'm sorry you didn't get what you were expecting. But I have to tell you, I saw you when you

walked in. I did a double take when I saw you after the haircut. I think this style really suits you. It's

a dramatic improvement.

Sophie: But it's too short and it has all these layers! I look ridiculous.

Anne: Not at all! You just aren't used to it. Trust me. It brings out your eyes, and it makes you look more

sophisticated.

Sophie: You're just trying to make me feel better.

Anne: No, I'm being entirely honest. You look elegant and sophisticated.

Sophie: I have a wedding to go to this weekend, and I wanted to look my best.

Anne: Perfect! You're going to blow them away with your new style.

You really think so? Sophie:

Anne: Absolutely. I'll tell you what: See what happens at the wedding. If your family and friends don't like it,

come back next week, and we'll give you any haircut you want on the house.

Sophie: Well, OK. I guess that's fair.

About the Conversation

1. What was Sophie's complaint?

2. How did Anne respond?

3. How did Sophie's attitude change by the end of the conversation? Why?

Real Talk

beat around the bush = speak indirectly

by far = by very much; obviously

fit to be tied = very angry

did a double take = looked again in surprise at someone or something

blow them away = really impress them

on the house = free

Your Turn

Role-play with a partner. Think of a situation in which someone might make a complaint about a service or product. Pretend you are the customer and make the complaint. Your partner, who has given the service or represents the business, responds to the complaint.

Making a Complaint

I am very unhappy/upset about/with... I insist that you... I want to make a complaint.

I'd like to speak with a manager.

I'm not (at all) satisfied with this (situation).

I'm sorry to have to say this but... This is completely unsatisfactory. This is not what I expected/is nothing like... This...is too...

5 Listening 📙

baby food

Listen to the lecture given by a nutritionist about fad diets. Then complete the chart.

	Name of Diet	Idea Behind Diet	Problems with Diet
1.			
2.			
3.			

cotton balls

cabbage

6 Pronunciation 👺



Affirmative auxiliary verbs are usually not stressed in sentences unless they are used for special emphasis. However, negative auxiliary verbs are stressed within sentences. Listen and practice.

- 1. One recent fad diet that was popular with some famous people was the baby food diet.
- 2. Baby food has a texture and taste that is unappealing to adults.
- 3. The small portions aren't enough to keep an adult healthy.
- 4. It doesn't provide any of the vitamins and nutrients a person needs to survive.
- 5. This diet isn't guaranteed to result in weight loss.

Vocabulary Building



A. You will see the following words in the reading on pages 144 and 145. Match the words with their meanings.

- **1.** _____emerge
- a. idea of perfection
- **2.** _____famine
- **b.** done from feeling rather than reason or learned behavior
- **3.** _____ideal
- c. the relationship of one part of something to another part in size and shape
- **4.** instinctive
- d. appear
- **5.** _____ plump
- e. something against which other things are measured
- **6.** _____ proportion
- **f.** change in form; be different from
- **7.** standards
- g. serious food shortage
- **8.** _____vary
- **h.** slightly overweight

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

8 Reading



Before Reading

- **1.** After reading the quote, discuss how beauty is defined in Islam.
- 2. Describe the features that you notice when you first meet someone.



Beauty in Islam is a broad aesthetic and moral concept that includes multiple spiritual, intuitive, physical and material dimensions. It involves feelings and practices related to taste, art, ornamentation, splendor, and beautiful manners. It covers both the individual as well as the community and form as well as content.



Changing Concepts of Beauty

Most societies place great value on beauty whether in art and architecture, fashion and appearance, or design and advertising. Throughout history, elegance and beauty have been the subjects of admiration and fascination. In modern times, we have competitions to find the most beautiful person or magazines to tell us about trends in fashion and design, and a billion-dollar cosmetics industry built around looking and feeling beautiful. Yet despite the importance placed on beauty, one question remains: What *is* beauty?

The ancient Greeks thought that proportion was the key to beauty. The Greeks believed that they had discovered the mathematical formula that represented perfect beauty, which was based on proportions in nature. According to this formula, for example, the ideal face was two-thirds as

wide as it was high. Modern research has proven that the basic concept of the Greeks' formula, if not the formula itself, was correct: Beauty does seem to relate to proportion and balance. When related to beauty, these qualities are called *symmetry*. A perfectly symmetrical face, just like a symmetrical flower, would have a left side that is identical to its right side. Research has shown that the more symmetrical an object or a face is, the more beautiful it is believed to be.

You might assume that this response to symmetry is something we learn. However, research has shown that the human appreciation for symmetry is instinctive. It has been found that babies will spend more time staring at pictures of symmetrical objects than they will at photos of asymmetrical objects. Not only is this response instinctive, but it does not appear to vary from one culture to another. In a study conducted at the University of Louisville, Kentucky, participants from thirteen different countries were shown pictures of a number of different people. All the participants rated the attractiveness of the people in the same way. They all gave the highest ratings to the people with the most symmetrical faces.

While it is true that people across all cultures tend to admire symmetrical features, standards of beauty do vary from one culture to another and from one time period to another. For example, each of the following was considered beautiful at a certain time and place, but would not be considered so today:

- During the Elizabethan era in England, women thought that high foreheads were elegant. So, they plucked inches of their front hair to achieve this look.
- Also during the Elizabethan era, women brushed egg whites over their faces in order to have a glazed look.
- In ancient China, the belief that it was elegant for women to have tiny feet led to foot binding.
- From the 14th to 19th centuries in Europe, women would bind their waists. The binding was sometimes so tight that often women could not breathe properly and sometimes fainted.

Another example of how the concept of beauty and fashion changes with time is the way attitudes toward weight have changed through the ages. In Europe between 1500 and 1900, a plump figure was considered very attractive. Famine was widespread, so plump figures represented health and wealth. During that period, it was common for people to pad themselves in order to look heavier.

In the 1900s, fears of food shortages started to diminish, and with it, so did the chubby figure. A new ideal began to emerge: Thin was in. Of course, this trend has continued to today. Because there is an overwhelming amount of fattening food available in most developed countries, it is now considered more attractive and healthy to be thin.

Today, fashion and beauty products are usually associated with women. However, this, too, is the result of a change that took place over time. In fact, the male form was the original standard of beauty in Western culture. The muscular and fit male athlete was the ideal of elegance. For hundreds of years, make-up was associated with both women and men. Men in ancient Greece, Egypt, and Rome wore make-up on their faces and nails. Roman men even had some bizarre beauty practices of their own, such as the habit of bathing in crocodile water to improve their skin. Men's grooming and make-up went in and out of style a number of times through history, before becoming very unfashionable during the industrial age of the early 1800s. However. there are signs that masculine concern for appearance is making a return, as more men are joining gyms and opting to use skin care products than ever before.

The standards for beauty and fashion have changed frequently throughout history and will, no doubt, continue to do so. However, one thing unlikely to ever change is people's fascination with beauty.







After Reading

Answer the questions.

- 1. How did the ancient Greeks view beauty? What did they base their formula on?
- **2.** What is *symmetry*? How does it relate to beauty?
- **3.** What has research shown?
- **4.** Give an example of something considered beautiful at a certain time and place in history.
- **5.** How have attitudes toward body weight changed over time?



Speaking 🞑



- **1.** Think about and compare inner and outer beauty. Work in pairs/groups.
- 2. Make notes of your ideas in the chart. Then use your notes to present and discuss your ideas in class.

	Inner beauty	Outer beauty
Advantages		
Disadvantages		

10 Writing



- A. 1. How important is wealth, in your view? What can it buy? Make a list.
 - 2. Are there things that "money cannot buy"? What are they?
 - **3.** Why do you think most people are interested in earning enough money for their families? What kind of expenses do they need to cover?
 - 4. Read the text and find out.
 - What is the writer's view on the issue?
 - · What arguments does he use to support his view?
 - What kind of examples does he use?
 - **5.** Do you agree or disagree with the writer? Why? Why not?



The importance of wealth

Although a lot of people say that money is not everything, I think wealth brings far more benefits than problems. It is common knowledge that people who are well off have easier lives. They don't have to worry about living expenses, household bills, school tuition, medical bills, and a lot more.

Consider a person who has three children. He is educated and holds a reasonable job with a reasonable salary. However, one of his children develops a condition that requires ongoing care and costly medication, while the other two are planning to study law and medicine. They expect to eventually go abroad in order to complete their postgraduate studies and specializations. His wife, who used to teach, can no longer work as she has a problem with her eyes. How is he going to manage?

It is obvious that this otherwise happy person with a happy family is faced with a predicament. He has to decide whether he can support everyone's plans and dreams or prioritize things in a way that will allow for partial satisfaction. In other words, should he encourage his two healthy children to go ahead and study but not expect to specialize abroad; or should he reduce medical expenses by moving his sick child to a cheaper facility? On the other hand, they are all his children, and he doesn't want to discriminate against any of them. He wishes he could find a way to fund everything and not displease anyone. In addition, his wife is going to need surgery soon.

I think the situation above demonstrates the importance of money as a means of providing and catering for a family's needs in a satisfactory manner. None of the problems that worry the father day and night and have changed his mood and personality would exist, if he had the funds. Naturally, wealth cannot buy happiness if there is none to be had. On the other hand, it can help sustain it in cases like the one described.

So, regardless of how materialistic this might sound, I believe that money is important. What I would like to say to those who claim that health is more important is that, although this might be true, it is equally true that having money can preserve a sense of well-being and health more effectively than not.

- 6. Read the text again and answer the questions.
 - How many paragraphs are used? What is the theme of each paragraph?
 - Identify the thesis statement and supporting argument.
 - What does the writer use to support his view?
 - a. Examples
 - **b.** Questions to the reader
 - c. Opposing views and comments



- B. 1. Write a persuasive essay to answer the question: Is beauty important?
 - **2.** Think of reasons why beauty is or is not important, and write them in a chart. Use your chart to help you decide what viewpoint you will take in your essay.
 - 3. Write your essay.

Beauty is important because	Beauty is not important because

The Importance of Beauty

Although some say that being beautiful has its drawbacks, I think beauty brings far more benefits than problems. When I say 'beautiful', I mean healthy, well-groomed, and attractive. It is obvious that looking good on the outside also makes one feel good on the inside...

Writing Corner

When you write a persuasive essay:

- Think about opposing views and arguments.
- · Consider your viewpoint.
- Use arguments that support your view.
- Use arguments that weaken the opposing view.
- Address your reader in as friendly a manner as possible.
- Address opposing views as if you can hear the reader's thoughts.
- Do not patronize your reader and do not be aggressive.
- Reflect on the things that put you off and lead you to stop reading something, and avoid such things when you write.
- 1. What do you think the effect is going to be if a writer is patronizing or aggressive? Why?
- 2. How do you react if you get the impression that the writer is not very considerate or fair with the reader?

Form, Meaning and Function



Need to Be (Done)

The hairbrushes need to be produced more cheaply. The zipper on my handbag needs to be replaced.

- (= Someone needs to produce the hairbrushes more cheaply.)
- (= Someone needs to replace the zipper on my handbag.)

Have/Get Something (Done)

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

I will have/get my hair cut tomorrow.

I'm having/getting my hair cut tomorrow. What style should I ask for?

I'm going to have/get my hair cut next week. I need to book an appointment.

I had/got my hair cut yesterday. What do you think?

Past Participles as Adjectives

break-broken crack-cracked damage-damaged tear-torn

The zipper was **broken**. He fixed the **broken** zipper.

The mirror was **cracked**. I threw away the **cracked** mirror.

The computer was damaged. The technician repaired the damaged computer.

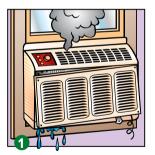
The shirt was **torn**. The tailor sewed the **torn** sleeve.

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 fix mend

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

















- B. Work with a partner and make a list of services you have used in the past. Talk about what you had or got done. Were you satisfied with the service provided?
- A: I got my hair cut last month. The style of haircut was not what I asked for! I was not happy at all.

Present and Past Participles

Use a participle clause to give more information. Use the present participle (the –ing form) when the meaning is active.

Companies **selling** beauty products understand the importance most societies place on appearance. People **arriving** early will be given priority seating.

Use the past participle (the -ed form) when the meaning is passive.

The cosmetics industry, **built** around making people look and feel more beautiful, is worth a billion dollars. The jewelry **stolen** last week has been found.

Participle Clauses With Conjunctions and Prepositions

Use the -ing form of the verb after these conjunctions and prepositions: while, before, after, on, without, instead of.

While working out at the gym, he saw an old school friend.

Before exercising, you should have a medical check up.

On arriving at the school, you should give your name to the person on the front desk.

Instead of going to the gym, he decided to play football.

Past and Present Participial Adjectives

The past participle and the present participle forms of a verb can also be used as adjectives.

Past participles generally end in -ed (but can also end in -d, -t, -en, or -n) and describe how someone feels.

Mariam and Mona were **excited** about visiting the new store.

Present participles always end in *-ing* and describe what causes the feeling. Looking at jewelry for a wedding is **exciting**.

- **C.** Rewrite the sentences using a past or present participle so that the meaning stays the same.
- Mona tried on gold earrings. Mariam told her about the wedding plans. (while)

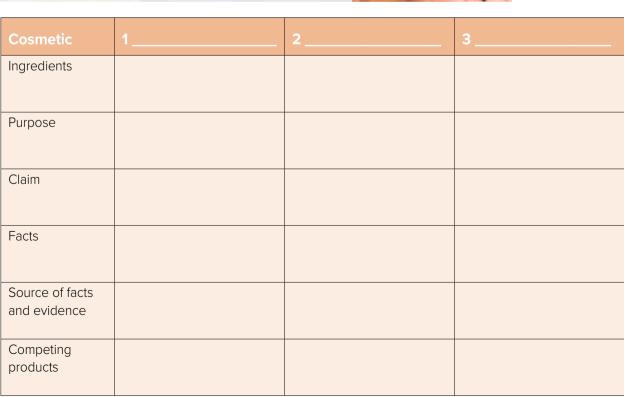
 While Mariam told her about the wedding plans, Mona tried on gold earrings.
 - 1. The train which is arriving on Platform 3 is the 10:33 Fast City Link. (arriving)
 - 2. The doctor who they called out lives nearby. (called)
 - **3.** They didn't go home. They went to the park instead. (instead of)
 - 4. He was listening to the football game on the radio and at the same time he did his homework. (while)
 - 5. The stock market crash which occurred in 2008 affected many people around the world. (occurring)
 - 6. The news that Jack hadn't been accepted to his first choice of university was disappointing. (disappointed)
 - **7.** As soon as you arrive at the airport, you must check in your bags. (on)



12 Project

- **1.** Work in pairs/groups. Research 2 or 3 cosmetic products, such as a shampoo, conditioner, skin cream, lotion, etc., and collect information about their:
 - ingredients
- testing
- purpose
- promotion
- **2.** Study the promotional material you have discovered, e.g. leaflet, prospectus, website, poster, etc., and find out what the product claims to do. For example, a shampoo might claim to remove dandruff miraculously after a few uses. Does it?
- 3. Find out if the claim is true or not. Ask people and search for information on the Internet.
- **4.** Use the chart to make notes. Then use your notes to design and prepare a poster presentation. Remember to use photos or illustrations.
- **5.** Try to find out which products the product in question is competing against in the market. Collect information about them.
- **6.** Share parts of your presentation within your group. Present in class. Allow 5 minutes for questions and answers after each presentation.





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 diffi	cult in Unit Q
Things that I found easy in Unit 9:	rnings	that i found diffi	cuit in Onit 9:
Unit 9 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
discuss beauty products and practices throughout history			
talk about the importance of beauty products			
make a complaint			
respond to a complaint			
use noun clauses beginning with that			
use noun clauses after verbs			
use noun clauses after adjectives			
use noun clauses as subjects of sentences			
use the structures: needs to be done; get/have done			
use present and past participles in a range of ways			
My five favorite new words from Unit 9:	If you're s from Unit	still not sure abou : 9:	ut something
	listen to the study the from the	ough the unit agai the audio materia e grammar and fur unit again teacher for help	I

10 They Said, We Said

"The one who spreads gossip will not enter paradise."

—Prophet Mohammed (Peace be upon him.)

Bertrand Russell

said, "No one

gossips about

other people's

secret virtues."

Benjamin Franklin once said, "To find out people's faults, praise

them to their friends."

Listen and Discuss



- **1.** What is gossip?
- 2. Do rumors circulate quickly? Why or why not?
- **3.** Do you think gossiping is wrong? Why or why not?

Will Rogers said that the only time people disliked gossip was when the gossip was about them.

To quote George Bernard Shaw, "The things most people want to know about are usually none of their business."

> There's a Spanish proverb that says: Whoever gossips to you

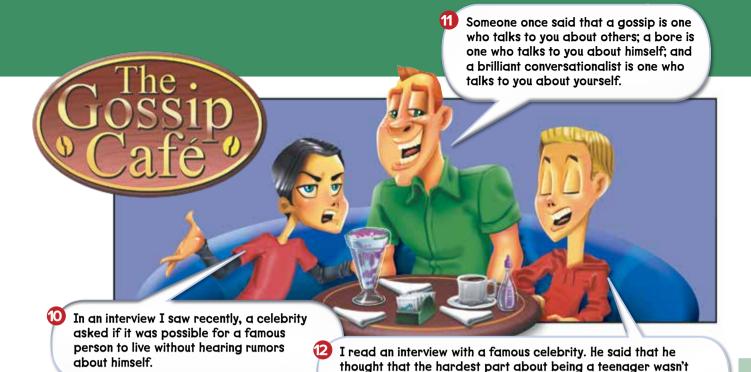
Eleanor Roosevelt said, "Great minds discuss ideas, average minds discuss events, and small minds discuss people."

will gossip about you.

Someone once said that trying to squash a rumor was like trying to unring a bell.

> Oscar Wilde said that there was only one thing in the world worse than being talked about, and that was not being talked about.

"If everyone knew what others said about him, there would not be four friends in the world." A French mathematician named Blaise Pascal said that.



Quick Check 🗸

A. Vocabulary. Match each word to its definition.

- **1.** brilliant **2.** _____ circulate
- 3. ____ criticism
- **4.** _____ praise
- **5.** _____ ridicule
- **6.** _____ rumor **7.** _____ scandal
- **8.** _____ virtues

a. pointing out bad points about something or someone

dealing with the gossip in the scandal magazines, but dealing with the criticism, ridicule, and gossip of other teenagers.

- **b.** making fun of
- c. say complimentary things
- d. move around
- e. gossip that follows an embarrassing event
- f. morally good characteristics
- **q.** information that comes from gossip rather than a reliable source
- h. exceptional

B. Comprehension. Answer the questions.

- 1. Who doesn't like being the subject of gossip? Who does?
- 2. What are some of the frustrations celebrities have expressed about gossip?
- **3.** Explain the meaning of the Spanish proverb in your own words.
- **4.** Which quote do you most strongly agree with? Why?
- **5.** Do you disagree with any of the quotes? If so, which one and why?

2 Pair Work 🖼



Play a game of "telephone" with your class. Work with your partner to think of a rumor to spread about a famous person. Whisper the rumor to the person next to you. That person whispers it to someone else. Continue to pass the message around the classroom, trying to keep the exact wording. The last person says the rumor out loud. How close is it to the original rumor?

3 Grammar **1**



Noun Clauses as Reported Speech versus Quoted Speech

Quoted speech repeats the exact words that someone said. A comma follows the verb in the main clause, and the quoted speech is placed inside quotation marks.

Reported speech uses a noun clause to paraphrase what someone said. It is not necessary to repeat the exact words, and quotation marks are not used.

Quoted Speech	Reported Speech
My mother said, "Gossiping is a bad habit."	My mother said (that) gossiping was a bad habit.
He said, "Mark cheated on the test."	He said (that) Mark had cheated on the test.

Rules and Exceptions to the Sequence of Tenses

In reported speech, if the reporting verb in the main clause is in the past tense, the tense of the verb in the noun clause generally moves back one tense.

Quoted Speech	Reported Speech
They said, "He likes gossip."	They said (that) he liked gossip.
They said, "He is gossiping."	They said (that) he was gossiping .
They said, "He was gossiping all day."	They said (that) he had been gossiping all day.

However, there are some exceptions to the rule of the sequence of tenses:

1. If the reporting verb is in the present tense, present perfect, or future, the noun clause verb does not change tense.

She **says** (that) gossiping is mean.

- 2. If the noun clause states a fact or general truth, the present tense can (but doesn't have to) be retained. The psychologist said that it is (or was) human nature to enjoy hearing about scandal.
- **3.** When the action that the reported speech refers to has not happened yet, either *will* or *would* can be used. Our teacher said that the mid-term exam **will** (or **would**) be given next week.
- **4.** The modals *should, might, should have, could have,* and *must have* do not change form in reported speech. "Tim **should** keep his mouth closed."

 He said that Tim **should** keep his mouth closed.
- **5.** An imperative is changed to an infinitive, and *tell* is used as the reporting verb. "Don't spread that rumor."

 My friend **told** me not to spread that rumor.

Noun Clauses Beginning with Whether or If

To report *yes/no* questions, *whether* or *if* is used to introduce the noun clause. *Ask* (not *say* or *tell*) is used as the reporting verb.

Jane asked, "Is the rumor true?" — Jane asked her friend **if** the rumor was true.

He asked, "Are they spreading rumors?" — He asked **whether** they were spreading rumors.

A. Write sentences that quote the speaker's exact words. Use **said** along with correct punctuation and capitalization.

Professor Jin: There will be no written exams. Professor Jin said, "There will be no written exams."

- **1.** Rebecca: They should mind their own business.
- 2. Albert: Can I have the check, please?
- **3.** Me: He deserves praise for all of his accomplishments.
- **4.** You: I promise that I won't tell your secret.
- **5.** Mark Twain: The rumors of my death have been greatly exaggerated.

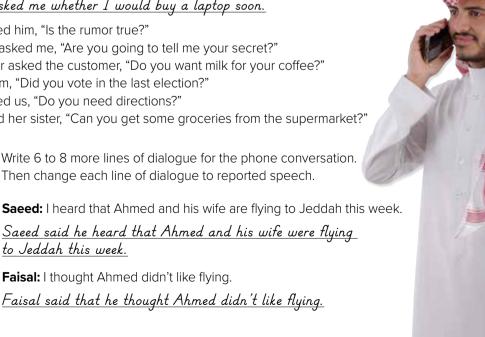
- **B.** Change the guoted speech to reported speech.
- Taro said, "Albert and I are going to form a writers' group." Taro said that he and Albert were going to form a writers' group.
 - 1. Mrs. Jackson said, "I have taught at this school for 15 years."
 - 2. He said, "My cell phone isn't working."
 - 3. The teacher asked John, "Why are you late?"
 - **4.** My brother said, "I think I'm going to grow a beard."
 - 5. They said, "We don't want to go out tonight."
 - **6.** My sister promised, "I'll tell you my secret later."
 - 7. Peter said, "There's a brilliant lecturer speaking tonight."
 - 8. We said, "We'll help them move into their new apartment."
 - 9. The waiter said, "There will be a 20-minute wait for a table."
 - 10. Pedro said, "I was watching TV when the earthquake began."
- C. Circle the correct verb to complete each sentence. If both verbs are possible, circle both.
 - 1. They said that they (might / might have) join us later.
 - 2. She says that she (likes / liked) her classes.
 - 3. The weatherman said that there (will / would) be a storm tonight.
 - 4. He said that criticism (is / was) hurtful.
 - **5.** My aunt said that I (should / should have) call her this week.
 - **6.** The teacher said that a full moon (appears / appeared) once a month.
 - 7. He said that he (has been / had been) to both London and Paris.
 - 8. He asked his friends not (call / to call) him at work.
 - **9.** He said that he (will / would) try to come to the meeting.
 - 10. Her friend warned that she (will / would) get in trouble.
- **D.** Change each sentence to reported speech with *if* or *whether*.
- My friend asked me, "Will you buy a laptop soon?" My friend asked me if I would buy a laptop soon. My friend asked me whether I would buy a laptop soon.
 - 1. They asked him, "Is the rumor true?"
 - 2. My sister asked me, "Are you going to tell me your secret?"
 - **3.** The waiter asked the customer, "Do you want milk for your coffee?"
 - 4. I asked him, "Did you vote in the last election?"
 - **5.** They asked us, "Do you need directions?"
 - 6. She asked her sister, "Can you get some groceries from the supermarket?"
 - **E.** Write 6 to 8 more lines of dialogue for the phone conversation. Then change each line of dialogue to reported speech.

Saeed said he heard that Ahmed and his wife were flying to Jeddah this week.

Faisal: I thought Ahmed didn't like flying.

Faisal said that he thought Ahmed didn't like flying.





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4 Conversation <a><a>



Anna: Hello.

Anna, I'm so glad I found you. You'll never believe what Farah:

I just heard. Ella and Susan had a huge argument and

split up.

Anna: Again? That's a real on again, off again friendship!

Farah: Yes, but this time I hear it's for good.

Anna: What happened?

Farah: Rumor has it that Ella told Susan she was tired of her

> talking about herself and her problems and never wanting to listen to her. But the real reason was that she was really upset because she found out that Susan had been talking about her behind her back.

But she hadn't, had she? Anna:

Farah: No. But Stacy told Ella that she had heard Susan talking about her.

Anna: I thought Stacy was supposed to be Susan's friend. What a backstabber! Why would she bad-mouth

Susan like that?

Farah: Isn't it obvious? She said it because she wants to become Ella's friend. But that'll never happen because

we'll set things right!

Anna: We will? How are we going to do that?

Farah: We're going to talk to Ella and tell her that Stacy was lying. And we'll do it in front of Stacy.

Anna: Oh, no. I don't want to do that. You're better at this sort of thing. I hate confrontation.

Farah: But we need to confront Stacy with this. If we don't, she'll do it again. And it's not right for Ella and Susan

to fall out over a lie. They'd have gotten over that other issue about listening to each other but not this.

Would you forgive me if you found out I had talked about you behind your back?

Anna: Absolutely not. Have you?

Farah: Anna! This is not about us. It's about Ella and Susan; they've been friends since kindergarten.

Anna: Well, so have we. OK, OK, Let's do it!

Farah: Great! I'll call you back later with more details.

About the Conversation

- 1. What news does Farah give Anna?
- 2. Why is Anna surprised at Stacy?
- 3. What is Anna's response to Farah's suggestion?

Your Turn

Role-play with a partner. Make up some gossip to tell your partner. Discuss the gossip, using the phrases for telling a secret and promising to keep a secret.

Real Talk

split up = stopped being friends

on again, off again = something that is not stable

for good = permanently

behind (someone's) back = without (someone) knowing

backstabber = a person who says bad things about another

person behind his/her back

bad-mouth = to criticize someone to other people

Telling a Secret

Can you keep a secret?

Please don't tell anyone I told you this, but...

You'll never believe what I heard.

You're not going to believe this, but...

Promising to Keep a Secret

I promise I won't tell anyone. I won't say a word about it.

My lips are sealed.

You can trust me.



5 Listening 🧏



Listen to a rumor as it is spread from student to student at a high school. Then complete the chart.

		Rumor	Truth	
1.	What were Matt and Jake doing?			
2.	Why did Ryan think they had gotten into serious trouble?			
3.	What was their father doing at the scene of the accident?			

6 Pronunciation 🜌



Questions usually serve one of two purposes:

- 1. To find out information that you don't already know. This kind of question usually ends with falling intonation.
- 2. To confirm that information you believe to be true is correct. This kind of question usually ends with rising intonation.

Listen and practice.

- 1. What do you think is going to happen?
- 2. What's going on?
- 3. Isn't that a bit harsh?
- 4. What are you talking about?
- 5. Didn't all that happen?

Vocabulary Building 💹



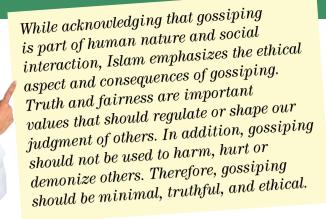
- A. You will see the following words in the reading on pages 158 and 159. Match the words with their meanings.
 - **1.** _____confidential
- **a.** better than others
- **2.** _____derogatory
- **b.** not vulnerable to being affected by something
- 3. _____divulge
- **c.** done or communicated in secret **d.** deliberately harmful
- **4.** _____excluding **5.** _____immune
- e. showing lack of respect
- **6.** _____ malicious
- f. leaving out
- **7.** _____ superior
- **g.** tell something that was secret
- B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

10 They Said, We Said

8 Reading



Why do you think people gossip?



Psst. Pass It On. (Why We Gossip)

Almost everyone has indulged in gossiping about other people at some time. Gossiping seems to be part of human nature. Gossip is spread in classrooms, in offices, at restaurants, in hallways, on the street, over the phone, and on the Internet. No one is immune to gossiping or being gossiped about. But just why is it that people gossip?

There are many reasons people gossip. Some people gossip because it makes them feel like they are part of a group. The people spreading the gossip feel like they are in on a secret and that they are accepted by the people listening to the gossip. By excluding the person they are gossiping about, the gossipers feel included.

David Jardel has experienced this first hand. David recalls, "When I first graduated from college, I was hired along with a few other graduates to be an assistant at a news station. It was a really competitive job, and at first, it was difficult to make friends. We worked long hours and weren't paid very much. We were all really struggling. Or at least that's what I thought. But one day I overheard one of the other assistants, Rick, on the phone with his father. He asked his father if he could send more money to cover his rent. He also asked him whether he could increase the limit on the credit card he had given him. I got the feeling from the conversation that his parents were basically supporting him. I ended up gossiping about it to the other assistants. I knew I was wrong to do it, but at the time, I couldn't resist. We all had a good laugh about it, and it helped us bond as a group. But there was a price to be paid for that, and Rick paid it. We used to tease him quite a bit. For example, if we were ordering a pizza, we would say, "Oh Rick, wouldn't you prefer to have a nice meal at a restaurant and charge it to your daddy?" We meant it in good fun, but looking back, I can see how it might have seemed malicious to Rick. He ended up quitting. I've always felt bad about the part I played in his decision to leave."

Other common causes of gossip are insecurity and a need to feel superior. When you spread rumors about someone, it reduces that person's status in other people's eyes. Judging other people negatively can make insecure people feel better about themselves, at least temporarily. Jim Lyle recalls having been guilty of this himself: "When I had been at my first job for about a year, I was hoping for a promotion. Instead, they hired a new guy for the job that I had wanted. About six months later, a friend who worked in human resources told me that the new guy had been given a really bad performance review. My friend said that if his performance didn't improve, he would be in danger of being fired. I knew that this was confidential information, but each time I was having a conversation with someone in the office, I somehow found myself gossiping about it." Gossiping also made Jim feel powerful, important, and like the center of attention—at least for the few minutes it took to divulge the gossip. However, Jim adds, "His performance improved, and he's very good at his job now. Also, I've gotten to know him, and he's really a nice person. Now I'm always worried someone will tell him that I used to gossip about him!"

Interestingly though, the number one reason most young people gossip is not insecurity or a need for attention or acceptance. According to polls, most young people say they gossip out of boredom. Some people feel that when there is no conflict or drama in their social circle, life is too dull. For them, spreading rumors shakes things up and makes life more interesting. In essence, for many people gossip is a form of entertainment. Cindy LaMott, a 19-year-old student at a community college admits to being a big gossiper. Explains Cindy, "The truth is too boring. Gossip is fun. Though, I don't know whether I'd feel that way if the gossip was about me!"



However, for all its potential to do harm, gossip is not always a negative thing. Some gossip is harmless talk that is part of how people communicate and stay connected with each other. When people gossip about minor things, gossip can strengthen bonds between people and within a community. The issue isn't so much with gossip itself, but with the content of the gossip. Gossip becomes a problem when it is derogatory and hurtful.

> So the next time you hear a piece of gossip and feel the urge to pass it on, stop for a moment. Ask yourself whether the gossip will do harm to the person being gossiped about. If you think it might, it's a good time to keep your mouth closed!

After Reading

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

- **1.** ____ It is human nature to gossip.
- **2.** ____ Disappointment and anger are common causes of gossip.
- **3.** Gossiping is usually an effective way of gaining acceptance into a group.
- **4.** ____ Gossip usually reduces the status of the person being gossiped about.
- **5.** The number one reason most young people gossip is a need to feel superior.

"The Prophet (peace be upon him) told us Backbiting is to say something about someone that they wouldn't like to be said about them; if the bad thing you said about them is true then you have backbited, and if it is false then you have slandered them'."

—(Narrated by Imam Muslim)

"The one who spreads gossip

—Prophet Mohammed (Peace be upon him.)

will not enter paradise."





If you heard harmful gossip about someone you knew, would you do anything to stop it? Why? Why not?

- 1. Work in pairs/groups. Think about the harm that can be done through spreading rumors and how you can stop them.
- 2. Use the chart to make notes. Then use your notes to discuss and compare ideas in class.

Examples of rumors	1	2	3
Consequences/harm			
The way you would react upon being told the rumor			
The way you would stop it			
The reason you would not stop it			

10 Writing **U**



- A. 1. Read the title. Do you think gossip is boring? Why? Why not?
 - 2. What do you talk about when you are with your friends?
 - 3. Read the text and find out.
 - What is the writer's viewpoint? Why?
 - How does she react when someone starts gossiping?
 - Is she in favor or against minding one's own business?



Why gossip is boring

I hate gossip. I find it boring and destructive. Yet, so much in the media, in publications, and on the Web is based on gossip. A lot of people have become so heavily conditioned to it that they fail to recognize it as gossip. They regard it as news; information for public consumption.

I met an older friend that I had not seen for some time. She proceeded to tell me all the "news" about people I knew, and people that I had never heard of. None of it was harmful on its own but it was infinitely boring and awkward. I honestly felt I was wasting my time and hers for no obvious reason. I also became very reluctant to share any of my "news" because I felt that it would very likely become public property.

At some point, she realized that I was not engaged in the conversation and attributed my attitude to my obsession with work. So, she started lecturing me on the negative effects of not having some normal time off. She then told me about someone else who carried on like me—someone I knew—and how sick she had gotten through overwork that she had to be hospitalized for about four months. I started feeling physically sick.

What right does anyone have to upset someone to such an extent that they become sick? Why is it, that disaster draws so much attention? Why doesn't anyone tell stories or spread rumors about good days, successful endeavors, and happy people? Imminent calamity seems to sell a lot better than a happy development.

The trend has established itself quite well. Most news items are about threats, criminal behavior, destruction, bankruptcy, war... etc. The more dismal the news is, the larger the audience, the higher the ratings, and the more successful the program is.

"Mind your own business" is considered rude and aggressive. If you dare utter these words, you are summarily dismissed as a selfish, insensitive, and ungrateful. Somehow making others' business our own has become the norm rather than the exception. But I would still say it and take the risk in order to preserve some peace of mind and do my duty in a small way: reminding those who care to be reminded that we all have a right to privacy without being considered peculiar.

- 4. Read the text again and identify the main idea. Choose the best summary of the main idea from the list:
 - **a.** The writer gives her reasons why gossip is rude and unhelpful.
 - **b.** The writer gives her reasons why gossip is not boring and helpful.
 - **c.** The writer gives her reasons why gossip is harmful and upsetting.

- **B. 1**. Read the article on pages 158 and 159 again and identify the main reasons given by the writer on why gossip is an unhealthy and/or harmful practice.
 - **2.** Make notes on each main idea in the chart below. Then re-write each main point using your own words. Don't introduce anything new, paraphrase only the ideas given in the article.
 - 3. Write a summary of the article. Use linking words and include an introduction.

Main Idea	Paraphrase

Why Gossip is Boring

The article claims that gossip is not only boring but harmful and upsetting too.

The reasons for this viewpoint are many and varied. First of all, ...

Moreover, ...

In addition, ...

Writing Corner

When you write a summary:

- You should first identify the main ideas by underlining them in the article and taking notes.
- You must use your own words and paraphrase the main ideas.
- · Do not include examples.
- Do not introduce any new ideas of your own.
- Use appropriate linkers to connect your main points.
- Don't plagiarize. Remember to cite your source. Refer to page 203 and read about plagiarism and correct citation.

Form, Meaning and Function





Words Connected to Parts of The Body

Look at the picture of the candidate running for mayor and say which parts of the body you can see.

1. eye	9. arm
2. hand	10. ear
3. nose	11. back
4. throat	12. foot
5. head	13. knee
6. mouth	14. shoulder
7. leg	15. teeth
8. neck	16. stomach

Modals and Giving Advice in the Present and Future

Use ought (not) to, had better, and should (not) to give advice.

The candidate for mayor said he would build a sports complex and lower taxes. We should vote for him! Majid: I don't agree. The news story says that he is not telling the truth. We ought not to vote for that candidate. We **had better** vote for someone else.

- A. Match the problems with the advice. Complete the gaps with a modal verb. Then practice with your partner.
- P A: Ali is always making fun of my younger brother.
 - B: You should talk to Ali and explain how hurtful his behavior is.

Problem Advice **a.** You _____ take a rest. **1.** I heard a rumor about you. **2.** We're very tired. **b.** He ______ go to the dentist. **3.** Aisha is always gossiping. **c.** You tell the teacher. **4.** ____ Ahmed has a toothache. **d.** You _____ tell me what you heard! **5.** ____ The children have a sore throat. e. She _____ about other people. **6.** ____ Faisal cheated on the test. **f.** They _____ drink warm liquids.

- B. Imagine your friend has started a rumor which they now regret. Give your friend some advice and tell them what they **should, shouldn't, had better** and **ought to do**.
- A: I told Yasser's brother that Hisham had cheated on the text. But it wasn't true and I was only angry because he got a better mark than me. Now the whole school thinks Hisham cheated and I'm afraid Yasser's brother will tell Hisham it was me that started the rumor. What should I do?
 - **B:** You had better tell Hisham what you did and apologize. You shouldn't ...



Modals Auxiliaries for the Present and Future

Ability

Use can and be able to to express ability in the present.

Can you keep a secret

Yes I can. / No, I can't.

Is he able to discover who started the rumor?

Yes, he is. / No, he isn't.

Use can and will be able to to express ability in the future.

Will you be able to speak to the principal? Yes, | will. / No, | won't.

Can you find out who started that rumor? Yes, | can. / No, | can't.

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** I have the check, please? **Can** I speak with you

Yes, of course. / Certainly.

Sure. / Not now. I'm busy.

Possibility

Use may, might, and could to talk about possibility. Use can't to talk about impossibility.

Do you think he **might** give away the secret? He **can't** tell. He doesn't know anything.

Obligation and Necessity

Use *must*, *need to* and *have to* to express obligation and necessity. Use *should* to give advice. You **must** stop gossiping. You **should** talk about events and not about people!

You **must not** spread rumors. You **shouldn't** tell anyone what you know.

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

- C. Circle the correct verb to complete each sentence. If both verbs are possible, circle both.
- **1.** My grandmother said that we (should)/ might) call her this week.
 - 2. The teacher told us we (may / could) have a test this week.
 - 3. Ali said after he passes his test, he (can / will be able to) drive his father's car.
 - **4.** The news reporter said the missing helicopter (can / could) be in the Atlantic Ocean.
 - 5. The teacher explained that students (have to / shouldn't) gossip about other students.
 - 6. Faisal and Omar said they (may / might) play football later. We (ought to / must not) go and play, too.
 - 7. My brother said he (may / might) go to Dubai on vacation this year.
 - 8. That (can't / must) be the man we saw yesterday. The man we saw was much taller.
 - **9.** My father has to work late today and so he (won't be able to / can't) join us for dinner.
 - 10. Excuse me, (can / need to) you help me find the accounts department?

12 Project 🍱

- 1. Work in pairs/groups. Think about or research a rumor that caused a lot of harm. Make notes about it in the chart.
- **2.** Collect information and data from different sources. Include conflicting opinions on the truth or validity of the story.
- **3.** Use your notes to prepare a PowerPoint presentation for your class. Remember to include photos or pictures.



	Source 1:	Source 2:	Source 3:
The rumor			
When and how it started			
Who was responsible			
How it was spread			
How it affected the life of a person/a group/an organization, etc.			
How the person or group responded/dealt with it			
Your view on what should/ shouldn't have been done			

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 diffi	cult in Unit 10:
Unit 10 Checklist	l can do this very well.	l can do this quite well.	I need to study/ practice more.
discuss gossip and rumors			
tell a secret			
promise to keep a secret			
use noun clauses as reported speech versus quoted speech			
apply rules and exceptions to the sequence of tenses			
use noun clauses beginning with whether or if			
use a range of modal auxiliaries for the present and future: must, should, ought to, may, might, can, could			
Talk about parts of the body			
My five favorite new words from Unit 10:	If you're s from Unit	still not sure about 10:	ut something
	 read through the unit again listen to the audio material study the grammar and functions from the unit again ask your teacher for help 		

11 Express Yourself

Listen and Discuss 🕢



- 1. What languages do you speak?
- 2. Do you think English is a difficult language? Explain.
- 3. Why do you study English?

أهلاً وسهلاً Benvinguts **Bienvenidos** Benvidos Ongi etorri Welcome **Bienvenue** Willkommen 歡迎光臨

Fascinating Language Facts

The most widely spoken language in the world is Mandarin. There are 885 million people in China who speak it. English is the second most widely spoken language.

There are more people in China who speak English than there are in the United States.

There are 13 languages that 100 million people or more speak. These languages are Mandarin, English, Hindi, Spanish, Russian, Arabic, Bengali, Portuguese, Malay-Indonesian, French, Japanese, German, and Urdu.









- There are about 7,000 languages spoken in the world today. However, about 2,000 of these languages have fewer than 1,000 speakers.
 - It is believed that nearly half of the estimated 7,000 languages currently spoken in the world will have become extinct by 2050.
- The language which has the world's largest alphabet is Cambodian. It has 74 letters. The language with the shortest alphabet is Rotokas, used in the Solomon Islands. It has only 11 letters.

Some of the languages that people speak in Africa include a clicking sound. These languages sound different from and are not related to any other known language. It is believed that the click languages may be the earliest human languages. These languages can only be spoken properly by those who acquire the language in childhood.

Arabic has influenced many languages. Many words in English have been borrowed directly or indirectly from Arabic. Such words include admiral, adobe, alchemy, algebra, alkaline, amber, arsenal, candy, carat, coffee, cotton, hazard, jar, lemon, mattress, sofa and many more.



language. This is more words than any other language in the world. But people who speak English routinely use only about 1 percent of the immense number of words in the language.



Punctuation did not exist in English

until the 15th century.



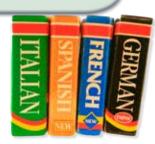
English Language Facts

'Go" is the shortest complete sentence in the English language.

The English language has only one solitary word that ends in the letters mt. It is dreamt.

- Bookkeeper is the only English word that has three consecutive doubled letters.
- There is no word in the English language that rhymes with month, orange, silver, or purple.
- The word that has more definitions in the English language than any other is set.





Quick Check ✓

A. Vocabulary. Match each word to its synonym.

1. acquire a. single

2. ____ consecutive **b.** gigantic **3.** _____ currently **c.** learn

4. _____ extinct **d.** regularly **5.** _____ immense e. dead

6. routinely **f.** presently **7.** _____ solitary q. continuous

B. Comprehension. Answer true or false. Rewrite the false statements to be true.

1. _____ English is the most widely spoken language in the world.

2. _____ More people speak English in China than in the United States.

3. _____ The shortest complete sentence in the English language is "We go."

_____ A few words in English have been borrowed from Arabic.

5. _____ Punctuation was introduced to English in the 15th century.

🙎 Pair Work 🔀



Create a five-question quiz about the English language to give your partner. You might ask your partner to define certain words or to identify words based on clues. Ask each other your questions and discuss the answers.

- 1. What does the word equivalent mean?
 - 2. Say one English word that ends in the letters -tion.

3 Grammar 💹



Adjective Clauses and Relative Pronouns

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

I know a person who speaks three languages.

The language that he/she speaks at home is Spanish.

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

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

She is the kind of person **that** is always there for her friends.

The tutor **who** helps me with my English is very kind.

Relative Pronouns as Subjects of Adjective Clauses

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

I am someone who loves doing crossword puzzles.

Words that have many meanings can be confusing.

Relative Pronouns as Objects of Adjective Clauses

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

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

There are many words (which) James mispronounces.

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

The teacher (who[m]) I like best is my language professor.

A.	. Match the sentence halves. Rewrite the sentence, using a relative pronoun to join the two halve	∋s.
•	A photographer is someone who takes photographs.	

1.	<u>h</u> A photographer is someone <u>who</u>
2.	A fashion designer is someone
3.	A flag is something
4.	A linguist is someone
5.	A hammer is something
6.	An exam is something
7 .	An electronic reader is something
8.	A vegetarian is someone
9.	Synonyms are two words
10.	A dictionary is something

- a. have the same meaning.
- **b.** lets you read books on a screen.
- **c.** tests a student's knowledge.
- d. gives the meanings of words.
- e. is a symbol of a nation.
- **f.** doesn't eat meat.
- **q.** creates clothing.
- **h.** takes photographs.
- i. is used to put nails in a wall.
- j. studies languages.

- **B.** Decide whether the relative pronoun can be omitted in each sentence. If it can, rewrite the sentence without it. If it cannot, write *no change*.
- My sister never told me the reason that she called.

My sister never told me the reason she called.

- **1.** The bird that they saw in the museum is extinct.
- 2. Melissa cooks dishes that are incredibly delicious.
- **3.** That's not the book that the teacher asked us to get.
- **4.** Where is the food that I brought home from the restaurant last night?
- **5.** The goalkeeper that plays for that team is from my hometown.
- **6.** The people who live next door are always very friendly.
- 7. John is a person who others can count on.
- **8.** Do you have another pen that you can lend me?
- **9.** The book that you bought me is interesting.
- 10. Do you know anyone who speaks Swahili?
- **11.** Jane is a solitary person who prefers to be alone.
- **C.** Combine each pair of sentences. Use the second sentence as the adjective clause.
- I finally finished reading the book. You gave it to me.

I finally finished reading the book that you gave me.

- 1. I saw the man. He stole the wallet.
- 2. The email didn't make sense. You sent it to me.
- **3.** We saw a film on TV last night. It was really depressing.
- **4.** The man looked confused. He asked for directions.
- **5.** This is the restaurant. We have eaten at this restaurant for three consecutive days.
- **6.** The article isn't in this newspaper. You want to read an article.
- 7. She lost the necklace. She borrowed it from her mother.
- **8.** I know the neighbors. They have ten children.
- **9.** Do you like the textbook? You are using it in that class.
- **10.** Where can I find the supermarket? It sells organic fruits and vegetables.
- 11. You need to write a research paper. The paper cites at least three sources.
- **D.** Complete each sentence with an adjective clause. Use your own ideas.

•	Hike	e to eat foods <u>that are healthy</u>	
	1.	English is a language	
	2.	I routinely eat foods	
	3.	l like people	
	4.	Students usually like teachers	. /
	5.	I sometimes worry	.
	6.	l like books	. (
	7.	I have a friend	
	Q	I have a job	





Express Yourself

4 Conversation <a><a>



Jason: This restaurant is jam packed.

Badr: I know. I had to elbow my way through the crowd just to

get to the buffet table for some munchies.

Jason: And the people's voices are way too loud.

Badr: I'm sorry, I didn't catch that. What did you say?

Jason: I said the people's voices are way too loud! Hey, did you see that guy in the blue suit?

He seems to be familiar.

Badr: Oh, yeah, he's the captain of the football team.

Jason: What's his name?

Badr: lan Ford.

Jason: Sorry you're bored, but I was asking you the name of that guy.

Badr: No. I said his name is lan Ford!

Jason: Oh, sorry. The people's voices are ridiculously loud. So, what's he like?

Badr: He's OK. The only thing he's interested in is sports. I find him a bit boring.

Jason: Pardon? You found him snoring?

Badr: Oh, forget it. This is crazy.

Jason: Trying to talk over this noise is too difficult.

Badr: Yeah, I can't deal with it anymore. Do you want to leave?

Jason: What do you want to tell Steve?

Badr: No, I said *let's leave*. We can get a bite at the diner on the corner.

Jason: Yeah. Let's go.

About the Conversation

1. What problem are Badr and Jason having?

2. Who is Ian Ford, and what does Badr say about him?

3. At the end of the conversation, what do Badr and Jason decide to do?

Real Talk

jam packed = very crowded

elbow (one's) way = make one's way through

a crowd using some

physical force

munchies = crunchy junk foods

deal with = put up with

bite = snack

Your Turn

Role-play with a partner. Imagine you are in a noisy or crowded place, such as a shopping mall, a subway, or a city street. Discuss your English class, pretending that you can't hear each other clearly. Use the phrases for asking someone to repeat something.

Asking Someone to Repeat Something

Can/Could you repeat that, please?

Could/Would you say that again?

Excuse me, but I didn't catch the last part/the part about...

I'm sorry. I didn't catch that.

Pardon (me)?

What did you say?

What was that?

Would you mind repeating that?



5 Listening 📙



Listen to the students discuss making mistakes in English. Then complete the chart.



		What She Said or Wrote	What She Meant to Say or Write
1.	Badria (about her plans for the weekend)		
2.	Paula (about her mother's visit)		
3.	Tina (about getting caught in the rain)		
4.	Amira (about a recipe)		

6 Pronunciation 🜌



Different words in a sentence can be emphasized to convey different meanings. Listen to the sentences. How does the meaning change in each pair?

- 1. a. You know ONE of the things that I find most difficult about learning English?
 - **b.** You know one of the things that I find most difficult about learning English?
- 2. a. I know what you MEAN.
 - **b.** I know what **YOU** mean.
- 3. a. We've ALL had that kind of thing happen.
 - **b.** We've all had **THAT** kind of thing happen.
- **4. a.** Is **THAT** a traditional gift in your country?
 - **b.** Is that a **TRADITIONAL** gift in your country?

Vocabulary Building



- A. You will see the following words in the reading on pages 172 and 173. Match the words with their meanings.
 - **1.** _____ evolve **2.** _____ exception **3.** _____ fictitious
- a. lack of ability

e. honorable

- **b.** shown to have exclusive legal ownership
- **4.** _____ humanitarian
- c. not favoring one side or the other
- **5.** _____ limitations
- d. develop and change
- **6.** _____ neutral
- **f.** devoted to improving the lives of all people
- **7.** _____ noble
- g. make-believe, not real
- **8.** _____ trademarked
- h. something that is different from what is expected
- B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

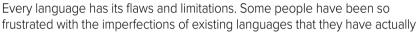
8 Reading 📃



Before Reading

What do you think an *invented language* is? Do you think such a language could be successful?

INVENTED LANGUAGES





tried to create better languages themselves! There have been more than 500 attempts at creating such languages. Each of these invented languages, complete with a vocabulary and grammar of its own, has had a specific goal. For example, some language inventors have wanted to invent a simple and easy-to-learn language, some have wanted to create a gender-neutral language, and some have wanted to make language more mathematical or scientific. While none of these invented languages has ever become widely spoken, there are a couple that have been learned and spoken by a surprisingly large number of people.

The invented language that has the most speakers is Esperanto. This language was created in 1887 by Ludvik Zamenhof. a Polish doctor. Zamenhof lived in an area populated by four different ethnic groups that spoke many different languages. There were a great number of problems between these groups. Zamenhof felt that the language difference between the groups was the root of the problems. This gave him the idea of creating a language that would not belong to any one country or culture, but instead, would belong equally to all people. The hope was that a neutral second language would break down language barriers and build a sense of equality and brotherhood between nations. The language which he created to fulfill this dream was called Esperanto, which means hope in the Esperanto language.

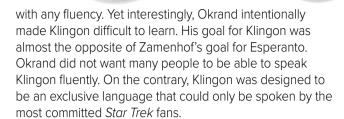
Because Zamenhof's goal was clearly a humanitarian one, he was not interested in making any money from Esperanto. He published a guide to speaking Esperanto, and gave up all rights of ownership to the guide. This way the guide could be freely circulated to all people interested in learning the language.

Zamenhof wanted as many people as possible to learn Esperanto, so he made the language extremely simple, with no irregularities or exceptions to the basic rules. For example, in Esperanto all nouns end with an -o. All nouns can be made plural by simply adding a -i. So the word for friend is amiko, and the plural is amikoj. All adjectives end with an -a. To create the opposite meaning, a speaker simply adds mal- to the beginning of the word. So, for example, the word for big is granda, and the word for small is malgranda. The rules for verbs are equally simple, with no irregular verbs and no conjugation.

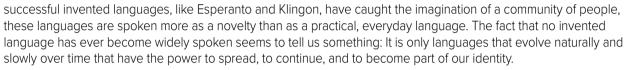
For all Zamenhof's good intentions, Esperanto never became the unifying international language he had hoped it would become. People were not eager to spend time learning a new language which so few other people spoke. However, Esperanto has survived to this day and is spoken by at least 100,000 people around the world.

The second most successful invented language is called Klingon. Other than the fact that it is also an invented language, it shares almost no similarities with Esperanto. Klingon, which was invented over 25 years ago, was not created with the noble intention of promoting the peaceful coexistence of people from different cultures. Instead, it is a trademarked invention of a major television studio. It was created in 1984 by a linguist named Marc Okrand for use in the Star Trek series. The characters who speak this language are the Klingon, a fictitious race of people from outer space.

The Klingon Dictionary, which is copyrighted by the television studio, has sold more than 300,000 copies, and has made quite a bit of money. Unlike Esperanto, Klingon is an extremely complicated language with complex grammar, making it an immensely difficult language to learn. As a result, it is estimated that only a few thousand people can speak Klingon



The vast majority of invented languages have disappeared almost as soon as they were created. While the most



After Reading

Answer the questions.

- 1. What are some reasons people have created invented languages?
- 2. How did where Zamenhof lived inspire him to create Esperanto?
- **3.** If bela means beautiful in Esperanto, what is the word for ugly?
- **4.** Why didn't Esperanto become an international second language?
- **5.** What is *Klingon*, and why was it invented?
- **6.** How are Esperanto and Klingon alike? How are they different?

Speaking 🞑



- 1. Work in pairs/groups. Think about the languages that you, your family, and relatives can speak and make notes in the chart.
- 2. Decide which language(s) you prefer and why. Think about the people who use it, the reason it is used, how easy or difficult it is, etc.
- 3. Which language would you like to learn well? Say why you want to learn it. Compare answers. Which is the most popular language in your class?

Languages	1	2	3
People who use it			
Reasons/purpose of use			
Ease/difficulty of use and reasons			
Your preferred language of use and reasons			
Your choice of language to learn and reasons			

10 Writing 🚺



- A. 1. Why do so many people learn English? What are some of the main purposes?
 - 2. How important is it to have a "good accent" in English? Please define "good accent."
 - 3. How easy is it for you to understand different speakers of English? Justify your answer.
 - 4. Read the text and find out.
 - · How important is an accent according to the writer?
 - What should a learner develop to enhance understanding of spoken language?
 - Why do native speakers of English attend courses in English for international communication?
 - Why are features of intercultural communication important?
 - Do you agree with the writer's views? Why? Why not?

English as an International Language



In language learning, most people believe that a native speaker-like accent is an asset that can be used to impress people. The question, however, is which variety of English? The language spoken by people in the North of England is different from the variety spoken by people in the South; and this only touches upon the two ends of the continuum. There is a multitude of regional varieties within. So, maybe, the first thing to consider is the reason why we learn the language and what we intend to do with it.

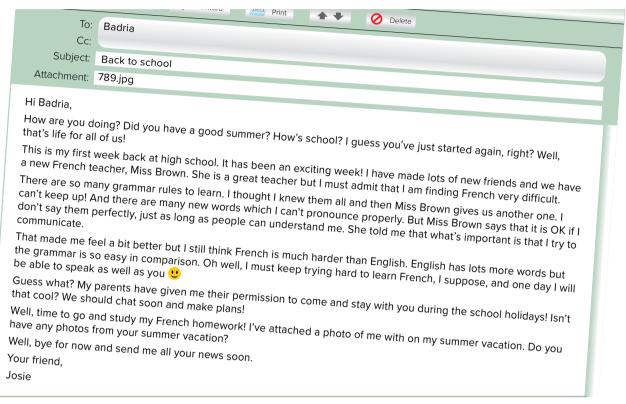
Is it important for a learner of English to imitate one or more varieties when speaking? No, not necessarily, although people who learn the language in its natural setting tend to adopt regional features in terms of pronunciation, vocabulary, and grammar. What is more useful is developing the ability to understand different speakers, including speakers of other languages as a primary need.

As more and more people use English as a common medium to communicate with people from other countries, they affect the language and develop their own variety in terms of accent, vocabulary, and other features. So much so, that special language courses

are offered for native speakers who need to conduct business with people in different countries! So, for a change, native speakers have to attend courses that will familiarize them with new varieties of their language and help them develop the skills required to understand the people they communicate with. Naturally, intercultural communication and its requirements are a very important part of such courses and a prerequisite for successful communication with members of different cultures.

English as an international medium of communication is an evolving variety that is affected by the speakers of the language, whether they happen to be native or non-native. Therefore, our idea of a good user of the language has to be modified to accommodate characteristics that make one an effective communicator across cultures, over and above acquiring a prestigious native speaker accent and structurally accurate use of the language. If culture-specific variations will eventually be looked upon as varieties of the international medium remains to be seen. The fact, however, is that English is no longer the property of the English-speaking countries but of the whole world, and as such, it will inevitably reflect the culture and norms of different people.

- **B. 1**. Compare your first language with English. How is it similar? How is it different? Compare things like the pronunciation, grammar, and expressiveness of the languages. Make notes on your ideas in your notebook.
 - 2. Read the email below and answer the questions:
 - Who is writing? Why are they writing?
 - How do they start the email? How do they end the email?
 - Are there any interesting features typical of an email to a friend? What are they?



3. Write an email to an international e-pal and explain how your language is similar or different to English.

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 want to compare two or more entities:

- identify different aspects/components of the entities that you are comparing, e.g. language: spoken vs. written language, varieties and speakers, appropriateness (i.e. formal or informal language); vocabulary: words, phrases, expressions, idioms, etc.
- if you are not sure, look up the topic or entities that you are required to compare and find out which parts they consist of; then choose the parts/aspects that you want to focus on.
- think of examples and consider similarities and differences, e.g. with language; think of a situation
 and consider what people might want to convey to each other and what kind of language they
 would use, for example: Two students are talking about a football game they watched the
 previous evening. They are running over incidents in the game and arguing whether the referee
 was right or wrong in different cases. Each student supports a different team.

11 Form, Meaning and Function

Future with Will or Be Going To

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

washing machines

Questions (?)

Answers (Opinions)

Will people speak Arabic?

I guess so. / I don't think so.

Are we **going to learn** Chinese at school?

I think so. / I hope so. / I hope not.

Will versus Be Going To

Use will to make an on-the-spot offer, request or decision. Use be going to to express a plan that is already made or decided.

Ali **is going to have** his work professionally translated, but I can't afford it. I'll translate it using machine translation software on the Internet

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 (+)

A

Free machine translation services on the Internet are going to get better and better. By 2030, most people around the world **will be translating** foreign languages through machines. They **will** no longer **be learning** the lingua franca (the common global language) to communicate in business and trade.

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

•	Со	implete the predictions about the future with the correct form of the verb. More than one answer is possible
		In the next couple of years, speech recognition applications (translate) foreign languages at business meetings in real time.
		Someday soon, we (use) our smartphones to translate printed text by using the camera function.
	3.	Cars on gasoline. They will run on electricity. (not run)
		Robots (not/be able to) make autonomous decisions. They (do) what they are programmed to do.
		In 50 years time, no-one (use) the lingua franca to communicate. We will all use machine translation software.
•	Wo	ork with a partner. Ask and answer. Which of the following do you think people <i>will still be using</i> in 50 years?
	A:	Do you think we will still be using ballpoint pens?
	B:	No, I don't. I think that we won't use pens for anything in 50 years and all communication will be digital.
		ballpoint pens DVD players magazines cell phones flat screen TVs microwave ovens books vacuum cleaners

cars

planes

Paris in the Twentieth Century

dishwashers

В

Words Connected with Different Kinds of Vacations

Some words we connect with vacations are:

Adjectives		Nouns		Verbs	
amazing spectacular magnificent wonderful ancient	exciting/thrilling luxurious exotic awesome	marine life rain forest plants animals city	rocks adventure wildlife coral reef desert oasis	visit see learn explore dive	travel hike
peaceful/relaxing inexpensive popular		archaeological site buildings tombs	museums art galleries	experience trek	

Conditional Sentences with If-Clause: Imaginary Situations for the Present

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

If I **didn't** know foreign languages, I wouldn't travel around Europe alone this summer. (But I do know foreign languages, so I'm going to travel around Europe alone.)



Verb: Wish/If only for Unreal Situations

Use *wish* for things you want to happen but probably won't. We can also use *If only* in place of wish to add emphasis. *in the present*

I don't know many foreign languages.

I wish/If only I knew more foreign languages.

in the future

My parents won't let me go on vacation with my friends.

2. If I had some extra money, _____

3. My friend asked me to go surfing. I wish _____

I wish/If only my parents would let me go.

5. If we had more time, _

6. If I could be anyone in the world, ___

Note: Was is usually used in informal spoken English with I: I wish I was on vacation.

9	n the Red Sea, Saudi Arabi		the Malaysian rain forest
b. Trekking in Om		d. Desert Tour, J	ordan
(1.) Visit the spectacular (2.) city of Petra. You're going to (3.) this magnificent (4.) site and see the wonderful buildings and (5.) carved out in the rock.	(6.) in the peaceful coral (7.) of the Red Sea. You're going to see some of the most awesome and colorful (8.) life! Come face to face with sea turtles, lionfish, manta rays, and dolphins.	(9.) through the rain forest at Kinabalu Park and learn about one of the world's unique ecosystems. You're going to come into contact with thousands of different species of (10.) and (11.), including an (12.) variety of orchids.	Follow the Frankincense Trail from Muscat to Salalah and (13.) the secrets of the ancient perfume. You're going to visit a (14.) oasis and see (15.) views of mountains, coastal villages, and archaeological sites.
 Work with a partner. Read the sentences below and end with your own ideas. If I could choose any destination, He won't lend me his textbook. I wish 			



- 1. Compare English and Arabic. Find or write sentences that refer to specific time, i.e. past, present, and future, without time words.
- 2. Study the sentences and identify similarities and differences. Compare word order and ways that time is indicated. Remember to look for relevant data and analyses in books or on the Internet. Make notes in the chart.
- **3.** Use your notes to prepare a PowerPoint presentation with additional examples, data, and sources.
- **4.** Use questions to address your classmates and make your presentation more interactive.
- **5.** Use illustrations to support meaning and/or elicit ideas from your audience.



English and Arabic sentences	Similarities (word order/time)	Differences (word order/time)
1a.		
1b.		
2a.		
2b.		
3a.		
3b.		
4a.		
4b.		
5a.		
5b.		

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 diffi	cult in Unit 11:
Unit 11 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
discuss world languages			
talk about the English language			
ask someone to repeat something			
use adjective clauses and relative pronouns			
use relative pronouns as subjects of adjective clauses			
use relative pronouns as objects of adjective clauses			
use future forms with will and be going to			
use conditional sentences with if-clauses (present); and wish/ If only			
talk about different kinds of vacations			
My five favorite new words from Unit 11:	If you're s from Unit	still not sure abou	ut something
	listen to the study the from the	ough the unit agai the audio materia e grammar and fur unit again teacher for help	I

12 Lost and Found

1 Listen and Discuss 🕢



- 1. Talk about the most valuable thing you have ever lost.
- 2. Talk about the most valuable thing you have ever found.

Amazing Lost Treasures

Moctezuma's Treasure



Moctezuma II was an Aztec emperor who ruled from 1502 to 1520. This was a time when the Aztecs controlled most of what is now Mexico and Central America. In 1520, the notorious Spanish invader Hernán Cortés kidnapped and killed Moctezuma. Cortés and his men then collected all of Moctezuma's dazzling treasures and tried to escape with them. But the Aztecs, who refused to surrender, caught up with the Spanish and fought them. Cortés and a few of his men escaped empty-handed, but eventually returned to take revenge and to attempt to steal the treasure again. However, the Aztecs hid the treasure somewhere around Lake Texcoco, and Cortés never found it.

One of Mexico's former presidents actually drained Lake Texcoco in an attempt to find the treasure, but he failed to find any trace of it. Today it is believed that Moctezuma's treasure is hidden somewhere near Mexico City, but no one knows exactly where.

Tutankhamun's Treasure

King Tutankhamun of Egypt, the boy pharaoh, succeeded his father to the throne when he was barely 9 or 10 years old. He died in his late teens. According to speculation, he was either assassinated or died of infection after an accident.

Tutankhamun's tomb, in the Valley of the Kings in Egypt, is the best preserved royal tomb ever discovered. Theodore M. Davis, an American businessman, was the first person to find clues that led to the discovery of the tomb. Howard Carter, an Egyptologist, confirmed, upon examining the clues, that the tomb lay inside the Valley of the Kings, the royal necropolis of the time.

Carter persuaded his friend Carnarvon to finance his search for the tomb. They had nearly given up when they finally noticed some steps buried under an ancient hut, leading to the sealed door of the tomb. They dug an opening that allowed entry to the tomb, where they found the most amazing artifacts: gold masks and furniture, stunning jewelry, exquisite paintings and inlaid boxes, and other objects of astonishing beauty and craftsmanship. It took Carter many years of his life to study and record all the findings. Everything was photographed and itemized. King Tut's treasure toured the world for the first time in the 70s. The second tour began in 2004.

The Amber Room

The Amber Room was a 180-square-foot (17-square-meter) room, whose four walls were made of six tons of amber, decorated with jewels. The room, which was constructed by Prussian King Friedrich Wilhelm the First, took over eight years to build. It was completed in 1716, at which time it was given to Tsar Peter the Great of the Russian Empire as a gift.



During World War 2, the Nazis found the invaluable room, tore it down, packed it in hundreds of crates, and took it to a destination that has never been discovered. One theory is that it was loaded onto a passenger ship that was sunk by a Soviet submarine. Another possible destination was the Ore Mountains in Germany, where the Amber Room may have been buried in salt mines. The most popular theory, however, is that the Amber Room was hidden in a lost, underground shelter



somewhere in the city of Konigsberg, Germany. The beautiful room has been called the eighth wonder of the world, and historians estimate that its value today would be around \$142 million. The search for the Amber Room continues to this day.

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	ICK	(: n		

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

\	la a 4 a		
invaluable	revenge	theory	
preserve	notorious	surrender	treasure

- **1.** We should do whatever we can to _____ our historic monuments.
- 2. The burglars tried to steal the woman's jewelry, but she wouldn't _____ without
- **3.** My is that people search for gold not because they want to get rich, but because it is exciting.
- **4.** The police were finally able to catch the _____ bank robbers.
- **5.** The explorers found a _____ worth millions of dollars that had been buried for hundreds of years.
- 6. Even though Lisa borrowed and lost her favorite earrings, Beth knew it was an accident and so she didn't try to get _
- 7. The collection of the Egyptian Museum in Cairo is ____

B. Comprehension. Answer the questions.

- **1.** Why didn't Cortés escape with Moctezuma's treasure?
- 2. What did one of Mexico's former presidents do in an effort to find Moctezuma's treasure?
- 3. Who was Tutankhamun?
- 4. What is so special about King Tutankhamun's tomb?
- **5.** What is special about the Amber Room?
- **6.** What are three theories about the location of the Amber Room?

2 Pair Work 🖼



Conduct an interview with a partner. One of you will be Moctezuma, Tutankhamun, or Peter the Great, and the other will be a reporter. Discuss the treasure each person is associated with. For example: What did the treasure contain? What do you think happened to the treasure? Will the treasure ever be found? Why or why not?

3 Grammar 💹



Using Where and When in Adjective Clauses

Where is used to modify a place in an adjective clause. Where cannot be omitted.

Last year I visited the city where Moctezuma's treasure is said to be buried.

There are alternatives to using where in an adjective clause. Where can be replaced by:

1. preposition + which

Last year I visited the city in which Moctezuma's treasure is said to be buried.

2. that/which + preposition

Last year I visited the city that Moctezuma's treasure is said to be buried in.

When is used to modify a noun or time in an adjective clause. When can be omitted.

Last Monday was the day (when) I found a SAR 100 bill on the street.

There are alternatives to using when in an adjective clause. When can be replaced by:

1. that (that can also be omitted)

Last Monday was the day (that) I found a SAR 100 bill on the street.

2. preposition + which

Last Monday was the day on which I found a SAR 100 bill on the street.

Using Whose in Adjective Clauses

Whose is the possessive form of who. It can stand for his, her, its, and their, and is always used before a noun. Whose cannot be omitted.

There are people **whose** lives are spent looking for ancient objects.

Whose can be either the subject or the object of an adjective clause.

Tutankhamun was a pharaoh. His story is the most interesting to me.

Tutankhamun was the pharaoh **whose story** is the most interesting to me.

The man was very happy. I found his wallet.

The man whose wallet I found was very happy. (Whose is the subject.)

Note: Don't confuse whose with who's, which is the contraction for who is or who has.

The woman **who's** coming over tonight lost her watch.

She is the woman who's lost her watch.

She is the woman **whose** watch disappeared.

- A. Combine each pair of highlighted sentences using where or when. Use the second sentence as the adjective clause.
- The King's Palace in Riyadh is the palace. King Salman lives.

The King's Palace in Riyadh is the palace where King Salman lives.

1. September 23rd is the day. People in Saudi Arabia celebrate National Day.

2. 1918 was the year. World War 1 ended.

3. There are websites. You can buy used textbooks.

4. 11:07 is the time. My train arrives.

5. Do you know a place? I can buy an electronic reader.

6. Dubai is a city. Many towers have been built.

- **B.** Rewrite your answers for exercise **A** with an alternative way of expressing **where** and **when** clauses.
- The King's Palace in Riyadh is the palace in which King Salman lives.

The King's Palace in Riyadh is the palace that King Salman lives in.

C.	Finish each sentence with an adjective clause beginning with where or when.
•	When I was a child, I lived in a home <u>where there was a lot of love</u> .
	1. I'll always remember the day
	2. I like to visit places
	3. 2009 was the year
	4. I'd like to attend a university
	5. I felt nervous the time
	6. I usually eat in restaurants
	7. I like to go to parks
	8. I sometimes have days
D.	Combine each pair of sentences with whose . Use the second sentence as the adjective clause. I need to thank the classmate. I borrowed my classmate's cell phone. I need to thank the classmate whose cell phone I borrowed. 1. I have neighbors. Their son has the TV on loud day and night. 2. Is he the author? His books are so popular. 3. The teacher is fantastic. I'm taking the teacher's course next semester. 4. I have a friend. My friend's father is a doctor. 5. He is the chef. His restaurant is notorious for causing food poisoning. 6. Who is the person? Their moldy sandwich is in the refrigerator.
E.	Fill in the blanks with whose + a logical noun. I have a friend <u>whose</u> <u>parents</u> are very demanding.
	 Last night I saw a celebrity on TV was annoying. John is a man are always very stylish. They are popular writers are well-known. It is a poem is very difficult. The student won first prize was very proud.
F.	Circle who's or whose.
	 Do you know the person (who's / whose) standing at the back of the class? He's the guy (who's / whose) notorious for borrowing money that he never repays. Al-Kwarizmi is the mathematician (who's / whose) ten-digit numbering system had
	a great impact on mathematics and arithmetic worldwide. 4. They want to find a secretary (who's / whose) responsible and efficient

5. Professor Blake is the one (who's / whose) taught us math for two years.

8. Amin is a poet (who's / whose) poetry both my father and I enjoy.

6. We have a friend (who's / whose) brother is in Australia.7. Is she the woman (who's / whose) wallet was lost?

9. I'd like to find out (who's / whose) eaten everyone's food.

183

4 Conversation <a><a>



Hey, Mohammed. How was your day? Abdullah:

Mohammed: I eave me alone Abdullah: What's eating you?

Mohammed: Sorry. I'm just really aggravated. I lost

the watch that my parents got me for my

graduation. I'm really down in the dumps. I loved that watch. And, of course, my parents are going to hit the roof when they find out. If only I'd been more careful with it.

Abdullah: What a shame. Do you know where you left it? Mohammed: If I knew where I left it, then it wouldn't be lost!

OK. OK. Don't get bent out of shape. When did you realize it was gone? Abdullah:

When I got to work this morning. I looked all over the office and here at home. It seems to Mohammed:

have vanished into thin air.

Abdullah: And when's the last time you remember seeing it?

Mohammed: I was running late this morning. I remember taking the watch off my nightstand and looking

at it right before I went into the bathroom to shave.

Abdullah: Did you put it on after you looked at it?

Mohammed: No. I didn't want it to get wet, so I put it on top of the medicine cabinet. Hold on. Let me

take a look... Here it is! Abdullah, you're a genius!

Abdullah: I keep trying to tell you that!

About the Conversation

1. Why is Mohammed aggravated?

2. When did Mohammed realize that his watch was missing?

3. Where did Mohammed leave his watch? How did he realize this?

Real Talk

eating = bothering

down in the dumps = feeling sad and disappointed

hit the roof = be very angry

bent out of shape = upset, agitated

vanished into thin air = disappeared without a trace

Your Turn

Role-play with a partner. Tell your partner about something you lost. Use phrases from the box to express regret about the thing you lost. Your partner will express understanding and sympathy about the loss.

Expressing Regret	Expressing Understanding
I regret (not) having	How awful/upsetting that must have been!
I regret verb + -ing	I know how that feels.
I will/would never do that again!	I'm sorry that happened.
I wish I had(n't)	That's too bad.
I'm really annoyed that	What a shame!
I'm sorry I ever	
If only I	
Looking back, I would have	



5 Listening ى



Listen to two people talking about things they have lost. Then complete the chart.



		David	Mariella
1.	What was lost?		
2.	How did it get lost?		
3.	How was it found?		
4.	How will the person avoid losing it again?		

6 Pronunciation



The **h** sound is often left out at the beginning of:

- the pronouns **he**, **her**, **him**, and **his**;
- the auxiliary verbs *have*, *has*, and *had*. Listen and practice.
- 1. By the time I came outside to check on him, he was gone.
- 2. I spent an hour looking for him around the neighborhood, but couldn't find him.
- 3. It was a woman in one of her classes.
- **4.** The most important thing I have ever lost was my cell phone.
- **5.** She said a woman **h**ad found it on the beach.

Vocabulary Building



- A. You will see the following words in the reading on pages 186 and 187. Match the words with their meanings.
 - 1. _____accustomed
- a. someone who determines the value of something
- 2. ____appraiser
- **b.** real
- **3.** astronomer
- c. stuck between two things
- 4. _____authentic
- **d.** used to
- 5. ____stumble upon
- e. find something by chance
- **6.** _____wedged
- f. scientist who studies outer space
- B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

8 Reading



Before Reading

Where are some places that people might find valuable items? Have you ever looked for treasures in these places? If so, what have you found?

LOOK WHAT I FOUND!



We are accustomed to hearing announcements of important discoveries made by experts. For example, no one was surprised that it was an archaeologist who discovered Tutankhamun's tomb or an astronomer who spotted Neptune. But every once in a while, the most astonishing discoveries are made by ordinary people.

Take, for example, the story of the Philadelphia man who, in 1989, made a historic discovery in a flea market. The man, whose identity was never made known, bought an old painting at the flea market for \$4. He did not like the painting, but bought it because he liked the frame. When he got the painting home and took it out of the frame, he was surprised to discover a folded-up document wedged between the painting and the backing of the frame. The document appeared to be an old copy of the American Declaration of Independence. Taking a friend's advice, the man took the document to a professional appraiser where he received incredible news. The document was one of the original copies from the first printing of the Declaration of Independence in 1776. There were only 24 other such copies known to be in existence. The man put this incredibly rare document up for sale and found a buyer for \$2.42 million!

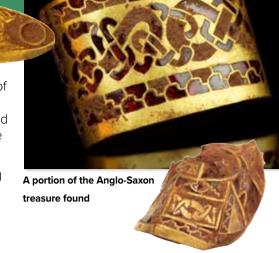
Teri Horton had a similar experience in 1987. Horton was looking through a thrift shop one day when she came across a painting that she thought was one of the ugliest things she had ever seen. She decided to buy it for a friend as a joke gift. She bargained the \$8 price of the painting down to \$5 and dragged the huge painting to her friend's home. However, the friend refused to take the painting because she thought it was too big and ugly. Horton took the painting home and organized a garage sale where she hoped to get rid of it.

A local art teacher happened to be passing by and saw the painting. She told Horton that the painting looked like it had been painted by Jackson Pollock, a famous 20th century painter whose paintings sell for millions of dollars. Horton had the painting evaluated by experts, many of whom agreed with the art teacher. Since then, Horton has devoted herself to proving that her painting is authentic. She has gained many supporters along the way, including a powerful art dealer. She has had numerous offers to buy the painting, including one for \$9 million, but has refused each one. Horton is confident that eventually the art world will accept the painting as an authentic Pollock. If and when this happens, the painting could be worth over \$50 million!

Perhaps the single most historic discovery made by a non-expert in recent years was made by an unemployed British man named Terry Herbert. Herbert is an amateur treasure hunter who searched fields and back lots with his metal detector for over 18 years. In all those years, Herbert had never found anything of significant value. But it is a good thing he was so persistent. In September of 2009, while using his metal detector on the land of a friend's farm, the detector started beeping wildly. Herbert started digging and soon discovered that he had struck gold—literally: He had stumbled upon the largest Anglo-Saxon treasure ever found. The treasure consisted of 11 pounds of gold and 5 pounds of silver in the form of over 1,500 ornaments, swords, and other weapons. Experts believe this find will give us a much greater understanding of the Anglo-Saxons, the rulers of England from the 5th century until 1106. They also believe that this discovery will be considered one of the most important discoveries in British archaeological history.

The treasure, the value of which will be determined by a committee of experts, will be sold to a museum. The money from this sale will be split evenly between Herbert and the friend who owns the field where Herbert made the discovery. Herbert says that this experience has been "more fun than winning a prize."

So the next time you pass a garage sale or thrift store, or are clearing out "junk" from your attic, take a careful look. Who knows what unimagined treasures you may discover!



After Reading

Answer true or false. Rewrite the false statements to be true.

- 1. _____ An original copy of the American Declaration of Independence was once bought for \$4.
- **2.** _____ Jackson Pollock was a famous 19th century painter.
- **3.** _____ Teri Horton owns a painting that may be an original Jackson Pollock.
- **4.** _____ The Anglo-Saxons ruled England in the 1600s.
- **5.** The largest Anglo-Saxon treasure ever found was found with an ordinary metal detector.
- **6.** _____ The Anglo-Saxon treasure found by Herbert consisted entirely of jewels.

🤋 Speaking 🞑



- 1. Choose a historical place in Saudi Arabia and talk about it. Think about what you might find there.
- 2. What would you do if you discovered a treasure there, like the people in the reading and didn't know it was valuable? Would you get rid of it, keep it, sell it, or have it appraised by an expert?
- 3. What would you do if you knew it was valuable? Make notes in the chart and compare ideas in groups.

What would you do if you found a	1. Valuable document	2. Valuable object	3. Buried treasure
Describe the			
How would you feel if you found a?			
What would you do with the?			
Reasons for your choice			

10 Writing 🚺



- A. 1. Have you ever lost a piece of luggage during or after a trip? What would you do if you discovered that you had lost your suitcase?
 - 2. Do you think lost luggage is eventually found or not? Please give reasons.
 - 3. What would you do to avoid losing it?
 - 4. Read the title of the text below. It does not tell you what happened but raises some questions.
 - When do you think someone might be thinking or saying this?
 - What kind of story do you expect to read about?
 - **5.** Read the personal narrative below and find out.
 - What is the writer's occupation?
 - Do you know anything about his age or appearance?
 - · What kind of person do you imagine he is?
 - Where did the incident take place?
 - What kind of state do you think the writer was in? How do you know?
 - Could you predict the ending before you got to it? Why? Why not?
 - · How do you think the writer felt at the end?
 - 6. What would you have done? Why?

Had I really lost it?

I had just gotten back from a business trip in China. I had been working very hard for a week, trying to make the most of my time there; I had meetings every day, wrote proposals and reports, discussed options with my associates, and so on. In other words, I was exhausted!

I had had a long but comfortable flight, during which I had been unable to relax because I kept thinking of the backlog waiting for me at work. All kinds of pending issues surged into my mind and started swirling about. I tried to push them back, but with little success. When we landed, I made up my mind to drive to the office first, deal with any urgent matters, and then go home.

I headed for the carousel to wait for my luggage. I just followed the crowd and stood by with a trolley, waiting for my suitcase to appear. People kept on picking up their luggage and walking away, and I kept on waiting and getting more and more stressed. Eventually, the carousel stopped. I was told that there was no more



luggage. I could not believe it! I had even packed a new laptop in my suitcase to avoid carrying it. I rushed to the information desk, all worked up, ready for a fight! The person in charge was used to dealing with upset passengers, so he explained what the procedure was and offered to take me to the service that dealt with lost items, where I would have to fill out a form with all my details. He assured me that, in most cases, the luggage was eventually recovered. On the way, we walked past another carousel with some suitcases lined up alongside it. I caught a glimpse of a familiar sticker through the corner of my eye. When I stopped to check, I realized that I had found my suitcase. I had been waiting at the wrong carousel!

- 7. Read the personal narrative again and identify:
 - · statements that provide factual information about what the writer and other people did
 - statements that provide access to the narrator's thoughts and feelings
 - · sections that convey slower motion and faster motion, and how this is achieved

- B. 1. Write a personal narrative about something important that you have lost and/or found.
 - 2. Before you begin writing, use a chart to outline the events of the story in the order that they happened.
 - 3. Write your personal narrative describing what happened. Gives as many details as you can about the experience.

Topic of I	Narrative:	Feelings/attitude
First		
Next		
Next		
Then		
Finally		

How Did You Lose That?

The story I am about to tell is an embarrassing one. It happened in 2019, which I will always remember as the year when I lost my laptop. That's right. I lost my 17-inch laptop.

It was not stolen. I lost it.

My story begins at a large university library where I had gone to study and do some research. I used my membership card to get in and had to wait for almost an hour for a spot to become vacant at one of the tables where I could plug in my laptop. I was so excited about my new membership and just being there, that I left everything on the table and walked away towards the journals section. When I tried to get back to the table, where I'd left my laptop, I could not find it. I had forgotten the number next to the outlet...

Writing Corner

When you write a personal narrative:

- use devices that can make your story more vivid.
- include parts where you are thinking aloud and revealing your thoughts or predicament.
- address direct questions to the reader, such as: Who would think of such a thing?
- vary the pace of your story depending on the events and the feelings/mood involved.
- notice that you don't need to state everything explicitly; some developments or thoughts are naturally understood by the reader.
- 1. Identify all the acts and/or thoughts that are implied and understood by the reader in the last lines of the model essay and write them.

I stopped walking toward the service desk where I was going to fill out a form for my lost luggage. I walked toward the suitcases that...

2.	What is the effect on the reader when everything is stated or even restated explicitly?

11 Form, Meaning and Function

Conditional Sentences with If-Clause: Imaginary Situations for the Past

We use past hypothetical conditionals to talk about things that did not happen in the past. They are often used to express regret or criticism. The past perfect is used in the *if*-clause.

If Howard Carter **hadn't persuaded** his friend, Carnarvon, to fund the search for Tutankhamun's tomb, he **would never have discovered** King Tut's treasure.

As If/As Though for Unreal Situations

We can use as if and as though + a past or past perfect verb to suggest that something is unreal or untrue.

He talks as if he were an expert in the field. They act as though they had not cheated on the test.

It's High Time/It's About Time for Unreal Situations

Use *It's high/about time* + past simple to talk express criticism that something should have happened, or should already have been done.

It's high time you **found** a job and earned a wage. **It's about time** you **thought** about the future.

A. Read the situations and speculate on how things might have turned out differently. Rewrite the situation using hypothetical *If*-clauses for the present and the past. Compare your ideas with a partner.



- Carter did not give up the search for Tutankhamen's tomb. Carter's team discovered the most amazing artifacts. The artifacts were moved to The Egyptian Museum in Cairo. Many people have enjoyed visiting the exhibition.

 If Carter had given up the search for Tutankhamen's tomb, he wouldn't have discovered the most amazing artifacts. The treasures wouldn't have been dug up and exhibited in The Egyptian Museum in Cairo. Many people would not have been able to see the incredible display.
 - **1.** A Philadelphia man visited a flea market. He purchased an old painting. Inside the painting was a valuable and rare document.
 - **2.** Teri Horton was having a garage sale. A local art teacher was passing and saw a painting. The teacher told Mrs. Horton that the painting looked like a valuable piece of art by a very famous painter.
 - **3.** Terry Herbert bought a metal detector. He used the metal detector to search for treasure for more than 18 years. He didn't give up. He visited a friend's farm and used his metal detector on his friend's land. He found a lot of gold. Archaeologists and historians learned a lot about England in the 5th century as a result of Terry Herbert's discovery.
- B. Use the cue words to write a new sentence with It's high/about time, as though and as if.

1.					_		n he found dreaming			_		•		_	/ be ;
	rerry	T TET DET C	ren a	s chougi	i ne	were	areaming	witeri	ne i	ouna	"	pourias	01 0	goia:	

2.	We are not rich. (spending money / as though)	
3.	You should stop gossiping. (It's high time)	
4.	You did not see something scary. (look / as if)	
5.	Adel is not an old man. (walks / as though)	
6.	You don't own this house. (behaving / as if)	
7.	He didn't take lessons in public speaking. (speaks / as if)	
8.	Faris needs this job. (talking / as though)	
9.	My brother ought to take better care of himself. (It's about time)	
10.	She started the rumor (pretends / as though)	

Words Connected With Historical Monuments

Some words we often use to talk about historical monuments are:

ancient	tomb	archaeologists	discover
ethnographic	exhibits	historians	preserve
exquisite	artifacts	Egyptologist	photograph
extraordinary	lost treasures	king	record
priceless	museum	queen	search
breathtaking	art gallery	pharaoh	exhibit
legendary	monuments		reveal

Inversions

Use the following expressions at the beginning of a sentence + auxiliary + subject to show emphasis:

Not only did they find exquisite paintings, but they also found furniture when they opened up the tomb.

No sooner had they decided to give up than they saw a sealed door leading to the tomb.

Little *did they* know that they would find some steps buried under an ancient hut.

Not until I heard their story *did I* understand the hardships they must have suffered.

On no account/Under no circumstances should they give up the search.

Seldom have I been so lost for words.

Never have I seen something so remarkable.



C. Read each review of museum exhibits in a city. Complete the gaps with a vocabulary word from the chart above. There may be one more than one possible answer for some gaps.

Jeddah Regional Museum of Archaeology The Egyptian Museum of Antiquities, Cairo and Ethnography The first section of the museum houses the lost (7.) _ The museum can be found in the (1.) ___ of Tutankhamun, the boy pharaoh of Egypt who became a Khuzam Palace in the Al-Nuzlah al-Yamaniyah (8.) when he was only nine or ten years old. There in the south of Jeddah. The building, which was are gold masks, stunning jewelry, (9.) _____ paintings and originally a royal palace, is (2.) _____. There inlaid boxes, and other objects of (10.) _____ beauty and are artifacts dating from the stone age period. craftsmanship. The next sections of the museum take you and more (3.) and (4.) which through a tour of history, including (11.) _____ from the preshow the rise of Islam. There is also an dynasty and the Old Kingdom and monuments from more **(5.)** collection of **(6.)** items recent times. In other rooms you can see (12.) ___ which illustrate the culture of the region in more and papyrus. There is also a hall for mummies, housing recent times. eleven (13.) _____ and kings.

- **D.** Rewrite the sentences in your notebooks using the words in parentheses. Use inversions.
- You can see ancient coins and papyrus. (not only)

 Not only can you see ancient coins, but you can also see papyrus.
 - 1. You can't take photographs of any rooms or exhibits. (circumstances)
 - **2.** I don't go to museums and art galleries very much these days. (seldom)
 - **3.** Ali and Ahmed had just arrived when the seminar finished. (sooner)
 - 4. The ancient Egyptians knew about the medicinal use of oils and kohl. (not only)
 - 5. You are not allowed to touch anything. (account)

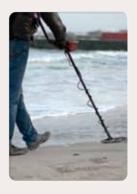
12 Project



- 1. Work in pairs/groups. Think about and research 2 discoveries that were made by ordinary people by accident. If you choose to use real stories of your family, interview people who can give you more information about what happened and the people involved.
- 2. Make notes about the story in the chart. Include your own comments.
- 3. Use your notes to prepare a PowerPoint or a poster presentation of the discovery story in class. Remember to use photos and/or illustrations.









Di	iscoveries Made by Ordinary Ped	pple
What was discovered?	1.	2.
Where was the discovery made?		
Who made the discovery? How?		
What did the finder do?		
What was the outcome?		
Your views and comments		

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 diffi	cult in Unit 12:
	I can do this	I can do this	I need to study/
Unit 12 Checklist	very well.	quite well.	practice more.
conduct an interview			
express regret			
express understanding			
use where and when in adjective clauses			
use whose in adjective clauses			
use conditional sentences with <i>If-</i> clauses (past time)			
use: as if/as though			
use a range of inversions			
talk about historical monuments			
My five favorite new words from Unit 12:	If you're s from Unit	till not sure abou 12:	ut something
	• read thro	ugh the unit agai	n
		he audio materia	
		grammar and fur unit again	nctions
		teacher for help	

EXPANSION Units 9–12

1 Language Review



- A. Change the quoted speech to reported speech. In some cases, more than one answer is possible.
- Keep away from people who try to belittle your ambitions. Small people always do that, but the really great make you feel that you, too, can become great. —Mark Twain

Mark Twain advised people to keep away from people who try to belittle their ambitions. He said that small people always did that, but the really great made you feel that you, too, could become great.

- 1. We have to be always ready and fit. I train my own children to walk barefoot, to rise two hours before dawn, to eat but little, to ride horses bareback sometimes we have not a moment to saddle a horse, leap to his back and go. —King Abdulaziz
- **2.** I will be father to the young, brother to the elderly. I am but one of you; whatever troubles you, troubles me; whatever pleases you, pleases me. —King Fahd bin Abdulaziz
- **3.** A man who views the world the same at fifty as he did at twenty has wasted thirty years of his life. —Muhammad Ali
- **4.** I will praise any man that will praise me. —William Shakespeare
- 5. He who obeys the Almighty has no difficulty in exacting obedience to himself.King Abdulaziz
- **6.** ...every Muslim should work on some endowments that could benefit him in the life after death. Likewise, I prefer for my children to work on developing the wealth, that they would normally inherit after my death, while I am still alive, rather than keep it and continue working to increase it myself. —Sulaiman Al-Rajhi



King Abdulaziz (Ibn Saud)

٥.	COI	ripiete each sente	ince with a relativ	ve pronoun and your d	own idea.	
	l am	n accustomed to w	earing clothes _	that are baggy and	l comfortable	
	1.	The most ridiculo	us rumor	I ever heard was _		
	2.	The virtues	I think are	the most important are		
	3.	Makkah is a city _				
	5.	I think	is	the person	has had the bigge	st impact on my country
	6.	The language	I would	most like to acquire is		
	7.	is	a person	I admire so much	because	
	8.	I am accustomed	to having friends	S		
	9.	The object	is my great	est treasure is		
	10.			is som	nethina	really intimidates me

C. Write a sentence with an adjective + noun clause for each picture. Use the adjectives provided and your own ideas.



(worried)

He is worried that he may have failed the exam.



1. (disappointed)



2. (happy) _____



3. (surprised)



4. (unaware) _____



5. (glad)_____

EXPANSION Units 9–12

fathers of modern medicine.

6. I like weekends (where / who / when) I can spend time with my family.7. We often go to the park (whose / where / when) we relax for hours.8. A humanitarian is a person (who / whose / when) goals are noble.

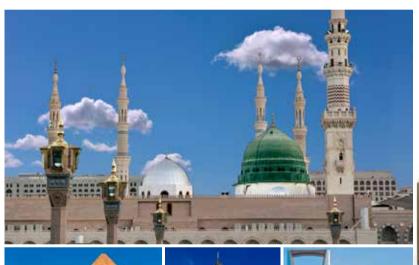
D. Complete each sentence with a noun clause that is true about you.

•	So	metimes I complain that <u>I have too much homework</u>
	1.	Ten years from now, I hope that
	2.	I sometimes fear that
	3.	I would never forget that
	4.	When I was younger, I decided that
		Last week in class, I learned that
	6.	When most people meet me, they probably notice that
	7 .	My parents expect that
	8.	My parents expect that People who have known me a long time know that
E.	Us	e the words and phrases to write sentences with noun clauses as the subjects.
•	tru	e: elephants have great memories
		is true that elephants have great memories.
		,
	1.	a fact: your diet affects your health
	2.	unlikely: he'll be able to afford a car this year
	3.	funny: he doesn't like tomatoes, but he does like tomato soup
	4.	strange: he missed the goal even though he was very close to it
	5.	obvious: people who study harder usually get better grades
	6.	possible: if people start using alternative sources of energy, global warming can be slowed
F.	Cir	cle the correct relative pronoun in each sentence.
	1.	My mother is the person (who / that / whose) praise means the most to me.
	2.	The shirt (where / who / which) I bought has a stain on the collar.
	3.	The day (where / when / which) he graduated was the best of his life.
	4.	The appraiser (who / which / whose) determined the diamond's authenticity is an expert.
	5.	Al-7ahrawi is the 10th century surgeon (who / whose / where) is considered to be one of the

G. Write at least eight sentences about the photos using adjective clauses. Use the pronouns *that*, *which*, *who*, *where*, *when*, and *whose*.

📍 1939 was the year when World War	ır 2	2 beg	an.
------------------------------------	------	-------	-----

1	
2	
3.	
4.	
5. <u> </u>	
6	
7	
2 2	

















EXPANSION Units 9–12

2 Reading



Before Reading

- **1.** What are some things in the natural world that might have been difficult for people to understand before the development of science and technology?
- **2.** Do you think everything in the natural world can now be explained with science and technology?

It's a Mystery



Before the development of science and technology, man viewed the natural world as mysterious and sometimes frightening. People were confounded by questions such as *What is thunder? How are mountains formed? What causes sickness?* Then, with the development of science, man started to find the answers to such questions. Now that we live in an age of advanced scientific knowledge, it sometimes seems we have unlocked all the mysteries of nature. Yet every so often, nature presents us with unexplained phenomena for which there are still no rational, scientific explanations.

One such phenomenon that has been reported around the globe since ancient times is strange rainfall. From such diverse points on the globe as the U.S., Europe, and India, people have periodically reported such things as fish, frogs, and snakes suddenly falling from the sky. In one case, in July of 1901, a sudden heavy rain of frogs and toads fell on the city of Minneapolis, Minnesota. A reporter who covered the event wrote: "When the storm was at its highest, there appeared from the sky a huge green mass. Then followed a peculiar sound, unlike that of rain or hail. When the storm lessened, people found a variety of frogs 'three inches deep and covering an area of more than four blocks...so thick in some places [that] travel was impossible."

Some people believe these events are caused by tornadoes that occur over bodies of water. The theory is that the tornadoes, whose force sucks up animals into the clouds, are also responsible for carrying the animals until they are dropped back onto land. However, this explanation has never been proven. It also does not explain why many of these rainfalls consist of only one species, and why many of them consist of species that are not native to the area where they fall, but to an area many hundreds of miles away.

Perhaps the rainfall that has most confounded scientists is a heavy red rain that fell sporadically on Kerala, India over a two-month period in 2001. According to locals who experienced the rains, there was a flash of light and a boom so loud that it shook the houses in town. And then the rain began. The Kerala rain was studied by scientists around the world. It became famous in 2006 when Godfrey Louis, a professor at Mahatma Gandhi University in Kerala, made some astonishing claims about the rain. Louis said that the rain appeared to be composed of living, biological cells. However, he said that there was no evidence of DNA in the cells. As all cells on earth contain DNA, Louis concluded that the colored particles were living cells from a life form on another planet, carried to this planet by a meteorite. However, not all scientists agree with Louis, and the origin of the red rain of Kerala is still generally considered to be a mystery.

Another natural phenomenon that science has yet to explain is *ball lightning*. Ball lightning is the term for rare balls of light, usually at least as big as a doorknob and sometimes as big as a football, that float

through the air during thunderstorms. These balls have no smell and no heat. They usually vanish soundlessly or explode with a loud pop when they come across something electrical, like a computer or TV. Although these strange electrical occurrences are not common, there have been occasional reports of ball lightning for centuries.

One widely-reported case of ball lightning occurred in January of 1984 in a Russian passenger plane. A Russian newspaper reported that the ball lightning "...flew above the heads of the stunned passengers. In the tail section of the airliner, it divided into two



glowing crescents that then joined together again and left the plane almost noiselessly." Although the ball lightning left two holes in the plane, it has often been reported to pass through solid objects without leaving a mark. Because ball lightning occurs so rarely and unexpectedly, scientists have not been able to study this phenomenon, and it remains a great mystery.

In this age of advanced scientific knowledge, it may seem surprising that there are occurrences in the natural world for which we have no explanation. But perhaps it is a good thing that we have not unlocked all of the mysteries of the natural world. Such mysteries help us maintain a healthy respect, curiosity, and awe of the natural world.

After Reading

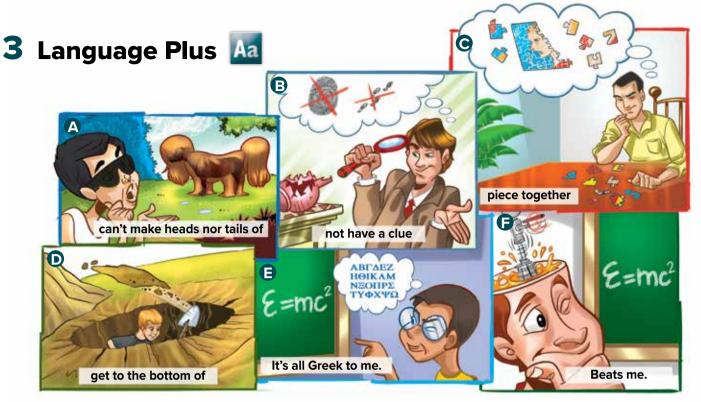
A. Match the words with their meanings.

1. confounded	a. logical
2. rational	b. strange
3. mass	c. having no pattern or order in time
4. peculiar	d. confused
5. species	e. type
6. sporadically	f. an amount of matter with no specific shape
7. meteorite	g. amazement
8. awe	$\boldsymbol{h}_{\boldsymbol{\cdot}}$ rock or metal that has fallen to Earth from outer space

- **B.** Answer the questions.
 - **1.** What are some of the mysterious things that have fallen from the sky?
 - 2. What does Godfrey Louis believe about the red rain of Kerala and why?
 - **3.** What is ball lightning?
 - **4.** Describe the ball lightning that occurred on a Russian airplane.

Discussion

- 1. Would you like science to discover a reason for the mysteries described in the reading? Why or why not?
- **2.** Do you think people had more respect for the natural world before science unlocked so many of its mysteries? Explain.
- 3. What are some other mysteries for which there are no known explanations?



Complete each situation with an idiom shown.

Ί.	i cannot understand the directions in this computer manual.
2.	A: Why did he drop the class?

2	•	He told	mo l	act woo	L that	ho l	hovo	tho	clace
Э.		TE LOIG	mei	dSt Wee	K liidl	ne i	oveu	เมษ	CIdSS.

- **3.** I _____ the assignment, so I'm going to talk with my teacher about it.
- 4. He's been having lots of different problems with his car lately. He's taking it to a garage today so that a mechanic can _____ the problem.
- **5.** The investigators will ______ the clues to track down the thieves.
- 6. I found a gold watch in my mailbox, and I do ______ where it came from.

4 Writing 🔣



Tools for Writing: Using the Definite Article with Geographical Nouns

The is generally not used before:

- continents: Asia, Europe
- countries: Saudi Arabia, Oman, Brazil, Canada (Exceptions include: the United States, the Philippines)
- states, cities, and streets: Jeddah, Abha, Massachusetts, Chicago, Wall Street

The is generally used before:

- points on the globe: the Equator, the South Pole
- geographical areas: the Middle East, the South
- rivers, oceans, and seas: the Nile, the Atlantic, the North Sea

Correct the use of **the** in these sentences.

- 1. The Arizona is a state in southwest of the United States.
- 2. Egypt is on the continent of the Africa.
- 3. Nile River helped the Egypt become one of the most powerful nations of the Africa and Middle East.

Writing Prompt

Research and write an essay about an unexplained mystery. Include grammar points from Units 9–12.

Write Your Essay

1. Choose a mystery to research and write about. Use an idea from the box or an idea of your own.

Big Foot	Stonehenge	The Loch Ness Monster
Chupacabras	The Bermuda Triangle	The Lost City of Atlantis
Crop Circles	The Green Sahara	The Taos Hum

2. Use a chart to organize your ideas. Write what you already know about the mystery in the **K** (*Know*) column. Write what you want to learn in the **W** (*Want to Learn*) column. Research these questions in your library or on the Internet. Then write what you've learned in the **L** (*Learned*) column.

K	W	L

- 3. Write a draft of your essay, working carefully to construct an effective conclusion.
- **4.** Have a partner read and comment on your draft. Use your partner's comments and suggestions to revise your essay.

Developing Your Writing: Writing Effective Conclusions

An effective conclusion usually refers back to the topic sentence in the essay's introduction, gives an essay a sense of completeness, and gives the reader something to think about. It is common to conclude an essay with one or more of the following techniques:

- asking the reader a thought-provoking question
- · using a quotation
- · calling for some kind of action
- · evoking an image
- · echoing an image or idea from the introduction

It seems there is much we may never know about Stonehenge. For all the years that scientists have studied this prehistoric monument, we still do not know who built it or how it was built. We do not know whether it was used as a scientific observatory, as a place where people were buried, or as a place to which people came for ancient ceremonies. However, one thing is clear: Stonehenge reveals the amazing mathematical sophistication and engineering knowledge of its builders. How did these builders have such complex mathematical understanding thousands of years before the Egyptians arrived at the principles of modern mathematics? This is, perhaps, the greatest mystery of Stonehenge and will be speculated about for many years to come.

The Mystery of Stonehenge

5 Writing 📶

Tools for Writing: Sentence Fragments

A sentence fragment is a dependent clause that is incorrectly treated as a complete sentence.

Incorrect: Because he's so intelligent.

Sentence fragments can often be fixed by either adding the fragment to an independent clause, or by removing the introductory word from the fragment.

Correct: I like listening to his lectures because he's so intelligent. **Correct:** He's so intelligent.

Correct these sentence fragments.

- 1. After the news report was over.
- 2. If I go shopping.
- **3.** Unless the weather is nice.
- **4.** Because we eat too much fast food.



Writing Prompt

Write an informational essay about a psychological condition or disorder. Include grammar points from Units 9–12 where possible.

Write Your Essay

- **1.** Decide what condition you want to write about. Some possible subjects include stuttering, insomnia, dyslexia, anxiety, attention deficit disorder, and eating disorders.
- 2. Research the disorder to answer the following questions: What is this disorder? What causes it? What are the symptoms? What are some example cases? How is the disorder treated?
- **3.** Use a chart to record information and organize your ideas.
- **4.** Write a draft of your essay. Be sure to avoid plagiarism. Paraphrase and cite sources when necessary.
- **5.** Have a partner read and comment on your draft. Use your partner's comments and suggestions to revise your essay.

	Disorder:
Definition	
Causes	
Symptoms	
Example cases	
Treatment	

Developing Your Writing: Avoiding Plagiarism

Plagiarizing means copying ideas and words from another writer without giving credit to the writer. When you gather information for your essays, be careful to note any information you take directly from another source. When using this information, avoid plagiarism by doing the following things:

Quote exact words: Place exact words from another source in quotation marks. This clearly indicates that the words in quotations are not your own.

Paraphrase: Summarize and put ideas from another source into your own words.

Whether you use exact quotes or paraphrase, be sure to give credit to the original source after the quote or paraphrase. Then include a list of your sources at the end of your essay.

Stuttering

Faris has carefully researched and written his assignment. Now he has to present it in front of his class, but he doesn't want to. He is afraid that he will embarrass himself in front of his classmates. In fact, he is so scared of embarrassing himself that he would rather accept a failing grade for the assignment than take the risk. Faris is a stutterer. Stuttering is a common speech disorder that affects a little less than one percent of the population. People who stutter repeat or prolong sounds and words, which disrupts the normal flow of speech. (NIDOCD, 2009)

National Institute of Deafness and Other Communication Disorders.

September 3, 2009. http://www.nidcd.nih.gov/health/voice/stutter.asp

1 Two Is Better Than One

VOCABULARY

Nouns

aggression glider
aviation leftovers
contentment operation
deficiencies pediatric
elements surgeon
(moral) fiber pioneer

predators propeller radioactivity struggle symbiosis tentacles

Verbs

chuckle reject compensate swoop honor

Adjectives

acute
devoted
experimental
extensive
fearsome
flustered
invaluable
legendary
reliable
symbiotic

EXPRESSIONS

Negotiating

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

Real Talk

No sweat. Not my cup of tea. on the same wavelength

2 Influential People

VOCABULARY

Nouns

asset charity dispute endowment founder foresight hurdle inventory obscurity phenomenon philanthropist poverty reputation wealth

Verbs

assemble compile comply with dismantle excel implement prosper resign

Adjectives

formal prominent impoverished reasonable influential renowned materialistic rural overwhelming Adverb

enormously

EXPRESSIONS

Discussing options

At the same time,...
But then again,...
I could always...

On the other hand,...
The alternative would be to...
What would you think about...?

Real Talk

cash don't mind drive someone crazy get cold feet

go (around) in circles put (something) aside for a rainy day

3

What Will They Think of Next?

VOCABULARY

Nouns

acrobatics expectancy biodiversity gravity biosphere industry chain orbit circuits rank demolition sanitation

Verbs

adopt invest
compete preserve
determine simulate
estimate span
gaze substitute
generate transport

Adjectives

commonplace condensed cushioned lucrative obsolete reusable rigorous steep

Adverbs of degree

amazingly extensively incredibly mainly

EXPRESSIONS

Persuading

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

Trust me on this...

What's great about this is...

Real Talk

check out ditch go with the flow hoopla lugging

4

The World of TV

VOCABULARY

Nouns

conspiracy intrigue
defect magnifying
delusion glass
epic melodrama
formula throne
gadgets villain

Verbs

abandon captivate capture confront erupt reclaim triumph

Adjectives

evolutionary abrupt altered exotic animated formulaic carefree phenomenal cold-blooded prestigious prominent crucial dormant superhuman enduring untimely evil

Adverbs

eagerly ironically tremendously

EXPRESSIONS

Agreeing

I agree completely. I couldn't agree more. You're absolutely right. You're right about *that*.

Disagreeing

(I'm sorry but) I don't agree (with you). (I'm afraid) I don't really agree. I'm not so sure about that. I see it differently. I totally disagree. You *must* be joking.

Real Talk

a dime a dozen doze off hard to swallow just

EXPANSION Units 1–4

VOCABULARY

Nouns

capabilities diameter galaxy life form limitations radio

telescope radio waves shortcomings

Verbs

confirm detect monitor

Adjectives

discouraged entire extraterrestrial optimistic vast

Adverb

unintentionally

EXPRESSIONS

Idioms

be in another world be on top of the world be worlds apart carry the weight of the world on (one's) shoulders The world is (one's) oyster. Where in the world...?

Do You Really Need It

VOCABULARY

Nouns

brand consumer formula implement logo trait

Verbs

admire authenticate covet expose imprint intend promote

Adjectives

artificial dull cursive exclusive frustrating obsolete outlandish revolutionary sophisticated unconventional

Adverbs

dramatically similarly spontaneously virtually

EXPRESSIONS

Advising against something

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

Real Talk

beat it blow broke max out

6 The Gender Divide

VOCABULARY

Nouns	
anxiety	
capacity	

content

gender

impact

intuition

intensity recovery reflex species stereotype

temperament

Verbs

convey encounter witness

Adjectives

countless repetitive feminine restless intimate rich literal significant masculine non-verbal repetitive restless

EXPRESSIONS

Asking for directions

Am I headed in the right direction? Can you tell me how to get to...? I'm looking for...

Real Talk

for ages know (something) like the back of my hand make a big deal about over You can say that again.

Giving directions

Go straight on...until you get to a...
If you see a...you've gone too far.
Keep going until you come to a (crosswalk/set of traffic lights).
Take a left/right after the (first, second, etc.) set of traffic lights.
When you get to...you'll see a...

Everyone Makes Mistakes

VOCABULARY

Nouns

adhesive flop descendant novelty executive patent fastener

Verbs

boost damage discard dissolve endure tamper

Adjectives

absent-minded indefensible commercial intense countless outraged desolate ubiquitous

Adverb

automatically

EXPRESSIONS

Can you forgive me?

Apologizing

I feel awful about this. I'm so sorry. I'm sorry. I should (not) have... Please excuse me for...

Responding to an apology

Don't worry about it. Forget about it. It's no big deal. That's OK.

Real Talk

(no) big deal Don't sweat it. flake make too much of (something) slip (one's) mind

8 Against the Odds

VOCABULARY

Nouns

disruption emergency hypothermia priority pulse reception summit

Verbs

assassinate hallucinate pledge safeguard

Adjectives

astounded delighted detectable disoriented exhilarating frostbitten haggard identical intact selective startling striking unconscious unprecedented vulnerable

Adverbs

seemingly ultimately

EXPRESSIONS

Expressing surprise

How about that! I can't believe this! I can't get over this. I'm speechless. No way! That's incredible/amazing! This is hard to believe. What are the chances?

Real Talk

break freak (someone) out iffy on cloud nine

EXPANSION Units 5–8

VOCABULARY

Nouns

acronym distress impact interlocutor mindset mobility norm peer phobia

Verbs

alleviate kneel overhype pose utilize

Adjectives

abbreviated affordable confined devastating diminishing gradual intimidated irrational minimal overrated potential

EXPRESSIONS

Idioms

break out in a cold sweat get goose bumps make your hair stand on end scare the living daylights out of scared stiff scared to death shake like a leaf throw caution to the wind

9

Beauty Is Only Skin Deep

VOCABULARY

Nouns

appreciation elements famine fascination ideal obsession proportion standard symmetry varnish

emerge extract faint rotate stitch trace vary

Verbs

Adjectives

appealing bizarre chubby glazed instinctive plump privileged synthetic well-groomed

Noun clauses after adjectives

be afraid (that) be certain (that) be amazed (that) be disappointed (that) be aware (that) be glad (that)

be lucky (that) be sure (that)

be happy (that)

be surprised (that) be worried (that)

Noun clauses after verbs

believe (that) complain (that) decide (that) discover (that) dream (that) expect (that) fear (that) feel (that) find out (that) forget (that) hope (that) imagine (that) know (that) learn (that) notice (that) remember (that) suspect (that) think (that) understand (that)

Noun clauses as subjects of sentences

It is a fact (that) It is obvious (that) It is strange (that) It is true (that) It is funny (that) It is possible (that) It is surprising (that) It is unlikely (that)

EXPRESSIONS

Making a complaint

I am very unhappy/upset about/with...
I insist that you...
I want to make a complaint.
I'd like to speak with a manager.

I'm not (at all) satisfied with this (situation). This...is too...

I'm sorry to have to say this but... This is completely unsatisfactory. This is not what I expected/is nothing like...

Real Talk

beat around the bush blow them away by far did a double take fit to be tied on the house

10 They Said, We Said

VOCABULARY

Nouns

bore boredom calamity conflict

criticism

gossip insecurity promotion ridicule

rumor

scandal status virtues

Verbs

circulate indulge divulge praise exclude squash

Adjectives

brilliant confidential derogatory imminent immune malicious superior

EXPRESSIONS

Telling a secret

Can you keep a secret? Please don't tell anyone I told you this, but... You'll never believe what I heard. You're not going to believe this, but...

Promising to keep a secret

I promise I won't tell anyone. I won't say a word about it. My lips are sealed. You can trust me.

Real Talk

backstabber bad-mouth behind (someone's) back for good on again, off again split up

11 Express Yourself

VOCABULARY

Nouns

barrier exception flaw limitation Verbs

acquire evolve **Adjectives** consecutive

exclusive extinct fictitious humanitarian immense neutral noble solitary trademarked

Adverbs

currently immensely routinely

EXPRESSIONS

Asking someone to repeat something

Can/Could you repeat that, please? Could/Would you say that again?

Excuse me, but I didn't catch the last part/the part about... I'm sorry. I didn't catch that.

Pardon (me)?

What did you say?

What was that?

Would you mind repeating that?

Real Talk

bite deal with elbow (one's) way jam packed munchies

12 Lost and Found

VOCABULARY

Nouns	Verbs		Adjectives	
appraiser astronomer revenge theory treasure	bargain drain evaluate preserve reveal	split stumble upon surrender weave wedge	accustomed amateur authentic dazzling invaluable	notorious numerous persistent

EXPRESSIONS

Expressing regret

I regret (not) having...
I regret verb + -ing...
I will/would never do that again!
I wish I had(n't)...
I'm really annoyed that...
I'm sorry I ever...
If only I...
Looking back, I would have...

Expressing understanding

How awful/upsetting that must have been! I know how that feels. I'm sorry that happened. That's too bad. What a shame!

Real Talk

bent out of shape down in the dumps eating hit the roof vanished into thin air

EXPANSION Units 9–12

VOCABULARY

Nouns		Verbs	Adjectives	Adverb
awe	meteorite	composed of	astonishing	periodically
cell	occurrence	confound	diverse	sporadically
hail	species	float	native	
lightning	thunder	stun	peculiar	
mass	toad	vanish	rational	

EXPRESSIONS

Idioms

Beats me. can't make heads nor tails of get to the bottom of It's all Greek to me. not have a clue piece together

Irregular Verbs

ase 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	
fall	fell	eaten 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

MEGAGOAL 3 Audio Track List

CD1 Track	Unit	St	udent Book Section
2	Connect	1	Listen and Discuss
3	Connect	3	Conversation
4	Connect	4	Speaking
5	Unit 1	1	Listen and Discuss
6	Unit 1	4	Conversation
7	Unit 1	5	Listening
8	Unit 1	6	Pronunciation
9	Unit 1	8	Reading
10	Unit 1	10	Writing
11	Unit 2	1	Listen and Discuss
12	Unit 2	4	Conversation
13	Unit 2	5	Listening
14	Unit 2	6	Pronunciation
15	Unit 2	8	Reading
16	Unit 2	10	Writing
17	Unit 3	1	Listen and Discuss
18	Unit 3	4	Conversation
19	Unit 3	5	Listening
20	Unit 3	6	Pronunciation
21	Unit 3	8	Reading
22	Unit 3	10	Writing
23	Unit 4	1	Listen and Discuss
24	Unit 4	4	Conversation
25	Unit 4	5	Listening
26	Unit 4	6	Pronunciation
27	Unit 4	8	Reading
28	Unit 4	10	Writing
29	EXPANSION Units 1–4	2	Reading

CD2			
Track	Unit	St	udent Book Section
2	Unit 5	1	Listen and Discuss
3	Unit 5	4	Conversation
4	Unit 5	5	Listening
5	Unit 5	6	Pronunciation
6	Unit 5	8	Reading
7	Unit 5	10	Writing
8	Unit 6	1	Listen and Discuss
9	Unit 6	4	Conversation
10	Unit 6	5	Listening
11	Unit 6	6	Pronunciation
12	Unit 6	8	Reading
13	Unit 6	10	Writing
14	Unit 7	1	Listen and Discuss
15	Unit 7	4	Conversation
16	Unit 7	5	Listening

17 18 19	Unit 7 Unit 7 Unit 7	6 8 10	Pronunciation Reading Writing
20	Unit 8	1	Listen and Discuss
21	Unit 8	4	Conversation
22	Unit 8	5	Listening
23	Unit 8	6	Pronunciation
24	Unit 8	8	Reading
25	Unit 8	10	Writing
26	EXPANSION	2	Reading
27	Units 5–8	3	Reading

CD3 Track	Unit	St	udent Book Section
2	Update	1	Listen and Discuss
3	Update	3	Conversation
4	Update	4	Speaking
5	Unit 9	1	Listen and Discuss
6	Unit 9	4	Conversation
7	Unit 9	5	Listening
8	Unit 9	6	Pronunciation
9	Unit 9	8	Reading
10	Unit 9	10	Writing
11	Unit 10	1	Listen and Discuss
12	Unit 10	4	Conversation
13	Unit 10	5	Listening
14	Unit 10	6	Pronunciation
15	Unit 10	8	Reading
16	Unit 10	10	Writing
17	Unit 11	1	Listen and Discuss
18	Unit 11	4	Conversation
19	Unit 11	5	Listening
20	Unit 11	6	Pronunciation
21	Unit 11	8	Reading
22	Unit 11	10	Writing
23	Unit 12	1	Listen and Discuss
24	Unit 12	4	Conversation
25	Unit 12	5	Listening
26	Unit 12	6	Pronunciation
27	Unit 12	8	Reading
28	Unit 12	10	Writing
29	EXPANSION Units 9–12	2	Reading

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MEGA

GOA 3

WORKBOOK

MANUEL DOS SANTOS JILL KOREY O'SULLIVAN ELI GHAZEL - DANAE KOZANOGLOU



MegaGoal 3 Workbook

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1 Two Is Better Than One

A Unscramble the words.

aierblel reliable

1. deeraglyn

2. v e d d e t o _____

3. erenpio _____

4. taiiovna

5. t e n e v i x e s

6. y lotrabaro _____

7. y t r a v i o i d a t c i

B Complete the sentences with the words from exercise **A**.

He is <u>devoted</u> to his research. He spends all of his time working on it.

1. Khalid is learning how to design airplanes. He wants to become a leading figure in the field of ______.

2. Majed Ahmed Abdullah is _______. Even children today have heard his name.

3. Scientists usually do ______ research on a topic before they publish a paper to let other scientists know about the results.

4. Imad and Hussein spent hours in their ______ doing experiments.

5. _____ can harm people in many ways, but skin burns are the most common injury.

- **6.** When you buy a car, make sure it's a ______ brand so that you won't need to spend a lot of money having it repaired.
- 7. Suliman Olayan was a Saudi Arabian ______ who contributed to the Kingdom's development.

1 Two Is Better Than One

Read each sentence. Tick (~) whether the <u>underlined</u> word is an adjective or a pronoun.

		adjective	pronoun
1	Would you like another piece of pizza?	Y	
	1. Sure. I'd love <u>another</u> .		
	2. I have <u>another</u> computer. Would you like to use it?		
	3. Some documentaries are interesting. <u>Others</u> aren't.		
	4. We need to get <u>another</u> car. This one is so old!		
	5. Is there any <u>other</u> food? I don't eat steak.		
	6. Many of the teachers are leaving. <u>Others</u> aren't.		
	7. I'm going to sit at the table with the <u>other</u> kids.		
	8. I can't find my math book anywhere. I might just buy <u>another</u> .		

- Circle the correct words to finish the conversations.
- A: Mom! Have you seen my black shoes?

 B: No, and we have to go. You'll just have to wear (other / others)
 - 1. A: Would you like (another / other) cup of tea?
 - **B:** Sure. I would love (another / others). Thanks!
 - **2. A:** Do you have (another / others) pen?
 - **B:** I'm sorry. I have (others / other), but I left them in my locker.
 - **3. A:** It's cold outside! You might want to wear (another / other) clothes!
 - **B:** I'll be fine. I'll just wear (another / other) sweater.
 - 4. A: I finished the reading. Did the teacher give us (other / others) homework for tonight?
 - **B:** No, that was all of it.
 - **5. A:** These are great cookies!
 - **B:** I'm glad you like them! Would you like (another / others)?
 - **6. A:** Hey, I thought you were going to buy chocolate cookies!
 - **B:** I was, but then I found (another / others) that I liked more.

E	Re	write each sentence, adding the emphatic do , does , or did .
1	l c	alled you last night. I did $call$ you $last$ $night$.
	1.	He eats shrimp.
	2.	It rained in New York yesterday.
	3.	I feel sick
	4.	They came to school last week.
	5.	Susan lives in Los Angeles.
	6.	You need to come with me
	7.	The little bird followed us home.
	8.	We have that game
	9.	They like to take expensive vacations
•	10.	Fahd works very hard
F	Сс	orrect the errors in the sentences.
1	ľ'n	another n cold. Do you have other hat?
	1.	I do go to school yesterday.
	2.	These shoes are uncomfortable. I think I'll wear other.
	3.	Faisal is going to the game with others people.
	4.	Bob does wants to eat dinner with us.
	5.	I think I'll buy another books. This one is boring.
	6.	This ball is too small. Do you have anothers?

9. They did went to the game last night.

8. Some people agree with me. Other don't.

7. She do have a class right now.

10. Did Asma get another computers? She already had two!

Two Is Better Than One

Write a short dialogue for each picture. Use **another**, **other**, **others**, or the emphatic **do** in each. Complete the conversation with the phrases from the box. divide up No sweat on the same wavelength I think it would be fair not my cup of tea Would you be willing to Jenny: This science project is going to be a lot of work. I know. Maybe we should (1) _____ the work between us so Sarah: that we work faster. _____ if one of us prepared the research Jenny: That's a good idea. (2) notes and the other wrote the results paper. (3) _____ write the results paper? Typing is Sarah: (4) ______ . I'm terrible at it! (5) ______. I love typing! Jenny: Sarah: And I like writing up research notes! Great! I'm glad we're (6) ______. I think we're going to

Jenny:

Sarah:

work well together!

Me, too!

READING

Read the article and interviews. Then answer true or false for each statement below.

Forming Business Partners in the Information Age

In the past, people used to meet their business partners in person at schools, universities, or work. Today, more and more people are turning to technology to find a good partner. We interviewed Adnan who met his partner Greg online.

Interviewer: So, exactly how did you go about finding Greg, your partner?

Adnan: We found each other's résumé on ePartner.

Interviewer: Can you tell us a little about ePartner. How does it work?

Adnan: It is based on the principle that people should be matched on key personality characteristics. **Interviewer:** So how do you know if your personality has the same key characteristics as someone else's?

Adnan: Well, everyone who signs up for ePartner has to take an online personality and aptitude test. After

you finish the questionnaire, you get a list of likely matches.

Interviewer: And did you match? I mean did you hit it off with your partner right away?

Adnan: Actually, he didn't respond until a month later. But we've been partners for two years now, and we

haven't had a single argument. We don't agree on everything, but we talk about things and always

work out a solution that satisfies both of us.

Getting Funding for a New Business

In the past people used to save and start a business when they had enough cash. These days, people can put together a business plan, copyright it, and search for sponsors through the Internet.

Interviewer: So can you explain to us exactly what sponsoring is?

Greg: Sure. There are networks that accept proposals for new businesses and include them in their data

bank. Your proposal can then be seen by potential sponsors or investors.

Interviewer: So, is it similar to social networking online.

Greg: I suppose you could say that. But this one is business networking, and the concept is closer to

ePartnering in the sense that you eventually get to meet sponsors in person.

Interviewer: I see...and about how many sponsors can you meet and how quickly?

Greg: If you want, you can meet up to five or six potential sponsors a day.

Interviewer: Wow! Five sponsors a day! That's a lot. Interesting. Thanks for sharing with us, Greg, and good luck

to you with your new business!

true	$_$ In the past, people often met their business partners through common organizations.
1	Adnan and Greg share some common personality characteristics.
2	Adnan and his partner never disagree.
3	When you try to get funding online you don't get to meet sponsors.
4	You can meet up to six sponsors a day.

J

Read the text and answer the questions. Then complete the questionnaire at the end of the text with your own ideas.

Partnering with Friends and Relatives

Some people avoid setting up business partnerships with friends or family members. They feel that there cannot be clear boundaries between friendship and work, and things can go very wrong if you disagree with your friend and business partner.

Others feel that friends make the best business partners because there is a real relationship, as well as a sense of loyalty and willingness to share. According to yet another view, friends are great potential partners but not relatives.

I think it comes down to who the people are and what their qualities are. I also feel that self-confidence is invariably a determining factor. People who are aware of their strengths and weaknesses and are confident about their abilities and potential make good business partners. On the other hand, people who are meek and always take a back seat sometimes tend to be unpredictable and might take advantage of their partner when given a chance. But even then, you cannot really say that this is always the case. So it all depends on the individual.

An aspect of friendship that might affect a working relationship has to do with the fact that friends tend to do what they like rather than what they can do best; they feel that they have license to indulge and do exactly that, because they are working with friends. This can lead to bad and destructive business decisions. So it's advisable to discuss responsibilities beforehand, agree on details, and put everything down on paper.

One thing is certain; if you plan to be the leader of the business, what you need to find out is if your friends respect you as much as you respect them.

Here are some questions you could ask yourself before setting up a partnership:

Λ	Door	my friend	roally	licton to	mowho	n I talle2
Α.	DOES	mv mena	really	iisien io	me wne	אוו וווואיר

- **B.** When I have a good idea, does my friend reject it or does he/she contribute to its development?
- C. Can I confide in my friend and trust him/her not to tell others our business ideas.
- **D.** Does my friend come to me for advice?
- **E.** Has my friend been by my side when I've needed help or support?
- F. Has my friend accepted my help and support when it was offered?

G. _.	
Н.	
l.	

- 1. Why are some people against setting up partnerships with friends and relatives?
- 2. Why are friends considered potentially good business partners?
- **3.** What qualities are important in a working relationship according to the writer?
- 4. What should you do if you are heading the business?
- **5.** Now, read the text again and add your own questions from **G** to **J**.

Study the picture and imagine what it might be like to live in a place like this compared with other places. Make some notes under each of the headings below. Then write sentences about the picture using **other**, **others**, **another**, or **each other**.



other	others	another	each other

I			
2			
2			

1 Two Is Better Than One

WRITING

Write about how, where, and when you met your best friend. What was your life like before you met? What is your life like now?

1. Before you write, take notes in the chart below.

My life before we met	
My friend's life before we met	
How/where/when we met	
Our life together	

2. Now use your notes from the chart to write your essay.

2	3 Unit 1

Read the interview with two company partners. Circle the correct form.

Presenter: As more and more people (1. set up / are setting up) businesses together these days, we

interviewed two friends who (2. **are trying / try)** to make a go of it. We (3. **are waiting / wait)** for our first pair to arrive now. Ah! There (4. **are they / they are)**! Let's welcome Ali and Faisal... So tell us about your experience of working together. You (5. **are / are being**) web designers, aren't you?

How (6. things go / are things going)? (7. Is the business / The business is)

working out as planned?

Ali: Well, it (8. is / is being) actually easier than

we thought it might be. First of all, let me explain, we (9. have / are having) a software program that (10. assists / is assisting) our customers to build their own websites. Let me show you an example on the screen...

Here (11. you go / are going)! This (12. is / is being) our website.

Presenter: Wow! The site certainly (13. seems /

is seeming) fantastic! (14. Are you believing

/ **Do you believe**) that's all due to your partnership?

Faisal: Oh, yes. It really (15. helps / is helping) to have two pairs of eyes on the screen, and two pairs of

hands to share the load.

Presenter: What about the downsides? Any problems, so far?

Ali: To be frank, nothing serious. Naturally, we (16. have / are having) our differences of opinion

occasionally. That's normal when two people (17. spend / spending) so much time together.

Presenter: Anything specific?

Faisal: The only thing that bugs me is that Ali (18. is constantly interrupting / constantly interrupts) me

while I (19. am speaking / speak) with clients online.

Ali: And our chatline (20. opens / is opening) at 8 a.m., but Faisal never (21. arrives / is arriving) at work

on time.

Presenter: So in general, (22. do you have / are you having) any advice for others who (23. are thinking /

think) about starting a joint venture?

Faisal: Sure. It (24. appears / is appearing) to be an easy solution, but it (25. requires / is requiring) a

great deal of trust and understanding.

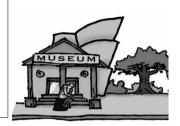
Ali: Right! But if you've got that, it (26. is / is being) definitely better than going it alone.

N Put the words into the correct categories. Some words may go in more than one category.

antiques
culture
documents
educational books
exhibitions
history
informative exhibits

interactive displays jewelry manuscripts pottery robots ruins science

seminars
space
state-of-the-art
3-D digital cinema for
scientific documentaries



Words Connected with Museums and Galleries

Archaeological	Technological	National

Circle the correct word(s). In some cases, both words are correct.

The new gallery is (1. extremely / completely) popular with visitors. It's a (2. really / very) amazing place to go when you are in the center of the city. The works of art on display are (3. pretty / absolutely) stunning. The paintings are in (4. totally / extremely) bright colors, though there are some (5. quite / very) terrifying illustrations. There are also a number of sculptures which are (6. quite / extremely) beautiful, and some of them are (7. very / absolutely) priceless. There's a (8. quite / really) massive selection of exhibits, and the admission prices are (9. very / quite) reasonable. Among those often exhibited there, are many (10. absolutely / really) important local and foreign artists. So, don't miss it. It's (11. absolutely / very) fascinating!

- P Rewrite the sentences with different intensifiers and adjectives.
 - **1.** The exhibition was very good. We had a really good time.
 - 2. The exhibition was very bad. We had a very bad time.
 - **3.** The museum was very bad, and the staff were very bad.
 - **4.** The art gallery was very good, and the things were very nice.
 - **5.** That's a very good picture. It's very nice.

2 Influential People

A	Ма	latch the words to their definitions.			
	1	i	charity	a. very poor	
	1.		excelled	b. well-known and respected	
	2.		founded	c. not too expensive	
	3.		impoverished	d. did very well	
	4.		philanthropist	e. the opinion others have about someone	
	5.		prominent	f. having influence on something or someone	
	6.		reasonable	g. started and supported an organization	
	7.		reputation	h. a person that gives a lot of money to good causes	
	8.		influential	i. an organization that helps those in need	
		1. What are the names of some famous philanthropists in your country? In your town? Are there any buildings or schools named after them?			
	2.	2. Which football player in your country has an excellent reputation?			
	3.	What's a	What's a store in your town that has reasonable prices?		
	4.	What do	What do you excel at?		
	5.	What is the name of a charity that you support?			
	6.	5. What's the name of a prominent author in your country?			

2 Influential People

С	Complete the conversation, using the correct form of <i>used to</i> , <i>be used to</i> , or <i>would</i> .			
	Jenny:	Did your father grow up around here?		
	Emily:	No. He used to live on the east side.		
	Jenny:	He did? That's a bad area!		
	Emily:	l know. It (1) be even worse! My father (2) have to walk home from school with a group of friends in order to stay safe.		
	Jenny:	Wow. That's terrible.		
	Emily:	Yeah. His family (3) be really poor, so he (4) it.		
	Jenny:	He's lucky that he was able to become a doctor and move out of there.		
	Emily:	I know. He (5) study a lot every day. He (6) read the dictionary at night to learn more vocabulary!		
	Jenny:	So I guess he (7) working hard.		
	Emily:	That's true. The long hours at the hospital don't bother him. When he first became a doctor, he (8) get any days off. He (9) offer to work extra hours on weekends and when other people took vacations.		
	Jenny:	I couldn't do it. I (10) sleeping all weekend long!		
D	•	the sentences about yourself.		
	2. I'm not	used to		
	3. One hu	indred years ago, people would		
		nd is used to		
		ntry didn't use to		
	6. People in my city are used to			
		teacher would		
	•	dents at my school are used to		
		was a child, I wouldn't		
1	O. My grandparents didn't use to			

Correct the errors in the sentences.

We didn't used to have a computer.

- 1. I would know her name, but now I can't remember it.
- 2. They are used to live in a small place.
- **3.** I were going to call my sister, but she called me first.
- **4.** They aren't use to the cold weather, because they come from a warm climate.
- **5.** When he was a child, he would studies very hard.
- **6.** Bill has lost a lot of weight. He didn't used to be thin.
- 7. I knew the radio wasn't going work.
- Complete the conversation with the words and phrases from the box.

cash drives me crazy go around in circles don't mind put it aside for a rainy day got cold feet This computer (1) _____! It always freezes up. It's so annoying! Ahmed: **Ibrahim:** Maybe you should get a new one. Everyone says that, but I just can't decide. I (2) ______. Sometimes Ahmed: I think it's a good idea to buy one, and other times I think I should just use this one and save I guess you should save your money, but only if you (4) Ibrahim: using an old computer. Ahmed: Sometimes I do mind it. Last week I was so frustrated that I decided I would buy a new one. I went to the computer store and picked one out. I was ready to buy it, but then at the last minute, I (5) and left. **Ibrahim:** Wow. It sounds like you want to save your money instead. Maybe you should (6) ______. Your computer isn't so bad. Maybe we can fix it.

H READING

Three students from different parts of the world were asked about their goals and dreams. Read about each student. Then complete the chart below.

Ali, 17, Saudi Arabia

My goal is to go to the United States to study to become a doctor. I am in my third year of high school in Jeddah right now. I study very hard so that I can get excellent grades in school. If I want to study in the U.S., I will need to speak English. I study English at school, and while I'm at home I read books and watch documentaries in English, too. I am going to apply for a scholarship program so that I can go to a university in the U.S. for a bachelor's degree. While I'm studying in the U.S., I will visit different medical schools to meet some of the professors. I will need to get top grades so that I can get accepted into a program. After I get my degree, I can become a medical doctor in orthopedics.

Yusef, 15, Somalia

My dream is to play on the Somali National Basketball Team. Right now I am the best basketball player in my school. We don't have a lot of money, so the court is just made of dirt. I'm used to playing on the dirt court with no shoes. I have a job watching a man's sheep for him. I save all the money I make. When I have enough, I will buy a pair of basketball shoes. Then I will travel to Mogadishu, the capital of Somalia. I will try out for a traveling team called the Somali Youth Basketball League. If I play well on that team, I can get a scholarship to play basketball at a university. This will hopefully lead to a position on the national basketball team.

Eun, 13, Korea

My goal is to become a world-famous football player. I have been playing football since I was three years old. I used to watch my older brothers play in the street with their friends, and then I would try to imitate them with my small plastic ball. Now I have training sessions three times a week. I am fortunate to have one of the best football coaches in Seoul as my instructor. I practice and run for at least three hours every day. My friends think I'm crazy, but I tell them this is the only way to become world-famous. I also play basketball with my cousin. When I am 14, I will try to join the Seoul Junior Football League. This will help me improve my skills and get a scholarship to the National Sports Academy. After that, I will try out for the national football team and participate in international championship games.

Write each student's goal and the steps the student will take to achieve that goal.

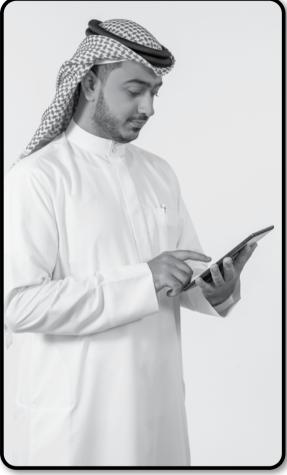
	Ali	Yusef	Eun
Goal			
Step 1			
Step 2			
Step 3			

2 Influential People

put out blazing acclaim	explicable lay my hands on firefighter	win me over industrial design obsessed	change of heart come to this decision amazing
			watched the fire department pur I wanted nothing else for about a
			htter's costume and tools. Fortur
	s I (3) wer		
Betwe	en the ages of six and eigh	nt, I kept changing my drea	m for the future from becoming a
			gain, and so on. But when I was
			ming an astronaut and a space
		•	and astronauts in a capsule in a
	• •	~	For the next few years, I collected
	er and magazine ciippings, p that I could (6)		and all kinds of other mementos
	nen I finally decided to stud		no ago of 17 my family and
	ere really surprised. They ha	• • •	
		_	ght mechanic, or some other rela
			er (9) They trie
•	•	•	scouraging or unkind comments,
			ome time to convince them that
actually (1	1) on my c	own, and that industrial des	ign was what I had been researd
and findin	g out about for at least two	years.	
	_	_	n some (12) for
	-	•	et a lot of satisfaction out of it. Or
			serving, developing new ideas, a
	~	·	on setting new goals and challe
ior the res	t of my life; my most recent	goal:	
1. List the	e stages that the writer went	t through before making his	s final career decision.
a			
b			
b			
b			

Write as many words as you can about the actions (verbs) you see in the pictures. Write sentences about the pictures using **used to**, **would**, and **was/were going to**.





Action words (verbs)

1. _____

2. _____

3. _____

K WRITING

Write about your goals and dreams.

1. Before you write, take notes in the chart below.

My Goal	
Step 1	
Step 2	
Step 3	

2. Now use your notes from the chart to write your essay.

3	3 Unit 2

L	Vrite complete sentences. Use the present perfect.	
1	/ be / Dubai <u>I've been to Dubai.</u>	
	. my cousin / buy a house / in Riyadh	
	Samir / begin / to study economics at college	
	we / go shopping / in the mall	
	my parents / live / in Makkah for all their lives	
M	Vrite two sentences for each situation. Use the present perfect plus since and for .	
1	ultan started to exercise on September 5. Today is December 5. de has exercised since September.	
	de has exercised for three months.	
	Faisal used his new laptop on Monday for the first time. Today is Friday.	
	Sabah and Amal studied English in sixth grade for the first time. They're now in ninth grade.	
	My parents bought their restaurant when I was three years old. I'm sixteen years old now.	
N	Write questions. Use How long .	
1	ou / work / at the hotel How long have you worked at the hotel?	To the same of the
	they / live / in Jeddah	
	she / work / in this school	
	Omar / own / supermarket	
	Tariq / be / taxi driver	
	you / study / English	

2 Influential People

0	Circle the correct words.
	1. Have you (once / ever) flown in a helicopter?
	2. Noura has made five phone calls (so far / yet) this evening.
	3. We have seen this film (twice / never) this year.
	4. I haven't finished my project (yet / recently).
	5. Have they (already / lately) closed the shop?
	6. The company hasn't been very successful (recently / already).
P	Use each group of words to write two sentences. Use the present perfect for one sentence and the simple past for the other sentence.
1	Badr / meet / a millionaire // last year Badr has met a millionaire.
	He met a millionaire last year.
	1. we / make a donation / to charity // last Friday morning
	2. Frank and James / go sightseeing / in China // during their vacation in 2012
	3. I / buy / many books online // this past year
	4. Our teacher, Mr. Simpson, / study Arabic / at evening classes // five years ago
Q	Write questions for the statements in P . Has Badr ever met a millionaire?
	When did Badr meet a millionaire? 1.
	2
	3.
	3
	4.

3 What Will They Think of Next?

A	Wr	ite the missing letters of the words.		
1	e _	<u>x</u> t <u>e</u> n s <u>i</u> <u>v</u> e I <u>y</u>		
	1.	c r ui s		
	2.	p n		
	3.	c e n s d		
	4.	r a		
	5.	e r m i e d		
	6.	e x c c y		
	7.	a n t a i o		
В	Сс	emplete the sentences with the words from exe	rcise A .	
1	Th	e new bridge will <u>span</u> the Mississi	ppi River and allow traffic to move quickly across.	
	1.	We don't have any electricity because the	are down.	
	2.	Restaurants follow strict rules about	to keep their kitchens clean and	
		make sure that their food does not make anyon	e sick.	
	3.	Our baseball team wins a lot of games, so they u	sually have a good ir	1
		the league.		
	4.	His speech was over an hour long, but he only h	nad 30 minutes to talk. So he gave a	
		version of it.		
	5.		who they are going to hire, so I don't know if I	
		got the job.		
	6.	People's life	has gotten longer and longer as medicine improves.	

7. Cell phones are used more _____

were ten years ago.

_____ across the world now than they

3	What Will They Think of Ne
	C Read the sentences. Label the 1st eve

ent and the 2nd event. 2nd event 1st event

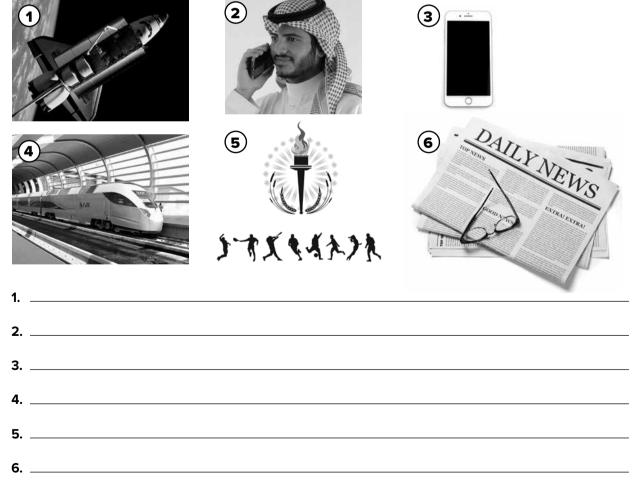
By the time you make dinner, Bob will have gone home.

- 1. I will have finished my dessert by the time the waiter gets me my coffee.
- 2. By the time they find a cure for cancer, many patients will have died.
- 3. By 2029, he will have been teaching for 40 years.
- **4.** Our grandchildren will have grown up by the time people start living on the moon.
- **5.** By June, I will have graduated.
- **6.** The sun will have set by the time we finish dinner.
- 7. By the time he calls back, we will have been sleeping for hours.
- **8.** By the time everybody uses electric cars, many glaciers will have melted.
- 9. My sister will have been living in Paris for a year by the time I visit her.
- Write the verb in parentheses in the future perfect or future perfect progressive.

1	By next month, she will have	been living (live) here f	or a year.
	1. They	(release) a new model b	by the time I'm ready to get one.
	2. By the time the baby can walk, he	9	(turn) one year old.
	3. By the time I have enough money	saved, the price of houses	(go) up.
	4.	(work) for three hours by the	e time you are ready to help.
	5. By the time the pie is ready, our o	dinner guests	(go) home!
	6. By the time we arrive, she	(w	ait) for over an hour!
	7. The film	(end) by the time we	get there. Hurry!
	8.	(finish) this research paper b	by the time my parents buy me a new
	computer!		
	9. DVD players	(become) obsole	ete by 2030.
1	10. They	(live) in Oman for three	years by the time we have enough money
	saved to visit them		

Е		omplete the sentences with the correct time phrase. Use when , before , after , while , until , or as soon sometimes more than one answer is possible.
	1.	They will stop charging so much money to use the beach the summer is over
	2.	they come out with a new cell phone, I will buy one.
	3.	Khalid is going to play football he finishes his homework.
	4.	The child will fall asleep her mother reads to her.
	5.	Medicine will continue advancing they've found cures for everything.
	6.	I buy a new computer, I will do research to be sure I'm getting
		the best one.

Write a sentence about each picture. Use the future perfect, future perfect progressive, or the future with dependent time clauses in each sentence.



What Will They Think of Next?

I have tried all of them, so I would know.

Complete the sentences. Use the future with dependent time clauses, the future perfect, of future perfect progressive.						perfect, or the		
	1. By next month,							
	2. While I'm on the plane, I							
	3. As soon as we arriv	e at the hotel, we	=					
	4. I will use this book	until						
	5. By this time next ye	ar,				·		
	6. By next year,							
	7. I will have gone to	ped				·		
	8. By tomorrow,							
	9. When we graduate from high school,							
•	10. I will have become	old				·		
Н	Complete the senten	ces with the wor	ds and phrases	from the box	(.			
	check out go w	rith the flow	lugging	ditch	hoopla	trust me on	this	
	1. Hey! You should It's really worth goin		the nev	w cell phones	they are selling	at IT Wireless!		
	2. Will there be a comwith me.	can use? I don't	feel like		my lapto	p there		
	3. A: What are you do	oing today?						
	B: I don't have any	plans. I think I'll ju	ust		_ today.			
	4. This is the best Inte	rnet service prov	ider out there. Y	ou should just	t			

5. I have decided to ______ the group. We don't have any common interests.

6. I don't think this phone is very good at all. I'm not sure what all the

is about.

READING

Read the essay. Then answer **true** or **false** for each statement below.

Extraordinary Visions of the Future

One of the famous people in history who had a great vision of the future was Leonardo da Vinci. Leonardo described and sketched ideas for many modern inventions hundreds of years ahead of their time. Very few of these were ever built and tested during his lifetime. Several of his notes suggest that he wished to organize and publish his ideas; unfortunately, he died before he could achieve this important goal. After his death, many of his notebooks were hidden or lost, although there are still records of some of his most extraordinary inventions. Here are four examples:

Parachutes for skydiving

The first reported successful parachute jump was made from the top of a tower in France in 1783. Leonardo da Vinci had sketched a design for a parachute in 1485. He included notes around his sketch about the size requirements of a parachute that would allow a person to fall safely from a great height.

Helicopter

The first helicopter that could carry a person was designed and flown by Paul Cornu in 1907. Leonardo da Vinci was fascinated by flying machines. One of the sketches of his flying machines resembles a helicopter in its operating principles. It has a rotating airscrew. According to Leonardo's notes, this helicopter was meant to fly rapidly by unwinding a wound-up string attached to the airscrew.

Aircraft landing gear

The first airplane with retractable landing gear was built in 1933. Landing gear enables the plane to move faster, avoiding resistance from the flow of air around the plane. Leonardo da Vinci had imagined the need for retractable landing gear more than five hundred years ago. A couple of his sketches of flying machines show this equipment.

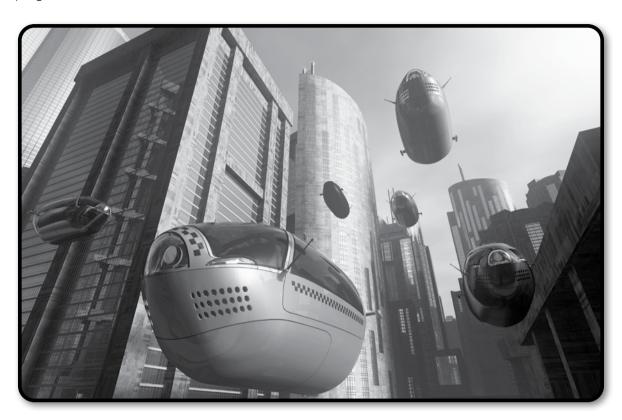
Scuba diving equipment

Jacques-Yves Cousteau and Émile Gagnan invented the compressed air tank in 1943. Centuries before, Leonardo had made some sketches which show men in diving suits with long hoses coming out of them and leading to the surface. There is also one sketch that looks as if one of the divers has something like a gas tank attached to his chest.

true	Leonardo da Vinci lived about 500 years ago.
1	Leonardo published a book with his ideas for inventions.
2	Some of Leonardo's notebooks were lost.
3	The first parachute was used in Italy.
4	Leonardo flew the first helicopter.
5	The first airplane landing gear was used in 1907.
6	The compressed air tank is used in scuba diving.

J		emplete the sentences with the van one answer is possible.	verb in parentheses in an appropriate future form. Sometimes mo	re		
	Ac	cording to a market forecast, in fi	ive years from now, eLearning (1) (ro	each)		
			n the highest buying markets. This amount	·		
	(2)(spend) on packaged content, development services, learning platform					
	tool hosting services, authoring software, and platform installation. Higher education					
	(3)		_ (become) the largest buyer by the end of the forecast period. More	,		
	tha	an 3 million students in the U.S. (4	(attend) virtual schools, and more	<u>,</u>		
	СО	rporations (5)	(use) e-Learning platforms for meetings and training			
	se	ssions.				
K		ogressive.	oung man and write sentences using the future perfect or future pe	erfect		
	Philip was very seriously injured in a car accident when he was six. Despite numerous attempts to help him regain the use of his legs, he has been unable to walk and is totally dependent on his electric wheelchair. He continued his schooling online and graduated from high school last year. He was determine to attend college, but the ones in his area did not have ramps for wheelchair access. So he registered for courses in Cyber College. He is now 19, and has completed his first year of studies in Computer Science. By the time he is 22					
Ţ		udy online / for 16 years) will have been studying online	for 16 years			
		0 0	v			
	1.	(take college exams online / for f	our years)			
	2. (access libraries online / for all his assignments)					
	3. (order books online / for all his subjects)					
	4.	(graduate from college)				
	5.	(complete four years of college)				
	6.	(spend 16 years wheelchair-bour	nd)			
	7.	(learn a lot about Computer Scie	nce)			
	8.	(receive his Bachelor's degree in	n Computer Science)			

Look at the picture and imagine it is the year 2040. Write words in the box below to describe what is happening. Then write sentences about the future using the future perfect and future perfect progressive.



	Action words (verbs)
1	
2	
3	

M WRITING

Choose a modern invention, such as trains, airplanes, or cell phones. Explain the origins of the invention, how it is used now, and how you think it will change and develop in the future.

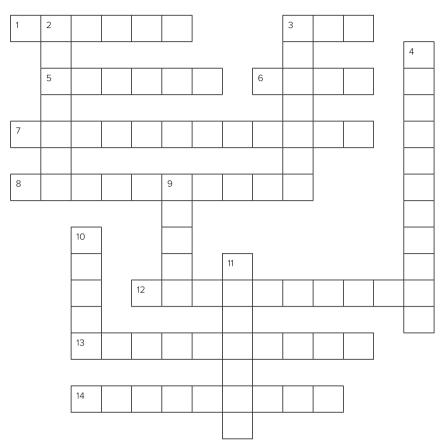
1. Before you write, write notes about the past, present, and future of the invention.

Modern Invention:		
Past	Present	Future

2.	. Now use your no	otes from the ch	art to write you	r essay.		
-						
Unit 3	3					

N	Mak	e each statement a yes/no qu	uestion. Then give a	shoi	rt answer.
1		doesn't use his cell phone ofte			
		: <u>Does Ali use his cell phone</u>			
	4	: No, he doesn't.			
		My parents both speak English.			
	C):			
	Δ	\:			
		he hotel doesn't have its own			
		Ny brother and I don't go to the			
		•• ———————————————————————————————————			
		usually communicate with my f			
	C	Q:	<u> </u>		
	Δ	\:			
0	Mate	ch the questions and answers	S.		
	1. ⊢	low's it going?		a.	It's Abboud.
	2. V	Vhen's your graduation?		b.	He's here for the online conference.
	3. V	Vhat's your last name?		c.	We're from Dubai.
	4. V	Vhy's Mr. Jones here?		d.	Fine, thanks.
	5. V	Vhere's your family from?		e.	That's my aunt.
	6. V	Vho's that woman over there?		f.	It's in June.
Р	Ansv	wer the questions.			
		Vhere were you born?			
		Where did you grow up?			
		Where did you grow up: Why did you take the decision t	o study Enalish?	_	
		Vhen did you meet your best fr			
		Did you spend time on the Inter			
		Vhat did you eat for breakfast t	,		
		How did you feel on your first d	_		

• Complete the crossword puzzle.



Across

- **1.** A piece of rock falling from outer space.
- 3. Thick clouds of it formed the Earth.
- **5.** Send a spacecraft up into space.
- **6.** What airplanes do when they reach the ground.
- **7.** A place where research is done in space.
- **8.** Scientific knowledge for building new machines.
- 12. The mixture of gases around a planet.
- **13.** A vessel that travels to other planets.
- 14. A person working on a spacecraft.

Down

- 2. When the moon is between the Earth and the sun, and you can't see part of the sun for a while.
- **3.** A force that causes things drop to the ground on Earth.
- **4.** The sun and all the planets.
- 9. What the planets do around the sun.
- **10.** We see them in the sky at night.
- 11. A mountain with a hole in its top where hot gases and lava come out.

4 The World of TV

A Match the words with their definitions.

[e	_ abrupt	a. not active
1	abandon	b. with a good reputation or wealth
2	animated	c. leave a place or thing for ever or a long time
3	dormant	d. catch and keep as a prisoner
4	prominent	e. sudden
5	_ prestigious	f. save someone from danger or harm
6	_ capture	g. important
7.	rescue	h illustrated or drawn

B Complete the chart with the word forms. Use a dictionary to help you.

	Noun	Verb	Adjective	Adverb
1	abruptness		abrupt	abruptly
1.		abandon		
2.			animated	
3.			dormant	
4.			prominent	
5.			prestigious	
6.		capture		
7.		rescue		

ħ	e game show host is talented. The game show host is funny.				
T	he game show host is not only talented, but also funny.				
1.	That film wasn't interesting. That film wasn't funny.				
2.	We can watch a documentary tonight. We can watch the news tonight.				
3.	Marlin is a character in the animated film. Dory is a character in the animated film.				
4.	I wasn't tired. I wasn't hungry.				
5.	The detective is brave. The detective is intelligent.				
6.	It is my favorite biographical film. It is my favorite book.				
7.	The hero will win in the end. The villain will win in the end.				
8.	The football game was boring. The football game was disappointing.				
<u></u>	emplete cook contoned with and but an ac extent				
	omplete each sentence with <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , or <i>yet</i> . wanted a sandwich, <i>yet</i> they only had burgers.				
•	1. The sun was out, it was still cold.				
2	2. We can study for our English test, we can play video games.				
3	3. I read the detective books, I saw the TV series, too.				
4	1. I like dramas, I like comedy shows more.				
5	5. She was bored, she called her friend.				
6	5. I thought the game was great, the referee annoyed me.				
-	7. You can watch TV, you can just read a book.				
8	3. I wanted to eat dessert, I was full from dinner.				
ç	One form of media is TV another is the Internet.				
10	1. I don't like documentaries I'm not going to watch TV with you.				

- **E** Correct the errors in the sentences.
 - **1.** I think the most interesting sci-fi film is either *Star Wars* nor *E.T.*
 - 2. Both my brother and my father likes adventure films.
 - **3.** He loved the exhibition, so went to see it again.
 - 4. Not only are my grandparents going, but also my aunt are going.
 - **5.** In the end the hero saved the city, but he got the money.
 - **6.** Neither John nor his parents plans to go to graduation.
 - 7. The documentary was not only popular, and also it won an award.
- Write five sentences about some of the pictures. Use paired conjunctions (both...and, not only...but also, either...or, or neither...nor) or independent clauses with and, but, or, so, or yet.















1. .	
2.	
3	
U .	
4.	

4 The World of TV

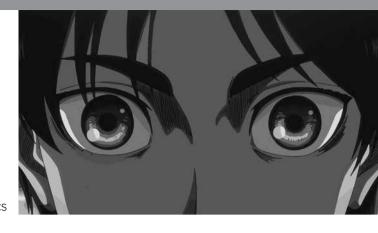
G	Finish the	sentences with your own ideas.		
1	I tried to b	porrow the book from the library, but all the copies had been checked out.		
	1. She fin	nished her homework early, so		
	2. One of	f my friends is planning to be a scriptwriter, and		
	3. Most o	f my friends like horror films, but		
	4. Bob stu	udied a lot, yet		
	5. The re	mote control was broken, so		
	6. I was fe	eeling sick, but		
		uld go out to eat or		
		my friends loved the meal, yet		
	3 , , 3, ,			
	Complete the conversation with words and phrases from the box.			
Н	Complete	the conversation with words and phrases from the box.		
1	a dime a d			
=	· 			
Н	a dime a d	dozen hard to swallow terrible dozed off just You must be joking What was the name of that excellent film we saw last week? I want to tell Tara about it. I think she		
H	a dime a d	dozen hard to swallow terrible dozed off just You must be joking What was the name of that excellent film we saw last week? I want to tell Tara about it. I think she would really like it!		
H	a dime a d Susie:	dozen hard to swallow terrible dozed off just You must be joking What was the name of that excellent film we saw last week? I want to tell Tara about it. I think she would really like it! Do you mean Other Worlds? You liked it? I thought it was (1)!		
H	a dime a d Susie: Aisha: Susie:	What was the name of that excellent film we saw last week? I want to tell Tara about it. I think she would really like it! Do you mean <i>Other Worlds</i> ? You liked it? I thought it was (1)! It was one of the best films I've seen all year!		
	a dime a d Susie: Aisha: Susie: Aisha:	What was the name of that excellent film we saw last week? I want to tell Tara about it. I think she would really like it! Do you mean <i>Other Worlds</i> ? You liked it? I thought it was (1)! It was one of the best films I've seen all year! It was just so boring. I even (3) a few times.		
=	a dime a d Susie: Aisha: Susie: Aisha: Susie:	What was the name of that excellent film we saw last week? I want to tell Tara about it. I think she would really like it! Do you mean Other Worlds? You liked it? I thought it was (1)! (2) It was one of the best films I've seen all year! It was just so boring. I even (3) a few times. That's probably because you didn't get enough sleep the night before!		
H	a dime a d Susie: Aisha: Susie: Aisha: Susie: Aisha:	What was the name of that excellent film we saw last week? I want to tell Tara about it. I think she would really like it! Do you mean <i>Other Worlds</i> ? You liked it? I thought it was (1)! (2) It was one of the best films I've seen all year! It was just so boring. I even (3) a few times. That's probably because you didn't get enough sleep the night before! No, I don't think so. It just wasn't a good film.		
H	a dime a	What was the name of that excellent film we saw last week? I want to tell Tara about it. I think she would really like it! Do you mean Other Worlds? You liked it? I thought it was (1)! (2) It was one of the best films I've seen all year! It was just so boring. I even (3) a few times. That's probably because you didn't get enough sleep the night before! No, I don't think so. It just wasn't a good film. I thought Tony Patterson's performance was (4) wonderful.		
H	a dime a disha: Susie: Aisha: Susie: Aisha: Susie: Aisha:	What was the name of that excellent film we saw last week? I want to tell Tara about it. I think she would really like it! Do you mean <i>Other Worlds</i> ? You liked it? I thought it was (1)! (2) It was one of the best films I've seen all year! It was just so boring. I even (3) a few times. That's probably because you didn't get enough sleep the night before! No, I don't think so. It just wasn't a good film. I thought Tony Patterson's performance was (4) wonderful. Really? I think he's (5) Anyone could have played that part.		

READING

Read the article. Then choose the best answer to each question below.

The World of Manga

Manga are comics that were created in Japan in the late 19th century. Japanese people use the word to refer to cartoons, comics, or animation. Among English speakers, however, it is used to refer to Japanese comics along with the word anime, for animated cartoons. The



comics cover a wide range of genres such as action, adventure, science fiction, mystery, thrillers, drama, sports and games, and so on. They are normally printed in black and white, although some are printed in full color. Many manga stories are translated into other languages, mainly English.

The stories are often published in large manga magazines. Each story is presented in a single episode that continues in the next issue. Successful stories may also be republished in hardback or paperback books. Popular manga series are sometimes animated after the story has been completed or as it develops in single episodes. Some manga comics are based on animated or live-action films.

Modern manga follows two broad trends. One trend focuses on events between 1945 and 1952 and incorporates cultural influences from American cartoons, TV films, images, and themes. The other trend stresses Japanese culture and art. Manga artists such as Osamu Tezuka created heroes that became popular in Japan and elsewhere in the world around the same period. Tezuka created Astro Boy, who is still a very popular, well-known character. The science fiction series is set in a futuristic world where robots co-exist with humans. Tezuka's visually dynamic style simulated slow and fast motion as well as details along the lines of cinematography.

The influence of manga on international comics has grown considerably over the last three decades. Manga has become an important part of the Japanese publishing industry and gained a significant readership in the U.S., Canada, Europe, and the Middle East. Artistic styles and characters of both genders have evolved to satisfy a wider range of genres, including realistic representations of life or fiction.

1.	When English speakers refer t	o manga, they're referring to 🗕	·
	a. animated cartoons	b. Japanese comics	c. cartoons, comics, or animation
2.	If a story is popular, it might als	so be sold in	
	a. hardback	b. issues	c. magazines
3.	Manga comics are sometimes	inspired by	
	a. live-action films	b. single episodes	c. books
4.	Osamu Tezuka's character Ast	ro Boy achieved popu	ılarity.
	a. limited	b. local	c. global
5.	Manga has had effect	ct on international comics in the	last 30 years.
	a. no	b. an increasing	c. a very small
6.	Visually dynamic probably me	ans	
	a. very colorful	b. animated	c. bold and full of energy and movement

4 The World of TV

	nink about filming a documentary and order the stages below. Then write a sentence explaining what ach stage involves or provide an example.			
1				
Choose a topic such as a historical person, a place, nature, a scientific discovery, etc.				
	Find a location.			
	Write the script.			
	Film your scenes.			
	Decide on a situation or plot.			
	Decide on the time to shoot the documentary.			
Make a storyboard and a scene list.				
Check your equipment.				
	Edit your documentary on your computer.			
K Ar	nswer the questions.			
1.	. What genres of TV films do you like best? Why?			
2.	2. Which TV films do you remember more vividly?			
3.	3. What exactly do you remember and why?			

Write as many words as you can about the picture. Write sentences about the picture using **both...** and, not only...but also, either...or, or neither...nor.



	Words about the picture
1	
2	
3	
- , -	

M WRITING

Using the Internet for research, write a report on the making of a film you particularly like. Include information about the cast, the director, the location, and the set.

1. Before you write, take notes in the chart below.

Film Title	
Cast	
Director	
Location	
Set	

2. Now use your notes from the chart to write your report.

- [
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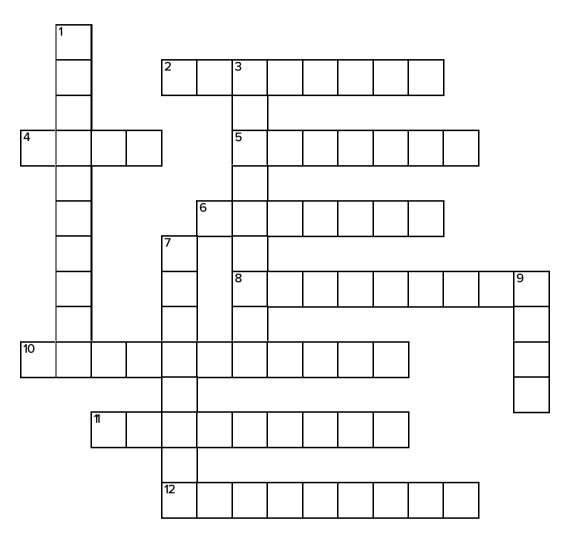
2010	ctive stories are easy to follow. Science fiction is just as easy.
2. Ahme	ed is talented at writing, and so is his friend Oscar.
3. A TV	antenna is difficult to tune in. A satellite dish is more difficult.
4. The F	Ritz is a prestigious restaurant, and so is the Lime Tree.
5. The c	original film's plot is intriguing. The plot of the sequel is less intriguing.
Comple	te the conversation. Use comparative and superlative structures.
Amal:	In your opinion, what is the (1.) (good) series on TV right now?
Sandra:	Well, I've started watching that new series on Tuesday evenings. You know, the comedy about the
	people working in a company office. I really enjoyed it. It's the (2.) (funny) thing I've se
	this year.
Amal:	Do you mean It's The IT Mob? I can't believe you like it? I watched one episode of it, and I think it h
	the (3.) (stupid) plot on TV!
Sandra:	Oh, come on. It's not as (4.) (bad) as that. In fact, it's definitely (5.) (good than any other series.
Amal:	I disagree. It was the (6.) (boring) program I've ever seen. I almost dozed off a few times
Sandra:	
Amal:	No, I don't think so. I thought the plot in general wasn't as (7.) (realistic) as it should be
Sandra:	
	the (8.) (hilarious) he's ever given.
Amal:	Really? I think he's considerably (9.) (talented) than you give him credit for. Anyone co
	have read those lines.
Sandra:	So how come it's much (10.) (popular) than anything else on TV at the moment?
A I-	Everyone's watching it.
Amal:	Ah! That's just the power of advertising. The (11.) (frequent) the ads, the
	(12.) (strong) the attraction to watch. <i>Larry's Laugh-In</i> is a lot (13.) (cleve than your silly <i>IT Mob</i> . That's my favorite comedy series.
Candra	Well, I guess we have slightly (14.) (similar) tastes in comedy than we thought!
Saliula.	(Similar) tastes in comedy than we thought:
Which o	vances of films do you profer? Write three contances about why you prefer them. He
_	jenres of films do you prefer? Write three sentences about why you prefer them. Use atives or superlatives.
	dives of superiorives.
·	

Complete the chart with the comparative and superlative forms.

Irregular Adjective	Comparative	Superlative
good		/
bad		
well		
far		
old		

- Complete the sentences with the correct form of the adjectives in parentheses. Use the for the superlative form.
 - **1.** Mercury is _____ (close) to the sun than any other planet.
 - **2.** The planet that is _____ (far) from the Earth is Neptune.
 - **3.** Pluto has been called a dwarf planet because it's considerably ______ (small) than any of the planets in our Solar System.
 - **4.** Brad has three brothers, and _____ (old) one is an astrophysicist.
 - **5.** Being in the anti-gravity simulator made Faisal feel dizzy, but he's much _____ (well) now.
 - **6.** Mars is _____ (hot) than Jupiter and Saturn, but it is ____ (icy) than Earth.
 - **7.** Flying in the Space Shuttle was ______ (thrilling) experience of his career, but the time he nearly crashed was by far _____ (bad).
 - **8.** Jupiter has a ______ (great) number of moons, but Saturn has ______ (impressive) ring system.
 - **9.** Earth is the only planet that is inhabited by humans as it has a far ______ (good) atmosphere for us and ______ (favorable) temperatures.
 - **10.** Earth is slightly _____ (big) than Venus, whose air is _____ (poisonous) than the atmosphere of Mars.
 - **11.** Galileo discovered Jupiter's four _____ (large) moons since he was one of _____ (great) scientists of his time.
 - **12.** Prince Sultan bin Salman's _____ (celebrated) space flight made young Saudis _____ (eager) to find out about space.

A Complete the crossword puzzle.



Across

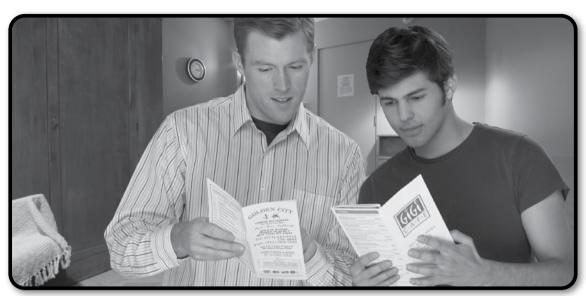
- 2. did well at
- **4.** money
- 5. no problem (2 words)
- 6. dedicated
- 8. a close, beneficial relationship
- **10.** decide not to do something because you are scared (3 words)
- 11. important and respected
- 12. battles; fights

Down

- 1. very valuable
- 3. shortened
- 7. extremely difficult
- 9. extend across

В	Со	implete the conversations. Use other , others , or another .		
	1.	A: I'm almost done with my book. I need to find	one to read.	
		B: Have you checked the list from the library book club? Maybe that w	will help you find	
		A: That's a good idea. I have found many	from that list in the pas	st.
	2.	A: I need to get camera. Mine isn't	very good.	
		B: Let's go to the Electronic Superstore to buy	·	
		A: Actually, it's too big and confusing there. I would rather go to	stores	5.
	3.	A: Did you see that Elle got pair of shoes	es?	
		B: She did? What is she going to do with the	ones?	
		A: She has lots of them. She will probably put them with her	·	
0				
С	Re	write each sentence. Add the emphatic do .		
1	Ne	il Armstrong walked on the moon. <u>Neil Armstrong did walk on t</u>	the moon.	
	1.	Nina has a smartphone		
	2.	I like surfing the Internet.		
	3.	My brother got a new TV		
	4.	We have a digital camera.		
	5.	I felt sick yesterday.		
	6.	Oliver works for the government.		
D	Со	emplete the sentences with <i>used to</i> , <i>be + used to</i> , or <i>would</i> and the	verbs in parentheses.	
1	Му	r father <u>used to go</u> (go) to work by bus, but now h	ne has a car.	
	1.	In the 21st century we (deal) with n	new technology.	
	2.	Over 50 years ago, people in some countries	(have / not) their	own
		telephones. They would share telephone lines with others.		
	3.	I (work) long hours. I've wo	orked like this for years.	
	4.	In the past, people (type) i	important papers on a typew	riter.
	5.	I (get) sick a lot when I	was a child, but now I never o	get sick
	6.	I grew up in Egypt, but I live in the U.S. now. I	(speak / r	not)
		English every day.		

Use the prompts to write sentences using was/were going to.



Ibrahim / go to the store / be too tired

Ibrahim was going to go to the store, but he was too tired.

- 1. Amina / call her friend / get sick
- 2. I/ buy my friend a present / not have enough money
- 3. Hussain / visit his grandparents / have to work
- **4.** They / take the class / not have time
- **5.** We / cook dinner / order from a restaurant instead
- 6. Farah / buy a new computer / get her old one fixed
- 7. Sean / find a new apartment / buy a house
- 8. Hannah / study Spanish / study Japanese

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



they will have been on the team for four years.

- 1. We have already driven 150 kilometers. If we drive another 50 kilometers,
- 2. Ahmed moved to Riyadh in 2020. By 2033, he
- 3. Bill has been working at the same company for nine years. By next year,
- 4. Fahd has been studying for three hours. It's 9:00 P.M. By 11:00 P.M.,
- **5.** I have known my neighbor for nine months. In three months,
- 6. Saeed has played chess since 2018. By 2028,
- 7. She has been cooking dinner since 6:00 P.M. By 7:30 P.M.,
- 8. They have been waiting since 2:00 P.M. By 2:30 P.M.,

G Combine each pair of sentences using a paired conjunction.

Tom doesn't lie. Tom doesn't yell.

Tom neither lies nor yells.

- 1. He worries a lot. He tries to avoid conflict.
- 2. Ben doesn't like to play football. Scott doesn't like to play football.
- 3. Betty likes to talk about her feelings. Tara likes to talk about her feelings.
- 4. They will have pizza. They will have pasta. They don't know yet.
- 5. Madison likes to speak in formal situations. Madison likes to speak in informal situations.
- 6. Sea turtles can swim underwater. Sea turtles can live to be very old.
- 7. The twins don't do chores. The twins don't clean their room.
- **8.** The meal can be served with rice. The meal can be served with salad.





Read the text below and put the paragraphs in the right order. Highlight the parts that helped you decide.

Homework - What is it for?

Then again, there were students who obviously had lots of help from parents or teachers at home and always brought their immaculately written homework but could not perform in class. They often had similar grades to the student I mentioned earlier.

Thinking back, I realize that it all had to do with the amount of homework, and the way it was set by the teacher. When the teacher took the time to explain what we had to do and even allowed us to produce examples and ask questions, I was more willing to do it when I went home. When, on the other hand, homework was set in a hurry, I went home feeling confused, not certain about what was required, dreaming up a number of excuses to avoid doing it.

Finally, homework does not need to be tedious. It can be interesting and challenging and foster learning as much or as little as any activity in and out of class. It is the learning and content that needs to be focused on over and beyond the amount and presentation. At least that's what I think...

I can appreciate the fact that homework needs to be set to help learners consolidate what they have done in class, but is it more important than anything else that someone does as a student? I quickly realized that if I wanted to be on good terms with teachers, I had to do my homework and stuck to that throughout my school years. However, I couldn't help thinking about the difference it made when homework was set in a way that encouraged us to think, search and find information, or express ourselves in a creative manner. I also remembered how appreciative we all were when homework did not require endless pages of writing for no obvious reason.

1

I have often wondered about the purpose of homework while I was at school. I sometimes felt that homework was set to keep us busy or keep us in line. I also thought it was a kind of test or form of punishment. Then again, there were times that I enjoyed it!

A lot of people think that students who do their homework learn and the rest don't. I remember a classmate of mine who was a really fast learner and was always interested in finding out about things, but she was dismal with homework. She would do part of it, or none at all, or do the wrong thing. As a result, her marks did not reflect her real abilities, but instead showed her inability to do homework.

Write as many words as you can about what you see in the picture. Write your words under each heading below. Then write sentences to describe the picture using the following order: noun, verb, a second noun, place, and time.



Noun	Verb	Place	Time

1.	
2.	
3.	

WRITING

Write an expository essay about some kind of controversial social issue, such as health care, minimum wage, or children's rights. Write about the history of the social issue, how it affects people today, and how you think it will change in the future.

1. Before you write, take notes in the chart below.

Social Issue:					
Past	Present	Future			

	2. Now use y	our notes from	n the chart to	write your es	say.		
EV	PANSION Un	i+c 1 /					

5 Do You Really Need It?

A Complete the sentences with the words from the box.

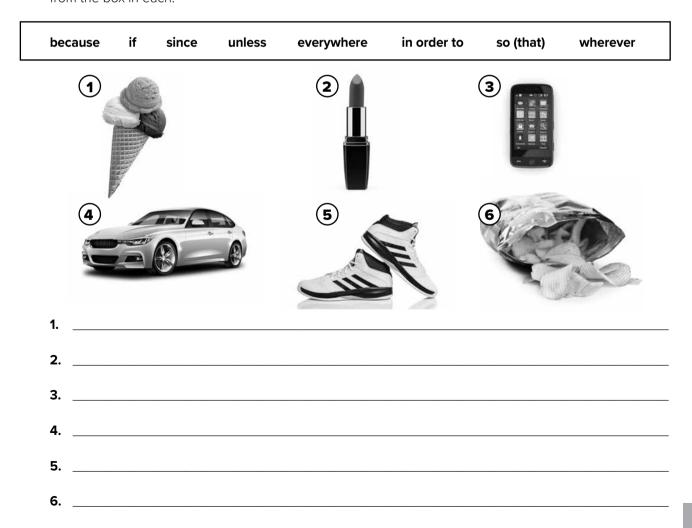
	adı	mire	exclusive	intended	sophisticated	brand	formula	revolutionary
	1.	Whene	ever I go shopp	oing, I always ei	nd up buying Gener	ation		clothes.
		They a	re really stylish	n and they fit m	e great. You can ge	t them at mo	st department	stores.
	2.	Many a	advertisements	s have athletes	and famous TV per	sonalities in	them. Featuring	g these stars helps
		compa	nies sell their	products becau	ise so many people			them.
	3.	That co	ompany has co	ome up with sor	me of the most		elect	ronic products of our
		time. N	lany other con	npanies all sell t	the same thing, but	they always	have new and	inventive products.
	4.	The air	line is having	an	sale o	nly for their	best customers	s. I was hoping to get
		invited	to use the dis	counts, but I did	dn't.			
	5.	The Up	oper East Side	of Manhattan is	s a very		_ place. It see	ms like everyone there
		is rich a	and has high-c	lass taste.				
	6.	Comm	ercials play on	different chann	nels and at different	times of the	day, dependin	ng on who they are
				for. For ex	ample, commercials	that are aim	ned at adults w	ill play at night after
		childre	n are sleeping					
	7 .	Some	laundry deterg	ents have a sp	ecial	t	hat is designed	d to get stains out
		of cloth	nes without rui	ning the materi	al. They have many	different ing	redients in the	m.
В	An	iswer th	ne questions.					
	1.	Who is	the most sopl	nisticated perso	on you know? Descr	ibe him/her.		
	2.	What's	your favorite b	orand of clothes	s? What's your favor	ite brand of	shampoo?	
	3.	Who d	o you admire r	nost in life? Wh	y?			
	4.	Who a	re most cartoo	ns intended for	?			
	5.	Who is	a revolutionar	y thinker in the	history of your cour	ntry?		
	6.	What is	s a formula?					

Underline the adverb in each sentence. Then tick (>) the kind of information that the adverb clause tells us.

	Reason	Purpose	Condition	Place
She's going to the mall <u>so that</u> she can get a new dress for the family dinner.				
1. They used Roger Federer as their spokesperson because he's famous.				
2. Wherever we go, we are surrounded by advertising.				
3. I bought the face cream since it will help my skin look better.				
4. If you have a good advertisement, people will buy your product.				
5. They are planning to sell the juice everywhere they can.				
6. The company made a commercial in order to sell their new product.				
7. I'm going to buy it at the store unless I can get a better price online.				
8. Now that the Internet exists, I never go to the mall.				

- Circle the correct adverb to complete each sentence.
- They aired radio advertisements (in case / where) the newspaper ads weren't enough.
 - 1. They sold out of the new chips (only if / because) they were on sale.
 - 2. They put a coupon in the weekend newspaper (to / wherever) attract new customers.
 - 3. (If / Because) you want to go shopping, I'll go with you.
 - **4.** I decided to use conditioner (so that / now that) my hair wouldn't be dry anymore.
 - **5.** I'm going to buy a new computer (only if / since) my old computer crashed last week.
 - **6.** Many people buy bottled water (even if / so) they can drink the water from their tap.
 - **7.** (Unless / Everywhere) you go, there are things for sale.
 - 8. She only buys organic foods (now that / even if) she has food allergies.

- **E** Finish the sentences about yourself.
 - 1. I (sometimes / always / never) shop online for _____
 - **2.** wherever I go.
 - 3. I (like / don't like) shopping because ______.
 - **4.** If I stay at the mall for a long time,
 - **5.** ______ since I'm still young.
 - **6.** Everywhere you look _______.
 - 7. My favorite place to shop is ______ now that .
 - 8. I (listen / don't listen) to commercials so that ______.
- Write an advertisement for each of the products below. Use an adverb clause with one of the adverbs from the box in each.



G Correct the errors in the sentences.

because

She went to the department store so that they were having a sale.

- **1.** Because of it was late we were tired.
- 2. I'm bringing an umbrella in case need it.
- 3. He put on his glasses unless he could see.
- 4. Where I live, it hot.
- **5.** They are creating new ads order to sell their products in Asia.
- **6.** Even if he will hurry, he will still be late.
- **7.** We put the milk in the refrigerator now that it won't spoil.
- **8.** Now that I a cell phone, I can call my friends anytime.
- H Complete the story with the words and phrases from the box.

beat it blows broke maxed out

Last weekend, Karen shopped all weekend long. She bought a new pair of black shoes, a pair of boots, two dresses, three sweaters, and a bottle of expensive perfume. After spending so much money, Karen was (1) _______.

She was going to buy a cool designer bag too, but when she went to the register to pay, her credit card didn't work. Her card was **(2)** _______ . She was so embarrassed!

When she got home, she had to sneak into the house because her mother thinks she shops too much. Karen says she's not wasting money, but her mother disagrees. She says Karen

(3) _____ money on things she doesn't need.

In the morning, Karen got dressed for school. She wore her new dress, a new sweater, and new shoes. She went downstairs to eat breakfast. "Good morning. Is that a new dress?" her mother asked, pointing at the price tag. Karen had forgotten to take it off! She confessed that it was, and then her mother noticed that the whole outfit was new. She was really mad, so Karen

(4) _____ as fast as she could and ran out of the house.

READING

Read the article. Then answer the questions below.

Global Marketing Mishaps

Answer true or false

Brand names and slogans are extremely compact communication tools. They represent a great deal of information, and **evoke** memories, feelings, and expectations, which in turn influence buyers' decisions. A brand name is the heart of any product, and a slogan creates a direct and perhaps unconscious association with a product. This is why companies have to be very careful about the brand names and slogans they choose for their products, and extra careful when these products are offered in the international market.

A name for a product can be perfect in one language and **catastrophic** in another. There are many stories about advertising and marketing **blunders** involving words that just did not translate or had a different meaning. For example, General Motors had to rename its car, the Chevy Nova, in Spanish-speaking countries because Nova can be understood as *no va* which means "It doesn't go." No automobile company would ever want that!

But English translation mistakes aren't limited to Spain and Latin America. When Pepsi translated their slogan "Come alive with the Pepsi generation" into Chinese, it was incorrectly translated as "Pepsi brings your ancestors back from the dead." And Kentucky Fried Chicken's slogan "Finger-Lickin' Good" was translated into Chinese as "Eat Your Fingers Off."

These stories serve as **cautionary tales** for advertising students and/or professionals. It's always advisable to check what your slogan or brand name means and implies in the countries where the product will be sold, or you could end up making your brand a **laughing stock**.

1.	Brand names and slogans translate easily from one language to another.
2.	Brand names and slogans can influence buyers' decisions.
3.	Nova was a good name for a car in Spanish.
4.	There have been blunders in advertising when translating English into Chinese as well as Spanish
5.	It pays to do research when translating advertising slogans from one language to another.
W	rite definitions for these words and phrases from the text.
6.	evoke:
7.	catastrophic:
8.	blunders:
9.	cautionary tales:
0	a laughing stock:

hired

window display

Use the words and phrases to fill in the blanks. Then answer the questions.

fully equipped

revealed

were delivered

stir

bys	standers	mixed reviews	chopping	sliding	launched	oblivious
	A large furnitur	re store (1)	an un	nusual promoti	on for its produc	ts which would
attr	act thousands c	of potential custom	ers, or so they h	noped.		
	The C&S – Co	mfort and Style – f	urniture store de	ecided to adve	ertise its products	s through an
		They (3				
		d a living room set				
		tball game on tele	•	-		-
		ouple of pizzas (4)				The group in the
wir		tc				
		dow, a (6)				
		a reception. There				
		food that was cod am of cooks seem				
ΟΠ	_		· · · · · · · · · · · · · · · · · · ·			
tha		to		•	•	•
	, ,	vere fully aware of	•			
	•	chosen tasks or pa				ioiget about it
		ow displays" recei		-		racted very large
cro		e. Whether the disp				
		oossible that it cau				
	ople to buy.					. •
	-					
1.	What do you thi	ink of "living windo	w displays"? Ple	ease give reas	ons.	
						
2.	Would you agre	ee to participate in	a "living windov	v display"? Wh	y? Why not?	
2	Do you think the	at the idea attracte	ad huving custor	marc2 Why 2 W	hy not?	
Э.	טס you triirik the	at the lued dilidüle	a buying custof	meis: Willy: W	ny not:	

Write as many words as you can about the picture. Write sentences about the picture using **because**, **unless**, **since**, or **in order to**.



	Words about the picture
1	
2	
3.	
<u> </u>	

WRITING

Think of a food product that is popular in your country or region that is not popular in other parts of the world. It could be a local snack, fruit, vegetable, or national dish. Write an advertising brief for selling it in another region of the world. Include the target market, the type of image you want to create for the product, and suggestions for packaging. Then create a new name and a short, catchy slogan for the food.

1. Before you write, take notes in the chart below.

Food	
New sales region	
Target market	
Image to create	
Packaging suggestions	
Name & slogan	

2	2. Now use your notes from the	ne chart to write your ad	vertising brief.	
Unit	5			

M		omplete the conditional sentences. Use the present and future forms of verbs. I <u>spend</u> (spend) too much time thinking about the future, I <u>won't have</u>
*	(n	ot have) enough time to do everything I want now. But if I <u>don't think</u> (not think) cout the future, I <u>won't have</u> (not have) a clue what to do next.
	1.	If I (buy) a new laptop, I (be) happy. But if I
		(not get) one, I (need to) do the assignment on my dad's computer.
	2.	If it (rain) a lot this week, the team (not be) able to practice for the
		big game. If the weather (be) nice, the team (practice)
		every afternoon.
	3.	If the temperature (drop) below zero, rain (change) to ice and snow. But if the
		temperature (stay) above zero degrees, rain (not freeze).
	4.	If Adel (decide) to go to King Saud University, he (move) to Riyadh next fall. He
		(be) happy there if he (make) friends quickly.
	5.	Newton figured out that if you (drop) an apple, it (fall) to the ground. If you
		(drop) a feather, it (float) down.
	6.	If Adnan (get) a bigger car, he (impress) his friends. But if he (show
		off) to his friends too much, they probably (not hang out) with him any more.
N	Ci	rcle the correct words.
	1.	Would you (prefer / rather) go shopping at the mall or ride your bicycle by the lake?
	2.	Would you rather (study / to study) math or read your favorite book in the park?
	3.	Would you (prefer / rather) going camping in the mountains or staying in a hotel at the beach?
	4.	Would you prefer (spend / to spend) money on a vacation or to stay at home and buy something you need?
0	W	rite your own answers to the questions in N. Use <i>I'd rather</i> and <i>I'd prefer</i> .
	1.	
	2.	
	3.	

Put the words into the correct categories. Some words may go in more than one category.

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



Words Connected with Shopping Habits

Small Stores	Online Shopping
	Small Stores

Со	emplete the sentences with <i>unless</i> or <i>when</i> .
1.	I never take any notice of commercials it's about something I may need.
2.	you have a good advertisement, people won't notice your product.
3.	he put his glasses on, he could read the small print.
4.	The shops will be closed you hurry.
5.	The dress will look great you try it on.
6.	I'm going to buy it at the store I can get a better price online.
Со	implete the sentences with your own ideas.
1.	Unless you are careful what you buy,
2.	When I think of
3.	everywhere you can think of.
4.	when you give up your seat.
5.	unless you know the right people.
6.	unless he is willing to work hard.
7.	If we don't win
	when it's bad weather.

6 The Gender Divide

A Unscramble the words.

littyneins [<u>intensity</u>
1. atxniye	
2. o t e r s t e y e p	
3. e d g n r e	
4. steoiud	
5. s l r t e s e s	
6. petemmertan	
7. tcapyiac	
8. e e r p i e v i t t	

B Write the words from exercise **A** next to the definitions below.

1	capacity	: the ability to contain, hold, or absorb
1		: boring and tiring
2		: impatient; on edge; can't sit still
3		: worry
4		: power; strength; concentration
5		: repeats over and over again
6		: a simple idea about how a group is, often not true
7		: category—male or female
8		: character; personality

		ht, but I couldn't.			
1.	I often forget	the n	nail. Then the nex	t day my mailbox is full! (c	theck)
2.	I regret	the car. It v	vas too expensive	e. (buy)	
3.	My father lost his job and w	e were low on mo	ney, so we stopp	ed	out at
	restaurants until he got a ne				
4.	Did you remember				
5.	I tried	you last nigh	nt, but your phone	e went straight to voicema	ail. (call)
6.	Thank you for your applicat	ion. We regret		you that we decide	ed to hire
	someone else for the job. (i	nform)			
7 .	I don't remember	i	n that house beca	ause we moved when I w	as only two
	years old. (live)				
8.	We drove for four hours be	fore we had to sto	p	gas. (get)	
9.	I hope he remembers		to the library	after school today. (go)	
10.	My grandmother has proble	ems with her memo		6	
^h	ł	ner family. (raise)	ory. However, she	will never forget	
Soı	,	ner family. (raise) stive to passive.			
Soi <u>Th</u>	ange the sentences from acmebody needs to water the I	ner family. (raise) stive to passive. awn every day. every day.			
Soi <u>Th</u> 1.	ange the sentences from acmebody needs to water the left awn needs to be watered	ner family. (raise) tive to passive. awn every day. every day. me to do my hon	nework.		
Soi <u>Th</u> 1.	ange the sentences from acmebody needs to water the legistry lawn needs to be watered. I don't like someone telling	ner family. (raise) etive to passive. awn every day. every day. me to do my hon people giving him o	nework.		
Soi <u>Th</u> 1. 2.	ange the sentences from acceptable to water the legal and needs to be watered. I don't like someone telling. My grandfather remembers page 1.	ner family. (raise) etive to passive. awn every day. every day. me to do my hon people giving him of	nework.		
Soi <u>Th</u> 1. 2.	ange the sentences from acceptable to water the legal lawn needs to be watered. I don't like someone telling. My grandfather remembers put the wants someone to give here.	tive to passive. awn every day. every day. me to do my hon beople giving him of	nework.		

Ε	Finish the sentences about yourself. Use a passive or active gerund or in	nfinitive in each sentence.
	1. I forgot	
	2. I always remember	
	3. I have always regretted	
	4. I stopped	
	5. I tried	, but I wasn't successful.
	6. I want to be	
	7. I like being	
	8. I don't appreciate being	
F	Combine the sentences. Use auxiliary verbs after but and and .	
1	I always remember our first day at school. My best friend always remember	ers our first day at school.
	I always remember our first day at school, and my best friend does too.	
	1. My brother doesn't like talking about work. My father doesn't like talking	about work.
	2. I don't like arguing. She doesn't like arguing.	
	3. Sabah is in high school. Her friend Hanan is in high school.	
	4. Jody doesn't like to cook. Gwen likes to cook.	
	5. Tom doesn't have a job. His brother has a job.	
	6. We're not going on a trip. They're not going on a trip.	
	7. He's not old enough to travel on his own. His brother old enough to trave	el on his own.
	8. Our classmates don't enjoy the activity. We enjoy the activity.	

6 The Gender Divide

G	Fill in the b	planks with the verbs in parentheses. Use active or passive gerunds or infinitives.
	Jenny:	I've left a list of things to remember for you on the fridge under the red magnet. Don't forget (1) (check) it when you leave the house.
	Linda:	I don't know why you have to make such a fuss. I'm always careful to turn everything off.
	Jenny:	Really? Do you remember (2) (leave) the door unlocked when I had to be away for two days?
	Linda:	So what? Who is going to come in? We don't have anything worth taking in here.
	Jenny:	Maybe you don't, but I do. Anyway, check the list on the fridge to make sure.
	Linda:	OK. Have you stopped (3) (buy) milk? I can never find any in the fridge.
	Jenny:	That's because you drink it. Why don't you stop (4) (think) before you complain about things? Oh, Linda, come on. I'll only be away for the day. Surely you can manage. I tried (5) (reach) our aunt, but she's not answering her phone and I'm worried.
	Linda:	I don't like (6) (tell) what to do all the time. I know I'm younger and you don't trust me, but why don't you try this once.
	Jenny:	Yes, I do remember (7) (tell off) by our grandmother when I forgot to turn off the tap and the water flooded into our room. OK, I'll remember (8) (not speak) to you like that again.
	Linda:	Thanks, and I'll remember (9) (do) what I'm supposed to. Promise!
Н	Answer th	e questions.
	1. What d	o these phrases mean?
	"I've kn	own that for ages."
	"You ca	nn say that again."
	2. Is there	a place you know like the back of your hand? Where is it?
	3. Have y	ou ever made a big deal about something and then realized it wasn't so important? What was it?

READING

Read the article and answer the questions.

The Environmental Divide

Concern for the environment has been a controversial issue from the start. When companies and industries were monitored and assessed to determine the amount of waste that they disposed of and the impact of that waste on the environment three decades ago, there were a lot of skeptics who regarded it as a ploy to promote a new industry, that of waste management.

In actual fact, a number of organizations with foresight jumped in to secure a piece of the waste management market. Bonuses and tax deductions were offered as an incentive for industries to upgrade their production procedures and equipment, in favor of environmentally friendly alternatives or at least alternatives that reduced harm to the environment.

Scientists had been setting out alarms and advising people to reduce the levels of waste accumulated on Earth as they could foresee future consequences. Yet, few responded.

Environmentalists attempted to prevent some of the destruction of natural habitat that would impact the lives of humans and other living organisms on Earth, but they were initially greeted with suspicion and on occasion with outright contempt.

The controversy continues uninterrupted. Even today, with all the belated discussions and summits to control global warming, people are divided on the issue. There are those that attribute most environmental changes to the natural evolutionary process of our planet and quote the ice age or the extinction of the dinosaurs as evidence of the changes that take place irrespective of humans and human intervention.

At the other end, stand those who regard Earth as their home and would like to maintain it as best they can by removing all toxic and destructive factors. They are the ones who refer to the destruction of the rain forests as one of the major crimes committed and substantiate it convincingly through the climatic changes, the depletion of oxygen, and holes in the ozone layer.

To this day, there does not seem to be a uniform standpoint on the issue despite attempts by international organizations to mobilize countries and individuals in a uniform effort to preserve the environment

1.	What are the two opposing views on the environment?
2.	Who are these views represented by?
3.	What is one of the main arguments used by those opposed to the environmentalist view?
4.	What do environmentalists juxtapose as an argument?
5.	What is your view on this issue? Please give reasons.

Compare two different ages. Think about someone you know well, a family member or a family friend who is at least 15 years older than you. Use the points listed below and make notes about yourself and your older friend or relative. Then write sentences comparing yourself to them, using your notes to help you.

	You	Your family friend or relative
Favorite activities in the city		
Favorite activities outside the city		
Attitude to travel		
Attitude to technology		
Favorite TV shows		
Least favorite TV shows		
Favorite food and eating habits		
Other		
1		_
2		
3		
4		
5		

Write as many words as you can about the picture. Write sentences about the picture using verbs + infinitives or gerunds with different meanings.

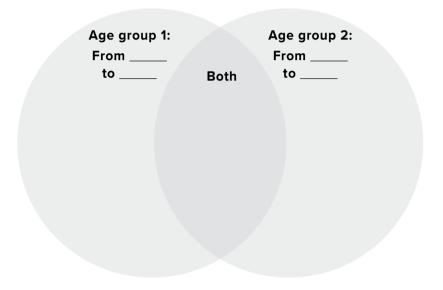


	Words about the picture
2	
3	

■ WRITING

Write a comparative essay about the behavior and attitudes of people of different ages. Choose people from different age groups in your country, in your family, or among your siblings (brothers and sisters). What are the things that are specific to each age group? What are the things that both age groups have in common?

1. Before you write, take notes in the Venn diagram below.



2. Now use your notes from the Venn diagram to write your essay.

1		
1		
1		
	Unit 6	
286	Unit 6	
- 1		
- 1		
- 1		

M	Со	mplete the dialogue with the present perfect, or the present progressive of the verb in parentheses.
	A:	Noura, is that you?
	B:	Sabah? I (1.) (not see) you since your graduation! How (2.) (you/be)?
	A:	Great! (3.) (it / be) that long? So, what (4.) (you/do) these days?
	B:	You won't believe it. I (5.) (teach) English at our old high school.
	A:	Really? So, you (6.) (get) your degree in English at last. That's good news. How long (7.) (work) there?
	B:	(9.) (be) there since the start of last semester. What about you? How's your mom? (9.) (she/make) any more beautiful clothes since I saw her last?
	A:	Oh, yes. she (10.) (just/finish) a new dress for me. That reminds me, we (11.) (spend) all month planning a dinner party for my grandma. That's what the dress is for. I (12.) (plan) the menu all morning. We're going to make all her favorite foods.
	B:	That sounds like a delicious feast. I'm sure your grandma will enjoy it.
	A:	Would you like to come? I (13.) (write) an invitation to send to you. What are you doing on Friday afternoon?
	B:	That's kind of you. I (14.) (not got) anything special to do this weekend, so I'll ask my parents if I can come.
	A:	Good. Well, I must go now. Mom (15.) (wait) for me. She says we (16.) (talk) too long on the phone as usual!
	B:	OK. Bye for now! I'll let you know about Friday, for sure.
N	and	ite your own answers to the questions. Use the present perfect simple, present perfect progressive d for, since, all day/week/month/year.
	1.	What have you been doing lately? Why?
	2.	Who haven't you seen in a long time? Why?
	3.	Where haven't you been in a while? Why?
	4.	Have you planned or attended any special event recently? What?

A Find the words from the box in the puzzle.

boost endured					flo	p unch				nove outra	•	I		slipping tampered
S	Т	Н	С	J	S	0	Ν	K	L	U	F	0	D	
L	S	I	С	V	Н	0	U	Ν	Q	W	S	Е	Ν	
1	0	D	I	Ν	V	Е	Р	Т	Е	K	Α	S	Q	
Р	0	Χ	D	Е	U	0	D	Е	R	U	D	Ν	Е	
Р	В	V	L	L	L	Α	J	Ο	J	А	Ο	Α	Q	
1	G	Τ	Τ	F	С	Τ	L	С	V	K	G	Ο	V	
Ν	Υ	L	G	Τ	А	М	Р	Е	R	Е	D	Е	Е	
G	W	С	0	W	Е	Е	Н	V	Α	Q	В	Н	D	

- Complete the sentences with the words from exercise **A**.
 - The company plans to <u>launch</u> its new car in the Japanese market next year.

 This is the first time they will be selling in Japan.
 - **1.** Somebody _____ with my suitcase. I can tell it has been opened and everything is in a different place.
 - 2. The new cell phone was a ______. Nobody bought it, so they took it off the market the following year.
 - **3.** I am ______ by the convenience store cashier. His attitude just makes me angry.

 - **5.** Some people think that hybrid cars are just fun and new right now, but I think they're more than just a ______.
 - **6.** I have _____ many years of teasing from my older brother. Now he's off at college.

Underline the past modal in each sentence. Then tick () the box for the meaning the modal is conveying.

			uncertainty about the past	drawing conclusions about the past	expected action that didn't happen	mistakes made in the past
1	You _s right av	hould have called me				Y
	1. I may	have made a mistake.				
		n't feel well. The soup must e been old.				
	3. I thin	ık I may have lost my keys.				
		was supposed to be here by clock, but I guess she's late.				
	5. I sho	ouldn't have eaten that soup.				
		ou think she could have en lost?				
	7. She last r	must have stayed up too late night.				
		game was supposed to be night, but it was canceled.				
	Norah:	Hey, Norah. What's the matter's Last night (be) may have	ve been the	-		
	Mona:	Why? What happened? I thoug with your brother.	ht you were (1) (g	0)	to your gr	andparents
	Norah:	I did, but now I think I (2) (go)				
	Mona:	Why not? Did you have a bad	time?			
	Norah:	Well, before my brother came (3) (eat)		_	-	that I
	Mona:	Oh, no! You're allergic to pean	uts!			
	Norah:	I know! I get a rash and fever v so I just took some allergy med		But I really wanted	to go to my grand	dparents,
	Mona:	Wow! Your mom (4) (be)		so upset!		
		Actually, I (5) (tell)				
		Norah! That's terrible. You (6) (sick!	
		Well, I did. And in the end, my He (7) (be)	brother had to tal	ke me to the hosp		
	Mona:	I'm sure he wasn't. He must ha	-			

E	Ch	noose the correct option to complete the ser	nter	nces.
	1.	She didn't come? She about the me-	etin	g.
		a. must have been forgotten	b.	must have forgotten
	2.	That mess a long time ago!		
		a. should have been cleaned up	b.	should have cleaned up
	3.	You look so tired today. You out late	last	night.
		a. must stay	b.	must have stayed
	4.	That picture by him. It doesn't look li	ke l	nis style.
		a. couldn't have been painted	b.	couldn't have painted
	5.	The seal on that milk is broken. It wit	h.	
		a. could have been tampered	b.	could have tampered
	6.	The game10 minutes ago.		
		a. should have been started	b.	should have started
	Cc	orrect the errors in the sentences.		
1	So	metimes I think I should have be a lawyer.		
	1.	They were supposed to came over at 10:00.		
	2.	The thief could have caught by the police, bu	ıt th	ey were too slow.
	3.	Ali may has gotten lost.		
	4.	Everyone was wearing a coat. It must been co	old	last night.
	5.	His car could been stolen.		
	6.	You must been have so embarrassed.		
	7.	Do you think I must have failed the test?		
	8.	You shouldn't had been so angry.		

Cook at the pictures. Write a sentence about each, using modals in the past or passive modals in the past.













1			
2			
6.			

H Complete the conversation with words and phrases from the box.

don't sw	eat it flake	making too much of it	no big deal	slipped my mind
Adam:	Hey, Omar. Did y	ou remember to bring that b	ook?	
Omar:	•	orgot! I was so busy getting a	ıll my things togeth	ner this morning, that
Adam:	Oh, it's (2)	Maybe	you can bring it to	morrow.
Omar:	Yes, of course I	can, but I feel terrible. You eve	en called me to re	mind me this morning! I fee
	like such a (3) _			
Adam:	Really, (4)	It's fine,	you don't need to	get upset.
Omar:	Well, maybe I co	uld bring it to you tonight. I ca	n drive over to you	ur house after football practi
Adam:	You're (5)	If you jus	st bring it tomorrov	v, that will be fine.
Omar:	OK. If you're sur	e, I'll just bring it tomorrow.		

READING

Read the advice column from a newspaper. Then answer true or false.

Dear Advisor,

I've been having a lot of problems in my math class, and I don't know what to do. Every day we check our homework and I usually only get half of it right. It's so depressing that I usually just throw away my assignments after class. I also failed the last two tests. I think my teacher hates me. He has tried to get me to stay after school so he can go over the homework with me, but I always tell him I'm too busy. He probably just wants to tell me that I'm not good at math, and I already know that! My father is an engineer and he's really good at math. He expects me to do really well in all my classes, but especially math. He doesn't know that I'm failing. We have our final exam next week, and I am not ready for it at all. I am probably going to fail it, too. How will I ever tell my dad?

Sincerely, Math Problem Student

Dear Math Problem Student,

I'm sorry to hear about all of the problems you have been having in your math class. I think that you need to start learning from your mistakes and applying that learning to future situations, such as the final exam you have next week. You should not throw away your old homework and exams because they can help you study for future exams.

The first thing you should do is carefully look through all of your old exams. You said you get about half of the questions right. That's great. First, look at those questions. Put them into categories by question type. What did you do correctly? Then look at the questions you missed. Put them into categories, too. Are there some areas that you are having more problems with than others? Study those areas. What can you do differently on the next test?

You should accept your teacher's offer to go over the homework with you. I'm sure he doesn't just want to tell you that you aren't good at math. He probably wants to help you understand the questions that you are having trouble with. I also think it's time for you to talk to your dad and tell him you're having problems in your math class. Maybe he can help you study at home, especially since he's good at math. Most parents will be more supportive if they can see that you are trying hard and taking the work seriously.

Remember that if it wasn't for mistakes, we would never have to learn anything.

Good luck on the final exam! Advisor

1	The student is very good at math.
2	The student has not told his father that he's having problems in math.
3	The student has been saving his homework every day so he can study it later.
4	The advisor says we should always give up when we make a mistake.
5	The advisor thinks he should tell his father about his problems in math class.

	Fahd suggested you meet at his house; so you get there and find out that he's left.
	ou know he wanted to buy new shoes, but he hadn't mentioned anything about going shopping this orning. But then again,
Н	may have gone shopping. / He may be at the mall.
1.	Come to think of it, though, he did say something about a dentist appointment. Yes, that's right, his brother mentioned something about it because they had arranged to go together.
2.	He You know he hates going to the dentist; that's why his teeth are in such a bad state. You think: He a long time ago.
	nea long time ago
	You disagreed with your friend over something that had happened at school. You try to explain why you feel the way you do, but your friend is not willing to listen to you.
3.	You know it's wrong, but you lose your patience and start shouting at your friend. Your friend gets very angry and walks away. Looking back you think:
1.	You run into your friend later in the day and try to apologize. Your friend turns away and refuses to talk to you. Your friend
5.	You get really annoyed, and you throw a watch your friend had given you as a present on the floor and it breaks. You regret it.
	espond to the statements using should/shouldn't have , must/mustn't have , could/couldn't have , or ay/may not have.
"I	can't find my keys." You could have left them at home. / You may have forgotten to take them.
1.	"My cell phone is dead."
2.	"I failed the test."

Look at the pictures and make a list of words that describe the pictures. Write sentences about the pictures using *may have*, *must have*, and *should have*.



			DATE:	
	Words ab	out the pictures		
1.				
2				
3				

M WRITING

Write about a mistake you made and a lesson you learned from the mistake. How will you do things differently if you are in a similar situation in the future?

1. Before you write, take notes in the chart below.

1. Describe:	What happened?	
2. Analyze:	What went well? What could I have done differently?	
3. Plan:	What is my action plan for the future?	

2. Now	vuse your notes fro	m the chart to wr	ite your essay.		
6 Unit 7					

Read each	aroup of	words and	d phrases.	Which	one doe	s not belong?
	Read each	Read each group of	Read each group of words and	Read each group of words and phrases.	Read each group of words and phrases. Which	Read each group of words and phrases. Which one doe

- **1.** university negotiations sales asset patent
- 2. buy research sell sign negotiate degree
- **3.** new and improved a good deal boost sales slipping sales figures
- **4.** formula qualifications invention discovery product
- **5.** occupation career salary profession job work
- Complete the gaps with a word or phrase from **N**. Put the word or phrase in the correct form. There may be more than one possible answer.

 - 2. Faisal (5.) _____ in a clothing store. He helps customers
 - clothes. Recently, the shop has been seeing fewer and fewer sales. Faisal thinks that the store could
 - (7.) ______ by selling hip and cool clothes. He did some
 - and asked customers if they'd be 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 his manager was so happy, he raised his



P	Complete the sentences with the correct article: a, an, or the .						
	1. The website crashed because of computer error.						
	2. The tax accountant made error of judgment, for which he has later apologized.						
	3. After predicting disastrous results, he had to admit to having made a big mistake when he saw the	ne					
	success of new product.						
	4. He was mistaken about price and grossly underestimated how much the product cost to	make.					
	We were offered ten times that price from another company!						
Q	Complete the story about Badria's new business. Use <i>a few, a little, hardly any, plenty of</i> and There may be more than one possible answer.	a lot of.					
	The 'Fat Flush' Company: A Brilliant Business Idea						
	success. Badria delivers tailored advice and ready-made meals as part of a healthy living and diet program for women, called the 'Fat Flush Program.' This is what she told me: "At first, I was uncertain about how to set up and manage a small business, but with the help of my brother and uncle, I saw that it could be very successful. My business idea came from my own experience of weight loss which came about from making some simple changes to my diet and lifestyle."						
	There are \P <u>hardly any</u> rules—but if you want to lose weight quickly, you must do the following:						
	1. You have to take 1 tablespoon of oil twice a day. That's not (2) oil, but it help	s you					
	lose weight for some reason.						
	2. You need to drink (3) lemon juice (about a tablespoon) in water twice a	Jay.					
	3. Fruits are part of the diet. You can have (4) pieces of fruit—one, two, or three pieces—every day. You can eat (5) different vegetables. In fact, you can eat	t all the					
	vegetables you want, including beans, broccoli, cucumbers, onions, and 25 more.						
	4. But you can only have (6) spices. They cause problems with this diet.						
	5. You need to drink (7) water—at least eight glasses a day!						
	6. You can't eat (8) meat—only 225 grams once a day.						
	7. You should try to get (9) exercise, but not too much.						
	8. You must eat three 'Fat Flush' meals a day. These are especially prepared for you by us and deli	vered to					
	your office or home at a time that suits you!"						
	For more information about the 'Fat Flush Program,' contact						

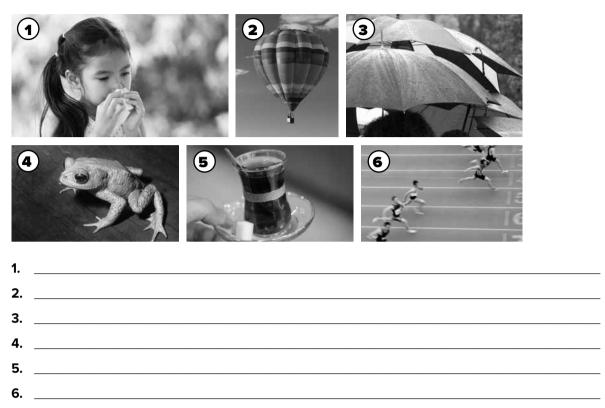
8 Against the Odds

- A Write the missing letters.
 - $\int \mathbf{s} u \mathbf{m} m i \mathbf{t}$
 - **1.** pr____ r ____ y
 - **2.** di___r___ti___n
 - **3.** ____u ___ner____le
 - **4.** p ____ d ___ e
 - **5.** sa ____ g ___ r d
 - **6.** u ___ p ___ e c ___ d e ___ t ___ d
 - **7.** ____xt___a ___r__ina ___y
 - **8.** s ____ i d a ____ i t ____
- B Write the words from exercise A next to their definitions.
- pledge : promise
 - 1. _____: not regular, arranged to deal with a special problem
 - 2. _____: never happened before
 - **3.** ______: a meeting of countries' leaders
 - **4.** ______: when normal activities cannot continue
 - **5.** _____: the most important thing
 - **6.** ______: the act of supporting each other or others
 - **7.** ______: protect
 - **8.** ______: weak and not protected

C	Cir	rcle the correct words to complete the sentences.					
1	۱w	vas (so) / such) tired that I stayed home and went to bed early.					
	1.	He was (so / such) a small child that people sometimes thought he was a baby.					
	2.	It was (so / such) long ago that I can't remember it.					
	3.	She knew (so few / so little) people that nobody noticed she was missing.					
	4.	He looked (so much / so many) like a celebrity that people would often ask for his autograph					
	5.	It was (so / such) a miserable day that I didn't want to leave the house.					
	6.	It was (so / such) a difficult test that many students didn't pass.					
	7 .	There was (so few / so little) food that they could have died.					
	8.	I was (so / such) tired that I don't even remember getting into bed.					
D		ombine the sentences. Use sothat or suchthat .					
	Ali is sick. He had to miss school today.						
	Ali is so sick that he had to miss school today. 1. Susan's cake got many compliments. She made it again the next day.						
	1. Susairs cake got many compliments. She made it again the next day.						
	2.	We had a good time in the park. We laughed and played games all day.					
	3.	It is a beautiful day. I'm going for a walk.					
	4.	The test was hard. Most of the students failed it.					
	5.	That joke was funny. I couldn't stop laughing.					
	6. They were good friends. They could read each other's minds.						
	7.	Tara is tall. People sometimes think she's the teacher.					
	8.	I had a strange day. I just want it to end.					

	is such a funny personal was such a strange of the such an easy class are so famous that is such a hard teached was such a fun time	experience that es that er that e that book that			
	was such a strange is such an easy class are so famous that is such a hard teach was such a fun time	experience that s that er that e that			
	is such an easy class are so famous that is such a hard teach was such a fun time	e thate thate			
	are so famous that is such a hard teach	er thate that			
	is such a hard teach	er thate that			
	was such a fun time	e that			
	was such a boring	book that			
rite the sentenc					
• While we were eating dinner, we talked about our day.					
2. After she was sick for a week, she decided to go to the doctor.					
he didn't know a	ny other children until s	she went to school.			
efore he intervie	wed for the job, he prep	pared very carefully.			
5. While they were traveling, they took lots of pictures.					
I had the craziest dream while I was sleeping last night.					
fter he had the a	accident, he couldn't ren	nember anything.			
	While we were early was sick whe didn't know a sefore he interview while they were to had the craziest	the didn't know any other children until stefore he interviewed for the job, he presented they were traveling, they took lots of			

Write a sentence about each picture. Use **such...that**, **so...that**, or a reduced adverb clause in each.



Complete the conversation with the words and phrases from the box.

chance	es iffy	No way	freaked me out	on cloud nine	break
Clive:	Is that Brian on t	ne cover of that	scientific journal?		
Keith:	Yeah, it is! You ha	aven't seen it ye	t?		
Clive:	No! It totally (1) _		! How did h	e get on the cover?	
Keith:	Actually, it was a	(2)	He w	as at a New Inventors' C	Convention and
	got seated next	to one of the bo	ard members who is a ki	nd of talent scout, you k	now, looking for
	promising young	scientists and i	nventors. Anyway, he'd a	attended Brian's poster p	oresentation at a
	school competiti	on last year and	thought he had a lot of p	ootential, so he asked hi	m if he wanted t
	write an article a	nd have his pho	to taken for the journal.		
Clive:	(3)		_! What are the (4)		of that?
Keith:	I know! It's amaz	ing!			
Clive:	He must be (5) _		! That's so	exciting!	
Keith:	I know! And the	best part is that	he has been a subscribe	r for as long as he can re	emember and h
	been dreaming of	of his face on the	e cover, but didn't think it	would ever happen.	
Clive:	And this board m	nember wanted	Brian's photo on the cov	er?	
Keith:	Well, at first it wa	s (6)	, but	he definitely wanted the	article and a sn
	photo of him to u	use with the artic	cle. But then, they decide	ed to put him on the cove	er!
Clive:	That's great! I'm	going to call him	n to congratulate him!		

READING

Read the text. Then answer the questions below.

Déjà vu

The term $d\acute{e}j\grave{a}vu$ comes from French and literally means already seen. It's a feeling that people have of previously experiencing something that they couldn't have experienced before, a feeling of an overwhelming sense of familiarity with an unknown place or experience. We have all had the experience of $d\acute{e}j\grave{a}vu$ at one time or another. For example, when we meet people for the first time and feel that we have already met, or we have a strong sense of recollection of having said something or done something when we are actually saying or doing it for the first time. Even when we travel to faraway places for the first time, we may have the feeling that we have already been there, sometimes wearing exactly the same clothes and being with the same people.

The *déjà vu* experience is very common. The percentage of the world's population that reports having experienced it is as high as 70 percent. The high rate of the occurrence has triggered great interest in this phenomenon.

There are many different theories from psychoanalysis and psychiatry that try to explain $d\acute{e}j\grave{a}vu$. Some experts believe $d\acute{e}j\grave{a}vu$ to be the expression of a simple fantasy or wanting to fulfill a wish. Others have offered a more scientific explanation, claiming it to be a mismatching in the brain that causes it to mistake the present for the past.

A phenomenon that is the direct opposite of *déjà vu, jamais vu,* a French term meaning "never seen before," also occurs frequently. This is explained as a disorder in memory that creates the illusion that what should actually be very familiar is being encountered for the first time.

Much research is already being done into $d\acute{e}j\grave{a}vu$, but more needs to be done before it can be considered as something other than a mysterious phenomenon.

What are two theories mentioned in the text that have been offered to explain déjà vu?

2.	
Fir	nd the following words in the text. Write definitions for them. Use a dictionary if necessary.
3.	familiarity:
4.	phenomenon:
5.	fantasy:
	disorder:

F	Fill in the blanks with such , so , so many , so much , so little , or so few .
V 7	t was such a sunny day in June; an ideal day to spend on the beach. As it was a day off work, we decided to set out early in order to beat the traffic. As it turned out, we should not have bothered. There were (1) cars on the road that the bumper to bumper, snake-line traffic was hardly moving.
(t v v	Having only had an apple for breakfast, I started feeling (2) hungry that I had trouble focusing on the road. I kept hoping that someone would suggest that we stop and have some of the sandwiches we had packed. Eventually, someone started handing out sandwiches. My relief was short-lived; the sandwiches were (3) warm and soggy they were almost inedible. When I reached for a bottle of water that we had packed in the icebox, it was almost as warm as the sandwiches. Our trip to the beach was turning into a disaster; we all looked hot and miserable. Things did not change much as we went on, very slowly!
(We tried to turn into a side road to get out of the traffic and got trapped between a bus and a truck. It was [5] close; we could not see anything but cars all around. We reached the beach almost three nours later. There were (6) spots left to sit that we realized we would have to stand if we wanted to stick together.
F V C ji	We had wanted to spend a day on the beach (7) that we had gotten up at the crack of dawn, orepared and packed food, loaded the car with all kinds of stuff, and put up with three hours on the road. We marched back to the car without saying a word. The drive home was uneventful. Getting back to an airconditioned home was (8) a relief. We all gathered in the living room, glasses of ice-cold fruit uice in our hands. We were (9) pleased with ourselves. We felt that we had beaten the odds, naving gotten to the beach and back in one piece! And it had taken (10) time to give it all up and come back. Imagining the mass return of the crowds later was too painful to dwell on!
3 F	Rewrite the sentences using such , so , so many , so much , so little , or so few .
•	There was less than a spoonful of butter. It was impossible to make a cake. There was so little butter (that) it was impossible to make a cake.
1	
2	Only three students passed the test. The test was repeated.
3	I saw countless gadgets at the exhibition. I couldn't remember half of them.
4	It was a great opportunity. We couldn't turn it down.

Look at the picture and make a list of words that describe the picture. Write sentences about the picture using **such...that** and **so...that**.



540		,	
1			
2			
3			
·			

WRITING

Write about an unusual coincidence that has happened to you or someone you know.

1. Before you write, make notes about what happened below.

Coincidence:						

2. Now use your notes from the chart to write your essay.

Unit 8		
UIIIL O		

Read the story and answer the questions. Use the past progressive tense and was/were going to in your answers.

Some friends of mine live in Alaska. They told me this story. My friends were really surprised last Tuesday afternoon. They were playing football after school when a moose walked across the football field! They stopped and stared. My friends were going to follow the moose when the moose suddenly stopped. It stared at them and then it walked across the park! Some adults and children were picking up litter. They, too, stopped and stared. They followed the moose. When the moose crossed the street, some children were sitting in a school bus. They got out and followed the moose. Then the moose walked in front of a police car. The police officer was talking on his phone when he saw the moose. He was going to call the station for backup when the moose started moving again and walked to the bakery. It stood there and sniffed the air. Everyone thought the moose was hungry and wanted some bread. The entire town stopped and was watching the moose. People asked: "What can we do to help the moose? We need to get it back to the forest."

Someone had an idea! Soon after, the moose was walking out of town following the bread truck!

Answer the questions.

- **1.** What were the writer's friends going to do when they saw the moose?
- 2. What were the writer's friends doing in the park when they saw the moose?
- **3.** What were the children doing when they saw the moose?
- **4.** What was the police officer doing when he saw the moose?
- **5.** What was the police officer going to do when the moose stopped in front of his car?
- **6.** What was the moose doing in front of the bakery?



Look at the picture and imagine what had been happening before Mr. and Mrs. Jones got home. Use the past perfect progressive tense.



	•	V	
2.			
3.			
4.			
5.			
		s with the correct form of the verb in parentheses. Use the pa ast perfect progressive tense.	ast progressive, past
1.	The touriststheir camera.	(eat) their lunch when a thief	(steal)
2.	Thetake a break.	(work) hard all morning when he	(decide) to
3.	The two menthem the time.	(sit) on a bench when a boy	(ask)
4.	Fatimalunch.	(talk) on the phone while her mother	(cook)
5.	The boy (make) a sandwich.	(eat) an ice cream cone while his sister	
6.	She	(call) them on the phone all morning, but no one	

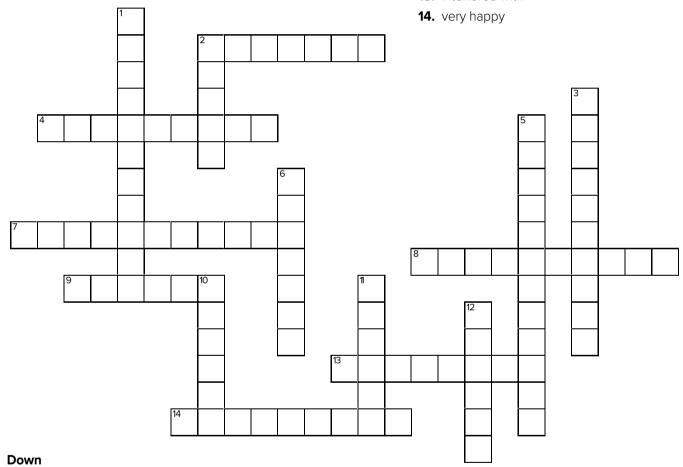
A	Mat	tch the words and their definitions.		
	1.	restless	a.	without planning
	2.	broke	b.	category of living thing
	3.	admire	c.	the name that identifies a product or manufacturer
	4.	species	d.	for a long time
	5.	discard	e.	personality or mood
	6.	temperament	f.	involving a big change
	7 .	for ages	g.	throw away
	8.	spontaneously	h.	worry
	9.	anxiety	i.	out of money
	10.	slip one's mind	j.	forget about something
	11.	brand	k.	respect
	12.	revolutionary	l.	impatient; can't sit still
В	1. \	wwer the questions. What gender are you? What's something you find tedious?		
	-			
	3. \	What's the most outlandish commercial you've	e ev	ver seen? Explain.
	4. \	What's your favorite brand of food? What doe	s th	e brand's logo look like?
	5. \	What's something you like to blow money on?) 	
	6. \	Why does something become obsolete?		
	7.	How should you behave in an emergency situ	uatio	on?
	8. \	What species of animals can you see in parks	or	zoos?

F	ewrite the sentences, reducing the adverb clauses to participle phrases.
ľ	While I was giving my presentation, I was very nervous.
_	While giving my presentation, I was very nervous.
1	. After he fell down, he was embarrassed.
2	Since she forgot the last meeting, she started using a calendar with email reminders.
3	After I lost my keys, I had to get new ones made.
4	He had had a perfect driving record before he got in the car accident.
5	While I was cleaning my room, I knocked over my fish tank.
e	She never studied until she failed the first test.
7	Before he went to the conference, he practiced his speech many times.
ε	He has started saving money since he got a job.
ľ	Answer the questions, using complete sentences with adverb clauses. Use the adverbs in parentheses. What is your favorite TV show? Why do you like it? Decause) My favorite TV show is CSI because it's exciting.
1	Where do you take your cell phone? (wherever)
2	When should you call 997 or another emergency number? (only if)
3	Why are you studying English? (so that)
4	Why don't you have school on September 23rd? (because of)
Ę	i. Why do you have an umbrella? (in case)
e	Where can you use the Internet? (everywhere)

E Complete the crossword puzzle.

Across

- 2. boring and tiring
- 4. very surprising
- 7. causing annoyance
- 8. repeated many times
- 9. put up with
- **13.** interfered with



- 1. feeling lost and confused
- 2. characteristic
- 3. found everywhere
- 5. forgetful; distracted
- 6. very thin and tired
- 10. leave unprotected; uncover
- 11. cause harm
- 12. spoken; using words

F	Complete each sentence	with a modal in the past	+ the verb in parentheses.	For some items, more than
	one modal may be possib	ole.		
	1. I didn't recognize Yahya	a. He	(get) a haircu	t.
	2. You look so tired today.	. You	(sleep) longe	r.
	3. She can't find her lipstic	ck. She	(leave) it a	home.
	4. Ali looks haggard. He		(be) sick.	
	5. I'm having a hard time page so late last night.	paying attention in class to	day. I	(stay) up
	6. Mariam has lost so much eating disorder.	ch weight recently. She		(develop) an
	7. We	(be) in clas	ss, but our teacher was sick	so they canceled the class.
	8. They didn't show up for was next week.	r the meeting this morning	. They	(think) it
	9. I have never seen the conshopping last weekend	•	g. My friend	(go)
G	Match each sentence bel with sothat or suchth		the box. Then use these in	deas to write one sentence
	He is a helpful person. I did poorly on the test.	It was an icy day. It was a funny film.	Adel has been sick. They were late.	I was lost. It was a big mistake.
	I did poorly on the test. I had to do extra credit to	It was a funny film.		It was a big mistake.
	I did poorly on the test. I had to do extra credit to	It was a funny film. pass the class. test that I had to do	They were late.	It was a big mistake.
T	I did poorly on the test. I had to do extra credit to I did so poorly on the	It was a funny film. pass the class. test that I had to do and the do do and the class. or directions.	They were late.	It was a big mistake.
1	I did poorly on the test. I had to do extra credit to I did so poorly on the 1. I had to stop and ask for	It was a funny film. pass the class. test that I had to do and a directions. e my house.	They were late.	It was a big mistake.
1	I did poorly on the test. I had to do extra credit to I did so poorly on the 1. I had to stop and ask for 2. I slipped and fell outsid	It was a funny film. pass the class. test that I had to do and the do	They were late.	It was a big mistake.
1	I did poorly on the test. I had to do extra credit to I did so poorly on the 1. I had to stop and ask for 2. I slipped and fell outsid 3. They called us to say we	It was a funny film. pass the class. test that I had to do and a directions. e my house. re should start without therefore we ate.	They were late.	It was a big mistake.
•	I did poorly on the test. I had to do extra credit to I did so poorly on the 1. I had to stop and ask for 2. I slipped and fell outsid 3. They called us to say w 4. He did all the dishes aff	It was a funny film. pass the class. test that I had to do or directions. e my house. re should start without therefore we ate. ol in a week.	They were late.	It was a big mistake.

l fc	orgot	to meet	(meet) my f	riend at the	lecture hall. My fri	end waited until the	lectu
sta	rted and fi	nally went in v	without me.				
1.	Our biolog		ays stops		(talk) to us wh	nen she sees us in th	е
2.	Did you rethem soon			(buy) the	tickets? I'm worried	they'll sell out if we	don't (
3.	I tried new one.		(turn) on th	ne light, but i	s's not working. We	might need to buy a	1
4.	I regret I'm sorry.		(tell) you	that the tick	ets were sold out v	when I tried to buy the	em.
5.			bers ot since she was a		(pay) only 25 cent	s to buy an ice-crear	n cone
6.	On our way	y home, we st	opped		(have) an ice-cre	eam cone. It was deli	cious.
7 .	I don't rem	ember		_ (see) a bac	Are vou sure vou	took it with you?	
				, ,	. r we you sale you		
Co Th	ombine the	sentences. U	lse an auxiliary ve	h) that horro	r film on TV. I had n or and .	ightmares for weeks	
Co Th	ombine the	sentences. U	lse an auxiliary ve	h) that horro	r film on TV. I had n or and .	ightmares for weeks	
Co Th	ombine the e shampoo The shamp	sentences. U is expensive.	lse an auxiliary ve	h) that horro erb with but s expensive. ditioner is	r film on TV. I had nor and .	ightmares for weeks	
Co Th	ombine the e shampoo The shamp The BMX-3	sentences. U is expensive. poo is expens 8000 is sophis	Ise an auxiliary ve The conditioner in the condition of	h) that horro erb with but s expensive. ditioner is or isn't sophis	r film on TV. I had nor and .		
Co Th	ombine the e shampoo The shamp The BMX-3 This packs	sentences. U is expensive. noo is expens 8000 is sophis ging doesn't	Ise an auxiliary ve The conditioner in the condition of	h) that horro erb with but s expensive. ditioner is ar isn't sophis	or and .		
Th. 1. 2.	The shamp The shamp The BMX-3 This packs	sentences. U is expensive. noo is expens 8000 is sophis ging doesn't l ercial is good	Ise an auxiliary verificate and the constitute and the constituted. My old callook good. This ac	h) that horro erb with but s expensive. ditioner is ar isn't sophis divertisement od.	or and .		
Co Th 1. 2. 3.	The shamp The shamp The BMX-3 This packs The comm The unifor	sentences. U is expensive. noo is expensive. 3000 is sophis ging doesn't l ercial is good ms aren't new	Ise an auxiliary verificate and the constitute and the constituted. My old callook good. This act	h) that horro erb with but s expensive. ditioner is ar isn't sophis divertisement od.	or and .		
Co The 1. 2. 3.	The BMX-3 The shamp The BMX-3 This packs The comm The unifor China sells	sentences. Unis expensive. Soo is expensive. BOOO is sophis ging doesn't lercial is good ms aren't new the car. Mexical	The conditioner is ive and the consticated. My old callook good. This act. The slogan is good. The sneakers are	h) that horro	r film on TV. I had nor and .		

When and where do people do these things? Write sentences.
1. Invite friends and relatives to your house.
2. Visit friends and relatives.
3. Exchange gifts with family and friends.
4. Celebrate with family and friends.
5. Organize a dinner party.
6. Drive to the desert.
7. Pitch a tent.
8. Have a barbecue.

Write as many words as possible that collocate with these items.

convey	witness	outlandish	verbal	brand

Look at the picture and write words that describe what is happening. Write sentences about what each boy could be thinking using some of your action words (verbs).



	Action words (verbs)
1	
2	
3	

	ad the text and complete each paragraph with the appropriate opening statement. Then answer the estions.
a.	As it happened, Tim's older brother was a compatible donor, and the two brothers were wheeled into surgery together.
b.	After falling down and hurting his leg, Tim was taken to hospital for a check-up.
c.	Having called his parents, the medical team questioned Tim about his eating habits, the sports he did, and his lifestyle.
d.	Within a couple of hours, a seemingly healthy young man, who had not manifested any symptoms, was in hospital undergoing major surgery.
e.	By the time his parents arrived, Tim had been sedated and prepared for surgery.
f.	The tests indicated that Tim had a serious kidney problem and needed immediate transplant.
(1)	The doctor who examined him sked at the X-rays and found out that his leg had been fractured in three different places.
be we	s but thought it was part of the routine. He answered all the questions carefully and truthfully until his vision came blurred and he started stammering. He was immediately taken for a head scan, where the doctors re amazed to find out that he had also sustained a minor skull fracture.
or W	However, the attending doctor dered more tests. He seemed concerned but would not divulge more details about his suspicions or fears, then the tests came back, he disappeared in an examination room to study them and then called the rents in.
(4	Kidney malfunction had
dit	pleted the calcium in his body and made his bones brittle. Unfortunately, finding a suitable donor would be ficult as Tim's blood type was rather rare. His parents both offered to be donors, but neither of them were mpatible.
(5	His fractured leg accidentally le
do	ctors to diagnose a life-threatening condition that would have gone unnoticed.
(6	
	d Tim is now back in school, leading a normal life. His parents are still trying to come to terms with the fact their younger son would probably not be alive if he had not broken his leg.
1.	Explain how the coincidence saved Tim's life.

2. What might have happened if his older brother had not been a compatible donor?

N WRITING

Write an informational essay about a medical condition or disease (for example, cancer, diabetes, or heart disease).

1. Before you write, research the disease to answer the following questions: What is the disease? What causes it? What are the symptoms? How is the disease treated? Use the chart below to record information and organize your ideas.

	Disease:	
Definition		
Causes		
Symptoms		
Example cases		
Treatment		

,	ur notes from the cl	,	,		

WRITING

Write an essay about the customs and traditions of a holiday that you celebrate.

1. Before you write, use the chart below to organize your ideas. In the first column, write two or three customs or traditional things that people do on the holiday. Research these traditions and then write notes about the origin of each in the second column.

Holiday:	
Tradition/Custom	Origin of the Tradition/Custom

2. Now use your notes from the chart to write your essay.

	EVDANCION Haita E. O
8	EXPANSION Units 5–8

9 Beauty Is Only Skin Deep

A Unscramble the words.

edxettrca	extracted
1. deperigvli	
2. etrcda	
3. nelsetem	
4. panpileag	
5. irogtnat	
6. noosesisb	
7. isctynteh	
8. ppeonricu	

B Write the words from exercise A next to the definitions below.

: chemical substances

1. : a person who has special rights or benefits given to them

2. : something that moves around, usually in a circle; revolving

3. : something that is attractive

4. : a small animal that has stiff, sharp quills

5. : an idea or habit that controls the mind; a fixation

6. : taken out; removed

7. : artificial or man-made; not real

8. : followed back to its origin or starting point

		7
г		n 1
N.	٩	1
		1
	_	- /

Circle the correct words to complete the sentences.

Sara recently (complained that / discovered that)) she is good at math. She had always thought the equations were too difficult, but now she understands them.

- 1. Last night I (dreamed that / found out that) all of my hair fell out. I was so relieved when I woke up!
- 2. Someday I (hope that / notice that) cosmetic companies will stop testing products on animals. It's unfair for animals to suffer.
- 3. Every mother (fears that / believes that) her children are beautiful. It's just human nature.
- 4. Hameed always (complains that / knows that) he is too short. He wants to play basketball.
- 5. Please try to (discover that / remember that) we have to pay for the water we use. You shouldn't take such long showers!
- 6. He always (knew that / forgot that) he would see better with prescription glasses, but he only recently got them.
- Match the sentences. Then combine them into one sentence, using a noun clause. More than one answer is possible.

We're fortunate that the lightning didn't hit our house.

- **1.** <u>c</u> We're fortunate. a. I didn't pass the class. **2.** _____ I'm not afraid. **b.** He won't be going to university in Saudi Arabia as he wanted. **3.** _____ Her father is surprised. **c.** The lightning didn't hit our house. **4.** _____ I'm not sure. **d.** I might be getting sick.
- **5.** _____ Ahmed is disappointed. e. It's such a warm day.
- **6.** ______ I'm worried. **f.** She didn't want a new fashionable watch.
- **7.** Bob's amazed. **g.** There's no school today.
- **8.** _____ They're aware. **h.** I locked the door when I left.

E	Finish the sentences	with your	own i	deas. l	Jse a n	oun (clause ii	n each	sentence

1.	I'm certain that
2.	I hope that
	It's a fact that
4.	It's strange that
5.	I'm disappointed that
6.	We are afraid that
	It's unlikely that
	I'm surprised that
9.	It's possible that

Write a sentence about each picture. Use a noun clause in each.



1.	
2.	
3.	
4.	
J .	

- Correct the errors in the sentences. If the sentence is correct, write correct.
- I am forgot that I should use conditioner on my hair.
 - 1. They're that fortunate they didn't get in an accident.
 - 2. He glad that he finally got his hair cut.
 - **3.** Surprising that my sister didn't want to go shopping.
 - **4.** They complained the noise was too loud.
 - **5.** I was forgot that it was your graduation.
 - **6.** It is possible that he will live to be 100 years old.
 - **7.** We suspecting that we will hear from them today.
 - 8. Scott glad the weekend is over.

beating around the bush

Complete the sentences with the phrases from the box.

blew them away did a double take on the house 1. Andrew spent weeks researching and preparing the project. He really wanted to impress everyone at work,

by far

and he did. He really _____ with his presentation.

fit to be tied

- 2. Wow! Is that Mark? He lost so much weight that I ______ when he walked in the room. I almost didn't recognize him.
- 3. She was invited to a make-up gathering last week. There was a saleslady there selling make-up, and she let everyone try on all the different products. It was so much fun, and she even gave everyone some lipstick _____. They had to buy other make-up, but even that had great prices.
- 4. When he saw Fahd last week, Adel got the feeling that he wanted to ask him something, but Fahd was and not being direct. Adel finally asked him what was going on, and Fahd said he wanted help with his math lessons because he was failing.
- 5. Last week Ingrid bought a beautiful new dress to wear to her sister's wedding. She wanted to show it to her mother and sister, so she left it on the table and went to get them. When they came back, she screamed. There was her little brother with chocolate all over his hands, and all over her new dress! She was
- **6.** In my opinion, having a healthy diet is ______ the most important way to look and feel good. It is great for your skin and provides you with the energy you need.

READING

Read the article about anorexia and bulimia.

Anorexia and Bulimia

People are usually careful about what they eat and concerned about keeping fit. Everyone wants to stay healthy and feel good. Controlling your weight is an important part of keeping healthy, since being overweight increases the risk of high blood pressure, high cholesterol, and diabetes. However, an exaggerated preoccupation with weight control can lead to an eating disorder. An eating disorder is an abnormal relationship with food that can result in dieting compulsively or overeating. Two of the most serious eating disorders are anorexia nervosa and bulimia.

The symptoms of anorexia nervosa are severe food restriction and excessive weight loss due to body image distortion and an obsessive fear of gaining weight. People who have anorexia nervosa continue to voluntarily starve themselves and exercise excessively even after reaching below ideal weight, believing they are still much too fat. In some cases, anorexics, or people who suffer from anorexia nervosa, can actually starve to death. Bulimia, another serious eating disorder, often begins with a very strict diet that leaves the dieter feeling starved, depressed, and deprived. These dieters develop very strong cravings which lead them to eat enormous amounts of high-calorie foods. To prevent weight gain from these binges, the dieter induces vomiting.

Most eating disorder victims are young women aged twelve to thirty, although both men and women of all ages can be affected. There is no clear single cause for eating disorders, though current research attributes it to factors such as genetics or family history; psychological factors, such as a tendency towards depression or obsessive-compulsive behaviors; and social and environmental factors, such as Western society's concept of beauty and the media. In fact, people who are involved in professions that have a high social pressure to be thin have been found to be at higher risk for developing an eating disorder at some point during their career.

Throughout the years, there have been many famous people who have suffered from both anorexia nervosa and bulimia. Some women actually died from complications due to their eating disorders. Others were able to get help before their illnesses consumed them, and now speak out about their own battles to encourage people who suffer from similar afflictions to get help before it's too late. Since both anorexia nervosa and bulimia are considered psychiatric illnesses, people with eating disorders usually need professional help to overcome their distorted body perception and compulsive behaviors. Family therapy is often helpful if the victim is young.

Tick (✓) the eating disorder that each statement describes.	anorexia	bulimia	anorexia and bulimia
1. It is an eating disorder.			
2. People can't stop dieting and exercising.			
3. People sometimes eat enormous amounts of food.			
4. People always think they are too fat even when they are very thin.			
5. People make themselves vomit after they eat.			
6. People often develop this eating disorder after following a very strict diet.			
7. People usually need professional help to overcome the eating disorder.			

9 Beauty Is Only Skin Deep

J		mbine box.	the pairs of	sentences and	d write new se	entences using	noun clau	ıses as subje	ects and th	ne words in	
	lik	ely	unlikely	obvious	possible	disappoin	ting s	urprising	true	strange	
1				to win the av			's got a ch	ance.			
	1.	1. He is not aware of the difficulty involved in this undertaking. Anyone can see that.									
	2.	He is	going to get	t his license im	mediately. The	ere is a good c	chance.				
	3.	They	are not goin	g to attend ou	r presentation	. I thought they	/ would.				
	4.	A nev	v policy will b	oe introduced.	It is more than	n possible.					
	5.	They	have decide	ed to accept th	e job offer and	d move to Can	ada. I neve	er expected	them to.		
	6.	6. Most people do not watch what they eat. It is not a lie.									
	7.		years of rese I do, is it?	earch, he decid	ded to give it a	all up and beco	ome a farm	ner. It is not t	he sort of	thing one	
K	Со	mplete	e the senten	ces with the a	ppropriate wo	rd from the list	. Make cha	anges to the	form whe	n necessary.	
	fe	el	find out	complain	suspect	discover	notice				
		•		that			•				
	2.		naving speni ly written a s		and effort wri	ting the book,	ne		_ tnat som	eone else had	
	3.	Don't	you	th	nat a lot of peo	ple tend to wo	orry too mu	uch about th	eir appeai	rance?	
	4.	Havin	g interviewe	d hundreds of	people and re	esearched all h	nis facts, h	e		that the	
		origina	al version of	the account w	as accurate.						
	5.	I		that their s	tory was not c	ompletely true	but had n	o way of pro	oving it.		
	6.	Repor	ters often _		that peop	le do not appr	eciate the	risks that the	ey face.		

Look at the picture and make a list of words under each heading below. Write sentences about the picture using *amazed*, *certain*, *disappointed*, *worried*, *aware*, *think*, *remember*, and *obvious*.



amazed	certain	disappointed	worried	aware	think	remember	obvious

1.			
2.			
3.			

WRITING

Write a persuasive essay answering the question: Is it a good idea to watch what you eat?

1. Before you write, think of reasons why it is or isn't a good idea to watch what you eat. Write the reasons in the chart below.

It's a good idea to watch what you eat because	It's not a good idea to watch what you eat because

2. Now use you	ır notes from the chart to v	write your essay.	
-			
Unit 9			

N	Write the	past	partici	nle for	each	verb
	VVIIIC LIIC	pusi	partici	PIC IOI	Cucii	V CID

1.	break		

4. scratch _____

7. repair _____

2. sew _____

5. stain _____

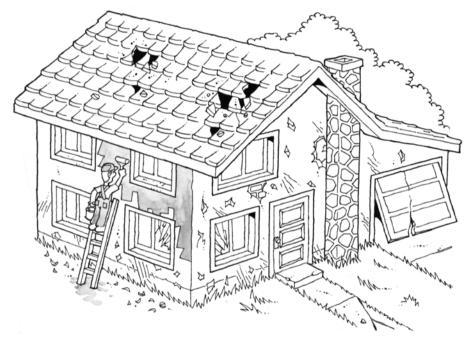
8. paint _____

3. damage _____

6. tear _____

9. clean _____

Read the extract from a popular TV show called *Extreme House Makeover*. Look at the picture and complete the conversation with your own ideas. Use *get/have done* and past participles from **N**.



Interviewer: Welcome to this week's episode of Extreme House Makeover when one lucky viewer will have

their house transformed by a team of experts. Before we meet the professional tradesmen who

will carry out the work, let's ask our host what they are planning for us today...

Host: We'll, first we're getting the outside of the house painted.

Interviewer: Why are you getting the house painted?

Host: The old paint is chipped ...

Complete the sentences. Use a past participle of the verb in parentheses as an adjective. 1. A ______ vanity table won't sell as quickly as one which is in perfect condition. (damage) 2. The ______ TV has a very clear picture now. (repair) **3.** Her _____ mirror is no good. (crack) **4.** My mother really likes my ______ dress. (redesign) **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 new computer monitor has a ______ screen. He will return it to the store. (scratch) 8. Everyone talked about the ______ jacket he wore to the wedding. (tear) Complete the sentences. Use a present participle of the verb in parentheses as an adjective. 1. Trying on new clothes and shoes for a wedding is _______. (excite) 2. The gym class was ______. I went straight home and fell asleep on the sofa! (exhaust)

3. These shoes are too tight. My feet are ______ (ache)

4. The cosmetics industry across America is ______ as women become more and more interested in beauty. (grow)

5. The students found the talk about beauty in ancient Egypt very ______. (interest)



10 They Said, We Said

A Complete the sentences with the words from the box.

brilliant circulated	criticism praise	ridicule rumor	scandal virtues
1. I heard a		that you are moving away.	ls it true?
2. My mother always	gives me a lot of		She tells me I'm smart and that
I'm going to be suc	cessful.		
3. The news about the	e merger between the two	o companies	fast. By
lunchtime, everyon	e knew!		
4. They don't like wor	king with Jamal. He alway	s gives a lot of	and po
out all of their mista	akes, but never notices wh	nat they do well.	
5. Layla has a lot of _		She's honest, harc	dworking, kind, and trustworthy.
6. Hussain is one of the	ne most	students.	. He got into every university he
applied to, includin	g Oxford University!		
7. When I was in elem	nentary school, I was the s	subject of	from my olde
brothers. They wou	ıld make fun of me and te	ll me I was too skinny.	
8. There was a big _		at the company last	year. One of the employees w
giving inside inform	nation to competitors. He v	was caught and handed ove	er to the authorities.
Answer the questions.			
1. Who is the most br	lliant person you know? V	What makes him or her brillia	ant?
2. What are some of y	our virtues?		
3. Who is someone th	nat praises you a lot? Who	is someone that criticizes y	/ou a lot?
4. Do you think it's ba	d when people spread ru	mors about other people?	Why or why not?

10 They Said, We Said

	a confina, and quotation marks when needed. If no change is needed	, write no change.
1	Eric said that Intertrade and Blumstocks have merged into one company.	no change
1	She said please be on time.	She said, "Please be on time."
	1. My sister said Asma called the department store last week.	
	2. Pamela said Jessica was reading a book in her room.	
	3. Pamela said Jessica is planning a big dinner for her parents.	
	4. He said Ali's not going to finish his research paper this term.	
	5. They said you weren't going to the library on Thursday.	
	6. He said he's the cleverest student I have ever known.	
	7. My father said don't be home late.	
	8. The newspaper said that the doctors were helping more babies	

Some of the sentences below are quoted speech and some are reported speech. Add a capital letter,

Circle the correct verbs to complete the sentences.

survive the disease.

- She ((said) / told) she (heard / (had heard)) a rumor about Susan.
 - 1. He (said / asked) they (had been working on the project / were working on the project) for a year.
 - 2. They (say / tell) you (are / were) part of the team.
 - **3.** They (said / asked) whether you (were / are) coming.
 - **4.** The teacher (said / told) us (to wear / wear) our uniforms to school today.
 - **5.** She (said / told) she (is going / was going) shopping today.
 - 6. They (asked / told) if she (is / was) hungry.
 - 7. They (said / asked) that the whole family (was going to / is going to) Makkah this year.
 - 8. The paper (told / said) that the company (merged / had merged) last year.
 - 9. Ahmed (said / asked) whether anyone (got / had gotten) hurt.
 - **10.** She (asked / said) she (had never heard / has never heard) of it before.
 - 11. The doctor (said / told) her not (to go / went) to school until she was healthy.
 - **12.** He (asks / says) he (is / was) the person in charge today.

	said, "The refrigerator broke down." She said that the refrigerator had broken down.
1. №	lajid said, "I'm trying out for the football team this year."
_ 2. №	ly father said, "Don't forget to do your homework."
_ 3. ⊤	he teacher said, "The test will be on Sunday."
1. A	my is saying, "Jennifer is conceited."
5. M	ly sister asked, "Are you joking?"
_ 6. ⊤	he coach said, "Be on time to practice tonight."
. D	r. Thomas says, "He's a healthy baby."
3. N	ly brother asked, "Is Tom married?"
Y ous	ef stays with his grandmother when his parents are at work.
She i says	ef stays with his grandmother when his parents are at work. is very strict, but Yousef's parents aren't. Read what the grandmother to Yousef and then write what you think Yousef would say to her. Use reported speech in each sentence.
Says pack	is very strict, but Yousef's parents aren't. Read what the grandmother to Yousef and then write what you think Yousef would say
She says back	is very strict, but Yousef's parents aren't. Read what the grandmother to Yousef and then write what you think Yousef would say to her. Use reported speech in each sentence.
"Cle 11. "\ 2. "\	is very strict, but Yousef's parents aren't. Read what the grandmother to Yousef and then write what you think Yousef would say to her. Use reported speech in each sentence. My parents told me I didn't have to clean them You aren't allowed to play any video games." You can't have any sugary foods."
"Cle 1. "\ 2. "\ 3. "\	is very strict, but Yousef's parents aren't. Read what the grandmother to Yousef and then write what you think Yousef would say to her. Use reported speech in each sentence. My parents told me I didn't have to clean them You aren't allowed to play any video games."

6. "You can only read one book before bedtime."

•	errors in the sentences. was		
My father	said he is looking for a new job.		
1. My fathe	er asked I had done my homework		
2. She said	d her sister couldn't went with her.		
3. My frien	d told me not forget to call later.		
4. She said	d if they were going to travel anyme	ore.	
5. The pap	ers said they gotten a court order	to stop producing the controv	versial medicine.
6. The tea	cher said that I doesn't have to do	it.	
7. My pare	nts told to go straight home after s	school.	
, ,	telling the truth was important.		
C. The Says	telling the trath was important.		
Complete t	he sentences with the words and p	ohrases from the box.	
for good	set things right	hackstabbors	lins are sealed
for good split up	set things right bad-mouthing	backstabbers behind your back	lips are sealed on again, off again
split up	bad-mouthing	behind your back	on again, off again
split up 1. Saeed a		behind your back	on again, off again
split up 1. Saeed a condition	bad-mouthing and his business partner ns in the office.	behind your back	on again, off again
split up1. Saeed a condition2. Don't be	bad-mouthing and his business partner	behind your back afte	on again, off again
split up1. Saeed a condition2. Don't be they fee	bad-mouthing and his business partner ns in the office. e fooled by some people's friendly	manner. They can be!	on again, off again r an argument about working w
 Saeed a condition Don't be they fee She tho 	bad-mouthing and his business partner ns in the office. e fooled by some people's friendly I threatened. Just watch your step!	manner. They can be! s. Then she heard Norah	on again, off again r an argument about working w
 Saeed a condition Don't be they fee She tho Aisha ye 	bad-mouthing and his business partner ns in the office. e fooled by some people's friendly I threatened. Just watch your step! ught Norah and Aisha were friends	manner. They can be! s. Then she heard Norahs selfish and inconsiderate.	on again, off again r an argument about working w
 Saeed a condition Don't be they fee She tho Aisha ye On the condition 	bad-mouthing and his business partner ns in the office. e fooled by some people's friendly I threatened. Just watch your step! ught Norah and Aisha were friends esterday afternoon; saying she was	manner. They can be! s. Then she heard Norahs selfish and inconsiderate.	on again, off again r an argument about working w Norah's
 Saeed a condition Don't be they fee She tho Aisha ye On the condition 	bad-mouthing and his business partner ns in the office. e fooled by some people's friendly I threatened. Just watch your step! ught Norah and Aisha were friends esterday afternoon; saying she was other hand, Aisha would never hav	manner. They can be ! s. Then she heard Norah s selfish and inconsiderate. re talked bulld have told her how she fel	on again, off again r an argument about working w Norah's
 Saeed a condition Don't be they feet She tho Aisha ye On the condition 	bad-mouthing and his business partner ns in the office. e fooled by some people's friendly I threatened. Just watch your step! ught Norah and Aisha were friends esterday afternoon; saying she was other hand, Aisha would never hav	manner. They can be s. Then she heard Norah s selfish and inconsiderate. re talked bulld have told her how she fel	on again, off again r an argument about working w Norah's t. re either close friends with son
 Saeed a condition Don't be they feed She tho Aisha ye On the condition 	bad-mouthing and his business partner ns in the office. e fooled by some people's friendly I threatened. Just watch your step! ught Norah and Aisha were friends esterday afternoon; saying she was other hand, Aisha would never hav She wo	manner. They can be s. Then she heard Norah s selfish and inconsiderate. re talked buld have told her how she fellowed the friendships. You are and then change your mind to the change of t	on again, off again or an argument about working w Norah's It. re either close friends with son the next day.
 Saeed a condition Don't be they feed She thomatishange On the condition 	bad-mouthing and his business partner ns in the office. e fooled by some people's friendly I threatened. Just watch your step! ught Norah and Aisha were friends esterday afternoon; saying she was other hand, Aisha would never hav the hand, Aisha would never hav she would these e not; you can't be friends one day	manner. They can be s. Then she heard Norah s selfish and inconsiderate. re talked buld have told her how she fellow friendships. You are and then change your mind to The	on again, off again or an argument about working w Norah's It. re either close friends with son the next day.

8. If you argue with a friend, you shouldn't just end the friendship. You should find an opportunity to talk about

things and _____

READING

Read the newspaper editorial. Then answer true or false.

Letter to the Editor

Daniel Waterman gives his opinion about tabloid newspapers.

Dear Editor.

I enjoyed reading the article you featured last week about tabloid newspapers. I firmly believe tabloid newspapers these days go too far. One of the things people hold most dear is their privacy. The right to keep what only concerns you to yourself is fundamental. The rest of the world has no right to know things, such as who your friends are, how much money you make and how you spend it, what you do in your free time, or who you had an argument with.

Tabloids print stories like these about celebrities all the time. Do we have the right to know these things about them? Should celebrities' lives be completely exposed just because they are famous? Is it somehow OK because tabloids can make a lot of money selling these stories? The answer is a definitive *no*. How would you feel if a picture of you and a friend having an argument was taken without your consent and then printed for the whole world to see and judge your actions? I doubt you would enjoy that very much. You might even think about suing the paper. I believe that's what celebrities should do—sue tabloids that invade their privacy.

Ruling on these cases is no easy task, though. The problem is knowing when someone's privacy is being invaded and when it isn't, especially when some celebrities seem to chase publicity, not avoid it. One way of making that decision is to think in terms of what readers have the right to know. I have the right to know what directly affects me and the community I live in. I don't need to know, nor do I have the right to know, where some people traveled or which person has an eating disorder. That's none of my business.

It's not that I think tabloids should stop being published altogether, but some changes must be made. What I do think needs to be done is two-fold: First, tabloid publishers and editors need to take responsibility for what they sell. They should make sure that what they print is, in fact, true and that it really concerns their readers, or be prepared to suffer the consequences. Second, I truly believe that we, the public, need to be more discriminating. We must stop buying tabloid trash out of respect for our fellow human beings' right to privacy.

1.	Daniel believes people don't care much about their privacy.
2.	Ruling on when someone's privacy has been invaded is easy to do.
3.	Not all celebrities have the same attitude towards publicity.
4.	Daniel thinks he doesn't have the right to know what is happening in his community
5.	Daniel thinks the public as a whole should be more discerning.
6.	Daniel thinks tabloids should no longer be published

	what each person says in the conversation. Use say , ask , promise , warn , suggest , and wonder as ing verbs.
Adel:	Do you believe that people don't mind being followed all the time?
Imad:	Well, I'm not sure about celebrities; they like having their name in the paper.
Adel:	Do you think they enjoy being pursued by reporters and photographers?
Imad:	I wouldn't say that they enjoy it or even that they want it all the time, but they like publicity.
Adel:	OK, that's true. They do want the publicity, but they can't possibly want their privacy to be invaded all the time.
Imad:	Well, is it invaded all the time?
Adel:	I'm not sure, but it looks as if it is. Why don't we check news items about celebrities over the last week or so and decide?
Imad:	That's a good idea. I hadn't thought of that. But I'd like to warn you that once I start reading articles and things I can't stop. I'll probably want to keep on reading and checking other sources and so on.
Adel	Be my guest! I promise not to stop you. The more information we have the better.
Imad:	Why? Are we going to use this?
Adel:	What do you think? If we're going to research this, we might as well use it for our presentation.
lmad:	Is that a good idea? Do you think our teacher would agree?

Look at the picture and imagine what each person could be saying. Write words and phrases under each heading below. Then write sentences to report what each person is saying using the verbs: **say**, **ask**, **promise**, and **warn**.



say	ask	promise	warn
		-	
1			

3.

WRITING

The word *paparazzi* is the plural form of *paparazzo*, which in Italian means "a buzzing insect." Today it refers to reporters and photographers, especially freelance professionals, who search for sensational stories and take candid (and often unflattering) photographs of celebrities and sell them to magazines and newspapers.

Do you think it should be illegal for the paparazzi to follow celebrities? Or do you think the paparazzi have every right to follow celebrities for a story? Write a persuasive essay defending your position.

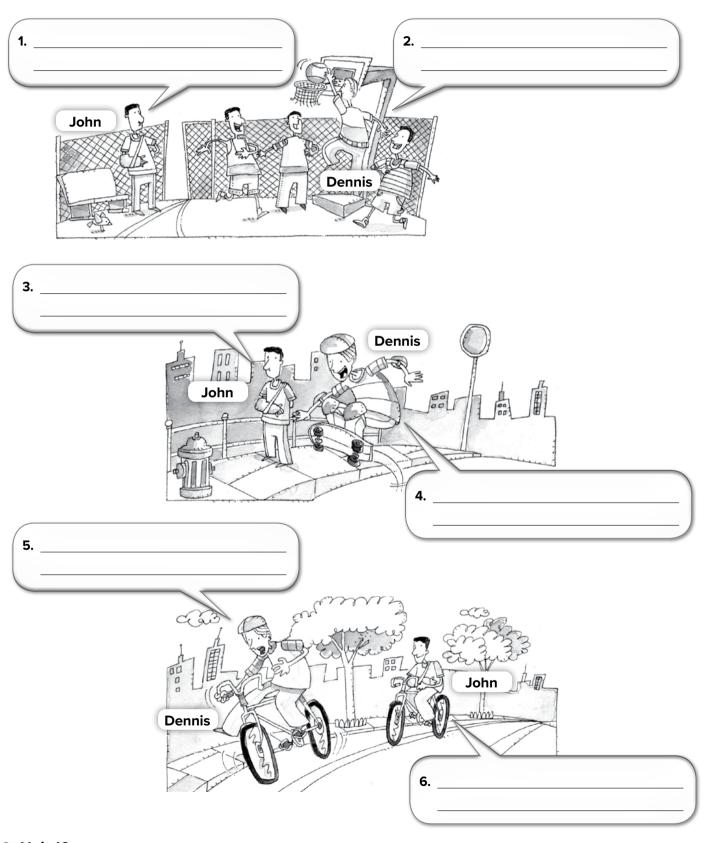
1. Before you write, organize your ideas in the chart below. For each main point you make in your essay, be sure to include at least one example.

Main Idea	Example

_		

			(1)		
M	Write the names of the body parts.		2	7	
	1		3	8	
	2	(4	4)		
	3				
	4	(5		9	
	5				
	6				
	7				
	8			10	
	9				
	10			(11)	
	11				
	12				
N	Read what these people said. As and had better. I have a sore throat, and my to talk to me on the phone. Who your friend phone now. My sister has a toothache. He a lot, and she can't sleep. What	friend wants at should I do? end on the er tooth hurts	3 I didn't stulate now, and Amal tool	vice. Use must, should, ought udy for tomorrow's history test nd I feel sleepy. What should I ld me that Fatima is spreading ut me. Now I feel hurt, and I do go to school. What should I do	It's do?
1	I have a stomachache, and I my uncle at a restaurant. Wha		SAli and his match is the	brother have the flu, but their foo his afternoon. What should they o	otball do?

What do John and Dennis say they can or can't do? Complete the speech bubbles and use *can* or *can't*.



A Complete the sentences with the words from the box.

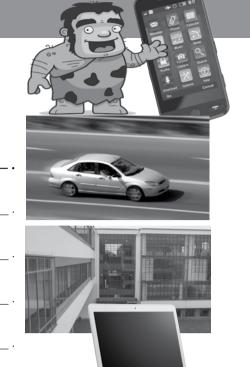
acquire consecutive	currently extinct	immense rhyme	routinely solitary
1. There are many tribal laddying out, or not speak		j b	pecause the members are
2. China is such an	country	that there are 56 different cu	ıltures living in it.
3. Many poems in English <i>light</i> and <i>tonight</i> or <i>sam</i>		at the end of	each line. For example,
	practice my vocabulary uiz, I know the words alread	words by looking at flashcard y.	ds. This way, when it's
5. You are English will be great!	studying English	n from <i>MegaGoal 3</i> . After you	finish this book, your
	final exams because we had could have days off betwee	ve to take so manyen the tests.	tests.
		study French is that I have all studied Spanish because it's	
_	odifferent from my first langu	Chinese than it did for me to age.	learn English. I think it's
Answer the questions.			
1. How many classes are	you currently taking?		
2. What's one thing you do	o routinely to help you learn	ı English?	
3. Can words in your first l	anguage have two consecu	utive doubled letters? Three?	Give an example.
4. Where can you find En	glish in your country?		

C	Complete the sentences wit	th who , that , or which . More than one answer is possible	e for each sente	nce.
1	A fish is an animal	that / which lives in the ocean.		
	1. The person	used to teach me is over there.		
	2. Mercury is the planet	is closest to the sun.		
	3. The librarian	organized the book club works ir	the afternoon.	
	4. The chicken	we ate may have been old.		
	5. Surfing is a sport	requires good balance.		
	6. A fax machine is a tool	we use to send information	ation.	
	7. An architect is a person	designs buildings.		
	8. The man	won the prize is rich now.		
1		object. $\frac{1}{2}$ I sat next to on the	Subject	Object
	airplane was very nice.			Y
	1. English is a language _	requires a lot of practice	. \Box	
	2. English is the language	we are		
	studying right now.			
	3. The man	is giving the speech is over there.		
	4. Flexibility training is a sp	port involves stretching		
	5. My grandfather is the pe	erson I most admire.		
	6. The French fries	I ate made me thirsty.		
	7. A mechanic is a person	fixes cars.		
	8. The substitute teacher	we had in		
	class yesterday was funi	ny.		

	pilot is a person. He flies airplanes.					
A pilot is a person who flies airplanes.						
1. The pill made me sick. I took it.						
2.	2. The soup was too salty. I had it for lunch.					
3. A bird is an animal. It can fly.						
4.	The man is my father. He is wearing a shemagh.					
5.	Where can I find a store? It sells clothes.					
6.	The doctor was nice. I met the doctor in the hospital.					
7.	Abdul Aziz bought the book. He wanted it.					
8.	My father helped me succeed in my studies. He gave me some good advice and support.					
9.	9. I have a class. It begins at 1:00 P.M.					
10.	A chef is a person. He cooks in a restaurant.					
	ite a definition for each of the people and things below. Use an adjective clause in each. Pen: A pen is a tool that we use to write.					
а	pen: A pen is a tool that we use to write.					
a 1.	pen: A pen is a tool that we use to write. an adjective:					
a 1. 2.	pen: A pen is a tool that we use to write. an adjective: a television:					
a 1. 2. 3.	pen: A pen is a tool that we use to write. an adjective: a television: a snake:					
a 1. 2. 3. 4.	an adjective: a television: coffee:					
a 1. 2. 3. 4. 5.	an adjective: a television: coffee: a teacher:					
a 1. 2. 3. 4. 5.	an adjective: a television: coffee:					

Imagine that you met a caveman who doesn't understand the modern world. It's your job to explain what everything is and who everybody is. Write sentences using adjective clauses to explain your world.

Write sentences using adjective clauses to explain your world.			
A computer is a machine we use to write.			
1.			
2			
3			
4			
5			



H Complete the conversation with words and phrases from the box.

bite	deal with	elbow our way	jam packed	munchies	ridiculously
Karl:	Are you going	g to the football game o	n Saturday?		
Fahd:	Yeah, I am. Ar	re you?			
Karl:	Yes, we shou	ld meet up there.			
Fahd:		to do that, but it's going know how we'll ever fin			with people. Everyone's
Karl:		/ell, maybe we should di	-	_	et there, we can
Fahd:	To be honest, sounds exhau		3)	tryir	ng to get seats at the front.
Karl:	_	we should just meet up o sty Burger is just down t a game.			
Fahd:	That's a great	t idea. I will definitely be	up for some (6)		, too.
Karl:	Well, that sou	nds good. Why don't we	e just meet up at Quid	ck and Tasty afte	er the game?
Fahd:	Great! See yo	ou then!			

READING

Read the article. Then choose the correct answers below.

English as a Lingua Franca

Many people believe the world is in need of a *lingua franca*, or a language which people can use to communicate around the world. In recent years, English has rapidly taken on this role, as it has become one of the most widely spoken languages in the world. Over 300 million people speak English as their native language. There are at least 300 million more who use English as their second or third language and another 100 million who have learned it as a foreign language.

English is listed as the official or co-official language in over 45 countries. It is also spoken extensively in other countries where it has no official status. The countries where the majority of people speak English as a native language are Antigua, Australia, the Bahamas, Barbados, Belize, Bermuda, Canada, Dominica, Grenada, Guyana, Ireland, Jamaica, New Zealand, St. Christopher and Nevis, St. Lucia, St. Vincent, South Africa, Trinidad and Tobago, the United Kingdom, and the United States.

Interestingly, despite the fact that the United States has one of the largest English-speaking populations in the world, it doesn't have English as its official language. In fact, there has been a heated debate over this issue. Whereas many people think that the United States should have an official language which unites its people, many oppose the idea, arguing that having one official language would go against the First Amendment of the American Constitution which guarantees freedom of speech.

English is recognized worldwide as the international language of communication. People in China, for example, study English not only to communicate with people living in English-speaking countries, but also to be able to talk to speakers of other languages, such as Portuguese, Spanish, Korean, etc., and vice versa.

English is also the language of science, aviation, computing, diplomacy, and tourism. A pilot from anywhere in the world must be able to speak English in order to communicate with international control towers. Additionally, any computer professional must at least be able to understand written English to operate any kind of computer hardware and software.

Over the last fifty years, the English language has indeed become the world's *lingua franca*, or in other words, the language that is accepted by the world population as its international vehicle for communication.

1.	A lingua franca is		
	a. a language	b. a country	c. a culture
2.	According to the article, there a	re more than million	people worldwide that speak English.
	a. 100	b. 300	c. 700
3.	English is not an official language	ge in	
	a. the United Kingdom	b. New Zealand	c. the United States
4.	According to the article, if you v	vere a Korean computer progra	mmer and never planned to work outside
	of Korea, you would have to do	of your work in Eng	ish.
	a. none	b. some	c. all

Ex	olain what each of the following people / objects / things are and/or what they do.
A	dictionary is abook with words and their explanations in the same or a different language.
1.	A text message is
2.	A cell phone is
3.	A designer is
	A referee is
	A cosmetics brand is
	A coincidence is
	A librarian is
An	swer the questions.
1.	Which countries use Arabic as their official language?
2.	Are there different varieties of Arabic?
3.	Are there many differences between spoken (colloquial) and written Arabic? Can you think of examples to
	explain what some of the differences are?
4.	Do you think there are topics, feelings, or ideas that can be expressed more easily/effectively in Arabic
	rather than English? Please provide examples.
_	
5.	If someone wanted to study Arabic, what would you advise them to begin with? Spoken or written Arabic? Why?
6.	What difficulties do you think an English speaker would have as a learner of Arabic?

Look at the pictures and make a list of words that describe each picture. Write sentences about the pictures using relative pronouns such as **who**, **that**, and **which**.









Person/Job	Actions (verbs)	Nouns

1. .	
_	
2.	
3. .	
4.	

M WRITING

Write an informational essay about the origins and use of your native language.

1. Before you write, research the language to answer the following questions: Where was the language first spoken? Where is it spoken now? How many people around the world speak it? Is this number increasing or decreasing? Why? Are there any dialects? How are they different from the dialect you speak? Use the chart below to record information and organize your ideas.

Langua	ge:
Origin / Roots	
Where is it spoken?	
How many people speak it?	
Is the number of people who speak it increasing or decreasing? Why?	
Are there any dialects?	

2. No	w use your notes	s from the chart	to write your	essay.		
Unit 11						

Read the extract about Machine Translation technology (MT). Make some predictions of your own based on the information. Use *future progressive*, *will* or *going to* in your answers.

The speech recognition application 'Skype Translator,' is a piece of compatible software which is able to translate video conversations into 70 different languages in real time! This technology heralds a new era of international communication and makes the need to learn the lingua franca—or the common international language— a thing of the past. By the end of this year, our prediction is that everyone across the globe will no longer be learning foreign languages; they will be using MT (Machine Translation) instead.

Apart from speech recognition software, another cutting edge piece of software up for grabs is the visual translation app. This is an application which enables you to see the world in your own language—literally! By downloading the app to your smartphone, you simply point the camera at the printed text you want translated into your own language, such as a menu, and the video camera will instantly translate it! It's true that such a translation can be unreliable and sometimes a bit strange, but in as little as two years, we predict that the visual translation app will have been picked up by computer giants, developed and merged with wearable technology. If this happens, everyone will soon be able to purchase affordable eyewear that will be able to instantly and effectively translate whatever it is that you are looking at.

With such translation technology just around the corner, can you imagine the possibilities that exist for the future? Language learning, education, work and travel will be completely revolutionized ...

	Machine Translation technology will enable everyone to communicate with each other without having to know another foreign language.					
wi	without having to know another foreign language.					
1.						
2.						
3.						
4.						

0	Read each	n group of words and phrases connected with vacations. Which word or phrase does not belong?
	1. amazin	g spectacular terrible magnificent wonderful
	2. rainfore	est beach desert airport coral reef
	3. exotic	explore trek travel experience visit
	4. destina	ition currency check-in ticket flight plants
Р	Read the d	conversations. Write sentences using wish and conditional sentences with <i>if-</i> clauses.
	1. Adnan: Gary:	Will you go with me on the trekking holiday? I can't, Adnan. My grandparents are going to Dubai and they asked me to go with them. They are not used to big airports and they can't speak Arabic.
	If my grand	dparents
	If only	·
	2. Nawal:	Will you buy a new cell phone?
	Laila:	I don't have the cash right now.
	If only	
	If	
	I wish	<u> </u>
	3.	
	Henry:	Will Ahmed and Mahmoud go on the trip with us?
	Roy:	No, they can't. Ahmed has an English test next Sunday.
	If only Ahr	ned
	If he	
	They wish	

12 Lost and Found

- A Write the missing letters.
 - Îr<u>e</u>v<u>e</u>_nge
 - **1.** su _____ e ____ d e ____
 - **2.** au _____ i ____ i ____
 - **3.** _____ o ____ i o u ____
 - **4.** pr _____ e ____ ve
 - **5.** t _____ e ____ s ____ r e
 - **6.** t _____ e ____ r ____
 - **7.** a _____ t ___ m p ____
 - **8.** _____ n ___ al ____ ab ____ e
- Write the words from exercise **A** next to their definitions.
- ______: real; genuine
 - 1. _____: priceless; very useful and precious
 - **2.** ______ : give in; give up
 - **3.** _____: try to do something
 - **4.** _____: hypothesis; speculation
 - **5.** ______: punishment for a wrong done
 - **6.** ______: infamous; known for a negative reason
 - **7.** ______: money; riches; something valuable
 - **8.** _____: keep in good condition

i	nter is the season <u>when</u> i	
	Winter is the season in	a which it snows.
١.	School is a place	we learn.
2.	Dusk is the time of day	the sun sets.
3.	My bedroom is the one place in our h	ouseI can be alone.
4.	The restaurant	we had dinner last night was wonderful.
5.	Morning is the time of day	we wake up.
6.	Fall is the time of year	we rake leaves.
Cc se	ombine the two sentences. Use the sec ntence an alternate way.	many people live and work. cond sentence as an adjective clause. Then write the
Cc se	ombine the two sentences. Use the secontence an alternate way. Iibrary is a place. You can borrow be A library is a place where ye	cond sentence as an adjective clause. Then write the cooks there.
Co	ombine the two sentences. Use the secontence an alternate way. Iibrary is a place. You can borrow be A library is a place where ye	cond sentence as an adjective clause. Then write the
Co se	ombine the two sentences. Use the secontence an alternate way. Iibrary is a place. You can borrow be A library is a place where you A library is a place that you can	cond sentence as an adjective clause. Then write the poks there. ou can borrow books. can borrow books from.
Cose A	ombine the two sentences. Use the secontence an alternate way. Iibrary is a place. You can borrow be A library is a place where you A library is a place that you o	cond sentence as an adjective clause. Then write the cooks there. ou can borrow books. can borrow books from.
1.	ombine the two sentences. Use the secontence an alternate way. Ilibrary is a place. You can borrow be A library is a place where you A library is a place that you of Summer is the time of year. It's hot the	cond sentence as an adjective clause. Then write the cooks there. ou can borrow books. can borrow books from. en. It is easy to make friends at this time.
Cc se A 1.	Dibrary is a place. You can borrow be A library is a place where you A library is a place that you of Summer is the time of year. It's hot the Childhood is a time in a person's life.	cond sentence as an adjective clause. Then write the cooks there. ou can borrow books. can borrow books from. en. It is easy to make friends at this time. vacation there.

- Combine the two sentences with **whose**. Use the second sentence as an adjective clause.
 - Thomas is a boy. His experiment won first place at the Science Fair.

Thomas is the boy whose experiment won first place at the Science Fair.

- **1.** The family moved to Abha. We bought their house.
- 2. The girl was disappointed. Her cell phone was stolen.
- **3.** Ahmed is my cousin. His brother is a pilot.
- **4.** The people were crazy to sell them. We bought their tickets.
- **5.** Gandhi is the person. His work and life are most interesting to me.
- **6.** My mother is the person. I love her cooking the most.
- **7.** Bill is the guy. His father won the prize.
- Correct the errors in each sentence. If the sentence is correct, write *correct*.
- where
 The Louvre is the museum in where the Mona Lisa is displayed.
 - 1. The person whose giving the next presentation is me!
 - 2. Evening is the time of day which we eat dinner at.
 - **3.** I was very surprised when I heard the news.
 - **4.** The auditorium the Holy Qur'an Verses were recited was very nice.
 - **5.** The girl who's essay won the contest was very excited.
 - **6.** Summer is the time of year where we get vacation.
 - 7. The person whose phone number she always forgets is Sabah.
 - **8.** Facebook is a social networking platform who's enables millions of people to connect.



Write a sentence about each picture. Use an adjective clause with where, when, or whose in each sentence.



Complete the sentences with the words and phrases from the box.

bent out of shape eating vanished into thin air down in the dumps hit the roof what a shame

Fatima: Where's Tara? She went for a walk. She's all (1) ______ because she can't find her cell Maya: phone. She's really upset about it. Oh, (2) ______! That would make me mad, too! Did she retrace her steps? Fatima: She should really look everywhere she can think of. She was looking for over an hour, and she couldn't find it anywhere. It's like it Maya: (3) ______. We can't think of anywhere else to look. Fatima: That's so disappointing! She must be feeling (4) at her. She feels like she should remember where it is, Maya: but just can't find it. It's really irritating her. Well, that's too bad. And her parents are probably going to (6) Fatima: when she asks them to buy her a new one.

Maya: That's true! That'll probably make her feel even worse!

Siberia

Krasnoyarsk -

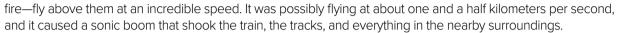
Tunguska event

READING

Read the article from a travel magazine. Then answer *true* or *false*.

The Mysterious Explosion at Tunguska

In the early morning of June 30, 1908, an extremely bright object zoomed through the atmosphere above Siberia. Passengers on a train saw the flaming object—like a tower of



Almost 565 kilometers to the north, people felt the ground shake violently as they saw what appeared to be the sun flying across the sky. The temperature became unbearably hot. They heard sounds like thunder, though there were no visible clouds. About 240 kilometers farther north, in the Tunguska valley in Siberia, the object exploded about eight kilometers above the ground setting fire to the forest and destroying trees, animals, and everything else around it. The blast was heard 1,207 kilometers away. Halfway around the world, seismographs registered the explosion as if it were a massive earthquake.

Later that day, a black rain began to fall in the Tunguska valley. In the following days, people all over Europe began reporting that the sky had a strange luminosity at night, and it was even possible to read or to take pictures without flash at four in the morning. The sunset had unusual colors.

It wasn't until almost 20 years later that someone decided to investigate. The area was sparsely populated and difficult to access, and the political situation at the time was complicated. It wasn't until February of 1927 that the first daring expedition arrived in the area. Mineralogist Leonid Kulik went to look for the strange object which had impacted Siberia. He had read newspaper accounts of the explosion, and he speculated that it must have been caused by a meteorite.

When he finally reached the site of the mysterious explosion, Kulik was amazed. Twenty years later the signs of devastation were still very clear. There were large areas of forest where everything had been destroyed and where new trees were beginning to grow again. He saw evidence of giant trees broken as if they had been matchsticks. It is estimated that the explosion knocked down around 80 million trees in an area ranging over 1,940 square kilometers.

Later studies by geochemists found dust that was of extraterrestrial origin, but there was no evidence of a crater—meaning that it exploded in the air. Scientists have calculated that the force of the explosion was the equivalent of three to five megatons of TNT. This is a greater force than an atomic bomb! If the explosion had occurred over a city, it could have caused tremendous damage, but in the forest, the only victims were trees and animals.

Scientists have speculated that the explosion was caused by a comet exploding over Earth, or perhaps a meteorite or an asteroid. Whatever the truth may be, over 100 years later people still continue to write and comment about it on Twitter, Facebook, Instagram, and other social media.

1. _____ The article is about a mysterious event that happened in 1908.

2. People heard the explosion 565 kilometers away.

3. _____ The explosion occurred in the air.

4. _____ An expedition was sent to investigate shortly after the explosion.



J	Complete each sentence with an appropriate word or phrase. Use the reading in exercise I to help you.			
	The instrument used to measure t	the strength of an earthquake is called a <u>seismograph</u>		
	1. Another word for explosion is			
	2. When we refer to the	of something, we're talking about how bright it is.		
	3. When there are very few people	e living in an area and their houses are spread out, we say the area is populated.		
	4. When scientists make guesses a about it.	about an object they can't identify, they		
		When we talk about the severe destruction that happened over a large area, we refer to the in that area.		
	6	_ are very thin wooden sticks that are used to start a fire.		
	7. Meteorites are examples of on Earth.	pieces of metal or rock from space that land		
	8. When meteorite hits the ground	it creates a very large hole called a		
	The man has a brother. / His brother is a lawyer. / The man recommended a different type of contract. The man, whose brother is a lawyer, recommended a different type of contract.			
		e person's father was a famous author.		
2. They visited the site. / The excavation took place at that site.		ration took place at that site.		
	3. Do you remember the time? / It v	vas the time they told us that we would be in the same class.		
	4. She would never badmouth som	neone. / Someone had helped her in the past.		
	5. The book was reprinted. / It had	been sold out.		

where

Look at the picture and make a list of words that describe what you can see. Write your words under each heading below. Then write sentences about the picture using adjective clauses with **when**, **in/on which**, and **where**.



1.		
2.		
3.		

M WRITING

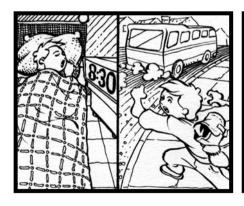
Write an informational essay about an important discovery.

1. Before you write, research the discovery to answer the following questions: What was found? Where and how was it found? When and how was it lost or hidden? What makes it important or unique? Use the chart below to record information and organize your ideas.

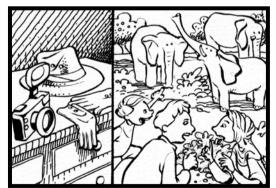
Discovery:		
What was found? Describe it.		
Where and how was it discovered?		
When and how was it lost or hidden?		
What makes it important or unique?		

2. Now use	your notes from the	chart to write yo	our essay.		
-					
Unit 12					

- N Read the sentences and circle the correct word.
 - 1. Put your keys in your pocket or you'll (lose / miss / find) them!
 - 2. If you don't leave now, you will (forget / find / miss) your train.
 - **3.** They (**forgot** / **left** / **lost**) their finest art collection in the fire last month.
 - **4.** I think we're lost. Do you (**forget** / **remember** / **lose**) the address?
 - **5.** The Jones family are always so busy that they never (**miss** / **find** / **lose**) time to have a vacation together.
 - **6.** Ahmed is so conscientious and hardworking that he has never (**found / remembered / lost / missed**) a day of work.
 - 7. I've booked an appointment for Tuesday at 6 p.m. Write it in your diary so you don't (lose / forget / remember).
- Look at the situations in the pictures and speculate how things may have turned out differently. Re-write the situation using hypothetical **If**-clauses for the past.
 - **1.** boy sleeping/missing the bus
 - 2. umbrella/woman in rain
 - 3. camera/couple at zoo







1. If	

2.	f	

3. If ________.

P Complete the story with the words and phrases in the box.

artist breathtaking piece of art art museums famous paintings	artist	breathtaking	piece of art	art museums	famous paintings
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Hanan: Last month I went to the different (1.) ______ in the city. I've never been to many

museums before last month.

Norah: You probably saw some really (2.) ______ and pieces of art.

Hanan: I did! But there was one (3.) _____ that I had never seen before.

Norah: Was it in the Nouveau Art Museum?

Hanan: Yes! How did you know that?

Norah: Was it a tall, silver tree?

Hanan: Well, I think so.

Norah: And the (4.) _____ hung clothes on all the branches?

Hanan: I think you definitely saw

the same piece of art.

Can you believe it was in

a museum?!

Norah: Oh, absolutely! It was

(5.)_____

The artist has so much talent. I'm a huge fan of

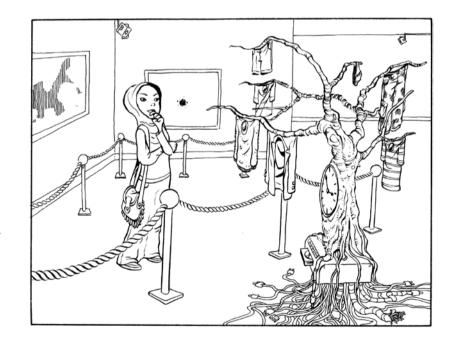
his.

Hanan: Really? I didn't like it at all.

The artist has no talent. I can't even remember his

name, can you?

Norah: Oh, yes. He's my uncle!



A	Match the words or phrases to their definitions.				
	1	neutral	a. priceless		
	2	praise	b. permanently		
	3	munchies	c. morally good characteristics		
	4	immune	d. feeling sad and disappointed		
	5	. virtues	e. gigantic		
	6	for good	f. secret; private		
	7	authentic	g. not favoring one side or the other; impartial		
	8	. malicious	h. say complimentary things		
	9	. invaluable	i. real		
	10	confidential	j. crunchy junk food		
	11	down in the dumps	k. not affected by something		
	12	immense	I. deliberately harmful; hateful		
В	Answer the questions. 1. What classes are you currently taking?				
	 2. Which places do you sometimes visit that are jam packed? 3. Who is your favorite fictitious character? 4. Give one example of how technology has evolved over the years. 				
	5. Would y	ou ever divulge a secret?			
	6. What, in your opinion, is your worst flaw?				

	Rewrite each sentence. Change the quoted speech to reported speech.					
1	Maha said, "I lost my keys."					
	Maha said she had lost her keys.	Maha said she had lost her keys.				
	1. They said, "We found your sweater! It w	as in the locker room."				
	2. Norah asked, "Are they coming to visit u	is?"				
	3. Her mother said to her, "Don't say anyth	ning unless you have something nice to say."				
	4. Ahmed said, "More people speak English	sh in China than in the U.S."				
	5. The teacher said, "Close the door."					
	6. Asma said, "Fatima was speaking Arabic	c during English class."				
	7. He asked, "Has anyone seen my cell ph	none?"				
	8. They said, "Fahd is eating dinner at the	cafeteria right now."				
O	Complete the sentences by writing all of th which, where, when, whose, or Ø (for no r	e possible relative pronouns that could be used: who , whom , that , elative pronoun).				
1	A calculator is a toolthat/whic	h/\emptyset we use to do mathematics.				
	1. Morning is the one time of day	I can think clearly.				
	2. The man	car my father bought was very interesting.				
	3. The person	I met on the train offered me a newspaper.				
	4. A carpenter is a person	builds houses.				
	5. The new keyboard	I bought has already broken.				
	6. I have a friend	once found a 100-riyal bill.				
	7. The place	my mother always hangs out is the kitchen.				
	8 Δ turtle is an animal	has a hard shell on its hack				

Combine the two sentences. Use the second sentence as an adjective clause.

1

A glass is something. We use it to drink water.

A glass is something that we use to drink water.

- 1. The man is new to the club. Adel sat next to him at the meeting.
- 2. Abdullah has a friend. He lives in Dubai.
- **3.** A rest area is a place. You can get gasoline there.
- **4.** Layla is my sister. She just got married.
- **5.** Spring is the season. All of the flowers bloom then.
- **6.** The place was very beautiful. We used to go camping there.
- **7.** The rug got ruined. I bought it last week.
- **8.** The man is difficult. He is working with my brother.



F	Со	rrect the errors in the sentences.
1	Th	us e teacher told ^ to study for the test.
		Qassim has an e-book reader that it can hold 500 books.
	2.	Peter said that he is sleeping when I called him last night.
	3.	A trashcan is something who you put your garbage in.
	4.	My mother asked whether I eat breakfast this morning.
	5.	The Atlantic is the ocean in where many species of whale live.
	6.	Jay said he was been writing a new book.
	7.	The person whose I talked to was a professor.
	8.	Tuesday is the day when that I study the longest.
G	An	swer the questions about yourself. Use a noun clause in your response.
	1.	What's something you'll always remember?
	2.	What's something that you're afraid will happen?
	3.	What's something you hope will happen?
	4.	What's something you're sure of?
	5.	What's something you expect to happen tomorrow?
	6.	What's something you have dreamed more than once?
	7.	What's something that disappointed you recently?
	8.	What's something you learned at school recently?

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Read and put the paragraphs in the right order for an essay. Use numbers. Indicate which paragraphs are part of the: **a. introduction b. main body c. conclusion / closing paragraph**

The History of Airbags

Highly unconventional tests and hundreds of crashes were carried out to help gain knowledge that could make the device safe. One of their primary concerns was stopping the airbag from deploying unintentionally—a horror scenario that would fuel further resistance and, more importantly, put people at risk. Yet more test cars were used in varied conditions and circumstances for years before the airbag was launched. Initially, cars were fitted with a front-passenger airbag in the late 1980s. A driver's airbag was introduced as a standard feature in 1992. Finally, the sidebag was added in 1995.

Over the years, airbags, as many other automotive features, have become a lot more sophisticated and deploy electronic systems that regulate the degree to which bags are inflated, depending on the severity of the impact. In addition, the function of bags can be adjusted to the size of the passenger, making them even more appealing to families with children. In other words, airbags seem to be following the trend alongside other devices and machines and are becoming personalized to suit individual requirements.

The invention had been patented as early as 1953, but ignored, the main reason being that the technology required did not yet exist. Automotive engineers rose to the challenge and started their explosive experiments in an attempt to overcome technical hurdles.

The windowbag was the next milestone in the airbag history, achieved in 1998. This bag inflates across the side windows in the event of a side impact and forms a large curtain that protects the heads of both the front and the rear occupants.

As in all such cases, the airbag became the subject of ongoing dispute at the start. When a fatal accident involving an airbag occurred in the USA in 1974, it fuelled more opposition and caused many to desert the project. The German mechanics were not put off the idea. They were determined to overcome hitches and demonstrate the potential of the airbag as a life-saving device; so they went ahead and developed it aiming at a global market.



1

A large area was cordoned off with engineers crouching behind thick walls, when there was a loud bang and shreds of fabric and plastic flew everywhere. The engineers had just completed another stage of testing in the development of the car airbag. This was how the idea of the airbag was developed in 1967, prompted by the increasing number of accidents and new laws that required protection systems for car drivers and passengers.

1.	What would you change?	
2.	What would you delete?	
3.	What would you add?	

Look at the picture and describe the building on the left. Imagine what the architect wanted to achieve with this design. Make notes under each heading in the box below. Write sentences about the picture using the words you listed.



	'	
1		
2		
Z.		
		
3		

Structure and shape

Comfort and use

Construction materials

Look at the picture and make a list of words for each of the following categories: *mass*, *peculiar*, *awe*, and *confounded*. Write sentences about the picture using the words you listed.



	mass	peculiar	awe	confounded
1.				
2.				

K	WRIT	ING

Choose a scientific discovery to research and write about. Use an idea from the box or an idea of your own.

electricity	the airplane	the telephone	gravity	the fax machine
the telescope	radioactivity	the Internet	vaccinations	nanotechnology

1. Before you write, use the chart below to organize your ideas. Write what you already know about the discovery in the **K** (*Know*) column. Write what you want to learn in the **W** (*Want to Learn*) column. Research these questions in your library or on the Internet. Then write what you've learned in the **L** (*Learned*) column.

K	W	L

2. Now use your notes from the chart to write your essay. Be sure to construct an effective conclusion.

EXPANSION Units 9-	12		

Expressing Your Opinion

When giving your opinion, either orally or in writing, it is important to clarify whether the opinion that you are expressing is your own or one that is generally accepted.

Personal opinion	General opinion
I think that	Most people know/think that
In my opinion,	Everyone knows that
From my point of view,	It is thought/believed/well known that
As far as I'm concerned,	Most people support/oppose the
I strongly believe that	

- **A.** Choose the most appropriate beginning for each sentence.
 - **1.** (In my opinion / Most people know that) people today are too obsessed with earning money. They should try and enjoy life more.
 - 2. (As far as I'm concerned / It is thought that) global warming will cause the polar ice caps to melt.
 - **3.** (Everyone knows that / I think that) governments of richer countries should give money to poorer countries.
 - **4.** (From my point of view, / It is thought that) medical care should be free for everybody.
- **B.** Use the prompts to express opinions about the world today.

1.	I think that
2.	It is believed that
3.	Most people support the idea of
4.	As far as I'm concerned,
5	Most neanle think that

When expressing your opinion in a debate, it is important not to make your statements so general that they are not true. For example, the statement *Everybody loves to eat junk food* can be easily argued with. However, the statement *Almost everybody loves to eat junk food* is much more difficult to argue with. When expressing your opinion in a debate:

- Avoid words like never, always, all, none. Use words like often, hardly ever, many, very few, etc.
 No Few teenagers like school.
- Try using modal verbs to qualify the verb.
 There will may never be peace in the world.
- **C.** Modify the following sentences to be less extreme.
 - 1. It never rains in the desert.
 - **2.** There must be life on other planets.
 - **3.** It is impossible to find a cure for cancer.
 - **4.** All factories pollute the environment.

Rewriting

English is a very versatile language. By choosing vocabulary and structures carefully, you can often write the same idea in several ways. For example:

There are not enough homes in modern cities for the people who live there.

There is a shortage of homes in modern cities for the people who live there.

Modern cities do not have enough homes for the people who live there.

The number of homes in modern cities is insufficient for the people who live there.

Another way to improve your writing is to avoid constantly using the same word by using synonyms.

A.	Complete the sparentheses.	sentences s	o that the sec	ond sentence	has a similar r	neaning to the firs	st. Use the words in
	1. a. There wil	ll be an exar	n in biology o	n Monday.			
	b. The stud	ents				in biology or	Monday. (tested)
	2. a. Compute	ers have cau	sed major cha	inges in the w	ay people wo	k and study.	
	b. Compute	ers			work a	nd study practice	s. (revolutionized)
	3. a. Not many						
							(unpopular)
	4. a. It was the	e first time th	e children had	d seen snow.			
	b. The child	Iren					(never
	5. a. Many peo	ople think th	at Venice is th	ne most charm	ning city in the	world.	,
	, .	•			0 ,		world. (considered)
						J	,
В.	Read the parag box.	graph. Then	rewrite the pa	ıragraph, repla	acing the unde	erlined words with	synonyms from the
	greeted	grin	noticed	peered	portrait	rang	
	roses	scarlet	silent	stepped	the ocean	wandered	
	Anne arrived a	t the house	and <u>walked</u> (1	·	_) through the	gate into the garc	den that smelled of
							somewhere out of
) door and	
	(6	_) the doorb	oell. After a fev	w moments, sl	ne <u>saw</u> (7.) someo	ne behind the glass
	of the door, and	d it swung o	pen to show h	ner grandmoth	ner. Her grandı	mother <u>looked</u> (8.)
). Anı	
							door closed behind
						old house. She loo	
						grandfather was	
	there any sign						<i>3,</i>

Editing Finished Work

Good writers know that a piece of work isn't finished until it has been checked for errors. This is especially important when writing in a foreign language. It's a good idea to take a break before checking your work so that you can look at it with fresh eyes. Read the following checklist for editing finished work.

Audience	Is the work appropriate for the intended audience? Have you written a formal piece for an informal situation or vice versa? Will the reader understand what you are trying to communicate?
Extra words	Have you included any extra words by mistake? Common examples include: articles, prepositions, personal pronouns, etc.
Missing words	Are there any words missing? Common examples include: articles, auxiliary verbs, prepositions, personal pronouns, etc.
Grammar	Is the grammar correct? A common example of a grammar mistake is forgetting the third person -s on present simple verbs.
Tenses	Have you used the correct tenses? Make sure that you are consistent with your tense usage and don't change tense in the middle of a sentence.
Punctuation	Punctuation is a very important feature of written English, often dictating meaning. Make sure that your work is punctuated correctly according to English rules.
Spelling	Many people have problems with English spelling, but most problems can be avoided by being careful. If you're not sure of a word, look it up in a dictionary!

A. Correct the errors in the sentences.

- **1.** My father is a journalist for seven years.
- 2. My parents was born in 1970 and got married in 1992.
- 3. I like Amy and Carol, but I really can't stand there pets.
- **4.** The doorbell rang when Mindy talked to her friend on the phone.
- 5. I had a terrible day at work yesterday. My computer crashed and I lose all my work.
- **6.** I think that the athletes should set a better example for young people.
- 7. Although cell phones have changed our lives forever, not everybody like using them.
- **B.** Add capitalization and punctuation to the sentences.
 - 1. mike turned to kevin and asked will you help me
 - 2. suddenly the children ran to the door their father was home from his business trip
 - 3. what do you think people should do to help decrease poverty in developing nations
 - 4. sam doesnt like school very much but he does enjoy his english class
 - **5.** frank asked if he wanted time to think about it before he made his decision
 - **6.** my favorite book of all time is oliver twist by charles dickens.
 - 7. in spite of all the bad reviews I still enjoyed the restaurant.

Writing Skills 4

Writing an Account or Newspaper Article

Although most of us know what we want to say when we start writing, it is often easy to forget while in the process of writing, which can cause the work to lack structure and make it difficult for the reader to understand. Plan briefly first, so that you can check your progress as you write. Follow the guidelines below to help you.

- 1. Decide what information you need to convey to the reader. Ask yourself the questions **Who?**Why? What? Where? When? How? to come up with most of the information you need to include.
- **2.** Write a brief plan like the one below, explaining what you will include in each paragraph. This will also help you decide how many paragraphs you need to include.
- **3.** When you finish, check the work against the plan to make sure you've included everything. Try and read the piece as if you were someone else. Does it include all the information you need to provide?
- A. Read the text that follows the plan and reorder the paragraphs so that they match the plan.
 - 1. Introduction, mystery finally solved
 - **2.** Background history of the case, search, police and residents' reaction
- 3. How the case was solved
- 4. The men's reaction, what they've been doing, employers' reaction
- a. However, two days ago, police received a phone call from their colleagues in New York saying that there was a man in their precinct who claimed to know what had happened to the two men. An agent flew up to New York to interview the man who had seen the case of the escaped convicts on a popular TV program on unsolved crimes, and had immediately recognized one of the men as his next-door neighbor and the other man as his next-door neighbor's cousin. He said that he'd never realized who they were before, because both men had changed their names as well as the color of their hair and eyes!
- b. The two men were arrested in their new home. They had both been able to find jobs and were planning to get married soon. Confronted with the prospect of spending another twenty years in prison, one of the men had a stroke and was taken to hospital. The other man was driven back to the penitentiary to wait for their final sentencing. Neither man regretted escaping. They had both started new lives and had not committed any unlawful act while out of prison. Their employers have offered to testify as character witnesses and claim that both men have been model workers.
- c. The two run-away convicts were first reported missing in May 2007, when they failed to appear at the door of their cell during morning inspection. Described as two of the most intelligent and dangerous criminals, the two men caused an enormous stir in the media. A national manhunt was launched in an effort to locate and apprehend the two escapees. Over one hundred thousand residents helped the police search the area and the surrounding desert with no success. Local law enforcement officers and residents eventually resigned themselves to the fact that they would not be able to find the two men.
- d. After years of a nationwide search, it appeared that police had finally located the getaway car and prison uniforms of the detainees that had managed to dig their way out of the high security penitentiary in Phoenix, and a few days later the actual escapees.

Public Speaking Part 1

"When you listen, you have power. When you talk, you give it away."— Voltaire

It might seem strange to begin a discussion on public speaking with this quote, but it states the most essential condition of effective communication. Public speaking, as in speeches, presentations or debates, is addressed to an audience. If the speaker does not take that audience into consideration and does not attempt to approach, involve, and engage it, public speaking becomes a monologue; and no matter how eloquent that monologue might seem, it falls on few ears, if any, and is easily forgotten.

So, our first concern is our audience in relation to the topic/content of our talk and how we can begin, carry on, and round up in an interesting and memorable manner. If listeners go away remembering one thing, you should be satisfied; if they remember two things, you should be very pleased; anything more than that is a tribute to your unique skills as a speaker/presenter!

The audience	Take the time to look at people in the audience before you begin speaking; greet and/or make eye contact with people you recognize. Smile!
	If you have been a member of the audience in the past, you might recall that audiences sometimes get almost as stressed as the speaker, especially when the speaker is a well-respected and admired individual.
Getting to know the audience	Begin with a joke or comment that will break the ice and put you in a better position by bringing presenter and audience closer together.
	If you feel confident, you might begin by eliciting expectations and comments from the audience and then launch into your content, having made a definite connection that will contribute to a successful presentation.
Engaging and involving the audience	Use open questions. Get information before you give information. Don't be afraid to follow up one question with another. Listen and observe audience responses/ reactions; they will provide the clues you need to continue as you get closer to your audience, and will demonstrate your genuine interest in them.
	Use stories to introduce or illustrate issues and entertain your audience. An audience that is entertained is more likely to be "captive" and remember things.
	Questions which get the audience to express points that you would have to make otherwise, ensure audience agreement effectively and efficiently.
	Look upon interruptions as communication opportunities rather than disrespectful distractions. They are indications of active participation.

- **1.** Work with a partner. Choose one of the topics/titles below and decide on an opener, i.e. story, question(s), joke, or quote to use with the rest of your class or a class from another school as an audience.
- **2.** Prepare and rehearse your opener with each other. Do not write it out fully. Use notes and remember to look at your audience as you present.
- **3.** Present your openers and select the most effective ones. Reflect on why they were effective.

Topics: A Friend in Need Is a Friend Indeed — Life in Space — Robotics: Advantages and Disadvantages

Public Speaking Part 2

Preparation Rehearse by taking on the role of the presenter or audience as required. When one of you stands up to rehearse his/her part, the rest of the group should listen to the presentation as members of the audience and react accordingly. Evaluate your own and your fellow students' presentations and make suggestions for improvement. • If you are participating in a group presentation, finalize your section on an individual basis to make sure that the rest of the group does not know exactly what you are going to say. This will help you/them evaluate and find out how effective and clear the presentation is and test content relevance and appeal. Edit your content, language, style, and material by checking each other's work. It is easier for someone else to be the editor of something that you have written/worked on. Do not learn what you are going to say by heart as it will probably sound flat and mechanical. You will be more worried about remembering what you wrote rather than getting through to your audience, and that should be avoided at all costs. Group Always have a back-up option should something go wrong. Be prepared to cover for presentations at least one more person in your group, i.e. each section is assigned to one primary speaker with a second person as an understudy, so he/she can step in, should there be an emergency. Coordinate carefully to make sure that you are all contributing to the final outcome, effectiveness, and appeal of your talk/presentation. Identify and utilize the group participants' strengths. Not everyone has to do the same thing. Synergy is the key to a group/team effort. Discuss and agree on different roles within the team, i.e. team coordinator, artist, designer, editor, researcher, speech specialist, etc.

- **1.** You are a member of a group of 6. You are planning an advertising proposal for a new type of electronic reader. Study the profiles and assign a role to each member of the group.
 - A: Good at drawing and math, has original ideas but does not have enough self-confidence, rather shy
 - **B:** Good in literature, can write well but not always in the appropriate style, tends to be a little overconfident or too formal, highly organized

 Agree on manageable chunks to work on for each individual. No single individual is supposed to do "their own thing." This will only waste the time available, duplicate content, bore the audience, and demonstrate lack of communication within the group.

- **C:** A good eye for detail, can evaluate things on the spot, very good ideas but not always willing to implement them, good team member, willing to share
- **D:** A good eye for detail, very careful to the point of being tedious, a perfectionist, tends to get side-tracked by details at the expense of the whole, conscientious and diligent, easy to get along with
- **E:** A natural communicator, outgoing and assertive, can get people to do different things without even asking, highly creative
- **F:** A likable, gentle personality with a lot of strengths, sometimes too hesitant and quiet due to lack of confidence, a natural listener

Public Speaking Part 3

Managing content	Decide on the amount of information that is going to be included with the audience in mind. There is always the temptation to include too much. If a speaker bombards you with masses of information within a short period of time, how much of it will you remember or even hear? It is better to select fewer items carefully and add relevant information as you speak, always monitoring your audience and adapting as you go on. So "less is more."
	Your aim is not to say as much as possible with as many "difficult" vocabulary items as possible. Your aim is to communicate effectively with your audience. It is normal for speakers to stop, rephrase, repeat, etc.
	Pauses are used by experienced speakers to let points sink in, create an effect, or prompt an emotional response.
	What seems like an eternity of silence to a nervous, less experienced speaker is often hardly noticed by the audience; if noticed, it often serves as a welcome respite and a chance to breathe and collect one's thoughts.
Using visuals	Slides and visuals are used to provide a frame of reference for the audience, to activate relevant knowledge, experience, feelings, thoughts, and memories, and raise associations. They help highlight important points and make them more memorable. If a speaker goes on with nothing for the listeners to use as a frame of reference, it is very hard for them to follow, make links, and remember.
	Slides/visuals/posters are essential when one is presenting as they can be highlighted or revealed gradually as the presenter speaks (PowerPoint). When you use a poster, you can cover some of the texts and/or pictures with cards or sheets of paper that are cut to size, and reveal them gradually. This reinforces train of thought and reasoning and gets your listeners to think as they listen and contribute actively.

- **1.** Work in pairs or groups. Choose visuals for one of the topics below. Search for photos and/or drawings on the Internet, in magazines and other publications, or design your own. You might decide to make a collage, a scroll, or a poster, or use your visuals separately.
- **2.** Think about and write open questions or a statement/quote that you can use with some of your visuals to elicit ideas and raise audience expectations.

Topics: A Vision of the Future — Culture and Communication — Learning Languages

Public Speaking Part 4

Body language	Stand up straight and face your audience. Make eye contact. Smile if you can.
	Use gestures to stress, illustrate, or demonstrate taking into consideration cultural norms. Check to make sure that the gestures you are likely to use are acceptable.
	Move along the front in order to spread attention more evenly. Standing on one side of a room usually favors one part of the audience at the expense of the rest.
	Do not pace frantically while speaking non-stop, and avoid reading directly from a script held in your hand.
	Experienced speakers have a way of appearing relaxed, even when they are not. This is related to posture: holding your head up, throwing your shoulders back in a relaxed manner as you stand straight, using facial expression, a smile or laughter, making eye contact, and not being afraid to communicate with the audience.
Voice	Use your voice well. Do not look down as you speak if you want to be heard and sound clear and articulate. Do not shout. Project your voice! If you project from within, you should feel a vibration in your throat if you rest your fingers on it.
Dealing with stress/fear	Try to be as relaxed as you can. Remember that your classmates will be or will have been in the same position while presenting.
	Be prepared with an icebreaker. Icebreakers are a good way to start with new and familiar audiences. This way, you will get your audience to interact and be actively involved from the start. There is an abundance of ideas available on the Internet that you can choose from.
	Breathe normally. Think of how nervous other people must have been when they first had to present or speak in public.
	Stress is a necessary ingredient for a successful presentation. It makes you alert and mobilizes all your skills and abilities.
	Visualize yourself as a member of the audience that stands up and takes the stage. Then raise your head and "sweep" the room with a broad gaze from side to side. If necessary repeat. Smile!

ENJOY your presentation! That's the way to gain from the experience and develop your skills.

- **1.** Practice on your own. Choose an opening story, questions, or an icebreaker that you already have or design/ find a new one.
- **2.** Stand in front of a mirror and pretend that you are talking to an audience. Present your story or icebreaker. Observe your facial expressions and gestures. Make eye contact! Evaluate and repeat until you are satisfied. This will eventually help you visualize yourself and control your body language effectively!