

MEGA

# GOAL 1

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وزارة التعليم  
Ministry of Education  
2022 - 1444



## MegaGoal 1 Student Book

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# Scope and Sequence

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

| Listening                                                | Pronunciation                           | Reading                     | Writing                                                                                                                                           |
|----------------------------------------------------------|-----------------------------------------|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Listen for fact, opinion and attitude                    | Rising and falling intonation           |                             |                                                                                                                                                   |
| Listen for general understanding about historical events | Stress for important words in sentences | Progress Towards the Future | Write an essay about an important change in your country<br>Interview and write about people who have moved from one country to another (Project) |
| Listen for specific information from a job interview     | /m/, /n/, and /ŋ/                       | JobPool<br>Résumé           | Write a cover letter for a job application<br>Write a résumé (Project)                                                                            |
| Listen for specific information from a speech            | Words that are not stressed             | The Tulsa Time Capsule      | Tell a story about hidden treasure<br>Write about what to include in a time capsule about your country (Project)                                  |

**Chant Along:** I Wonder What They'll Be  
**Writing:** Write about your dreams for the future

|                                                                    |                                                 |                                      |                                                                                                                |
|--------------------------------------------------------------------|-------------------------------------------------|--------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Listen for specific information from an ad                         | Linking adjacent sounds                         | The World of Plastic                 | Write an essay about the history of a product<br>Write an ad for a product (Project)                           |
| Listen for specific information from an informational talk         | Consonant clusters /lf/, /lt/, /nt/, /st/, /nd/ | Unusual Accidents and Deaths         | Write a descriptive account of an accident<br>Write an accident prevention campaign for your country (Project) |
| Listen for specific information to complete a chart about problems | Stress in two- and three-word verbs             | Breaking the Habit — Getting Healthy | Write a letter of advice<br>Write about community resources in your country (Project)                          |

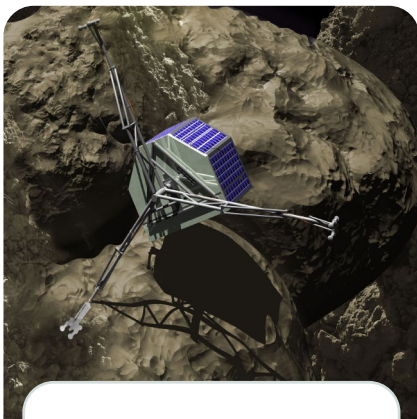


**Chant Along:** Flip-Flops  
**Project:** Prepare a chant/slogan for a product

# Intro

## 1 Listen and Discuss

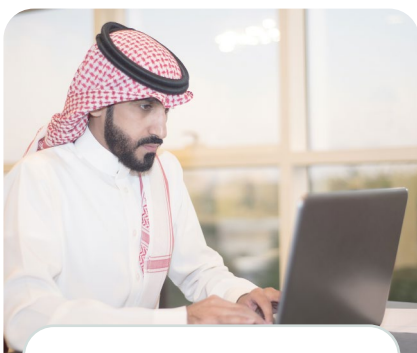
Read the texts below and identify the sentence or words that express a fact or an opinion.



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



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



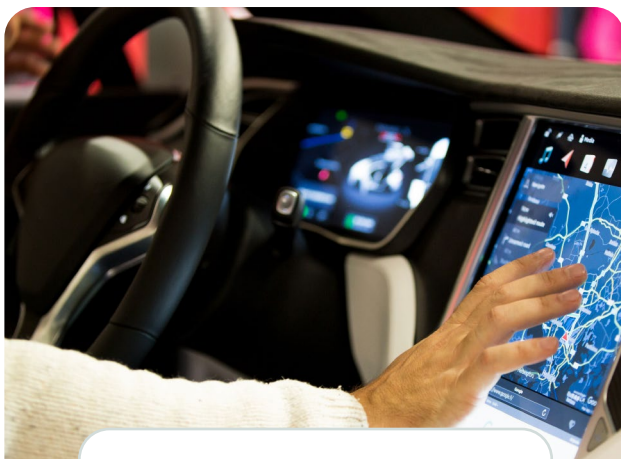
Lifelong learning is the self-motivated pursuit of knowledge, for personal or professional reasons, throughout life, in a range of situations. It is not confined to the classroom nor restricted by age. Open, online sources have made this type of learning accessible to a greater number of people.



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



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



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



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

## 2 Pair Work

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

Space Exploration  
Accidents

Careers  
Keeping Fit

The Future  
Learning

Advertising

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

### Expressing Opinion/ Preference/ Agreeing/ Disagreeing

What do you think of ...? I think it's interesting / an amazing achievement.

I'm not sure but I think ... and ... are more interesting.

What's your opinion about ...? I think it's exciting.

I'm not sure. I guess it's useful / exciting...

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

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

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



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

### 3 Conversation

Listen and practice reading the conversation in pairs.

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

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

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

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



▲ King Khalid International Airport, Riyadh

#### Greetings / Introductions / Farewells

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

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

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

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

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

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

#### Your Turn

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

Decide about the following first:

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



### 4 Pronunciation

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

Are you flying to Dubai? ↗

Ted talks about you all the time. ↘

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

Good morning, ↗ Ashraf! ↘



## 5 Listening

Listen to the conversation and identify the attitude/feeling of:

- the receptionist when she answers the phone
- the caller at the beginning and at the end of the call

How do you know?

**Receptionist:** Dental Health Center, good morning!

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

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

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

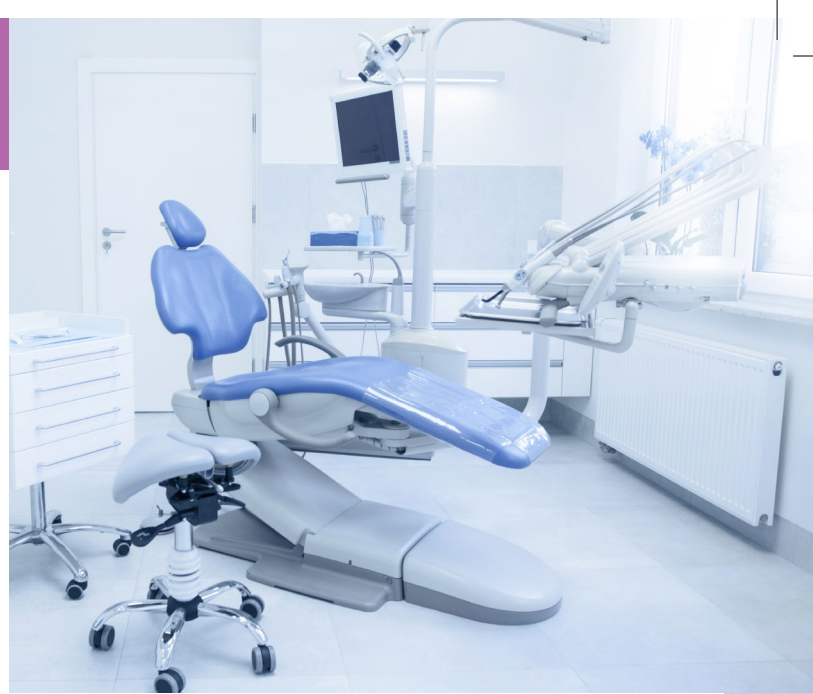
**Receptionist:** I'm sorry to hear that Mrs. Phillips; I'll see what I can do. I'm afraid she's booked up today and tomorrow. Let me have a word with her and I'll get back to you.

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

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

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

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



### Making an appointment

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

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

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

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

Would it be possible to see him/her sooner?

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

Can you make it this morning / on Thursday afternoon?

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

## 6 About You

Role-play a conversation like the one above with a partner. Use phrases from the box. Then switch roles. Decide about the following first:

- who you want to make an appointment with, e.g. doctor, manager, supervisor
- times and days you are/the person is available
- reason for the appointment



## 7 Pronunciation

- A.** Listen. Note the rising  or  falling intonation.

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

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

# 1 Big Changes

رابط الدرس الرقمي



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## 1 Listen and Discuss

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

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

### THE UNIFICATION OF THE KINGDOM OF SAUDI ARABIA

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

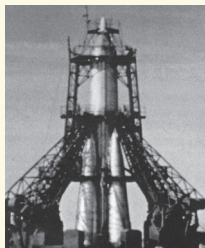


### THE UNITED ARAB EMIRATES - UAE



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

### THE SPACE RACE



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

### THE COMMUNICATIONS REVOLUTION

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





## Global Issues

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

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



## Quick Check ✓

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

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

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

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

## 2 Pair Work

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

-  When was the Kingdom of Saudi Arabia established?
-  It was officially established on September 23, 1932.
-  What has changed as a result of the discovery of oil reserves in the Emirates?
-  Revenue from the oil reserves has been used to develop a very successful economy and infrastructure.



### Simple Present Tense – Revision of Use

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

### Present Progressive – Revision of Use

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

### Simple Present and Present Progressive – Revision of Form

PERMANENT

TEMPORARY

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

### Simple Past and Present Perfect – Revision of Use

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

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

### Simple Past and Present Perfect – Revision of Form

The Russians **launched** the first artificial satellite in 1957.

The United States **has launched** many astronauts into space since 1969 and continues to do so.

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

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



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

http://Mail.grammar.com

**GRMAIL**

[Compose Mail](#)

[Inbox](#)

[Starred](#)

[Chats](#)

[Sent Mail](#)

[Drafts](#)

[All Mail](#)

[Spam \(1\)](#)

[Trash](#)

[Contacts](#)

Archive Report spam Delete Move to Labels

Hi Martin,

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

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

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

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

Write back soon.

Best regards,  
Fernando

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

**A:** Have you been to Bath?

**B:** Yes, I have.

**A:** When were you there?

**B:** I was there a month ago.

**A:** Did you see the Roman baths?

**B:** Yes, I did.



▲ A traditional British restaurant



▲ Roman baths – Bath



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Fish and chips

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▲ A game of cricket



▲ Shakespeare's house – Stratford-upon-Avon



# 1 Big Changes

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## 4 Language in Context



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

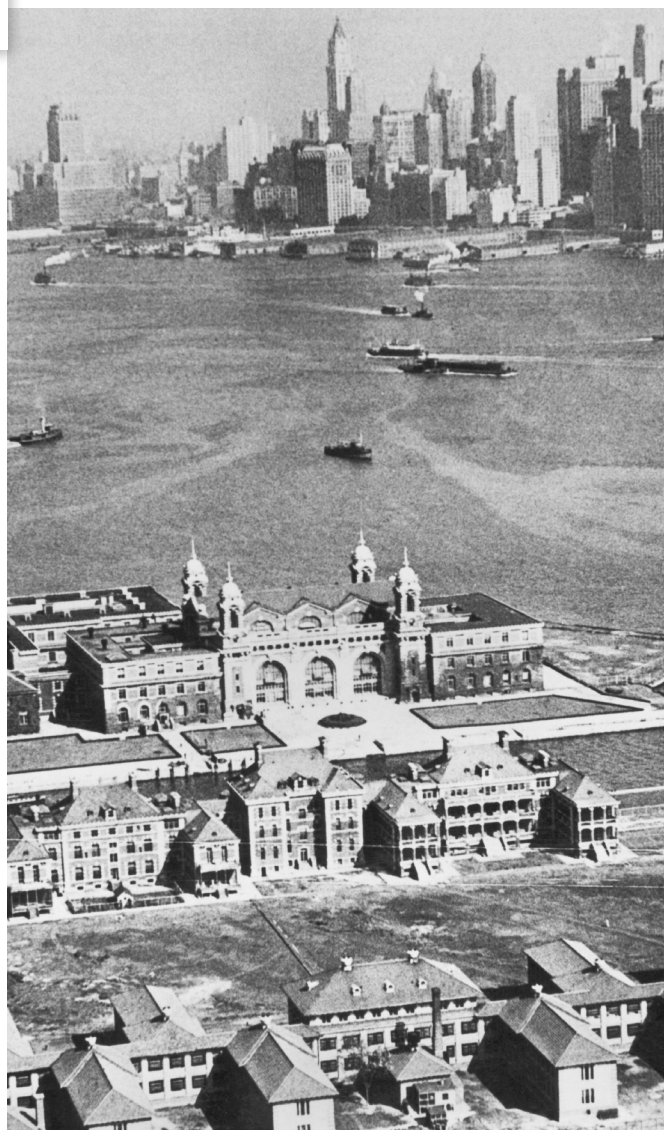
1. Full name
  2. Where he/she lives
  3. Where he/she was born
  4. Where he/she grew up
  5. About his/her family background
  6. About his/her relatives
  7. About his/her interests
  8. How long he/she has been interested in them
- Your idea: \_\_\_\_\_

## 5 Listening



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

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



## 6 Pronunciation



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

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

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

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

## 7 About You



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

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

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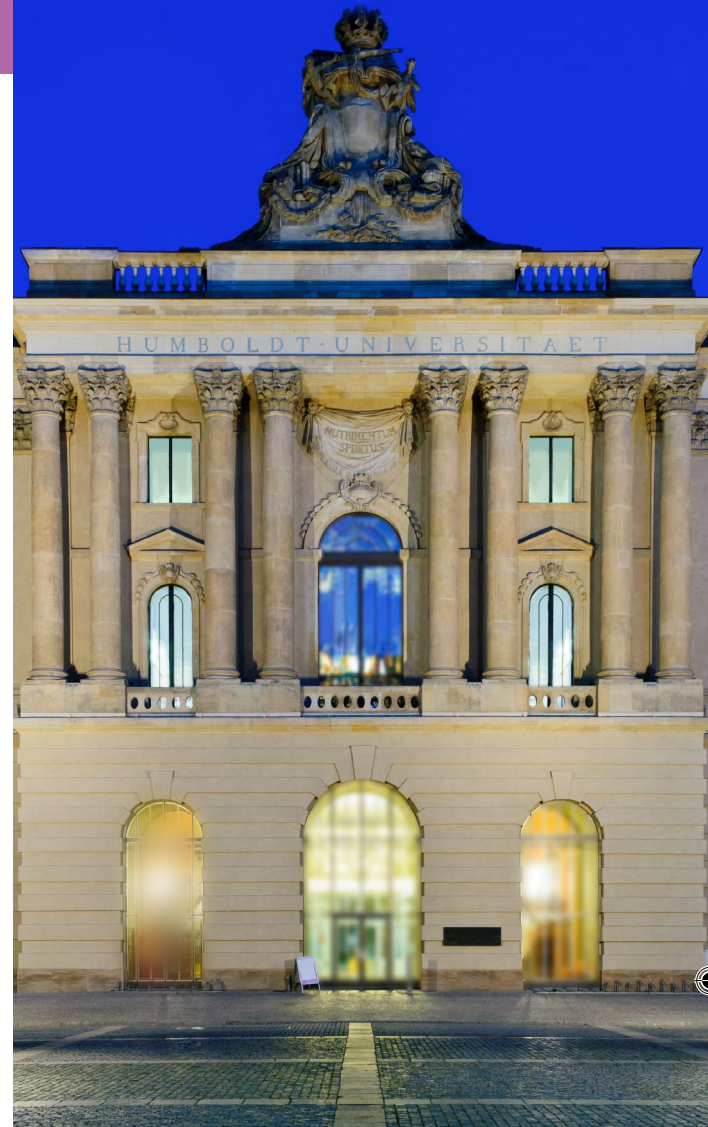
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## 8 Conversation

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

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



▲ Humboldt University in Berlin

### Real Talk

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

### About the Conversation

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

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

### Your Turn

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

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

# 1 Big Changes

## 9 Reading



### Before Reading

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

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

## Progress towards the future

All successful changes start with a vision. Successful visions are based on strong pillars. The first pillar of our vision is our status as the heart of the Arab and Islamic worlds. We recognize that Allah the Almighty has given to our country, a gift more precious than oil. Saudi Arabia is the Land of the Two Holy Mosques, the most sacred sites on earth and the direction of the Kaaba (Qibla) to which more than a billion Muslims turn at prayer. We will expand and further develop our country to ensure that that Muslims from around the world can visit the Holy Sites.

The second pillar of our vision is our determination to become a center for global business. We will develop the economy to encourage investment from other countries and international businesses.

The third pillar is **transforming** our unique geographical location into a global **hub** connecting three continents, Asia, Europe and Africa. We will use our geographical position to improve trade and transport to and from our country.

Although our country is rich in its natural resources, our real wealth lies in the ambition of our people and the potential of our younger generation. They are our nation's pride and the architects of our future. We will support young people in finding jobs and training. Our vision is built around three themes: A **vibrant** society, a **thriving** economy and an **ambitious** nation.

The first theme is vital to achieving the vision. We believe in the importance of a vibrant society. Members of this society

live in accordance with the Islamic principle of moderation, are proud of their national identity and their ancient cultural heritage, enjoy a good life, are protected by caring families and are supported by a social and health care system. The government is committed to supporting families and the education and wellbeing of their children. In the second theme, a thriving economy provides opportunities for all by building an education system that meets the needs of the market. It creates economic opportunities for small **enterprises** as well as large corporations. Therefore, we will develop and **diversify** our economy to create job opportunities.

Our third theme-an ambitious nation-is built on a responsible, **transparent** and high-performing government. We will apply efficiency and responsibility at all levels. We will also prepare the right environment for our citizens, businesses and society to be responsible and take the initiative in facing challenges and seizing opportunities. We are confident about Saudi Arabia's future. With all the blessings Allah has given us, we cannot help but be optimistic about the decades ahead.

The future of our country is one of huge promise and great potential. Our precious country deserves the best. Our vision, grounded in our country's strengths, will deliver this stability and create a brighter future for our country and our people.

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

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## After Reading

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

- |                 |                          |                          |                    |
|-----------------|--------------------------|--------------------------|--------------------|
| 1. transforming | a. moving                | b. changing completely   | c. making worse    |
| 2. hub          | a. center                | b. start                 | c. end             |
| 3. vibrant      | a. strong and active     | b. awake                 | c. quiet           |
| 4. thriving     | a. happy                 | b. prosperous and strong | c. poor            |
| 5. ambitious    | a. determined to succeed | b. greedy                | c. glorious        |
| 6. enterprises  | a. ideas                 | b. schools               | c. businesses      |
| 7. diversify    | a. make more varied      | b. widen                 | c. improve         |
| 8. transparent  | a. unclear               | b. unlocked              | c. open and honest |

B. Look back at the ideas you listed before you read the text.

Compare your ideas with the aims in the text and share your comparisons with a partner.

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

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

## Discussion

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



# 1 Big Changes



## 10 Writing

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

### Writing Corner

Use capital letters:

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

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

- B. 1. How do most people communicate nowadays? How do you communicate with your friends and relatives? Discuss and make notes.
2. Read the text and compare with your ideas. Underline new information.

## How the Internet has changed the world

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

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

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

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

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

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

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



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

2. Use the information you put in the chart to write a short discursive essay about the event and the impact on your country.
3. Exchange and comment on each other's work. Correct and re-write.



# 1 Big Changes



## 11 Form, Meaning and Function



### Simple Past Tense

#### Affirmative (+)

|        |               |            |
|--------|---------------|------------|
| I      |               |            |
| You    |               |            |
| He/She | <b>worked</b> | yesterday. |
| We     |               |            |
| They   |               |            |

#### Negative (-)

|        |                    |            |
|--------|--------------------|------------|
| I      |                    |            |
| You    |                    |            |
| He/She | <b>didn't work</b> | yesterday. |
| We     |                    |            |
| They   |                    |            |

**FYI** didn't = did not

#### Questions (?)

|            |              |             |            |
|------------|--------------|-------------|------------|
| <b>Did</b> | I/you/he/she | <b>work</b> | yesterday? |
|            | we/they      |             |            |

#### Short Answers (+)

|      |              |             |
|------|--------------|-------------|
| Yes, | I/you/he/she | <b>did.</b> |
|      | we/they      |             |

#### Short Answers (-)

|     |              |                |
|-----|--------------|----------------|
| No, | I/you/he/she | <b>didn't.</b> |
|     | we/they      |                |

### Time Expressions for the Past

**Q:** What did you do **last night**?

**A:** I watched a TV documentary about global warming.

**Q:** Where did you go **yesterday**?

**A:** We visited the Roman baths.

**Q:** When did you visit Pakistan?

**A:** I went to Pakistan **last month**.

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

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

- be from Leipzig?
- be from Dubai
- move to West Germany
- be in Berlin
- be born in Berlin
- be from Germany
- be a biologist
- have a good job
- have lots of friends
- be happy

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



**Did Hans' grandparents stay in Leipzig?**

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

**Did Saud grow up in Germany?**

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





## Past Progressive Tense

### Affirmative (+)

|      |             |                    |
|------|-------------|--------------------|
| I    | <b>was</b>  | sleep <b>ing</b> . |
| He   |             |                    |
| She  |             |                    |
| It   |             |                    |
| We   | <b>were</b> |                    |
| You  |             |                    |
| They |             |                    |

### Negative (-)

|      |                |                    |
|------|----------------|--------------------|
| I    | <b>wasn't</b>  | sleep <b>ing</b> . |
| He   |                |                    |
| She  |                |                    |
| It   |                |                    |
| We   | <b>weren't</b> |                    |
| You  |                |                    |
| They |                |                    |

### Yes-No Questions (?)

|             |                      |                    |
|-------------|----------------------|--------------------|
| <b>Was</b>  | I<br>he<br>she<br>it | sleep <b>ing</b> ? |
| <b>Were</b> | we<br>you<br>they    |                    |

### Short Answers (+)

|      |                      |              |
|------|----------------------|--------------|
| Yes, | I<br>he<br>she<br>it | <b>was.</b>  |
|      | we<br>you<br>they    | <b>were.</b> |

### Short Answers (-)

|     |                      |                 |
|-----|----------------------|-----------------|
| No, | I<br>he<br>she<br>it | <b>wasn't.</b>  |
|     | we<br>you<br>they    | <b>weren't.</b> |

## Past Progressive + *When* + Simple Past Tense

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

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

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

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

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

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

- The people / sleep // the earthquake / happen.
- Fatima / going home // see / her friend, Nawal.
- Majid / look at / trees // he / see / parrot
- The students / wait for / bus // rain / start



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

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

# 1 Big Changes



## 12 Project

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



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



## 13 Self Reflection

| Things that I liked about Unit 1: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
| <hr/>                             | <hr/>                                |
| <hr/>                             | <hr/>                                |

| Things that I found easy in Unit 1: | Things that I found difficult in Unit 1: |
|-------------------------------------|------------------------------------------|
| <hr/>                               | <hr/>                                    |
| <hr/>                               | <hr/>                                    |

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

| My five favorite new words from Unit 1: | If you're still not sure about something from Unit 1:                                                                                                                                                                       |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <hr/>                                   | <ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul> |
| <hr/>                                   |                                                                                                                                                                                                                             |
| <hr/>                                   |                                                                                                                                                                                                                             |



# 2 Careers

رابط الدرس الرقمي



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## 1 Listen and Discuss

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

### Dream JOBS

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



#### CAR SCULPTOR

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



#### FOOD SCIENTIST

When someone says that he is a laboratory scientist, what immediately comes to your mind? You probably think of a white lab coat, sterile surroundings, a microscope, and test tubes. But that is not the case of Matthew Duval. For the last three years, he's been working as a food scientist for the makers of Tasty's ice cream, and he has created several new flavors. He's constantly searching for new combinations of flavors to keep the products fresh and interesting for the company's customers. In his lab, he experiments with different



products and flavors until he gets them just right. And, of course, he always gets to taste the results. One part of Matthew's job involves market research. He's good at presenting his new products to customers and getting their input.

#### ANIMATION DESIGNER

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

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



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## Qualities Employers Look for When Hiring for Jobs

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



### Top Twelve Qualities

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

### Quick Check ✓

#### A. Vocabulary.

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

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

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

## 2 Pair Work

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

-  How long has Matthew been working as a food scientist?
-  He's been working as a food scientist for three years.
-  What skills do you need to be a car sculptor?
-  You must be creative.
-  What job are you interested in?
-  I'm interested in becoming a child psychologist. I'm good at working with children.



### 3 Grammar



#### Present Perfect Tenses: Progressive and Simple

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

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

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

##### Present Perfect Progressive

Hanan **has been reading** a book for two hours.

How long **have you been reading** that book?

Saeed **has been playing** football since he was ten.

How long **have you been playing** football?

##### Present Perfect Simple

She **has read** 30 pages.

How many pages **have you read**?

He **has played** for three different teams.

How many teams **have you played** for?

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

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

**B.** Choose the correct verb form.

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

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

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

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

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

 *Hakim's been working at a photography studio for a year.*

*He's good at taking pictures, and he's interested in becoming a photographer.*

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



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

A: Can you ice-skate?

B: Yes, I can.

A: How long have you been skating?

B: I've been ice-skating since I was five.

A: Do you have a job now?

B: Yes, I do.

A: How long have you been working at it?

B: For about six months.

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



**FYI**

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

He's **good at** using computers.

I'm **not very good at** speaking in public.

They're **interested in** working outdoors.

She's **not interested in** working in the computer industry.

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

A: What has the man at the magazine stand been doing during the rain?

B: He's been reading.

A: How many magazines has he read?

B: He's read several magazines.





## 4 Language in Context

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

### Personality Characteristics

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

### Good At or Interested In

helping people

creating things

working outdoors

working alone

making a lot of money

working with people



### Qualifications

degree in journalism

### Special Skills

good at speaking in public

### Personality

confident

### Possible Job

TV reporter

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

## 5 Listening

Listen to the job interview, and complete the chart.

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

## 6 Pronunciation

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

| /m/        | /n/         | /ŋ/     |
|------------|-------------|---------|
| motivation | inspiration | reading |
| model      | plan        | working |

He's been **n** working on **m**aking **m**odels.

He's been **n** an **i**nspiration to **m**e.

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

## 7 About You

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

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



## 8 Conversation

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

- Yousef:** So, Khaled, are you happy with your job at the TV station?  
**Khaled:** Yes, very happy. I enjoy being out there and talking to people. I get a lot of satisfaction out of my job.  
**Yousef:** How long have you been working on TV?  
**Khaled:** I've been a reporter at this station for five years—since my internship. What about you?  
**Yousef:** I've been working at the bank since I left high school. It's the same thing day after day, day in and day out. I'm bored to death. I was hoping to be a watch repairer, you know, but my parents talked me out of it. They said it wasn't a serious profession.  
**Khaled:** Well, I was going to be a dentist, but luckily I changed my mind. Can you imagine me in a small room, stuck between four walls?  
**Yousef:** That's where I am right now. It's time to move on and find something more challenging. I have a lot of different skills. I'm good at solving problems. I'm organized, reliable, hardworking...What do you think I should do?



### Your Ending

What advice do you think Khaled gives Yousef?

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

### Real Talk

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



### About the Conversation

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

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

### Your Turn

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



## 9 Reading

### Before Reading

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

## JobPool

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media positions

Search

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Profile &amp; Resume ▼

Jobs ▼

Career Tools ▼

Advice ▼

### JobPool Has the Job for You

#### About Us:

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

#### OPENINGS [Internships]

##### Media Intern: TV and Radio Media International

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

##### Archaeological Interns: Students Learning Overseas

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

##### Environmental Engineering: Saudi Construction, Riyadh

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

Send applications to: [internships@jpool.com](mailto:internships@jpool.com) Attach a cover letter and a résumé.



## Résumé

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

### Education

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

### Experience

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

### Honors/Awards

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

### Skills

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

## After Reading

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

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

## Discussion

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







## 10 Writing

- A. 1.** Read the three job opportunities again. Write the qualities, qualifications, and experience that a person needs for each job in note-form in the chart below.
- 2.** Which job would you apply for if you had the qualifications? Why?
- 3.** Which job would you not be interested in? Why not?
- 4.** Discuss your choices in class. Which is the most popular job? Which is the least popular job?



| Job                   | Qualities<br>(see page 21) | Qualifications<br>(certificates, awards, diplomas, degrees) | Experience |
|-----------------------|----------------------------|-------------------------------------------------------------|------------|
| Media Intern          |                            |                                                             |            |
| Archaeological Intern |                            |                                                             |            |
| Engineering Intern    |                            |                                                             |            |

- B. 1.** Read the cover letter for a job application on page 29. Collect information about the person and make notes in the chart which follows it.
- 2.** Think about your favorite job in the JobPool. Write information about yourself in the YOU column.
- 3.** Use your information to write a cover letter applying for the position.

### Writing Corner

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

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

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



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



15 April 2019

Dear Mr. Alsaaleh,

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

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

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

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

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

Sincerely,

Saud Khalid

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



# 11 Form, Meaning and Function

## Simple Present Tense

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

### Affirmative (+)

|      |              |              |
|------|--------------|--------------|
| I    |              |              |
| You  | <b>work</b>  | in an office |
| We   |              |              |
| They |              |              |
| He   | <b>works</b> |              |
| She  |              |              |

### Negative (-)

|      |                |             |               |
|------|----------------|-------------|---------------|
| I    |                |             |               |
| You  | <b>don't</b>   | <b>work</b> | in an office. |
| We   |                |             |               |
| They |                |             |               |
| He   | <b>doesn't</b> |             |               |
| She  |                |             |               |

## Time Expressions for the Present

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

He works at the hospital **from** Sunday **to** Thursday.

He doesn't work **on the weekend**.

He works at the hospital **on weekdays**.

**In his free time**, he plays football.

## Wh- Questions in the Simple Present

**Q: Where** does he/she work?

**Q: Where** do you/they work?

**Q: What** do you do?

**A:** He/She works in a hospital.

**A:** I/They work in an office.

**A:** I'm a salesperson.

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

## Prepositions of Time for the Present

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

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

**in** the morning/afternoon/evening

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



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

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

1. What \_\_\_\_\_ your uncle \_\_\_\_\_? He's a writer.  
He \_\_\_\_\_ books.

2. Adnan is a bus driver. He \_\_\_\_\_ a city bus.  
He works \_\_\_\_\_ night.

3. Where \_\_\_\_\_ Omar and Ali \_\_\_\_\_? They \_\_\_\_\_ in a hospital. They are doctors.

4. Hameed is a journalist. He \_\_\_\_\_ for a newspaper. He \_\_\_\_\_  
\_\_\_\_\_ weekdays and \_\_\_\_\_ weekends.

5. Fahd is a pilot. He \_\_\_\_\_ planes. He likes to play tennis \_\_\_\_\_ his free time.

## Relative Pronouns: Who, That, Which

Relative clauses add information about a noun in the main clause.

Use the relative pronoun *who* or *that* for people.

Use the relative pronoun *that* or *which* for things and animals.

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

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

The computer company is making a good profit. It is called Easy Surf.

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

## Past Progressive with While

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

Mohammed **was working** on the computer **while** his brother **was talking** on the phone.

**While** you **were working** at the photography studio, I **was studying** graphic design at college.

They **were waiting** for their father at the office **while** their father **was waiting** for them at home.

**While** she **was talking** with her sister downstairs, her mother **was looking** for her upstairs.

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

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

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

💡 *It was raining while Yahya was washing the car.*



Yahya



1. Faisal



2. Fatima



3. The people



## 12 Project

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



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





## 13 Self Reflection

| Things that I liked about Unit 2: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
| <hr/>                             | <hr/>                                |
| <hr/>                             | <hr/>                                |

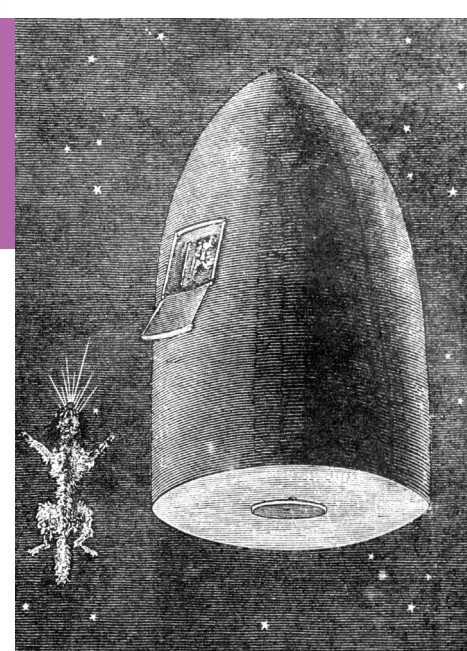
| Things that I found easy in Unit 2: | Things that I found difficult in Unit 2: |
|-------------------------------------|------------------------------------------|
| <hr/>                               | <hr/>                                    |
| <hr/>                               | <hr/>                                    |

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

| My five favorite new words from Unit 2: | If you're still not sure about something from Unit 2:                                                                                                                                                                       |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <hr/>                                   | <ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul> |
| <hr/>                                   |                                                                                                                                                                                                                             |
| <hr/>                                   |                                                                                                                                                                                                                             |



# 3 What Will Be, Will Be



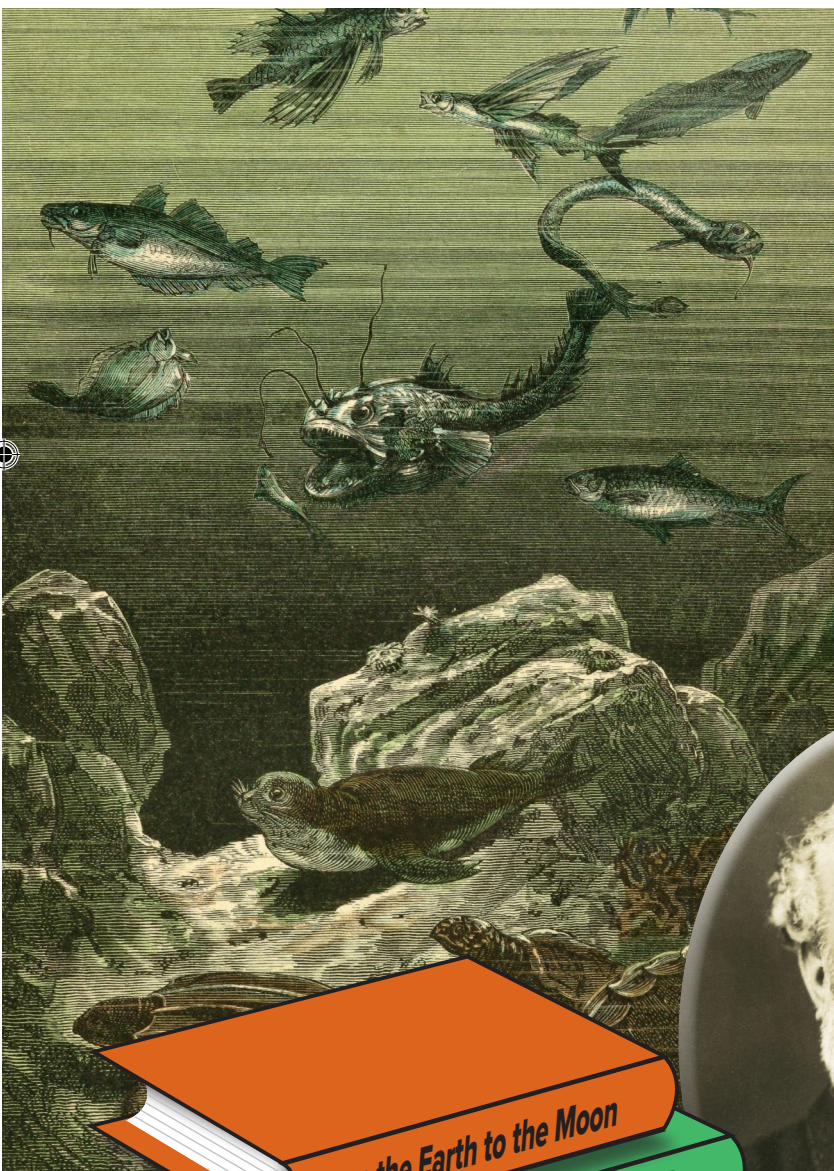
## 1 Listen and Discuss

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

## A Vision of the Future

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

◀ Jules Verne





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

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

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

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

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

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

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

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



**FYI**

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

### Quick Check ✓

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

- \_\_\_\_\_ novel
- \_\_\_\_\_ restaurant
- \_\_\_\_\_ car
- \_\_\_\_\_ appliance
- \_\_\_\_\_ cut

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

- \_\_\_ People will drive gas-powered cars.
- \_\_\_ People will live in skyscrapers.
- \_\_\_ People will travel to the center of the earth.
- \_\_\_ Fast food restaurants won't catch on.
- \_\_\_ Sports stars will earn more than the president.

## 2 Pair Work

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

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



## 3 Grammar

### Future with *Will* or *Be Going To*

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

#### Affirmative (+)

Computers **will perform** many functions.  
People **are going to have** more free time.

#### Negative (-)

Computers **won't have** feelings.  
Machines **aren't going to control** us.

#### Questions (?)

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

#### Answers (Opinions)

I guess so. I hope not.  
I think so. I don't think so.

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

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

### *Will* versus *Be Going To*

Use *be going to* to express a plan that is already made or decided.

Use *will* to express uncertainty, often with *maybe* or *probably*.

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

### Future Progressive

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

Or use *be going to + be + present participle*.

#### Affirmative (+)

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

#### Questions (?)

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

#### Short Answers (+)

Yes, I **will**.  
Yes, they **are**.

#### Short Answers (-)

No, I **won't**.  
No, they **aren't**.

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

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



**B.** Work in groups. Answer this question:

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



ballpoint pens



personal computer



DVD player



magazines



cell phone



flat screen TV



microwave oven

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

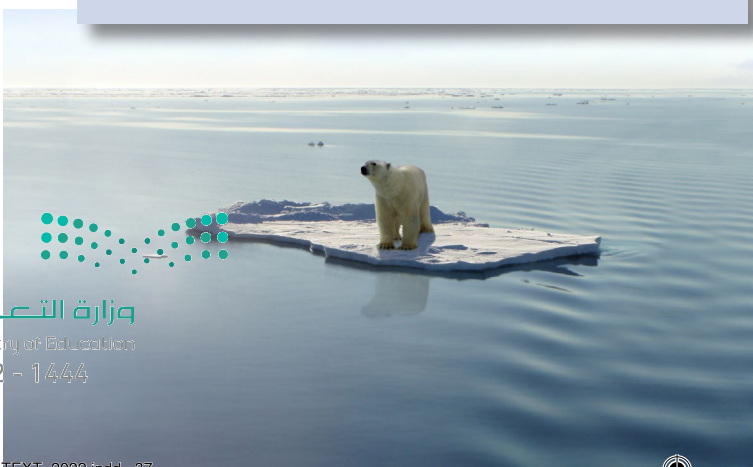
**A:** Do you think there will be enough food for everyone in the world?

**B:** I believe there will be.

**A:** Do you believe there will be peace on Earth?

**B:** No, I don't. Nations are too selfish.

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



### 3 What Will Be, Will Be



## 4 Language in Context

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

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

## 5 Listening

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

| Name    | Past | Future |
|---------|------|--------|
| Ibrahim |      |        |
| Steven  |      |        |
| Saeed   |      |        |
| Jim     |      |        |



## 6 Pronunciation

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

|            |               |            |                    |
|------------|---------------|------------|--------------------|
| <b>a</b>   | in a century  | <b>to</b>  | nine-to-five       |
| <b>and</b> | young and old | <b>was</b> | It was common.     |
| <b>can</b> | Cars can fly. | <b>of</b>  | cars of the future |

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

## 7 About You

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

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





## 8 Conversation

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

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

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

**Reporter:** How will the house actually function?

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

**Reporter:** What happens after I enter the house?

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

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

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

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

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

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

### Real Talk

Certainly = used to say yes

No kidding? = to express surprise, in this case, pleasant surprise

### About the Conversation

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

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



### Your Turn

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



## 9 Reading

### Before Reading

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

# The Tulsa Time Capsule

- 1 A crowd of people gathered outside the courthouse in Tulsa, Oklahoma, in June 1957, to witness the burial of an unusual time capsule: a brand-new gold-and-white Plymouth Belvedere car. The city leaders explained: "In exactly 50 years time, this car will be unearthed to show the world who we were and how we lived in Tulsa in 1957."
- 2 The automobile contained a flag, a city phone directory, an unpaid parking ticket, and the contents of a woman's purse: bobby pins, a ladies' powder compact, a plastic rain cap, several combs, a tube of lipstick, a pack of gum, a wad of tissues, \$2.73 in bills and coins. Five gallons of gas were also included, in case the combustion engine became obsolete by 2007 and no fuel was available.
- 3 The event attracted all sorts of people to Denver Avenue that day in 1957. Some thought that the idea of burying a new car was dumb; others thought it was brilliant. Raffle tickets (for the car) were sold. The person to guess the approximate population of Tulsa in 2007 would win. "I'll never be alive," said Teddy Baxter, aged 6. "Sure you will," answered his brother Henry, who was 19. "I might not be, but you'll be around for sure." Gene McDaniel, who was 20 at the time, thought: "In 2007, I'll be 70—I'll never make it."
- 4 The Plymouth was wrapped in protective materials and lowered into a concrete vault, which was supposed to withstand even a nuclear attack. It lay there for 50 years.



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

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



## After Reading

A. Choose the correct meaning of each word.

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

B. Answer the questions about the reading.

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

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

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

## Discussion

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





## 10 Writing

A. Answer the questions.

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



# Keeper of hidden treasure

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

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

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

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



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

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

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

The chart is a flowchart with six boxes for notes, connected by arrows. The boxes are:

- Why did he hide it?** (Top Left)
- Who did it?** (Top Middle)
- Where was it hidden?** (Top Right)
- What was the treasure?** (Middle)
- Who found it?** (Bottom Middle)
- How did he find it?** (Bottom Left)
- What did he do with it?** (Bottom Right)

Arrows indicate the flow: Why did he hide it? → Who did it? → Where was it hidden? → What was the treasure? → Who found it? → How did he find it? → What did he do with it?.

### Writing Corner

When you write a story you need to think about:

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

The **beginning** and **end** of the story. How will you begin your story? How will you end your story?

4. What do you think causes a reaction, e.g. surprise, suspense, laughter/humor etc.?

What was your reaction to the octopus story?



### 3 What Will Be, Will Be

رابط الدرس الرقمي



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## 11 Form, Meaning and Function



### Present Simple Tense versus Present Progressive Tense

We use the simple present to talk about habits or routines.

We use the present progressive for actions occurring now or for a temporary situation.

Omar **lives** in Riyadh. He **works** for a big computer company as a computer scientist.

Omar **is working** at the Al Qassim Science Center in Saudi. He **is creating** an exhibit named 'Computers in the Future.'



### Present Progressive for the Future

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

**Q:** When **are** they **flying** to Dubai?

**A:** They're **flying** to Dubai tonight.

**Q:** When **are** the new cars **coming out**?

**A:** They're **coming out** next year.

**Q:** When **is** Omar **leaving** for Riyadh?

**A:** He's **flying** at 9 o'clock in the morning.

### Time Expressions for the Future

**Q:** What are you going to do **tomorrow**?

**A:** I'm going to visit the museum of Science and Technology.

**Q:** Will she go on the school trip **next week**?

**A:** Yes, she will.

**Q:** Are you sitting examinations **next month**?

**A:** Yes, I am.

### Make and Respond to Suggestions

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

**Q:** **Let's** look for the hidden treasure.

**A:** **We can't.** We don't have a map.

**Q:** **How about** making a time capsule for the school project?

**A:** **Great idea!** Let's do it!

**Q:** **Why don't we** design a robot to help with the cleaning?

**A:** Yes, **why not!** **That sounds great!**

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

**Q:** *When are they going?*

**B:** They are going tomorrow.

**A:** What will they see and do at the museum?

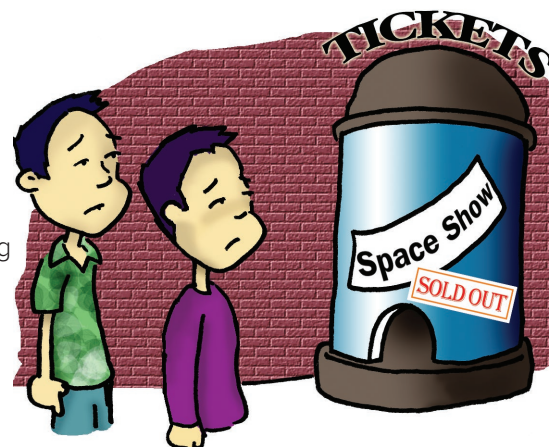
**B:** They are going to see exhibits about robots. They will learn about space travel in the future.

**A:** What will they take?

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

**Q:** *Hussain: Let's go to the 'Space Show.'*

**Ahmed:** Great idea! Oh wait ... **We can't.** It's sold out.  
**How about ...**



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2022/444



## Information Questions

- Q:** What are you going to do in the summer? **A:** I'll probably travel.  
**Q:** Where will you go? **A:** I'll go to Najran.  
**Q:** How will you get there? **A:** Maybe I'll drive.

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

## Tag Questions

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

### Affirmative (Negative Tag)

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

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

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

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

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

### Negative Sentence (Affirmative Tag)

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

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

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

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

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

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

**A:** What are you going to do on the weekend?

**B:** I'll visit my cousins. I'll probably go horseback riding on Saturday.

**A:** That sounds great!

**B:** What will you do on the weekend?

**A:** I'll probably go to the new science museum with my brother. I haven't been yet.

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

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

**A:** You usually go horseback riding on the weekend, **don't you?**

**B:** Yes, I will probably go on Saturday.

**B:** You are going to go to the new science museum, **aren't you?**

**A:** Yes, that's right!



### 3 What Will Be, Will Be

رايتح الدرس الرقمي



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## 12 Project

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



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

## 13 Self Reflection

| Things that I liked about Unit 3: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
| <hr/>                             | <hr/>                                |
| <hr/>                             | <hr/>                                |

| Things that I found easy in Unit 3: | Things that I found difficult in Unit 3: |
|-------------------------------------|------------------------------------------|
| <hr/>                               | <hr/>                                    |
| <hr/>                               | <hr/>                                    |

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

| My five favorite new words from Unit 3: | If you're still not sure about something from Unit 3:                                                                                                                                                                       |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <hr/>                                   | <ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul> |
| <hr/>                                   |                                                                                                                                                                                                                             |
| <hr/>                                   |                                                                                                                                                                                                                             |



# EXPANSION Units 1–3

## 1 Language Review



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



Have you been fighting?



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

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

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

- C. Complete the questions.

to a doctor about his/her patients

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

How many *patients have you seen/treated today?*

How long \_\_\_\_\_?

How many \_\_\_\_\_?

How many \_\_\_\_\_?

How long \_\_\_\_\_?

How long \_\_\_\_\_?



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

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

Have we become dependent on computers and the Internet?

*Thread Started on Sept 2, 2020, 4:55 PM*

Computers have become an integral part of our lives. They make day to day tasks easier and save time. Does that make us incapable of doing simple tasks without the aid of the computer? Can we still use hard copies of dictionaries or books? Can we write by hand?

I think most of us can. Not having to do things in a conventional manner allows more time for thought and creativity.

**Re: Computer and the Internet. Good or bad?**

*Reply #1 on Sept 2, 2020, 5:21 PM*

I agree that computers and the Internet are valuable tools that provide access to information quickly and efficiently. On the other hand, literacy appears to be affected in more ways than one. People don't bother to learn how to spell correctly or write by hand. They sometimes rely on the computer to correct their grammar and spelling. I know my handwriting has suffered since I started word processing.

**Re: Computer and the Internet. Good or bad?**

*Reply #2 on Sept 2, 2020, 7:43 PM*

Does it matter if we are not all adept at handwriting? At the end of the day, technology is here to stay. If computers can help us write, why should we write by hand? Isn't it better to invest that time on learning?

**Re: Computer and the Internet. Good or bad?**

*Reply #3 on Sept 3, 2020, 4:01 PM*

Learning is the big issue here. Does technology foster learning or does it provide ready data that do not promote critical thinking? And what about math? There seem to be more and more young people who are unable to calculate. They are completely dependent on computers.

**Re: Computer and the Internet. Good or bad?**

*Reply #4 on Sept 3, 2020, 9:40 PM*

The Internet has contributed greatly to learning, through the wealth of information it can provide, on a wide range of topics. In addition, it has made it possible for people to study through e-learning. In other words, the Internet has brought schools and universities to people, wherever they might be, provided that they are connected.

**Re: Computer and the Internet. Good or bad?**

*Reply #5 on Sept 6, 2020, 5:12 PM*

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

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

- Students in my country have been using computers for \_\_\_\_\_.
- Write about yourself.
  - (use computers) \_\_\_\_\_
  - (write by hand) \_\_\_\_\_
  - (use spell-check) \_\_\_\_\_
  - (learn online) \_\_\_\_\_
- Add your own ideas.



Which of the things mentioned in the text will people be doing in 100 years/in the future?

Compare your ideas with a partner.

I think people will still be using spell-checks in 100 years.

I don't think people will use spell-checks in the future.

## 2 Reading

### Before Reading

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



## EYE MAKE-UP IN ANCIENT EGYPT



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

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

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



### After Reading

A. Answer the questions about the reading.

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



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

- |                           |                                                                                                                                                  |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. <u>h</u> immune system | a. attractive in an unusual way that attracts attention                                                                                          |
| 2. _____ disinfectant     | b. to make something by mixing things in liquid or powder form, which are not normally combined                                                  |
| 3. _____ point out        | c. draw attention to a new fact or one that someone had not thought of or noticed, tell someone something they didn't know or had not thought of |
| 4. _____ properties       | d. the qualities or characteristics that something, e.g. a substance or object, has                                                              |
| 5. _____ effect           | e. the way in which an event, action, or person changes/influences someone or something                                                          |
| 6. _____ molecule         | f. the smallest part of a living thing                                                                                                           |
| 7. _____ preventive       | g. the smallest unit that a substance can be divided into while maintaining its chemical nature, usually consisting of two or more atoms         |
| 8. _____ striking         | h. the system that the body uses to protect itself against disease or infection                                                                  |
| 9. _____ concoct          | i. a substance/chemical that destroys bacteria                                                                                                   |
| 10. _____ cell            | j. intended to stop something from happening, pre-emptive                                                                                        |

## Discussion

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

## 3 Project

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

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

## 4 Chant Along

# I Wonder What They'll Be

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

### Chorus

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

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

### Chorus

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





## Vocabulary

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

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

B. What do you think the following expressions mean?

1. To take someone by the hand \_\_\_\_\_
2. A castle made of sand \_\_\_\_\_

## Comprehension

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

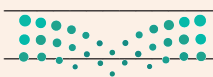
1. \_\_\_\_ The chanter hopes to be alive to see what his children will be.
2. \_\_\_\_ He fears that his children won't know what to do if he dies.
3. \_\_\_\_ The chanter hopes that his dreams for his children will come true.
4. \_\_\_\_ He has wished health, wealth, and happiness for his children.
5. \_\_\_\_ The chanter hopes that his example will help his children through life.

## Discussion

1. What dreams do you think your parents have for you?
2. Do you think you'll accomplish them?

## 5 Writing

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

|                                                                                                                                                         |                                                    |                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|------------------------------------------------------|
| <p>I finish school<br/>in ____ (year)</p> <p>_____</p> <p>_____</p>  | <p>1. What I will do</p> <p>_____</p> <p>_____</p> | <p>1. Why I will do it</p> <p>_____</p> <p>_____</p> |
|                                                                                                                                                         | <p>2. What I will do</p> <p>_____</p> <p>_____</p> | <p>2. Why I will do it</p> <p>_____</p> <p>_____</p> |

# 4 The Art of Advertising



## 1 Listen and Discuss

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

### COMPACT CARS: The Smaller, the Better



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

### SUITCASE: For the Price of a Car

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

#### FEATURES

##### Weight:

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

##### Materials:

It comes in ebony (wood) or Italian leather.

##### Remote Control:

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

##### Wheels:

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

##### Prices:

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



## THE FOLD-UP BIKE



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

### About Bicycles

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



### Quick Check ✓

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

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

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

## 2 Pair Work

- A.** Find sentences that are facts about the four products you read about. Make questions for those facts. In pairs ask and answer the questions. See the examples below.
-  What were the first bikes made of?
  -  They were made of wood.
  -  What's special about the new FIAT 500?
  -  Customers can choose a personalized car.
  -  How does the *Henk* compare with other suitcases?
  -  It's much lighter than other brands.
- B.** Choose a product that you like. Why is it special? Write down two reasons. Share them with a partner.

## 3 Grammar

### The Passive

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

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

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

### Comparison of Adjectives (comparatives and superlatives)

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

| Adjective                          | Comparative Form                        | Superlative Form                     |
|------------------------------------|-----------------------------------------|--------------------------------------|
| The hydrogen car is <b>clean</b> . | It's <b>cleaner than</b> other models.  | It's <b>the cleanest</b> car of all. |
| The bag is <b>expensive</b> .      | It's <b>more expensive than</b> others. | It's <b>the most expensive</b> bag.  |

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

Use *as ... as* to show two items are the same in some way.

The special suitcase is **as expensive as** a car.

Use *not as ... as* to show that two items are not the same in some way.

The fold-up bicycle is **not as bulky as** a regular bicycle.

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

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

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

A company in Japan makes the car.

*The car is made by a company in Japan.*

The company has opened a new factory.

*A new factory has been opened by the company.*

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



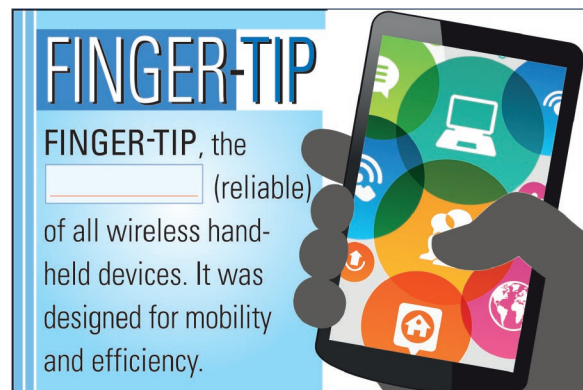




- B.** Complete the paragraph with the passive form of the verbs in parentheses. Use the correct tense.

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

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



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

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

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

## 4 The Art of Advertising



### 4 Language in Context

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

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

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

### 5 Listening

Listen to the ads and match.

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

### 6 Pronunciation

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

#### Consonant + Vowel

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

#### Consonant + Consonant

the cleanest teeth  
in contrast to the standard bike  
a specially designed dolphin food

### 7 About You

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

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

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

## 8 Conversation

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

**Adnan:** Hi, Omar. What are you up to?

**Omar:** I'm turning off my alarm.

**Adnan:** What on earth is that?

**Omar:** It's the new flying helicopter alarm. It runs on rechargeable batteries! It's the best alarm clock I've ever had.

**Adnan:** How does it work?

**Omar:** You see, the top part, in other words the flying part, is placed on a base. The alarm is set and when it goes off the top part flies off the base. It is made to fly in order to make you get up, catch it, and put it back on its base.

**Adnan:** And why is it here?

**Omar:** Well, you know how it is when you have a lot to do at work and you also have to attend meetings. I don't have an assistant so if I am working on an important project I forget. The flying alarm can solve the problem. I set it in time for any meeting or conference that I have and I don't have to worry. What do you think?



### Your Ending

What do you think Adnan answers?

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

### Real Talk

What are you up to? = What are you doing now?

What on earth...? = expression to show surprise when asking a question

### About the Conversation

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

### Your Turn

Describe to your partner some unusual new gadgets you have seen or read about. First complete the organizer with the necessary information. Your partner expresses disbelief using the following expressions:

***It is awesome/incredible, I've never seen anything like it and It makes you wonder.***

What the gadget is called

What the gadget looks like

How the gadget works



## 9 Reading

### Before Reading

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

# The World of Plastic



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

2 It all started in 1949 when Frank McNamara scheduled a business dinner in a New York restaurant. Before he left for the dinner, Frank changed suits. When the waiter presented the check, Frank realized that he had left his wallet in the other suit. The embarrassing situation was solved, but that night Frank asked himself: “Why should people be limited to spending what they are carrying in cash, instead of being able to spend what they can afford?” A year later, Frank returned to the same restaurant in New York. When the check came, Frank handed the waiter a small cardboard card, a Diner's Club Card, and signed for the meal.



This event is known in the credit card industry as the “First Supper.” Soon the concept of “charging it” was picked up by merchants as an alternative form of payment to the use of cash. By 1952, the Diner's Club Card was accepted by thousands of businesses across the United States, and it became a status symbol for those who carried it.

3 The Diner's Club Card soon became a cultural icon. Hollywood cashed in on the “charge-it craze” with

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

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

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

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



1950

1952

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



## After Reading

A. Choose the correct meaning of each word.

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

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

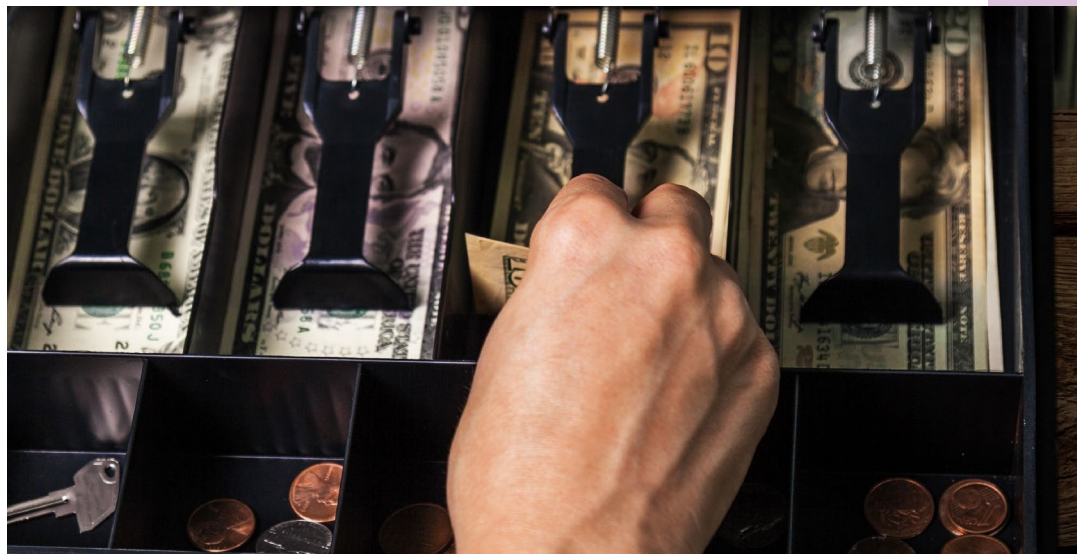
in-: \_\_\_\_\_  
im-: \_\_\_\_\_

C. Answer the questions about the reading.

- How long have credit cards been available?
- Why was Frank McNamara embarrassed?
- What did McNamara think was a silly restriction?
- What phrase was used to describe the use of credit cards, in contrast to the phrase “paying in cash”?
- What shows that the Diner’s Club card was becoming popular?
- What did the credit card represent to people who possessed one?
- How did the use of credit cards expand?

## Discussion

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



## 4 The Art of Advertising

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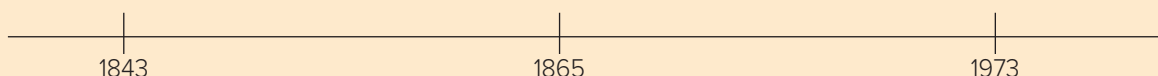
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### 10 Writing

- A.** Consider the following questions and discuss your ideas with a partner.
1. Do you have a cell phone? What do you use it for?
  2. What type/brand of cell phone do you like? Why?
  3. How would life be different if there were no cell phones?
- B.** Read "The Invention of The Cell Phone" and complete the timeline.
1. Write all the dates/years along the line in chronological order.
  2. Make notes about what happened on each date.



Michael Faraday, research  
on electricity in space



## The Invention of the Cell Phone

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

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

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

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

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



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

| Year / Date          | What happened |
|----------------------|---------------|
| <input type="text"/> |               |
| <input type="text"/> |               |
| <input type="text"/> |               |
| <input type="text"/> |               |

### Writing Corner

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

- Look up sources, e.g. the Internet, articles, advertisements, manuals, and **collect data about the product/invention/gadget and its history.**
  - Make sure you have the right **information about key people and/or organizations.**
  - Select the information that you think will **interest your readers** most.
  - Decide on the **key stages you want to focus on.** For example, cars have gone through multiple stages of development but you might choose to focus on 4 or 5 stages that you think affected development greatly.
  - Organize **facts/events in chronological order**, that is, in the order they happened.
- Now look at the text about the cell phone on page 62 and identify:  
 Facts/events and how they are organized: \_\_\_\_\_  
 Stages of development/number of stages: \_\_\_\_\_  
 People/organizations involved: \_\_\_\_\_
  - Is the writer presenting the information in the text to people who are familiar with cell phones? How do you know?



## 4 The Art of Advertising

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### 11 Form, Meaning and Function

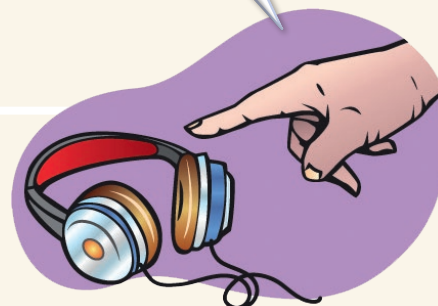


#### Demonstrative Pronouns – Revision

Use demonstrative pronouns to point to objects.

|          | near         | far          |
|----------|--------------|--------------|
| singular | <b>This</b>  | <b>That</b>  |
| plural   | <b>These</b> | <b>Those</b> |

These are the best headphones on the market. Buy these!



#### Imperatives – Revision

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

Also use the imperative to give advice.

**FYI**

The indefinite articles *a/an* come before singular nouns.

Use *a* before words that begin with a consonant sound.

Use *an* before words that begin with a vowel sound.

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

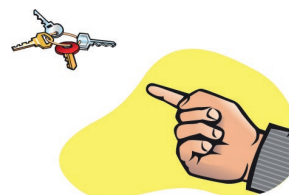
**A:** What's this?

**B:** It's a pencil.



**A:** What are those?

**B:** They're keys.



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

**Y** You should clean your teeth with Sparkle toothpaste. It will make your smile very bright.

Clean your teeth with Sparkle toothpaste for the brightest smile!

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

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

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



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### Possessive Adjectives

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

### Possessive Pronouns

|      |         |
|------|---------|
| It's | mine.   |
|      | yours.  |
|      | his.    |
|      | hers.   |
|      | ours.   |
|      | theirs. |

### Question Word: *Whose*

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

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

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

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

### Pronoun: *One/Ones*

**Q:** Which coat do you like?

**A:** The green **one**.

**Q:** Which boots do you prefer?

**A:** The leather **ones**.



### Quantitative: *Too, Enough*

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

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

### C. Complete the conversation. Choose the correct words.

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

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

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

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

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

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

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

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

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

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

## 4 The Art of Advertising

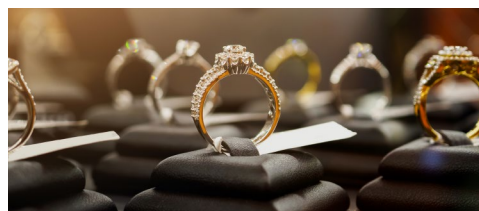
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### 12 Project

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



| Slogan |
|--------|
|        |

| Product you want to advertise |
|-------------------------------|
|                               |



| Interesting words about it |
|----------------------------|
|                            |

| How it is better than other products |
|--------------------------------------|
|                                      |

## 13 Self Reflection

| Things that I liked about Unit 4: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
| <hr/>                             | <hr/>                                |
| <hr/>                             | <hr/>                                |

| Things that I found easy in Unit 4: | Things that I found difficult in Unit 4: |
|-------------------------------------|------------------------------------------|
| <hr/>                               | <hr/>                                    |
| <hr/>                               | <hr/>                                    |

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

| My five favorite new words from Unit 4: | If you're still not sure about something from Unit 4:                                                                                                                                                                       |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <hr/>                                   | <ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul> |
| <hr/>                                   |                                                                                                                                                                                                                             |
| <hr/>                                   |                                                                                                                                                                                                                             |





# 5 Did You Hurt Yourself?

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## 1 Listen and Discuss

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

### Common Accidents





## The Most Common Causes of Automobile Crashes

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

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



### Quick Check ✓

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

💡 *hurt*

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

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

## 2 Pair Work

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

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

**B.** Share experiences about accidents.

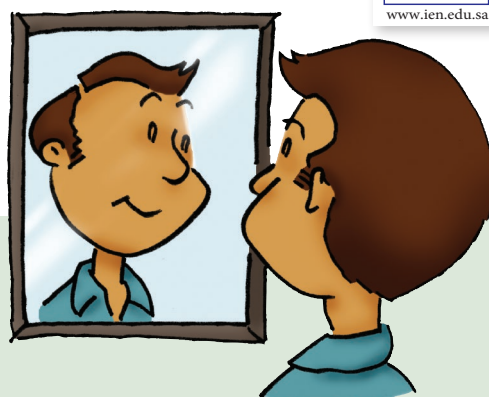
- 🗨️ I once slipped on a wet floor and broke my arm.
- 💬 So did I.



### 3 Grammar



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



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

#### Reflexive Pronouns

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

|                        |            |
|------------------------|------------|
| myself                 | ourselves  |
| yourself               | yourselves |
| himself/herself/itself | themselves |

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

#### Because versus So

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

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

#### So and Neither

*So...* and *Neither* both show agreement with the speaker.

*So...* shows agreement with an affirmative statement.

*Neither...* shows agreement with a negative statement.

**A:** I'm a careful driver.

**B:** **So** am I.

**A:** I hurt myself all the time.

**B:** **So** do I.

**A:** I burned myself on the stove.

**B:** **So** did I.

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

**B:** **So** have I.

**A:** I'm not an aggressive driver.

**B:** **Neither** am I.

**A:** I very seldom cut myself.

**B:** **Neither** do I.

**A:** I didn't slip on the wet floor.

**B:** **Neither** did I.

**A:** I've never broken an arm or leg.

**B:** **Neither** have I.

**A.** Complete the sentences with the correct reflexive pronouns.

1. Sarah cut \_\_\_\_\_ while she was peeling potatoes.
2. The instructions on the box say: "Do it \_\_\_\_\_."
3. I burned \_\_\_\_\_ when I was making fries.
4. My grandfather slipped on a rug and hurt \_\_\_\_\_.
5. The people injured \_\_\_\_\_ when they were escaping from the bull.

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

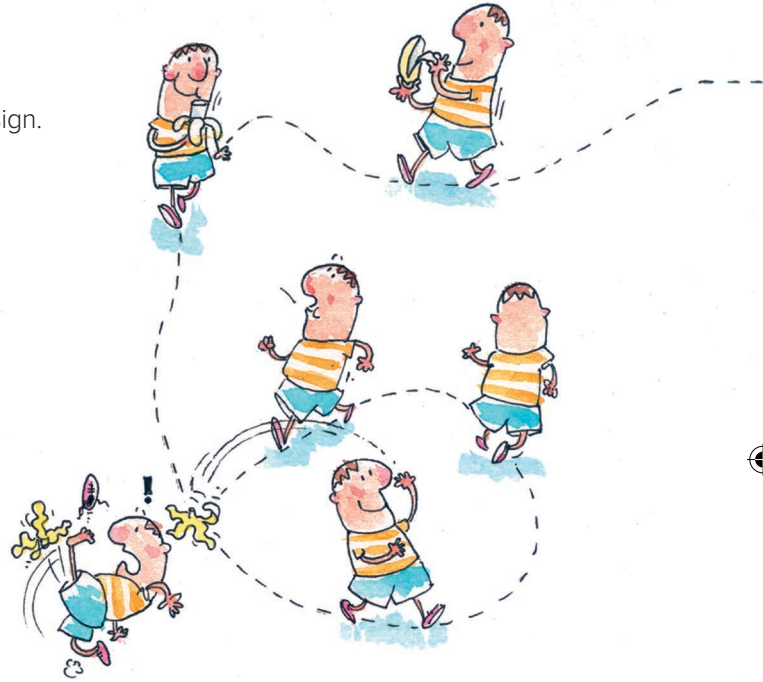
💡 Jake burned his arm. He went to the emergency room.  
*Jake burned his arm, so he went to the emergency room.*  
*Jake went to the emergency room because he burned his arm.*

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



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

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



**D. Show agreement with the following statements.**

💡 I always wear a seat belt in the car.

*So do I.*

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## 5 Did You Hurt Yourself?

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### 4 Language in Context

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

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



a



b



c



d



e



f

### 5 Listening

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

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

### 6 Pronunciation



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

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

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

### 7 About You



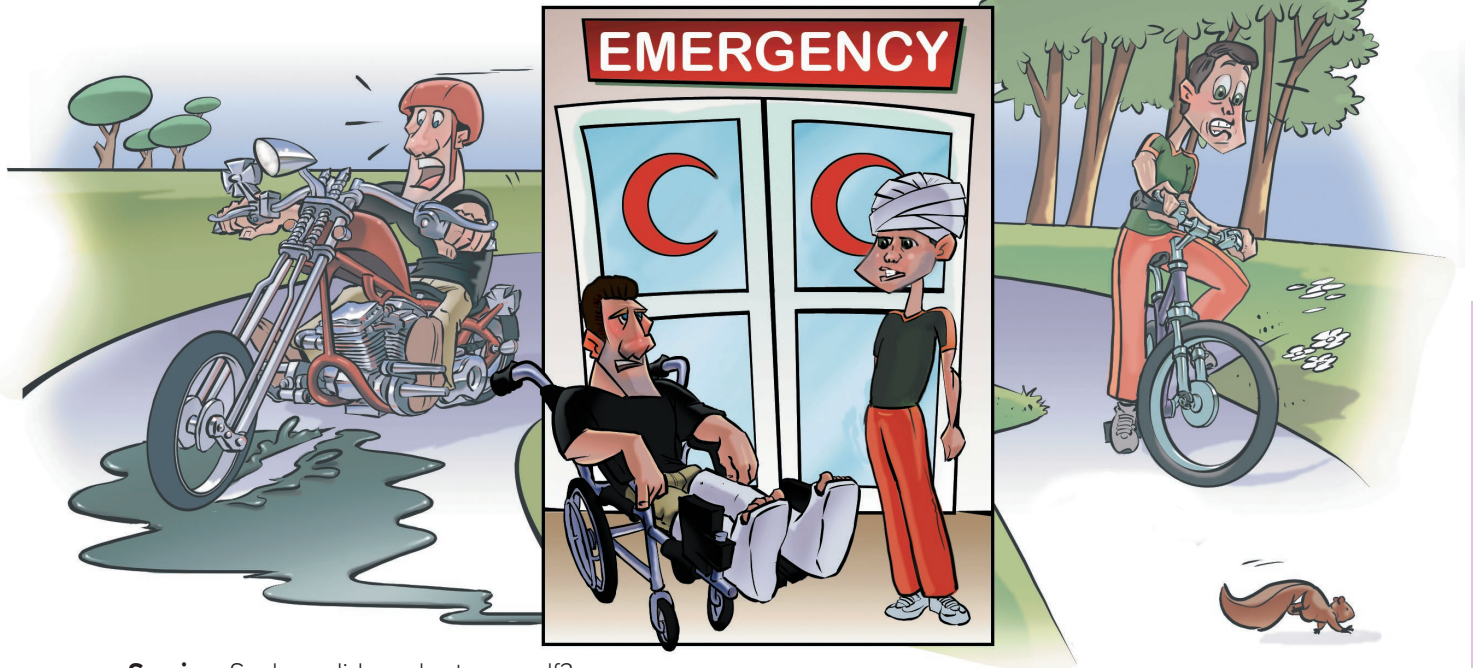
In pairs, ask and answer the questions. Then switch roles.

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



## 8 Conversation

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



**Samir:** So, how did you hurt yourself?

**Jasem:** I fell off my bike.

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

**Jasem:** Were you wearing a helmet?

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

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

**Samir:** It was your **lucky day**!

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

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

### Real Talk

**lucky day** = a day of good fortune

**stuck in** = caught and unable to move out

**I guess** = expression to show that you're not totally sure about a statement

**Look at it this way** = There's a different way to think about something

### About the Conversation

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

### Your Turn

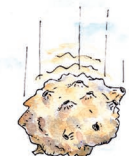
Read the conversation again. Imagine you are Samir or Jasem. Describe your accident to a friend.



## 9 Reading

### Before Reading

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



# Unusual Accidents and Deaths

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

## UNHAPPY ENDINGS

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

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

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

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

## HAPPY ENDINGS

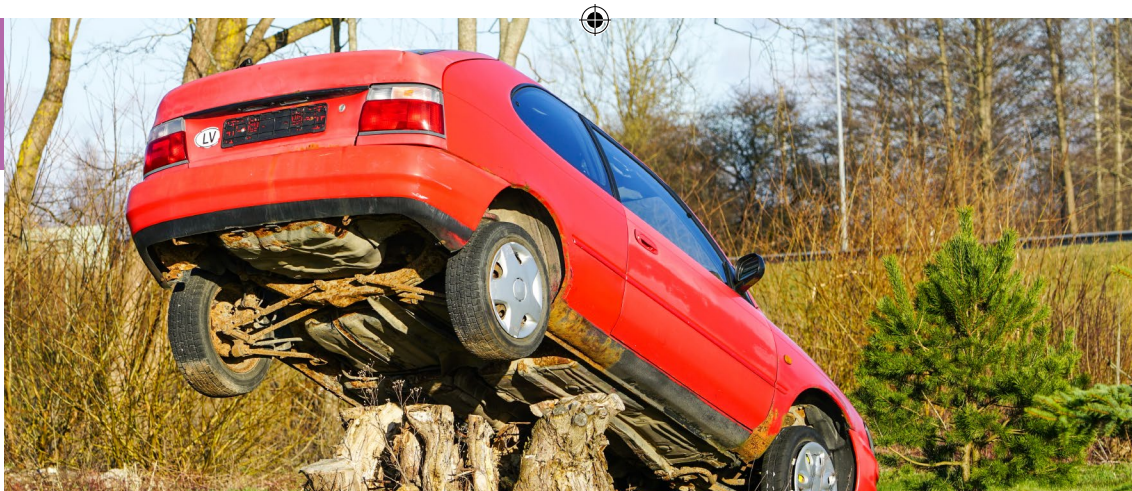
A German soldier was riding in the back seat of a World War I plane when the engine stalled as a result of an unusual gust of wind. He fell out of his seat while the plane was high above the ground. As he was falling, the plane's engine started again, and he landed back in his own seat. The pilot was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

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

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

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





## After Reading

A. Match the words with the meanings.

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

B. Complete the sentences about the reading.

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

## Discussion

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

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





## 10 Writing

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

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

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

### THE ACCIDENT

What happened:

When it happened:

Where it happened:

How it happened:

Who caused it:

Who it happened to:

Why it happened:

Write the words and/or phrases next to the headings.

Now cover the text and use your notes to summarize the accident in your own words.

Use *so*, *because* and *although* to connect your ideas. For example:

Although he was wearing his seatbelt, he still hit his head.

## THE ACCIDENT

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

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

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

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





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

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

|                                             |                                              |                                               |                                               |
|---------------------------------------------|----------------------------------------------|-----------------------------------------------|-----------------------------------------------|
| How it happened                             |                                              |                                               |                                               |
|                                             |                                              |                                               |                                               |
| The accident                                |                                              |                                               |                                               |
|                                             |                                              |                                               |                                               |
| When it happened                            | Where it happened                            | Why it happened                               | Who it happened to                            |
|                                             |                                              |                                               |                                               |
| Words that give more details about the time | Words that give more details about the place | Words that give more details about the reason | Words that give more details about the people |
|                                             |                                              |                                               |                                               |

### Writing Corner

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

- Focus on **important facts or details**, not everything.
- Do **not** use **very long**, complicated **sentences**.
- **Connect** events and reasons or causes when necessary, using: *so, because, although, etc.*

Help your reader **visualize** a mental picture of the scene(s).

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

Why?

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## 11 Form, Meaning and Function

### Modal Auxiliaries

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

You **must** stop at the traffic lights. You **should** drive under the speed limit.

You **must not** park on the sidewalk. You **shouldn't** eat when you're driving.

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

### Adverbs of Manner

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

How did he drive? He drove **slowly**.

How did she walk? She walked **quickly**.

Adjectives that end in */* double the */*: careful → **carefully**

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

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

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

### A. Complete the conversations using your own words.

1. **A:** I'm afraid I'm running out of gas.

**B:** You should \_\_\_\_\_.

2. **A:** The sign says 80 kilometers per hour, and I'm doing 90.

**B:** Then you must \_\_\_\_\_.

3. **A:** I'm lost. I don't know which way to go.

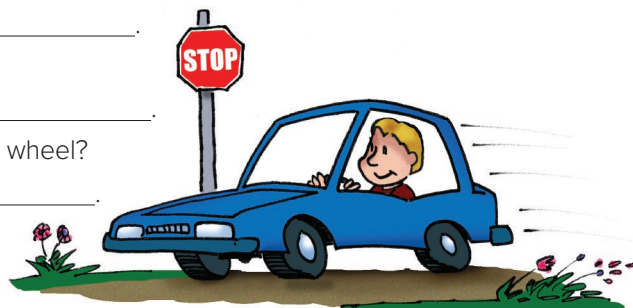
**B:** I think we should \_\_\_\_\_.

4. **A:** I need to make a phone call. Can you please hold the steering wheel?

**B:** You must not \_\_\_\_\_.

5. **A:** The car won't start. There's plenty of gas. I wonder what the problem is.

**B:** You should \_\_\_\_\_.



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

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

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

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

## Prepositions of Place



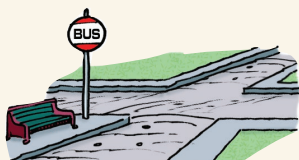
The park is **across from** the school.



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



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



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



The museum is **near** the hotel.



The airport is **far from** town.

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

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

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

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

## Imperatives for Directions



**Take a left. / Turn left.**



**Take a right. / Turn right.**



**Go straight.**

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

**A:** Excuse me, where is the post office?

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

**A:** Thank you.

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

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

**A:** That's a great idea! Thanks!

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

**B:** Sure. (7) \_\_\_\_\_ straight down this corridor and take the elevator to the third floor.

The accounts department is (8) \_\_\_\_\_ the third floor. When you come out of the elevator  
(9) \_\_\_\_\_ a right. It's at the end of that corridor (10) \_\_\_\_\_ to the cafeteria.

**A:** Thanks a lot.

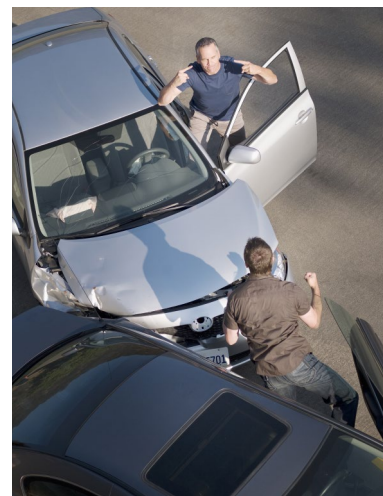




## 12 Project

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

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



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



## 13 Self Reflection

| Things that I liked about Unit 5: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
| <hr/>                             | <hr/>                                |
| <hr/>                             | <hr/>                                |

| Things that I found easy in Unit 5: | Things that I found difficult in Unit 5: |
|-------------------------------------|------------------------------------------|
| <hr/>                               | <hr/>                                    |
| <hr/>                               | <hr/>                                    |

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

| My five favorite new words from Unit 5: | If you're still not sure about something from Unit 5:                                                                                                                                                                       |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <hr/>                                   | <ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul> |
| <hr/>                                   |                                                                                                                                                                                                                             |
| <hr/>                                   |                                                                                                                                                                                                                             |



# 6 Take My Advice



## 1 Listen and Discuss

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

The screenshot shows a web browser window with the URL <http://helpsite4u.com>. The website has a yellow header with the text "You've got questions? We've got answers." and the logo "HelpSite4U" with the URL <http://helpsite4u.com>. Below the header is a navigation bar with buttons for "Leisure", "Health", "Eating", "Friends", "Travel", and "School/College". A message states: "This site has been developed to help people who have problems and don't know who to turn to for help. We hope you will use it and make the right choices for life!". The main content area is titled "Saying NO to junk food" and lists three points: 1. You want to stay healthy? Then you'd better stay away from fast food. Turn it down! 2. The labels *fast food* or *junk food* refer to food that contains a lot of fat and is cooked in an unhealthy manner. Younger people tend to eat more junk food because of peer pressure. 3. You should keep your principles and your sense of self-worth. You deserve healthy and nutritious food. So in the case of peer pressure, just say NO! To the right of this list is a "HOTLINE!" section with a phone icon and text: "For help at any time, talk on the phone with one of our counselors. Click [here](#) for more information." Below this is a "Weight Control" section featuring a photo of two men in traditional Saudi attire. One man says, "I have to lose weight and run faster. What should I do?" and the other replies, "You'd better stop eating junk food and exercise more." To the right of the photo is a section titled "Anorexia" which explains that anorexia is an eating disorder that affects people's appetites, usually due to emotional problems, stress, or pressure. It notes that this condition is common among teenagers but can also affect adults, and that the slim look is often considered attractive by teenagers, leading them to avoid food. It mentions that nowadays there is a lot of information available about anorexia and awareness-raising campaigns to prevent people from becoming anorexic.

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



## Some tips on driving

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

## Staying safe on the road

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

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

- B. Comprehension.** Answer the questions about the site.

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

## 2 Pair Work

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

- What should I do to lose weight?
- You ought to exercise, and you shouldn't eat a lot of junk food.
- I'm feeling depressed, and I don't know what to do?
- You'd better see a psychologist or a psychiatrist.



### 3 Grammar



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

Use *should, ought to, might, and could* to give advice.

*Ought to* is stronger than *should*. *Might* and *could* are less strong.

##### Question (?)

**Should** I stay, or **should** I go?

##### Affirmative (+)

You **should** stay.  
You **ought to** stay.  
You **might** stay.  
You **could** stay.

##### Negative(-)

You **shouldn't** go.  
You **ought not to** go.

#### *Had Better*

*Had better* is used to give advice. It's stronger than *should* and *ought to*.

**Note:** *had* can be contracted to 'd.

##### Question (?)

**Should** I take this medicine?

##### Affirmative (+)

You'd **better** take it.

##### Negative(-)

You'd **better not** take it.

#### Two-Word- and Three-Word Verbs

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

##### 1. Verb + adverb particle

to **put** something **off** (postpone)  
to **give** something **up** (stop doing)  
to **take** something **up** (begin)  
to **throw** something **away** (discard)  
to **turn** something **down** (refuse)

They **put off** the meeting until next week.  
He **gave up** smoking for health reasons.  
I'm going to **take up** karate.  
Don't **throw away** your old clothes.  
The committee **turned down** my proposal.

##### 2. Verb + adverb particle + preposition

to **get along with** someone (be friendly)  
to **put up with** someone or something  
(accept a bad situation)

I **get along** well **with** Fatima.  
My boss is difficult to **put up with**.

Pronoun objects go between the verb and particle.

I can't find my old sneakers. Did you throw **them** away?

Nouns can go between the verb and particle or after the particle.

I threw the **sneakers** away.

I threw away the **sneakers**.

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

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

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



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

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

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

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



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

*You ought to take a good road map.*

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

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

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

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

*She'd better see a doctor.*

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



## 6 Take My Advice

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### 4 Language in Context

Read about Ali's lifestyle.

Give advice to deal with his stress using **should**, **ought to**, or **had better**.

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



### 5 Listening

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

|        | Problem | Doctor's Advice |
|--------|---------|-----------------|
| Harvey |         |                 |
| Adel   |         |                 |
| Saeed  |         |                 |

### 6 Pronunciation

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

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

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

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

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

### 7 About You

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

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

## 8 Conversation

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

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

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

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

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

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

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

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



### Real Talk

feeling down = feeling depressed

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

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

### About the Conversation

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

### Your Turn



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

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Ministry of Education

2022 - 1444





## 9 Reading

### Before Reading

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

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

## Breaking the habit—Getting healthy

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

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

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

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





## After Reading

- A.** Answer **true** or **false** according to the information in the reading.
- \_\_\_ Eating habits can probably affect the way one's brain operates.
  - \_\_\_ Associating hunger with fast food is a sign of addiction.
  - \_\_\_ Comfort eating is associated with healthy food.
  - \_\_\_ If you cannot stop eating junk food immediately, there is no hope of ever breaking the habit.
- B.** Complete the following sentences based on the reading.
- Breaking your own rules occasionally should not make you \_\_\_\_\_.
  - If a friend insists on treating you to fast food \_\_\_\_\_.
  - You should decide if it's better for you to \_\_\_\_\_.
  - If you feel tired and drowsy after you eat, then you'd better \_\_\_\_\_.
  - Breaking a habit is difficult and makes you feel down; therefore you shouldn't \_\_\_\_\_.

## Discussion

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





## 10 Writing

A. Consider the following and discuss with a partner.

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

Dear Faisal,

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

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

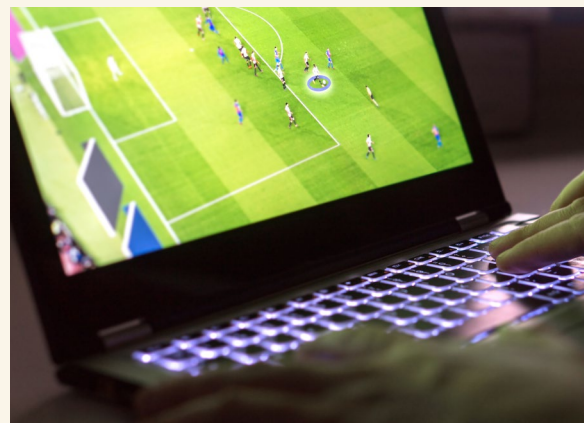
*I have tried to be nice to everyone and give them and myself time to get to know each other but nothing has come of it. I have been feeling down for some time and I can't concentrate. My grades have dropped and I have gained a lot of weight because I get no exercise. They won't let me play football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

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

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

*Hope to see you soon,*

Nasser





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

| The problem:             |                                        |
|--------------------------|----------------------------------------|
|                          |                                        |
| The cause of the problem | Your advice or solution to the problem |
|                          |                                        |
|                          |                                        |
|                          |                                        |
|                          |                                        |
|                          |                                        |
|                          |                                        |
|                          |                                        |

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

### Writing Corner

When you write a letter of advice make sure you:

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

Make sure you use words and expressions such as:

I am really sorry to hear ... / I understand how you feel/ I would feel the same way/ I don’t understand why people do this sort of thing...

I think, maybe, you should ... / How about ... ing/ Have you tried ... / I would ... but then again, you know best/ It’s hard to imagine what it feels like .../ I wouldn’t like to be in your place ...

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

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

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

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# 11 Form, Meaning and Function

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

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

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

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

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

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

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

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

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

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

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

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

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

**Doctor:** How much water do you drink?

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

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

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

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

**C.** Work with a partner. Ask and answer.

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





## Words Connected with Medicine and Clauses with *When*

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

**A:** I usually take some aspirin.

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

**A:** I feel great!

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

**A:** How do you feel when you lose something?

**B:** I feel angry and nervous.

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

**How do you feel when...**

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

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

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

**B:** I take a painkiller.

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

**What do you do when ...**

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



## 6 Take My Advice

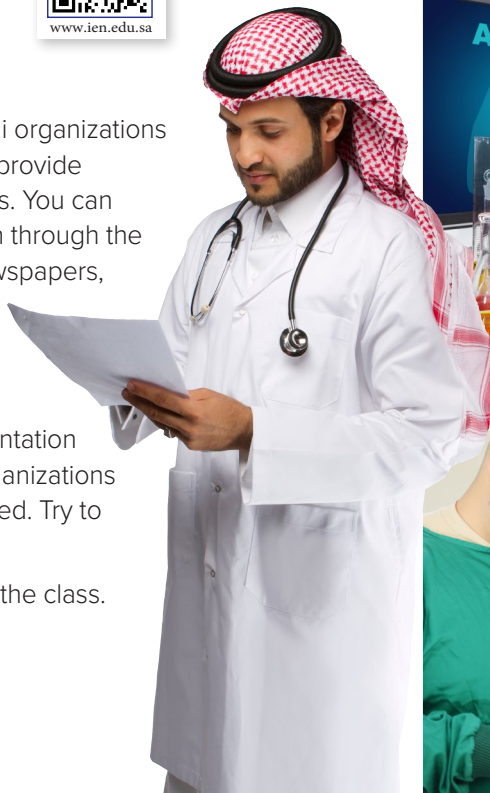
رابط الدرس الرقمي



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### 12 Project

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



| Name of the organization | Service the organization provides | Where it is located | When it was started | Why your community needs the organization's services |
|--------------------------|-----------------------------------|---------------------|---------------------|------------------------------------------------------|
|                          |                                   |                     |                     |                                                      |
|                          |                                   |                     |                     |                                                      |
|                          |                                   |                     |                     |                                                      |
|                          |                                   |                     |                     |                                                      |



## 13 Self Reflection

| Things that I liked about Unit 6: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
| <hr/>                             | <hr/>                                |
| <hr/>                             | <hr/>                                |

| Things that I found easy in Unit 6: | Things that I found difficult in Unit 6: |
|-------------------------------------|------------------------------------------|
| <hr/>                               | <hr/>                                    |
| <hr/>                               | <hr/>                                    |

| Unit 6 Checklist                                                                                                                             | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|---------------------------|---------------------------------|
| discuss common problems                                                                                                                      |                          |                           |                                 |
| ask for and give advice                                                                                                                      |                          |                           |                                 |
| use the modal auxiliaries <i>should</i> , <i>ought to</i> , <i>might</i> , and <i>could</i> in questions and in the affirmative and negative |                          |                           |                                 |
| use <i>had better</i> in questions and in the affirmative and negative                                                                       |                          |                           |                                 |
| use two-word and three-word verbs                                                                                                            |                          |                           |                                 |
| use question words: <i>How many</i> , <i>How much ...?</i>                                                                                   |                          |                           |                                 |
| use quantity expressions: <i>much</i> , <i>many</i> , <i>a lot of</i> , <i>lots of</i> , <i>a few</i> , <i>a little</i>                      |                          |                           |                                 |
| form clauses with <i>when</i>                                                                                                                |                          |                           |                                 |

| My five favorite new words from Unit 6: | If you're still not sure about something from Unit 6:                                                                                                                                                                       |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <hr/>                                   | <ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul> |
| <hr/>                                   |                                                                                                                                                                                                                             |
| <hr/>                                   |                                                                                                                                                                                                                             |

# EXPANSION Units 4–6

## 1 Language Review



A. Give your advice or opinion about the following. Use **should** or **shouldn't**.

💡 You don't think it's a good idea to talk on the cell phone while you're driving.  
You shouldn't talk on the cell phone while you're driving.

1. You think it's a good idea for your friend to take a math course.  
\_\_\_\_\_.
2. You don't think it's a good idea for Saif to skate without a helmet.  
\_\_\_\_\_.
3. You think it's a good idea for the police to do something more about crime.  
\_\_\_\_\_.
4. You don't think it's a good idea for your friends to travel without a hotel reservation.  
\_\_\_\_\_.

B. Now rewrite the sentences above using **had better**.

💡 You'd better not talk on the cell phone while you're driving.

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.

C. Complete the sentences or write sentences using **ought to**.

💡 It's really a very good show. You ought to see it.

1. She has an important exam tomorrow, so \_\_\_\_\_.
2. Faisal, aren't you freezing in that T-shirt? \_\_\_\_\_.
3. It's past midnight. Don't you think \_\_\_\_\_?
4. That car just went through a red light. \_\_\_\_\_.

D. Complete the sentences with reflexive pronouns.

1. I finished the project all by \_\_\_\_\_. Nobody helped me.
2. If you want to make sure that nothing goes wrong, do it \_\_\_\_\_.
3. The students organized the project \_\_\_\_\_.
4. The president \_\_\_\_\_ said he was going to solve the problem.
5. The airbag \_\_\_\_\_ was OK, but the triggering mechanism didn't work.
6. We painted the house \_\_\_\_\_, so we didn't have to spend any money on labor.





E. Substitute the words in parentheses with one of the following two-word verbs:

**break down, get along, give up, put off, take up, throw away, turn down.**

1. His friend \_\_\_\_\_ smoking several years ago. (stopped)
2. I \_\_\_\_\_ swimming in order to keep fit. (started)
3. Mr. Johnson \_\_\_\_\_ an offer to work in Paris. (refused)
4. The meeting was \_\_\_\_\_ until further notice. (postponed)
5. My business partner and I \_\_\_\_\_, so we went our separate ways. (were not friendly)
6. Don't \_\_\_\_\_ your old bottles! Give them to us for recycling. (discard)
7. The president arrived late for the opening ceremony because the limo \_\_\_\_\_. (stopped running)

F. Complete the ad using the correct passive form of the verbs in parentheses.

# Paradise Resort

## Hotel and Spa



This award-winning resort \_\_\_\_\_ (1. locate) on Paradise Island and \_\_\_\_\_ (2. build) only recently. Guests \_\_\_\_\_ (3. offer) a unique setting and a wide choice of rooms that \_\_\_\_\_ (4. decorate) magnificently. The hotel is on a quiet beach, and it \_\_\_\_\_ (5. surround) by palm trees. Our staff \_\_\_\_\_ (6. dedicate) to meeting your every need. Exquisite gourmet dishes \_\_\_\_\_ (7. prepare) for our guests by our international chefs. Paradise Resort focuses on the exotic. Relaxation and healing techniques from cultures around the globe \_\_\_\_\_ (8. use) to help guests renew themselves.

## Personal Fitness Training

A program to develop your endurance, strength, and flexibility for your mind and body \_\_\_\_\_ (9. will-design) for you personally by our highly qualified fitness experts.

## Nutritional Consultation

In order to benefit from a complete fitness program, a healthy diet \_\_\_\_\_ (10. will-create) for you by one of our nutritionists. With our program, your concentration \_\_\_\_\_ (11. will-improve), and your stress \_\_\_\_\_ (12. will-reduce).

## 2 Reading

### Before Reading

Make a list of things that make you feel stressed. Tell a partner.

# Teenage Stress

### Definition

**Stress**—the mental and physical strain or the nonspecific response of the body to any demand made upon it. Stress is a chemical reaction that takes place inside the body when there is a basic need to adapt to or resist changing internal or external influences. It is a response meant to return the body and mind to a state of equilibrium and balance.

### The Causes of Stress

Although adolescence is often viewed by parents as a carefree period of life, some studies show that teenagers experience the most stress of all people. They can experience stress related to money, family problems, self-esteem, acceptance by their peers, getting accepted into college, choosing a career, and pressure to do well in school, sports, or clubs.

According to experts, one of the main reasons for stress is that childhood has gotten shorter, and the perception of children has changed. Since TV is available to all audiences, children can get messages that were probably meant for adults, and the dividing line between childhood and adulthood is less and less clear. Children do not play as many of their own games as they used to, and most of their games and sports nowadays are those preferred by adults. Youngsters wear similar clothing to that of adults, and they use adult language that was once never to be heard from a child. Young people these days are under tremendous pressure to achieve, to please, and to succeed. They are expected to adjust to social changes that past generations have never had to deal with. The demands made on preteens and teens by modern life have definitely increased the level of stress.

### Tips for Dealing with Stress

All humans experience stress. It is a necessary part of life. The response to stress is what often needs to be controlled. A person's feelings, attitude, and outlook on life affect his or her ability to deal with stress.

- You should avoid unnecessary worry. Thinking about a problem in order to arrive at a solution can be positive, but constant worry is not constructive, and it accomplishes nothing. It usually just makes situations more stressful.



- Read and listen to the Qur'an. It will help refresh your heart and mind. Remember that prayer and patience can combat stress and anxiety.
- Be thankful for what you have and start each day on a positive note. Remember that each day is a gift. Thank Almighty for the gift of life and greet the day with optimism and gratitude. Remember that you are not alone.
- Become better organized. Plan activities a step at a time so that parts are accomplished. This gives you more self-esteem and more reasonable deadlines.
- You should be aware of the symptoms of stress. Some symptoms are:  
moodiness; insomnia or other sleeping disorders; lowered body resistance to colds, flu, or other

diseases; preoccupation with negative/angry thoughts or feelings; unusual behavior patterns; loss of appetite, or eating disorders such as anorexia or bulimia.

- When you know you have a problem with stress, try to solve it one step at a time. Part of the problem could be trying to do too much at once. You should take it in easy stages.

## Conclusion

Stress doesn't need to be negative. Some doctors say that you should laugh and smile more frequently to help deal with stress. When you laugh and smile, your body relaxes, and the result is an overall positive reaction. Don't forget that it is the effort that counts more than the result.

## After Reading

A. Match the words with the meanings.

- |                     |                                        |
|---------------------|----------------------------------------|
| 1. ____ strain      | a. person of the same age group        |
| 2. ____ adapt       | b. opinion, often based on observation |
| 3. ____ carefree    | c. without worry                       |
| 4. ____ self-esteem | d. worry, anxiety                      |
| 5. ____ peer        | e. feeling of personal worth           |
| 6. ____ perception  | f. to change to fit a new situation    |

B. List the causes of stress for teens.

## Discussion

Look at the list you made of things that make you feel stressed. In groups, ask others if the same things stress them out.

## 3 Writing

Write two or more important things that cause stress in your peers. Give some advice for handling these things. Copy the organizer below into your notebook and write your notes in it. Then use it to help you write.

|                                                                                              |                                                                       |                                                           |
|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------|
| <p>Something that causes stress in your age group</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Reason it causes stress</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Your advice</p> <p>_____</p> <p>_____</p> <p>_____</p> |
| <p>_____</p> <p>_____</p> <p>_____</p>                                                       | <p>Reason it causes stress</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Your advice</p> <p>_____</p> <p>_____</p> <p>_____</p> |



## 4 Chant Along

# Flip-Flops

Flip-flops—  
They're the latest fad—  
Good for the kids, for mom and dad.  
Flip-flops here,  
Flip-flops there,  
Everyone is flippin' with  
flops everywhere.

They come in all colors, sizes, and styles.  
You can walk around the block,  
Or you can walk for miles.  
They're lighter than air—  
Just get yourself a pair.  
You can wear them to the beach.  
You can wear them anywhere.

Flip-flops—  
They're the latest fad—  
Good for the kids, for mom and dad.  
Flip-flops here,  
Flip-flops there,  
Everyone is flippin' with  
flops everywhere.

Flip-flops—  
They're the latest fad—  
Good for the kids, for mom and dad.  
Flip-flops here,  
Flip-flops there,  
Everyone is flippin' with  
flops everywhere.  
Flip-flops, they're TOPS!





## Vocabulary

A. Guess the meaning of the following words and expressions.

1. the latest fad \_\_\_\_\_
2. the entire clan \_\_\_\_\_
3. they're tops \_\_\_\_\_

B. What does the expression "Everyone's flippin' with flops everywhere" mean? Choose the answer.

- a. everyone is walking    b. people are crazy about flip-flops    c. everyone turns upside down

## Comprehension

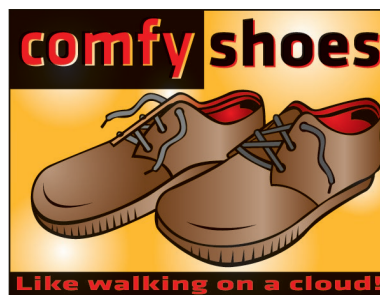
Answer the questions about the chant.

1. What is the latest craze?
2. What are flip-flops made of?
3. Who wears them?
4. Where can they be worn?

## Discussion

1. Do you wear flip-flops? Do people wear them in your country?
2. Discuss chants that you've heard on the radio or on TV and that have stuck in your head.
3. Do you think a good chant helps to sell a product?

## 5 Project



In a group, prepare a chant to advertise a product.

Present your chant to the class. Copy the organizer below

in your notebook and write your notes in it. Then use it to help you write.

| Product you are going to advertise | Words that answer your question | Words that end with the same sound |
|------------------------------------|---------------------------------|------------------------------------|
| Who uses the products              |                                 |                                    |
| Where is the product used?         |                                 |                                    |
| Why do people like the product?    |                                 |                                    |

# Vocabulary

## 1 Big Changes

### VOCABULARY

#### Nouns

biologist  
citizen  
currency  
exploration  
federation  
government  
infrastructure  
reunification  
satellite  
transmission

#### Nouns—Global issues

disease                      pollution  
economy                    poverty  
endangered species      security  
fresh water                terrorism  
globalization              traffic  
global warming            unemployment  
natural disaster  
overpopulation

#### Verbs

affect  
establish  
initiate  
launch  
lose touch  
obtain

#### Adjective

accessible  
legendary  
numerous

### EXPRESSIONS

#### Idiom

take for granted

#### Real Talk

by the way  
fit in  
in fact  
you see

## 2 Careers

### VOCABULARY

#### Nouns

animation  
animator  
computer generated  
imagery (CGI)  
flavor  
microscope  
qualification  
sculptor  
sculpture  
showroom  
staff  
test tube  
trend

#### Nouns—Personal qualities related to jobs

adaptability  
analytical skills  
flexibility  
honesty  
initiative  
integrity  
motivation  
teamwork skills  
work ethic

#### Verbs

design  
end up  
expand  
experiment  
visualize

#### Adjectives

challenging  
creative  
crucial  
efficient  
hands-on  
hardworking  
lucky  
miniature  
permanent  
reliable  
sociable  
stuck

### EXPRESSIONS

#### Real Talk

bored to death  
day after day  
day in and day out  
luckily  
talk someone out of it

### 3 What Will Be, Will Be

#### VOCABULARY

##### Nouns

appliance      shard  
character      shipwreck  
exploration      skyscraper  
glass      steel  
haircut      submarine  
novel      tentacle  
prediction      vision  
robot      visionary  
rocket      whale

##### Verbs

activate  
attach  
dive  
monitor  
optimize

##### Adjectives

gas-powered  
high-speed

#### EXPRESSIONS

##### Real Talk

certainly  
No kidding?

### EXPANSION Units 1–3

#### VOCABULARY

##### Nouns

access  
cell  
composition  
disinfectant  
immune system  
infection  
lead  
literacy  
molecule  
property  
range

##### Verbs

attach  
carry out  
concoct  
ward off

##### Adjectives

adept  
articulate  
conventional  
integral  
preventive  
striking



# Vocabulary

## 4 The Art of Advertising

### VOCABULARY

#### Nouns

brick  
classic  
combination  
compact car  
frame  
fuel  
legend  
option  
pedal  
provider  
triumph

#### Verbs

conduct  
customize  
devise  
opt

#### Adjectives

bulky  
portable  
renewable  
smooth  
substantial  
surgical  
wireless

### EXPRESSIONS

#### Real Talk

What are you up to?  
What on earth ... ?

## 5 Did You Hurt Yourself?

### VOCABULARY

#### Nouns

badge  
equipment  
fog  
helmet  
injury  
intersection  
knee pad  
ostrich  
risk  
shock  
snowstorm

#### Verbs

adjust  
avoid  
crash  
encounter  
misjudge  
obey  
occur  
pay attention  
prevent  
release  
skid  
speed  
swerve  
tailgate  
weave

#### Verbs for injuries

break  
burn  
cut  
die  
fracture  
poke  
scar  
slip  
sprain

#### Adjectives

aggressive  
cautious  
distracted  
drowsy  
injured  
rude  
severe  
unconscious

#### Reflexive pronouns

herself  
himself  
itself  
myself  
ourselves  
themselves  
yourself  
yourselves

#### Conjunctions

because  
so

### EXPRESSIONS

#### Real Talk

I guess  
look at it this way  
lucky day  
stuck in



## 6 Take My Advice

### VOCABULARY

#### Nouns

anorexia  
appetite  
carbohydrate  
counselor  
eating disorder  
fitness  
peer pressure  
principle  
self-worth  
substance  
well-being

#### Verbs

avoid  
gain weight  
lose weight  
regain

#### Verbs and expressions for advice

could  
had better  
might  
ought to  
should

#### Two-word verbs

give up  
put off  
take up  
throw away  
turn down

#### Adjectives

achievable  
bland  
depressed  
illegal  
lean  
nutritious  
old-fashioned  
slim

#### Three-word verbs

cut down on  
get along with  
put up with

### EXPRESSIONS

#### Real Talk

feeling down  
look out for myself  
to be honest

## EXPANSION Units 4–6

### VOCABULARY

#### Nouns

acceptance  
adolescence  
adulthood  
attitude  
childhood  
clan  
deadline  
demand  
equilibrium  
expert  
fad  
flip-flop  
influence  
insomnia  
leather  
moodiness  
outlook  
perception  
plastic  
pressure  
reaction  
resistance  
rubber  
self-esteem  
stage  
strain  
stress

#### Verbs

adapt to  
combat  
deal (with)  
resist

#### Adjectives

carefree  
constructive  
external  
internal  
tremendous

### EXPRESSIONS

#### Idioms

be aware of  
related to



# Irregular Verbs

| Base Form | Simple Past | Past Participle |
|-----------|-------------|-----------------|
| be        | was/were    | been            |
| become    | became      | become          |
| break     | broke       | broken          |
| buy       | bought      | bought          |
| come      | came        | come            |
| cut       | cut         | cut             |
| do        | did         | done            |
| drink     | drank       | drunk           |
| drive     | drove       | driven          |
| eat       | ate         | eaten           |
| fall      | fell        | fallen          |
| feed      | fed         | fed             |
| fight     | fought      | fought          |
| find      | found       | found           |
| fly       | flew        | flown           |
| get       | got         | gotten          |
| give      | gave        | given           |
| go        | went        | gone            |
| have      | had         | had             |
| hear      | heard       | heard           |
| hold      | held        | held            |
| hurt      | hurt        | hurt            |
| know      | knew        | known           |
| leave     | left        | left            |
| lend      | lent        | lent            |
| lose      | lost        | lost            |
| make      | made        | made            |
| mean      | meant       | meant           |
| meet      | met         | met             |
| pay       | paid        | paid            |
| put       | put         | put             |
| read      | read        | read            |
| ride      | rode        | ridden          |
| run       | ran         | run             |
| say       | said        | said            |
| see       | saw         | seen            |
| sell      | sold        | sold            |
| send      | sent        | sent            |
| sew       | sewed       | sewn            |
| sing      | sang        | sung            |
| sit       | sat         | sat             |
| sleep     | slept       | slept           |
| speak     | spoke       | spoken          |
| spend     | spent       | spent           |
| steal     | stole       | stolen          |
| swim      | swam        | swum            |
| take      | took        | taken           |
| teach     | taught      | taught          |
| tear      | tore        | torn            |
| think     | thought     | thought         |
| throw     | threw       | thrown          |
| wake (up) | woke (up)   | woken (up)      |
| wear      | wore        | worn            |
| win       | won         | won             |
| write     | wrote       | written         |



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# MEGAGOAL 1 Audio Track List

## CD1

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

## CD2

|    |           |                             |
|----|-----------|-----------------------------|
| 2  | Unit 4    | <b>1</b> Listen and Discuss |
| 3  | Unit 4    | <b>2</b> Pair Work          |
| 4  | Unit 4    | <b>5</b> Listening          |
| 5  | Unit 4    | <b>6</b> Pronunciation      |
| 6  | Unit 4    | <b>8</b> Conversation       |
| 7  | Unit 4    | <b>9</b> Reading            |
| 8  | Unit 4    | <b>10</b> Writing           |
| 9  | Unit 5    | <b>1</b> Listen and Discuss |
| 10 | Unit 5    | <b>2</b> Pair Work          |
| 11 | Unit 5    | <b>5</b> Listening          |
| 12 | Unit 5    | <b>6</b> Pronunciation      |
| 13 | Unit 5    | <b>8</b> Conversation       |
| 14 | Unit 5    | <b>9</b> Reading            |
| 15 | Unit 5    | <b>10</b> Writing           |
| 16 | Unit 6    | <b>1</b> Listen and Discuss |
| 17 | Unit 6    | <b>2</b> Pair Work          |
| 18 | Unit 6    | <b>5</b> Listening          |
| 19 | Unit 6    | <b>6</b> Pronunciation      |
| 20 | Unit 6    | <b>8</b> Conversation       |
| 21 | Unit 6    | <b>9</b> Reading            |
| 22 | Unit 6    | <b>10</b> Writing           |
| 23 | EXPANSION | <b>2</b> Reading            |
| 24 | Units 4–6 | <b>4</b> Chant Along        |

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