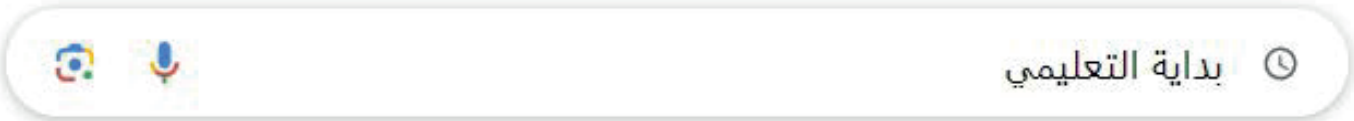
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MEGA GOAL 2

MANUEL DOS SANTOS
JILL KOREY O'SULLIVAN
ELI GHAZEL - DANAE KOZANOGLOU

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MegaGoal 2 Student Book

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Scope and Sequence

	Unit Title	Functions	Grammar
	Connect **Pages 2–5**	Express opinion, feeling and preference Agree and disagree Ask for and give information and instructions Warning and advice	*Had better* Recycling/using familiar verb forms, prepositions, modifiers, inversion, conditionals
1	Connected by Technology **Pages 6–19**	Ask for clarification and confirm Discuss using technology for communication Talk about personality characteristics	Auxiliary verbs: *do*, *have*, *be* The comparative and superlative Needs to be done; have/get something done Past participles as adjectives
2	Crime Doesn't Pay **Pages 20–33**	Discuss crime and punishment Read and discuss newspaper articles Explain steps in a process	The passive Past perfect and past perfect progressive Simple past tense: *be*, regular and irregular verbs *Used to* and *would* Past progressive tense
3	Far and Away **Pages 34–47**	Talk about travel experiences and travel dreams Discuss hotels and services Make and decline special requests	Adverbs of degree Sentence adverbs Future with *be going* to and *will* Information questions Present progressive
4	TV Around the World **Pages 48–61**	Discuss types of TV programs Express and explain preferences Express certainty Talking about festivals	Direct and indirect objects *To* and *for* before indirect objects Articles Adjective clauses and relative pronouns Relative pronouns as subjects and objects
	EXPANSION Units 1–4 **Pages 62–71**	**Language Review** **Reading:** Computer Viruses: A Headache for Humans **Reading:** The Psychology of Color	
5	Working 9 to 5 **Pages 72–85**	Talk about jobs Ask for favors, make requests and ask for information Express obligation, necessity and lack of necessity	Subjunctive *I'd like you* + infinitive / *I want you* + infinitive Tag questions
6	Going Green **Pages 86–99**	Evaluate how "green" you are Discuss ways to be environmentally responsible Make suggestions Express preferences with *I'd rather*	Gerunds after verbs Infinitives after verbs Simple present tense versus present progressive Conditional sentences with present and future forms
7	There's No Place Like Home **Pages 100–113**	Talk about your home Describe things you are looking for Words connected with directions for places Expressing requests, offers, promises, warnings; making decisions	Adjective order *Too* and *enough* Discuss quotes and feelings about home

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Listening	Pronunciation	Reading	Writing
Listening for fact, speaker attitude, relationship			
Listen for specific details about a cell phone bill	Syllable stress on numbers	Amazing Internet Connections	Write an essay comparing ways of socializing and state your preference Write about and evaluate things you can do on the Internet (Project)
Listen for specific details in a lecture on safety	Linking adjacent consonant sounds	Crime Puzzles	Write a story for a newspaper or web article Research and write about Famous Crimes, Frauds, or Blunders (Project)
Listen for specific details about packing for a trip	Stress on compound nouns	Ecotourism: See the World While Saving It	Write a letter about places to visit in Saudi Arabia Research and make a poster promoting ecotourism in your country (Project)
Listen for specific information about a game show	Reduction of *going to* and *want to*	A Brief Overview of the History of Television	Write a book review Write, direct, and film your own TV episode (Project)
	Language Plus: Words ending with *load* **Tools for Writing:** Capitalization **Writing:** Write about a problem or difficult situation you have experienced		
Listen for specific information about a survey on job satisfaction	Syllable stress on words ending with *-tion*, *-cian*, and *-sion*	You Do *What* For a Living?	Write about an unusual job that you might like to have Research and write a presentation on Great Jobs and Careers (Project)
Listen for specific information about glass recycling	Thought groups	Living Off The Grid	Write a letter to a newspaper Design and make posters promoting "Going Green" in your school
Listen for specific details about renting an apartment	Stress on two-syllable nouns and verbs	Vision 2030 Kingdom of Saudi Arabia	Write a description of a home Research and write about different types of houses in the world; prepare a poster or PowerPoint presentation (Project)

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Scope and Sequence

	Unit Title	Functions	Grammar
8	The Sporting Life **Pages 114–127**	Talk about the Olympics Talk about sports and athletes Encourage and express confidence in someone Explain steps in a process or game	Gerunds as subjects Superlative + present perfect Present Perfect Progressive versus present perfect simple Time expressions: *How long …?* Adverbs of manner Comparative forms and structures with adjectives and adverbs
	EXPANSION Units 5–8 **Pages 128–137**	**Language Review** **Reading:** Can You Believe They Believed It? **Language Plus:** Idioms with colors **Tools for Writing:** Common errors with prepositions	
	Update **Pages 138–141**	Express personal view/objective comment, enthusiasm/regret/wishes/strong agreement Talk about advantages/disadvantages, possibility/necessity/consequence/result, relate past to present, size/characteristics, make deductions about past/present, report statements/questions/thoughts, focus on action	Recycle familiar verb forms, simple present/narrative, connectors and modifiers, passive forms, *would –hypothesis*, progressive forms, *have something done*, modals
9	Laugh Out Loud **Pages 142–155**	Talk about humor Explain consequences with comparatives Tell and respond to jokes Expressing wishes, regret and criticism	Past and present participial adjectives *Get* + adjective; *Get* + past participle *The…the…* comparatives *Such…that/ so…that* *Can't, could, couldn't, must, may,* or *might*
10	You Are What You Eat **Pages 156–169**	Talk about food myths Discuss eating habits Offer, accept, and decline food and drink	Phrasal verbs Separable and nonseparable phrasal verbs Three-word phrasal verbs Count/noncount nouns Expressions of quantity: *some/any, few, little, a lot of, much/many, enough* *Would like* Words connected with recipes Sequence words: *First, then, after that, finally*
11	Amazing Animals **Pages 170–183**	Talk about animals and their behavior Ask for advice Give advice	Passive modals The passive with reporting verbs Adjectives *All/both/neither/none; Both…and…/neither… nor…/either…or…*
12	What Would You Do? **Pages 184–197**	Talk about ethics and morals Discuss ethical dilemmas Give opinions	Present hypothetical conditionals versus past hypothetical conditionals Implied conditionals *As if/As though* for unreal situations Future progressive and future perfect Time expressions for the future: by the year, this time tomorrow *Used to* versus *be used to* *Was/were going to*
	EXPANSION Units 9–12 **Pages 198–203**	**Language Review** **Reading:** Mind Over Matter **Language Plus:** Idioms with *mind*	

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Listening	Pronunciation	Reading	Writing
Listen to profiles of Olympic athletes for specific details	Voiced and voiceless *th*	A Country Born on Skis	Write an email giving complex instructions on a sport or other recreational activity Research and write about the most popular Olympic sporting events; prepare a poster (Project)
	Writing: Write about cultural meanings of color, symbols, customs or gestures **Language Plus:** Idioms about sports **Tools for Writing:** Avoiding wordy sentences **Writing:** Write about a hoax		
Listen for specific information Listen and identify language/ questions in discourse/interview	Recycle and use familiar stress, intonation patterns, identify falling/ rising intonation patterns and effects, e.g. enthusiasm, regret		
Listen for specific information about animals' ability to laugh	The *b* and *v* sounds	Laughter Really Is the Best Medicine	Write short messages Write a scene from a TV sitcom Research and write about a funny scene from a sitcom or film; prepare a PowerPoint presentation (Project)
Listen for sequence in the process of making a chocolate bar	Stress on two-word and three-word phrasal verbs	Accidental Food Discoveries	Write a description of a memorable event Research and write about snacks and desserts in the Arab world; prepare a PowerPoint or poster presentation (Project)
Listen for specific information about horse training	The *y* and *j* sounds	Animal Heroes	Write about a type of animal Research and write about animals in the Arab world; prepare a poster presentation (Project)
Listen for specific details about mountain rescues	Stress on content words and function words	Peeking into Our Medical Future	Write a personal narrative about an important decision that has impacted your life Research ground-breaking treatment and procedures in Saudi Arabia; prepare a PowerPoint presentation (Project)
	Tools for Writing: The definite article and generalizations **Writing:** Write about a new technology		

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5 Working 9 to 5

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1 Listen and Discuss

1. Name a few jobs that you think would be very rewarding. Explain.
2. Name a few jobs that you think would not be satisfying at all. Explain.
3. Read the job descriptions and match them with the photos.



Each person is going to tell us a little bit about what their jobs entail. Can you guess what their jobs are?

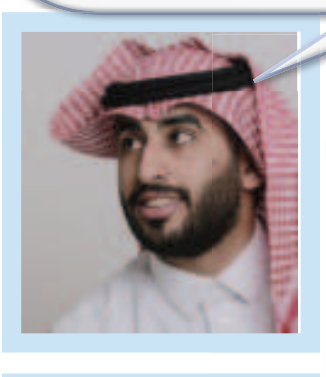
I often need to spend quite a lot of time researching the natural resources and materials of an area before I can design and start construction. I specialize in environmentally friendly buildings which utilize alternative sources of energy such as solar energy. Ahmed Badri - Profession: _____

I'll be the first to admit that I drive dangerously. Yet I've never gotten a ticket. No police officer has ever even told me, "I want you to slow down." Even though I spend a lot of time driving, I never really arrive at a destination.
Aston Sena - Profession: _____

I am a keen and respectful observer of nature. I often spend a lot of time in the lab, but I enjoy fieldwork more. It is really rewarding to observe animals in their natural habitat and collect information. It helps us determine the status of the species; if it's endangered or not.
Khaled Hussain - Profession: _____







I have recently been promoted and have a better income. I am now responsible for the surgical ward and I need to be on the job 24 hours a day, six to seven days a week. I need to make sure records are kept on treatment and progress, and advise doctors about patients' conditions. I also have to check and monitor supplies, equipment, materials, and medicine.
Fahd Khamis - Profession: _____







I spend a lot of time cutting and sewing, but I don't work with fabric. The people I work for never see me do my work. In fact, they are often asleep when I'm at work. But I have no doubt that they appreciate what I do. I certainly get a great deal of satisfaction from my job.
Walter Lee - Profession: _____

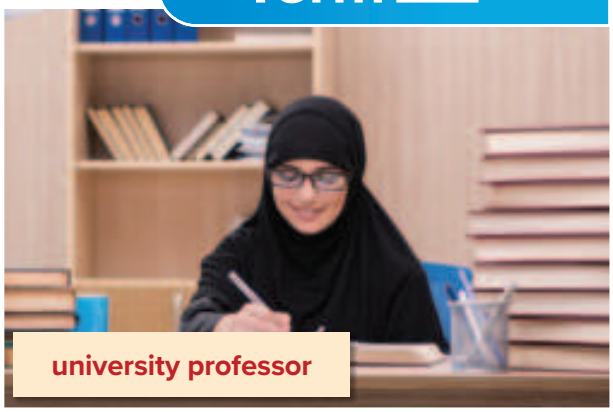
When I am on night shift, I feel that I need to be more alert and keep an eye on the screen and my instruments at all times. I handle pressure well and I can cooperate with pilots effectively during emergencies. I have always been interested in aviation and electronics.
Ahmed Al Otaibi - Profession: _____

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surgeon


zoologist


university professor


nurse


scientist


air traffic controller

Quick Check

A. Vocabulary. Match the words with their meanings.

1. _____ satisfaction	**a.** to work together well
2. _____ status	**b.** money received or earned
3. _____ entail	**c.** polite, showing consideration
4. _____ appreciate	**d.** feeling of contentment
5. _____ income	**e.** state or condition
6. _____ cooperate	**f.** to involve or require
7. _____ respectful	**g.** to be grateful for

B. Comprehension. Name the job or jobs.

1. Which job requires that the person be willing to accept responsibility?
2. Which jobs require a medical degree?
3. Which job requires a person who likes nature?
4. Which job requires the person have kindness and consideration?
5. Which job requires the person not to be scared of taking risks?


lawyer

2 Pair Work

With a partner, create your own clues for two or three jobs. Read the clues to your class. See if your classmates can guess the jobs.

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3 Grammar

The Subjunctive

We use the subjunctive to stress the importance or urgency of an action. The subjunctive uses the base form of a verb.

The manager insisted that he **work** late.
It is important that you **be** at the meeting.

The subjunctive is used with certain verbs and expressions, like the following:

ask	request	it is essential
demand	require	it is imperative
insist	suggest	it is important
recommend	urge	it is necessary

The subjunctive follows the sentence pattern:
verb or expression + *that* + subject + (*not*) base verb

It is essential that you **dress** appropriately.
She **asked** that we **not be** late.

I'd Like You + Infinitive / *I Want You* + Infinitive

Two common phrases used to express a desire that someone do something are *I'd like you* + infinitive and *I want you* + infinitive.

I'd like you to help with this project.
I want you to finish the report this afternoon.

A. Rearrange the words and phrases to form sentences.

asks / I work on the weekend / my manager often / that
My manager often asks that I work on the weekend.

1. he / that / bring his résumé to the interview / he recommended
2. I / to tell me / want / you / about any problems you have
3. the waiting room / the nurse / that / be kept quiet / requests
4. not / demanded / the boss / he / be late again / that
5. that / you go home early / I / if you're not feeling well / insist
6. you / applying for the job / like / to consider / I'd
7. I look for a job in sales / suggested / that / my job counselor
8. not / that you / quit your job before you find a new one / it is essential
9. that / it is imperative / wash his hands before entering the operating room / the doctor
10. that / race car drivers / it is important / the necessary safety precautions / take



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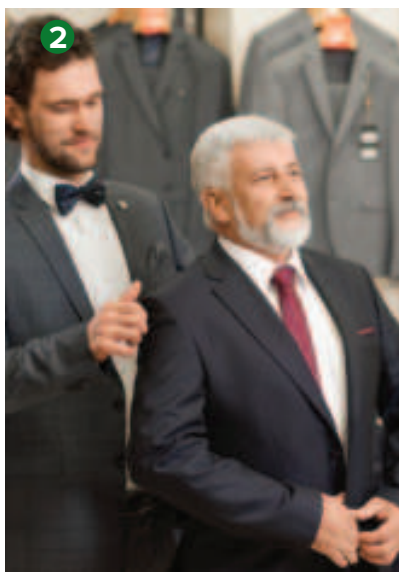
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B. Look at the pictures. What do you think is being said? Write a sentence for each using the subjunctive or *I'd like you* / *I want you* + infinitive.

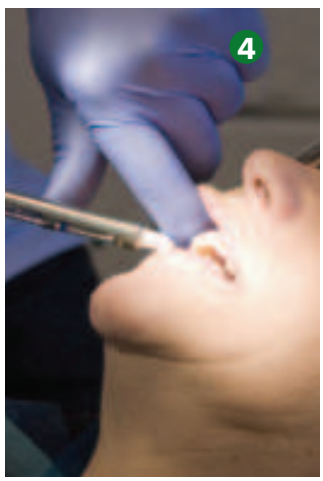
It is essential that we not be late for the meeting.

















C. Write sentences for these situations. Use the subjunctive and *I'd like you* / *I want you* + infinitive.

1. Imagine you are a doctor speaking with a patient who has a very unhealthy lifestyle. The patient smokes, eats lots of fast food, doesn't get any exercise, and doesn't get enough sleep. What would you say to this patient?

2. Imagine you are a teacher speaking with a student who is doing badly in your class. The student is not studying for tests, is talking in class, is not doing homework, and does not take notes in class. What would you say to this student?

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4 Conversation

Adnan: Hey, Rob. I'm in a bind. Can you help me out?

Rob: What's the problem?

Adnan: I'm supposed to work tomorrow, but there's something I've got to do. Could you cover for me?

Rob: You just asked me to cover for you on Monday. What's so important that I have to keep doing your job?

Adnan: OK, I'll tell you, but I'd appreciate it if you would keep it to yourself. I'm interviewing for another job, and I'm really close to getting it.

Rob: You were just hired here a few weeks ago. I can't believe you're thinking about leaving already.

Adnan: Yeah, I know. But the job I'm interviewing for is a dream job. I'd be a tester at a video game development company.

Rob: No kidding? Wow. Well, I still don't think it's right for you to jump ship like that, but all right. I'll cover for you.

Adnan: Thanks a lot. I'm going to take off now.

Rob: Hey, Adnan?

Adnan: Yeah?

Rob: If you get the job, do you think you could ask them if they need anyone else?

Adnan: Will do.

Real Talk

in a bind = in a difficult situation
help me out = do me a favor
cover = take someone's place, often in a work situation
keep it to yourself = not tell anyone
No kidding? = Really?
jump ship = leave a job suddenly, usually to go to a new job
take off = leave
Will do. = short for "I will do it."

About the Conversation

1. Why does Adnan ask Rob to cover for him?
2. How does Rob initially react to the request?
3. What favor does Rob ask of Anan?

Your Turn

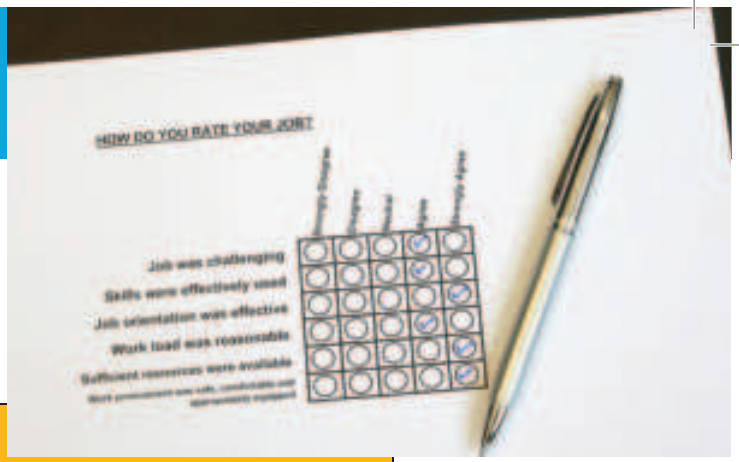
Role-play with a partner. Ask your partner for a favor. Your partner is unwilling to grant the favor until understanding why it is necessary. Use the phrases for asking for favors.

Asking for Favors

Do you think you could...?
Do me a favor and...
I'd really appreciate it if you would...
Would it be possible/too much trouble...?
What are the chances you could...?
I hate to ask, but...

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5 Listening

Listen to the results of a survey on job satisfaction. Complete the chart.

Job	Majority Satisfied?	Reason
1. social workers	Yes / No	
2. firefighters	Yes / No	
3. authors	Yes / No	
4. lawyers	Yes / No	
5. pediatricians	Yes / No	
6. cashiers	Yes / No	
7. telemarketers	Yes / No	

6 Pronunciation

In words ending with *-tion*, *-cian*, and *-sion*, the next-to-last syllable is stressed. Listen and practice.



1. Firefighters are in second **position** with an impressive 80 percent **satisfaction** rating.
2. Not all prestigious **professions** did as well as expected.
3. Both **physicians** and lawyers scored only 48 percent each.
4. **Pediatricians** proved to be an interesting **exception**.
5. Fast food **preparation** workers have a 34 percent **satisfaction** rating.
6. Job **selection** is one of the most important **decisions** we make.

7 Vocabulary Building

A. You will see these words in the reading on pages 78 and 79. Match the words with their meanings.

1. _____ analyze	**a.** disease or sickness received from someone or something
2. _____ determine	**b.** exactly the same
3. _____ identifying	**c.** to decide or discover
4. _____ allergens	**d.** confined, kept under restraint or control
5. _____ identical	**e.** a natural talent or ability
6. _____ flair	**f.** determining what something is
7. _____ captive	**g.** to study closely
8. _____ infection	**h.** substances that cause sensitivity or reactions in some people

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

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8 Reading

Before Reading

Read the passages and make a list of the unusual jobs.



You Do *What* for a Living?

When you were a kid, what did you want to be when you grew up? Perhaps a doctor, a teacher, or a firefighter? You probably didn't consider becoming a greeting card writer or a snow researcher (a person who collects ice crystals in snow to analyze the effect of pollution on an area of snowfall). Yet thousands of people around the world earn a living performing unusual jobs that most people have never even heard of.

Take Lily Martinez, for example, she has a job that girls around the world would dream about doing—if they only knew about it! Martinez is a doll fashion designer. She remembers, "As a girl, I would design one-of-a-kind outfits for my dolls." Her work is very similar to the work of regular fashion designers. She analyzes fashion trends, chooses fabrics, draws design sketches, and keeps a close eye on the styles of Paris and New York. Only she does all this to create clothing for 11 ½-inch (29-centimeter) dolls!



Do you have an artistic flair and an interest in science? Do you have a strong sense of taste, smell, and imagination? Then you might make an ideal flavorist. A flavorist is a person who creates natural and artificial flavorings that go into foods. Their work entails first identifying the individual chemicals found in nature. Then they recreate the flavors using different chemical combinations. Such manufactured flavors often last longer, have a stronger flavor, and smell better than flavors found in nature. These flavors can also avoid the allergens sometimes contained in natural flavors.

According to Carol Militescu, a senior flavorist, there is not one single way to create a flavor. "Different chemical combinations can make the same flavor. You might think the flavors are identical, but how you put the chemicals together makes them very different." Militescu says that to be a successful flavorist, it is essential that you "think outside the box."



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But perhaps you would prefer a job working with animals? If so, you might consider a career as an elephant pedicurist. It may sound silly, but keeping elephants' nails clean and trim is critical to their health. Like human nails, elephant nails grow continuously. Elephants in the wild wear down their nails naturally, but captive elephants have fewer opportunities to roam. Elephant pedicurists scrape the bottom of the elephants' feet to get rid of calluses, dirt, and embedded rocks that can cause infection. They also trim, file, and shape the elephants' nails.

Mike Hayward, the elephant pedicurist for the Ringling Bros. and Barnum & Bailey Circus®, loves his job. He gives pedicures to his twelve elephants every five weeks. The elephants generally cooperate with Hayward, waiting patiently through the two-hour process. Says Hayward, "It's almost like not going to work because the elephants are like my family."

So the next time you mull over your future career path, you might want to consider some non-traditional career options. After all, there just may be a new flavor waiting to be discovered, or an elephant whose feet will benefit from your expert care.

After Reading

Answer the questions.

1. What is Lily Martinez's job?
2. What are some of her responsibilities?
3. Describe what a flavorist does.
4. What are some of the benefits of manufactured flavors?
5. What does giving an elephant a pedicure entail?
6. Why is it important to give pedicures to captive elephants?

9 Speaking

1. What do you think of the jobs described in the reading? Do you find any of them interesting? Why? Why not?
2. Think about the list of unusual jobs in the chart. Have you ever heard of them? Find out what they are and complete the chart with the information.

The unusual job		What is it?	What does it entail?	Do I like it or not?
1	odor judger			
2	golf ball diver			
3	cheese sprayer			
4	gum buster			

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10 Writing

A. Read about some more unusual jobs and complete the job title. Work in pairs. Compare your ideas in class.

_____ consultants: The people who advise construction companies and manufacturers on vibration and noise problems and suggest solutions.

_____ authenticators: The people who differentiate between true/authentic and fake paintings.

_____ consultants: The people who advise riders on how they can have the most comfortable horseback ride with the most suitable riding accessory.

1. Read the essay and find out the following:
- What does an arborist do?
- What kind of qualifications does he need to have?
- Which personal characteristics should he have?
- What are his employment prospects?

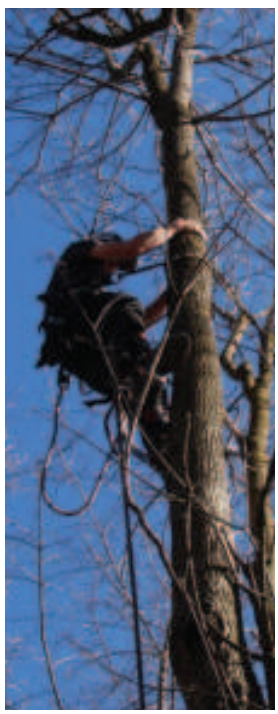
2. What is your view as a reader?
- Are ideas and information presented clearly?
- Does the writer provide explanations, examples, or reasons when necessary?
- Does the essay answer your questions about what an arborist is/does?

3. Look at the essay again and write which person is used in each paragraph: *I, you, he* or *she* and so on.
- Paragraph 1: _____
- Paragraph 2:_____
- Paragraph 3: _____
- Paragraph 4: _____

4. Notice which paragraphs provide:
- the writer's view and/or opinion
- objective information and/or view

5. Are there any passive forms? What are they used for?

6. How are ideas and facts connected? Provide examples from the text.
- conjunctions/linking words
- combined clauses/sentences
- use of pronouns



The Job of an Arborist

Although my parents would like me to become a doctor or a lawyer, I am interested in a very different kind of job. I would like to be an arborist, a sort of doctor for trees.

To become an arborist, it is essential that you have a related bachelor's degree, for example in forestry, as the more you know about trees the better you will be able to do what is expected of you.

Arborists are hired by individuals or organizations to keep trees healthy and attractive. They fertilize, prune, plant, and cure trees. In other words, they are a kind of official "tree carer." They are considered experts in their field. For this reason, they need to attend workshops and seminars throughout their career in order to keep up with developments.

I think it's perfect for me. I am interested in working in nature and taking care of things. I like trees. I am patient, methodical, and hard working. Finally, given current trends towards greener alternatives, I think there will be plenty of work for arborists in the future, so unemployment will not be a problem.

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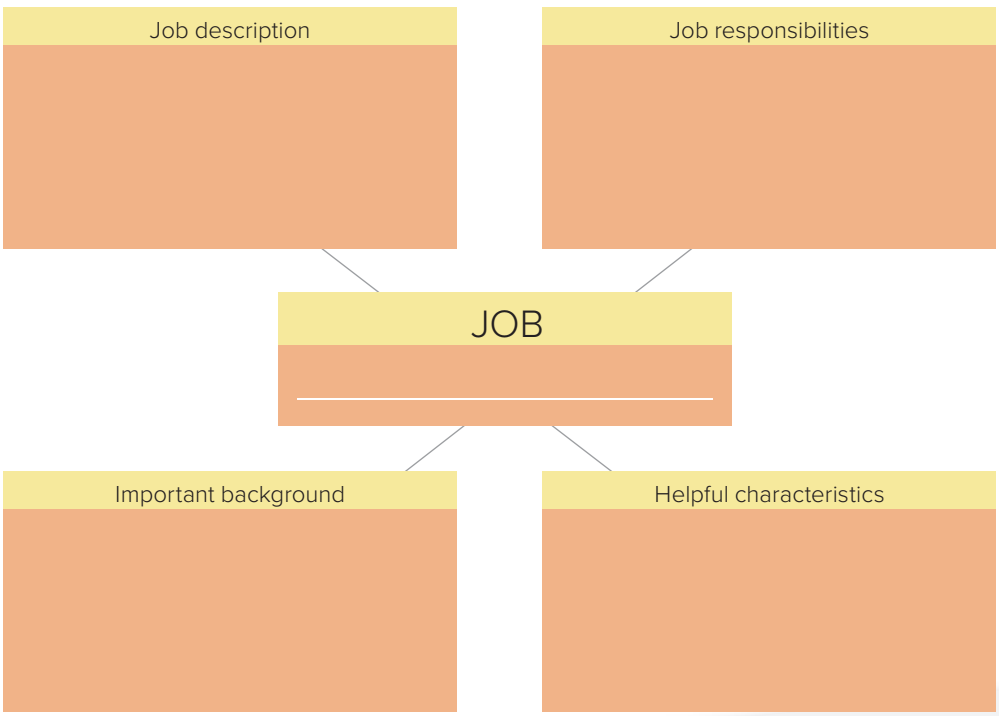
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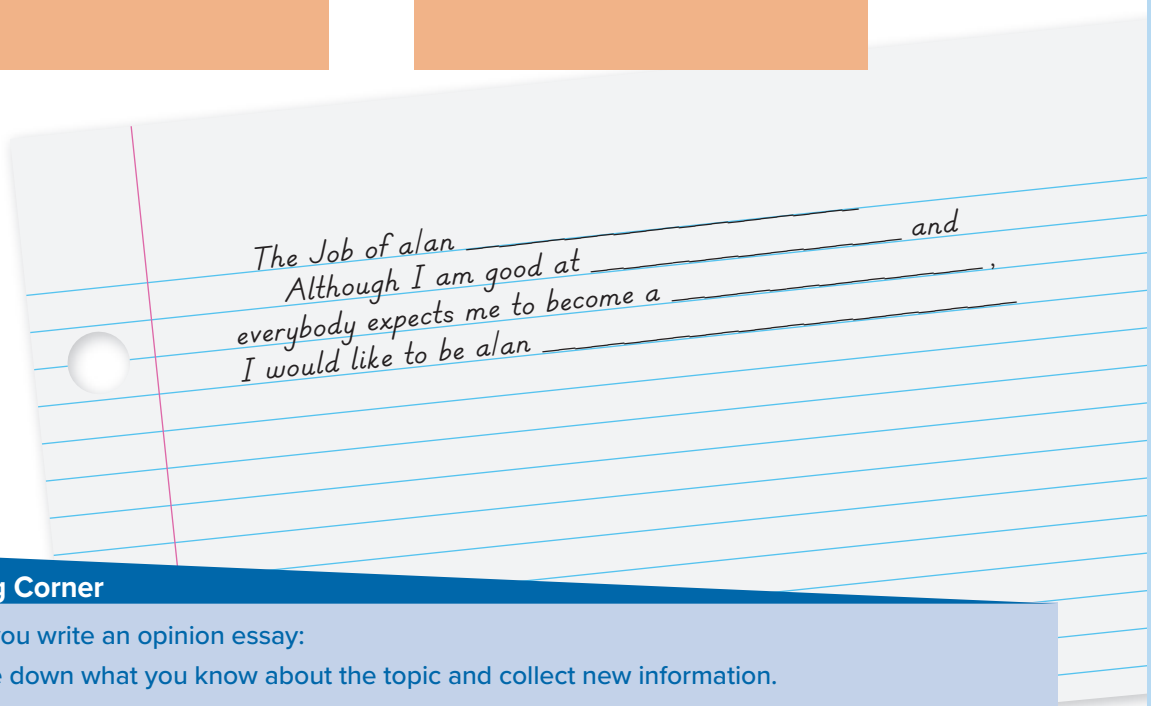
B. **1.** Write an essay about an unusual job you might like to have.

2. Before you write, think about and/or find on the Internet:

- a description of the job
- the background you should have for this job
- personal characteristics that would help you perform the job effectively

3. Use the chart to help you brainstorm and organize your information.





Writing Corner

When you write an opinion essay:

- note down what you know about the topic and collect new information.
- note down your personal views on the topic and express your feelings and opinions.
- combine your views and feelings with the relevant information and organize each paragraph.
- remember that it is your essay and your voice needs to come through.

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11 Form, Meaning and Function

Tag Questions

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

You will go to the bank, **won't you**?
You won't work this Saturday, **will you**?
There's a cash machine on Main Street, **isn't there**?
They are not going to go look for another job, **are they**?
They invested in the property market, **didn't they**?
He didn't get the job, **did he**?
It was the night shift you wanted, **wasn't it**?
You are working today, **aren't you**?

Polite Ways to Ask for Information with *Can, Could* and *Would*

Excuse me, can (could) you tell me **where the bank is**?
Can (Could) you tell me **where the bank is**?
Would you be able to tell me **where the bank is**?
Would you mind telling me **where the bank is**?

Polite Ways to Make Requests with *Can, Could* and *Would*

Q: Can you give me your credit card details, please? **A:** Certainly.
Q: Could you help me? **A:** Of course.
Q: Would you open the window, please? **A:** Sure.

A. Read the conversation between the bank teller and a customer. Use *could, would* and question tags to complete the conversation.

A: Excuse me, I'd like to withdraw 500 euro from my account in 50 euro notes.
B: Of course, Madam. (1) _____ I have a form of identity, please?
A: Sure. Here you are.
B: Thank you. So you want the total amount in 50 euro notes, (2) _____ you?
A: Yes, that's right.
B: Is there anything else I can do for you today, Madam?
A: Yes, please. I'd also like to change some American dollars into SAR? You charge commission, (3) _____ you?
B: Yes, Madam, we do. Our rates are displayed on the board.
A: I see, thanks. (4) _____ you mind telling me how many SAR I will get for 1,000 dollars?
B: Of course. At today's exchange rate you will get ...

B. Work with a partner. Imagine you work as a bank teller. Continue the conversation in exercise **A** using some of the words and ideas in the box. Include some responses from the customer. Role-play the conversation and take it in turns to be the bank teller and the customer.

pay a utility bill • make a deposit • make an international payment
order a new debit card • open a savings account • transfer some money
apply for a credit card • buy health insurance • apply for a mortgage



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Express Obligation: *Must, Mustn't, Have to*

We use *must, mustn't* and *have to* to express obligation in the present and the future.

You **must** stop at the 'STOP' sign.
You **mustn't (must not)** arrive late to work.
You **have to** slow down at this junction.
You **have to** be at the office at 9 a.m.

Note: *Mustn't* means you are not allowed to do something. There is no past tense of mustn't. The past tense of *must* and *have to* is **had to**.

Express Necessity and Lack of Necessity: *Have to, Need to, Needn't, Don't have to, Don't Need to*

We use *have to* and *need to* to express necessity in the present, past and future. Use the negative form to express lack of necessity.

Q: What do you **have (need) to** do today?
A: I **have (need) to** finish a report for work but I **don't need to (needn't)** hand it in until tomorrow morning.
Q: What duties **did** you **have (need) to** perform in your last job?
A: I **needed (had) to** answer the phone and deal with customer complaints.
Q: What **will** we **need to** do before we leave for the conference in Abu Dhabi?
A: We **will have (need) to** book an airport taxi. We **won't have (need) to** find a hotel. I've done that already.

C. With a partner, discuss what you have to and must do in the situations shown on the international traffic signs.



1. No Parking



2. No Passing



3. Speed Limit



4. No Entry

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

D. Read page 72 again. Choose one of the professions and imagine you are working in that job. What duties and responsibilities did you perform as part of your job last week? Write them next to each day. Tell your partner what you had to do. Use *had to, didn't have to, needed to,* and *didn't need to*.

Sunday _____
Monday _____
Tuesday _____
Wednesday _____
Thursday _____
Friday _____
Saturday _____

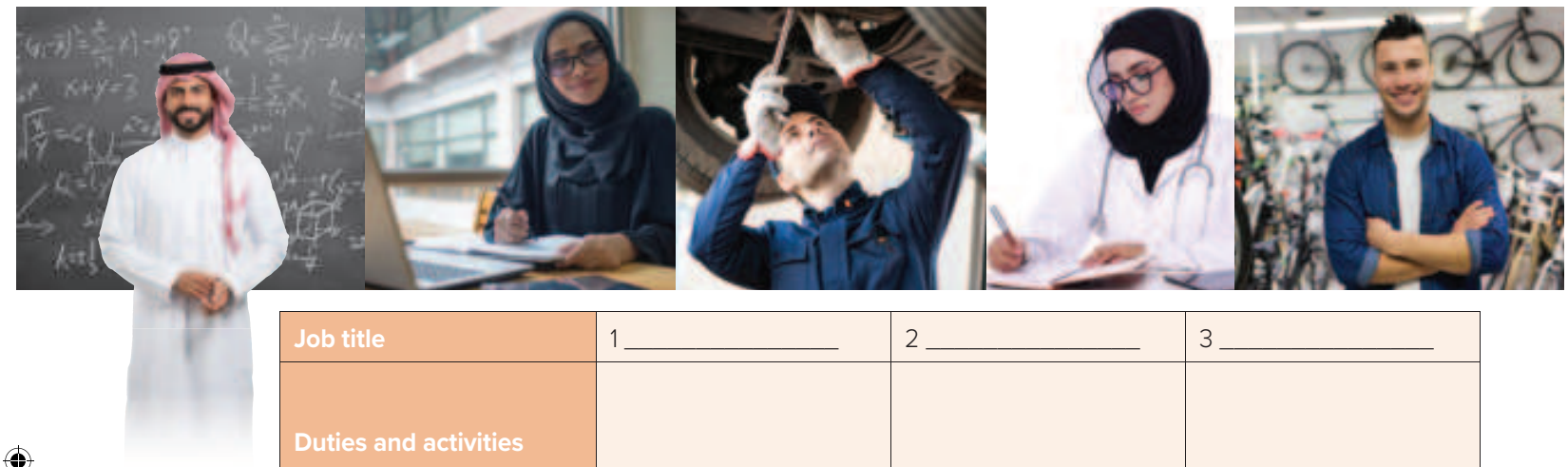
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12 Project

1. Research and prepare a presentation for your class on **Great Jobs and Careers**.
2. Work in pairs or groups. Decide on three great jobs, then search and collect information about each.
3. Use the organizer to make notes. Then use your notes to prepare a PowerPoint presentation or a poster.
4. Present in class.



Job title	1 _____	2 _____	3 _____
Duties and activities			
Requirements			
Personal characteristics			
Employment prospects			
Career prospects			

When you prepare a PowerPoint presentation, remember to:

- think of your audience and what they might want to know
- select key points and words
- use appealing visuals and a few points on each slide
- rehearse in your group and make changes

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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 jobs			
discuss job requirements and responsibilities			
ask for favors			
use the subjunctive			
use the expressions *I'd like you* + infinitive and *I want you* + infinitive			
make requests and ask for information			
express obligation, necessity and lack of necessity			
use tag questions			

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

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6 Going Green

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1 Listen and Discuss

Read the questionnaire and then:

1. Write a definition for ***Go Green***.
2. Write some ways a person can ***Go Green***.

How Green Are You?

1. **What do you do when you finish using your computer for the day?**
   - **a.** I leave the computer on so that I don't have to wait for it to boot up the next morning.
   - **b.** I put the computer in "sleep" mode.
   - **c.** I turn the computer off, so it doesn't waste any energy at all.
2. **When you go shopping, what kind of bag do you use for your groceries?**
   - **a.** I put all my groceries into double plastic bags.
   - **b.** I put them into brown paper bags.
   - **c.** I wouldn't consider using anything but the reusable canvas bags that I bring with me.
3. **What kind of fruits and vegetables do you prefer eating?**
   - **a.** I prefer eating fruits and vegetables that look perfect. I don't mind if pesticides were used to grow them.
   - **b.** I prefer to eat organic fruits and vegetables when possible.
   - **c.** I prefer to eat organic fruits and vegetables that I've grown myself.
4. **What is the source of your drinking water throughout the day?**
   - **a.** I buy individual bottles of water and drink them throughout the day.
   - **b.** I buy one bottle of water and refill the bottle throughout the day.
   - **c.** I fill a glass with water from a large reusable bottle throughout the day.
5. **Do you recycle your garbage?**
   - **a.** Recycling takes too much effort. I just throw all of my garbage in the trash can.
   - **b.** Sometimes I forget to recycle items, but I intend to get better about it.
   - **c.** I put all of my plastic, paper, glass, and metal garbage in recycling bins.
6. **What would be your most important consideration when buying a car?**
   - **a.** I'd be most concerned with having a big, cool-looking car.
   - **b.** I'd be most concerned with fuel efficiency.
   - **c.** Cars are bad for the environment. I just use public transportation, or my feet!
7. **How do you set your air conditioner on a hot day?**
   - **a.** I hate being hot! I turn the air conditioner up until the house almost feels cold.
   - **b.** I set the air conditioner at a comfortable temperature during the day and turn it down at night.
   - **c.** I set the air conditioner fairly low and dress in light clothing to keep cool.
8. **Do you try to conserve water?**
   - **a.** I never think about water. I love taking long, hot showers.
   - **b.** I try to be aware of my water consumption. I take quick showers and turn off the tap while I'm brushing my teeth.
   - **c.** I try hard to conserve water. I collect rainwater in a tank and use it for watering my garden.

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SCORING

Give yourself 1 point for each "**a**" answer.
Give yourself 2 points for each "**b**" answer.
Give yourself 3 points for each "**c**" answer.

8 points: You are a very light shade of green. Try to learn more ways of being environmentally responsible.

9–16 points: You are medium green. You make a real effort to care for the environment. Challenge yourself to become even greener!

17–24 points: You are the deepest green! Your actions make a big difference! Congratulations, and keep up the good work.

Quick Check ☑

A. Vocabulary. Complete the sentences with these words:

conserve	organic	source
consumption	pesticides	air conditioner

1. It's freezing in here. Why is the _____ set so high?
2. Half of the average family's energy _____ is used for heating and cooling their home.
3. Farmers use _____ to stop bugs and weeds from killing their crops.
4. _____ food is produced entirely without chemicals.
5. Pollution is the _____ of many environmental problems.
6. When the cost of electricity increases, people are more likely to _____ energy.

B. Comprehension. Answer the questions.

1. Name two ways you can conserve water.
2. What is something green to consider when buying a car?
3. What materials can be recycled?
4. How can farmers make fruits and vegetables that look perfect?
5. What's the worst way to bring home your groceries?

2 Pair Work

With a partner, create three more questions and answers to add to the quiz. Ask your classmates the questions and analyze their responses. How green is your class?

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3 Grammar

Gerunds After Verbs

Gerunds are the *-ing* form of a verb. They act like nouns and answer the question *what*.

I recommend **turning off** the lights when you leave the room.
Our class enjoys **learning** about ways to help the environment.

We use gerunds after certain verbs, such as:

advise	enjoy	intend	quit
begin	finish	keep	recommend
can't stand	go	like	start
consider	hate	love	stop
continue	imagine	prefer	suggest

Infinitives After Verbs

An *infinitive* is *to* + the base form of a verb. Like gerunds, infinitives act like nouns and answer the question *what*.

Don't forget **to reuse** that plastic container.
Do they intend **to buy** a hybrid car?

We use infinitives after certain verbs, such as:

agree	continue	intend	offer	start
ask*	decide	learn	plan	try
attempt	expect*	like	prefer	want*
begin	forget	love	promise	
can't stand	hate	need*	remember	

*These verbs can be followed by an object before the infinitive.

They *want* **to plant** a garden. / They *want* us **to plant** a garden.

A. Circle the correct verb forms. Sometimes both the gerund and the infinitive are possible.

- Do you want (**1.** having / to have) a positive impact on the environment? I suggest (**2.** giving / to give) these steps a try:
- Do you hate (**3.** throwing / to throw) away old clothes in the garbage? Consider (**4.** giving / to give) clothes that no longer fit you to other people who can wear them.
- Quit (**5.** using / to use) disposable batteries. Begin (**6.** using / to use) rechargeable batteries.
- Learn (**7.** buying / to buy) products with less packaging. Attempt (**8.** buying / to buy) large containers of water, juice, and soda instead of individual serving-size containers.
- Learn (**9.** avoiding / to avoid) creating trash whenever possible. For example, when ordering food, avoid (**10.** taking / to take) any unnecessary utensils and napkins.
- Start (**11.** making / to make) a shopping list before you go shopping. This will help you stop (**12.** buying / to buy) things you don't need on impulse.
- Keep (**13.** reusing / to reuse) your supermarket bags.

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B. Answer the questions with complete sentences. Then discuss your answers.

1. Do you think cars will stop running on gas in the near future?

2. Do you think people will begin to change their habits of consumption?

3. What is something you try to do every day to help the environment?

4. What is something harmful to the environment that you want to quit doing?

5. What is something that you often forget to do?

6. Would you ever consider growing your own vegetable garden?

7. What is something you could stop buying?

8. What changes do you hope to see in the environment in the next decade?

C. Rewrite each sentence using the verb in brackets and a gerund or infinitive. Make any other necessary changes.

From now on Jack is going to use only fluorescent light bulbs. (start)
Jack is going to start using only fluorescent light bulbs.

1. We're going to set the air conditioner on a timer at night. (plan)

_____

2. I don't really read newspapers. I like reading the news online better. (prefer)

_____

3. Arya thinks it's a good idea to print on both sides of the paper. (recommend)

_____

4. I can't believe I left the lights on again. (keep)

_____

5. Gardening is one of my favorite activities. (enjoy)

_____

6. We should continue to find ways to use less energy. (keep)

_____

D. Look at the picture. Write a paragraph about ways Faisal could change his habits to become more green. Use gerunds and infinitives.

There are many things that Faisal can do to become more green.
First of all ...



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4 Conversation

Jasim: That was a great garden barbecue! But there are soda cans everywhere. I'll help you clean up. Where do you keep your recycling bins?

Ibrahim: Nowhere. We don't recycle.

Jasim: You don't recycle! Why not?

Ibrahim: I don't know. It's just always seemed like it would be a hassle.

Jasim: Don't you think it would be a good idea to make the effort?

Ibrahim: I guess. I do feel kind of guilty about it. But then again, does it really make that much of a difference?

Jasim: Are you kidding? Recycling reduces energy consumption, lessens air and water pollution, and saves landfill space. It's a no-brainer.

Ibrahim: I just don't have the patience. It seems like a lot of extra work. It's so much easier to just chuck everything in the garbage than to sort it by material for recycling.

Jasim: That's a lame excuse. Recycling is a piece of cake. It becomes automatic before you know it.

Ibrahim: I suppose you're right. OK, OK. I'll start to recycle.

Jasim: Great! Hey, why are you throwing that can in the garbage?

Ibrahim: Whoops! Old habits are hard to break!



Real Talk

a hassle = something that is inconvenient to do
I guess. = an unenthusiastic way of agreeing with someone
a no-brainer = a question or problem that has an obvious answer or solution
chuck = throw out
lame = bad, inadequate
a piece of cake = very easy

About the Conversation

1. How does the subject of recycling come up?
2. What are some reasons Jasim gives for recycling?
3. Why does Ibrahim say "Whoops" at the end of the conversation?

Your Turn

Role-play with a partner. What is something you do that is good for the environment? Suggest to your partner that he/she do this, too. Give reasons and use phrases for making suggestions.

Making Suggestions

You might want to consider + *gerund...*
How about + *gerund...?*
Don't you think it would be a good idea + *infinitive...?*
If you..., I think you'll find...
If you don't mind, I'd like to suggest+ *gerund...*

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5 Listening

Listen to the information about glass recycling. Answer ***true*** or ***false***.

1. _____ It takes 500 years for a glass bottle to decompose.
2. _____ Glass is made mostly from sand.
3. _____ Glass is not 100 percent recyclable.
4. _____ At recycling facilities, glass is separated by size.
5. _____ Crushed glass is called cullet.
6. _____ The manufacturer melts the glass at 500° Celsius.
7. _____ The liquid glass is poured into molds.
8. _____ Glass produced from recycled materials reduces related air pollution by 50 percent.



6 Pronunciation

Thought groups are meaningful phrases within sentences. They are usually made up of grammatical phrases such as relative clauses and noun, verb, and prepositional phrases. There is often a slight pause between thought groups. Listen and practice.

1. It takes / one million years / for a glass bottle / to decompose.
2. The process / of recycling glass / is quite simple.
3. This simple process / conserves both energy / and natural resources.
4. Recycling one glass bottle / saves enough energy / to light a 100-watt bulb / for four hours.

7 Vocabulary Building

A. You will see these words in the reading on pages 92 and 93. Match the words with their meanings.

1. _____ relying	a. loss of something for a specific purpose
2. _____ utility	b. extremely large
3. _____ bold	c. dedicated
4. _____ committed	d. basic service supplied by a business or facility such as electricity or running water
5. _____ perspective	e. depending on
6. _____ harsh	f. strong and courageous
7. _____ enormous	g. a way of seeing something
8. _____ sacrifice	h. severe, difficult

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

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8 Reading

Before Reading

Read the passage and underline ways that your country can replace utilities such as electricity, natural gas, and water from the local supply systems.

Living Off the Grid

Imagine heating your home without relying on the local power plant. Wouldn't it feel good to meet your need for electricity without harming the environment? For a growing number of people, these ideas have become reality. Out of concern for the environment and a desire for self-reliance, these people have made the bold decision to live off the grid.



What exactly is "the grid"? The grid, short for "the power grid," is the linked system that supplies electricity to most homes and buildings in developed nations. Homes that are off the grid are not hooked up to the local power supply. Instead, they produce all of the energy they consume. As a result, people living off the grid avoid the environmental and financial costs that come with on-grid living.

The key to getting off the grid is replacing electricity supplied by a power plant with a renewable energy source, like wind or solar power. Buildings that use solar power have solar panels on the roof or near the building. When the sun's light hits the panels, the panels collect the energy. Wind power is collected by turbines, also known as windmills. When the wind blows, the blades move, producing energy which is turned into electricity by a generator.

Some people go even further off the grid. In addition to setting up a renewable energy source, they also have an independent source of water. They dig wells to access ground water or use a cistern, a type of tank, to collect rainwater. Those most committed to living off the grid may even lack garbage service. These people generally live a life that creates very little waste, growing their own organic fruits and vegetables, and raising chickens and goats for eggs and milk. By avoiding the consumption of packaged foods, they greatly reduce paper and plastic waste.

As challenging as it may be to live off the grid, most off-gridders feel that the benefits far outweigh the difficulties. Jorge and Ella Alvarez, off-gridders in northern Arizona say, "We love being off-grid. It's definitely hard work, but it puts everything in life into perspective. It's surprising to find just how much you can do without. Many people think we have a harsh and depressing lifestyle. Nothing could be further from the truth. We see living off the grid as a gift that has allowed us to be more in touch with nature and each other."

This view is shared by Wendy Johnston, a mother of three, living off the grid with her family in Ontario, Canada. Wendy recalls, "In the house I grew up in, we would leave lights on all day, the thermostat up at night, and water running without a second thought. I wanted my children to be raised with more respect for the environment and an awareness of the impact that they have on it. My children don't take energy for granted. I love the fact that they are learning how to take care of the earth while, at the same time, learning to be self-sufficient."

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Wendy admits that living off the grid has its difficulties. For example, the Johnstons' power usually goes down a few times a year. However, Wendy reflects, "The funny thing is that these often turn out to be some of our best times as a family. The power outages have an unexpected way of bringing us closer together. We read books and play games by candlelight, or we get together and tell stories."

Living off the grid entails sacrifices, and is certainly not for everyone. But for the thousands of people who have made this bold choice, life off the grid is filled with rewards that can't be matched by the conveniences and luxuries of life on the grid.

After Reading

Answer the questions.

1. What are some public utilities that most of us rely upon?
2. Define "the grid."
3. How does wind energy work?
4. What are some reasons people choose to live off the grid?
5. What are two alternatives to using a public water utility?
6. How could someone reduce his or her waste?



9 Speaking

1. Work in groups. Discuss how a family can live off the grid in your country and use the chart to make notes.
2. Compare and discuss your ideas in class.

Public utility		Which is the easiest/hardest to do without?	What is an alternative to it in your home?	What is the most challenging aspect of not having it?	Does this appeal to you or not? Why? Why not?
1	local electricity supply				
2	cooking and heating gas				
3	local water suppy				

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10 Writing

A. How important is packaging for you as a consumer? Are you attracted to things that are packaged nicely? Why? Why not?

1. Read the essay and find out the following:
- What did the writer's family use to do that was not "green"?
- What did they do to change that practice?
- What were the benefits?
- Were there any disadvantages?

2. What is your view as a reader?
- Are ideas and information presented clearly?
- Does the writer provide explanations, examples, or reasons directly?
- Does the essay fulfill your expectations in relation to the title?

3. Look at the essay again and write which person is used in each paragraph: *I, you, he* or *she* and so on. What is the effect?
- Paragraph 1: _____
- Paragraph 2: _____
- Paragraph 3: _____

4. Notice which paragraph/s do the following:
- provide the writer's view and/or opinion
- provide objective information and/or view
- set the scene

5. Are there any passive forms? What are they used for?

6. How are ideas and facts connected? Provide examples from the text.
- conjunctions/linking words
- combined clauses/sentences
- use of pronouns



Going Green

I realized how sensible "going green" was when I started noticing the amount of waste accumulated from all the packaging. We're a family of three and we manage to accumulate a bagful of recyclable waste every day. We are careful to use a special disposal unit for recyclable materials, but we are not sure it is always effective. Is it actually recycled?

We decided to search for options. We found out that there were many stores near the central market that sold goods by weight out of large canisters or burlap bags. Rice, beans, flour, sugar, oil, butter, cheese, and a lot more are available off the counter, free of packaging. When we compared prices, we decided to never look back.

A lot of time, money, and resources are invested in packaging as a way of making the product more attractive for consumers. Glossy wrappers, beautifully designed boxes, vacuum wrapped coffee, plastic containers, colorful lids, and a lot more, have a magnetic effect on buyers. We, on the other hand, have to label and fill our own containers, before we can put away our shopping. But, we make better use of cupboard space, spend a lot less, and protect the environment. You should try it!

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B. **1.** Write a letter to the editor of your local newspaper. Complain about your neighborhood and suggest how it could 'go greener.' With a partner, discuss the items below:

2. Think about things you do that are environmentally harmful. What do other people in your neighborhood do? What can your local council do to help you 'go greener'?

3. Use the chart to make notes and then use it to write your letter.

4. Exchange drafts/essays and edit.

5. Improve, change, and rewrite.

Environmentally harmful practices	'Go greener' practices	Steps our local council can take to help

Dear Editor,

I am writing to complain about the environmentally harmful practices of local residents and the negligence of the council in failing to take measures to make our neighborhoods greener.

The garbage is seldom collected, and there is overflowing trash on a daily basis. When it is windy, there are plastic containers and cardboard boxes blowing around everywhere...

I suggest the council makes it a priority to provide recycling bins ....

Writing Corner

When you write a formal letter of complaint:

- open in an appropriate way: Dear Editor, Dear Mr. Smith.
- state the reason why you are writing and give a brief overview of the situation.
- use phrases to introduce and list additional points: First of all...; Moreover...; Furthermore, ...;
- use phrases to offer suggestions and solutions to problems: I suggest that ...; It would be a good idea if ..., One solution is ... and so on.
- sign off in an appropriate way: With best wishes; Yours sincerely; Sincerely yours; Yours faithfully.

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11 Form, Meaning and Function

Simple Present Tense

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

The Saudi Riyal (SAR) **is** the official currency of the Kingdom of Saudi Arabia.
It **takes** one million years for a glass bottle to decompose.
My parents **don't read** printed newspapers anymore.
Does Oman **belong** to the United Arab Emirates?

Simple Present versus Present Progressive

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

The temperatures **change** with the seasons of the year. *(habit or routine)*
The temperatures in the poles **are changing** drastically. *(happening now)*

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

Note: Some verbs are not often used in the progressive form:
believe, forget, hear, know, like, love, need, prefer, remember, see, understand, want, realize.

Time Expressions for the Present

We are **currently** studying for examinations.
Most people recycle **these days**.
At present there are measures in place to tackle climate change.
Air travel is more affordable **now** than it was in the past.

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

1. Water _____ at 100 °C (212 °F). (boil)
2. The water _____. Please turn it off. (boil).
3. The scientists _____ the cause of the problem. (not/understand)
4. _____ in your country in winter? (it/snow)
5. The moon _____ around Earth. (go)
6. What _____ of my idea? (you/think)
7. Currently, the number of immigrants in our country _____. (increase)
8. Most people _____ how important it is to conserve energy these days. (realize)
9. Dubai is part of the UAE, but it _____ as many oil reserves as Abu Dhabi. (not/have)
10. Ahmed has a part-time job on Saturdays, but he _____ today. (not/work)

B. Look at the words in the box describing geographical features and green issues. Write sentences about some of the environmental problems the world is facing. Use the present simple and present progressive tense.

*Flying **is becoming** a popular way to travel **these days**. This **increases** a person's carbon footprint on quite a massive scale.*

climate change • polar ice caps • oceans and fishing • carbon footprint • air travel
deforestation • deserts • erosion • flooding • lakes • pollution • rivers



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Conditional Sentences with Present and Future Forms

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

Present Facts

Use the *simple present tense* in both clauses.

If you **cook** an egg in the microwave, it **explodes**.
If you **put** water in the freezer, it **becomes** ice.

Future Facts

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

If we **don't take** measures now, the oceans **will** soon be completely depleted of fish.
If Imad **doesn't go** to college, he**'s going to be** very sorry.

May/Might

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

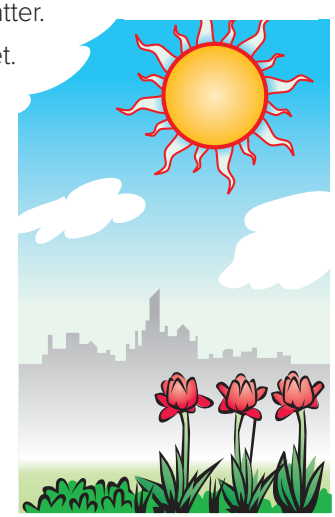
If Noura doesn't do the homework, she **may fail** the class.
If Imad doesn't go to college, he **might not get** a good job.

I'd Rather

Use I'd rather (= *I would rather*) to talk about preferences.
A: Would you rather go to the mall now or later?
B: I'd rather go now.

C. Complete the sentences about facts. Use the simple present or *will* in the second clause.

1. If you _____ (heat) water to 100 degrees Celsius, it _____ (boil).
2. If they _____ (climb) up to 4,000 meters, they _____ (need) oxygen.
3. If you _____ (not cross) its path, the snake _____ (not bite) you.
4. If we _____ (get) this HD television, we _____ (see) the game better.
5. If you _____ (mix) flour and water, you _____ (end up) with batter.
6. If he _____ (not obey) the speed limit, he _____ (get) a ticket.



D. Work with a partner. Say what *will/might* happen in the following situations.

1. If we don't reduce carbon (CO_2) emissions, _____.
2. If we teach young children in school about green issues, _____.
3. If we find alternative sources of energy, _____.
4. If we dump chemicals into the river, _____.
5. If we take the bus to school, _____.
6. If we have time, _____.
7. Your idea: _____.
8. Your idea: _____.

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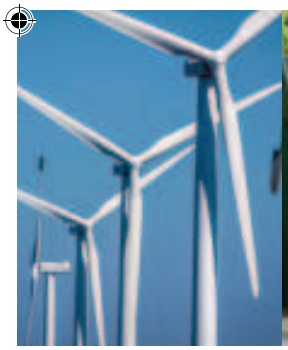
G20
SAUDI ARABIA 2020

12 Project

1. One of the goals of the G20 2020 Summit is to protect the planet. Design and make posters promoting **Going Green** in your school.
2. Work in pairs or groups. Research conditions, practices, and places in your school that are not environmentally friendly, e.g. rooms where the lights or air conditioners remain switched on when not in use, leaking taps that waste water, lack of litter bins in certain areas, etc.
3. Research and complete the chart with information and details about the place.
4. Use the organizer to make notes. Then use your notes to prepare your poster.

   When you make a poster, remember to:

   - research and find suitable photos and pictures, or draw your own; consider other options such as making a collage with a series of pictures/photos
   - write short texts and/or slogans using your notes/ideas
   - use font that is large enough for people to read when the poster is on the wall
   - be selective; do not try to fit too much in because people who see it will miss the point you are trying to make
   - print out or write texts on separate sheets of paper so you can compose your poster in a more imaginative manner
   - include some realia, if appropriate, by gluing or attaching things to your poster, e.g. used up wrappers, used up markers, used up batteries, etc.







Let's go green!			
A condition, place, or practice in school that is harmful to the environment	The reasons it is harmful	What students can do to make it greener	Pictures/images we can use in our poster

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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.
evaluate how "green" I am			
discuss ways to be environmentally responsible			
make suggestions			
use gerunds after verbs			
use infinitives after verbs			
express preferences with *I'd rather*			
use simple present tense and the present progressive			
use conditional sentences with present and future forms			

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 There's No Place Like Home

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1 Listen and Discuss

1. What do you think is the difference between a house and a home?
2. What are the most important things in your home?
3. Describe both the interior and exterior of your dream home.

1 **What is home?** A roof to keep out the rain? Four walls to keep out the wind? Floors to keep out the cold? Yes, but home is more than that. It is the laugh of a baby, the verse of a mother, the strength of a father, warmth of loving hearts, lights from happy eyes, kindness, loyalty, comradeship. Home is the first school . . . for young ones, where they learn what is right, what is good, and what is kind, where they go for comfort when they are hurt or sick; where joy is shared and sorrow eased; where fathers and mothers are respected and loved, where children are wanted; where the simplest food is good enough for kings because it is earned; where money is not as important as loving-kindness; where even the tea kettle whistles from happiness. **That is home!**
— Ernestine Schumann-Heink

2 No one realizes how beautiful it is to travel until he comes home and rests his head on his old, familiar pillow.
— Lin Yutang

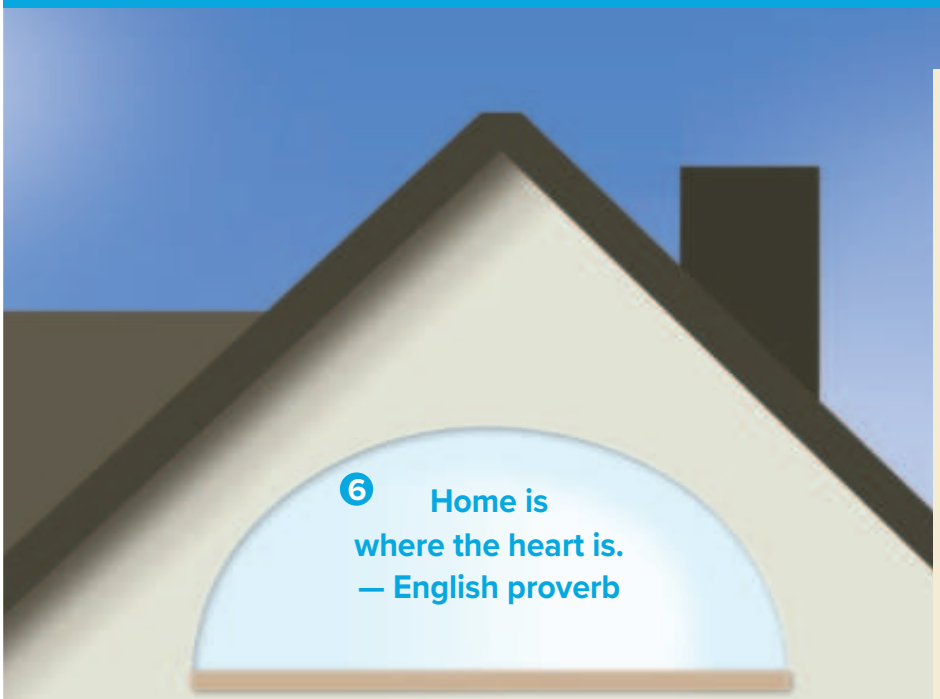
3 Bricks and mortar make a house, but the laughter of children makes a home.
— Irish Proverb

4 The best way to keep children home is to make the home atmosphere pleasant—and let the air out of the tires.
— Dorothy Parker

5 A small house can lodge a hundred friends.
— Egyptian proverb

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6 Home is where the heart is.
— English proverb

7 There isn't enough furniture in the world to make a house without love feel like a home.
— Unknown

8 A house is a home when it shelters the body and comforts the soul.
— Phillip Moffitt

9 A house that does not have one worn, comfy chair in it is soulless.
— May Sarton

10 A small, old house filled with love is better than a large, new house with none.
— Unknown

Quick Check

A. Vocabulary. Complete the sentences with one of these words:

atmosphere	loyalty	mortar
comfort	furniture	worn
lodge	shelter	

1. The people showed _____ to the king by putting his face on the new coin.
2. When children have nightmares, mothers give _____ with loving words.
3. The museum has a quiet and peaceful _____.
4. Some houses are built from bricks and _____.
5. They had no money to buy _____, so they used boxes as chairs.
6. We've had this couch too long. It's starting to look _____.
7. We used the tree for _____ during the storm.
8. A hotel with many rooms can _____ many people.

B. Comprehension. Answer the questions.

1. What's the best way to keep children at home?
2. What do you think is the difference between a house and a home?
3. What do you think is the real meaning of proverb 5?
4. Who wants to keep his or her kids at home?
5. Who sees home as a perfect place?

2 Pair Work

With a partner, write your own quote about home. Share it with the class.

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3 Grammar

Adjective Order

When you use more than one adjective before a noun, the adjectives go in a certain order. The order is determined by category. Adjectives usually follow this order:

Opinion	Size/Shape	Age	Color	Nationality	Material
expensive	large	young	red	Saudi Arabian	glass
difficult	round	ancient	turquoise	British	wooden

The **beautiful**, **old**, **stone** house has been put up for sale.
I have two **large**, **brown** sofas in my living room.

Note: Usually, only one to three adjectives are used to modify a noun at a time.

Too and *Enough*

Too can be placed before adjectives and adverbs.

She can't reach the shelf. She's **too** *short*.
You're talking **too** *loudly*. I can't hear the news.

Enough can be placed after adjectives and adverbs.

She can reach the shelf. She's *tall* **enough**.
You're talking *loudly* **enough**. Everyone can hear you.

Enough can be placed before nouns.

They should buy their own home. They have **enough** *money*.

A phrase with *too* or *enough* can be followed by an infinitive phrase.

You're **too** sick *to leave the house today.*
You're not well **enough** *to go to work today*.
I have **enough** days off *to go on a trip*.

A. Rewrite each sentence, putting the adjectives in the correct order. Add commas where necessary.

There is a (round / small) table in the kitchen.
There is a small, round table in the kitchen.

1. Our new apartment is in a (brick / small) building.
2. The apartment has a (old / Egyptian / wonderful) rug.
3. There are (new / enormous) windows.
4. Unfortunately, there are (ugly / velvet / brown) curtains in the living room.
5. But there are (lovely / silk / yellow) curtains in the bedroom.
6. The apartment has a (formal / large) dining room.
7. It has (wood / beautiful / old) floors.
8. The (old-fashioned / orange / small) bathroom needs to be remodeled.
9. The bedroom is painted a (comforting / light blue) color.
10. A (American / nice / large) family lives next door.

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B. Use the words to write one complaint using ***too*** and one complaint using ***enough***.

the elevator moves / slowly / quickly *The elevator moves too slowly. It doesn't move quickly enough.*

1. the lobby / dirty / clean
2. walls / thin / thick
3. the neighbors / inconsiderate / considerate
4. the neighbors talk / loudly / softly
5. the painter painted / carelessly / carefully
6. the bed / soft / firm
7. the atmosphere / unfriendly / friendly
8. the bus stop / far / close
9. the furniture / outdated / modern
10. the mortar / wet / dry

C. Complete each sentence with an infinitive.

I'm not tall enough *to be a basketball player.*

1. I'm tall enough _____.
2. I'm not tall enough _____.
3. I'm too young _____.
4. I'm old enough _____.
5. I don't have enough money _____.
6. I speak enough English _____.

D. Look at the picture. Describe the houses using multiple adjectives. Then give your opinion of the houses using ***too*** and ***enough***.



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4 Conversation

Ahmed: Where are you going to live when you start college in the fall?

Hameed: I don't want to live on campus. There's too much noise when you're trying to study, and there aren't enough places to go when you want to socialize. So, I'm going to get an apartment off campus.

Ahmed: Cool! What kind of apartment do you have in mind?

Hameed: Well, I'm hoping to find a large, modern place with an extra bedroom for visitors. It has to have parking. And, of course, it has to have a washer and dryer.

Ahmed: Hold on! Do you have enough money for an apartment like that?

Hameed: Why? Do you think it would be very expensive?

Ahmed: You are clearly out of touch with rental prices! You need a reality check. An apartment like that will cost an arm and a leg.

Hameed: Like how much?

Ahmed: We're talking megabucks—maybe fifteen grand a month.

Hameed: Fifteen thousand riyals? I had no idea. I thought it would be a lot less than that.

Ahmed: Only if you want to live in a tiny apartment way outside of the city.

Hameed: Well, maybe I shouldn't be in such a rush to move out. I could live at home with my parents just for the first year...



Real Talk

Cool! = Great!
Hold on! = Stop for a moment!
out of touch = don't have a realistic idea
reality check = an assessment of how realistic something is
an arm and a leg = a large amount of money
megabucks = a large amount of money
grand = thousand

About the Conversation

1. What kind of apartment is Hameed looking for?
2. Why does Ahmed tell Hameed that he needs a reality check?
3. What decision does Hameed make at the end of the conversation?

Your Turn

Role-play with a partner. Tell your partner about something you are looking for, such as a university or a new computer. Use phrases from the box. Your partner will ask questions to find out more information.

Describing What You Are Looking For

I'm looking for...	I'd love to find...
What I have in mind is...	I'm hoping to find...
I have my heart set on...	It's essential that I find...

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5 Listening

Listen to the real estate agent talk about important factors to consider when looking for an apartment to rent. Tick ☑ the factors mentioned.

1. ☐ the neighborhood
2. ☐ the number of windows
3. ☐ the number of closets
4. ☐ the number of lights
5. ☐ the number of neighbors
6. ☐ the size of the rooms
7. ☐ the size of the building
8. ☐ whether outdoor barbecues are allowed
9. ☐ whether pets are allowed
10. ☐ whether a parking spot is included

6 Pronunciation

In English, there are many two-syllable words whose part of speech and meaning change if you change the stress. Stress the first syllable of most two-syllable nouns. Stress the last syllable of most two-syllable verbs. Listen and practice.

1. Finding the right apartment can have a big **impact** on your life.
2. Paying rent that is too expensive for you can **impact** your lifestyle.
3. Finding the right apartment doesn't have to be an overwhelming **project**.
4. When you go to a job interview, you should **project** a sense of confidence.
5. Be sure to read every word of the rental **contract**.
6. Some people **contract** dangerous viruses while they are traveling abroad.

7 Vocabulary Building

A. You will see these words in the reading on pages 106 and 107. Match the words with their meanings.

1. _____ asset	**a.** to care for, help, or encourage the development and growth
2. _____ hub	**b.** the center of a region
3. _____ nurture	**c.** a useful or valuable thing, person, or quality
4. _____ cultivate	**d.** capacity for growth and development; possibility
5. _____ potential	**e.** to improve or develop by study or training

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

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رؤية VISION 2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

8 Reading

Before Reading

Work in pairs. Which do you think are the main strengths of the people and the economy of Saudi Arabia? Read the passage and underline all the positive features about people and the economy.

The Kingdom of Saudi Arabia is blessed with a significant wealth of natural resources, an Islamic, family oriented society and extraordinary opportunities for economic growth. The nation's Islamic faith, national identity, culture and heritage make it special and provide limitless potential for development.

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

The People

Saudi Arabia's 2030 vision is largely based on the ambition, determination and talents of its people and their Islamic values. It is important, therefore, for the members of the Saudi society to be supported by social, health care and educational systems in order to cultivate and nurture its children in the best way possible to prepare them for a promising future.

Cultural and entertainment projects will include the establishment of libraries, galleries, museums and the organization of different types of events and activities. Housing and community development projects will provide a pleasant, secure and sustainable environment for the citizens of the Kingdom.

An updated educational system will provide high quality learning and develop available talent and potential. Graduates will have the knowledge and skills required by the job market and access to many opportunities for professional development.

The Economy

The Kingdom's economy has great growth potential. A diversified and renewed business environment will offer employment opportunities to all citizens and attract new investors. Improved and updated services and facilities will attract small and large companies, interested in participating actively in a dynamic economy. Telecommunications and information technology will be updated and made available in urban and rural areas.

The Kingdom's strategic position that connects the waterways of three continents, Europe, Africa and Asia, will make it a leading trading and transportation port for cargo from different countries across the globe. Streamlined government services will facilitate the introduction of new business sectors and partners and support growth. Investment opportunities will be increased through privatization of state owned assets and agencies.

The Kingdom of Saudi Arabia will be a leading business hub with limitless opportunities for the development of new talent and creative enterprises.

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

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After Reading

1. What are the main strengths of the Kingdom of Saudi Arabia?
2. What kind of support is necessary for the Kingdom's society to prepare for 2030?
3. What types of events and activities will be available for citizens?
4. How will the educational system differ compared to the past?
5. In what way will the Kingdom's geographical position affect its role in international trade?
6. Which factors will affect investment opportunities?

9 Speaking

1. Work in pairs. Think about your family or an imaginary family in your city/town in 2030.
2. Make notes in the chart about:
   - members of the family (age, jobs, plans)
   - the area and the house they live in
   - technology and telecommunications
   - travel and entertainment activities
   - culture and education
3. Use your notes to compare ideas in groups or in class.

Family members	Area & Housing	Technology & Telecommunications	Travel & Entertainment	Culture & Education	Other

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10 Writing

A. Look at the photos. Where do you think these houses are? What are they made of?

1. Read the text and find out.
- What is adobe?
- What is special about the house?
- Are the back and front of the house similar? How do you know?
- What is part of the floor made of? Why?

2. Read the text again, find out, and highlight.
- Which rooms does the writer mention?
- What can the writer see, smell, and feel in the house?

3. Would you want to live in a house with a glass floor? Why? Why not?



A home over the canyon



When people talk about unusual homes, I think of our friends' dream home in New Mexico, on which they spent all their savings building it.

On the outside, the house looks like most adobe homes in the area. Adobe is made from sand, clay, water, and organic material that are shaped into bricks and left to dry in the sun. Our friends' house is a beautifully-designed, large adobe home with a drive and a large cactus tree near the entrance. It has soft lines, and is less angular than conventional urban homes.

When you go through the door, you find yourself in a beautiful, spacious room with large windows and sunlight streaming in. Large windows are unusual for adobe homes. But this is no ordinary home. Part of the house juts out of the adobe shell that can be seen from the street and stretches to the end of a cliff. You walk past a kitchen fitted with a cast-iron stove and hand-made wooden cabinets that give off the most enticing smells of cumin and chilies and herbs. It is so real; you can almost taste the food.

The spacious room that you step into when you enter the house stretches in all directions. You walk towards the sitting area. When you get closer, you need to brace yourself as the most spectacular view imaginable unfolds before your eyes. All of a sudden, you are no longer stepping on wood, the floor is hard, and your footsteps make a strange resounding sound. You look down and wonder whether you have been transported in space and time; you are looking into the gaping canyon. You think you are falling into it; you can almost feel the air whooshing past.

Part of the floor is made of thick custom-designed glass. You might like it or hate it, but however you feel you have to admit it is unique. This is the way I feel about this house and the day I spent there. It was a unique, unforgettable experience even if I wouldn't choose to live with a glass floor over a canyon for the rest of my life. Would you?



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B. **1.** Choose a home to write about. It can be yours or another home you know well.
2. Remember/think about what you see, hear, feel, and smell in various rooms of the house.
3. Make notes in the chart and use them to write a descriptive essay about the house.

Rooms and other places	I can see	I can hear	I can feel and/ or touch	I can smell
Exterior				
Garden				
Living room				
Dining room				
Kitchen				
Study/den				

My Grandparents' House

The home that means the most to me is my grandparents' house. Each time I go there, I feel a sense of comfort and warmth. Now that I'm in college, I don't get to spend much time there. But whenever I miss it, I just imagine it. When you first walk into my grandparents' house...

Writing Corner

When you write a descriptive essay:

- brainstorm about the topic and write down as many notes as you can about your memories and impressions of the house/place.
- make an outline of your essay and decide what each paragraph/section is going to focus on.
- include factual information, e.g. size, number of rooms, etc. as well as feelings/impressions.
- visualize the place you want to write about so you can help your reader visualize it too.
- use different senses, i.e. sight, feelings, smell, sound, and taste to make it more vivid.
- remember that smell is usually the most vivid and best retained memory.
- think of the first and last thing(s) you see, hear, feel, or smell (or almost taste) when you are there.

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11 Form, Meaning and Function

Words Connected with Asking for, Understanding and Giving Directions

Some words and phrases we commonly use when asking for and giving directions are:

Asking For Directions	Giving Directions
Excuse me, I'm looking for ... Could you tell me where ...is? Can you tell me how to get there? Am I headed in the right direction for ...?	Turn left/right. Take a left/right. Take the first/second left ... Go straight for a few miles. Keep going until you see ... When you get to ... you'll see ... If you see ... you've gone too far.



Understanding Directions and Asking Someone to Repeat Something

Asking Someone to Repeat Something
Can/Could you repeat that, please? Could/Would you say that again? What did you say about ...? Excuse me, but I didn't catch the last part/the part about... I'm sorry. I didn't catch that. Would you mind repeating that?

A. Fahd and Faisal are driving to a friend's home. Read the conversation. Complete the gaps with a word or phrase from the charts above.

Fahd: I don't know why Google Maps can't find Al Nadwa Street. I think we'd better stop and ask for directions. There's a gas station. Let's pull over and ask someone.

Faisal: Oh, all right.

Attendant: You look lost.

Fahd: You can say that again. (1.) *We're looking for* Al Nadwa Street.

Attendant: I know this town like the back of my hand, and I can tell you that there's no street by that name. Do you mean Al Safarat Road?

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

Fahd: (2.) _____ ?

Attendant: It's not far. You need to (3.) _____ out of here. Then (4.) _____ for a couple of miles. (5.) Keep going _____ an ice cream shop. If you see the Town Hall, (6.) _____. (7.) _____ after the ice cream shop and you'll be on Al Safarat Road.

Faisal & Fahd: Thanks!

B. Role-play with a partner. Imagine you are standing outside your school and it is very crowded and noisy. Ask your partner how to get to his or her home (or some other destination) from school. Your partner will give you directions. Ask your partner to repeat something. Use phrases from the charts above.



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Expressing Requests, Offers, Promises, Warnings, and Spontaneous Decisions

Use *can* and *will* for requests. Use *will* for offers and promises.

Can you **tell** me where you live? Sure. I**'ll draw** you a map.
Will you **drive** me home? Sorry, I can't. I have an appointment.



Use *will* for spontaneous decisions.

Now the children have left for college, this house is too big for us.
I know! We'll downsize into an apartment.

The Future with Dependent Time Clauses: *When, Before, After, While, Until*

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

Don't worry. I'**ll** take care of the children **until you get back**.
When he finishes work, he**'ll** go straight home.
I**'ll** help him with his homework **while you wash** the dishes.
As soon as it stops raining, we**'ll** leave.
Dad **will** call mom at home **before we set** off on our return journey.

C. Put the verbs in parentheses in either the future tense (***will***) or the present tense.

I *'ll call* (call) you as soon as I *get* (get) home.

1. The company _____ (manufacture) the parts when they _____ (receive) the order.
2. He _____ (travel) the world before he _____ (get) married and settles down.
3. I _____ (run) to the store before it _____ (start) raining.
4. When you _____ (drive) down the road, you _____ (see) a large, red building.
5. _____ you continue _____ (argue) with me until I _____ (change) my mind?

D. Read the conversation and write an appropriate ending using ***will***. Compare with a partner.

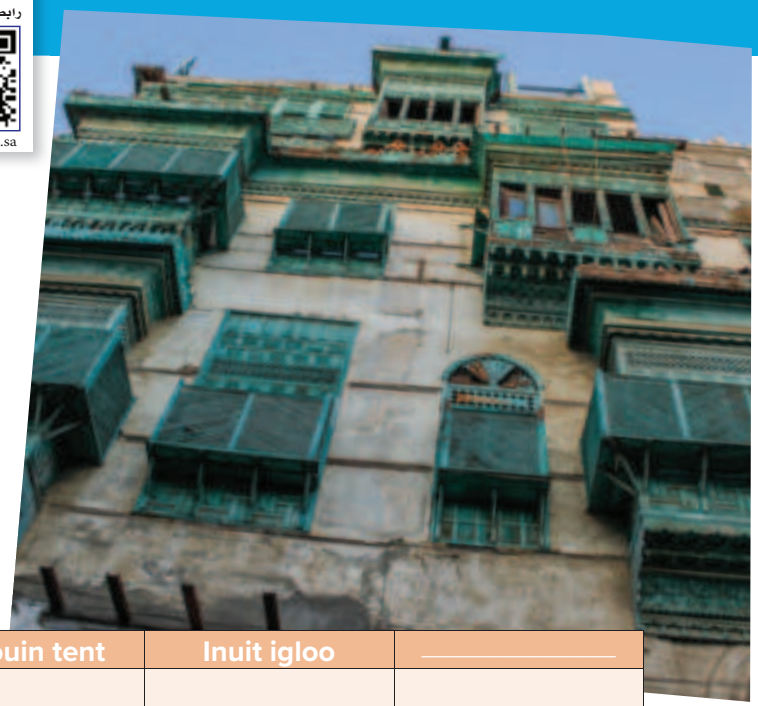
Omar: Sultan, will you do me a favor?
Sultan: Sure. What do you want me to do?
Omar: If Fahd calls, tell him I'm not home. He always asks me to help him with the homework.
Sultan: Ok. No problem.
....
Fahd: Hello. This is Fahd. Can I speak to Omar?
Sultan: Hi Fahd. My brother's not here. Did you try his cell phone?
Fahd: Yes. I did. But there is no answer.
Sultan: Can I take a message?
Fahd: Yes. Please tell him I have free tickets for the football game tonight.
Sultan: _____.



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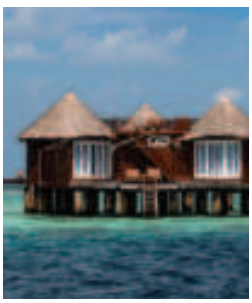
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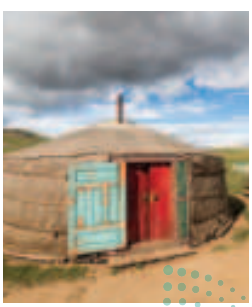
12 Project

1. Research different types of houses in the world (Arab countries, Africa, Europe, China, etc.).
2. Find and list their features. Then note down their advantages and disadvantages in relation to the country/area where they are built.
3. Make notes in the chart and use them to make a PowerPoint or poster presentation for your class.
4. Select and use pictures.
5. Invite your classmates to comment and/or ask questions after the presentation.









Type of home	African hut	Bedouin tent	Inuit igloo	_____
Construction materials				
Size and shape				
Method/ease of construction				
Cost				
Number of inhabitants				
Rooms				
Cooking facilities				
Sleeping arrangements				
Heating/cooling				
Lighting				
Special features				
Advantages				
Disadvantages				

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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.
talk about my dream home and feelings			
describe things I am looking for			
use adjectives in the correct order			
use *too* and *enough*			
give directions for places			
express requests, offers, promises, warnings; make decisions			
use dependent time clauses for the future: *when, before, after, while, until*			

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 The Sporting Life

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1 Listen and Discuss

Make a list of what you already know about the Olympic Games. Then read the passage and underline the facts about the Games that are new to you.

Fascinating Olympic Facts

The ancient Olympic Games began in Greece in 776 B.C.E. and were held every four years until 393 C.E. It wasn't until about 1,500 years later, in the mid-1800s, that the games were revived in Greece. But the Olympics didn't become the event we know today until 1896, when a French historian named Pierre de Coubertin had the idea of making the games international, and founded the International Olympic Committee.

Medals weren't always a part of the Olympics. Giving medals to winners is a practice that began in 1896, and between 1896 and 1904, the top prize was a silver medal.

The youngest person that has ever competed in the Olympics was Dimitrios Loundras, a ten-year-old gymnast on the 1896 Greek gymnastics team.

Lighting the Olympic torch does not involve a match. It is lit using only the light of the sun and a special mirror.

At various times, the Olympics have included such unusual events as a swimming obstacle race, a tug of war, and live pigeon shooting.

The gold medal is not made of gold! It's actually 92.5 percent silver with a covering of six grams of gold.





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The marathon is an event named after the run of a Greek soldier, Pheidippides. In 490 B.C.E., Pheidippides ran from Marathon to Athens (about 26 miles, or 42 kilometers) to deliver news about the Greeks' success in a battle. Running through the mountains and rocky land was extremely difficult. After Pheidippides arrived in Athens and delivered his news, he fell down and died. The first modern Olympics in 1896 included a race of 26 miles (42 kilometers), called a *marathon*, to commemorate Pheidippides' run.

Because the Greeks originated the Olympics, the Greek team always leads the procession of athletes during the opening ceremony of the Olympic Games. They are followed by the other teams in alphabetical order. The hosting country goes last.



Dropping sports from the Olympics is not uncommon. In fact, many popular sports have been dropped through the years, including rugby, golf, baseball, and softball. Adding a new event can only happen if another one is dropped.

Quick Check ☑

A. Vocabulary. Complete the sentences with one of these words:

commemorate	marathon	originated	practice	procession	revived

1. The parade will begin with a _____ of students marching down the avenue.
2. The board game chess _____ in India in the 6th century.
3. The Eiffel Tower was built to _____ the 100th anniversary of the French Revolution.
4. Thousands of runners participate in the _____ every year.
5. The new museum has _____ tourism in our city.
6. The _____ of exchanging rings during a wedding ceremony dates back to ancient times.

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

1. _____ The Olympic Games have occurred every four years since 776 B.C.E.
2. _____ The host country always leads the Olympic procession.
3. _____ A swimming obstacle race was once an Olympic sport.
4. _____ Before 1896, athletes who came in first place won a silver medal.
5. _____ The marathon commemorates an ancient Greek sporting event.
6. _____ Pheidippides fell down and died soon after completing his run.

2 Pair Work

Work with your partner to design a new Olympic flag. What will each color or symbol represent? Draw your flag and explain it to your classmates.

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3 Grammar

Gerunds as Subjects

A gerund or a gerund phrase can be the subject of a sentence.

Swimming uses more muscles of the body than almost any other form of exercise.
Watching sports isn't nearly as fun as playing them.

Make a gerund or gerund phrase negative by putting *not* before it.

Not exercising is a sure way to gain weight.
Not warming up before you exercise can lead to injuries.

Note that a gerund subject takes a singular verb.

Getting in shape **takes** time and effort.

Superlative + Present Perfect

The present perfect can be used after a superlative.

This is **the most exciting** sporting event I**'ve been** to in a long time.
Who is **the best** football player you**'ve** ever **seen**?

A. Rewrite each sentence with a gerund or gerund phrase as the subject.

It is foolish to ride a motorcycle without a helmet.
Riding a motorcycle without a helmet is foolish.

1. It is easier to lose weight when you're physically active.
_____ is easier when you're physically active.

2. The thing that stops many people from being physically active is not having enough time.
_____ stops many people from being physically active.

3. It gives a runner a sense of satisfaction to complete a marathon.
_____ gives a runner a sense of satisfaction.

4. It is difficult, but thrilling, to learn how to ski.
_____ is difficult, but thrilling.

5. The most important part of playing a sport isn't winning.
_____ of playing a sport.

6. It is dangerous to scuba dive without proper training.
_____ is dangerous.

7. It is not a good idea to swim after eating.
_____ is not a good idea.

8. It is gratifying to see your body become trimmer and stronger.
_____ is gratifying.

9. It is exciting to attend a live sporting event.
_____ is exciting.

10. It is disappointing not to get a chance to play for your team.
_____ is disappointing.

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B. Complete each sentence with a gerund or gerund phrase.

Watching a training video helps me to exercise.

1. _____ is a good idea.
2. _____ gives me energy.
3. _____ takes a long time.
4. _____ is one way to make friends.
5. _____ makes me feel good about myself.
6. _____ is easy for some people, but difficult for others.
7. _____ is something I try to avoid doing.
8. _____ is a bit boring.
9. _____ is thrilling, but dangerous.
10. _____ is something I want to try someday.

C. Answer the questions with a partner. Use superlatives + the present perfect.

1. What is the funniest joke you've ever heard?
2. What is the bravest thing you've ever done?
3. Who is the most admirable person you have ever known?
4. What is the most beautiful place you've ever visited?
5. What is the best film you've ever seen on TV?
6. What is the most embarrassing thing that's ever happened to you?
7. What is the greatest thing that's ever happened to you?

D. Identify the sport each piece of equipment comes from. Then write a sentence about each sport using either a gerund (phrase) as subject, or the superlative + present perfect.



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4 Conversation

Coach: After two years of training, we're finally at the regional skating competition! How does it feel, Barry?

Barry: Actually, not so good. I'm not sure I'm up for this.

Coach: What are you talking about?

Barry: What if I mess up?

Coach: You're not going to mess up. You've been practicing day and night. You have your routine down pat. Skating in front of those judges is going to be a piece of cake. Now, I want you to take a deep breath and exhale. Trust me. You're going to knock their socks off.

Barry: Do you really think so?

Coach: You bet! I have total confidence in you. You have the guts and the talent to win this competition. There's no doubt in my mind that you can do it.

Barry: OK. I feel better. I'm psyched.

Coach: You'll be on in a few minutes. You should get your skates on. Where are your skates?

Barry: My skates? Oh no! I left them in the car!



Real Talk

up for = ready for
mess up = make a mistake
down pat = at the point of perfection
You bet! = Of course!
guts = courage
psyched = excited and psychologically prepared

About the Conversation

1. Where are Barry and his coach?
2. How does Barry feel at first?
3. How does his coach help him?
4. What's the problem at the end?

Your Turn

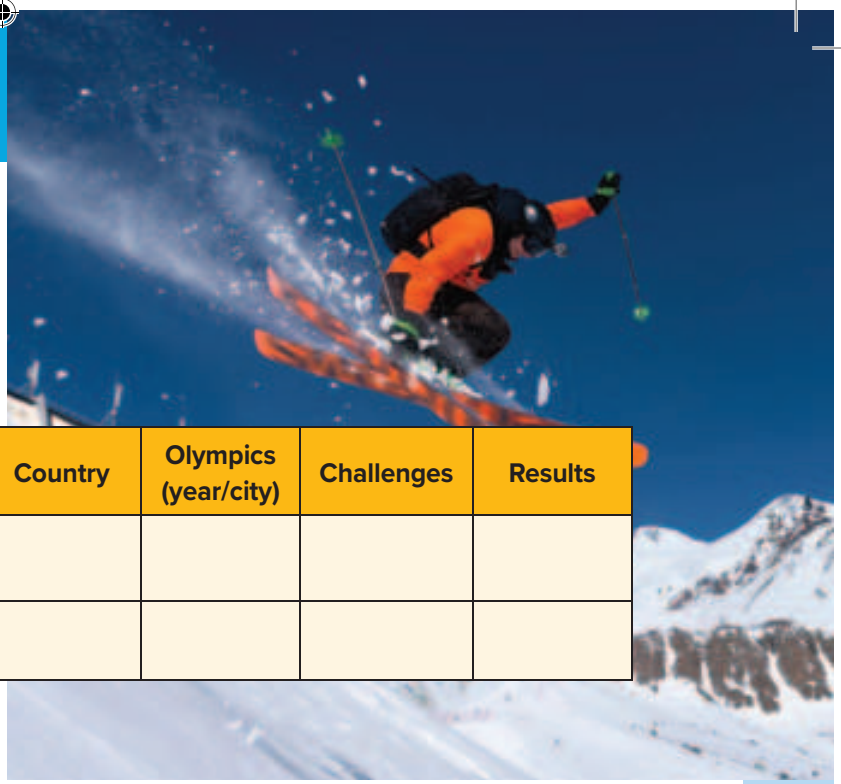
Role-play with a partner. Pretend you are about to do something you are nervous about, such as take an important exam, or give a presentation in front of the class. Your partner will offer encouragement and express confidence in you.

Encouraging and Expressing Confidence in Someone

(I know) You can do it.
I have confidence/faith in you.
There's no question in my mind...
You've got what it takes.
You'll do great.
You're going to knock 'em dead/knock their socks off.

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5 Listening

Listen to the profiles of unusual Olympic athletes and complete the chart.

	Nickname	Sport	Country	Olympics (year/city)	Challenges	Results
Eddie Edwards						
Eric Moussambani						

6 Pronunciation

In English, the letters **th** can have different pronunciations. In the word ***th****ank*, the ***th*** sound does not have a vibration. In the word ***th****em*, the ***th*** sound does have a vibration.
Listen and identify the ***th*** sounds.

1. Every so often an Olympic a**th**lete becomes famous not for being a**th**letically gifted, but for *not* being a**th**letically gifted.
2. Take Eddie "**Th**e Eagle" Edwards, for example.
3. Edwards was 20 pounds (9 kg) heavier **th**an **th**e next heaviest competitor.
4. He wore his glasses even **th**ough **th**ey fogged up badly.
5. Eddie is easily **th**e worst ski jumper **th**at has ever competed in **th**e Olympics.
6. Ano**th**er example of an Olympic a**th**lete who gained fame for his lack of skill is Eric "**Th**e Eel" Moussambani.

7 Vocabulary Building

A. You will see these words in the reading on pages 120 and 121. Match the words with their meanings.

1. _____ milestone	**a.** a skiing event that involves jumping off a long steep sloping platform through the air as far as possible
2. _____ cross-country skiing	**b.** astonishing, amazing
3. _____ ski-jumping	**c.** a very important event in the development of another event or course of events
4. _____ merit	**d.** a sport that people go to watch
5. _____ terrain	**e.** skiing downhill on skis with fixed heel binding
6. _____ be interspersed with	**f.** be combined with / interrupted by something at regular intervals
7. _____ Alpine skiing	**g.** a particular type of land
8. _____ freestyle skiing	**h.** an acrobatic form of technical and aerial skiing
9. _____ astounding	**i.** skiing across fields not down slopes
10. _____ spectator (sport)	**j.** an advantage or positive feature

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8 Reading

Before Reading

Which winter sports have you watched, heard/read about, or participated in? Where are winter sports more popular? Why?

A country born on Skis



- Alpine skiing
- Biathlon
- Bobsleigh
- Cross-country skiing
- Figure skating
- Freestyle skiing
- Ice hockey
- Luge
- Nordic combined
- Short track
- Ski jumping
- Speed skating

Norway, a small country of 5.5 million inhabitants, has won more Winter Games medals than any other nation. It became the first country to win 100 Olympic gold medals, and reached the 300-medal milestone in the Winter Games of 2010.

Norwegians go cross-country skiing, ski-jumping, or downhill skiing on weekends, on holidays, and after work. When the snow starts melting in spring, they move it up to the mountains. And if there is no access to snow, they skate on ice. 2,500 lit tracks all over the country make it possible for people to ski in winter, although it gets dark early.

Norwegians have enjoyed skiing for thousands of years. A rock carving in Nordland County in the north provides evidence that the use of skis dates back to the Stone Age. Until about a century ago, skis were the only means of transport in winter and essential for hunting.

Skiing did not become a mass sport until the mid-1880s when the first competitions were arranged. Sondre Norheim, who is considered the father of modern skiing, was the originator of the Telemark skis, which are narrower in the middle than at the front and back and have stiff heel bindings. The shape made turning easier, and the heel binding allowed skiers to jump from rooftops or over rocks without losing their skis.

Polar explorers made skis known internationally and demonstrated their unique merits on terrain that could not be crossed any other way. Roald Amundsen was the first man to reach the South Pole in 1911, on skis. Fridtjof Nansen crossed the Greenland interior on skis in 1880. Other explorers have followed the routes used by these two famous explorers and skied to both the North and South Poles.

Annual cross-country events are organized throughout Norway, attracting a great number of participants. Such events are not restricted to athletes, but include “keep fit” categories that allow more people to participate. Enjoying the exercise and nature is as important as achieving the fastest time and winning prizes in these events.

Biathlon was first included in the Winter Olympic program in 1960. It is a cross-country skiing race interspersed with shooting contests. Norwegians are very strong cross-country skiers and have won most of the cross-country skiing medals in the Winter Olympics over the years.

Alpine skiing has also gained a lot of followers, as has freestyle, which is a relatively newer sport. Norwegians are among the world’s best in freestyle.

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Speed skating used to be a large spectator and participation sport on a par with cross-country skiing. Cross-country skiing, ski jumping, and Alpine skiing seem to have taken over and overshadowed speed skating, although Norwegian speed skaters are among the best in the world.

In winter in Norway, every sheet of ice is covered with children playing hockey or skating. Indoor rinks are also used for skating and ice hockey. While other Scandinavians huddle around fireplaces, Norwegians bundle up and go out skiing. This could explain the reason why they have won such an astounding number of medals in the Winter Olympics.



After Reading

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

1. _____ Norwegians go cross-country skiing in their free time.
2. _____ The use of skis dates back to about a century ago.
3. _____ Telemark skis are narrower in the middle and have soft heel bindings.
4. _____ Amundsen was the first man to reach the South Pole in 1911.
5. _____ Annual cross-country events are restricted to “keep fit” categories.
6. _____ Speed skating used to be very popular.
7. _____ Norwegians are the best in Alpine skiing.
8. _____ Children skate and play hockey on sheets of ice.

9 Speaking

1. Work in pairs or groups. Name at least two Olympic medalists from Saudi Arabia. Which sports did they compete in? Are these sports popular in your country?
2. Research and collect information about popular sports in your country. Make notes in the chart. Then use your notes to talk about the sports you have chosen.
3. What is your opinion? Do you enjoy watching or participating in some of these sports? Why? Why not?

Name of sport	Individual or team sport	How and where it is played	What the objective is	Why it is popular

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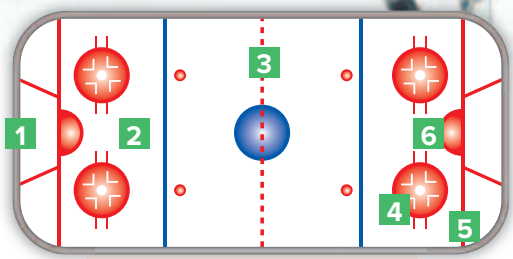


10 Writing

A. Do you know how ice hockey is played? Look at the picture and guess. Compare ideas/information in class.

1. Read the first part of the text and label the different parts of the ice hockey rink (your team is on the left).
2. Read and find out. Then discuss/compare answers in class.
   - How many players does each team have? What kind of players are they?
   - What is the objective of the game?
   - What kind of equipment do players use?
   - What is allowed? What is not allowed?
   - What are "bodychecks"? Why are they used?
   - How does the puck move?
   - How long are penalties?
3. Use the appropriate words or phrases as headings.

Penalties	**Moving the puck**	**Equipment**
Players	**Stopping the game**	**The Rink**



1. _____
2. *defending zone*
3. _____
4. _____
5. _____
6. _____

(1) _____

Ice hockey is played on a rink that is 200 feet (61 meters) long and 85 feet (26 meters) wide with painted lines to indicate various zones. The area behind the blue line of a team's side is called its **defending zone**. The area behind the opponent's blue line is the **attacking zone,** and the area between the two blue lines is the **neutral zone**. There are two sets of **goal posts** at either end of the rink with a net attached behind them. The red line between the two posts is the **goal line**. The area in front of the goal is called the **crease**.

(2) _____

Each team has three kinds of players: three **forwards** (the center and two wingers), two **defensemen**, and a **goaltender**.

(3) _____

The objective of the game is to score goals by shooting the **puck**, a hard rubber disk, into the opponent's net. The players control the puck with a long **stick** curved at one end. They also wear a lot of padding and helmets to avoid getting hurt.

(4) _____

Players are not allowed to use their hands in order to redirect the puck nor pass it to their teammates, unless they are in the defensive zone. They may redirect the puck with any other part of their bodies, but not kick it.

(5) _____

The boards surrounding the ice keep the puck in the rink and are used to "**bodycheck**" opponents, i.e. push them against the boards in order to stop their progress. Play can also be stopped if a goal is knocked out of position. It is then restarted with a **face-off**, i.e. two players face each other on the ice and try to gain control of the puck that an official drops to the ice.

(6) _____

If an offensive player interferes with a goaltender's defense he is given a **penalty** and sent to the **penalty box** for two to five minutes.

4. Check you have understood the instructions on how to play the game. Close your book and tell your partner.

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B. **1.** Choose a sport or a recreational activity that you like doing.
2. Think about the sport or activity and make notes in the chart. Add more steps/stages if necessary.
3. Use your notes to write an email to your friend giving information about your sport or recreational activity.

Name of sport or recreational activity: _____	
Where can you do this activity?	
When can you do this activity? e.g., summer, winter, etc.	
Do you need any special equipment to take part in this activity?	
What do you have to do to prepare for this activity? What is involved in doing this activity? e.g., stages, rules etc.	
Why do you like this activity?	
Would you recommend this sport or activity to your friend? Why?	

Back to school

Reply | Reply to all | Forward | Print | Delete

To: majid@megagoal.com
Cc:
Subject: Fishing
Attachment: 1Big fish.jpeg

Hi Majid,

How's school? How's your family? I hope you are all well. You asked about fishing: Well, guess what? Last week I caught the biggest fish you've ever seen! Let me tell you how you can do it, too!

The first thing you need to do is prepare your line with bait ...

I'm attaching a photo of me fishing with my dad! We look good, huh? I'm really looking forward to seeing you again. Send me all your news soon.

Your friend,

Ali

Writing Corner

When you write an email to a friend giving news and instructions:

- greet and sign off the email in an informal manner, e.g., Hi/Hello/Dear ...
- write as if you are speaking to your friend directly.
- give your news e.g., school, a recent activity you have taken up.
- if the reader doesn't know the sport or activity, give details about what's involved and the stages and steps.
- hand over the first draft to someone else to read and comment on.
- edit and rewrite.

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11 Form, Meaning and Function



Present Perfect Progressive versus Present Perfect Simple

Use the present perfect progressive tense to talk about an action that started in the past and has a connection with the present time. The action may or may not have finished.

Use the present perfect progressive to emphasize the results of the action.

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

Use the present perfect simple to say how many things have been done.

Present Perfect Progressive

How long **have** you **been learning** to ski?
I have **been learning** how to ski for six months.

Present Perfect Simple

I **have attended** five cross-country skiing events.

Time Expressions: *How long ...?*

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

Use the present perfect progressive with *since* to indicate when the action began: *since yesterday, since last June, since 2010.*

Use the present perfect progressive with *all...* and so on to talk about the duration of the action, which may or may not have finished: *all day, all week, all month, all year, all my life.*

A. Read the words in the chart below and find the sport that connects them. Complete the chart below with the name of the sport.

1. *swimming*	2. _____	3. _____	4. _____	5. _____
goggles	board	snow	trainers	boots
swim hat	sea	slope	net	gloves
swimwear	swimwear	mountain	ball	shorts
flippers	sail	gloves	racket	ring
pool	wind	snow boots	shorts	mouth guard
		skis		



B. Compare your answers in exercise **A** with a partner. Ask and answer about different sports. Use the chart above for ideas and use the present perfect progressive tense.

A: Do you know how to ski?

B: Yes, I do. **I have been skiing** since I was ten years old. How about you?

A: I don't know how to ski, but I know how to play football.

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

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Adverbs of Manner

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

How did he explain? He explained **carefully**.

Sometimes an adjective and adverb have the same form.

He's a **fast** runner. ➔ He runs **fast**. He's a **hard** worker. ➔ He works **hard**.

The adverb form of *good* is *well*.

Can Ali dive? Yes. He's a **good** diver. He dives really **well**.



Comparative Forms of Adjectives and Adverbs

The comparative form of most one syllable adjectives and adverbs is formed by adding *–er: slow—slower; fast—faster; hard—harder.*

Some comparative forms of adjectives are irregular: *good—better; bad—worse*

The comparative form of most two or more syllable adjectives and adverbs is formed by adding *more: difficult—more difficult; carefully—more carefully.*

Adjective Comparative

The **youngest** athlete was **faster** than all the others. Football is **more thrilling** than basketball.

Adverb Comparative

The man climbed **higher** and **highe**r up the mountain.

The earthquake got stronger and the walls shook **more violently.**

Than and *As ... As*

Use *than* to compare two people, animals, things, ideas or situations.

That athlete trains **harder than** all the other athletes.

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

Skiing is **as dangerous as** snowboarding.

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

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

C. Read the advertisement for winter ski vacations. Complete the gaps with the appropriate word(s).

There is more to a winter trip *than* just skiing!

Are you thinking of going on skiing vacation? Do you ski as _____ (1. good) as your family? If not, then don't despair. There is lot more to a trip to the snow _____ (2.) skiing. There are lots of things you can do: snowboarding, bob-sled riding, snow scooting and the _____ (3. late) craze, snow rafting.

Snowboarding is the _____ _____ (4. popular) alternative to skiing. It is _____ (5. easy) than skiing and a lot _____ (6. fashionable). Bob-sled riding can be a lot of fun, tiring and very scary! Why? Reaching speeds of up to 70 mph, it is a lot _____ (7. fast) than skiing. This is not a sport for the faint-hearted! Snow scooting and snow rafting are fairly new sports. Both involve riding down mountain slopes at very high speeds. Snow scooters are a _____ (8. good) choice for those who like doing tricks. If you like riding with friends instead, then snow-rafting is the _____ (9. good) choice.

And remember, building a snowman is as fun _____ (10.) any sport!

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12 Project

A long list of different sports and events are included in the Summer Olympics, such as:

Archery	Boxing	Equestrian	Gymnastics	Rowing	Table tennis	Volleyball
Athletics	Canoeing	Fencing	Handball	Sailing	Taekwondo	Water polo
Badminton	Cycling	Field hockey	Judo	Shooting	Tennis	Weightlifting
Basketball	Diving	Football	Pentathlon	Swimming	Triathlon	Wrestling

1. Circle the ones that you are familiar with. Find out if your classmates know more about the sports/events that you are not familiar with.

2. Work in pairs or groups.
- Research and find out which sports/events are the most popular ones.
- Choose two popular sports/events to research and collect information about.
- Use the chart to make notes and select photos/pictures.
- Design and make a poster to display on the wall of your classroom for your classmates to read.
- Answer questions about your poster.



Name of sport/event	1. _____	2. _____
Date it was introduced in the Olympics		
History (place of origin, development, popularity, key people)		
Objective (of game/sport/event)		
First and latest gold medalists and countries of origin		
Current status in the Olympics and the World Championship		
Preparation of athletes (inclusion in the Olympics, semi-finals, or finals)		

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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.
talk about the Olympics, sports and athletes			
encourage and express confidence in someone			
explain steps in a process or game			
use gerunds as subjects			
use the superlative + present perfect			
use the present perfect progressive versus present perfect simple			
ask: *How long ...?*			
use adverbs of manner			
use comparative forms and structures with adjectives and adverbs			

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. Write a response to each question. Include the word in parentheses and either ***too*** or ***enough***.

Why are you getting rid of this rug? (worn)

It's too worn.

1. Why can't we make a cake before the guests arrive? (time)

2. Why are you turning on more lights? (dark)

3. Why don't you like driving with him? (dangerously)

4. Why don't you like this landscape? (trees)

5. Why isn't he running in the marathon this weekend? (lazy)

6. Why don't you like small rooms? (claustrophobic)

7. Why do you find him difficult to understand? (quickly)

8. Why aren't you going to the game tonight? (tired)

9. Why don't you like this couch? (comfortable)

B. Form sentences by combining items from Boxes A and B. Use a gerund as the subject of each sentence. You can use words from Box B more than once.

Losing your keys is irritating.

Box A	Box B
fill out forms litter lose your keys read about scientific discoveries sit in a sauna skydive touch your ear with your tongue witness a crime	boring exciting fascinating frightening impossible irresponsible irritating relaxing

1.
2.
3.
4.
5.
6.
7.
8.

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C. Use the words to write superlative + present perfect questions. Then ask and answer the questions with a partner.

interesting event / read about

A: What is the most interesting event you've ever read about?

B: The G20 2020 Summit hosted in Riyadh is the most interesting event I've ever read about.

1. beautiful place / visit _____
2. exciting city / visit _____
3. tall building / see _____
4. good book / read _____
5. spicy food / eat _____
6. hard thing / do _____
7. famous person / meet _____
8. scary film / watch _____
9. far place / travel _____
10. thoughtful present / receive _____

D. Write a story about the picture. Use grammar points from Units 5–8.

- ☐ multiple adjectives
- ☐ ***too*** and ***enough***
- ☐ gerunds as subjects
- ☐ subjunctive
- ☐ adverbs of manner
- ☐ gerunds after verbs
- ☐ infinitive after verbs
- ☐ superlative and present perfect



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E. Write sentences using two or three adjectives to describe the following things.

your school

It has expensive new computer labs.

1. your room

2. this book

3. your favorite piece of clothing

4. a place to visit

5. your favorite food

6. the last car you rode in



F. Use the verb or phrase in parentheses to rewrite each sentence a different way using the subjunctive.

You should put on sunscreen before lying out in the sun. (recommend)

I recommend that you put on sunscreen before lying out in the sun.

1. You must take this medication every day to get rid of the infection. (it is essential)

2. Supporters of organic farming say farmers should not use pesticides on their crops. (suggest)

3. My mother tells people to take off their shoes before they enter our house. (insist)

4. When I have a dinner party, I tell each guest to bring an appetizer or a dessert. (ask)

5. If you want to conserve water, you should not leave the water running when you brush your teeth. (it is important)

6. The viewers wanted the TV station to broadcast the program again. (request)

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G. Write a sentence that each person might say to the other using *I'd like you* + infinitive or *I want you* + infinitive.

a customer to a tailor
I'd like you to shorten these pants about an inch.

1. a dentist to a patient
2. a therapist to a client
3. a lawyer to a witness
4. a manager to a salesperson
5. a father to a teenage son
6. a photographer to a person being photographed

H. Circle the correct verb forms. Sometimes both the gerund and the infinitive forms are correct.

1. We enjoy (watching / to watch) silly game shows.
2. Did you agree (helping / to help) her plan the dinner?
3. After working for the company for 8 years, he's finally decided (getting / to get) a different job.
4. The gardener is going to quit (using / to use) pesticides on his vegetables.
5. I'm only planning (staying / to stay) here for an hour or two.
6. I avoid (buying / to buy) products that have a lot of packaging.
7. When did you start (noticing / to notice) the symptoms?
8. My supermarket just stopped (using / to use) plastic bags.
9. After winning the grand prize in racing, he needed (learning / to learn) to relax and take it easy.
10. I keep (having / to have) a dream about taking an exam that I'm not prepared for!

I. Look at the pictures. Write short paragraphs about Dave and Jasim.
Use the verbs from the box + a gerund or infinitive.

avoid	enjoy	keep	plan
decide	intend	learn	prefer





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2 Reading

Before Reading

1. Has anyone ever played a trick on you? If so, explain what happened.
2. Have you ever played a trick on someone else? If so, explain what you did.

Can You Believe They Believed It?

In many countries around the world, the first day of April is a day for playing tricks and pulling pranks. Many of the most amusing and memorable tricks that have been played on this day have been perpetrated by the media.



Perhaps one of the funniest pranks to have ever been pulled off happened on April 1, 1957. On this day, a well-respected British news show called *Panorama* aired a segment focusing on a supposed spaghetti harvest in southern Switzerland! The anchorman explained that the mild winter had resulted in a huge spaghetti crop. As the anchorman gave details about the "spaghetti crop," video footage was shown of Swiss people pulling fresh, long strands of spaghetti off of "spaghetti trees" and putting them in baskets.

Convincing viewers wasn't very difficult. Apparently, this segment was realistic enough to fool a huge number of people. Hundreds of fascinated viewers called into the television station wanting to find out how they could grow their own spaghetti tree. They were told, "Place a sprig of spaghetti in a tin of tomato sauce and hope for the best." As one studio worker remembers, "The more people called, the harder we laughed."

Another nationally broadcast prank occurred in Sweden in 1962. At the time the country had only one television channel, and it broadcast in black and white. The station had their technical expert announce to the viewers that a new technology had been created. Astonished viewers listened as he explained that this technology would make it possible to see color images on their black and white television sets. Accomplishing this was easy, he assured the audience. He explained that all that viewers needed to do to convert their black and white televisions to color was to pull a nylon stocking over the screen. He also advised moving one's head very carefully back and forth to see the best picture. Many viewers got excited, and thousands tried it. Today many Swedes still recall family members running around the house trying to find nylon stockings to place over their television set.



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Another remarkable prank was pulled by an Australian news program in 1975. On the program that evening it was announced that Australia would be converting to "metric time." It was explained that under metric time, there would be 100 seconds in a minute, 100 minutes in an hour, and 20 hours in a day. It was also explained that seconds would become *millidays*, minutes would become *centidays*, and hours would become *decidays*. The report had many convincing details, including an interview with South Australia's deputy premier and a shot of Adelaide's town hall clock, with its "new" 10-hour metric clock face. Many people fell for the trick. Some even got angry about it. One viewer was particularly irritated because, as he explained, he had just bought a new clock and thought that it was now useless.

Sometimes it seems the sillier the hoax, the more likely people are to fall for it! So the next time you hear something that sounds too silly to be true, look at your calendar and make sure that it isn't April first!

After Reading

A. Match the words to their synonyms.

1. _____ prank	**a.** trick
2. _____ supposed	**b.** practical joke
3. _____ memorable	**c.** be responsible for
4. _____ convert	**d.** apparent
5. _____ perpetrate	**e.** change
6. _____ hoax	**f.** significant
7. _____ footage	**g.** TV or film coverage

B. Answer the questions.

1. What do all of the tricks mentioned in the reading have in common?
2. What footage was shown on *Panorama* to support the spaghetti harvest trick?
3. What did the "technical expert" of Sweden's television station instruct viewers to do on April 1, 1962?
4. What trick did an Australian news program play in 1975?
5. What convincing details did the Australian news program use to support their claim?

Discussion

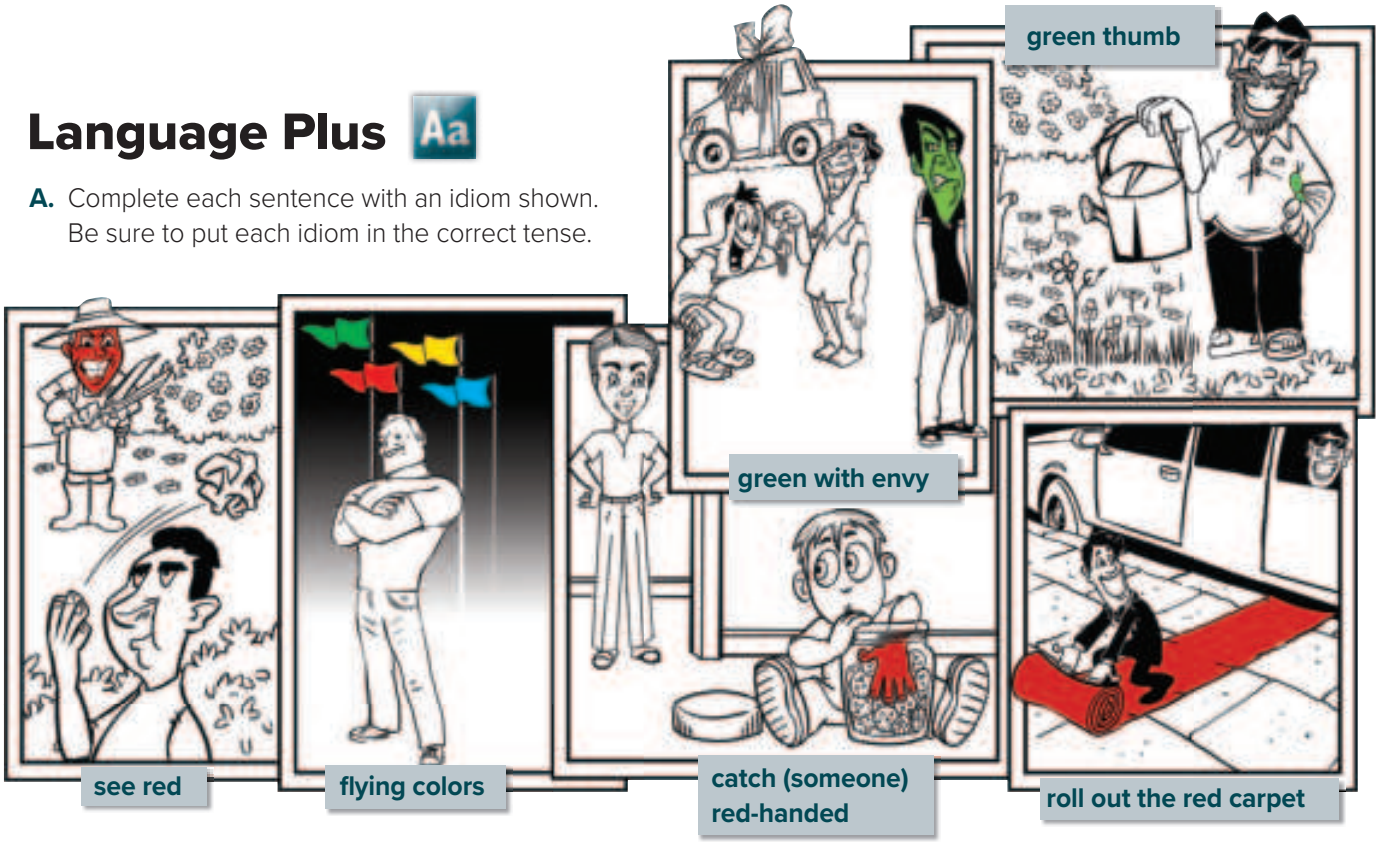
1. Is it OK to play tricks on people? Explain.
2. What kind of tricks do you think are all right to play?
3. What kind of tricks do you think should not be played?

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3 Language Plus

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



1. The thief was _____ with his hand still in the businessman's jacket pocket.
2. Look at my garden. No matter how hard I try, nothing grows. I guess I don't have a _____.
3. When I found out that my sister had taken my cell phone without my permission and then lost it, I _____.
4. When our grandparents came to visit, we took them to all the best restaurants in town. We really _____.
5. I passed the test in every subject with _____.
6. He has my dream job. I was _____ when he first told me about it.

4 Writing

Tools for Writing: Common Errors with Prepositions

Verbs that are followed by a certain preposition in English may be followed by a different preposition or no preposition at all in your language. In order to make sure your writing is grammatically correct, it is important to learn which verbs are used with which prepositions in English. Study the following verbs + prepositions.

look for
Can you help me **look for** my keys?
NOT: ~~Can you help me look my keys?~~

ask for
We need to **ask for** some help.
NOT: ~~We need to ask help.~~

depend on
We may not go. It **depends on** the weather.
NOT: ~~It depends of the weather.~~

smile at
My mother was so proud. She kept **smiling at** me.
NOT: ~~She kept smiling of me.~~

remind of
She **reminds** me **of** my grandmother.
NOT: ~~She reminds me my grandmother.~~

congratulate on
She **congratulated** him **on** the new job.
Not: ~~She congratulated him by his new job.~~

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Writing Prompt

Write an expository essay about what different colors, symbols, customs, or gestures mean in your culture. Say what you think this shows about your culture. Include grammar points from Units 5–8.

In an expository essay, the writer explains, describes, or gives information about a subject.

Write Your Expository Essay

1. Decide whether you will write about colors, symbols, customs, or gestures in your culture. What do you think these show about your culture? This will be your topic sentence.
2. Use a chart to organize your ideas. Write your topic sentence in the center circle. Then write ideas which support this topic sentence in the surrounding circles.
3. Write a draft of your expository essay.
4. Have a partner read and comment on your draft. Use your partner's comments and suggestions to revise your essay.

Developing Your Writing: Body Paragraphs that Support the Topic Sentence

The paragraphs of an essay between the introduction and conclusion are called the *body* of the essay. Each body paragraph must have one main idea, as well as examples, definitions, facts, or statistics which support that main idea. The main idea of each body paragraph must relate to and support the topic sentence in the introduction.

As you write the body of your essay, ask yourself:

- Does each paragraph have one main idea?
- Is this main idea supported by examples, definitions, facts, and/or statistics?
- Does each paragraph support the topic sentence in the introduction?



Customs and Gestures in Korean Culture

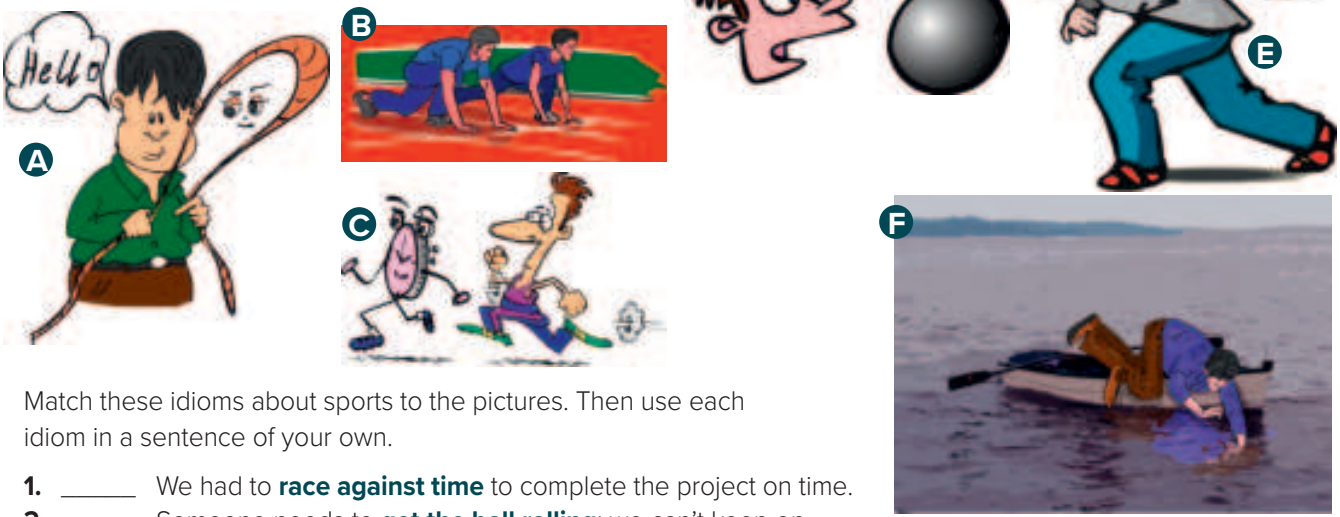
To understand the perspective of Korean people, it is important to understand their customs and gestures. I believe that Korean customs and gestures show that the Korean culture is quite traditional and conservative.

One aspect of Korean culture that is traditional and conservative is greeting people. Korean people usually bow when they meet one another. When Koreans are introduced to someone for the first time, they generally do not smile. Smiling is reserved for informal occasions. Koreans also consider staring impolite. We prefer to make only brief eye contact. When meeting a Korean person, I suggest you avoid looking into his/her eyes for more than a moment or two...

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5 Language Plus



Match these idioms about sports to the pictures. Then use each idiom in a sentence of your own.

1. _____ We had to **race against time** to complete the project on time.
2. _____ Someone needs to **get the ball rolling**; we can't keep on talking about things and not take action.
3. _____ You'd better ask Andy about how to get some stationery, he **knows the ropes**.
4. _____ You need to **keep your eye on the ball** if you want things to run smoothly.
5. _____ Having worked through the night we found out that the subject had changed so we had to **start from scratch** and make a new poster.
6. _____ In her attempt to do the best she could, she **went overboard** and invited far too many guests to the wedding.

6 Writing

Tools for Writing: Avoiding Wordy Sentences

Wordy sentences can make it difficult for readers to understand your meaning. Try to write clear and direct sentences so that your ideas are easy to follow.

Avoid unnecessary repetition of words or ideas.

Wordy: All the clothes in her wardrobe are quirky and unusual.
Revised: Her wardrobe is quirky.

Delete unnecessary words and replace wordy phrases with more concise words.

Wordy: In spite of the fact that they don't have much in common, they still seem to get along.
Revised: Although they do not have much in common, they still get along.

Wordy Phrase	Replace With
The reason...is that	Because
An example is	For example
In order to	To
In the event that	If
In spite of	Although
Due to the fact that	Because

Wordy Phrase	Replace With
At the present time	Now
As a matter of fact	In fact
I think / I believe	(nothing)
In my opinion	(nothing)
In conclusion	(nothing)
The reason why	(nothing)

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Writing Prompt

Write about a hoax. Explain the effect the hoax had. Include grammar points from Units 5–8.

Write Your Essay

1. Decide on the hoax you will write about.
2. Use a cause-and-effect chart to organize your ideas. Remember that a *cause* is something that makes something else happen. An *effect* is something that results from an action.
3. Write a draft of your essay.
4. Have a partner read and comment on your draft. Use your partner's comments to revise your essay.

Cause →	Effect

Developing Your Writing: Transition Words

Transition words help organize your writing. They help tie ideas and sentences together to create smoother transitions, so that readers can follow the events and ideas more easily.

Time Transition Words

afterward	before	finally	suddenly
as soon as	during	next	then

Cause and Effect Transition Words

because of	due to	since
as a result	if ... then	therefore

Comparison Transition Words

another way as	in the same way	one way
	likewise	similarly

Contrast Transition Words

although	nevertheless	still
however	otherwise	yet

The Man Who Thought He Had Inherited 12 Million Dollars

Martin received an email claiming that he had inherited a huge sum of money from a bank in an African country. The letter said that a wealthy relative had died and had left him all the money. The letter asked him to send all his details and bank account number to the address enclosed and he would be told how he could get the money.

Martin's dream was to be rich and be able to buy a lot of expensive things. So he...

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MEGA GOAL 2 WORKBOOK

MANUEL DOS SANTOS
JILL KOREY O'SULLIVAN
ELI GHAZEL - DANAE KOZANOGLOU

Mc Graw Hill

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MegaGoal 2 Workbook

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5 Working 9 to 5

Term 2

A Match the job titles with the job descriptions.

1. _____ zoologist	**a.** This is a special kind of doctor that operates on sick or injured people.
2. _____ race car driver	**b.** This person writes the plots and scripts for TV and films.
3. _____ screen writer	**c.** This person is involved in the study and care of animals.
4. _____ social worker	**d.** This is a doctor for animals.
5. _____ surgeon	**e.** This person drives fast cars in contests.
6. _____ veterinarian	**f.** This is someone who helps people in need, such as the poor or disabled.

B Read the conversation between a college student and a career advisor. Write the missing words from the box.

appreciated	**entail**	**income**	**satisfaction**
cooperate	**entire**	**respectful**	**status**

Mr. Canon: So, Khaled, what kind of job are you interested in getting after college?

Khaled: Actually, I'm not sure. That's why I'm here. I know I want to have a lot of job **(1)** _____.

Mr. Canon: Yes, well, it is important to like your job. What kind of **(2)** _____ do you hope to earn?

Khaled: Well, I mostly just want to be sure that I have enough money to live on. What's more important to me is that I feel **(3)** _____. I need to know that people are grateful for what I do.

Mr. Canon: I see. And what about working with others? Do any of your classes **(4)** _____ groupwork?

Khaled: Oh, yes, a lot of them do. In fact, my **(5)** _____ senior seminar grade is based on a group project.

Mr. Canon: Wow—the whole thing?

Khaled: Yeah, but I don't mind. I **(6)** _____ well with others when I'm in a group. We always get along well. I try to be **(7)** _____ when working with other people.

Mr. Canon: Well, it's important to be polite and show consideration. Oh, one more thing...

Khaled: Sure.

Mr. Canon: What's your current employment **(8)** _____?

Khaled: Well, I have a part-time job at the library.

Mr. Canon: OK, that's great. I'm going to have you take a test now that will tell us about what types of careers might be good for you.

Khaled: That sounds great! Thanks!

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C What advice would people in these professions give? Finish the sentences.

Dentist: "It is important that you *brush your teeth every day* **."**

1. Veterinarian: "It is important that your cat _____."
2. Teacher: "I want you _____."
3. Police officer: "I recommend that you _____."
4. Photographer: "I'd like you _____."
5. Politician: "It is essential that the people of our country _____."
6. Firefighter: "It is imperative that kids _____."
7. Postal worker: "I suggest that you _____."
8. Pilot: "It is important that everybody _____."

D Read the advice on interviewing. Rewrite the sentences in the subjunctive.

Be on time.

It is essential that you be on time.

1. Bring your résumé.

_____

2. Dress nicely.

_____

3. Make eye contact.

_____

4. Shake the interviewer's hand.

_____

5. Sit up straight.

_____

6. Use a confident voice.

_____

7. Answer all of the questions.

_____

8. Ask them questions, too.

_____

9. Write a thank-you note afterwards.

_____

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E Correct the error in each sentence.

How to Write a Good Résumé

that
It is important you write your name at the top.

1. I recommend you that put your educational background on it.

2. It is necessary to gives your phone number.

3. I suggest you to give your email address, too.

4. It is essential that list your work experience.

5. It is imperative that you are clear and concise.

6. I recommend that you talks about your skills.

7. It is important you include a list of references at the end.

8. I want that you call me if you have any questions.

F Look at the job titles. Write subjunctive sentences about the qualifications and qualities people need to have for each job.

Salesperson: *It is essential that they like working with people.*

1. Tailor: _____

2. Doctor: _____

3. Chef: _____

4. Hairdresser: _____

5. Accountant: _____

6. Farmer: _____

7. Babysitter: _____

8. Firefighter: _____

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G Write four common sentences that people in each profession say. Be sure to use the subjunctive or ***I'd like you*** + infinitive or ***I want you*** + infinitive.



Police Officer

1. *It is essential that you stop at stop signs.*

I'd like you to not drive too fast.

a. _____

b. _____



Dentist

2. a. _____

b. _____

c. _____

d. _____



Flight Attendant

3. a. _____

b. _____

c. _____

d. _____

H Complete the conversations with the words from the box.

cover	**in a bind**	**keep it to yourself**	**take off**
~~**help me out**~~	**jumped ship**	**No kidding**	**Will do**

A: Hey, Bob. Can you *help me out* **?**

B: Of course. What do you need?

1. A: Could you _____?

B: Absolutely. I never talk about people's private business.

2. A: Did you hear that Imad _____?

B: He did? Where is he going to work now?

3. A: I'm going to _____ now.

B: OK. See you later!

4. A: What's wrong?

B: I'm _____.

5. A: Now make sure you call me when you get there.

B: _____.

6. A: Do you want to go out on Saturday?

B: Well, I'm supposed to work, but I can try to get someone to _____ for me.

7. A: Did you hear? I got a job!

B: _____? Congratulations!

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I READING

Read the article. Then answer ***true*** or ***false***.

What Makes People Successful?

Who do you think is the most successful person you know? Who do you think is the least successful?

In order to answer these questions, we first need to define success. Everyone has a different definition of what makes someone successful or not. Many of us place great value on performance, on achievements, or on reaching various goals. Others associate success with material goods, measuring it by how much one can acquire. Others measure success by how much they can contribute to the well-being of their families, or to the community and society in general. There are many other definitions, but arguably, most people associate it with becoming rich, famous, and respected at work. Yet, it doesn't have to be that way. Being successful could mean simply being satisfied with oneself and one's career. For many people, a successful person is someone who feels that his or her work and life in general offer an exceptionally high degree of satisfaction.

But how does one get from here to there? How does one reach this feeling of satisfaction with life and career? It seems that successful people consistently do two things:

- They use their natural abilities in their work.
- They set career and life goals.

In other words, successful people choose careers where they can use their natural abilities, or do what comes naturally to them. For example, successful teachers are people who instinctively know how to help people learn, and the best doctors are those who know how to listen to people. Successful people know where they are starting from, and what direction they want to give their lives and careers, even if it is something as simple and wonderful as raising a happy family.

What are your natural abilities? What are your career and life goals? If you can answer these questions, you are on your way to achieving success.

1. _____ There is a general consensus on the definition of success.

2. _____ A lot of people think that you are successful if you are rich and famous.

3. _____ Successful people choose careers that match their skills.

4. _____ Successful people don't plan their lives.

5. _____ Doing what comes naturally to you helps make you successful.

6. _____ Raising a happy family is not enough to be considered successful.

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J Match jobs and sentences. Some of the sentences can be used for more than one profession. Then write one more sentence about necessary characteristics or qualifications for each job.

~~**construction engineers**~~	**accountants**	**medical doctors**	**architects**	**teachers**
flight attendants	**TV presenters**	**consultants**	**photographers**	**reporters**

1. *construction engineers*

It is essential that they like working outdoors.

It is important that they are good at supervising building projects.

2. _____

It is important that they double-check every figure.

_____

3. _____

They need to invest a lot of time, hard work, and study to succeed.

_____

4. _____

It is imperative that they be good at designing buildings.

_____

5. _____

Parents want them to be creative, friendly, and effective.

_____

6. _____

Passengers expect them to be polite and helpful.

_____

7. _____

Viewers want them to be informative and entertaining.

_____

8. _____

It is necessary that they listen to people and help them make decisions.

_____

9. _____

It is essential that they have artistic talent and appropriate training.

_____

10. _____

We expect them to inform us of what is happening in the world.

_____

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K Look at the picture. Write the headings and information you will need to give when you apply for a job. Write the questions that you would ask a person applying for a job if you were the boss.



Information Required on An Application Form

1. _____

2. _____

3. _____

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L WRITING

My Career and Life Goals

1. What are your career and life goals? Write notes in the chart.

Things I'm good at	Things I'd like to do in the next 1–2 years	Things I'd like to do in the next 7–10 years

2. Now write an essay about your career and life goals. Answer the following questions:

- What are your natural abilities?
- What are your short-term goals? (next 1–2 years)
- What are your long-term goals? (next 7–10 years)

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M Write the question tags.

1. It was a part-time job, _____ ?
2. He works in a bank, _____ ?
3. You are not going to resign from your job _____ ?
4. They took over the company, _____ ?
5. There's a new manager in charge, _____ ?
6. We won't have another meeting today, _____ ?

N Write requests for the situations. Use ***can, could*** or ***would***.

You must speak to the manager.

Excuse me, could I speak to the manager?

1. You want to apply for a job. You don't have an application form.

_____

2. You're tired. You want to have a short break.

_____

3. You don't know where the manager's office is?

_____

4. You want to know your customer's address, and phone number.

_____

5. You need to send a text, but you don't have a cell phone.

_____

O Choose the appropriate sentence or expression for a polite answer.

1. Will you help me with my résumé?
   a. Why should I? **b.** Certainly. **c.** Are you serious?
2. I don't understand these instructions.
   a. So figure it out. **b.** Can't you read? **c.** I'll help you.
3. Would you let me see those files?
   a. Not now. I'm busy. **b.** They're mine. **c.** Sure.
4. Could you turn off your smartphone?
   a. Of course. **b.** I'm online. **c.** No way!
5. Would you mind telling me where the post office is?
   a. No, it's too far. **b.** Yes, I'm busy. **c.** Sure. Straight down this road.
6. I'm sorry. I got held up in traffic.
   a. Oh, come on! **b.** That's all right. **c.** As usual.
7. Can you write down your contact details, please?
   a. Get up and get them. **b.** No. **c.** Here you are.
8. Let me carry that box for you.
   a. That's very kind of you. **b.** Not likely. **c.** Why?

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P Complete the sentences with the correct form of ***have to,*** or ***must***. Sometimes more than one answer is possible.



1. Adel _____ pack grocery bags because the customers pack their own.
2. He _____ hang out with his friends now.
3. He _____ be patient with his customers.
4. The customer _____ pay for his groceries.
5. He _____ go shopping without any cash.
6. The people in line will _____ wait a long time.
7. The mother _____ be responsible for her child.
8. The man with the watch _____ be late for his appointment.

Q Complete the sentences. Use ***had to, didn't have to, needed to, needn't,*** or ***didn't need to***. Sometimes more than one answer is possible.

1. Look at all those books! Bob _____ lift them all at once.
2. Rana _____ finish her assignment because it was already overdue.
3. They _____ go to work yesterday. It was Friday.
4. You _____ park your car. The attendant will do it.
5. I _____ write a report, so I didn't hang out with my friends yesterday.
6. We _____ take an early flight. Our meeting is at 3 p.m.
7. The children _____ eat breakfast quickly to catch the school bus.
8. Mother _____ cook tonight because we're going out for dinner.
9. I _____ wait long for the bus this morning. It was on time today.
10. We _____ pack any towels for the trip. The hotel provided everything.



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6 Going Green

A Write the words from the box next to their definitions.

conserve	**efficient**	**plastic**	**tap water**
consumption	**~~organic~~**	**recycle**	**thermostat**
crank up	**pesticides**	**source**	

This is when food and plants are grown without chemicals. _organic_

1. This is the water that you get right out of the sink. _____
2. This is what we do when we turn something up, like the heat or the volume on our radio. _____
3. These are chemicals that farmers use to keep bugs and animals away from the fruits and vegetables they grow. _____
4. This is the gauge that controls the temperature of our heat, air conditioning, or hot water heater. _____
5. This is when we try to save something by only using a little of it. We usually do this because there is a limited supply of it and we don't want to waste it. _____
6. This is a synthetic material that we use in place of metal and wood. It's light and difficult to break. _____
7. This is the act of using something, or the amount that we use of something. _____
8. This is where something comes from; the origin. _____
9. This is how we describe something that is productive or economical. _____
10. This is when we make something new out of old material. _____

B Answer the questions.

1. Why do farmers use pesticides? What is one problem with using pesticides to grow food? _____
2. What can you crank up? _____
3. What are some things that are commonly made of plastic? _____ _____
4. What things do you or your family recycle? _____
5. Why do most people want cars that are fuel efficient? _____ _____

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C Read the letter. Circle the gerunds.

Dear Editor,

I am writing because I have a concern about our community and our environment. I have been living in this town for three years now. I love (living) here because most people are interested in protecting the environment. However, I have noticed that when I go shopping, most people have been using the plastic bags that the store provides. I quit using those years ago because they are damaging our planet. I can't stand seeing people who say they care about the environment using them. I recommend buying three or four canvas bags at the store and using them every time you go shopping. I advise keeping them in the car or near your front door so that you remember to take them when you go to the store. By making small changes, I think we can make a big difference to our world.

Thank you,

Bagging Betty

D Write the verbs in the correct column of the chart.

agree	**continue**	**hate**	**love**	**prefer**	**start**
can't stand	**decide**	**imagine**	**offer**	**promise**	**suggest**
~~**consider**~~	**finish**	**keep**	**plan**	**recommend**	**want**

Can only be followed by a gerund	Can be followed by either a gerund or an infinitive	Can only be followed by an infinitive
consider		

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E Write the verb in either its gerund or infinitive form.

Jasim decided _to ride_ **(ride) his bike as much as possible.**

1. The Smiths are considering _____ (get) solar panels.
2. We quit _____ (water) our yard during the summer.
3. Mohammed is planning _____ (get) a hybrid car next year.
4. I advise _____ (separate) your paper and glass recycling.
5. The government wants us _____ (conserve) energy.
6. I expect _____ (have) a low energy bill this month.
7. Sara just finished _____ (insulate) her hot water heater.
8. We agreed _____ (eat) only locally grown vegetables this summer.

F Look at the pictures. Write three sentences that you think each person would say. Be sure to use a verb followed by a gerund or infinitive.



1. Ahmed

a. _I love growing my own vegetables._

b. _____

c. _____



2. Khaled

a. _____

b. _____

c. _____



3. Abdullah

a. _____

b. _____

c. _____

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G Write a sentence using each verb followed by a gerund or an infinitive. If the verb can only be followed by either a gerund or an infinitive, then write only one sentence. If the verb can be followed by both a gerund and an infinitive, then write two sentences.

hate *I hate using a lot of water.*
I hate to use a lot of water.

1. begin _____

_____

2. decide _____

_____

3. prefer _____

_____

4. expect _____

_____

5. quit _____

_____

H Complete the conversation with the words and phrases from the box.

a hassle	**a piece of cake**	**I guess**	**~~Whoops~~**
a no-brainer	**chuck**	**lame**	

Andrea: *Whoops*! I left my water bottle inside. I'll be right back.

Elizabeth: Oh, wait! I have bottles of water right here! You can have one of these.

Andrea: Actually, I try not to drink out of plastic bottles.

Elizabeth: Really? It seems like such **(1)** _____ to always have to carry that stainless steel bottle around with you.

Andrea: Actually, it's **(2)** _____. You're always carrying around the plastic ones.

Elizabeth: True. But if I get tired of carrying it, I can always **(3)** _____ it. Anyway, I usually recycle them.

Andrea: Well, that's a good start, but don't you think it's **(4)** _____ to use the energy to recycle plastic bottles when it's so easy to just reuse the same one over and over?

Elizabeth: **(5)** _____. It still seems like I'm doing something since I at least recycle them most of the time.

Andrea: Anyway, plastic bottles are bad for your health.

Elizabeth: Really?

Andrea: Yeah. The chemicals from the plastic can get into the water and cause health problems.

Elizabeth: Hmmm...well, in that case, it sounds like **(6)** _____. Want to help me pick out a stainless steel water bottle?

Andrea: Sure!

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I READING

Read the article and answer the questions.

Buying Locally Grown

Eating organic fruits and vegetables is one way to help our planet since it does not involve spraying harmful pesticides and herbicides into the environment. However, there are many people who say that eating organic isn't enough, and that it's more important to eat locally grown fruits and vegetables. The organic produce that you find in your grocery store is often shipped halfway around the world. This means that it is both creating air pollution, and that it's a few days old by the time it gets to the store. Locally grown produce is better because it does not contribute to pollution. Also it's the freshest possible, so you get the full amount of its vitamins and nutrients.

Community Supported Agriculture (CSA):

One way to get locally grown produce is to become a member of a Community Supported Agriculture (CSA). A CSA is of a group of individual people who promise to support a farm. This way, the farmland becomes the community's farm, with both the farmers and the consumers sharing benefits and risks. Community Supported Agriculture began in the early 1960s in Europe and Japan as an answer to concerns about food safety and the urbanization of farm land. Over the last 20 years in the U.S., CSAs have become a popular way for people to buy local, seasonal food directly from a farmer.

How a CSA works:

A farmer offers a certain number of "shares" to the public. The share is usually made up of a bag of vegetables. People who are interested in becoming members buy a share before the farming season begins. Then, once the season begins, they get a box of seasonal produce each week throughout the farming season (usually about 20 weeks long). This arrangement creates many advantages for the farmers and the consumers.

Advantages for farmers	Advantages for consumers
• They get to spend time selling the food early in the year when they aren't as busy. • They get paid early in the season, which helps with the farm's cash flow. • They have an opportunity to get to know the people who eat the food they grow.	• They get to eat the freshest produce possible. • They get to learn about new vegetables and new ways of cooking. • They get to know the farmer who grows their food and learn more about how food is grown. • They are contributing to the locally grown movement, thus not creating more pollution by having food shipped.

1. One problem with organic fruits and vegetables is that _____.
a. they're grown with pesticides **b.** they're often shipped from far away

2. *Produce* probably means _____.
a. fruits and vegetables **b.** farm animals and meat

3. CSAs began in the 1960s in _____.
a. Europe and Japan **b.** the U.S.

4. A share of the farm is _____.
a. vegetables that you buy at the market every week
b. a bag of vegetables that you buy before the growing season, but pick up every week

5. One benefit of a CSA for both farmers and consumers is that they get to _____.
a. know each other **b.** learn about new vegetables and new ways of cooking

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J Answer the questions. Write sentences.

1. Why are products packaged in a particular way? Think of examples.

_____

2. Is packaging used to preserve food products?

_____

3. Is it used to promote products?

_____

4. Why do people who live off the grid avoid buying packaged goods?

_____

5. Think of products that have multiple packaging, e.g. plastic wrappers as well as a paper box.

What do you do with the packaging? Do you think it's necessary? Why? Why not?

_____

K Consider the type of packaging that is used for different products and write which is environmentally friendly and which is harmful to the environment.

Paper cartons, e.g. in cartons of milk	
Plastic containers or bottles, e.g. orange juice, oil, shampoo	
Glass bottles or jars, e.g. jam, perfume, spices	
Cellophane bags or wrapping, e.g. chocolates, candy	
Paper packaging, e.g. rice, pasta, cookies	
Paper and plastic, e.g. batteries, gadgets	
Cloth bags and wrappers, e.g. scarves, slippers, jewelry	

Can we recycle/reuse some of the packaging? If so, how?

_____

_____

_____

_____

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L Look at the picture. Take notes on the things and people (nouns) you can see and what is happening (verbs). Write words to describe the picture (adjectives). Write sentences to tell people how they can go greener.



Nouns	Verbs	Adjectives

1. _____

2. _____

3. _____

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M WRITING

Where does your food come from?

1. Take notes on everything you eat in a day. Write down where you (or your friend, family member, or restaurant) bought it and where it was grown or produced. If it came in a package, look at where the package came from. If it is a fresh food like fruits and vegetables, look for a sticker or sign that says where it was grown.

	Food you ate	Where you bought it	Where it was grown or made
Fruits and Vegetables			
Milk and Dairy			
Meat, Poultry, and Fish			
Grains and Breads			
Snacks			
Other			

2. Write about where your food comes from and how this might have an impact on the environment. Explain ways that you could buy more locally grown and made foods.

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N Complete the sentences with the words in parentheses. Use the simple present or present progressive.

1. Trees _____ (grow) more quickly in cooler climates than in the desert.
2. Scientists say that the world's climate _____ (change) rapidly.
3. Planet Earth _____ (go) round the sun.
4. Farmers _____ (work) long hours in all parts of the world these days.
5. Governments _____ (consider) measures to limit overfishing.
6. How _____ (he/know) which type of fuel is the greenest?
7. The polar ice caps _____ (melt) at a dramatic rate.
8. The UAE _____ (not/have) a high level of rainfall.
9. We _____ (currently/research) ways of conserving water.
10. _____ (you/believe) that the oceans will cover Earth one day?

O Complete the sentences. Use the simple present and the present progressive of the verb in parentheses for the permanent or temporary situations.

1. Water _____ at 100°C, but don't touch it when it _____ . (boil)
2. Noura _____ English at school, and now she _____ for exams. (study)
3. At present the boys _____ with their uncle in Jeddah, but they usually _____ with their parents in Makkah. (live)
4. Air pollution _____ the oxygen levels these days, and this generally _____ our quality of life. (deplete)
5. The weather outlook _____ very favorable now, but we _____ at the long range forecast. (not look)



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P Complete the sentences about facts. Use the simple present or ***will*** in the second clause.

1. If you _____ (heat) ice, it _____ (melt).
2. If they _____ (replant) the forest, it _____ (take) several years to grow again.
3. The city's atmosphere _____ (not improve) if we _____ (not stop) burning fossil fuels.
4. If we _____ (install) photovoltaic panels, _____ we _____ (cut) our fuel costs?
5. If you _____ (not water) plants, they _____ (not grow).
6. The ranger _____ (ask) you to leave if you _____ (not obey) the park rules.
7. If we _____ (teach) children in school about green issues, they _____ (treat) the environment with more respect.
8. The consequences _____ (be) disastrous if we _____ (not reduce) carbon emissions.



Q Complete the sentences to say what will/might happen in the following situations. Use your own ideas.

1. If we don't find alternative sources of energy, _____ .
2. If we develop more efficient farming methods, _____ .
3. If we keep our town streets clean, _____ .
4. If we limit the fish industry, _____ .
5. If we stop using plastic bags, _____ .
6. If we all work together, _____ .
7. Your idea: _____
8. Your idea: _____



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7 There's No Place Like Home

A Write the missing letters.

1. a ____ m ____ s p ____ ____ r e

2. ____ o ____ a l t ____

3. c ____ l t ____ v ____ t e

4. s o ____ r o ____

5. p ____ ____ e n t ____ a l

6. ____ o r ____

7. c o ____ f ____ r ____

8. s ____ e ____ t ____ r

B Write the words from exercise **A** next to the correct definitions below.

1. _____: possibility

2. _____: faithfulness and devotion

3. _____: sadness

4. _____: a house or structure that keeps you safe from outside

5. _____: to improve or develop by study or training

6. _____: a positive feeling of peace and familiarity

7. _____: old and used

8. _____: the tone or mood of a place

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C Number the adjectives in the correct order.

2 1

My friend Pablo lives in an (old / unique) house. It has a **(1)** (wooden / heavy) door and **(2)** (giant / old) windows. The kitchen has **(3)** (Mexican / expensive / ceramic) tiles on the floor and **(4)** (beautiful / wooden / Spanish) cabinets. There is a **(5)** (blue / big) couch in the living room. The couch is covered in **(6)** (Indian / silk / fancy) pillows. On the floor there is an **(7)** (Egyptian / enormous / multicolored) carpet. The bedrooms have **(8)** (small / old-fashioned) closets, but the **(9)** (wooden / tall / impressive) beds make up for it.

D Write a sentence for each picture. Use two or three adjectives in each sentence.







I saw a big, old, wooden barn in the countryside.

1. _____

2. _____

3. _____

4. _____





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E Insert ***too*** or ***enough*** into the correct place in each sentence.

This house is *too* **big. (too)**

1. You're driving quickly. (enough)
2. They have bathrooms for everybody. (enough)
3. I'm not rich to buy that house. (enough)
4. You're walking slowly. (too)
5. That couch isn't big. (enough)
6. You're short to play basketball. (too)

F Write a sentence that has the same meaning. Use ***too*** or ***enough***.

too	enough
She isn't too young.	*She's old enough.*
She's too short.	**1.** _____
2. _____	The car isn't new enough.
The Internet is running too slowly.	**3.** _____
4. _____	The dress isn't large enough.
It's too expensive.	**5.** _____
6. _____	He isn't driving carefully enough.
The test is too difficult.	**7.** _____
8. _____	That film isn't interesting enough.

G Write sentences using ***too*** or ***enough*** with the following words.

new: *This house isn't new enough.*

1. small: _____
2. old: _____
3. quickly: _____
4. difficult: _____
5. boring: _____
6. time: _____
7. quietly: _____
8. fancy: _____

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H Correct the error in each sentence.

The kitchen in that house is not ~~enough~~ big. *enough*

1. He was to late to get on the airplane.
2. Do you have time enough to go to the store?
3. His friend bought him a new, modern, big watch.
4. There is a Korean little boy at the front door.
5. Ahmed is not enough fast to win the race.
6. We had a Indian, delicious, big feast for dinner last night.
7. He can't go on the roller coaster. He's young enough.
8. Wagner drives a old, little, cheap car.

I Complete the conversation with the words and phrases from the box.

an arm and a leg	**grand**	**megabucks**	**reality check**
~~Cool~~	**hold on**	**out of touch**	**tiny**

Dad: Did you see that the Johnsons' house is for sale?

Son: _____*Cool*_____. I've always loved that house!

Dad: I know, but **(1)** _____. Don't get too excited.

Son: OK. Why?

Dad: They're asking **(2)** _____ for it.

Son: Really? How much?

Dad: Over $500 **(3)** _____.

Son: For that **(4)** _____, old house? That's **(5)** _____! We can't afford that!

Dad: I know. They need a **(6)** _____.

Son: That's true. They must be **(7)** _____ if they think that anybody will pay that much.

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J READING

Read the article about the White House. Then answer ***true*** or ***false***.



The White House is the official residence and main workplace of the President of the United States. It is in Washington, D.C., and was built between 1792 and 1800. The White House has four stories—the Ground Floor, State Floor, Second Floor, and Third Floor, plus a two-story basement. Today, the White House Complex includes the Executive Residence (where the president and his family live), the West Wing (the location of the Oval Office), the East Wing, and the Old Executive Office Building, which houses the executive offices of the President and Vice President.

There are many famous rooms in the White House. The Entrance Hall is the primary and formal entrance. It is located on the State Floor, and is entered from Pennsylvania Avenue. It opens to the Grand Staircase, which connects the State Floor to the Second Floor of the building. There are three state parlors on the State Floor of the White House: The Green Room, The Blue Room, and the Red Room. They are each decorated in shades of their respective color and have been used for small receptions, and teas.

The East Room is the largest room in the White House. It is used for entertainment, press conferences, ceremonies, and occasionally for a large dinner. The White House's oldest possession, a portrait of George Washington that was painted in 1797, hangs in the East Room next to a portrait of his wife, Martha Washington, which was painted in 1878.

The State Dining Room is the larger of two dining rooms on the State Floor of the White House. It is used for receptions, luncheons, and larger formal dinners. The room seats 140 guests. The Family Dining Room is also located on the State Floor. The room is used for smaller and more private meals than those served in the State Dining Room. Today the president uses the Family Dining Room less for family and more for working lunches and small dinners. Family dinners are usually served on the second floor in the President's Dining Room.

true **The U.S. President lives and works at the White House.**

1. _____ The White House was built 100 years ago.

2. _____ The Oval Office is in the West Wing.

3. _____ You can only enter the White House through the Entrance Hall.

4. _____ The Green Room is decorated in green.

5. _____ The portrait of Martha Washington was probably painted after she had died.

6. _____ The president's family usually eats dinner in the Family Dining Room.

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K Read the texts and answer the questions.

Minaret of Jam, Afghanistan

The Minaret of Jam stands in a remote valley, surrounded by barren mountains. It was built in the 12th century and it is the only well-preserved building of the period. It is 65 meters tall and was built with baked-bricks. The circular minaret, which rests on an octagonal base, had two wooden balconies and a lantern at the top.

The minaret is famous for its intricate decoration of calligraphy etched in stucco and glazed turquoise ceramics. It was nominated Afghanistan's first World Heritage Site in 2002.

Salwa Palace, KSA

Salwa Palace is the largest palace in the historical at-Turaif district of ad-Dir'iyah. It was the first palace built by Imam Abdulaziz bin Muhammad bin Saud in 1766. His successors later added to the complex, which includes 7 main units, a mosque, an audience hall, a treasury, and a well, which cover some 10,000 m^2.

Salwa Palace is a unique example of Najdi architecture and illustrates the ingenious use of adobe, not only as a material suited for the extreme desert climate, but as a means to create beautiful geometric designs. At-Turaif was inscribed on the World Heritage List in 2010. It has been restored to a large extent, and it has the potential to become one of the biggest living heritage museums in the world.

Burj Khalifa, UAE

Burj Khalifa in Dubai, at 828 meters, is the tallest building in the world, topping the previous record holder, Taipei 101, by 319 meters. It is also called "the Needle" because of its top section that gets as thin as a needle as it tapers to the top.

The building took six years to complete and was officially opened in January 2010. It has 168 floors, which is the highest number in the world, but not all of them are large enough to use as residence or office space. The skyscraper accommodates more than 900 luxury apartments, 49 floors of offices, and a 7-star Armani Hotel with 160 rooms.

1. What is the shape of the Minaret of Jam? _____
2. What is special about the use of adobe at Salwa Palace? _____
   _____
3. How tall is Burj Khalifa, and why is it called "the Needle"? _____
   _____
4. Underline words in the texts that mean the following:
   a. far away
   b. without any plants
   c. a source of water
   d. clever and original
   e. become or make something narrower at one end
   f. have enough space for
5. Which building would you be interested in visiting? Why? _____
   _____

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MG_02_Combo_WB_TEXT_2024_p285-312.indd 290 2/5/24 10:49 AM

L Write as many words as you can to describe each part of the building (objects) in the picture. Then write sentences to describe the building using at least three adjectives in the correct order.



Objects	Describing words (adjectives)

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

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M WRITING

Write about a famous house in your country.

1. Before you write, make notes in the chart.

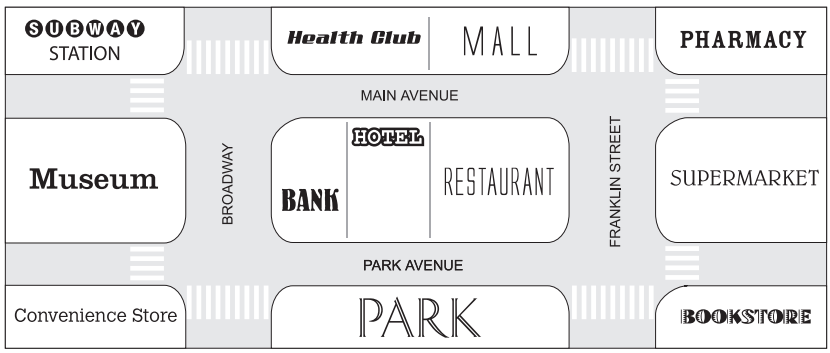
When was it built?	
Who lives there?	
What makes it famous?	
What does it look like on the outside?	
What does it look like on the inside?	
Are there any famous rooms?	

2. Now use your notes to help you write your essay.

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N Look at the map and read the conversation. Then answer the questions.



Tom: Excuse me. How do I get to the park?

John: Take the Number 20 bus. There's a bus stop over there. Get off at the Bookstore. The park is on the next block. You can't miss it.

Tom: Is it far from here?

John: No, it's about 15 minutes away.

Luis: No, no. Take the F line on the subway, and get off at Main Avenue Station. Walk down Broadway and take a left after the bank. The park is right across the street. Trust me. I live in that neighborhood.

Tom: Thanks a lot.

Luis: You're welcome.

1. Where is Tom going? _____.
2. What's the bus number to the park? _____.
3. How far away is the park? _____.
4. What's the subway line to the park? _____.

O Tom took the bus and missed his stop. He is now at the Mall. Write new directions and help Tom find the park.

_____

_____

_____

_____

_____

_____

_____

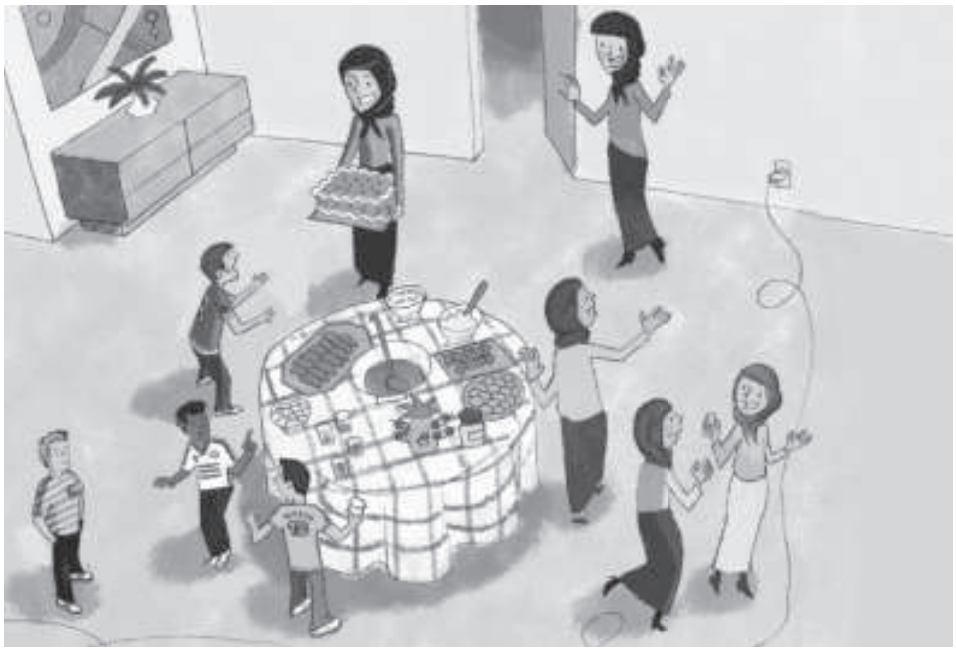
_____

_____ .

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P Look at the picture and read the conversations. Mark ***O*** for offers and ***R*** for requests.



1. Let me carry that for you. O
2. Will you tell Sarah to bring some snacks from the kitchen? _____
3. I'll tell her, and I'll get some napkins, too. _____
4. Can I borrow your cell phone? I need to make a quick call. _____

Q Read each story. Write the conversation.

1. Your younger sister wants a box of cookies from a high shelf in the kitchen. She can't get the box. You offer to get the cookies for her. Your sister accepts your offer.

   You: _____

   Sister: _____

2. Majid and Ahmed are eating dinner in a restaurant. The waiter brings the check. Majid quickly picks up the check. He wants to pay. Ahmed accepts his offer.

   Majid: _____

   Ahmed: _____

3. A family is moving into the apartment next door. The father of the family is carrying a heavy box. A friendly neighbor offers to help the father. The father refuses but thanks him for his offer.

   Neighbor: _____

   Father: _____

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8 The Sporting Life

A Match the words with the definitions.

___i___ **commemorate**	**a.** a circular award
1. _____ drop	**b.** a common bird that lives in cities
2. _____ marathon	**c.** began; came from
3. _____ medal	**d.** do something over and over in order to perfect it
4. _____ originated	**e.** quit; stop doing
5. _____ pigeon	**f.** brought back to life
6. _____ practice	**g.** a 26-mile (42 km) sporting event, usually running
7. _____ procession	**h.** a stick or handle with fire at the end
8. _____ revived	**i.** celebrate the memory of someone or something
9. _____ torch	**j.** a parade

B Answer the questions.

1. What's something that you practice?

_____

2. Do you know anyone who has run a marathon? How did the person get ready for it?

_____

3. What's something that originated from your country?

_____

4. What's one way to commemorate someone?

_____

5. Have you ever dropped something because you didn't like it? What?

_____

6. Where have you seen pigeons?

_____

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C Unscramble the sentences. They each have a gerund as a subject. Then check if you ***agree*** or ***disagree***.

	Agree	Disagree
in the ocean / is / swimming / difficult / .	☐	☐
Swimming in the ocean is difficult.		
1. good / is / roller skating / exercise / .	☐	☐
_____		
2. has / many benefits / team sports / playing / .	☐	☐
_____		
3. an important part / practicing / of playing a sport / is / .	☐	☐
_____		
4. takes / a lot of courage / car racing / .	☐	☐
_____		
5. is / playing sports / to stay in shape / a good way / .	☐	☐
_____		
6. easy / but it's a good form of exercise / is / walking / .	☐	☐
_____		
7. a lot of leg strength / requires / cycling / .	☐	☐
_____		
8. for learning a sport / not / is / missing practice / essential / .	☐	☐
_____		

D Finish the sentences with your own ideas and opinions.

Skiing *is dangerous*.

1. Playing tennis _____.

2. Skateboarding _____.

3. Golfing _____.

4. Surfing _____.

5. Playing football _____.

6. Scuba diving _____.

7. Running _____.

8. Ice-skating _____.

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E Write the superlative form of the adjective and the present perfect of the verb.

This is *the best* **(good) game I** *have seen* **(see) in a long time.**

1. _____ (hard) test I _____ (take) was in chemistry class.
2. _____ (long) run Binah _____ (take) was 10 kilometers.
3. What is _____ (scary) film you _____ (see / ever)?
4. That was _____ (sick) Bilal _____ (be).
5. What is _____ (bad) TV show you _____ (watch)?
6. Lance Armstrong is _____ (famous) cyclist there _____ (be / ever).
7. _____ (long) book I _____ (read / ever) was *War and Peace*.
8. What is _____ (exciting) sporting event you _____ (see / ever)?
9. This is _____ (tasty) meal I _____ (eat / ever).
10. That was _____ (strange) conversation Maya _____ (have / ever).

F Write sentences about your life. Use the superlative and the present perfect.

The smartest person: *My father is the smartest person I have ever known.*

1. The longest game: _____
2. The hardest sport: _____
3. The most interesting book: _____
4. The best dinner: _____
5. The easiest class: _____
6. The farthest place: _____
7. The most interesting person: _____
8. The best vacation: _____
9. The funniest person: _____
10. The most boring film: _____

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G Write a sentence about each picture. Use either a gerund as the subject or the superlative + present perfect.





1. _____ **3.** _____





2. _____ **4.** _____

H Complete the sentences with the words and phrases in the box.

down pat	guts	knocked their socks off	psyched	up for

1. My brother Tom is adventurous. He likes to try new things. Even if the sport is dangerous or difficult, he's willing to do it. He's _____ anything.

2. His favorite football team is Manchester United. Next month they are going to be playing in his city and he has tickets! He's _____!

3. Jasim is a gymnast. He has been practicing his routine on the parallel bars for months. He usually practices 5 times a week. Next week he has a gymnastics meet. He's not worried though, because he has his routine _____.

4. Andrew is the best speed skater I know. Last week he was in a competition, and won first place! He was so good. He really _____!

5. Don is an expert surfer. He has surfed all over the world—sometimes in extremely big waves! He knows he could drown or get attacked by sharks, but he's not scared. He has a lot of _____.

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I READING

Read the article and answer the questions.

The Boston Red Sox

Baseball, often called "America's Pastime," is considered by many to be the most popular sport in the U.S. One of the oldest and most famous baseball teams in the world is the Boston Red Sox. The club was founded in 1901, as one of eight teams in the American League. They were a dominant team in the new league—winning their first World Series in 1903. They won four more championships by 1918. Since 1912, the Red Sox's home ballpark has been Fenway Park.

The Sale Of The Bambino

While the first seventeen years in Red Sox history were successful, after the 1918 win, they went into one of the longest championship droughts in baseball history. In 1919, Red Sox owner Frazee sold famous slugger Babe Ruth, who had played the previous six seasons for the Red Sox, to the rival New York Yankees. Even though Ruth had just broken the single-season home run record, hitting 29 in 1919, Frazee sold him. Legend has it that Frazee did so in order to finance a Broadway play. Many people said that they would lose for 100 years because they had sold Babe Ruth, who was also known as the Bambino.

Evidence Of The Myth

Over the years, the Red Sox had many excellent players, but nonetheless, they were never able to win the World Series. They came closest in 1986, when they lost the final game in extra innings because a slow ground ball rolled through the first baseman's legs. This infamous moment in baseball history fed the myth that the Red Sox were destined to lose for the rest of their career.

Ending The Losing Streak

Finally, the losing streak ended in 2004, when the team won their sixth World Series Championship. Since 2003, the Red Sox have competed in five American League Champion Series, have won two World Series in 2007 and 2013, and have emerged as arguably one of the most successful Major League Baseball teams of the last two decades.

1. What is the name of the Red Sox home stadium?

_____

2. How did the Red Sox do in the early years?

_____

3. What started the myth about the Red Sox?

_____

4. How did they lose the 1986 World Series Championship?

_____

5. When did the losing streak finally end?

_____

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J Read the texts and write which sports are being described. Choose 5 sports from the list. Underline the words and/or phrases that helped you.

football	**hockey**	**ping pong/table tennis**	**volleyball**	**basketball**	**badminton**
baseball	**taekwondo**	**tennis**	**polo**	**squash**	

1. _____

A bat and ball sport played between two teams of nine players each. The objective of the game is to score runs by hitting a ball with a bat and touching the four bases arranged at the corners of a ninety-foot square or diamond-shaped field. Teams take turns batting and fielding. The fielding team tries to stop three hitters of the batting team from touching the base. The players on the batting team take turns hitting the ball that the pitcher of the fielding team throws. It has become the national sport of the United States.

2. _____

A team sport in which two teams of five players try to score points by throwing a ball through a hoop mounted on a backboard. The team with the most points at the end of the game wins. The ball can be advanced on the court by bouncing it while running or passing it to a teammate. Players are not allowed to take steps carrying the ball in their hands. Rule violations are called “fouls.”

3. _____

It is a game that can be played by two or four players. The players hit a lightweight, hollow ball back and forth using rackets as they stand at the two ends of a hard table divided by a net. Players have to hit the ball to return it to their opponent after only one bounce. The pace of the game is very quick and players need to react accordingly.

4. _____

It is claimed to be the world’s most popular martial art. A loose translation of its name could be “the art of the foot and fist” or “the art of kicking and punching.” It combines combat techniques, self-defense, exercise, as well as philosophy.

5. _____

It originated in Britain in the late 19th century. It is usually played between two players (singles) or two teams of two players each (doubles). Each player uses a racket to strike a hollow rubber ball covered with felt over a net and into the opponent’s side of the court. The surface of the court is usually clay, asphalt, or grass.

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K Write as many words as you can to describe what is happening in the picture. Then change these action words (verbs) into the -ing form (gerunds). Write sentences about the picture starting with the gerunds.



Action words (verbs)	Gerunds (verb + *ing*)

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

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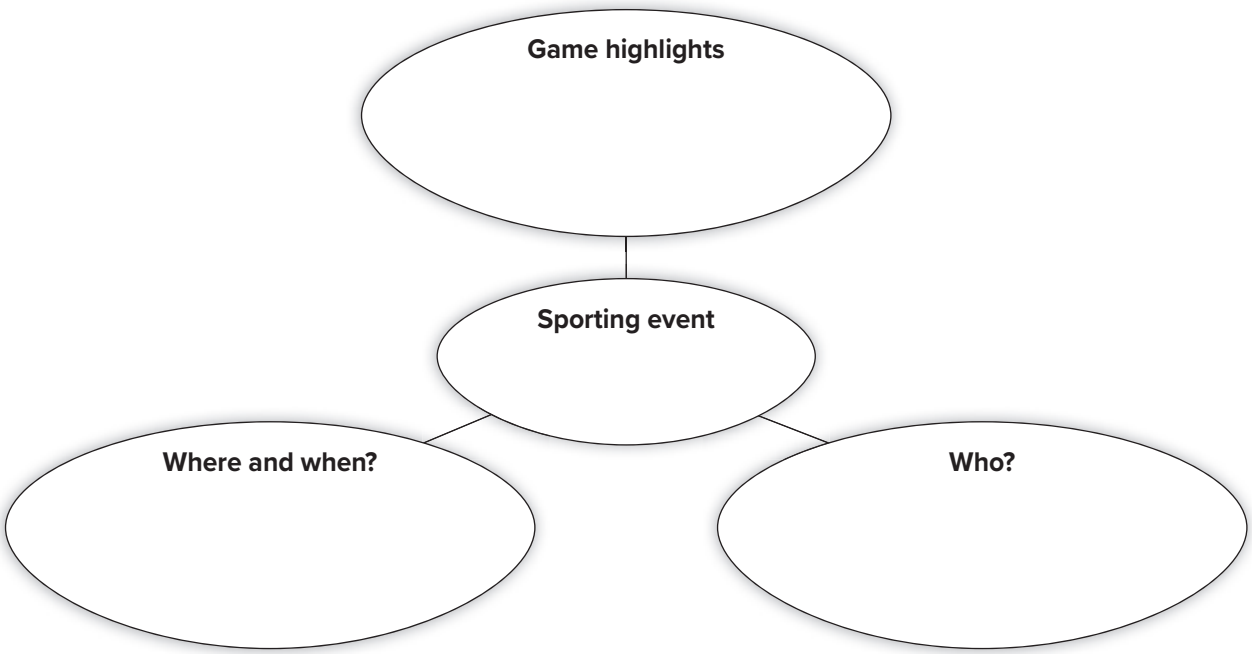
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L WRITING

Describe the best sporting event you've ever seen (in person or on TV). Answer the following questions.

- What sport was it?
- Who was in the competition?
- Where did you see it?
- Who were you with?
- Who won?
- What made it exciting?
- Describe highlights of the game or event.

1. First make notes in the word map.

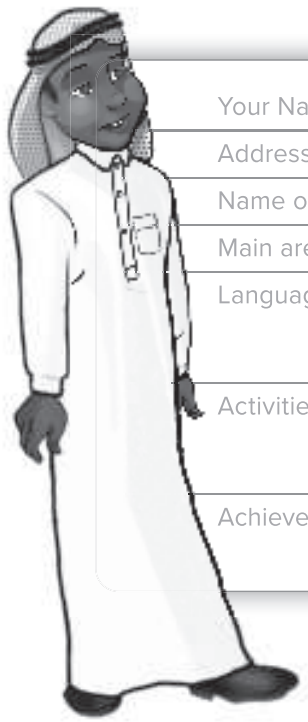


2. Now use your word map to help you write your essay.

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M Read Saeed's application form for a sport scholarship for a college. Answer the questions about him. Use the present perfect simple or the present perfect progressive.



Your Name:	Saeed Ali
Address:	1411 Jazeerah Street, Alrabwah, Riyadh, 12644
Name of High School:	Al Marwah High School
Main areas of study:	Computer Science, Math, Sport
Languages:	Arabic (native speaker); English, 7 years (reading, writing, speaking, listening); French, 2 years (reading, writing)
Activities:	Basketball team, 4 years; Football team, 6 years; Swim team, 4 years
Achievements:	Captain of the school football team; Swim coach to 30 primary students

1. Has he ever taken a computer science class?

(take) _____

2. Does he know more than one language?

(speak) _____

3. Can he read French?

(study) _____

4. Does Saeed play basketball?

(play) _____

5. Has he ever worked as a football coach?

(work) _____

6. Does he know how to play in a team?

(play) _____

7. Has Saeed ever held a position of responsibility?

(coach) _____

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N Rewrite the sentences. Use adverbs of manner.

Majid is very fast on his rollerblades *Majid rollerblades very fast.*

1. Badr is an aggressive driver. _____
2. Stunt pilots fly in a dangerous way. _____
3. Ali and Majid are slow runners. _____
4. Saeed is a really good player. _____
5. Sabah is a quiet talker. _____
6. Khalid is a hard worker. _____
7. Fadwa is an enthusiastic reader. _____
8. Adel is a good surfer. _____

O Write five sentences about you. Use adverbs of manner.

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





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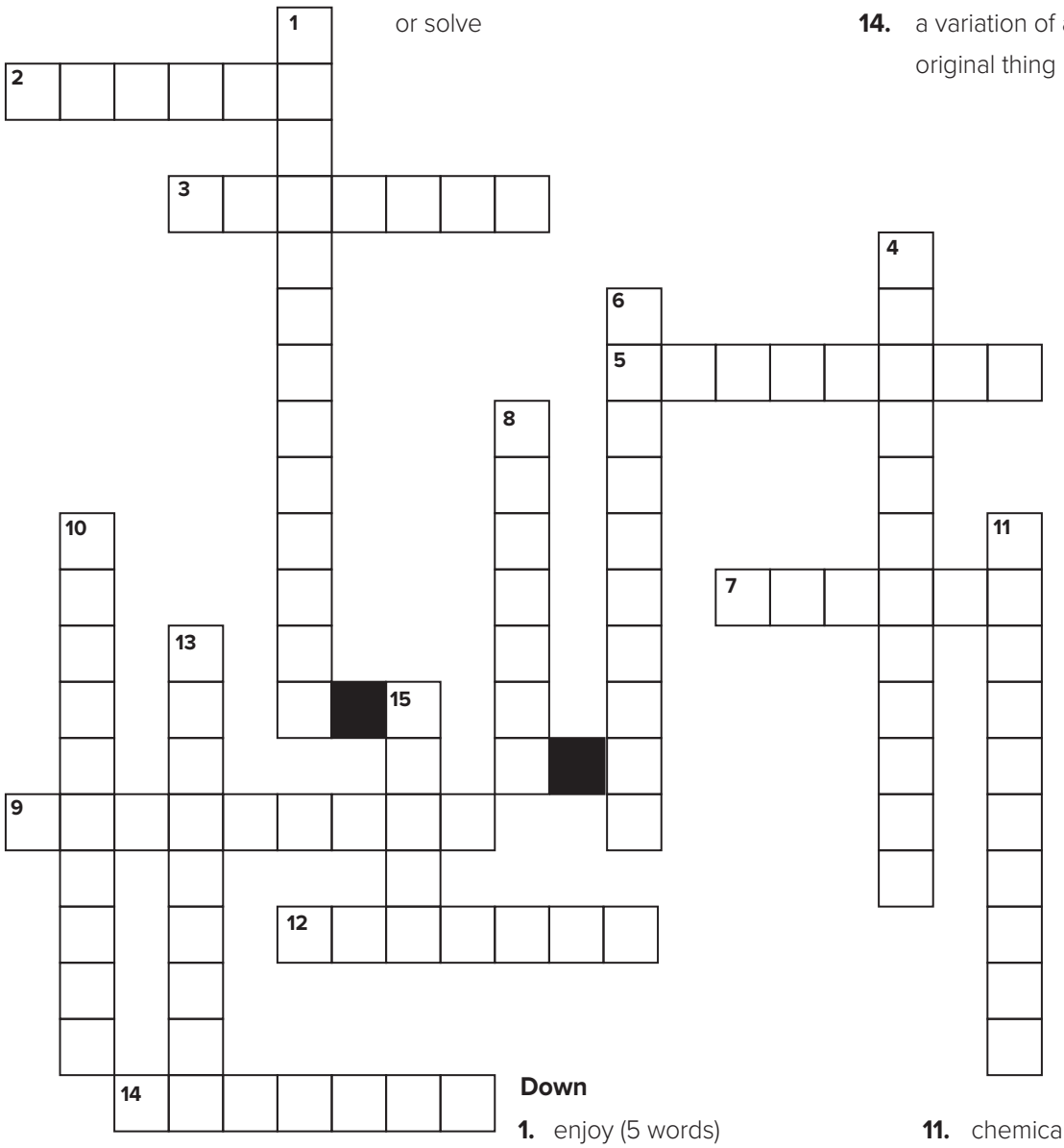
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EXPANSION Units 5–8

A Complete the crossword puzzle with words or phrases from Units 4–6.

Across

2. something that is inconvenient to do
3. in a difficult situation (3 words)
5. something difficult to understand or solve
7. money received or earned
9. do me a favor (3 words)
12. leave (2 words)
14. a variation of an earlier or original thing



Down

1. enjoy (5 words)
4. very easy (4 words)
6. be grateful for
8. produced without chemicals
10. someone who has financial success
11. chemicals that stop bugs and weeds from killing vegetables
13. work together well
15. throw out

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EXPANSION Units 5–8

B Complete the sentences with the words from the box.

captive	**identical**	**pediatrician**	**reality check**
claustrophobic	**flair**	**psyched**	**shelter**
downsize	~~**nurturing**~~	**quirky**	**spectators**

My mother is the most _nurturing_ **person I know. She loves taking care of our family.**

1. Now that all their children have grown up and moved away, Iris and Lou have decided to _____. They are going to sell their big house and buy a small condo.
2. John hates driving through tunnels. They make him feel closed in and _____ . He'd rather take a longer route just to avoid them.
3. Abdullah thinks he's going to win the talent competition. But if you ask me, he needs a _____ because there are lots of people in it who are far more talented than him.
4. I'm going on a trip to Argentina next month and I'm _____. I can't wait!
5. There were lots of _____ at the football game last night. The whole town came out to watch the game.
6. James is so _____. You just never know what to expect. He's really one of a kind!
7. Many people think it's unfair to keep dolphins in zoos because the _____ animals often suffer from stress and boredom.
8. Ahmed has a real _____ for languages. He can already speak five languages fluently.
9. Sahar really loves children and she's interested in the medical field, so she decided to become a _____.
10. All of the houses on this street are _____. Apart from the garden, they all look the same.
11. If you are outside and you hear or see a thunderstorm, you should find _____. However, you should never get under a tree.

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EXPANSION Units 5–8



C Complete the sentences. Use the correct form of the verbs in parentheses.

Jack wants *to spend* **(spend) time working with computers.**

1. Maha enjoys _____ (help) people who are less fortunate.
2. We hope _____ (start) our own business someday.
3. I try _____ (get) an hour of reading in every day.
4. Omar prefers _____ (work) with people rather than alone.
5. She is considering _____ (go) back to school.
6. I began _____ (work) there in March.
7. Tom decided _____ (apply) to medical school.
8. Jasim offered _____ (bring) you to work today.

D Complete the sentences with your own ideas. Use a gerund or infinitive.

1. I really enjoy _____.
2. I refuse _____.
3. I need _____.
4. I can't stand _____.
5. I prefer _____.
6. I plan _____.
7. I would consider _____.
8. I expect _____.

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EXPANSION Units 5–8

E Unscramble the words to form sentences.

nobody / it is necessary / water their lawn during the drought / that

It is necessary that nobody water their lawn during the drought.

1. I / that / he suggested / buy a hybrid car / .

_____

2. buy a stainless steel water bottle / I / to / you / want / .

_____

3. we / that / try to save water / it is essential / all / .

_____

4. that / environmentalists request / eat locally grown food / we / .

_____

5. everyone / that / try to conserve energy / it is important / .

_____

6. turn off the lights when you're not in a room / environmentalists recommend / you / that / .

_____

7. you / I'd / to recycle all of that paper / like / .

_____

8. she / that / reuse containers as much as possible / they asked / .

_____

F Correct the errors in the sentences.

the word for
^
My teacher pronounced me ~~the word.~~

1. I want you that become a lawyer.

2. He ordered me it.

3. The carpenter built a new closet to us.

4. I decided taking a break.

5. It is important you come on time.

6. Will you reserve a table me?

7. Maria asked that Lisa brings a dessert.

8. My teacher suggested to come a little early tomorrow.

9. I love to eating out at restaurants.

10. I demand to you tell me what you're talking about.

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EXPANSION Units 5–8

G Put the new adjectives in the correct place in each sentence.

Janet is a little girl. (polite) Janet is a polite, little girl.

1. That's a nice car! (new) _____
2. I can't find my black shoes. (leather) _____
3. The little penguin jumped into the water. (black and white / cute)
   _____
4. I bought a beautiful chair. (velvet / French) _____
5. The gray mouse ran into a hole. (little / frightened) _____
6. My old bike is ready to retire. (racing / blue) _____

H Read each scenario. For each one, write a complaint with ***too*** and a complaint with ***enough***.

It has been snowing for days. It's cold out and you are sick of being stuck inside. It's difficult to walk anywhere because there is so much snow on the ground.

a. It's snowing too much. **b.** There's not enough to do.

1. Faisal is on a football team. He has practice every day for three hours. He likes football, but he is starting to get behind at school because he doesn't have any time to study.
   a. _____ **b.** _____
2. Kevin thinks he's really funny. He's always telling jokes. Even when his friends are upset and need advice, he jokes around.
   a. _____ **b.** _____
3. Your parents just bought a new house. It's really big, which is nice, but you are sleeping on the first floor and they are sleeping on the third floor. You are frightened.
   a. _____ **b.** _____

I Complete each sentence. Use a gerund as the subject of each sentence and a present participle as an adjective.

Watching comedies **is amusing.**

1. Skateboarding _____.
2. Going to the basketball game _____.
3. _____ is embarrassing.
4. _____ is disappointing.
5. Winning a gold medal _____.
6. _____ is boring.

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EXPANSION Units 5–8

J Read the article and answer the questions.

Dates or chocolate?

Imported European chocolates have become part of the culture when it comes to celebrations. During Eid-al-Fitr, stores stock extra chocolates. For this reason, large amounts of chocolate are imported to meet the demand. For some, chocolates are a symbol of affection and care, and totally in keeping with the spirit of Eid.

Dates are naturally in demand all year long and more so during Ramadan. Dates, like chocolates, are available in different varieties. Nowadays, dates are stuffed with toffee and dried fruit, almonds, pistachios and walnuts, or dipped in chocolate!

Chocolates are available in countless varieties and forms - dark, light, white, bitter, semi-sweet, sweet; with wafers, caramel or fruit; in powder or syrup form; in different sizes and shapes; some wrapped in foil or cellophane or tiny boxes; and others arranged in elaborate boxes that contain an assortment of chocolates.

Elaborate arrangements of chocolate have become the trend for gifts, gaining more ground by the day. The busiest time for confectioners in the Kingdom is the post- Ramadan period when numerous orders for chocolate arrangements have to be filled, costing anywhere from SAR 200 to SAR 2,000 or more.

1. Why is chocolate imported in large amounts?

_____

2. What varieties are available?

_____

3. When is the busiest time of year for confectioners? Why?

_____

Find each word or phrase in the text and match it with the correct definition.

1. _____ dipped	**a.** a feeling of love, liking, or caring
2. _____ confectioners	**b.** in accordance with, in agreement with, suitable
3. _____ affection	**c.** submerged into liquid and raised up again
4. _____ fill (an order)	**d.** supply the goods/product that a customer has ordered
5. _____ assortment	**e.** a mixture of different things or a variety
6. _____ in keeping with	**f.** people who make/sell candy, cakes, chocolates, etc.

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EXPANSION Units 5–8

K Look at the picture. Take notes on how this boy feels and what has happened (actions) to make him feel that way. Use the words you listed to write sentences.



Feelings
Actions

1. _____
2. _____
3. _____

L Complete the sentences with the superlative and the present perfect.

That was *the funniest* **(funny) joke I** *have ever heard* **(hear / ever).**

1. It's _____ (big) house they _____ (see / ever).
2. That was _____ (irritated) Randy _____ (feel) in years.
3. He is _____ (annoying) person Bill _____ (meet / ever).
4. That's _____ (cool) car I _____ (see / ever).
5. It's _____ (uncomfortable) couch we _____ (own).
6. It must be _____ (bad) sitcom that _____ (be / ever) on TV.
7. This is _____ (tired) I _____ (be) in a long time.
8. This is _____ (frustrated) I _____ (see / ever) them.

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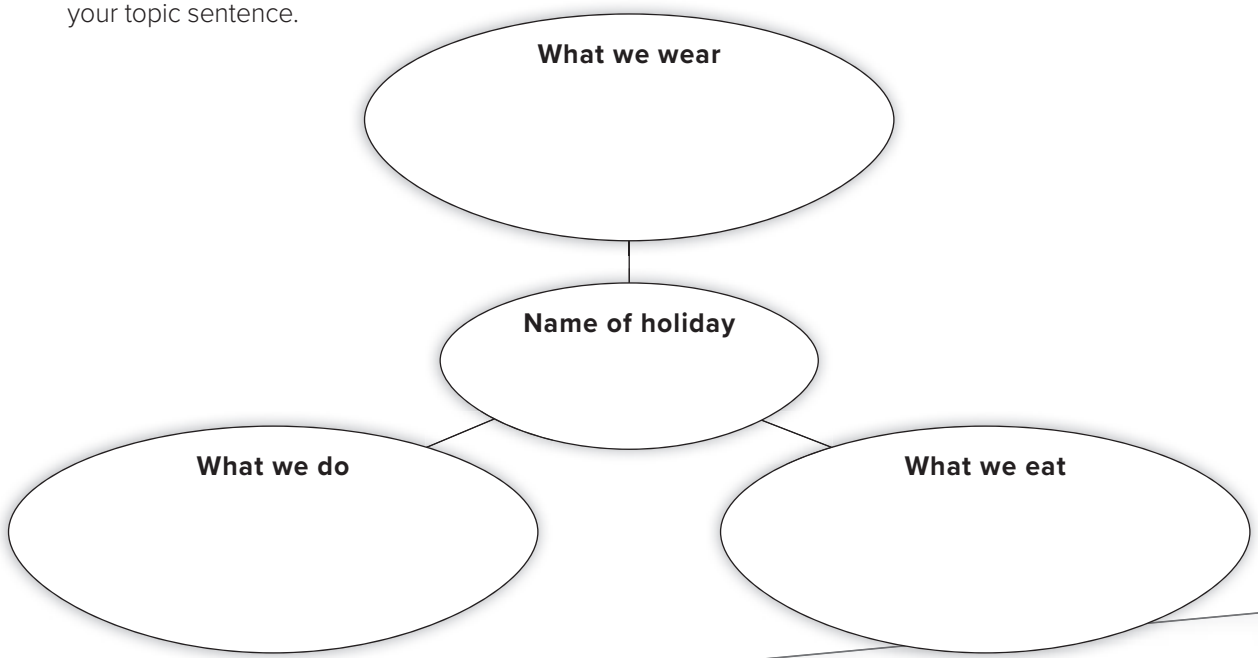
EXPANSION Units 5–8

M WRITING

Write a description of an important holiday in your culture. Answer the following questions in your essay:

- What is the name of the holiday?
- When do people usually celebrate it?
- What do people do to celebrate it?
- What do people usually wear?
- What do people usually eat?

1. First, make notes in the word map.
2. Now use your word map to help you write your essay. Be sure that the body of your essay supports your topic sentence.



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