

  
MEGA

# GOAL 1

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**Mc  
Graw  
Hill  
Education** | **ELT**

## 1 Listen and Discuss

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

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

### THE SPACE RACE



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

### THE UNIFICATION OF THE KINGDOM OF SAUDI ARABIA

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



### THE UNITED ARAB EMIRATES - UAE

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

### THE COMMUNICATIONS REVOLUTION

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





## Global Issues

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

- |   |  |
|---|--|
| <input type="checkbox"/> global warming     | <input type="checkbox"/> pollution         |
| <input type="checkbox"/> poverty            | <input type="checkbox"/> diseases          |
| <input type="checkbox"/> security           | <input type="checkbox"/> unemployment      |
| <input type="checkbox"/> fresh water        | <input type="checkbox"/> traffic           |
| <input type="checkbox"/> economy            | <input type="checkbox"/> globalization     |
| <input type="checkbox"/> endangered species | <input type="checkbox"/> natural disasters |
| <input type="checkbox"/> terrorism          | <input type="checkbox"/> overpopulation    |



## Quick Check ✓

**A. Vocabulary.** Find each vocabulary word in the texts on page 2. Read the words that come before and after that vocabulary word and then decide which meaning is best for it.

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

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

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

## 2 Pair Work

Find sentences that are facts in the texts you read on page 2. Make questions for those facts. In pairs, ask and answer the questions. See the examples below.

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



### Simple Present Tense

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

The Saudi Riyal (RS) **is** the official currency of the Kingdom of Saudi Arabia.  
 The digital generation **includes** today's teenagers.  
 My parents **don't read** newspapers online.  
**Does** Qatar **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.*

### Simple Past versus Present Perfect

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

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

Use the present perfect to talk about an indefinite time in the past.

Many countries **have launched** satellites into space.

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

The United States **has launched** many astronauts into space since 1969.

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

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

1. is living / 's living
2. is boiling
3. do not understand / don't understand
4. Does it snow
5. goes
6. do you think
7. is increasing
8. do not remember / don't remember
9. does not use / doesn't use
10. is not working / 's not working / isn't working



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

http://Mail.grammar.com

**GRMAIL**  
Compose Mail

Archive Report spam Delete Move to Labels

Hi Martin,

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

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

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

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

Write me back soon.

Best regards,  
Fernando

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

- A: Have you been to Bath?  
 B: Yes, I have.  
 A: When were you there?  
 B: I was there a month ago.  
 A: Did you see the Roman baths?  
 B: Yes, I did.



▲ A traditional British restaurant



▲ Roman baths



▲ Fish and chips



▲ A game of cricket



▲ Shakespeare's house – Stratford

1. are not working / aren't working
2. is
3. live
4. help
5. meet
6. was
7. arrived
8. got
9. have
10. is
11. have not seen / haven't seen
12. are swimming / 're swimming
13. am wearing / 'm wearing
14. applied
15. knew
16. was
17. wanted
18. like
19. miss
20. feel

- A: Have you ever eaten fish and chips?  
 B: Yes, I have.  
 A: Do you like it?  
 B: Yes, I do.  
 A: Do you eat it often?  
 B: Yes, I do. It's cheap.



## 4 Language in Context

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

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

## 5 Listening

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

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

## 6 Pronunciation

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

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

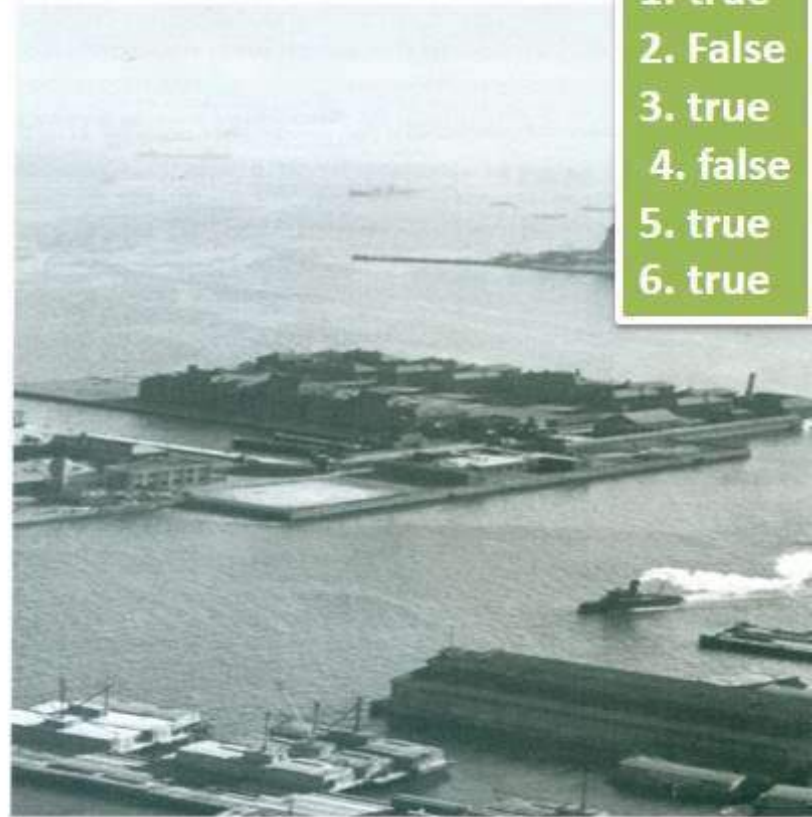
**Mona** is **going** to **college** in **Qassim**.  
Have you ever **visited** **Europe**?

**B.** Choose some sentences from the texts you read on page 2. Underline the words that you think are important in each sentence. Practice reading the sentences aloud stressing the words you underlined.

## 7 About You

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

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



1. true
2. False
3. true
4. false
5. true
6. true



## 8 Conversation



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

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



▲ Humboldt University in Berlin

1. They are from Leipzig, Germany.
2. His family has been in the western part of Germany since soon after the reunification.
3. No, he hasn't.
4. He's allowed to work legally in Germany because his grandparents were from Germany.
5. No, he isn't. He is happy in Germany.

### Real Talk

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

### About the Conversation

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

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

### Your Turn

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

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

## Before Reading

Read the stories and find two important facts about Rip Van Winkle, Eid Al-Blewi, and Jan Grzebski.

## THE POLISH RIP VAN WINKLE

- 1 Rip Van Winkle was a character in a short story by the American writer Washington Irving. In the story, Rip lived in a little town in the Hudson Valley, in New York, in the 1770s, around the time of the American Revolution. Rip went out hunting one day, took a nap under a tree, and fell asleep. He woke up 20 years later to find himself a citizen of a brand-new country—the United States of America.
- 2 Eid Al-Blewi, 80, who had been in a coma for five years, woke up and was able to identify members of his family. The 80-year old had not regained consciousness after surgery to remove a tumor in his head. While still in a coma, he had undergone treatment for one and a half years at the Tabuk Armed Forces Hospital. His family did not expect him to wake up when he did. Doctors believe that the treatment had a positive effect on his condition and helped him wake up.
- 3 An Egyptian man, who had been in a coma for almost seven months, woke up and named the person who had shot him in the head. The man had been taken to the hospital seven months before with a serious head injury and had slipped into a coma almost immediately. When he woke up he lived long enough to tell the police that



- 4 a barber, named Mohammed, had shot him. The barber was arrested and charged with murder.
- 5 Polish railway worker Jan Grzebski, 65, went into a coma after he was hit by a train in 1988. He woke up 19 years later in April 2007, into a world that had transformed itself from a Communist regime where food lines were common to a world of Big Macs and cell phones. "When I went into a coma, there was only tea and vinegar in the shops, meat was rationed, and there were long lines of cars at gas stations. Now there are so many goods in the shops it makes my head spin. What amazes me today is that all these people walk around with their cell phones and never stop complaining. I have nothing to complain about," said Grzebski.
- 6 At the time of the accident, Grzebski's doctors didn't give him long to live, but they were wrong. He survived thanks to the devoted care of his wife, Gertruda. She refused to believe the doctors and moved her husband's body every hour to prevent bed sores. "It was Gertruda that saved me, and I'll never forget it," said Grzebski.
- 7 Now he's getting to know his family, which has grown considerably since his accident. His four children are all married and have provided him with 11 grandchildren.





### After Reading

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

- |                               |                           |                             |                                      |
|-------------------------------|---------------------------|-----------------------------|--------------------------------------|
| 1. perpetuation (paragraph 2) | a. continuation           | b. memory                   | c. in constant motion                |
| 2. regain (paragraph 2)       | a. to remember            | b. to lose                  | c. to get something back             |
| 3. treatment (paragraph 2)    | a. operation              | b. bad behavior             | c. medical procedure to cure illness |
| 4. effect (paragraph 2)       | a. fact                   | b. result                   | c. answer                            |
| 5. transformed (paragraph 4)  | a. charged by electricity | b. moved quickly            | c. changed completely                |
| 6. rationed (paragraph 5)     | a. what animals eat       | b. given in limited amounts | c. amount given to soldiers          |

B. Explain the following expressions in your own words.

- regain consciousness (paragraph 2)
- slip into a coma (paragraph 3)
- makes my head spin (paragraph 5)

- lose consciousness
- a large number of different products
- makes someone feel dizzy

### Discussion

Think of a story you know or read about a medical miracle. Write the information in the chart below. Use the chart to tell each other your story.

FACTS	
Fact 1	_____
	_____
	_____
	_____
Fact 2	_____
	_____
	_____
	_____
Fact 3	_____
	_____
	_____
	_____

**Taking notes**

When you take notes remember to only write key words/content words that carry information, usually nouns, verbs and adjectives. Do not write whole sentences. For example: The man was in a coma for ten years.  
Notes: *coma/10 years*

Read paragraph 4 about the Polish railway worker in the text on page 8 and make notes. In pairs, compare notes.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



- A. Read the stories on page 8 again and find similarities and differences. Make notes in the chart below. Compare in pairs. Then use your notes to report in class. Remember to write key words only when you make notes.

Story	Facts that are the same	Facts that are different
Rip Van Winkle	slept/many years	woke up in/brand-new country
Eid Al-Blewl	slept/many years (a long time)	woke up in/ brandnew Country\ USA
Jan Grzebski	slept/ eight months (a long time)	woke up in a changed city/Berlin
Egyptian man	slept/19 years ( a long time)	woke up in a changed country/Poland

### Writing Corner

Use capital letters:

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

- B. Rewrite using capitals.

- jack decided to fly to new york next monday.
- my brother has never been to dubai.
- riyadh is the capital of saudi arabia.
- the telephone was invented by graham bell.
- africa is an amazing continent.
- we usually go shopping on thursday evening.
- a lot of people go away in august.
- lake van, in central turkey, is one of the largest lakes I have ever seen.



1. How do most people communicate nowadays? How do you communicate with your friends and relatives?
2. Read the text and make notes in the chart about important facts and the changes that the Internet has brought on.

## How the Internet has changed the world



It all started in 1969 when Kline, one of Professor Kleinrock's students in LA, tried to log in remotely to a machine in Stanford.

In 1990, Tim Berners-Lee and Robert Dailliau introduced the "Worldwide Web". About 26 years later, 16 million people were online, and email was taking over. Today there are almost two billion users.

E-mail, instant messaging, and video calls connect people across the globe. Social networks allow people to communicate with a large number of friends and information is accessible to everyone online. All you need to do is 'Google' a few key words and you get numerous sites and documents.

E-learning has made it possible for people to attend courses online and obtain academic and professional qualifications.

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

1. Think about some major changes that happened in Saudi Arabia. Write what you know in the chart.



	Major Change in Communication	Major Change in Education	Major Change in Information
Fact that caused or initiated change	1969/Kline/log in remotely to machine/Stanford 1990 Worldwide Web	E-learning	accessible to all
Advantages	connect people/across globe communication with friends	attend courses online	'google' key words/ numerous sites and documents/ saves time
Disadvantages (your view)	(students' own ideas) e.g. restricts face-to-face communication	(students' own ideas) e.g. no chance to meet people face-to-face	(students' own ideas) e.g. quality of information/uncertain
Situation in the past (the way things were)	(students' own ideas) e.g. too long to contact someone	(students' own ideas) e.g. physical presence was necessary	(students' own ideas) e.g. obtaining information was time-consuming and costly

## 11 Project

1. Find a person – a relative or a friend who has lived or lives in another country in the Gulf, the Arab world, Europe, or another part of the world.
2. Prepare questions that you would like to ask them in an interview. You can use some of the questions from the conversation on page 7 as examples.
3. Interview the person and write the answers in the chart in note-form. You might have to interview your friend or relative over the phone.

Name of the person you are interviewing:	
Your questions	The person's answers



## Self Reflection



Things that I liked about Unit 1:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 1:	Things that I found difficult in Unit 1:
_____	_____
_____	_____
_____	_____

Unit 1 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
discuss past world events and present effects			
talk about global issues			
use the simple present			
use the simple present versus the present progressive			
use the simple past versus the present perfect			

My five favorite new words from Unit 1:	If you're still not sure about something from Unit 1:
_____	<ul style="list-style-type: none"> <li>• read through the unit again.</li> <li>• listen to the audio material</li> <li>• study the grammar on page 4 again.</li> <li>• ask your teacher for help.</li> </ul>
_____	
_____	

## 1 Listen and Discuss

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

# Dream JOBS

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

### CAR SCULPTOR

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



### FOOD SCIENTIST

When someone says that he is a laboratory scientist, what immediately comes to your mind? You probably think of a white lab coat, sterile surroundings, a microscope, and test tubes. But that is not the case of Matthew Duval. For the last three years, he's been working as a food scientist for the makers of Tasty's ice cream, and he has created several new flavors. He's constantly searching for new combinations of flavors to keep the products fresh and interesting for the company's customers. In his lab, he experiments with different products and flavors until he gets them just right. And, of course, he always gets to taste the results. One part of Matthew's job involves market research. He's good at presenting his new products to customers and getting their input.



### ANIMATION DESIGNER

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

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





## Qualities Employers Look for When Hiring for Jobs

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

### Top Ten Qualities

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



### Quick Check ✓

#### A. Vocabulary.

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

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

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

1. false (He makes clay models of cars)
2. true
3. false (He creates ice-cream flavors.)
4. true
5. false (They work with others)

■ I'm interested in becoming a child psychologist. I'm good at working with children.



### Present Perfect Progressive versus Present Perfect Simple

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

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

#### Present Perfect Progressive

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

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

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

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

#### Present Perfect Simple

She **has had** three teachers.

How **many books** have you used?

He **has used** six books.

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

### Adjective + Preposition + Gerund

I'm **good at using** computers.

I'm not very **good at** baking things.

I'm **interested in working** outdoors.

I'm not **interested in** becoming a chef.

**A.** Read the three texts about jobs on page 14 and find sentences using the present perfect simple. Say which ones happened all the time or from time to time.

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

1. I (I've been looking for / I've looked for) a job for three months but I haven't been finding one.
2. My father (has worked / has been working) at many companies.
3. Adnan (has made / has been writing) books for years and has just won an award yet.
4. How many pages of that book (have you read / have you been reading)?

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

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

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

**🔑** Hakim / photography studio / one year—taking pictures—photographer  
 Hakim's been working at a photography studio for a year.  
 He's good at taking pictures, and he's interested in becoming a photographer.

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

1. I've been looking for, haven't found
2. has worked
3. has been writing, hasn't received
4. have you read

1. I've been studying English for six years.
2. I've had three teachers.
3. I've used six books.
4. I've been using this book for three weeks.

1. Jim's been working in a restaurant for six months. He's good at baking things, and he's interested in becoming a chef.
2. Lena's been working in a nursing home for two years. She's good at helping old ladies, and she's interested in becoming a nurse.
3. Joe's been working for a newspaper for a while. He's good at interviewing people, and he's interested in becoming a reporter.





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

**A:** Can you ice-skate?

**B:** Yes, I can.

**A:** How long have you been skating?

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

**A:** Do you have a job now?

**B:** Yes, I do.

**A:** How long have you been working at it?

**B:** For about six months.

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



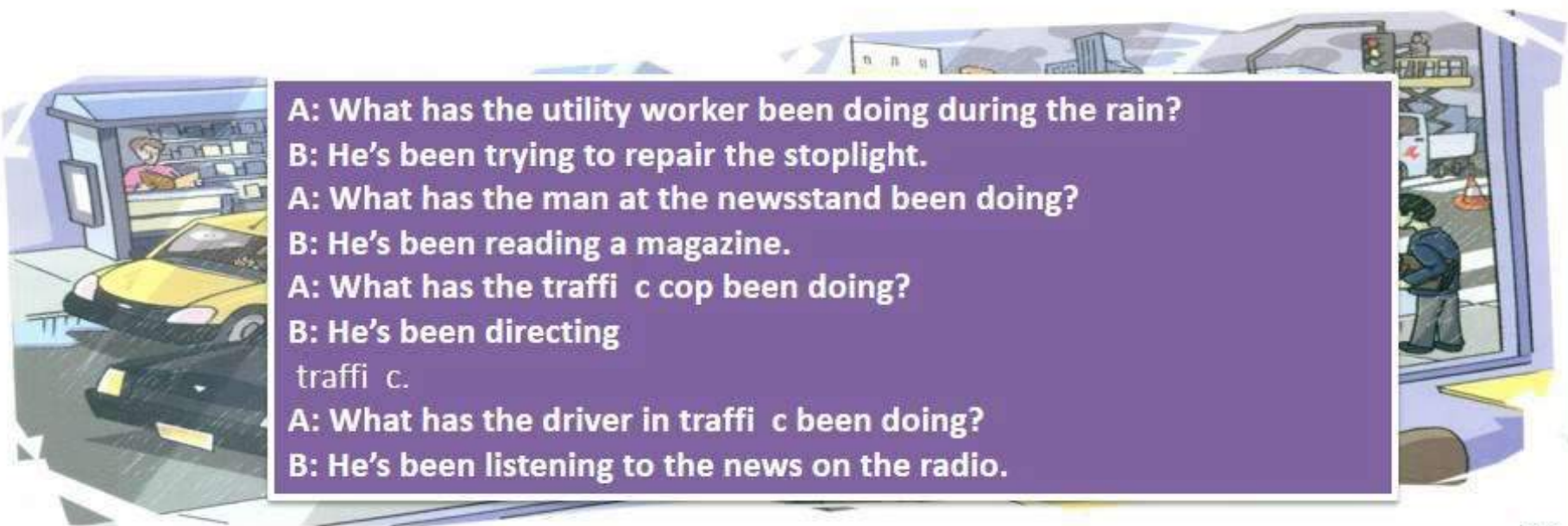
F. Ask and answer questions about the picture. It's been raining for ten minutes. What have the people been doing during this time?

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

**B:** He's been reading.

**A:** How many magazines has he read?

**B:** He's read several magazines.



**A:** What has the utility worker been doing during the rain?

**B:** He's been trying to repair the stoplight.

**A:** What has the man at the newsstand been doing?

**B:** He's been reading a magazine.

**A:** What has the traffic cop been doing?

**B:** He's been directing traffic.

**A:** What has the driver in traffic been doing?

**B:** He's been listening to the news on the radio.

## 4 Language in Context

Prepare a job profile. Write down your qualifications and experiences in the chart below or your own ideas.

### Personality Characteristics

creative, efficient, friendly, hardworking

### Good At or Interested In

helping people                      creating things  
working alone                      making a lot of money



Qualification: a degree in journalism

A TV news anchor for one of the major channels

Candidate = Name: Michael; Education: majored in architecture, courses in marketing; Skills: good at communicating with people, architectural skills; Experience: 3 years as architect in apartment building company, part-time sales job in college

Job Applied For = Working hours: 50–60 hours a week; Salary: high-paying; Job description: be involved in work through all stages

from selling to clients, to designing and putting up exhibit stands

## 5 Listening



Listen to the job interview, and complete the chart.

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

## 6 Pronunciation



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

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

He's been **working** on **making** **models**.  
He's been **an inspiration** to me.

B. Choose some sentences from the texts you read on page 14. Underline the words that have **m**, **n** and **ing** in each sentence. Practice reading the sentences aloud making the three different sounds.

## 7 About You



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

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



## 8 Conversation



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

**Yousef:** So, Khaled, are you happy with your job at the TV station?

**Khaled:** Yes, very happy. I enjoy being out there and talking to people. I get a lot of satisfaction out of my job.

**Yousef:** How long have you been working on TV?

**Khaled:** I've been a reporter at this station for five years—since my internship. What about you?

**Yousef:** I've been working at the bank since I left high school. It's the same thing day after day, day in and day out. I'm bored to death. I was hoping to be a watch repairer, you know, but my parents talked me out of it. They said it wasn't a serious profession.

**Khaled:** Well, I was going to be a dentist, but luckily I changed my mind. Can you imagine me in a small room, stuck between four walls?

**Yousef:** That's where I am right now. It's time to move on and find something more challenging. I have a lot of different skills. I'm good at solving problems. I'm organized, reliable, hardworking...What do you think I should do?



### Your Ending

What advice do you think Khaled gives Yousef?

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

### Real Talk

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

### About the Conversation

Answer *true* or *false*.

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



1. true
2. false
3. False
4. True
5. true

a partner. Imagine Yousef job and has been working r now. Ask what he's been at changes have occurred in ent your interview to the class.



### Before Reading

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

## JobPool

Search Jobs

media positions

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Jobs ▼

Career Tools ▼

Advice ▼

### JobPool Has the Job for You

#### About Us

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

#### OPENINGS [Internships]

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

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

##### Archaeological Interns: Students Learning Overseas

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

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

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

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



### Media Intern: They need to be:

able to find information quickly, and summarize it in clear language  
fluent in English  
good at using computers  
friendly, outgoing

### Archaeological Interns: They need to:

be very careful  
be able to dig slowly

### Environmental Engineering: They need to:

be able to read blueprints  
have some knowledge of Arabic  
be able to cope with high temperatures

Carl Barthes  
1234567890  
Merick Road  
New Jersey 07632  
Telephone: 201-555-7287 • Cell phone: 201-555-7398  
e-mail: carl@worldnet.com

State University, majoring in

Responsibilities include:  
• Reported issues on the air  
• Organize the show "School Days"  
• Community issues and on student concerns.  
• Research to get background information.

Considered as one of the most useful

to students in the state.

- An article I wrote about jobs for young people has appeared in the local press.

#### Skills

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

1. true
2. false
3. false
4. true
5. true
6. false

### Answer

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

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

### Discussion

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



## Writing



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



### Answers

Job	Qualities	Qualifications (Certificates, awards, diplomas, degrees)	Experience
Media Intern	Find information quickly/ summarize/ clear language • fluent English computer skills • friendly and outgoing	Not applicable (no mention)	Research and public relations
Archeological Intern	careful and methodical • interested in history • interested in archeology/ working with noted archeologists	Not applicable (no mention)	Not applicable / no mention. probably experience is not a necessary requirement
Engineering Intern	ability to read blueprints • knowledge of Arabic • tolerance to high temperatures	Degree in civil engineering / graduate student	Not required

notes in the chart below.

2. Think about your favorite job in the JobPool. Write information about yourself in the YOU column.
3. Use your information to write a cover letter applying for the position.

### Writing Corner

When you write a cover letter include:

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

Now find the features mentioned above in the letter on page 23.





Harold Bash  
*Human Resources Manager*  
**Zero A Company**  
 87 Delaware Road  
 Hatfield, CA 08065  
 (909) 555-5555  
 harold.bash@email.com

15 April 2011

Dear Mr. Bash,

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

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

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

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

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

Sincerely,

Bruce Carpenter

Applicant	Person who wrote the cover letter	YOU
Qualities (see page 15)		
Qualifications (Certificates, awards, diplomas, degrees)		
Experience		

## Project

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



	Your questions	Your partner's answers
Qualities (see page 15)		
Qualifications (Certificates, awards, diplomas, degrees)		
Experience		
Skills		



## Self Reflection



Things that I liked about Unit 2:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 2:	Things that I found difficult in Unit 2:
_____	_____
_____	_____
_____	_____

Unit 2 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about careers			
talk about personal qualities and personality characteristics			
talk about how long I've been doing something			
use the present perfect progressive versus the present perfect simple			
use the construction adjective + preposition + gerund			

My five favorite new words from Unit 2:	If you're still not sure about something from Unit 2:
_____	<ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar on page 16 again</li> <li>• ask your teacher for help</li> </ul>
_____	
_____	

# 3 What Will Be, Will Be

ماذا في المستقبل؟

## 1 Listen and Discuss

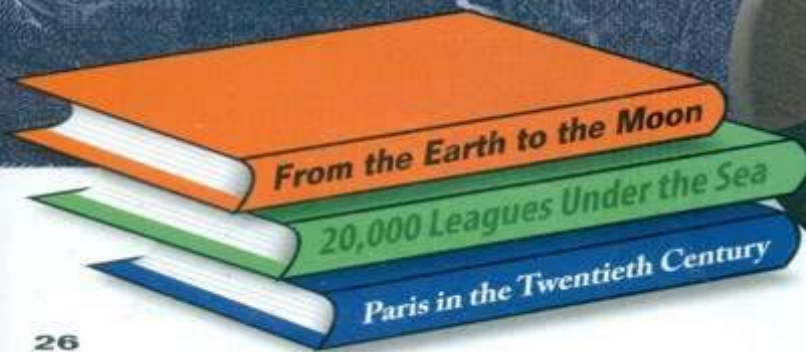
1. Read the title. What words does it make you think of?
2. Read the text. Find the sentences that talk about the future and the ones that talk about the past.

## A Vision of the Future



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

← Jules Verne





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

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

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

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

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

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

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

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



1. adventure
2. fast food
3. used
4. kitchen
5. hair

The following should be marked:  
1, 2 and 5



### FYI

What a dollar bought in 1955 would take about \$7.76 to buy in 2009, because of inflation. The average baseball player makes nearly \$3 million a year. Today a haircut for a man costs from \$12-\$20.

## Quick Check ✓

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

1. \_\_\_\_\_ novel
2. \_\_\_\_\_ restaurant
3. \_\_\_\_\_ car
4. \_\_\_\_\_ appliance
5. \_\_\_\_\_ cut

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

1. \_\_\_ People will drive gas-powered cars.
2. \_\_\_ People will live in skyscrapers.
3. \_\_\_ People will travel to the center of the earth.
4. \_\_\_ Drive-through restaurants won't catch on.
5. \_\_\_ Sports stars will earn more than the president.

## 2 Pair Work

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

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



1. **will live / are going to live / will be living / are going to be living**
2. **will study / are going to study / will be studying / are going to be studying**
3. **won't run / aren't going to run / won't be running / aren't going to be running**
4. **won't control / aren't going to control / won't be controlling / aren't going to be controlling**
5. **will listen / are going to listen / will be listening / are going to be listening**
6. **will be / are going to be**

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

**Affirmative (+)**

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

OR I'm **going to be swimming**...  
OR I'm **going to be relaxing**...  
OR They **are going to be living**...

**Questions (?)**

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

**Short Answers (+)**

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

**Short Answers (-)**

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

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

1. In one hundred years, people \_\_\_\_\_ on other planets. (live)
2. Students \_\_\_\_\_ with computers instead of books. (study)
3. Cars \_\_\_\_\_ on gasoline. (not run)
4. Robots \_\_\_\_\_ people's lives. (not control)
5. Young people \_\_\_\_\_ only to MP3. (listen)
6. At the age of 50, people \_\_\_\_\_ "young." (be)



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

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



DVD player



cell phone



flat screen TV



microwave oven

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

- A:** Do you think there will be enough food for everyone in the world?
- B:** I believe there will be.
- A:** Do you believe there will be peace on Earth?
- B:** No, I don't. Nations are too selfish.

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

**B: Answers will vary. Sample answers:**

People **probably will be** using ballpoint pens. People will **always** need to write. We can't use computers for everything. People **won't be** reading magazines like we have today. I **think** people will only read them electronically.

**c: Answers will vary. Sample answer:**

**A:** Do you think there will be enough food for everyone in the world?  
**B:** I believe there will be. Scientists will figure out a way to **feed** more people with the resources we have.



## 4 Language in Context

Write down three things you want to change and improve.

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

## 5 Listening

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

Name	Past	Future
Ibrahim		
Steven		
Saeed		
Jim		

Past	Future
He was a good runner in school races.	He will be a physical education teacher.
He was captain of the debate team, and good at defending her point of view.	He will be a lawyer.
He had a great scientific mind.	He will become a science researcher.
He raised money and worked for good causes.	He will be a social worker.

## 6 Pronunciation

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

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

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

## 7 About You

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

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







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

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

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

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

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

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

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

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

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

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

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

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

### Real Talk

Certainly = used to say yes

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

### About the Conversation

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

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



1. The intelligent house will monitor lighting, security, ventilation, heating, and audiovisual systems.

2. When someone enters the house, the lights will come on at night, the climate control will be activated, and music will play.

3. You will be able to "call" your refrigerator and find out about

the things in it.

4. The reporter would like a robot to do the cleaning, washing, and cooking.



### Your Turn

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

### Before Reading

1. Read the title. What words does it make you think of?
2. Read the text. Match a heading to each paragraph.
 

a. What the car contained	d. They lived to see it
b. The burial of a car	e. Everyone came to the event
c. 50 years later	

# The Tulsa Time Capsule

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



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

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





## After Reading

A. Choose the correct meaning of each word.

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

1. a 2. c 3. c 4. b 5. b 6. c

## C. Answers will vary. Sample answers:

1. see what Tulsa was like in 1957
2. live long enough to win the prize
3. will find a woman's purse and its contents

B. Answer the questions about the reading.

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

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

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

## Discussion

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

## B. Answers will vary. Sample answers:

1. The purpose was to show how people lived in Tulsa in 1957.
2. They included the gas in case the combustion engine became obsolete.
3. The microfilm is obsolete.
4. The winner of the contest was going to be the one who guessed the population of Tulsa in 2007.
5. Water got into the vault, and the car was covered in rust. The microfilm for the contest wasn't found.



A. Answer the questions.

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

## *Keeper of hidden treasure*

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

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

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

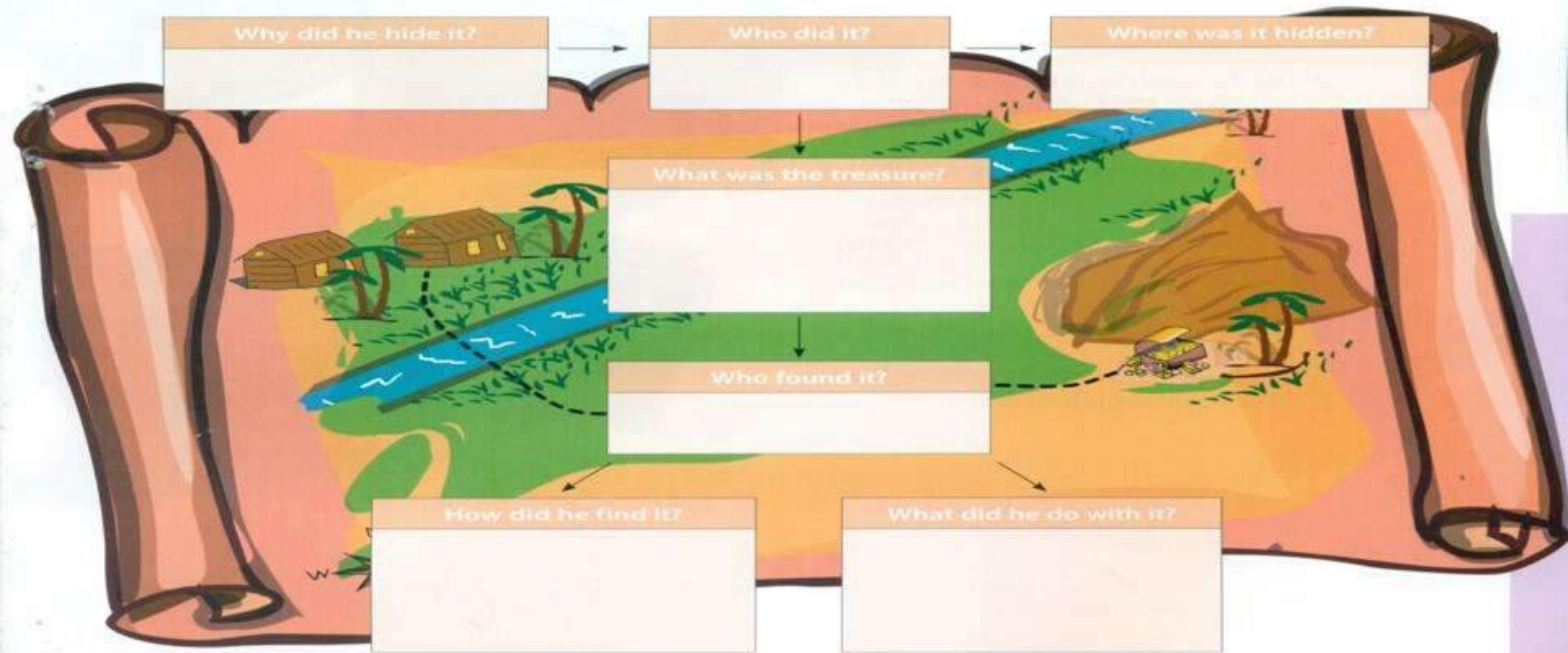
An urgent underwater exploration led to the discovery of thirty, perfect examples of 12th century bowls, thanks to the octopus family.



Who found the treasure?	A Korean fisherman
Where did he find it?	Off/ near the Korean shore
How did he find it?	He caught an octopus with blue shards attached to its tentacles/ then caught another octopus with a whole plate
What was the treasure?	Thirty perfect 12 <sup>th</sup> century bowls
What did he do with it?	He contacted the museum/ He reported it to the museum



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



### Writing Corner

When you write a story you need to think of:

- Your **audience**/who is reading/ listening – what they need or want to know
- The **people** in the story/the **characters** – personality, appearance, background
- The **place** or **places** where events take place – descriptions
- The **events**/the **plot** – what happened/actions and events - verbs
- The **time** things happened – time of day, season, year, era in history
- The **order of the events**/ the order in the story – real time and story time
- The **beginning** and **end** of the story – how you are going to begin/end

1. What do you think causes an effect/reaction, e.g. surprise, suspense, laughter/humor etc.?
2. What was your reaction to the octopus story?



## Project 11



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



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



## Self Reflection



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

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

Unit 3 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
make predictions about the future			
express opinions			
use the future with <i>will</i> or <i>be going to</i> in the affirmative and negative and in questions and answers			
use <i>will</i> versus <i>be going to</i>			
use the future progressive in the affirmative and negative and in questions and answers			

My five favorite new words from Unit 3:	If you're still not sure about something from Unit 3:
_____	<ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar on page 28 again</li> <li>• ask your teacher for help</li> </ul>
_____	
_____	

## 1 Listen and Discuss

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

### COMPACT CARS: The Smaller, the Better



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

### SUITCASE: For the Price of a Car

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



#### FEATURES

##### Weight:

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

##### Materials:

It comes in ebony (wood) or Italian leather.

##### Remote Control:

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

##### Wheels:

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

##### Prices:

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



## THE FOLD-UP BIKE



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

### About Bicycles

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



**A: Car:** tiny classic, new

**Suitcase:** most expensive, "friendly," lighter than any other bag, price as high as a car

**Bike:** portable, smaller and less bulky, attractive

B.

1. true

2. false

3. false

4. true

5. true

6. true

### Quick Check ✓

- A. Vocabulary.** List the words that describe the car, the suitcase, and the bike.
- B. Comprehension.** Answer *true* or *false*.
- \_\_\_\_\_ The new FIAT 500 is one of the world's most compact cars.
  - \_\_\_\_\_ The car will be available in only one color.
  - \_\_\_\_\_ The *Henk* suitcase was designed in Germany.
  - \_\_\_\_\_ The suitcase can be made of wood.
  - \_\_\_\_\_ The fold-up bike isn't as bulky as an ordinary bike.
  - \_\_\_\_\_ The first bikes didn't have any pedals.

## 2 Pair Work

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



1. The first car was made by Karl Benz in 1886.
2. Cars are produced (by companies) all over the world nowadays.
3. In the future, smaller and smaller cars will be driven (by people).
4. Perfume, watches, and jewelry are made by Cartier.
5. The perfume industry was started by Francois Coty in the late 1800s.
6. Famous perfumes have been produced by the French for many years.
7. In the future, more and more hybrid cars will be bought (by people).
8. In the past, bikes were used by many people to go to work.

f who did it.  
 to be with the past participle.  
 verb to indicate the doer of the action.

etherlands.  
 elers all over the world.  
 he future.

models.  
 an others.

**Superlative Form**  
 It's the **cleanest** car of all.  
 It's the **most expensive** bag.

ay.  
 e in some way.  
 icycle.

oun  
 that sounds like a good idea.

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

🔑 A company in Japan makes the car. The car is made by a company in Japan.  
 The company has opened a new factory. A new factory has been opened by the company.

1. Karl Benz made the first car in 1886.
2. Companies all the over world produce cars nowadays.
3. In the future, people will drive smaller and smaller cars.
4. Cartier makes perfume, watches, and jewelry.
5. Francois Coty started the perfume industry in the late 1800s.
6. The French have produced famous perfumes for many years.
7. In the future, people will buy more and more hybrid cars.
8. In the past, many people used bikes to go to work.







- C-Perfume ad: most refreshing
- Toothpaste ad: cleaner, brighter
- Pet food ad: healthier
- Hand-held device ad: most reliable

graph with the passive form of the verb. Use the correct tense.

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

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

- E-1. sounds (or looks)
- 2. look
- 3. smells
- 4. taste
- 5. sound
- 6. look

The \_\_\_\_\_ (refreshing) fragrance for night and day.



**Bliss**

**SPARKLE TOOTHPASTE**

SPARKLE makes your teeth \_\_\_\_\_ (clean) and \_\_\_\_\_ (bright) than ever.



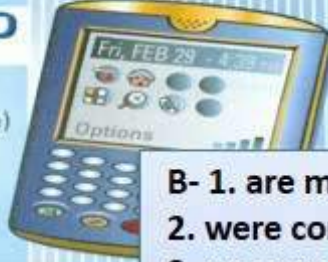
**Homemade Pet Foods**



Your parrot or cat will be and look \_\_\_\_\_ (healthy) when it eats this food.

**FINGER-TIP**

FINGER-TIP, the \_\_\_\_\_ (reliable) \_\_\_\_\_ of all wireless hand-held devices. It was designed for mobility and efficiency.



- B- 1. are made
- 2. were considered
- 3. was used
- 4. was opened
- 5. were sprayed
- 6. was worn
- 7. was named
- 8. was packaged
- 9. was launched
- 10. has been enjoyed

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

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

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



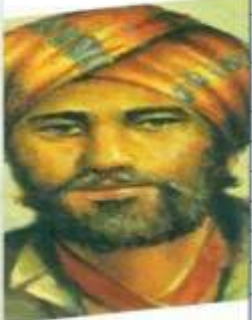


## 4 Language in Context



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

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



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



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

## 5 Listening

Listen to the ads and match.

1. b 2. d 3. a 4. c

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

## 6 Pronunciation

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

**Consonant + Vowel**  
the best ice cream  
the most expensive bag  
It was introduced in 1957.

**Consonant + Consonant**  
the cleanest toothpaste  
in contrast to the standard bike  
a specially designed dolphin food

## 7 About You

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

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

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





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

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

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

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

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

**Adnan:** How does it work?

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

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

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



### Your Ending

What do you think Adnan answers?

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

### Real Talk

What are you up to? = What are you doing now?  
 What on earth...? = expression to show surprise when asking a question

The flying helicopter alarm is placed on a base. When it goes off it flies so you have to get up and catch it.

### About the Conversation

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

### Your Turn

Describe to your partner some unusual new gadgets you have seen or read about. First complete the organizer with the necessary information. Your partner expresses disbelief using the following expressions: *It is awesome/incredible, I've never seen anything like it* and *It makes you wonder*.

What the gadget is called

What the gadget looks like

How the gadget works



## Before Reading

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

# The World of Plastic



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

2 It all started in 1949 when Frank McNamara scheduled a business dinner in a New York restaurant. Before he left for the dinner, Frank changed suits. When the waiter presented the check, Frank realized that he had left his wallet in the other suit. The embarrassing situation was solved, but that night Frank asked himself: "Why should people be limited to spending what they are carrying in cash, instead of being able to spend what they can afford?" A year later, Frank returned to the same restaurant in New York. When the check came, Frank handed the waiter a small cardboard card, a Diner's Club Card, and signed for the meal. This event is known in the credit card industry as the "First Supper." Soon the concept of "charging it" was picked up by merchants as an alternative form of payment to the use of cash. By 1952, the Diner's Club Card was accepted by thousands of businesses across the United States, and it became a status symbol for those who carried it.



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

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

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

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

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

1949

1950

1952

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



**A- 1. b 2. a 3. b 4. c 5. a 6. c 7. a**



**A. Choose the correct meaning of each word.**

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

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

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

**C. Answer the questions about the reading.**

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

**Discussion**

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



- Since the 1950s.
- He didn't have enough money to pay for a business dinner.
- He thought people should be able to spend what they could afford, not only what they are carrying in cash.
- "charging it"
- Hollywood made a film about it, and a board game called Diner's Club was created.
- It became a status symbol.
- It started for use in restaurants and then expanded to other businesses and to other countries.

## Writing

A. Think about and discuss.

1. Do you have a cell phone? What do you use it for?
2. What type/brand of cell phone do you like? Why?
3. What would be different if there were no cell phones?  
Think about what people would or wouldn't be able to do.  
Compare with a partner. Discuss in class.

B. Read "The Cell Phone" and complete the timeline.

1. Write all the dates/years along the line in chronological order.
2. Make notes about what happened on each date.

Michael Faraday, research  
on electricity in space



## The Invention of the Cell Phone

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

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

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

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

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





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

Year / Date	What happened
<b>1843</b>	Michael Faraday, research on electricity in space
<b>1865</b>	Dr. Mahlon Loomis, communication through wireless atmosphere
<b>1973</b>	Dr Martin Cooper, first user of cellular phone
<b>1977</b>	Cell phones go public in USA
<b>1988</b>	CTIA, goals & standards for cellular phone providers

**1. Facts and events are organized in chronological order,** as marked along the timeline.

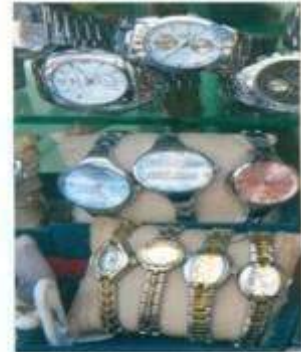
1843 Michael Faraday, research on electricity in space/ substantial effect on development /cellular phones – Stage 1

1865 Dr. Mahlon Loomis, communication through wireless atmosphere, developed method receiving/transmitting messages through atmosphere –Stage 2

1973 Dr Martin Cooper, first user of cellular phone/ invented first portable cellular phone – Stage 3

1977 Cell phones go public in USA/ trial testing/Chicago then other cities, attracted large companies/ introduced around the world.- Stage 4

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



Slogan

Product you want to advertise

Interesting words about it

How it is better than other products





Things that I liked about Unit 4:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

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

Unit 4 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
talk about commercials, ads, and product history			
describe products			
make comparisons			
use the passive			
use comparatives and superlatives			
use <i>as...as</i>			
use the verbs <i>look, smell, sound, and taste</i> with <i>like</i> + noun			

My five favorite new words from Unit 4:	If you're still not sure about something from Unit 4:
_____	<ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar on page 46 again</li> <li>• ask your teacher for help</li> </ul>
_____	
_____	
_____	
_____	



أخبار منوعة

## 1 Listen and Discuss

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

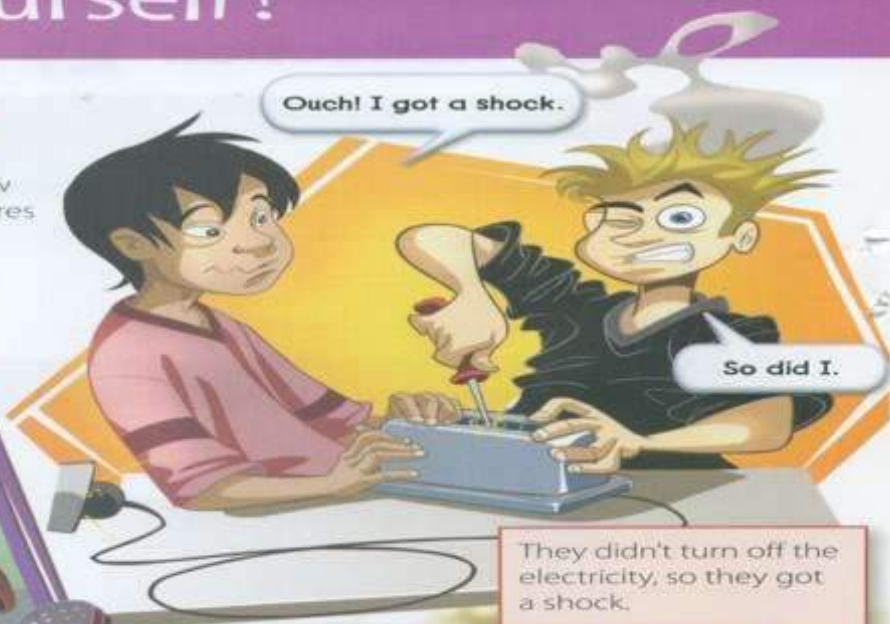
### Common Accidents



Because he was wearing a helmet and knee pads, he didn't hurt himself.



They didn't hurt themselves because they were wearing seat belts.



They didn't turn off the electricity, so they got a shock.



If you use the wrong equipment, you might hurt yourself.



## The Most Common Causes of Automobile Crashes

An average of 17 Saudi Arabian residents die on the country's roads each day, according to a report by the Saudi General Directorate of Traffic. Approximately 1.2 million people die each year on the world's roads, and that number is expected to rise by 65 percent by the year 2020.

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



### Quick Check ✓

- A. Vocabulary.** List the verbs that refer to injuries.
- 🔦 hurt.
- B. Comprehension.** Answer *true* or *false*.
- \_\_\_\_\_ The skateboarder didn't hurt himself because he had knee pads.
  - \_\_\_\_\_ Neither of the people who were working on the electronic device got a shock.
  - \_\_\_\_\_ The people in the car were hurt.
  - \_\_\_\_\_ The woman cut herself trying to open a can.
  - \_\_\_\_\_ Most road accidents are caused by the drivers themselves.

1. true 2. false 3. false 4. true 5. true

A- hurt, got a shock, injured, cut yourself

### 2 Pair Work 🗨️

- A.** Find sentences that are facts about the accidents you read about. Make questions for those facts. In pairs, ask and answer the questions. See the example below.
- 🔦 How did the young man hurt himself?
  - 🗨️ He fell off his skateboard.
- B.** Share experiences about accidents.
- 🔦 I once slipped on a wet floor and broke my arm.
  - 🗨️ So did I.



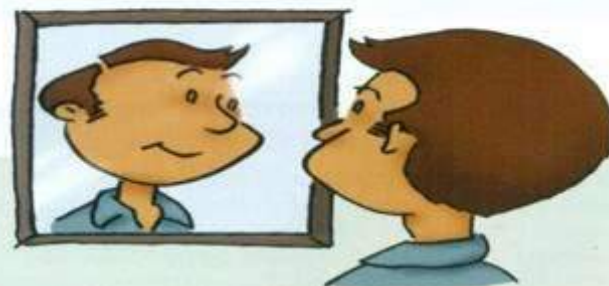
Read the *Most Common Causes of Automobile Crashes* again. Find examples of: **self/selves; because/so; neither/so**. Think of how each one is used.

### Reflexive Pronouns

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

myself	ourselves
yourself	yourselves
himself/herself/itself	themselves

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



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

### Because versus So

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

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

### So and Neither

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- herself
- yourself
- myself
- himself
- themselves
- ourselves



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

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

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

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

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

**B- 1. The floor was wet, so Ahmed slipped and fell.**

Ahmed slipped and fell because the floor was wet.

**2. Julian wasn't wearing a seat belt, so he hit his head on the windshield.**

Julian hit his head on the windshield because he wasn't wearing a seat belt.

**3. The child put his finger in the socket, so he got an electric shock**

The child got an electric shock because he put his finger in the socket.

**4. There wasn't any water to put out the fire, so we had to use sand.**

We had to use sand because there wasn't any water to put out the fire.

**5. Abdullah was riding too fast, so he fell off her bike.**

Abdullah fell off her bike because he was riding too fast.

**6. I didn't read the "Wet Paint" sign, so I got my hands all blue.**

I got my hands all blue because I didn't read the "Wet Paint" sign.



- C- 1. so**  
**2. because**  
**3. because**  
**4. so**  
**5. because**  
**6. so**

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

I always wear a seat belt in the car.

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

**D-1. Neither have I.**

- So do I.
- So did I.
- Neither did I.
- Neither do I.
- So am I.
- So do I.
- So did I.
- Neither am I.



## 4 Language in Context

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

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



b



c



d



e



f



1. b He sprained his ankle.
2. c He poked himself in the eye
3. f She fractured her arm.
4. d He burned his hand.
5. a She cut her finger.
6. e He broke his nose.

## 5 Listening

5-pills, stove, sockets, pots and pans, windows, superheroes

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

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

## 6 Pronunciation

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

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

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

## 7 About You

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

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



## 8 Conversation



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

1. Samir's motorcycle skidded on a patch of oil, and it crashed into a car.
2. He was lucky because he was wearing a helmet, and it probably saved his life.
3. Jasem was cycling in the park. A squirrel ran in front of him, so he swerved to avoid it and hit a tree.
4. Jasem is sorry for Samir because he is going to be stuck in a wheelchair for a while.
5. He says that with two casts, he has enough room for all his friends to write their names on his casts.

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

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

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

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

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

### Real Talk

lucky day = a day of good fortune

stuck in = caught and unable to move out

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

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

### About the Conversation

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

### Your Turn

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



## Before Reading

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



## Unusual Accidents and Deaths

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

### UNHAPPY ENDINGS

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

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

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

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

### HAPPY ENDINGS

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

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

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

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





### After Reading

A. Match the words with the meanings.

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

A- 1. d 2. e 3. f 4. b 5. a 6. c

B. Complete the sentences about the reading.

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

B-1. Aeschylus was killed  
 2. should be careful of lightning  
 3. they suffocated to death  
 4. it didn't open  
 5. couldn't believe he survived

### Discussion

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

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



A. Think about and discuss

1. How many people were in the car?
2. What kind of car was it?
3. Which age group was the driver? Compare with a friend.

B. Read the text and take notes

**THE ACCIDENT**

- What happened?
- When it happened?
- Where it happened?
- How it happened?

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

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

**What happened:** car crashed into us/ threw us into telephone pole/ hit my face on dashboard

**When it happened:** morning

**Where it happened:** on the way to school

**How it happened:** speeding car didn't stop at the intersection/ crashed into us

**Who caused it:** driver of the other car

**Who it happened to:** The writer and his brother

**Why it happened:** the other driver was 90 years old

## THE ACCIDENT

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

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

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

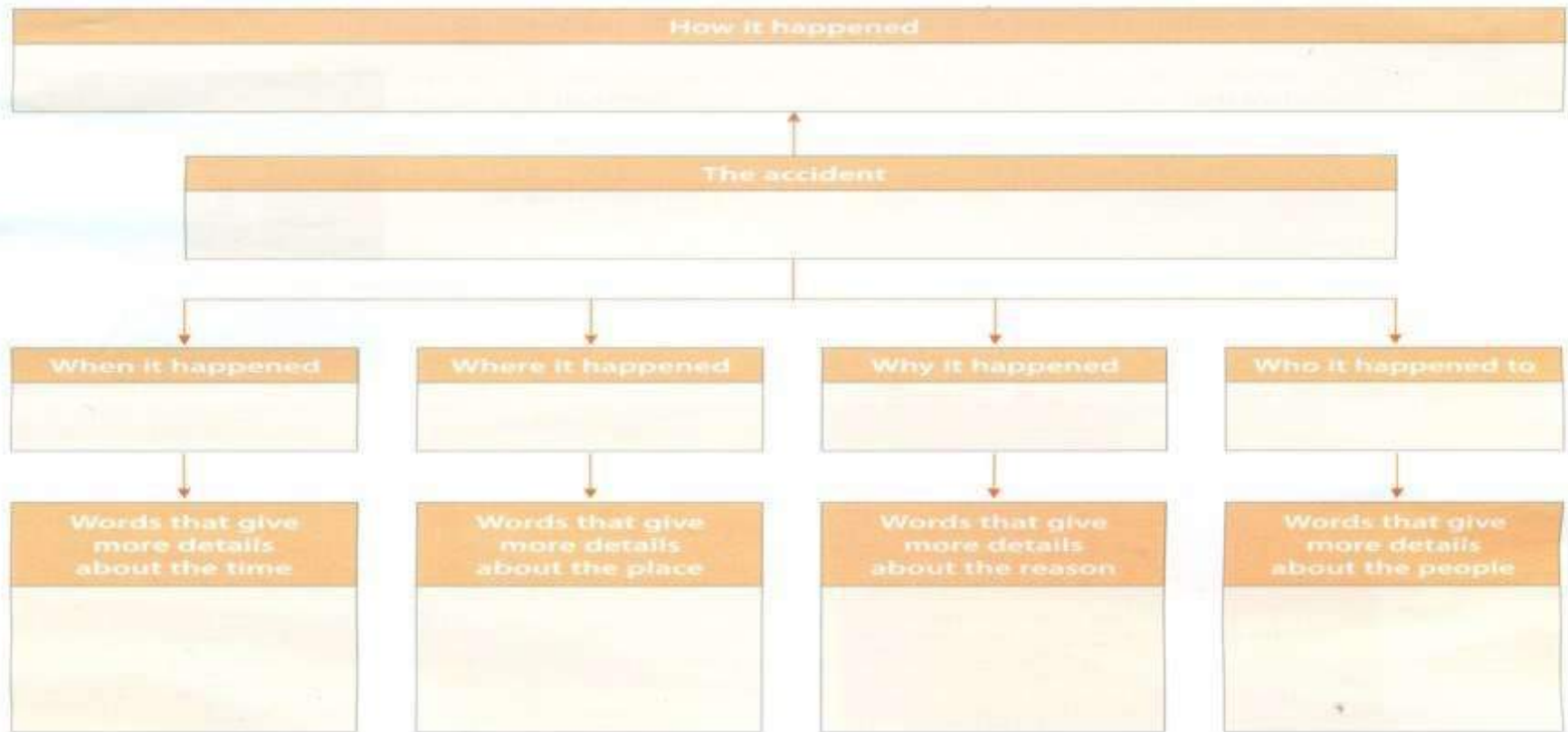
I was released from hospital two weeks later. Since then I have always been a cautious driver and advised others to be careful.





Write about an accident you have seen, heard about, or read about.

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



### Writing Corner

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

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

Now look at the text about the accident on page 64. How is it organized? What did you think of it? Why?

## 5 Did You Hurt Yourself?

Questions		Your answers	
1	Where do the accidents happen the most?	On busy roads in the city, at intersections, on highways	5 What can you tell people so these accidents won't happen? <i>That they are endangering their own and other people's lives, a small mistake can cause major damage, driving safely will ensure getting to their destination, driving fast won't</i>
2	What kind of accidents?	Car crashes, accidents that involve pedestrians, car breakdown	6 What changes should be made so that these accidents don't happen? <i>Speed should be monitored, speeding should be fined heavily, traffic police should run random checks of cars to make sure that they are in good working order, ...</i>
3	What caused the accidents?	Reckless driving, speeding, engine failure, break failure, flat tire	7 What kind of poster can you design to inform people about the information you collected above? <i>A split poster showing a bad crash in one part and children greeting their father as he gets out of his car at home in the other/ A large poster that shows pedestrians about to run across a busy street with cars rushing past as someone stops them from crossing ...</i>
4	How can these accidents be prevented?	Through more careful driving at reasonable speeds, obeying speed limits, watching out for pedestrians, stopping at intersections, servicing cars regularly	

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



# 12 Self Reflection



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

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

Unit 5 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about accidents and accident prevention			
talk about cause and effect			
use reflexive pronouns:			
use <i>because</i> versus <i>so</i>			
use <i>so</i> and <i>neither</i>			

My five favorite new words from Unit 5:	If you're still not sure about something from Unit 5:
_____	<ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar on page 58 again</li> <li>• ask your teacher for help</li> </ul>
_____	
_____	

## 1 Listen and Discuss

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



**You've got questions?  
We've got answers.**

**HelpSite4U**  
<http://helpsite4u.com>

Leisure Health Eating Friends Travel School/College

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

**Saying NO to junk food**

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

**HOTLINE!**  
For help at any time, talk on the phone with one of our counselors. Click [here](#) for more information.

**Weight Control**

**You'd better stop eating junk food and exercise more.**

**I have to lose weight and run faster. What should I do?**

**Anorexia**

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





### Keeping Fit

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

I know I should exercise, but I keep putting it off.



You ought to take up a sport, or you could work out with me if you like.



### Driving

#### Some tips on driving

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

#### Staying safe on the road

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

## you'd better, you should, you ought to, you could, you might

### Quick Check ✓

- A. Vocabulary.** Underline the expressions of advice on the site.
- B. Comprehension.** Answer the questions about the site.
1. Who should you call in case of a problem?
  2. What shouldn't young people do in order to keep slim?
  3. Why do some young people avoid food?
  4. What might you do in order to stay fit?
  5. What should people do to stay safe on the road?

1. You should call the counselors on the website.
2. They shouldn't avoid food.
3. Some young people avoid food to look attractive.
4. You might take up a sport or work out.
5. They should wear their seat belt. They should slow down on intersections.



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

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

#### Question (?)

Should I stay, or should I go?

#### Affirmative (+)

You **should** stay.  
 You **ought to** stay.  
 You **might** stay.  
 You **could** stay.

#### Negative(-)

You **shouldn't** go.  
 You **ought not to** go.

### Had Better

*Had better* is used to give advice. It's stronger than *should* and *ought to*.

**Note:** *had* can be contracted to *d*.

#### Question (?)

Should I take this medicine?

#### Affirmative (+)

You'd **better** take it.

#### Negative(-)

You'd **better not** take it.

### Two-Word- and Three-Word Verbs

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

#### 1. Verb + adverb particle

to **put** something **off** (postpone)  
 to **give** something **up** (stop doing)  
 to **take** something **up** (begin)  
 to **throw** something **away** (discard)  
 to **turn** something **down** (refuse)

They **put off** the meeting until next week.  
 He **gave up** smoking for health reasons.  
 I'm going to **take up** karate.  
 Don't **throw away** your old clothes.  
 The committee **turned down** my proposal.

#### 2. Verb + adverb particle + preposition

to **get along with** someone (be friendly)  
 to **put up with** someone or something  
 (accept a bad situation)

I **get along** well **with** Fatima.  
 My boss is difficult to **put up with**.

Pronoun objects go between the verb and particle.

I can't find my old sneakers. Did you **throw them away**?

Nouns can go between the verb and particle or after the particle.

I **threw** the **sneakers** **away**.

I **threw away** the **sneakers**.

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

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

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

- filled it out
- took it back
- cut it off
- threw them away
- turn it off



# 1 Harvey

**Problem:** He's gaining weight.

**Doctor's Advice:** He should change his diet and take up a sport or do some other physical activity.

# 2. Adel

**Problem:** He has a problem with his skin.

**Doctor's Advice:** He should stop eating nuts..

# 3. Saeed

**Problem:** He feels weak every time he exercises.

**Doctor's Advice:** He should start having salt in his food again.

- He ought to work less.
- He shouldn't work on weekends.
- He ought not to drink a lot of coffee.
- He should move closer to work.
- He'd better start to exercise.
- He should go out with friends more.
- He'd better take a vacation.

ms. Complete the chart.

	Problem	Doctor's Advice
Harvey		
Adel		
Saeed		

## 6 Pronunciation

- A.** Listen. Note that the main stress is on the second part of the two-word or three-word verb. Then practice.
- put off** I put **off** my new diet.
  - turn down** I don't want to turn **down** a friend who asks for help.
  - put up with** Ahmed has put **up** with the noise for a long time. Now he has had enough.
- B.** Read the advice website again. Find two-word and three-word verbs. Practice reading them aloud, putting the main stress on the second part.

## 7 About You

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

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

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

- Thank you for your offer, but I'm going to have to turn down (refuse) your help.
- I need to clean my closet and \_\_\_\_\_ (discard) a lot of old clothes.
  - We have to \_\_\_\_\_ (tolerate) our neighbors' loud voices every night.
  - I have to finish my big report. Can we \_\_\_\_\_ (postpone) our meeting for tonight?
  - Samuel wants to lose weight. He ought to \_\_\_\_\_ (begin) a sport like jogging. He should also \_\_\_\_\_ (stop) eating sweets.
  - I have a new person who shares my apartment. Unfortunately we \_\_\_\_\_ (not have a good relationship). I have to \_\_\_\_\_ (accept) his messy ways.

- C- 1. You could go to a sport's club.  
 2. You ought to get a nicotine patch.  
 3. You'd better give up sweets. You ought to eat more vegetables.  
 4. You should have more confidence in yourself.  
 5. You should go out and have fun. You might volunteer to help others.

...ations? Share advice with a partner.



- B-1. throw away  
 2. put up with  
 3. put off  
 4. take up, give up  
 5. don't get along, put up with

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

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

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

- Laura has been sick for a couple of days. It's time she saw a doctor.
- It's getting late. It's time you went home.
  - I haven't had a vacation for a long time. It's time I took one.
  - The kids have been playing all day. It's time they went to bed.
  - Our car is really falling apart. It's time we bought a new one.

She'd better see a doctor.

- You'd better go home.
- I'd better take a vacation.
- They'd better go to bed.
- We'd better buy a new car.



## 8 Conversation



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

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

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

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

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

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

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

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

### Real Talk

feeling down = feeling depressed

look out for myself = think only about yourself and not care about other people

To be honest = an expression used to make a statement stronger

### About the Conversation

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

### Your Turn

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

1. Mohammed's parents always want to know where he is and what he's doing.

2. He says that Mohammed should talk to his parents and explain to them that they can trust him.

3. He says that Mohammed's parents are protective because they are concerned about his well-being.

4. He gets along well with his parents.

5. He says that all parents are the same.





### Before Reading

1. Write down what you think are the main ingredients that attract people to junk food. Share your answers with the class.
2. List the factors that normally lead people to become addicted to junk food. Share your answers in groups.

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

## Breaking the habit—Getting healthy

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

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

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

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







### After Reading

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

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

B. Complete the following sentences based on the reading.

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

### Discussion

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

A:1. true  
2. true  
3. false  
4. false

B:1. worry

2. turn down the offer

3. cut down food gradually or altogether

4. change your eating habits

5. give up





## A. Answer the questions.

1. Do you have friends who live in another city or country? Do you write to them? Do you know anyone who does?
2. Would you like to move to another place? Why? Why not? Compare ideas with your partner.
3. What/Who would you miss if you moved to another town/city/country? Discuss.
4. Read the letter and identify the problem. Compare with a partner.

Dear .....

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

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

*I have tried to be nice to everyone and give them and myself time to get to know each other but nothing has come of it. I have been feeling down for some time and I can't concentrate. My grades have dropped and*

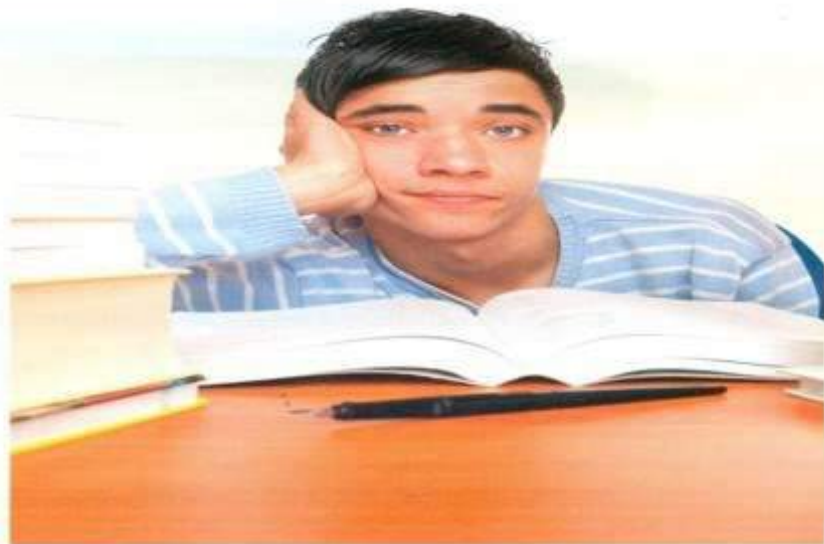
*I have gained a lot of weight because I get no exercise. They won't let me play football with them.*

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

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

*Hope to see you soon.*

.....





# Sample answers

## The problem

He is very unhappy and bored. He misses his friends. He can't adjust to his new school.

The cause of the problem	Your advice or solution to the problem
He has not been accepted by his classmates in his new school	(Students' own answers )
He is the "new student"	
He is not invited anywhere	
He is not allowed to participate in the football team/ or play football at school	
He is ignored and rejected by his classmates	
Only one person turned up when he invited them	

## Writing Corner

When you write a letter of advice make sure you:

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

Make sure you use words and expressions such as:

I am really sorry to hear ... / I understand how you feel/ I would feel the same way/ I don't understand why people do this sort of thing...

I think, maybe, you should ... / How about ... ing/ Have you tried ... / I would ... but then again, you know best/ It's hard to imagine what it feels like ... / I wouldn't like to be in your place ...

Now respond to these statements.

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

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

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



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



## Self Reflection



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

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

Unit 6 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
discuss common problems			
ask for and give advice			
use the modal auxiliaries <i>should, ought to, might, and could</i> in questions and in the affirmative and negative			
use <i>had better</i> in questions and in the affirmative and negative			
use two-word and three-word verbs			

My five favorite new words from Unit 6:	If you're still not sure about something from Unit 6:
_____	<ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar on page 70 again</li> <li>• ask your teacher for help</li> </ul>
_____	
_____	