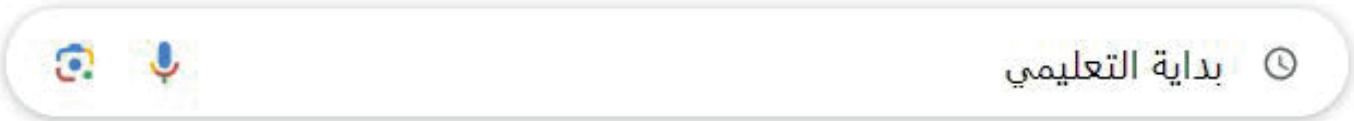
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MEGA GOAL 1

MANUEL DOS SANTOS
ELI GHAZEL
DANAE KOZANOGLOU

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MegaGoal 1 Student Book

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Scope and Sequence

	Unit Title	Functions	Grammar
	Connect **Pages 2–5**	Express opinion and preference Agree and disagree Greetings, introductions and farewells Make an appointment	Recycle/use familiar verb forms, prepositions, modifiers
1	Big Changes **Pages 6–19**	Discuss past world events and present effects Talk about global issues	Simple present Simple present and present progressive Simple past and present perfect Simple past and past progressive Past progressive + when + simple past
2	Careers **Pages 20–33**	Talk about careers Talk about personal qualities and personality characteristics Talk about how long you've been doing something	Present perfect progressive and present perfect simple Adjective + preposition + gerund Simple present and *Wh-* questions Relative pronouns
3	What Will Be, Will Be **Pages 34–47**	Make predictions about the future Express opinions Make and respond to suggestions	Future with *will* or *be going to*—affirmative, negative, questions, answers *Will* versus *be going to* Future progressive—affirmative, questions, short answers Present progressive for the future *Wh-* questions and tag questions
4	The Art of Advertising **Pages 48–61**	Talk about commercials, ads, and product history Describe products Make comparisons	The passive Comparatives and superlatives Similarities and Differences (*as* + adjective + *as*) Verbs *look*, *smell*, *sound*, *taste* with *like* + noun Imperatives Possessive adjectives and pronouns
	EXPANSION Units 1–4 **Pages 62–69**	**Language Review** **Reading:** Eye Make-up in Ancient Egypt **Project:** Research the history of an item that is used in the Kingdom of Saudi Arabia	
	Reconnect **Pages 70–71**	Express, confirm opinion/give reasons, agree/disagree Talk about size, quantity, compare	
5	Did You Hurt Yourself? **Pages 72–85**	Talk about accidents and accident prevention Talk about cause and effect Asking for and giving directions	Reflexive pronouns *Because* versus *so* *So* and *neither* Prepositions of place Imperatives for directions
6	Take My Advice **Pages 86–99**	Discuss common problems Ask for and give advice Words connected with medicine	Modal auxiliaries: *should*, *ought to*, *might*, *could*—questions, affirmative, negative *Had better*—questions, affirmative, negative Two- and three-word verbs Quantity expressions: *much, many, a lot of, lots of, a few, a little* Clauses with *when*
7	You've Got Mail! **Pages 100–113**	Discuss email and letter format and etiquette Make and accept an apology Wish someone success Make arrangements Accept and refuse invitations	Preposition + gerund *Although, even though, in spite of* *As soon as, when, So...(that)* *Used to* and *would* *There is/are* Plurals Definite article: *the*

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

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Scope and Sequence

	Unit Title	Functions	Grammar
8	Wishful Thinking **Pages 114–127**	Make wishes Talk about imaginary situations Talk about probability and improbability Talk about predicaments Give advice to solve problems Words connected with money, shopping habits and prices	Conditional sentences with *if*-clause: imaginary situations Conditional sentences with *might* and *could* Verb: *Wish* Count/noncount nouns Expressions of quantity: *some, any, no*
	EXPANSION Units 5–8 **Pages 128–133**	**Language Review** **Reading:** Play Ball! **Writing:** Write about sports	
	Update **Pages 134–137**	Carry out banking transactions Talk about stress	Recycle familiar verb forms, simple present/ narrative, connectors and modifiers, passive forms, would, tag questions, comparatives/ too – enough/ would – hypothesis
9	Complaints, Complaints **Pages 138–151**	Talk about problems and things that need to be done Ask to have something done Talk about common consumer complaints	*Needs to be (done)* *Have/get something (done)* Past participles as adjectives Present perfect simple tense: *already, yet, just* Verb + gerund; verb + infinitive Subject and object pronouns Imperatives and two-word verbs
10	I Wonder What Happened **Pages 152–165**	Talk about events that happened in the past before others Speculate about facts and events Expressing enthusiasm with intensifiers and adjectives Express necessity and lack of necessity	Past perfect tense *Can't, could, couldn't, must, may,* or *might* Independent clauses with: *and, but, so* and *yet* The past with dependent time clauses Conditional sentences with present and future forms
11	If It Hadn't Happened **Pages 166–179**	Talk about discoveries and inventions and how things would have been different without them Talk about missed opportunities and regrets Expressing ability, permission and requests	*Should have* + past participle Conditional sentences: hypothetical situations in the past *If* with *could* and *might* Present perfect versus simple past Time expressions with: *ago, for, since* *If* + past perfect + *be able to*
12	What They Said **Pages 180–193**	Report what people said Discuss famous quotes Relate messages Discussing the environment and natural disasters Expressing agreement and disagreement with: *so, neither, either, too*	Reported speech Reported questions Word changes in reported speech Reporting verbs Negative questions Relative adverb: *Where*
	EXPANSION Units 9–12 **Pages 194–199**	**Language Review** **Reading:** The War of the Worlds **Project:** Report and review a story	

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

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Reconnect

1 Listen and Discuss

Read and say what you think each text is about.

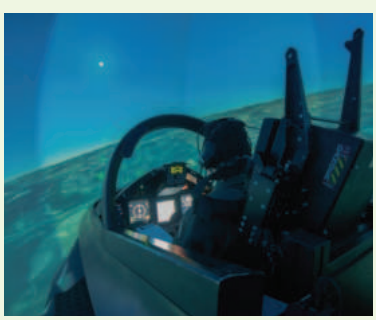


As you drive along a busy road, you notice a car without a driver! You blink to clear your eyes, and wonder whether you're losing your mind! It's the driverless car; a robotic vehicle that can travel to a predetermined destination without human intervention. All you would need to do is sit in the car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



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

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

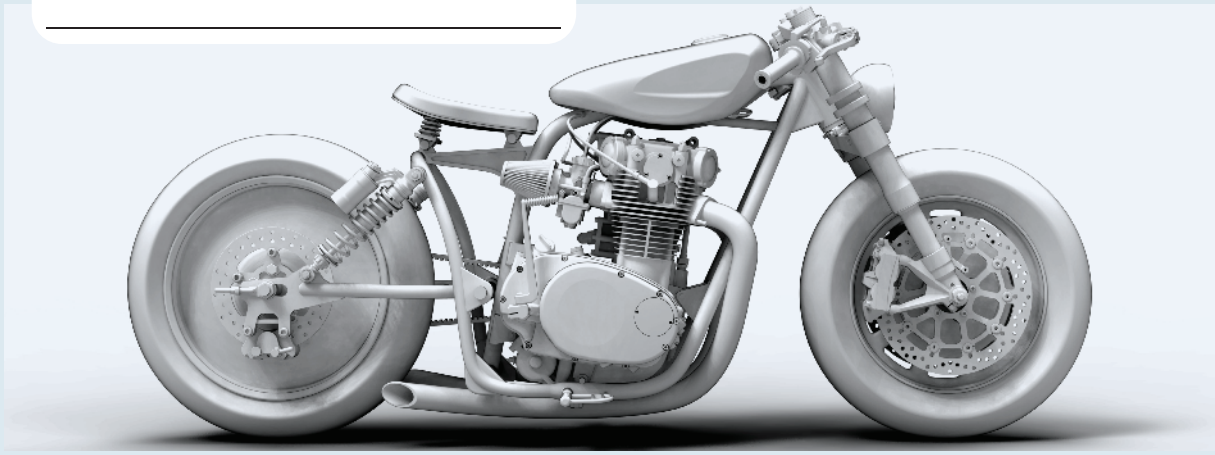


for military strategy and flight training. Astronauts train on them for a long time before they participate in real missions. Can you guess what they are? What is your opinion about them?



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

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

2 Pair Work

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

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

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

Expressing, Confirming Opinion/ Giving Reasons/ Agreeing/ Disagreeing

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

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5 Did You Hurt Yourself?

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1 Listen and Discuss

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

Common Accidents



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The Most Common Causes of Automobile Crashes



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

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

Quick Check ☑

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

hurt

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

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

2 Pair Work

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

How did the young man hurt himself?

He fell off his skateboard.

B. Share experiences about accidents.

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

So did I.

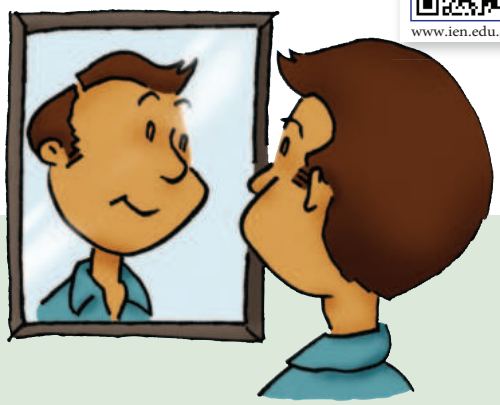
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3 Grammar

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



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

Reflexive Pronouns

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

myself	ourselves
yourself	yourselves
himself/herself/itself	themselves

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

Because versus *So*

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

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

So and *Neither*

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

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

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

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

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

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

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

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

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

A. Complete the sentences with the correct reflexive pronouns.

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

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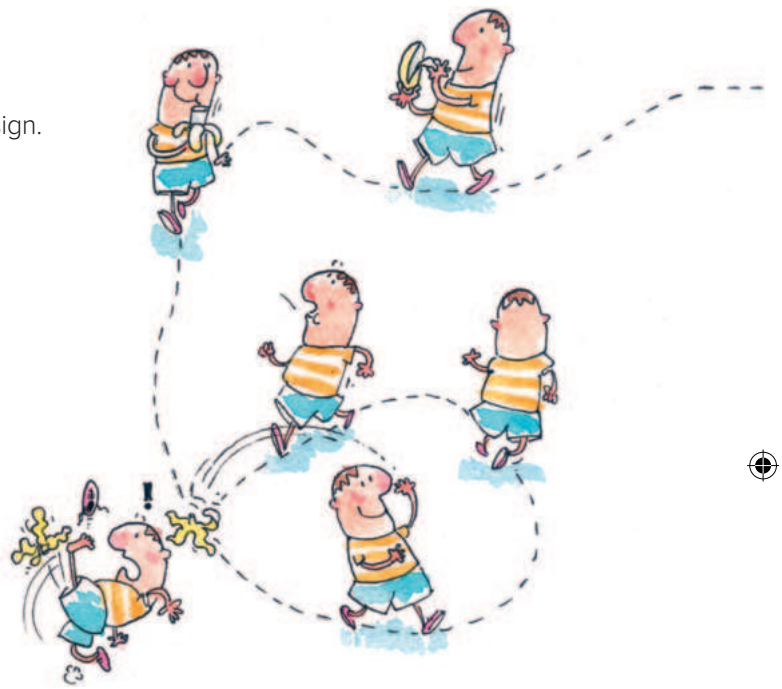
B. Join the sentences with ***so*** and ***because***.

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

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

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

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





D. Show agreement with the following statements.

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

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

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4 Language in Context

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

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

a 

b 

c 

d 

e 

f 

5 Listening

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

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

6 Pronunciation

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

/lf/	/lt/	/nt/	/st/	/nd/
myse**lf**	resu**lt**	accide**nt**	wri**st**	a**nd**
she**lf**	be**lt**	restaura**nt**	fir**st**	sa**nd**

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

7 About You

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

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

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8 Conversation

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



Samir: So, how did you hurt yourself?
Jasem: I fell off my bike.
Samir: Really? So did I. My motorcycle skidded on a patch of oil on the road, and I crashed into a car. The last thing I remember was flying through the air and hitting the windshield. I woke up in the hospital.
Jasem: Were you wearing a helmet?
Samir: Yes, luckily I was. That's what probably saved my life. How about you?
Jasem: I was cycling in the park, so I didn't think I'd need a helmet. I don't like wearing helmets—they're uncomfortable and unattractive. This squirrel came out of nowhere. I swerved, lost my balance, and hit a tree. I got off lightly—only a few bruises and a bump on my head.
Samir: It was your lucky day!
Jasem: Yeah. That's too bad you broke both legs. You're going to be stuck in that wheelchair for a while, I guess.
Samir: Look at it this way—if I broke only one leg, there might not be enough room for all my friends to write their names on the cast. Hey, would you like to sign your name?

Real Talk

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

About the Conversation

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

Your Turn

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

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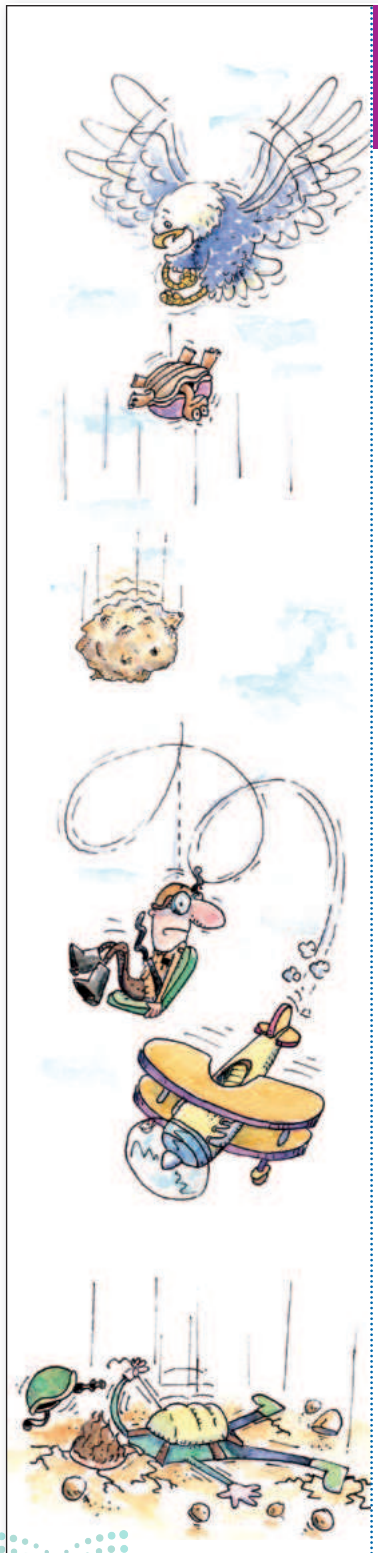
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9 Reading

Before Reading

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



Unusual Accidents and Deaths

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

Unhappy Endings

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

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

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

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

Happy Endings

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

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

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

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

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After Reading

A. Match the words with the meanings.

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

B. Complete the sentences about the reading.

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

Discussion

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

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



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10 Writing

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

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

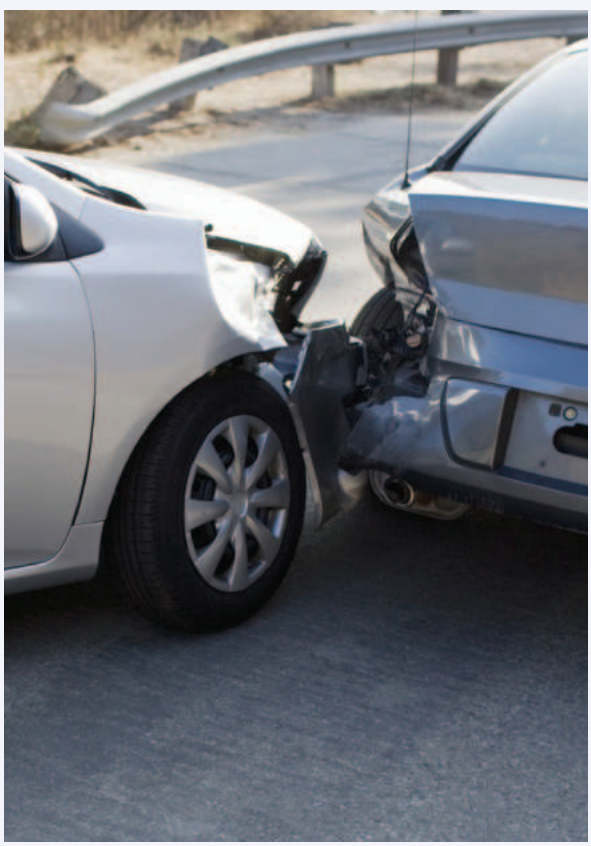
B. Read the text and highlight the words and/or phrases that give information about:

THE ACCIDENT

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

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

THE ACCIDENT



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

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

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

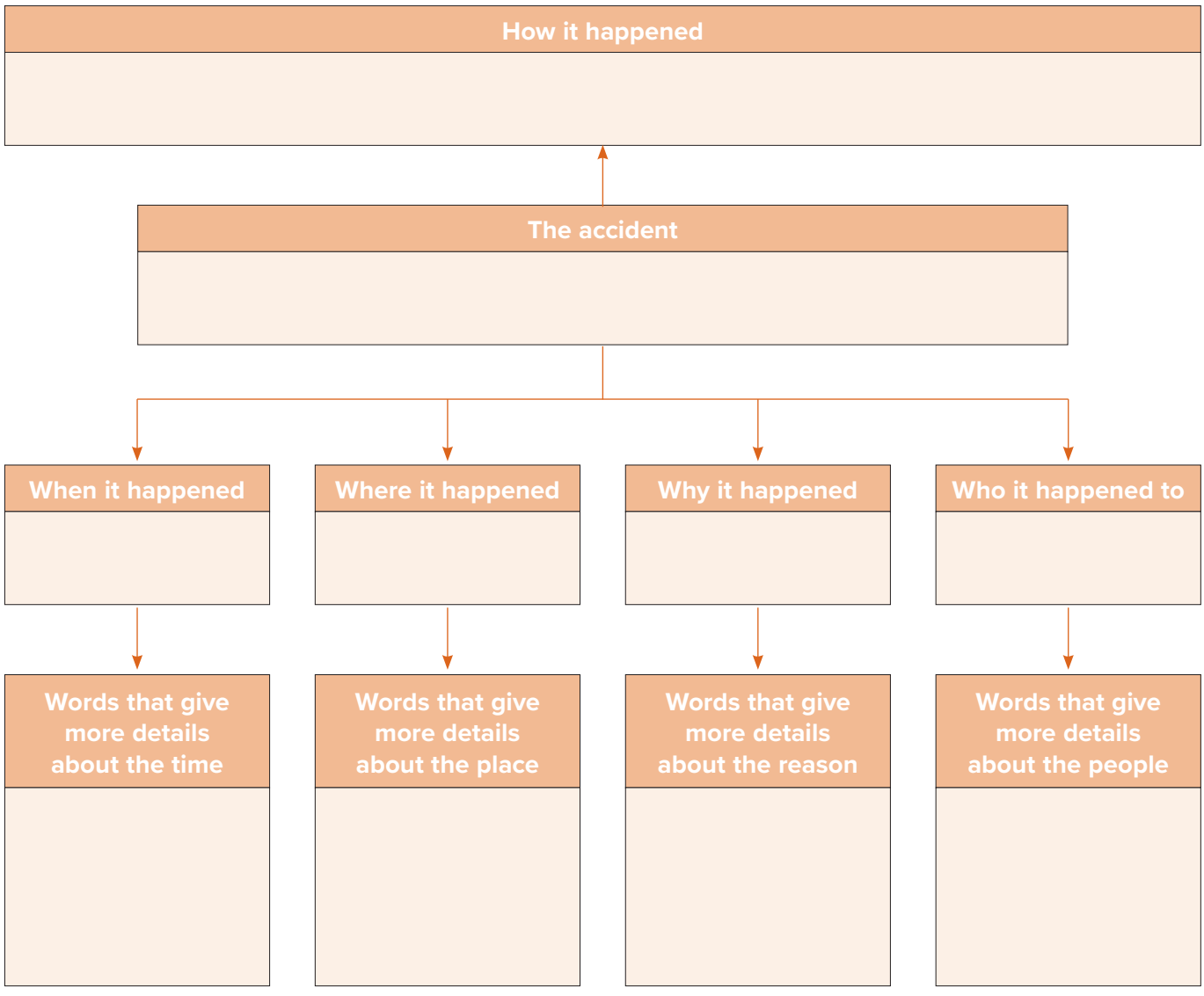
I was released from hospital two weeks later. Since then I have always been a cautious driver and advised others to be careful.

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

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



Writing Corner

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

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

Now look at the text about the accident on page 80. How is it organized? What did you think of it? Why?

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11 Form, Meaning and Function

Modal Auxiliaries

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

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

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

Adverbs of Manner

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

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

Adjectives that end in *l* double the *l*: careful**l** → careful**lly**

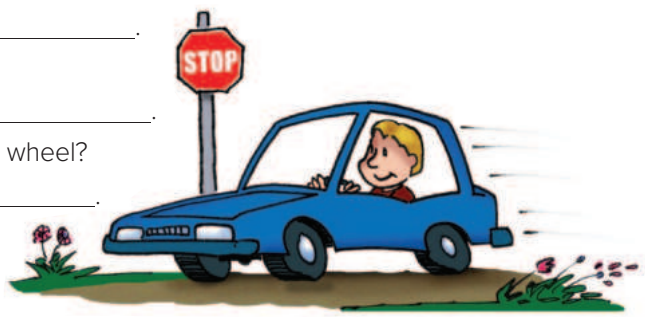
Note: Sometimes an adjective and an adverb have the same form:

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

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

A. Complete the conversations using your own words.

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



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

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

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

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

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Prepositions of Place



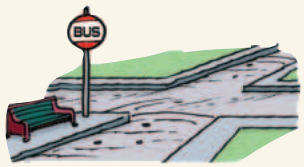
The park is **across from** the school.



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



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



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



The museum is **near** the hotel.



The airport is **far from** town.

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

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

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

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

Imperatives for Directions



Take a left. / Turn left.



Take a right. / Turn right.



Go straight.

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

A: Excuse me, where is the post office?

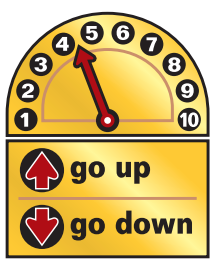
B: Go (1) _____ and (2) _____ left at the end of this street into Main Street. The post office is next (3) _____ the bookstore across (4) _____ the park.

A: Thank you.

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

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

A: That's a great idea! Thanks!



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

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

A: Thanks a lot.

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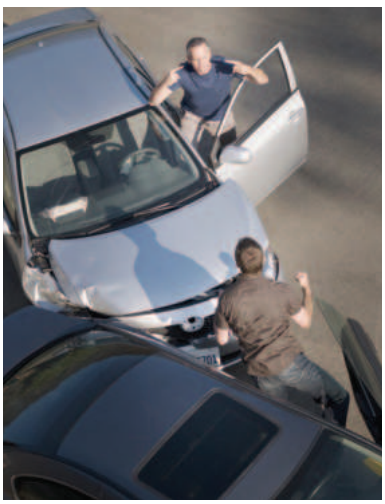
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12 Project

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

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

   Add your own ideas.



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

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13 Self Reflection 

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

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

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

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

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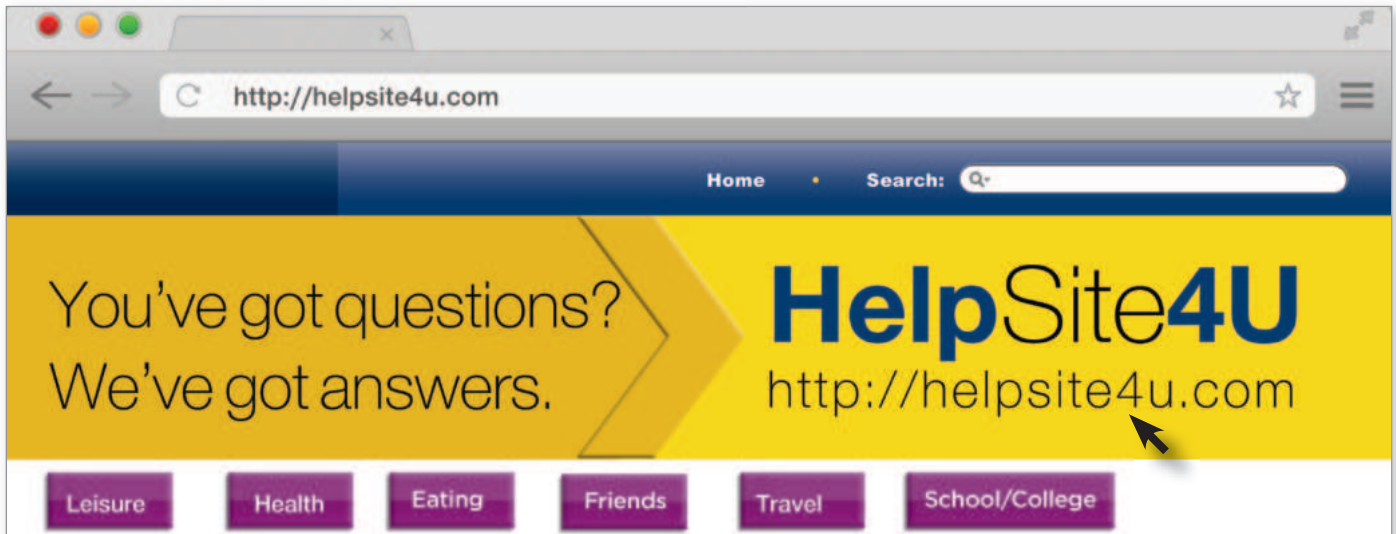
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6 Take My Advice

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1 Listen and Discuss

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



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

Saying NO to junk food

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

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

Weight Control



Anorexia

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

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HelpSite4U
http://helpsite4u.com

Home • Menu • Search:

Keeping Fit

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



Driving

Some tips on driving

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

Staying safe on the road

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

Quick Check ☑

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

B. Comprehension. Answer the questions about the site.

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

2 Pair Work

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

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

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

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3 Grammar

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

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

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

Had Better

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

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

Two-Word- and Three-Word Verbs

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

1. **Verb + adverb particle**

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

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

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

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

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

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

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

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

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

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

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



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

You ought to take a good road map.

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

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

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

Laura has been sick for a couple of days.
It's time she saw a doctor. *She'd better see a doctor.*

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

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4 Language in Context

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

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

5 Listening

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

	Problem	Doctor's Advice
Harvey		
Adel		
Saeed		

6 Pronunciation

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

put off	I put **off** my new diet.
turn down	I don't want to turn **down** a friend who asks for help.
put up with	Ahmed has put **up** with the noise for a long time. Now he has had enough.

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

7 About You

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

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

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8 Conversation

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

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

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

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

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

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

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

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

Real Talk

feeling down = feeling depressed
look out for myself = think only about yourself and not care about other people
To be honest = an expression used to make a statement stronger

About the Conversation

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

Your Turn

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

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9 Reading

Before Reading

1. Write down what you think are the main ingredients that attract people to junk food. Share your answers with the class.

2. List the factors that normally lead people to become addicted to junk food. Share your answers in groups.

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

Breaking the habit—Getting healthy

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

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

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

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



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After Reading

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

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

B. Complete the following sentences based on the reading.

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

Discussion

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



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10 Writing

A. Consider the following and discuss with a partner.

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

Dear Faisal,

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



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

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



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

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

Hope to see you soon,

Nasser

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

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

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

Writing Corner

When you write a letter of advice make sure you:

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

Make sure you use words and expressions such as:

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

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

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

   _____

   _____

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

   _____

   _____

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11 Form, Meaning and Function

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

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

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

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

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

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

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

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

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

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

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

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

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

Doctor: How much water do you drink?

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

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

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

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

C. Work with a partner. Ask and answer.

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



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Words Connected with Medicine and Clauses with *When*

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

A: I usually take some aspirin.

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

A: I feel great!

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

A: How do you feel when you lose something?

B: I feel angry and nervous.

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

How do you feel when...

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

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

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

B: I take a painkiller.



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

What do you do when ...

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



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12 Project

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



Name of the organization	Service the organization provides	Where it is located	When it was started	Why your community needs the organization's services

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13 Self Reflection 

Things that I liked about Unit 6:	Things that I didn't like very much:
_____ _____	_____ _____

Things that I found easy in Unit 6:	Things that I found difficult in Unit 6:
_____ _____	_____ _____

Unit 6 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
discuss common problems			
ask for and give advice			
use the modal auxiliaries *should, ought to, might,* and *could* in questions and in the affirmative and negative			
use *had better* in questions and in the affirmative and negative			
use two-word and three-word verbs			
use question words: *How many, How much …?*			
use quantity expressions: *much, many, a lot of, lots of, a few, a little*			
form clauses with *when*			

My five favorite new words from Unit 6:	If you're still not sure about something from Unit 6:
_____ _____ _____	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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7 You've Got Mail!

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1 Listen and Discuss

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

Your Shoe Source

Reply | Reply to all | Forward | Print | Delete

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

Dear Mr. Rogers,

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

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

Best regards,

Saud Saleh
Purchasing Manager

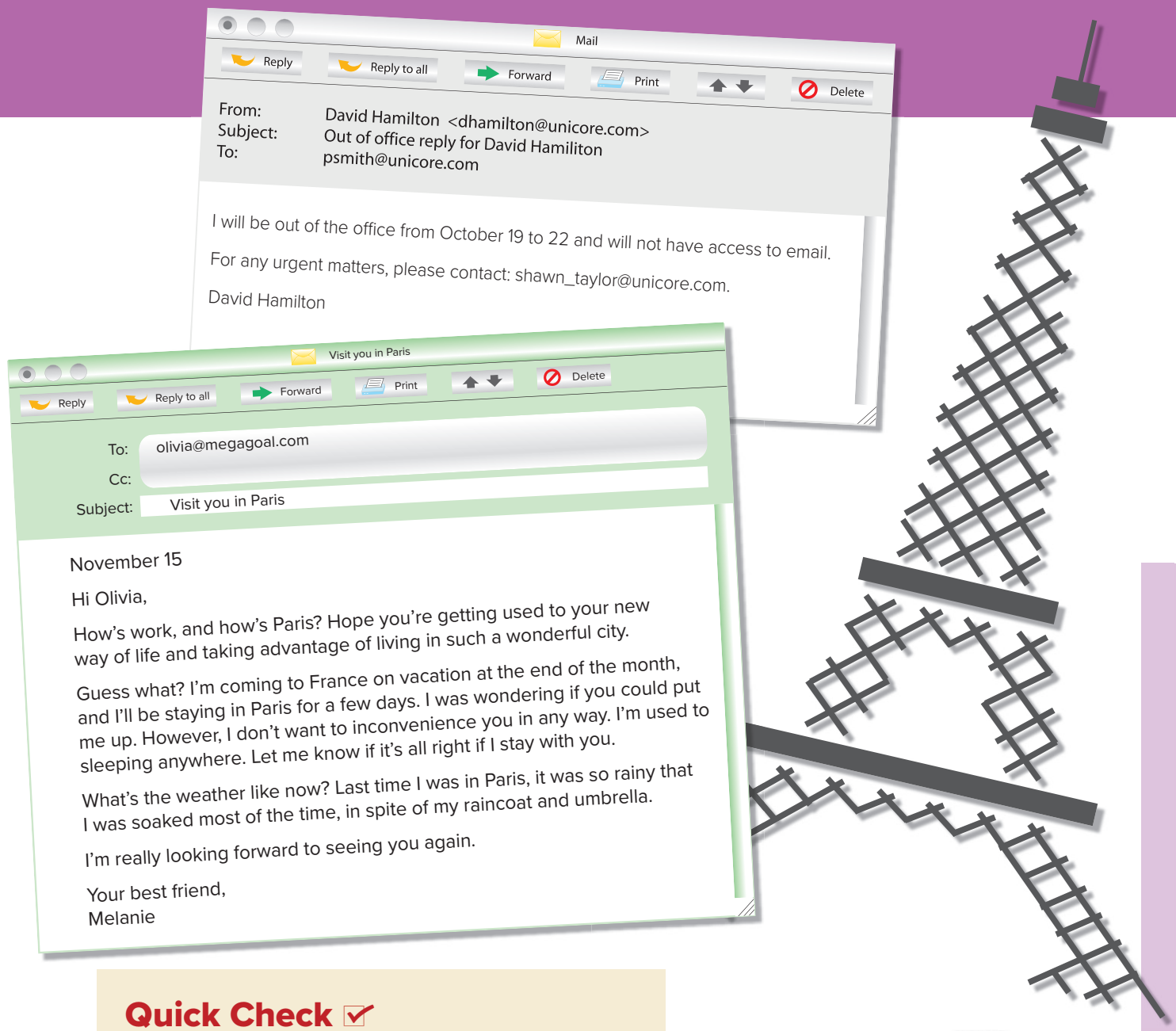
Finest Footwear International





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Quick Check ☑

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

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

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

2 Pair Work

A. Apologize for something.

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

B. Wish someone the best on a special occasion.

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

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3 Grammar

Preposition + Gerund

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

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

Some verbs are usually followed by certain prepositions.

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

Some adjectives are followed by certain prepositions.

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

Although, Even Though, In Spite Of

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

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

In spite of is followed by a noun or gerund.

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

As Soon As, When

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

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

So ... (That)

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

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

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

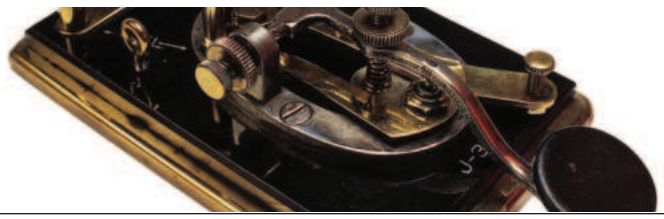
A. Complete the sentences with ***although*** or ***in spite of***.

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

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





The Telegraph System

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

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

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

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

I'm thinking of studying in a foreign country.

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

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4 Language in Context

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





5 Listening

Listen to the messages or conversations. Complete the sentences.

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

6 Pronunciation

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

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

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

7 About You

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

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

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8 Conversation

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



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

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

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

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

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

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

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

Abdullah: Of course you can.



Your Ending

What does Abdullah go on to suggest?

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

Real Talk

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

About the Conversation

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

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

Your Turn

Role-play these situations with a partner.

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

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9 Reading

Before Reading

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

From Smoke Signals to Email: *Keeping in Touch*



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

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

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

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

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

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

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After Reading

Complete the following sentences about the reading.

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

Discussion

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

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

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10 Writing

A. **1.** Work in pairs. Compare the emails from Mr. Saleh and Melanie on pages 100 and 101. Make notes in the chart below.
2. Use your notes to report in class. Discuss differences and similarities.
3. Why do you think there are differences?

Email	Page 100	Page 101
From		
To		
Greeting		
Opening lines		
Topic/information content		
Closing lines		
Signed		
Purpose of email		

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

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



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Back to school

Reply | Reply to all | Forward | Print | Delete

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

Hi Brian,

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

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

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

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

Give my best to your family.

Adel

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

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

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

Writing Corner

When you write an email to a friend:

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

When you write to a business/professional contact:

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

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11 Form, Meaning and Function

Simple Past with *Used to*

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

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

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

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

Used to and *Would*

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

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

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

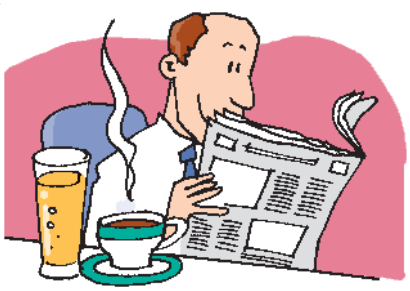
Information Questions (?)	Answer
How did people in the Americas **use to transmit** messages?	They used smoke signals.
Why did people **use to shout** from signal towers?	They wanted to pass on messages.
What did you **use to do** when you were young?	I used to ride my bike in the park.

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

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

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

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



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

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

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There is/There are

Singular nouns

There is a phone message for you.

Plural nouns

There are lots of unanswered emails in my inbox.

Plurals

Regular nouns

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

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

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

Irregular nouns

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

Definite Article: *The*

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

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

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

There is a man writing an email on a computer.

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



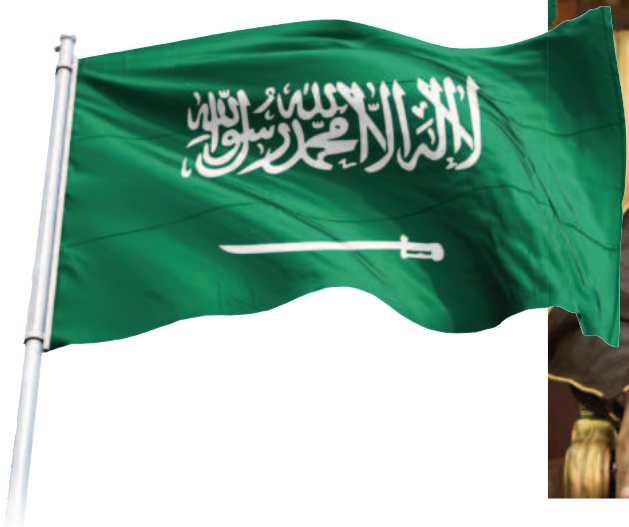
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12 Project

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





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

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

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13 Self Reflection 

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

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

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

My five favorite new words from Unit 7:	If you're still not sure about something from Unit 7:
_____ _____ _____	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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8 Wishful Thinking

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1 Listen and Discuss

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

WHAT PEOPLE ARE SAYING

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

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

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



Saeed, 23



Ahmed, 17

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

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

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

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



Bob, 16



Steve, 15

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

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

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

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



Hameed, 20



Leonard, 19

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

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

*ET = Extraterrestrial

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The Most Common Wish

"I wish I could win a big prize."

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

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



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

Quick Check ☑

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

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

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

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

2 Pair Work

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

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

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

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

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

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3 Grammar

Conditional Sentences with *If*-Clause: Imaginary Situations

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

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

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

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

Conditional Sentences with *Might* and *Could*

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

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

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

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

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

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

Verb: *Wish*

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

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

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

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

A. Match the sentence parts.

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

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

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

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



D. Problem Solving

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

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

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

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

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

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

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4 Language in Context

1. A businessman offers to pay for three things you want because you received the highest grades in the school district. What would you ask for?
2. Compare your wants with members of the class and select the funniest one.

5 Listening

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

	Wish	Why?
Gina		
Lyn		
Sahar		

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

6 Pronunciation

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

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

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

7 About You

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

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

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8 Conversation



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

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

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

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

Michael: What would you do then?

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

Michael: And what would you do with the rest?

Your Ending

What do you think Yousef's answer would be?

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

Real Talk

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

About the Conversation

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

Your Turn

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

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9 Reading

Before Reading

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

MONEY: *A Blessing or a Problem?*

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

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

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

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

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

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



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After Reading

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

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

1. Bud Post _____

_____

2. Michael Carroll _____

_____

3. Bob Bradley _____

_____

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

Discussion

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

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

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

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

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

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10 Writing

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

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

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

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

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

How does it feel to be a celebrity? **2**

Did you have any rough moments during the show? **3**

Has it sunk in yet? **4**

How did you decide to sign up? **5**

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

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

What are your plans for the future? **8**

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

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

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

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

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

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

A Day in My Life As a Quiz Show Winner

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

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

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

Writing Corner

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

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

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11 Form, Meaning and Function

Count/Noncount Nouns

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

Singular Count Nouns
a coin
a wish
a prize



Plural Count Nouns
two coins
three wishes
four prizes



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

Expressions of Quantity: *Some, Any, No*

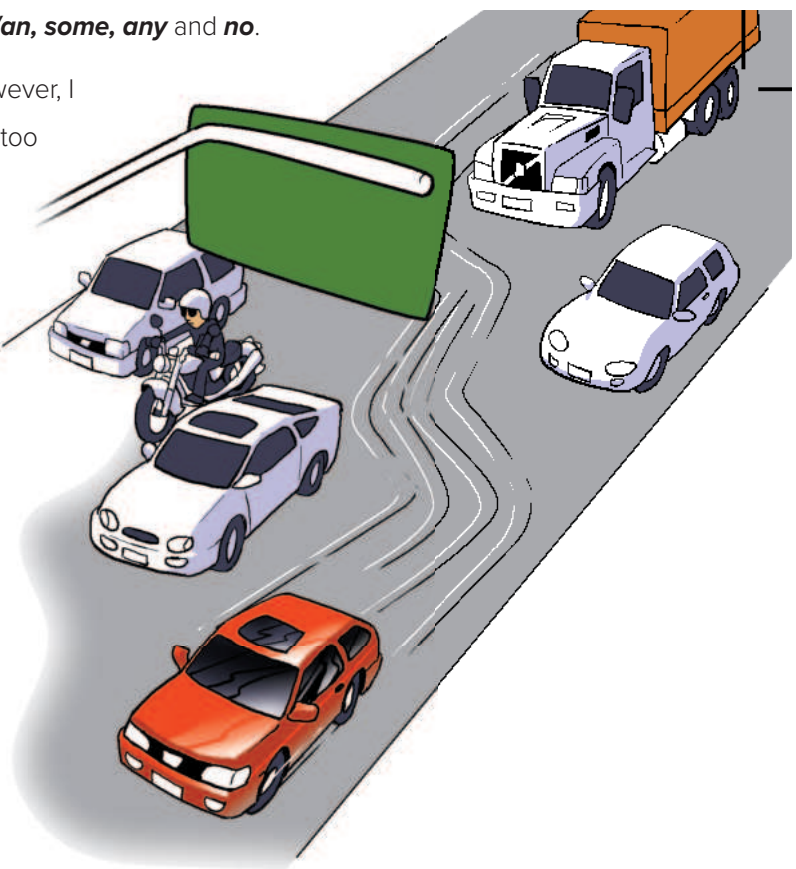
Use *some* in affirmative statements. Use *any* in negative statements and in questions.
Use *some/any* with noncount nouns and with plural nouns.

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

Use *no* with noncount and plural nouns in affirmative sentences to give a negative meaning.
There is **no** crime. = There isn**'t any** crime.
There are **no** recycling facilities. = There aren**'t any** recycling facilities.

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

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



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

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Words Connected with Money, Shopping Habits and Prices

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

Item	Material	Size	Price
sweater pants thobe sandals bracelet dress shoes	wool 50% cotton and 50% polyester cotton leather gold silver	small medium large	$30 SAR 209 SAR 150 $125 SAR 720 a 20% discount



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

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

Yes, please. **I'm looking for** a thobe.
I'd like to **try on** a **medium**.
They are made from **wool**.
It's **$95**, sir.
We have **a** 15% **discount** on those.
They are **SAR 110**.
Yes, of course. Here you are.
I'd rather pay **in cash / by credit card**

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

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



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

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

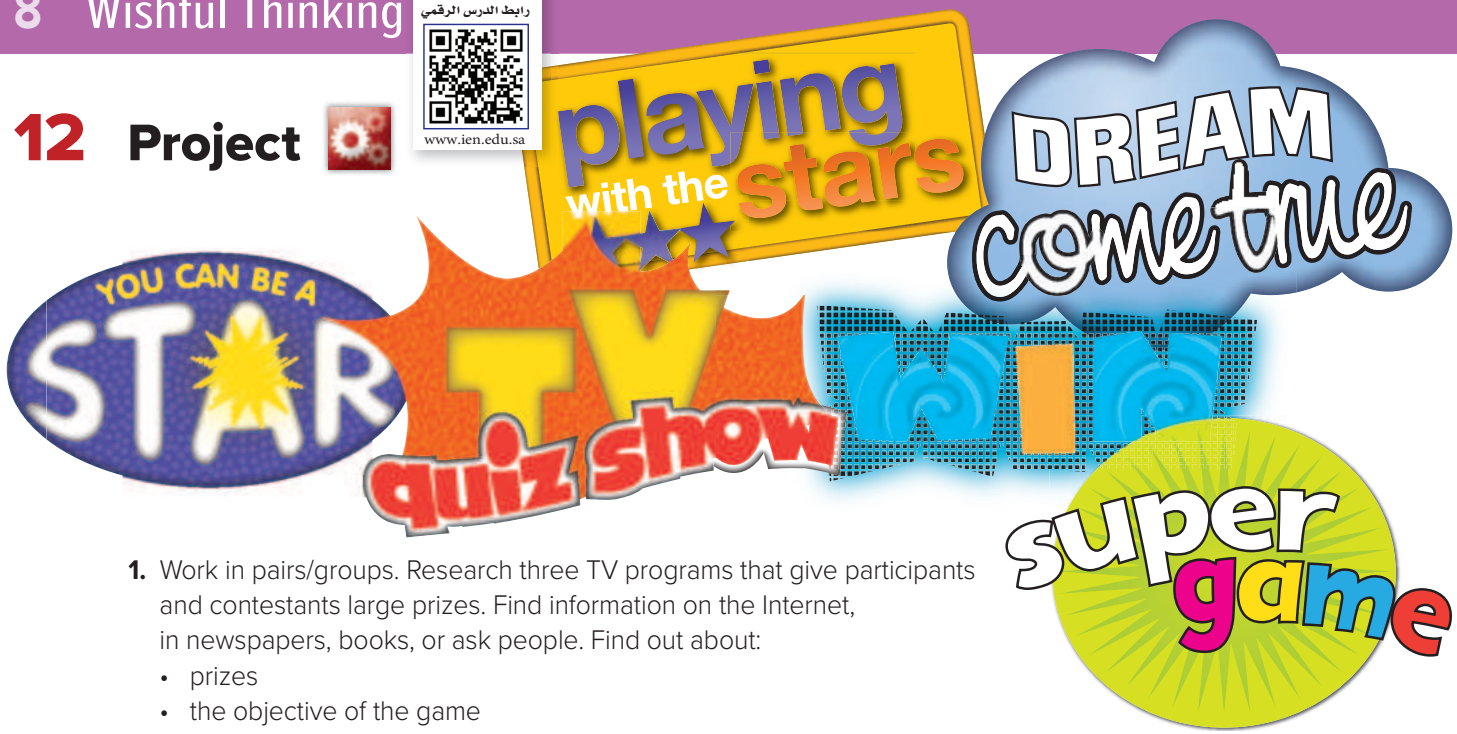
Shop assistant: Can I help you, madam?
Sabah: Yes, please. I'm looking for ...

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12 Project



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

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

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

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13 Self Reflection 

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

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

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

My five favorite new words from Unit 8:	If you're still not sure about something from Unit 8:
_____ _____ _____	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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EXPANSION Units 5–8

1 Language Review

A. Give your advice or opinion about the following. Use ***should*** or ***shouldn't***.

You don't think it's a good idea to talk on the cell phone while you're driving.
You shouldn't talk on the cell phone while you're driving.

1. You think it's a good idea for your friend to take a math course.
_____.
2. You don't think it's a good idea for Saif to skate without a helmet.
_____.
3. You think it's a good idea for the police to do something more about crime.
_____.
4. You don't think it's a good idea for your friends to travel without a hotel reservation.
_____.

B. Now rewrite the sentences above using ***had better***.

You'd better not talk on the cell phone while you're driving.

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

C. Complete the sentences or write sentences using ***ought to***.

It's really a very good show. *You ought to see it.*

1. She has an important exam tomorrow, so _____.
2. Faisal, aren't you freezing in that T-shirt? _____.
3. It's past midnight. Don't you think _____?
4. That car just went through a red light. _____.

D. Complete the sentences with reflexive pronouns.

1. I finished the project all by _____. Nobody helped me.
2. If you want to make sure that nothing goes wrong, do it _____.
3. The students organized the project _____.
4. The president _____ said he was going to solve the problem.
5. The airbag _____ was OK, but the triggering mechanism didn't work.
6. We painted the house _____, so we didn't have to spend any money on labor.

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E. Substitute the words in parentheses with one of the following two-word verbs: **break down, get along, give up, put off, take up, throw away, turn down**.

1. His friend _____ smoking several years ago. (stopped)
2. I _____ swimming in order to keep fit. (started)
3. Mr. Johnson _____ an offer to work in Paris. (refused)
4. The meeting was _____ until further notice. (postponed)
5. My business partner and I _____, so we went our separate ways . (were not friendly)
6. Don't _____ your old bottles! Give them to us for recycling. (discard)
7. The president arrived late for the opening ceremony because the limo _____. (stopped running)

F. Complete the sentences with the following words: ***although, as soon as, in spite of, so, when***.

1. Do you know _____ Mr. Johnson will be back?
2. The plane arrived on time _____ the bad weather.
3. _____ the guests complained to the manager, the hotel didn't fix the dripping faucet.
4. They couldn't repair my laptop, _____ they gave me my money back.
5. I'll tell you about the results of the exam _____ I know them.

G. Write sentences with ***I wish***.

I must stay indoors as it's rainy. — *I wish the weather was good so that I could go out and play football.*

1. I received an average grade in math. _____
2. My friend gossips a lot. _____
3. Ahmed can't come to the game. _____
4. I'm not very tall. _____
5. I don't speak German. _____

H. Complete the conditional sentences using your own information.

1. If I had the time, _____
2. If I lived in _____
3. If I could change something about myself, _____
4. If I could be someone else, _____
5. If I could travel anywhere, _____

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2 Reading

Before Reading

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

PLAY BALL!

FOOTBALL

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



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

BASKETBALL

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

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



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VOLLEYBALL



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

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

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

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

After Reading

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

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

Discussion

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

3 Writing

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

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4 Chant Along

If I Were a Millionaire

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

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

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



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Vocabulary

A. Find words in the chant that mean:

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

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

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

C. Find an expression in the chant that means:

through good and bad _____

Howard Hughes ▼



Comprehension

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

Discussion

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

5 Project

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

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

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MEGA GOAL 1 WORKBOOK

MANUEL DOS SANTOS
ELI GHAZEL - DANAE KOZANOGLOU

Mc Graw Hill

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5 Did You Hurt Yourself?

Term 2

A Complete the sentences. Write the correct letter in the blank.

1. I swerved the car _____	**a.** her finger with a knife.
2. Sue cut _____	**b.** fell asleep at the wheel.
3. Robert got a shock _____	**c.** don't pay attention to the road.
4. Larry wasn't injured _____	**d.** to avoid a crash.
5. The drowsy driver _____	**e.** from the toaster.
6. Aggressive drivers _____	**f.** because he was wearing a seat belt.
7. Distracted drivers _____	**g.** often tailgate.
8. Skateboarders should _____	**h.** wear a helmet and kneepads.

B Complete the story. Use the words in the box.

equipment	**helmet**	**avoid**	**injured**	**obey**

Majid loves to ride his bike. He rides it a lot. He has had several accidents, but he's never hurt himself because he wears proper safety (**1**) _____ .

His friend Ted hasn't been as lucky. He recently had an accident on his bike. He crashed into a tree when he swerved to (**2**) _____ a car. He hurt his head and was (**3**) _____ quite badly. He had to go to the hospital.

He never thought that he had to (**4**) _____ safety rules. Now Ted knows that they're important. The week after his accident he wanted to buy proper safety equipment. He asked Majid what he used because he never hurt himself on his bike. Majid told him that he needed a (**5**) _____ for his head. Now Ted never rides his bike without it.





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C Write the correct reflexive pronoun next to the subject pronouns.

I _____	you and I _____	it _____
they _____	he _____	she _____
we _____	you (singular)_____	you (plural)_____

D Complete the conversations. Use reflexive pronouns.



Mr. Al Yami: What happened?

Yahya: I hurt **(1)** _____.

Mr. Al Yami: How did you hurt **(2)** _____?

Yahya: I tripped and fell.

Mr. Al Yami: Samir! Go call an ambulance! Yahya hurt **(3)** _____.



Omar: How are you?

Yahya: Well, I hurt **(4)** _____ pretty badly, but I feel better now. I'm glad I was wearing a helmet, though.

Omar: You know, my brother hurt **(5)** _____ skating last month, too.

Yahya: I know! Well, you take good care of **(6)** _____, OK?

Omar: I sure will.



Yahya: So many people have hurt **(7)** _____ lately.

Imad: It's amazing! Just yesterday my uncle almost broke his leg on the stairs, but he caught **(8)** _____ just in time.

Yahya: I think we all have to take better care of **(9)** _____!

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E Complete the sentences. Write the correct letter in the blank.

1. I need a thermometer ___	**a.** because I want to stay healthy.
2. Smoking isn't good for you, ___	**b.** so I have a stomachache.
3. Jenny needs to go to bed ___	**c.** because it makes me nervous.
4. I took an aspirin ___	**d.** because he wasn't careful.
5. I ate too much at dinner ___	**e.** so she can get up early.
6. I didn't drink any coffee ___	**f.** so please don't start.
7. Jack burned his finger ___	**g.** so I can take my temperature.
8. I am going to the gym ___	**h.** because I have a headache.

F Fill in the blanks with ***so*** or ***because***.

1. You need to pay attention, _____ you know how to do your job.

2. I didn't finish my homework last night _____ I was tired.

3. My brother got a ticket yesterday _____ he was speeding.

4. My brothers and I always wear our helmets when we ride our bikes, _____ we don't hurt ourselves.

5. She was injured in the car accident, _____ she went to the hospital.

6. My father broke his arm _____ he slipped on the ice.

7. Thomas is good at basketball _____ he practices a lot.

8. My cousin worked in a restaurant last summer, _____ he saved up enough money to buy a new laptop.

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5 Did You Hurt Yourself?

G Match the statements with the responses. Write the correct letter in the blank.

1. I never crash my bike. _____ **a.** So do I.

2. I always do my homework at night. _____ **b.** So have I.

3. I have never broken my arm. _____ **c.** Neither do I.

4. I spent the afternoon at the Internet café. _____ **d.** Neither did I.

5. I have gotten lost while driving. _____ **e.** Neither have I.

6. I didn't slip on the ice. _____ **f.** So did I.



H Show agreement with the following statements. Then write a sentence with ***so*** or ***because***.

I went to the gym this morning.

So did I.

I went to the gym this morning because I wanted to swim.

1. I haven't eaten anything all day.

_____

_____

2. I went to bed late last night.

_____

_____



3. I visited my uncle last weekend.

_____

_____

4. I very seldom cut myself.

_____

_____

5. I always brush my teeth before I go to sleep.

_____

_____

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I READING

Read about home safety and complete the exercises below.

People are very concerned about keeping their homes safe from fires. The SRCA (Saudi Red Crescent Authority) has prepared a list of safety rules to prevent home fires. Place a tick next to all of the things you do to keep your home safe.



_____ Keep blankets, clothing, and furniture away from heaters.

_____ Keep towels, clothing, and curtains away from the stove.

_____ Keep a fire extinguisher in the kitchen.

_____ Learn how to use a fire extinguisher.

_____ Don't plug too many things into one outlet.

_____ Don't keep matches where children can get them.

_____ Have a fire drill in your home. Practice often.

_____ Choose a place outdoors where everyone can meet if there is a fire in the home.

_____ Learn how to call the fire department in case of an emergency.

These are just some of the things you need to know to keep your home safe from fire. How many did you tick? If you didn't tick some of these, have a family meeting. Talk about how you can make and keep your house safe from fire.



Write ***T*** for ***True*** or ***F*** for ***False.***

1. _____ Keep a fire extinguisher in your living room.

2. _____ Have a fire drill in your home.

3. _____ Have a meeting place everyone can go to if there is a fire in your home.

4. _____ Keep blankets and clothes on top of heaters.

5. _____ Learn the telephone number of the fire department.



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5 Did You Hurt Yourself?

J Have you ever been in an accident? Do you know anyone who has?
Write information about accidents in the chart.

	Accident 1	Accident 2
What was happening before the accident happened?		
How did the accident happen?		
What could the person have done to avoid the accident?		

K Write what you think happened.

1. Have you heard about the skydiver whose parachute did not open until he was quite close to the ground?

What do you think happened to him?

_____

_____

_____

2. Have you heard about a boy who got trapped under the ice of a frozen lake?

What do you think happened to him?

_____

_____

_____

Turn over and find out.

1. Answer: He landed on his face and hurt his nose and forehead lightly. He then pulled himself up, shook the dust off, and walked away unharmed.

2. Answer: The boy was not breathing when the rescuers got him out. The doctors were able to bring him back and he recovered over the next few months.

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L Look at the picture. Answer the questions below.



1. What is the person doing for safety?

_____

_____

2. What can happen if the person doesn't take safety measures?

_____

_____

3. Where should the child seat be placed in the car?

_____

_____

4. What are some other things people should do to make sure a child is safe in a car?

_____

_____

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M WRITING

Write a story about an accident that happened. Complete the organizer and use it to help you write the story.

What was happening before the accident?	Description of the accident	Description after the accident	How to prevent similar accidents
Actions: _____	Actions: _____	Actions: _____	Actions: _____
Place: _____	Place: _____	Place: _____	Place: _____
Describing words: _____ _____ _____	Describing words: _____ _____ _____	Describing words: _____ _____ _____	Describing words: _____ _____ _____

The Accident

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N Change the imperatives to sentences with ***must*** or ***mustn't***.

Don't park on the sidewalk. You *must not park on the sidewalk.*

1. Pay attention to the road. We _____
2. Don't fall asleep at the wheel. Drivers _____
3. Ask the driving instructor for advice. I _____
4. Don't sit in the front seat. Children _____
5. Fasten your seat belt. Fatima _____
6. Don't tailgate. Badr _____
7. Don't run across the street. You _____

O Complete the sentences with ***should*** or ***shouldn't*** and the verb in parentheses

The parade starts at 11 o'clock. What time *should we take* **(we / take) the bus?**



1. Skaters _____ (wear) a helmet and kneepads.
2. _____ (the baby / sit) in the front seat of the car.
3. Drowsy truck drivers _____ (stop) for a break.
4. You _____ (ride) your bike fast down the hill.
5. That driver _____ (talk) on his cell phone while he's driving.
6. My leg hurts. I _____ (see) a doctor.

P Complete the conversation. Use adverb forms of the adjectives in parentheses.

Mom: How was your first driving lesson?

Bob: It didn't start **(1)** _____ (good) because I fell on the way to the driving school. I hurt my arm **(2)** _____ (bad), and arrived there **(3)** _____ (late).

Mom: Did you miss the lesson?

Bob: Yes, I missed my appointment. But then I waited **(4)** _____ (patient) for my instructor who was out on another lesson. **(5)** _____ (lucky), he had time to give me a lesson after that.

Mom: So, did you have a good lesson?

Bob: Oh, yes. I spent an hour driving. Of course I didn't go **(6)** _____ (fast). I listened **(7)** _____ (careful) to the instructor. He explained everything **(8)** _____ (clear) how to control the car. Then I drove it **(9)** _____ (safe) back to the school.

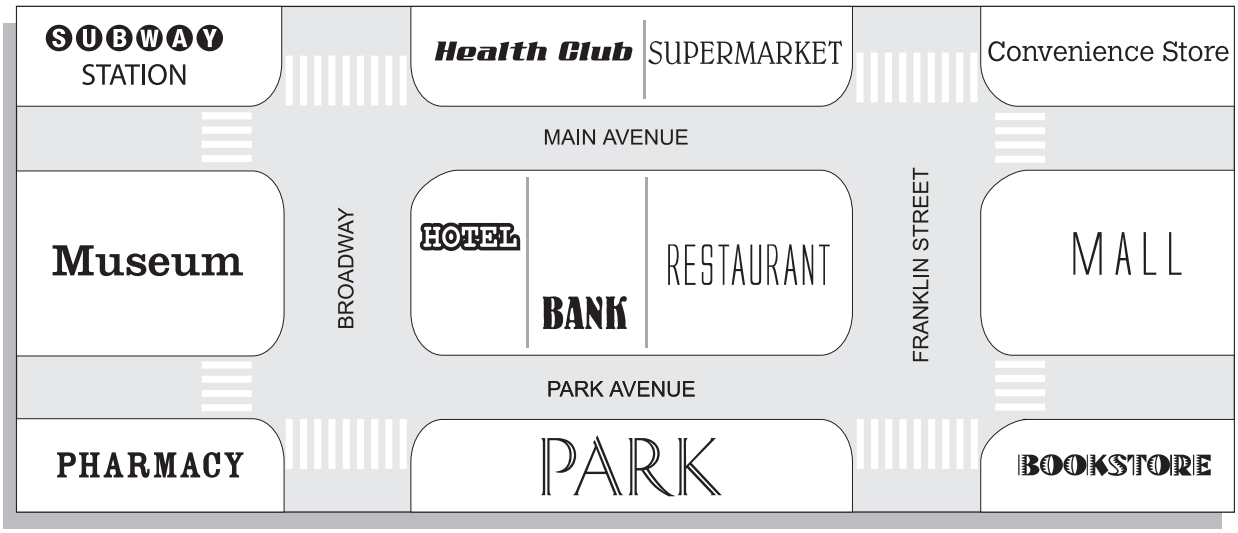
Mom: What must you do now?

Bob: I must try **(10)** _____ (hard) to learn the rules of the road. Then, I'm sure I'll pass my test **(11)** _____ (easy).

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Q Look at the map. Complete the sentences. Use across ***from***, ***between***, or ***next to***.



1. The subway station is _____ the health club.
2. The health club is _____ the supermarket.
3. The bank is _____ the hotel and the restaurant.

R Look at the map. Answer the questions. Make two sentences for each. Use ***on***, ***near***, or ***far from***.

1. Where is the museum? _____
   _____
2. Where's the restaurant? _____
   _____
3. Where's the park? _____
   _____

S Look at the map. Complete the conversation using prepositions and imperatives. The speakers are at the pharmacy.

A: Excuse me. Where is the mall? Is it far **(1)** _____ here?

B: No, it isn't. It's **(2)** _____ that park. Go **(3)** _____ on Park Avenue to the next corner. **(4)**_____ a left at the restaurant. The mall is **(5)** _____ the restaurant. It's **(6)** _____ the convenience store and the bookstore.

A: Thank you.

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6 Take My Advice

A Asma is chatting online with Sahar. Complete the conversation. Use the words in the box.

hungry	lose control	fitness	turn down	pressure	avoid

Asma123: I'm looking at an advice website for teens right now. It's really cool.

Sahar227: Really? What's the address? I want to check it out, too.

Asma123: www.helpsite-4u.com

Sahar227: Why are you looking at this site?

Asma123: Well, it's my weight ... and junk food. You know ...

Sahar227: Wait. So if this is about weight and food, are you looking at the page about (**1**) _____?

Asma123: That's right, and I just found a list here that should help.

Sahar227: Yeah! I see it. The list shows what types of food you shouldn't eat.

Asma123: Look at the first thing on the list. You should (**2**) _____ carbohydrates and fat.

Sahar227: Do you eat too much fast food?

Asma123: No, not too much. Normal, quantities. I don't eat sweets either!

Sahar227: Good. You had better not!

Asma123: I never eat too much at home but something comes over me when I see a fast food restaurant and I (**3**) _____!

Sahar227: Oh Asma, that's crazy. You spend so much time on fitness exercises and running. Why do you want to throw it all away?

Asma123: I don't. But when people want to eat and they start ordering burgers and fries I start getting (**4**) _____ and end up ordering myself.

Sahar227: You should have told me about it sooner. We could have avoided unhealthy fast food. I am not too crazy about it myself. I wouldn't have trouble eating grilled chicken and salad!

Asma123: I would. I could never (**5**) _____ a burger and fries, especially when I am under exam (**6**) _____.

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B Read the conversations. Choose the more appropriate modal auxiliary. Write it in the blank.

Ahmed: My brother is always going out with his friends. He never has time for me. What (**1**) (might / should)_____ I do?

Fahd: I wouldn't worry about it. My brother does the same thing. Or you (**2**) (could / had better) _____ talk to him.

Ahmed: I already have. He says he's really not interested in spending time with me. He thinks I'm too young. But he said we (**3**) (had better / might) _____ watch the football game together tonight.



Patient: I can't seem to lose more weight. I haven't been careful about what I eat, but I go to the gym five times a week. Maybe I **(4)** (should / shouldn't) _____ bother going to the gym.

Doctor: Let me explain. If you work out for an hour and then eat a piece of cake, you're taking in more calories than you burned at the gym. The gym is important. You **(5)** (could / should) _____ go to the gym, but if you do, you **(6)** (ought to / might) _____ be more careful about your diet.



Mrs. Smith: How's Brian?

Mrs. Jones: OK, I guess. He's on the school football team. But he's still on a strict diet. He never eats fast food or any of the food that other kids eat but he is happy because he is fit.

Mrs. Smith: It's great for kids to know what they want! If Brian is happy he (**7**) (could /ought to) _____ continue his diet. I have an idea. He (**8**) (might / had better) _____ explain to the other kids that eating this way helps his football skills. What do you think?

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C Read the situations. Then give your advice. Use the verbs in parentheses.

1. Hameed has invited Ibrahim over to his house to play video games. Ibrahim likes Hameed and would like to be his friend. But someone else told Ibrahim that the reason Hameed invited him is because he wants to play the new video game that Ibrahim bought last week. What should Ibrahim do?



a. (could) _____

b. (should) _____

c. (had better not) _____

2. Amira could not find her gym shoes so she borrowed her younger brother's shoes. They are very comfortable but they are different from girls' shoes. Amira is happy to have them but she is afraid that her friends will tease her. What should she do?



a. (might) _____

b. (should) _____

c. (ought to) _____

3. Paul is the best player on the school basketball team. This year his father is helping the gym teacher to coach the team. Although this seemed like a good idea, it's not working out well. Paul's father is always yelling at him and telling him he's not good at basketball. Paul seems nervous and isn't doing well. That's hurting the team. The other players are worried, especially because some important games are coming up. What should the other players do?



a. (shouldn't) _____

b. (should) _____

c. (had better) _____

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D Write two-word or three-word verbs next to the definitions. Use the verbs, particles, and prepositions in the box. Some are used more than once.

give	**put**	**take**	**throw**	**turn**	**get**
with	**away**	**down**	**off**	**along**	**up**

1. stop doing _____

2. postpone _____

3. discard _____

4. be friendly _____

5. refuse _____

6. begin _____

7. accept a bad situation _____

E Complete the sentences with two-word and three-word verbs. Use each of the verbs from exercise **D** once. Put the verbs in the correct form.

A. Raymond is getting very annoyed at himself. Last month he decided to **(1)** _____ smoking. So he **(2)** _____ the pack of cigarettes that he'd just bought. Then his friend told him that this was a bad time to quit because it was a very stressful time at work. His friend said that he should **(3)** _____ quitting for at least another month. Raymond decided that there was never a good time to quit smoking, so he **(4)** _____ his friend's advice. Now Raymond hasn't had a cigarette in three weeks!

B. Paul is tired of work. Every time he goes to work, he never **(5)** _____ his boss. Paul thinks that he should find a new job—or maybe **(6)** _____ a completely different career.

F Complete the conversation with the correct two-word or three-word verb. Put the pronoun object in the correct position.

Sam: I hate cleaning the garage! I always (**1**) (put off / it) _____ as long as I can.

Mel: There's a lot of junk in it! How do you (**2**) (put up with / it) _____? Do you really need it all? Why don't you (**3**) (throw away / it) _____?

Sam: That's not easy to do.

Mel: Sure it is. Just (**4**) (throw away / it) _____. It's simple. Look at all the footballs you have.

Sam: I can't (**5**) (throw away / them) _____. They remind me of all those games. They're important for me.

Mel: Hmmm. You can really be difficult sometimes. I don't know how your footballs (**6**) (put up with / you) _____!

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G READING

Read the article.

Some Family Advice

Eppie Lederer and Pauline Phillips were identical twins.

In 1955 Eppie Lederer won a contest. The prize was to write an advice column for the *Chicago Sun Times* newspaper. In 1956 Pauline Phillips began writing an advice column for the *San Francisco Chronicle*. Both columns became very popular and were soon being published in many newspapers. At one time, each column—"Ann Landers" and "Dear Abby"—had nearly 100 million readers around the world!

Eppie Lederer ("Ann Landers") and Pauline Phillips ("Abigail Van Buren") had a significant influence—on individuals and on important issues. For example, Phillips often called people who sounded very depressed in their letters. "They say, 'You're calling me?' After they start talking, I can suggest they get professional help." In this way, she saved people's lives. In 1971, when the U.S. Congress was reluctant to pass a law devoting money to cancer research, Lederer asked her readers to write letters. Congress received more letters than it had in its entire history—and passed the law.

Over the years, both columnists said that people's problems had remained basically the same. But the work was always interesting. Phillips said, "I can't wait to get to work in the morning." For one thing, there's no typical letter writer—women, men, teenagers all write about their problems. And, as Phillips said in response to a question, "There's no reason to make up anything. There's nothing weirder than what I get in the mail." Above all, they were committed to helping their readers.

Is it just a coincidence that these two famous advice-givers were twin sisters? Maybe—but maybe not. Jeanne Phillips, Pauline's daughter, helped her mother write "Dear Abby." She was a teenager when she started to help her mother. Margo Howard, Lederer's daughter, now writes an advice column called "Dear Margo." "It must be in the genes," says Jeanne Phillips, only partly joking.

Complete the sentences.

1. "Ann Landers" was really _____.
2. "Abigail Van Buren" was really _____.
3. _____ helped her mother write a column.
4. _____, who is _____ daughter, writes an advice column called "Dear Margo."

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H Read the emails and reply with advice.



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I Look at the pictures. The younger man is asking his father for advice. Decide what the advice is about (e.g. choosing a university, changing jobs, buying a new car/house).



1. Complete the chart with as many words as you can under each heading.

Nouns	Verbs	Adjectives

2. What advice does the father give his son? Write sentences using some of the words that you listed.

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J WRITING

Imagine that a friend has written to you for advice about a problem that he/she has at school or work. Complete the chart with the information required. Use it to write a reply to your friend.

The Problem	The cause of the problem	Your solution to the problem
Description of the problem	_____ _____ _____	_____ _____ _____
First detail of the problem	_____ _____ _____	_____ _____ _____
Second detail of the problem	_____ _____ _____	_____ _____ _____
Third detail of the problem	_____ _____ _____	_____ _____ _____

Dear Desperate Friend,

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K Complete the conversation. Use ***much***, ***many***, ***often***, ***lot***, ***lots***, ***few*** or ***little***.



Scott: Hi Ahmed! You look well. I think you're **(1)** _____ thinner than you were, too. Have you lost a **(2)** _____ weight?

Ahmed: Hi, Scott. Nice to see you're back in Riyadh. Yes, I did lose a **(3)** _____ kilos this year.

Scott: Were you on a diet or something? You were eating a **(4)** _____ of junk food last time we went out.

Ahmed: Well, I'm not really on a diet, but I'm more careful about what I eat, and I feel **(5)** _____ healthier these days. I don't eat **(6)** _____ junk food now. I eat a **(7)** _____ of fruit now, too.

Scott: How **(8)** _____ fruit do you eat?

Ahmed: About two pieces of fruit at day, or more. I always have a **(9)** _____ bit in the morning and take some with me when I go running.

Scott: How **(10)** _____ do you go running?

Ahmed: Every day. I'm doing a **(11)** _____ of training for the marathon, so I run for at least an hour before work. What about you? How **(12)** _____ hours of exercise do you get?

Scott: Oh... I don't exercise **(13)** _____ here. I go to the gym a **(14)** _____ times a week when I'm back home in the States. But it's so hot here! I have to drink **(15)** _____ of water all the time.

Ahmed: How **(16)** _____ glasses of water do you drink every day?

Scott: I don't think about it **(17)** _____ , but I know I need a **(18)** _____ ! How **(19)** _____ do you have to stop for a drink?

Ahmed: When I'm running, I don't drink **(20)** _____ . But I have a **(21)** _____ drops when I stop.

Scott: Hey! You're making me thirsty. Let's have a **(22)** _____ break and have a refreshment together now.

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L Write the possible solutions for each problem. There may be more than one possible answer.



take medicine	**take painkillers**	**drink warm tea or milk**	**use a skin cream**
take vitamins	**relax**	**take cough syrup**	**stay in bed**

1. sore throat _____

2. rash _____

3. flu _____

4. stress _____

5. toothache _____

6. feeling tired _____

M Write the adjectives for feelings on the chart below. Add any other feelings adjectives you know.

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

Positive +	**Negative -**

N Answer the questions.

1. What do you do when you have a headache?

_____

2. What do you do when you have a toothache?

_____

3. What do you do when you feel anxious and stressed?

_____

4. How do you feel when you have the flu?

_____

5. How do you feel when you exercise?

_____

6. How do you feel when you meet new people?

_____

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7 You've Got Mail!

A Ahmed has a problem and needs help from his friend Mohammed. Read the emails. Write a sentence to complete each email. Use the word in parentheses.

Reply | Reply to all | Forward | Delete

To: mohammed@megagoal.com
Subject: inconvenience

Hi Ahmed,
I got your email. Don't worry. I'm not busy right now.

(inconvenience)
You're not inconveniencing me at all.

Reply | Reply to all | Forward | Delete

To: ahmed@megagoal.com
Subject: wonder

Hi Mohammed,
Ok. Here is my situation. I sent my boss an email last Thursday. He hasn't answered me yet, and it's been four days! **(1)** (wonder)

_____

Reply | Reply to all | Forward | Delete

To: mohammed@megagoal.com
Subject: spam

Hello Ahmed,
Don't worry so much. Do you remember that time I thought you weren't answering my emails? You were, of course! Although you sent emails, I didn't get them. It was a technical problem. My computer was not sending your emails to my inbox. **(2)** (spam)

_____

Reply | Reply to all | Forward | Delete

To: ahmed@megagoal.com
Subject: apologize

Mohammed,
Oh, no! What do I do now? Just before I read your email, I sent my boss another email. I was impolite in it because I thought he was not paying attention to my previous email.
I thought he was mad at me. **(3)** (apologize)

_____

B Match each expression with its definition.

1. _____ be on the road	**a.** be excited about
2. _____ import	**b.** benefit from
3. _____ take advantage of	**c.** be on a trip
4. _____ urgent	**d.** very important
5. _____ look forward to	**e.** bring in from another country

C Complete the sentences with your own words.

1. _____ because I'm on the road right now.

2. Even though you're far away, _____.

3. I took advantage of every wonderful minute of my vacation because _____.

4. I will be in your town for a few days and all the hotels are full. Do you think _____ ?

5. I'm looking forward to _____.

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D Complete the sentences. Use the prepositions ***about***, ***against***, ***for***, ***of***, ***on***, ***in***, and ***to***.





1. My brother is dreaming _____ buying a motorcycle.
2. I'd like to apologize _____ not answering your email sooner.
3. I look forward _____ having dinner with you next week.
4. I'm thinking _____ having a dinner get together this weekend. Can you come?
5. She's tired _____ going to school every day.
6. We succeeded _____ saving the big tree in the park across the street.
7. My grandmother asked _____ learning to use email.
8. They're insisting _____ having new computers in school next year.
9. When are you going to apologize _____ Abdullah _____ forgetting his graduation day?
10. We look forward _____ meeting your new friend.
11. He decided _____ getting a job for the summer.
12. Ibrahim asked _____ taking you to the desert.



E Complete the sentences. Use the prepositions ***about***, ***of***, or ***to***.

1. My cat is used _____ sleeping in its basket.
2. I'm tired _____ studying for my biology test.
3. My whole family is excited _____ going to visit my aunt in Abha.
4. You are capable _____ doing a lot better in math.

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F Complete the sentences about you and the people in your life. Use prepositions with gerunds.

1. My friend looks forward _____.
2. My parents are interested _____.
3. Our English teacher decided _____.
4. I'm tired _____.
5. I'm going to ask _____.
6. My sister/brother is thinking _____.
7. My mother insists _____.
8. My school's football team succeeded _____.
9. I asked _____.
10. My friend has always dreamed _____.

G Complete the sentences. Use ***although*** or ***in spite of***.

1. _____ he works very hard, he doesn't make much money.
2. Ali still has problems with Russian _____ studying every night.
3. Teresa walked to school _____ the rain.
4. _____ he bought his ticket early, he still didn't get a good seat on the plane.
5. Maha loved the new Seth Anderson novel, _____ she didn't like the film.
6. _____ his broken leg, he still went on the ski vacation.
7. He wasn't ready when the taxi arrived, _____ he got up early.
8. _____ he emailed his résumé to the company, he still had to fill out an application.

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H Complete the sentences. Use the verb in parentheses.

1. I'll send you an email as soon as I _____ from him. (hear)
2. Noura will call her parents when she _____ at her hotel. (arrive)
3. My computer tells me when I _____ spam. (get)
4. As soon as you _____ a right at the light, you'll see my house on the left. (take)
5. Will you clean your room when you _____ home this afternoon? (get)
6. My neighbors turn on the TV loud as soon as I _____ to sleep (go).
7. Will you cheer tomorrow night when the football players _____ to play? (start)
8. Todd will be tired tomorrow when he _____ work. (finish)
9. The teacher will tell us our test scores as soon as they _____ ready. (be)
10. He is going to get a job as soon as he _____ from college. (graduate)

I Match the sentence parts.

1. He was so sick ___	**a.** we had to wait in line for an hour.
2. The food was so good ___	**b.** I wanted to shake hands with everyone.
3. There were so few people ___	**c.** we almost didn't make our flight.
4. We had so little time ___	**d.** we all sat in the front row at the conference.
5. They were so busy ___	**e.** we had to cover our ears.
6. The noise was so loud ___	**f.** I ate too much.
7. She was so tired ___	**g.** he didn't go to work.
8. I was so happy ___	**h.** she fell asleep on the bus.

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J READING

Read about the Morse Code.

International Code

There are a great many different ways to communicate today. We correspond by email, fax, letter, telephone, and cell phone. Every day, electronics and technology help make communication clearer and faster.

Samuel Morse developed the Morse Code in the 1840s. This type of communication uses a system of short electrical signals called "dots" and long electrical signals called "dashes" to communicate. For example, the international call for help is sent with these signals:
• • • / — — — / • • • .
You would say it like this: "Dot, dot, dot, dash, dash, dash, dot, dot, dot." Three dots stand for the letter S and three dashes stand for the letter O. When this SOS signal is sent, it means that someone is in trouble and needs help.

A	• –	J	• – – –	S	• • •
B	– • • •	K	– • –	T	–
C	– • – •	L	• – • •	U	• • –
D	– • •	M	– –	V	• • • –
E	•	N	– •	W	• – –
F	• • – •	O	– – –	X	– • • –
G	– – •	P	• – – •	Y	– • – –
H	• • • •	Q	– – • –	Z	– • – –
I	• •	R	• – •		

Before telephones, Morse's system was used for rapid communication in Europe and America. Wooden poles carrying wires were set up so the electrical signals could be sent over the wires from one place to another. One person would tap out the code while a person in another place would listen to the message, write the code down, and translate it into letters and words. This "telegraph" system was widely used during the 1800s.

Although it seems slow now, compared to today's technology, Morse Code is still sometimes used when emergencies occur today. This type of communication works best because it gets through interference better and works with very simple radios. Sometimes this is the only and best way to communicate during emergencies.

You can learn more about the Morse Code using the Internet. There are even schools that offer courses in its use.

Write ***T*** for ***True*** or ***F*** for ***False.***

1. _____ Morse Code is faster than email.

2. _____ Morse Code is a system of dots and dashes that are transmitted electronically.

3. _____ The telephone is older than the telegraph.

4. _____ Morse Code has been around since the 1740s.

5. _____ You can still learn Morse Code today.

6. _____ Morse Code is used during some emergency situations today.

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K Answer the questions.

1. What is your favorite form of communication? Why?

_____

2. Do you need to communicate fast? Why?

_____

3. How often do you write letters? Why do you write them?

_____

4. How do you communicate with family members?

_____

5. How do you communicate with friends?

_____

L Read the situations and write how you would communicate in each case and why.

email	letter	cell phone	landline	telegraph	text message	face to face

1. You are at the mall. Your friend hasn't turned up and it's getting late. You want to go home, so you need to get in touch with your brother to get a lift home.

_____

2. Fahd is at work. He wants to let his family know that he is going to be late, but he can't use his cell phone and someone else is using the phone in the office.

_____

3. You are in the country. There is no Internet connection and your cell phone is not working. You want to let your family know that you will be returning by train the next day.

_____

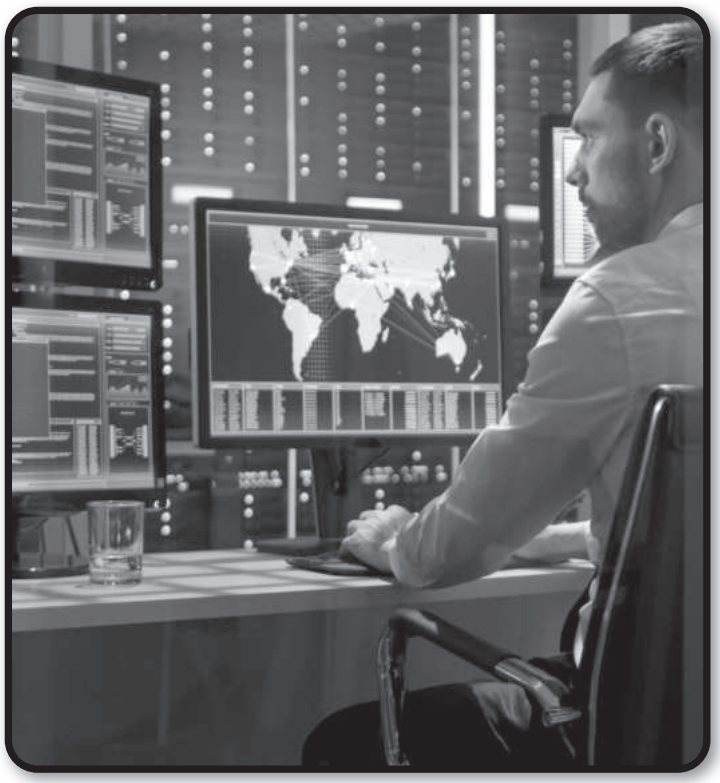
4. You are upset with your friend and you need to talk to him/her about it. You don't like it when your friends talk to other people about you and your plans.

_____

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M Look at the picture and write as many words as you can about what is probably happening. Use the words to write sentences that are joined by *so ... that*.



Actions

1. _____

_____

2. _____

_____

3. _____

_____

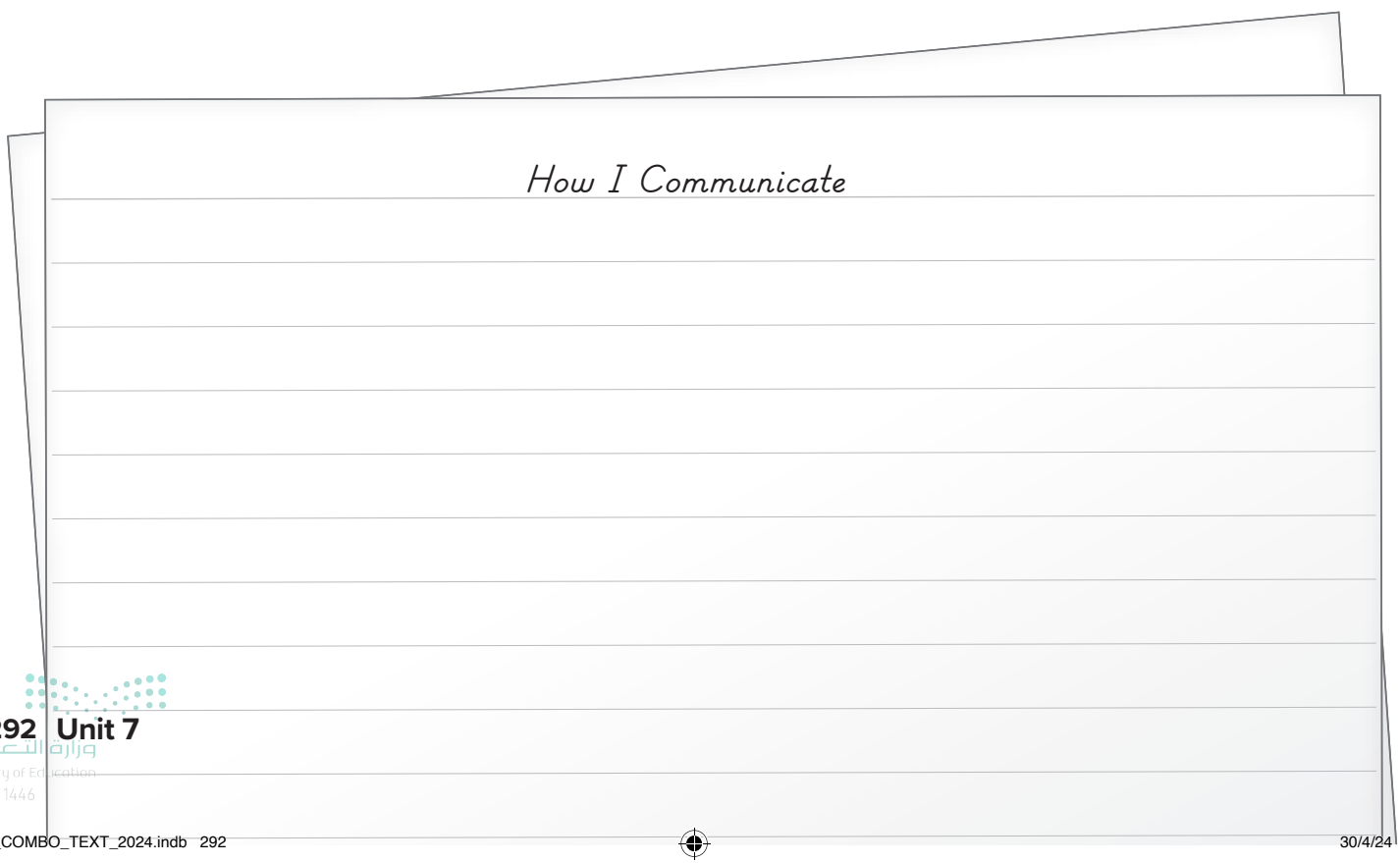
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N WRITING

Complete the chart. Use it to help you write about who you communicate with and how you communicate with them.

How I communicate		
Who do I communicate with?	**How do I communicate with them?**	**Why do I communicate with them that way?**



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O Read the information. Complete the conversation. Use ***used to*** and ***didn't use to***.

How Technology Has Changed Communication

The 1970s and 1980s

- People sent letters and cards through the mail.
- Students often passed handwritten notes in class.
- People used pay phones on the street.

The 1990s

- People started using cell phones.
- People started sending emails.
- People sent e-cards over the Internet.



Omar: Did you know that on special holiday days people _____ (**1.** send) cards through the mail and not over the Internet?

Yahya: Yes, I did. And a lot of families _____ (**2.** have) a whole drawer full of envelopes and stamps so that they didn't have to keep going to the post office.

Omar: I know. Before the 90s, most people _____ (**3.** not/have) cell phones.

Yahya: Right. People _____ (**4.** use) pay phones on the streets!

Omar: They probably _____ (**5.** carry) a lot of change in their pockets to make those calls.

Yahya: Can you believe that students _____ (**6.** write) notes to each other on small pieces of paper and pass them during break time at school?

Yahya: Isn't that crazy? I can't imagine being out and about without my smartphone!

Omar: Me, too. I'm glad I didn't live back then!

P Read the answers. Write questions.

Q: Where did Ali use to live?
A: Ali used to live in the country.

1. Q: _____
A: Fahd used to check his email all the time; even when he was on vacation.

2. Q: _____
A: Yes, people use to leave messages on telephone answering machines.

3. Q: _____
A: No, they didn't. Students used to write on chalkboards.

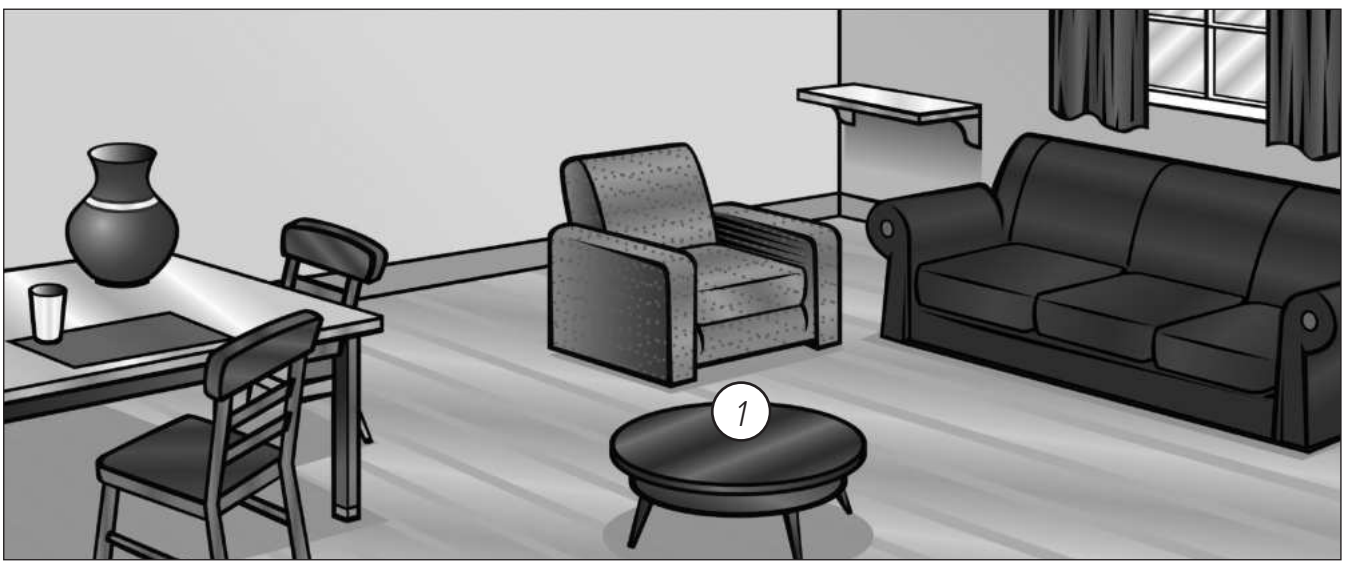
4. Q: _____
A: No, I didn't. I used to stay up really late every night.

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Q Complete the sentences with: ***There is*** or ***There are***. Write the number of each sentence in the correct place on the picture to show where the objects are.

1. _____ some letters on the coffee table.
2. _____ a magazine on the floor.
3. _____ a newspaper on the kitchen table.
4. _____ a tablet computer on the sofa.
5. _____ a cell phone on the kitchen chair.
6. _____ six books on the armchair.
7. _____ a pen and some paper on the kitchen table.
8. _____ a telephone on the shelf next to the books.



R Complete the paragraph with ***a, an, the*** or no article (-).

(1.) *The* cell phone has completely changed the way we communicate and interact with the digital world today. **(2.)** _____ modern cell phone, or smartphone, is all you need to be informed about what is happening in **(3.)** _____ world around you. From **(4.)** _____ cell phones you can not only make **(5.)** _____ calls and send **(6.)** _____ text messages, but you can send **(7.)** _____ emails, go on **(8.)** _____ Internet, buy things, bank online, listen to **(9.)** _____ news in real time and much more. Nowadays, there is no longer a need to own more than one device: **(10.)** _____ cell phone covers it all.

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8 Wishful Thinking

A Look at the groups of words. Write the word that doesn't belong.

1. _____	cash	leader	invest
2. _____	prize	technology	game show
3. _____	empire	lonely	desert island
4. _____	universe	prize	extraterrestrial
5. _____	leader	empire	desert island

B Describe the photos. Use the words in the boxes in your description.

universe	**technology**

1. _____

_____

wish	**desert island**	**lonely**

2. _____

_____

game show	**prize**

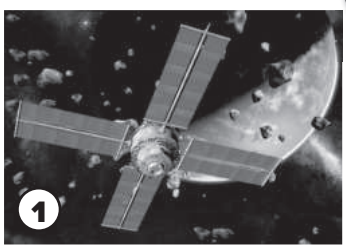
3. _____

_____

unification	**leader**	**historical**

4. _____

_____


1


2


3


4 **King Abdulaziz Al Saud**

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8 Wishful Thinking







C Complete the story with the correct form of the verbs.

If John **(1)** (not / be) _____ so lazy, he probably **(2)** (be) _____ a better friend. More specifically, if his friends **(3)** (ask) _____ him to help them with something, maybe he **(4)** (not / answer) _____ with an excuse.

John has a truck, so I sometimes ask him to help me move big things to my apartment, but he never does. His favorite excuse is "If I **(5)** (not / have) _____ a test tomorrow, I definitely **(6)** (help) _____ you." I **(7)** (believe) _____ him if he **(8)** (not / say) _____ this while talking on his cell phone the whole time!

D Complete the conversations. Use conditional sentences with ***if***-clauses.



Adnan: **Will you go with me to the game?**

Khaled: **I can't, Adnan. My parents and I are going out to dinner.**

If my parents and I weren't going out for dinner tonight, I would go to the game with you.

1. **Nawal:** Will you buy a new cell phone?
   Laila: I don't have the cash right now.
   _____

2. **Kevin:** Will Larry apply for the job at the library?
   Shaun: No, he won't. He doesn't want a summer job.
   _____

3. **Henry:** Will Ahmed and Mahmoud go on vacation with us?
   Roy: No, they can't. Ahmed has an English test next Sunday.
   _____

4. **Jack:** Your shirt is so old. You need to buy a new one.
   Tom: No, I don't. It doesn't have any holes in it.
   _____

5. **Fred:** Will you go to the baseball game with us?
   Fadel: No. I don't like baseball. But thanks for asking.
   _____

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E Answer the questions. Use ***might*** or ***could***.

1. What would you do if you could be the leader of your country?

2. What would you do if you won a large cash prize on TV?

3. What would you do if you lived on a desert island?

4. What would you do if you met an extraterrestrial?

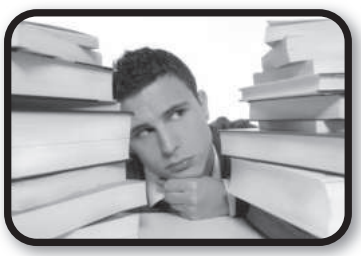
5. What would you do if you had more time?

6. What job would you do if you worked for a charity?

7. What would you do if you found 5000 riyals on the street?

8. What job would you do if you lived in a foreign country?

F Read the sentences. Write what each person wishes.





Kayla: My friends pay more attention to my sister than to me.
Kayla wishes that her friends paid more attention to her.

1. **Tommy:** I have to pay the municipal fees on my house.

2. **Charles:** I'm not good enough to play professional basketball.

3. **Kevin:** My friend won't listen to me.

4. **David:** I have to do homework every night.

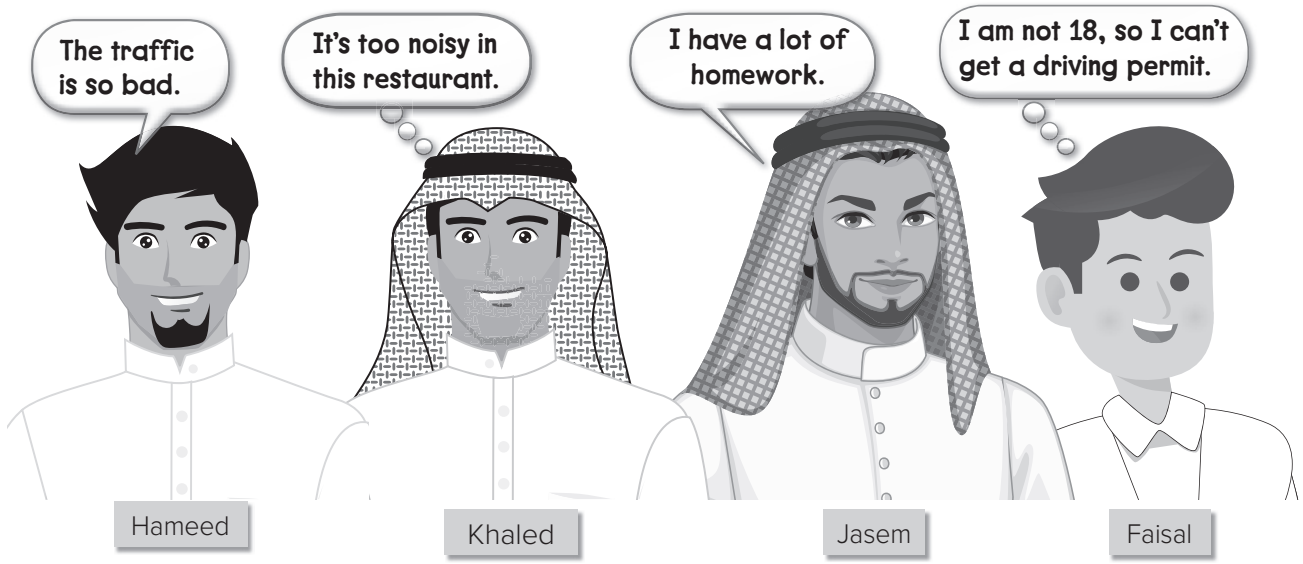
5. **Joanna:** I can't see my parents this year.

6. **Maria:** There is so much traffic in the city.

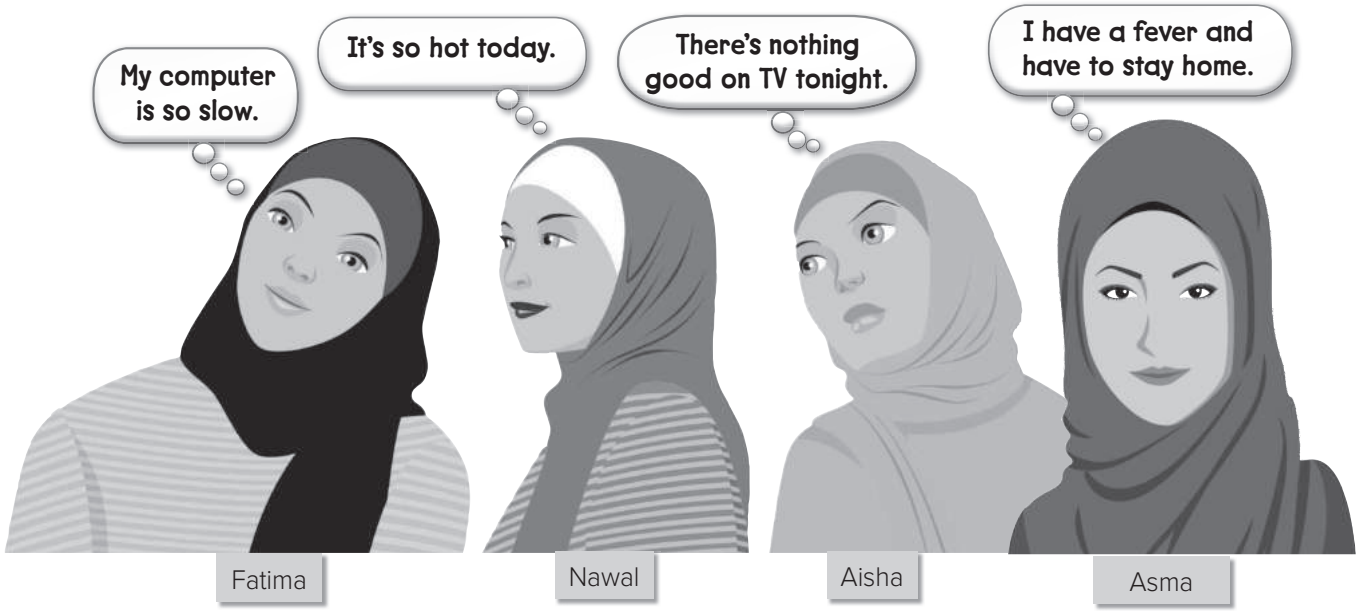
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G Look at the pictures. Use the information in the pictures to complete the wishes of each person.



1. Hameed wishes _____.
2. Khaled wishes _____.
3. Jasem wishes _____.
4. Faisal wishes _____.



5. Fatima wishes _____.
6. Nawal wishes _____.
7. Aisha wishes _____.
8. Asma wishes _____.

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H READING

Read the article.

One man's wishes are another man's burden

Omar was the youngest son of a poor family in Egypt. His father had worked hard all his life to support his family and build a small house for them at the end of a village. He wanted his three sons to get the education he had not been able to have himself, so they could have a better life. He would sit outside the house in the evening and dream about life in the big city. He wished for a modern flat, a new car, a small shop in a good neighborhood. He wished for the comforts of modern life. Omar would sit and watch his father, wishing he could help.

Imad was the youngest son of a wealthy family. His father was a very successful lawyer and his older brother was a doctor. The family lived in a large, modern flat in a prestigious neighborhood. They had three cars and a country house by the sea. Imad's father hardly spent any time with his family. He was always away seeing clients, preparing cases or having business meetings. When he came home, he would lock himself in his study and work. One evening Imad's father came home, walked into his office and shut the door. He sat at his desk, holding his head. He had lost everything. He had invested in a new production plant for electronic equipment. There had been a fire and the whole place had gone up in flames. The company lawyer had not paid the fire insurance, so the owners lost everything. He was going to lose his flat, the cars, his law firm, the country house. How was he going to tell his family? He wished he was a simple man with a small house in the village, with time to see his family and calm, quiet nights to sit and think.

Circle the letter of the correct answer.

a. = Omar's father **b.** = Omar **c.** = Imad's father

1.	Who wished for comfort and riches?	**a.**	**b.**	**c.**
2.	Who had to work day and night?	**a.**	**b.**	**c.**
3.	Who could sit and enjoy a quiet evening?	**a.**	**b.**	**c.**
4.	Who wished he could help?	**a.**	**b.**	**c.**
5.	Who lost all his possessions?	**a.**	**b.**	**c.**
6.	Who wished for a simpler life?	**a.**	**b.**	**c.**

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8 Wishful Thinking

I Prepare to write your own story about a wish. Answer the questions.

1. Who is the main character in your story? Who else is in the story?

_____

2. When and where does the story happen?

_____

3. How does the main character get a wish?

_____

4. What does he or she wish for? Is this a wise wish, or is it greedy or foolish?

_____

5. What happens? Does the wish change the character's life in some way?

_____

J Read the situations and write sentences with ***if***-clauses.

1. Adnan doesn't have a car, so he needs to walk everywhere or take a taxi. That's the reason he is often late.

If he had a car, he wouldn't need to walk everywhere or take a taxi and he wouldn't be late.

OR *If he had a car, he could drive to places and he wouldn't be late.*

2. Hanan has a very bad toothache, so she needs to see a dentist; though she hates the idea.

_____

3. Asma does very well at school because she works hard and doesn't miss classes.

_____

4. Adel really wants to go on a picnic with his friends but he has a test on Sunday, so he has to study over the weekend.

_____

5. They have a beautiful house in the country that they rarely go to because they need to work so hard.

_____

6. You want to buy a laptop but there is a huge range of models, and you don't know which to choose.

_____

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K Look at the picture. Work in a group and think of different reasons to explain why the man on the right is so happy. Write sentences to describe what he wished for before he became happy. Start your sentences with ***If I*** ... or ***I wish*** ...



1. If I _____

_____.

2. If I _____

_____.

3. I wish _____

_____.

4. I wish _____

_____.

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L WRITING

Write a story about ***The Wish***. Use the chart to help you take notes and organize your thoughts.

The Wish	
Who is in the story?	
Who is the main character in the story?	
Where and when does the story happen?	
How did the main character in the story get the wish?	
What did the main character in the story wish for?	
What happens at the end of the story?	

The Wish

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M Mark the nouns with ***C*** for count or ***N*** for noncount.



1. _____ shopper
2. _____ bargain
3. _____ price
4. _____ market
5. _____ livestock
6. _____ produce
7. _____ spice
8. _____ carpet
9. _____ jewelry
10. _____ fish

N Read the passage and check your answers to **M**.

In an age where you can buy almost anything on the Internet, thousands of people all over the world still prefer to do their shopping in traditional places. In general, **shoppers** look for **bargains**, and the best **prices** are usually found in street **markets**. Many markets around the world have a similar lively atmosphere and sell nearly anything you can imagine from **jewelry** and clothes, fresh **produce**, **spices**, and **fish**, to **carpets**, electronics, and **livestock**.

O Complete the paragraph with a quantity expression: ***a/an, some,*** or ***many***.

Riyadh is **(1.)** _____*a*_____ shopper's dream, and boasts **(2.)** _____ of the world's most beautiful modern shopping malls, with designer boutiques and brand names. There aren't **(3.)** _____ bargains to be found in the upmarket malls, but if you head for the traditional souqs in town, you'll find many bargains there. Haraj is **(4.)** _____ secondhand market just east of the city. Al-Bat'ha District is home to **(5.)** _____ traditional markets. Whether you are looking for electronics and watches, jewelry, perfume, furniture, car accessories, bicycles, or food—they sell it all at low prices.

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8 Wishful Thinking

P Read the conversation below and complete with a word or phrase from the box.

buy	spend	shop online	expensive	make payments	money	~~habits~~



Interviewer: I'm from Teenage Express magazine. We're doing a survey of teenage shopping **(1.)** *habits*. Do you mind answering a few questions?

Faisal: Not at all. What do you want to know?

Interviewer: Do you **(2.)** _____?

Faisal: No, I never shop online.

Interviewer: Why not?

Faisal: I don't trust the security features on the Internet.

Interviewer: What about your friends?

Faisal: Very few shop online or **(3.)** _____ via the computer.

Interviewer: And do you like to **(4.)** _____ designer clothes?

Faisal: Not really. I like clothes that aren't too **(5.)** _____ and that are comfortable.

Interviewer: And in general, what do you **(6.)** _____ most of your money on?

Faisal: I spend my **(7.)** _____ mostly on food, video games, and... electronic stuff.

Q Answer the questions below. Write sentences in your notebook.

1. Do you shop online? Why or why not?
2. What do you buy online?
3. Do you like to go shopping?
4. Where do you usually shop?
5. What are popular places for shopping?
6. What things do you spend your money on?
7. How much money do you spend each week?
8. What is the most expensive thing you have ever bought?

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EXPANSION Units 5–8

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

1. He's not going to the gym today _____ he's sick.
2. My father has insomnia, _____ he hasn't slept a lot this week.
3. Abdullah has a lot of stress at work _____ his boss doesn't give him reasonable deadlines.
4. Ahmed should call his mother, _____ his mother knows that he will be getting home late.
5. You are interested in fitness _____ you want to stay healthy.
6. I just bought some new flip-flops _____ I'm going to the beach next week.
7. Imad broke his arm, _____ he isn't going to play football this year at school.
8. I took my temperature _____ I think I'm sick.

B Write a sentence to tell what each person did. Use reflexive pronouns.

Mona

knife / cut / preparing dinner

Mona cut herself with a knife while preparing dinner.

1. Abdullah

   burn / hot stove / cooking eggs / this morning

   _____

2. Saeed and Fahad

   slip / ice / luckily not hurt

   _____

3. Hameed

   teach / French / last year

   _____

4. Noura

   see / in a lot of the photos / take / Jennifer / at the park

   _____

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EXPANSION Units 5–8

C Match the beginning of each sentence with the correct ending.

1. We don't like putting _____	**a.** off the picnic.
2. I need to turn _____	**b.** in two library books.
3. Please don't throw _____	**c.** off your homework until tomorrow?
4. It's raining. Let's call _____	**d.** down the job offer?
5. Can you put _____	**e.** up basketball next summer.
6. She gets _____	**f.** up with noisy neighbors.
7. Did he turn _____	**g.** along with everyone.
8. He thinks he may take _____	**h.** away plastic bottles. Recycle them.

D Complete the sentences. Use ***although***, ***in spite of***, or ***as soon as***.

1. Tim didn't wear a coat _____ the cold weather.

2. _____ his carelessness, Jerry didn't get hurt. He was very lucky.

3. _____ he tried very hard, Alan couldn't pass the driving test.

4. I'll call you _____ I get to the gym.

5. Ali still talks to Khaled _____ they are not friends anymore.

6. Robert was late for school _____ he set his alarm for 6:00 A.M.

7. Alicia will show us her new cell phone _____ she gets here.

8. Our flight was late _____ the good weather.

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EXPANSION Units 5–8

E Rewrite each sentence using ***wish***.

I have to go to the doctor.
I wish I didn't have to go to the doctor.

1. Ali doesn't have time to play tennis every day.

   _____

2. Ahmed has to go to work this afternoon.

   _____

3. Abdullah doesn't speak English.

   _____

4. My brother won't lend me his new computer.

   _____

5. They don't know how to ski.

   _____

F Complete each sentence. Use ***would***, ***might***, or ***could***.

If I didn't ride my bike to school every day, *I would join the gym*.

1. If I won the reading contest, _____.
2. If school started at 10 o'clock, _____.
3. If my brother had a new car, _____.
4. If Hussain could live in a foreign country, _____.
5. If I liked chemistry, _____.
6. If I could meet any historical person, _____.
7. If Matt and I practiced more, _____.
8. If I liked Indian food, _____.

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EXPANSION Units 5–8

G Look at the photo. Give advice to the person in the photo.
Write four sentences.



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

H Choose a sport. How do players work together to make a successful team? Complete the chart below.

Individual Action	Benefit for Player	Benefit for Team
warm up	*won't get hurt*	*won't lose a hurt player*

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EXPANSION Units 5–8

I Look at the people in the picture and write words about their feelings in the chart. Write a sentence that tells what each person is probably saying.



Feelings of the people in the picture			

1. _____

2. _____

3. _____

4. _____

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EXPANSION Units 5–8

J WRITING

You are the coach of a team. Write a paragraph to describe how to play as a team.
Use the chart to help you take notes and organize your thoughts.

Teamwork		
Actions that happen in the game	**Actions that happen between players**	**Why teamwork is important in these actions**

Teamwork

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