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MEGA

# GOAL 3

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وزارة التعليم  
Ministry of Education  
2024 - 1446

## MegaGoal 3 Student Book

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# Scope and Sequence

	Unit Title	Functions	Grammar
	<b>Connect</b> Pages 2–5	Express opinion and viewpoint, argument; agree and disagree Make deductions about the past and the present	<i>can't be – must be/must be + -ing – can't have – must have</i>
<b>1</b>	<b>Two Is Better Than One</b> Pages 6–19	Discuss how people/animals can help each other Negotiate Words connected with museums and galleries Express enthusiasm	<i>Other, others, and another</i> Emphatic <i>do</i> Simple present tense vs. present progressive Gradable and non-gradable adjectives
<b>2</b>	<b>Influential People</b> Pages 20–33	Talk about fame and fortune Discuss options Asking and telling about personal experiences	<i>Used to versus be used to</i> <i>Would</i> for repeated action in the past versus <i>used to</i> <i>Was/Were going to</i> (future in the past) Present perfect simple tense Past simple vs. present perfect
<b>3</b>	<b>What Will They Think of Next?</b> Pages 34–47	Discuss technology invented over the last one hundred years Make predictions about life in the year 2100 Persuade Words connected with space and the planetary system: part 1	Future perfect Future perfect progressive The future with dependent time clauses Simple present: <i>be</i> and information questions Simple past: <i>be</i> and <i>be born</i> Regular and irregular verbs in the past
<b>4</b>	<b>The World of TV</b> Pages 48–61	Talk about TV films and documentaries Identify genres of TV films Agree and disagree with opinions Words connected with space and the planetary system: part 2	<i>Both ... and, not only ... but also, either ... or, neither ... nor</i> Independent clauses with <i>and, but, or, so, and yet</i> Comparatives and superlatives <i>I'd rather/I'd prefer</i>
<b>EXPANSION Units 1–4</b> Pages 62–67		<b>Language Review</b> <b>Reading:</b> <i>Is Anybody Out There?</i> <b>Language Plus:</b> Idioms with <i>world</i>	
<b>5</b>	<b>Do You Really Need It?</b> Pages 68–81	Evaluate and discuss the influence of advertising Create an advertisement for a product Advise someone against something Express preference: <i>I'd rather/I'd prefer</i> Words connected with shopping habits	Adverb clauses <i>Because, because of, since, and now that (In order) to and so (that)</i> Conditional sentences with <i>when, if, even if, in case, only if, and unless</i> <i>Where, wherever, and everywhere</i>
<b>6</b>	<b>The Gender Divide</b> Pages 82–95	Talk about gender differences and similarities Discuss stereotypes Ask for and give directions Words connected with hobbies and interests	Verbs + infinitives or gerunds with different meanings Passive forms of infinitives and gerunds Auxiliary verbs after <i>but</i> and <i>and</i> Present perfect progressive vs present perfect simple with time markers <i>Adjectives + preposition + gerund</i>
<b>7</b>	<b>Everyone Makes Mistakes</b> Pages 96–109	Talk about famous mistakes in history Discuss personal mistakes Apologize Respond to an apology Words connected with business	Modals and passive modals in the past Count and non count nouns Expressions of quantity: <i>some, any, a lot of, much, many, enough, plenty of, few, a little, hardly any</i>

Listening	Pronunciation	Reading	Writing
Listen and identify features of spoken discourse versus written discourse	Recycling and using familiar stress, intonation patterns, expressing disbelief, surprise, query		
Listen for sequence of events in a summary about Dr. Abdullah Al-Rabeeah	The English /r/	Animal Partners	Write an essay about two friends Write and prepare a PowerPoint presentation about symbiotic relationships in teams (Project)
Listen for sequence in a lecture about the history of money	Past tense endings: /t/, /d/, and /ɪd/	Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi: A Success Story	Write a descriptive biographical essay about a person's life Research and make a poster presentation about a person you admire (Project)
Listen for specific information in a talk about the future of newspapers	Consonant clusters	An Out-Of-This-World Vacation	Write a discursive essay about a future development in Saudi Arabia and its impact on you and on society Research and make a PowerPoint presentation on future changes and their impact in a particular area that you are familiar with (Project)
Listen for specific information from a TV interview about office designs	Linking vowel sounds	The Formula behind Detective Stories on TV	Write an expository essay about the formula of a TV film genre Create and present a storyboard on important events in a person's life (Project)
<b>Tools for Writing:</b> Commonly confused words <b>Writing:</b> Write an expository essay about the history of a common device or technology and how it will change in the future			
Listen for specific details in a lecture on advertising techniques	To before consonants and vowels	Ads Everywhere: Do You "Buy" It?	Write a letter to your local newspaper Create and present a new advertisement for an existing product (Project)
Listen for specific details in a discussion about young/new and experienced drivers	Rising and falling intonation on tag questions	Do Men and Women Speak the Same Language?	Write an essay about the communication features of men or women from different cultures Research and make a PowerPoint presentation on communication methods through time (Project)
Listen for specific information in stories about mistakes	Reductions of modals + <i>have</i> : <i>could have, should have, might have, must have</i>	Happy Accidents	Write a descriptive and personal narrative Research and make a poster presentation about indispensable home inventions (Project)

# Scope and Sequence

	Unit Title	Functions	Grammar
<b>8</b>	<b>Against the Odds</b> Pages 110–123	Discuss remarkable events and coincidences Express surprise	<i>Such . . . that/so . . . that</i> Reducing adverb clauses Past progressive <i>Was/were going to; was/were about to</i> Past perfect tense Past perfect progressive and past simple
<b>EXPANSION Units 5–8</b> Pages 124–133		<b>Language Review</b> <b>Reading:</b> The Impact of a Changing World on Human Language and Communication <b>Reading:</b> Phobias: Nothing to Fear	
	<b>Update</b> Pages 134–137	Express opinion/view, argument, agree and disagree,/belief, disbelief Make deductions/past and present Ask for and give clarification Make suggestions Summarize/recap	<i>Can't be – must be/must be + -ing – can't have – must have</i> Recycle familiar verb forms, narrative, connectors and modifiers, passive forms, <i>would – hypothesis</i> , modals for ability, possibility, adverbs, gerund, e.g. <i>capable of -ing</i>
<b>9</b>	<b>Beauty Is Only Skin Deep</b> Pages 138–151	Discuss beauty products and practices throughout history Talk about the importance of beauty products Make a complaint Respond to a complaint	Noun clauses beginning with <i>that</i> Noun clauses after verbs Noun clauses after adjectives Noun clauses as subjects of sentences <i>Needs to be done; get/have done</i> Present and past participles
<b>10</b>	<b>They Said, We Said</b> Pages 152–165	Discuss gossip and rumors Tell a secret Promise to keep a secret Words connected with the body	Noun clauses as reported speech versus quoted speech Rules and exceptions to the sequence of tenses Noun clauses beginning with <i>whether or if</i> Modal auxiliaries for the present and future: <i>must, should, ought to, may, might, can, could</i>
<b>11</b>	<b>Express Yourself</b> Pages 166–179	Discuss world languages Talk about the English language Ask someone to repeat something Words connected with different kinds of vacations	Adjective clauses and relative pronouns Relative pronouns as subjects and objects of adjective clauses Future forms with <i>will</i> and <i>be going to</i> Conditional sentences with <i>if</i> -clauses (present) <i>Wish/If only</i>
<b>12</b>	<b>Lost and Found</b> Pages 180–193	Conduct an interview Express regret Express understanding Words connected with historical monuments	Using <i>where</i> and <i>when</i> in adjective clauses Using <i>whose</i> in adjective clauses Conditional sentences with <i>If</i> -Clauses (Past) <i>As if/as though</i> Inversions
<b>EXPANSION Units 9–12</b> Pages 194–203		<b>Language Review</b> <b>Reading:</b> It's a Mystery <b>Language Plus:</b> Idioms about mysteries	



Listening	Pronunciation	Reading	Writing
Listen for specific details in a news story about identical twins who were separated at birth	Dropped final consonants	Survival Against the Odds	Write a descriptive essay about your vision of the future in Saudi Arabia in 2030 Research and design a cartoon strip about a survival story (Project)
<p><b>Language Plus:</b> Idioms about fear  <b>Tools for Writing:</b> Run-on sentences  <b>Writing:</b> Write an essay about animal tales in your culture</p>			
Listen for specific information/ draw conclusions Listen and identify language functions in discourse	Recycle and use familiar stress, intonation patterns, to express attitude or feelings, e.g. disbelief, surprise, query		
Listen for specific information in a lecture about fad diets	Stress on affirmative and negative auxiliary verbs	Changing Concepts of Beauty in History	Write a persuasive essay about the importance of beauty Research and evaluate cosmetic products and make a poster presentation (Project)
Listen for specific details in a rumor as it is spread	Question intonation	Psst. Pass It On. (Why We Gossip)	Write a summary of an article about gossip Research harmful rumors and make a PowerPoint presentation (Project)
Listen for specific details in stories about people making mistakes in English	Emphasizing different words in a sentence to convey different meanings	Invented Languages	Write an email to a friend giving news and discussing differences between your language and English Research and identify specific similarities and differences between English and Arabic; make a PowerPoint presentation (Project)
Listen for specific details in stories about lost and found items	The dropped <i>h</i> sound at the beginning of pronouns and auxiliary verbs	Look What I Found!	Write a personal narrative describing a time that you lost and found something important Research a discovery story and make a PowerPoint or poster presentation (Project)
<p><b>Tools for Writing:</b> Using the definite article with geographical nouns  <b>Writing:</b> Write an essay about an unexplained mystery  <b>Tools for Writing:</b> Sentence fragments  <b>Writing:</b> Write an informational essay about a condition or disorder that involves the human mind</p>			





# 5 Do You Really Need It?

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## 1 Listen and Discuss

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

### The BMX-3000 Sports Car

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



### FLORAL ESSENCE SHAMPOO

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



### DYNEX LAUNDRY DETERGENT

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



## Crystal Spring Water

### Crystal Spring: It's the clear choice.

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

## PLANET MERCURY SNEAKERS

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

### Quick Check

**A. Vocabulary.** Match each word with its definition.

- |                        |   |
|------------------------|---|
| 1. _____ admire        | a. meant or planned                                   |
| 2. _____ brand         | b. causing big change                                 |
| 3. _____ exclusive     | c. combination of ingredients                         |
| 4. _____ formula       | d. respect  |
| 5. _____ intended      | e. having high-class tastes                           |
| 6. _____ revolutionary | f. belonging only to one (company)                    |
| 7. _____ sophisticated | g. the name that identifies a product or manufacturer |

**B. Comprehension.** Answer the questions about the advertisements.

- Which advertisement appeals to the reader's desire to be special?
- Which advertisement appeals to the reader's desire to do what other people are doing?
- Which advertisements use statistics to sell their products?
- Which advertisements use famous people to sell their products?
- Which advertisements do you think are most effective? Why?

## 2 Pair Work

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



## 3 Grammar

### Adverb Clauses

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

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

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

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

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

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

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

They went to the mall, **because of the sale.**

*(In order) to* and *so (that)* begin adverb clauses that give information about **purpose**.

*(In order) to* must be followed with the base form of the verb.

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

Clauses with *so (that)* usually include a modal.

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

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

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

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

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

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

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

He buys something **wherever he goes.**

The advertisements were placed **everywhere you could imagine.**

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

 They patented their new formula so that no one else could use it.

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



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

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

💡 I'll give you a call while we're hiking unless I can't get a signal on my cell phone.

- \_\_\_\_\_ it rains tomorrow, the parade will still happen.
- It is important to wear your seatbelt \_\_\_\_\_ you don't get hurt in an accident.
- People vote \_\_\_\_\_ have an impact on their government.
- The football game had to be canceled \_\_\_\_\_ the heat.
- \_\_\_\_\_ he goes, his little brother follows him.
- \_\_\_\_\_ he's working in a prestigious law firm, he wears sophisticated clothes.

**C.** Combine each pair of sentences using the appropriate word or phrase in parentheses.

💡 I'll buy an electronic book reader. I won't buy it if it's too expensive. (because / unless)

I'll buy an electronic book reader unless it's too expensive.

- We're going to use a map. We have no idea how to get there. (since / so that)
- A new leader has been elected. Things are starting to change. (unless / now that)
- You get the flu shot. You can still get the flu. (even if / in order to)
- She takes her electronic dictionary with her. She takes it to each place she goes. (unless / wherever)
- You want to go to a top university. You must have excellent grades. (because of / if)
- I'd be happy to keep you company. You might want to be alone. (unless / if)
- The game was canceled. The rain was the reason. (only if / because of)
- Keep in touch. I want to know how you are doing. (so that / even if)

**D.** Complete the sentences with your own ideas.

- |  |                                   |
|--|-----------------------------------|
| 1. ...now that I have more time.           | 4. ...in case you need help.      |
| 2. Global warming will continue unless...  | 5. Wherever you go these days,... |
| 3. If I found my best friend's journal,... | 6. Unless you have a passport,... |

**E.** Look at the TV commercial for toothpaste. Imagine what the man is saying. Write a script for the commercial, using some of the words from the box.

💡 If you want sparkling, white teeth, try Sparkle Bright toothpaste.

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



## 5 Do You Really Need It?

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### 4 Conversation



- Farah:** Wow! Look at all those bags! I wouldn't buy any more if I were you. I think you're going to regret spending so much money today. You bought four sweaters, three dresses, and two pairs of shoes.
- Amal:** Actually, I bought three pairs of shoes. But don't worry. I'm not buying another thing. I don't think I could carry anything else. And anyway, after all this shopping, I'm officially **broke**.
- Farah:** Let's go so that you're not tempted to buy anything else. Hey, where are you going?
- Amal:** Look at this gorgeous sweater!
- Farah:** Amal! Didn't you just say you weren't going to buy another thing?
- Amal:** Yeah, but now I'm not so sure. I hardly have any red sweaters, and this one is adorable.
- Farah:** I thought you were broke. I would just walk away from it if I were you.
- Amal:** Well, I do have my credit card.
- Farah:** I don't think using your credit card is a good idea. Think carefully about it before you **blow** more money on more clothes.
- Amal:** You're right. I'd better not **max out** my credit card. OK. I'm going to show some self-control. If I stay here another minute or two, I'll break down and buy it. So quick—let's **beat it**.

### About the Conversation

1. Where are Farah and Amal? How do you know?
2. What is Farah trying to convince Amal not to do? Why?
3. What does Amal change her mind about in the conversation?

#### Real Talk

- broke** = out of money  
**blow** = waste money  
**max out** = spend up to the limit  
**beat it** = leave quickly

### Your Turn

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

### Advising Against Something

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



## 5 Listening

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



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

## 6 Pronunciation

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

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

## 7 Vocabulary Building

A. You will see the following words in the reading on pages 74 and 75. Match the words with their meanings.

- |                         |  |
|-------------------------|--|
| 1. _____ consumer       | a. shockingly strange or unexpected          |
| 2. _____ exposed        | b. design symbol of a business or product    |
| 3. _____ logo           | c. without planning                          |
| 4. _____ outlandish     | d. different from what is typically expected |
| 5. _____ spontaneously  | e. a person who buys things or services      |
| 6. _____ unconventional | f. left unprotected                          |

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

## 5 Do You Really Need It?

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## 8 Reading

### Before Reading

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

# ADS EVERYWHERE: *Do You “Buy” It?*

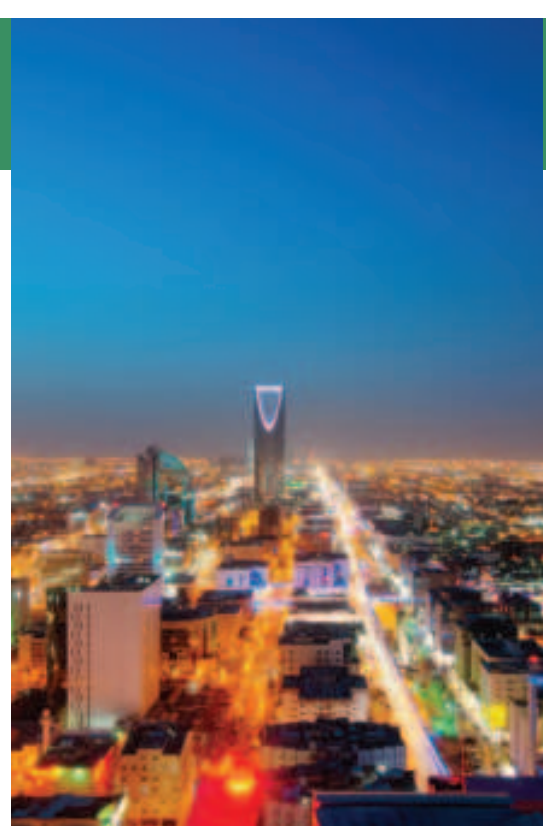
For most people, it is virtually impossible to go through the day without seeing advertisements. From the time we wake up and flip on the TV or check our email, we are surrounded by advertisements. They are in magazines, on buses, on billboards, online, and on buildings, to name just a few of the places we see them throughout the day. According to a recent study, the average person is exposed to between 400 and 600 advertisements each day. This means that by the time we are 60, we will have been exposed to 9 to 13 million advertisements!

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

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

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

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





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

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

Wherever we go, advertisements seem to follow. Unless you're reading this article on a desert island, there's probably an advertisement close by. And there seems to be no limit to the lengths advertisers will go to in order to catch our attention. In the years ahead, we can expect advertisers to come up with even more creative, surprising, and outlandish forms of advertising in their ongoing efforts to grab our attention—and our wallets!



### After Reading

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

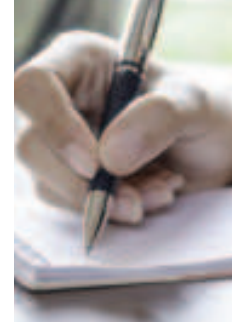
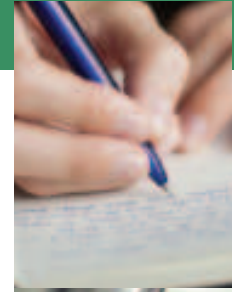
## 9 Speaking

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

Target group	Product/service 1	Product/service 2	Method/technique
Adults			
Teenagers			
Young children			



## 5 Do You Really Need It?



### 10 Writing

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

### *Is handwriting obsolete?*

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

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

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

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

spell-check and search for words or alternative expressions. Compared to all these advantages, handwriting seems so restricting and restricted that most computer literate people limit it to scribbling notes for someone or filling in forms that are not available in electronic form.

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

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

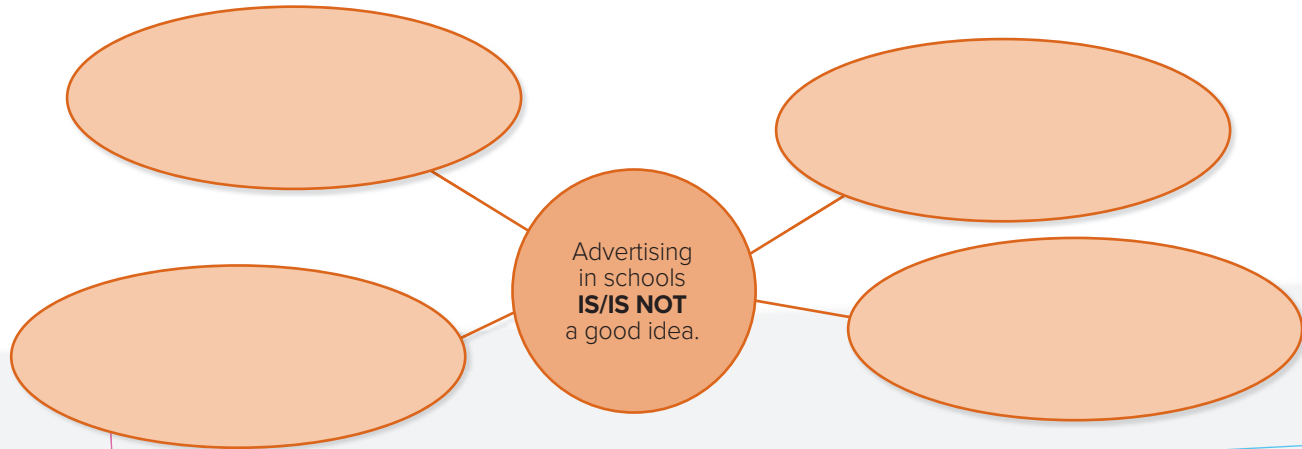
In view of the above, we would have to consider a more inclusive standpoint that allows us to exploit technological advances, while maintaining the ability to write with a simple implement on a surface for someone to read. Being able to record ideas, information, and messages in a self-sufficient and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



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



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



*Dear Editor,*

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

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

*Moreover, ...*

*To sum up, ...*

### Writing Corner

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

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



## 11 Form, Meaning and Function

### Conditional Sentences with Present and Future Forms

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

#### Present Facts

Use the *simple present tense* in both clauses.

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

#### Future Facts

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

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

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

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

#### May/Might

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

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

#### I'd Rather/I'd Prefer

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

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

**B:** **I'd rather** go shopping.

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

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

- If you \_\_\_\_\_ (heat) water to 100°C, it \_\_\_\_\_ (boil).
- If they \_\_\_\_\_ (climb) up to 4,000 meters, they \_\_\_\_\_ (need) oxygen.
- Unless you \_\_\_\_\_ (stop) spending, you \_\_\_\_\_ (be) completely broke before the end of the month.

**B.** Work with a partner. Say what happens, will happen, or might happen in the following situations.

- If children see a lot of toy commercials on TV, \_\_\_\_\_.
- If there is a sale at my favorite store, \_\_\_\_\_.
- If I leave my wallet or cell phone at home, \_\_\_\_\_.
- If you get top marks at school, \_\_\_\_\_.
- If I see an advertisement on TV, \_\_\_\_\_.
- Your idea: \_\_\_\_\_.

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



## Words Connected with Shopping Habits

Some words connected with different ways of shopping are:

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

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

**Luxurious** shopping malls provide **entertainment**, **food** and good **discounts** on products.

Online shopping is becoming more and more popular as it's **convenient**, **fast** and you can **pay by credit card**.

## Conditional Sentences with *When* and *Unless*

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

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

**When** water reaches 100 °C, it **boils**.

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

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

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

**Unless** you study harder, you **will fail** the test.

**D.** Read the advertisements. Work with a partner and persuade him or her to buy the product. Use sentences with **when**, **if** and **unless**

💡 **When** you brush your teeth with *Sparkle* toothpaste, your teeth will be cleaner and brighter. **If** you buy this toothpaste, your teeth will look great. **If** you don't buy this toothpaste, you might need to visit the dentist. **Unless** you buy this toothpaste, your teeth will look terrible.

**E.** Work with a partner. Talk about your preferences and give some reasons. Use conditional sentences in the present or future.

💡 I'd prefer to go the mall. If we go to the mall, we can also have lunch in the restaurant.

1. local store/the mall
2. e-learning/classroom
3. get a job/go to college
4. buy a motorbike/buy a car
5. visit Dubai/Muscat



# 5 Do You Really Need It?



## 12 Project

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

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

# 13 Self Reflection

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

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

Unit 5 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
evaluate and discuss the influence of advertising			
create an advertisement for a product			
advise someone against something			
use adverb clauses			
use conditional sentences with present and future forms			
use <i>may</i> and <i>might</i> to speculate about the future			
talk about preferences using: <i>I'd rather</i> and <i>I'd prefer</i>			
talk about shopping habits			
use conditional sentences with <i>when</i> and <i>unless</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 and functions from the unit again</li> <li>• ask your teacher for help</li> </ul>
_____	
_____	



# 6 The Gender Divide

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## 1 Listen and Discuss

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

**Do you think you know a lot about men and women?**

**Answer True or False for these statements.**

**Then check your answers with the results of gender studies.**

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

**Sandy:** I think women talk much more than men.

**Amal:** That's just a stereotype. Though I do think women talk more than men about certain things.

**Sandy:** Like what?

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

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

**Amal:** Typical!

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

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

**Answers:**

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

## Quick Check

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

anxiety	gender	repetitive	stereotype	temperament
capacity	intensity	restless	tedious	

1. The \_\_\_\_\_ that blond-haired people are not smart is ridiculous.
2. We were bored and \_\_\_\_\_, so we decided to find something to do.
3. That film is very \_\_\_\_\_. It shows the same place over and over.
4. I always feel overwhelming \_\_\_\_\_ the night before a test.
5. The \_\_\_\_\_ of the thunderstorm made the animals nervous.
6. Some people believe that animals have the \_\_\_\_\_ to feel the same emotions that humans do.
7. Luisa has a lovely \_\_\_\_\_. She's always happy and smiling.
8. Finding sources for an essay can be a time-consuming and \_\_\_\_\_ task.
9. The \_\_\_\_\_ of an animal often has a specific name; for example, a male horse is a stallion and a female horse is a mare.

**B. Comprehension.** Answer the questions.

1. In what types of settings do women tend to speak more?
2. What causes women to worry more than men?
3. What things do women tend to lie about? What things do men tend to lie about?
4. What might explain women's ability to deal with repetitive tasks better than men?
5. Which gender has the longer life expectancy? Give an example.

## 2 Pair Work

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





## 3 Grammar

### Verbs + Infinitives or Gerunds with Different Meanings

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

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

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

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

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

I **regret to tell** you that I have a secret. (**regret** + *infinitive* = wish it were not necessary to do something)

I **regret telling** you my secret. (**regret** + *gerund* = wish it were possible to undo something done in the past)

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

We **stopped watching** the sunset. (**stop** + *gerund* = stop doing something)

I **tried to reach** them, but they didn't answer the phone. (**try** + *infinitive* = make an attempt to do something)

I **tried reaching** them by email. (**try** + *gerund* = try a specific method to reach a goal)

### Passive Forms of Infinitives and Gerunds

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

Everybody wants **to be respected** by somebody.

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

**Being asked** to settle an argument can be awkward.

### Auxiliary Verbs after *But* and *And*

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

*but* + subject + auxiliary

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

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

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

He enjoys outdoor activities, **and his son does too**.

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

**A.** Circle the correct form in each sentence.

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

**B.** Answer the questions about yourself.

💡 What is something you once did that you have stopped doing?

*I have stopped biting my nails when I'm nervous.*

1. What is something you remember doing often when you were a child?
2. What is something you forgot to do recently?
3. What is something you tried to do, but were not able to do?
4. What is something you will never forget doing?
5. What is something you try to remember to do each day?
6. What is something you regret doing?

**C.** Rewrite each sentence as a passive sentence.

💡 The job candidate didn't expect the human resource manager to criticize him so harshly.

*The job candidate didn't expect to be criticized so harshly.*

1. You need to take out the trash.
2. He expects the manager to promote him soon.
3. I remember my father reading to me when I was a child.
4. He waited for his boss to invite him to sit down.
5. The mechanic needs to repair the car.
6. Many celebrities enjoy having photographers take their picture.

**D.** Complete each sentence with names of classmates and the appropriate auxiliary verb. When appropriate, use **too** or **either** after the auxiliary verb.

💡 *Don* \_\_\_\_\_ often volunteers in class, and *Alex does too*. \_\_\_\_\_

1. \_\_\_\_\_ lives close to school, but \_\_\_\_\_.
2. \_\_\_\_\_ was in school yesterday, and \_\_\_\_\_.
3. \_\_\_\_\_ is wearing blue today, but \_\_\_\_\_.
4. \_\_\_\_\_ never comes to class late, and \_\_\_\_\_.

**E.** Read about Abdullah and Faris. Then describe the similarities and differences between Abdullah and Faris, using auxiliary verbs after **but** or **and**.

💡 *Faris plays football, and Abdullah does too.*

**FARIS**

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

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

**ABDULLAH**

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

**Dislikes:** coffee, the beach, comedy shows



## 6 The Gender Divide



### 4 Conversation



- Fahd:** I don't know why Google Maps can't find Lakeside Drive. I think we'd better stop and ask directions.
- Faisal:** Don't worry. I'm sure I can find it. Let's try going this way.
- Fahd:** I think we're lost. Look. There's a gas station. Let's pull over and ask someone.
- Faisal:** Oh, all right.
- Attendant:** You look lost.
- Fahd:** You can say that again. We're looking for Lakeside Drive.
- Attendant:** I know this town like the back of my hand, and I can tell you that there's no street by that name. Do you mean Riverside Drive?
- Faisal:** Oh, yeah! That must be it. I just got the street name wrong.
- Fahd:** Can you tell us how to get there?
- Attendant:** It's not far. It's just over on the other side of town. You need to turn left out of here. Then go straight for a couple of miles. Keep going until you see an ice-cream shop. If you pass Town Hall, you've gone too far. Take the first left after the ice-cream shop and you'll be on Riverside Drive.
- Faisal & Fahd:** Thanks!
- Fahd:** I guess it's a good thing I suggested we stop for directions. We would have been driving in circles for ages.
- Faisal:** Don't make a big deal about it. I'm sure I would have figured it out eventually.

#### Real Talk

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

#### About the Conversation

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

#### Your Turn

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

#### Asking for Directions

Am I headed in the right direction?  
Can you tell me how to get to...?  
I'm looking for...

#### Giving Directions

Go straight on...until you get to a...  
If you see a...you've gone too far.  
Keep going until you come to a (crosswalk/set of traffic lights).  
Take a left/right after the (first, second, etc.) set of traffic lights.  
When you get to...you'll see a...

## 5 Listening

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

1. \_\_\_\_\_ Kevin Shields is the host of the show.
2. \_\_\_\_\_ The book they are discussing was written a long time ago.
3. \_\_\_\_\_ New and experienced drivers use different driving strategies.
4. \_\_\_\_\_ Experienced drivers seem to be better able to deal with difficult situations.
5. \_\_\_\_\_ Older drivers' reflexes are as fast as younger drivers' reflexes.
6. \_\_\_\_\_ New drivers tend to get more stressed and frightened when dealing with a dangerous situation.
7. \_\_\_\_\_ Experienced drivers normally have lower insurance premiums than new drivers.



## 6 Pronunciation

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

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

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

## 7 Vocabulary Building

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

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

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



### 8 Reading

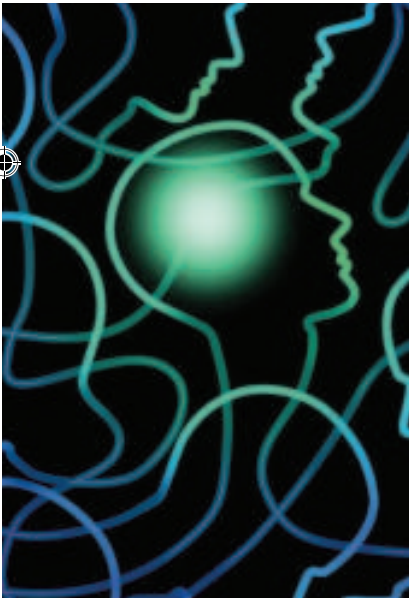
#### Before Reading

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

## Do Men and Women Speak the Same Language?

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

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



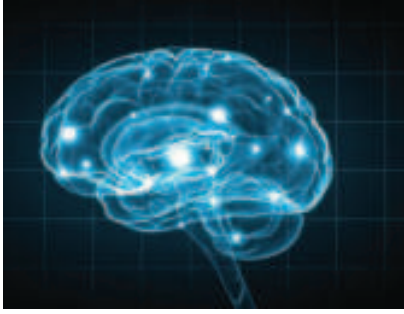
Although men do not tend to use communication to achieve closeness, they have their own way of bonding. In one study, 75 percent of the men surveyed said that their most meaningful experiences with friends came not through talking, but through shared activities. In a related study, researchers found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

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

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

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

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



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

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

## After Reading

Answer the questions.

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

## 9 Speaking

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

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

## 6 The Gender Divide

رابط الدرس الرقمي



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### 10 Writing

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



## Verbal and non-verbal communication

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

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

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

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

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

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

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

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

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

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

### *A Friend from Sweden and a Friend from Poland*

*My two friends are also colleagues. We work together as researchers on an educational project that encourages schools to communicate online with schools in other countries. Although they come from different cultures, both of them are not really what you might consider typical according to national stereotypes.*

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

### Writing Corner

When you write a comparative/contrastive essay:

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





## 11 Form, Meaning and Function

### Present Perfect Progressive versus Present Perfect Simple

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

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

#### Present Perfect Progressive

Sandy and Amal **have been discussing** the differences in behavior between men and women for 2 hours.

How long **have you been discussing** stereotypes?

Saeed **has been driving** since early this morning.

How long **have you been driving**?

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

I haven't slept at all. My phone **has been ringing** all night.

Who's **been eating** the cakes? There is only one left!

#### Present Perfect Simple

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

How many times **have you discussed** this issue?

He **has driven** 400 miles.

How many different models of car **have you driven**?

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

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



**A:** Ask and answer questions about the picture. It's been raining for ten minutes. What have the people been doing during this time? Use the present perfect progressive and the present perfect simple.

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

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

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

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



## Words Connected with Hobbies and Interests

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

### Playing Sport

play a team sport  
water sport  
join a club  
training  
outdoors  
keep fit  
athletic track  
rewarding  
competition  
awards

### Reading Books

science fiction  
detective stories  
adventure stories  
best seller  
poetry  
book worm  
entertaining  
bookmark  
novel  
writer

### Collecting Items

stamps  
stuffed toys  
comic books  
stickers  
bookmarks  
enjoyment  
happiness  
fascination  
satisfaction  
collection

### Surfing the Internet

computer, laptop  
educational  
play games  
Internet cafe  
enjoyment  
knowledge  
new information

### Your Hobby

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

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

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

## Adjective + Preposition + Gerund

I'm not very **good at playing** sport.

I'm **fascinated by** traditional stories and books.

I'm **interested in reading** all sorts of stories.



**B.** Work in groups. Find out about your classmates' hobbies and interests. Ask how long they've been doing them. Complete the chart.

**A:** Can you play a sport?

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

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

**A:** Have you taken part in any tournaments?

**A:** How long have you been playing tennis?

**B:** Yes, I have.

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

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



## 12 Project

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



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

# 13 Self Reflection

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

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

Unit 6 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
talk about gender differences and similarities			
discuss stereotypes			
ask for and give directions			
use verbs + infinitives or gerunds with different meanings			
use passive forms of infinitives and gerunds			
use auxiliary verbs after <i>but</i> and <i>and</i>			
use the present perfect simple and the present progressive tense			
use time expressions: <i>How long ...?; for; since; all day, week, month, year</i>			
talk about hobbies and interests			
use adjectives + prepositions + gerunds			

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

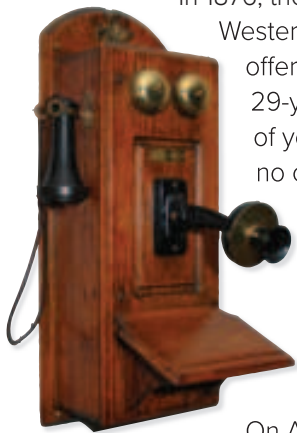
# 7 Everyone Makes Mistakes



## 1 Listen and Discuss

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

### **Mistake: A company rejected the patent for the telephone.**



In 1876, the most important communications technology was the telegraph. A wealthy company called Western Union was in control of this technology. The president of the company, William Orton, was offered the patent for an invention called the telephone for \$100,000. Orton sent a response to the 29-year-old inventor of the telephone, Alexander Graham Bell. It said, “After careful consideration of your invention...while it is a very interesting novelty, we have come to the conclusion that it has no commercial possibilities...What use could this company make of an electrical toy?” Bell kept the patent and created his own telephone company, which became the largest in the U.S. The patent Bell had offered Western Union eventually became the most valuable patent in history. Orton could have made one of the best deals in business history. Instead, he may have made the worst business mistake in history.

### **Mistake: The *Titanic* ignored warnings about icebergs.**

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



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

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



## Mistake: Coca-Cola tampered with their successful formula.

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



### Quick Check ✓

**A. Vocabulary.** Match each word to its definition.

- |                  |                    |
|------------------|--------------------|
| 1. ____ boost    | a. very angry      |
| 2. ____ endure   | b. put up with     |
| 3. ____ flop     | c. new thing       |
| 4. ____ novelty  | d. failure         |
| 5. ____ outraged | e. interfered with |
| 6. ____ tampered | f. raise           |

**B. Comprehension.** Answer the questions.

1. What was William Orton's mistake?
2. How could the sinking of the *Titanic* have been avoided?
3. What do the Russians probably regret? Why?
4. How did Coca-Cola mess with success?

## 2 Pair Work

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



## 3 Grammar

### Modals in the Past

#### May Have/Might Have

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

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

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

#### Could Have

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

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

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

#### Must Have

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

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

#### Should Have

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

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

They **should have arrived** by now.

#### Was/Were Supposed To

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

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

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

### Passive Modals in the Past

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

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

The package **should have been sent** a week ago.

#### A. Circle the correct modal in the past to complete each sentence.

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



**B.** Complete each sentence with a modal in the past. For some items, more than one modal may be possible.

💡 I *should have* worn a suit to the interview. I don't think my clothes were formal enough.

1. It's too bad we didn't know you were there. We \_\_\_\_\_ met up.
2. She \_\_\_\_\_ study biology in school, but she ended up studying medicine instead.
3. Farah \_\_\_\_\_ gone to Dubai this summer, but she decided to stay home instead.
4. He \_\_\_\_\_ have said that. I think they must have misunderstood him.
5. It was such a beautiful day today. We \_\_\_\_\_ gone to the beach.
6. I'm not sure what we did with the bottles. We \_\_\_\_\_ put them in the recycling bin.
7. The product \_\_\_\_\_ been a big success, but instead it was a flop.
8. You were right there when the accident happened. You \_\_\_\_\_ seen everything.
9. Who knows what \_\_\_\_\_ happened if the other candidate had won the election.
10. You look refreshed and well-rested. You \_\_\_\_\_ slept well.

**C.** Rewrite each sentence as a passive sentence.

💡 The coach should have chosen Abdullah for the football team.

*Abdullah should have been chosen for the football team.*

1. Someone must have dropped these keys at the meeting.
2. The Mayans may have drunk hot chocolate as far back as 2,600 years ago.
3. A professional photographer must have taken this picture.
4. A computer error may have caused the accident.
5. The police officer could have arrested him for speeding, but he let him go with a warning.
6. The registrar should have given you a course catalog on the first day of school.
7. A squirrel or a rabbit might have eaten the vegetables in our garden.
8. The mechanic was supposed to have fixed our car by now, but it's still broken.

**D.** Look at the photos. Write at least three sentences about each photo using modals in the past and passive modals in the past.

💡 *He must have been caught in the rain. He should have brought an umbrella. He could have stayed dry if he had an umbrella. He may have caught a cold.*





# 7 Everyone Makes Mistakes

## 4 Conversation



**Sarah:** What did you do on Thursday night?

**Fatima:** My family took me out because I graduated.

**Sarah:** Oh no! I forgot that you graduated last week. I'm so sorry!

**Fatima:** Why?

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

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

**Sarah:** No big deal? Of course, it's a big deal. It was your graduation. I don't know how I forgot about it. Come to think of it, I was so focused on studying for final exams, your graduation must have just **slipped my mind**. I feel awful about it. Can you forgive me?

**Fatima:** You're **making too much of it**. Forget about it. Anyway, you were studying for finals. That's a good excuse. **Don't sweat it**.

**Sarah:** But I feel like such a **flake**.

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

**Sarah:** Sorry!

### Real Talk

(no) **big deal** = (not) something of great importance  
**slip (one's) mind** = forget about something  
**make too much of (something)** = exaggerate the importance of something  
**Don't sweat it.** = Don't worry about it.  
**flake** = irresponsible person

### About the Conversation

1. Why is Sarah apologizing?
2. What is Sarah's excuse?
3. What is Fatima's response to Sarah's apologies?

### Your Turn

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

#### Apologizing

Can you forgive me?  
 I feel awful about this.  
 I'm so sorry.  
 I'm sorry. I should (not) have...  
 Please excuse me for...

#### Responding to an Apology

Don't sweat it.  
 Don't worry about it.  
 Forget about it.  
 It's no big deal.  
 That's OK.



## 5 Listening

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



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

## 6 Pronunciation

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

Standard Form	Reduced Form
could have / could not have	<i>coulda / couldn'ta</i>
should have / should not have	<i>shoulda / shouldn'ta</i>
might have / might not have	<i>mighta / mightn'ta</i>
must have / must not have	<i>musta / mustn'ta</i>

Listen and practice the reductions in the sentences.

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

## 7 Vocabulary Building

A. You will see the following words in the reading on pages 102 and 103. Match the words with their meanings.

- |                        |  |
|------------------------|--|
| 1. _____ absent-minded | a. found everywhere  |
| 2. _____ adhesive      | b. harm  |
| 3. _____ automatically | c. a material that causes two materials to stick together  |
| 4. _____ damage        | d. something done without thought, as is done by a machine |
| 5. _____ discarded     | e. forgetful, distracted                                   |
| 6. _____ ubiquitous    | f. thrown away   |

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



## 8 Reading

### Before Reading

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

# Happy Accidents

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

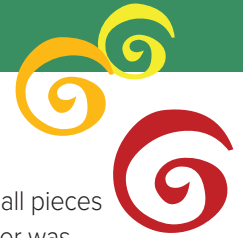
There are many stories of such happy accidents throughout modern history. For example, one of the greatest medical discoveries of the 20<sup>th</sup> century was antibiotics, a kind of medication used to kill bacteria that cause disease. Since the discovery, antibiotics may have saved millions of lives.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

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

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

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





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

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

### After Reading

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

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

## 9 Speaking

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

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

## 7 Everyone Makes Mistakes

رابط الدرس الرقمي



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### 10 Writing

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



I was traveling to London and had just gone through security check at the airport. When I picked up my coat, it felt a bit heavier than usual, but I quickly put it down to fatigue as I had worked through the night in order to complete some work before I left. I checked the time and decided that it was far too early to proceed to the departure gate, so I sauntered about the Duty Free section of the terminal, having a look at displays.

I was examining a computer case when I heard the announcement. Somebody had mistakenly taken a coat that was a lot lighter than his, and requested that the person who might have accidentally taken the wrong coat meet him at the information desk. I did not take any notice at first, but when the announcement was repeated for a third time, I stopped and had a look at the label of the coat I was carrying. I had never seen it before!

When I got closer to the information desk, I saw someone who looked vaguely familiar.

I smiled holding up the coat. He smiled back, pointing to my coat. We exchanged coats and introductions. Surprisingly, we shared the same family name.

We decided to spend the time left before our flights working out possible connections over a cup of coffee. As it turned out, we were both descendants of the same family. We simply happened to be in different places at different times. We found the physical resemblance quite amusing. We could have been brothers or cousins. We have since kept in touch and have become very close friends, or relatives, if you wish.

If I hadn't taken the wrong coat at the security check, I might never have run into my long lost relative. I would not have known of the existence of someone who looked like me and carried the same name. I would have missed the opportunity to encounter an important person in my life.

4. Read the text again and identify which paragraph(s):
- sets the scene
  - reveals the first clue
  - reveals the second clue
  - presents factual outcome
  - presents the writer's thoughts/reflection
5. Is the outcome predictable after the third paragraph? Why? Why not?

- B. 1. Think of a mistake or an accident. It can be something that happened to you, someone you know, or a famous person.
2. Did the mistake/accident work out for the best, or not? Think about how things might have turned out differently if it had not happened. Use a chart to organize your ideas.
3. Write a descriptive account of the event. Write about what happened as a result of the mistake or accident, and speculate on how things might have turned out differently if it had not happened.

What happened?	What might have happened?

*The Mistake that Led to My Father Becoming a Doctor*

*My father had always wanted to become a historian. He used to read history books, follow current affairs consistently, and collect all the data he could from different sources.*

*At the time, there was no Internet, so reading and collecting data demanded access to books and other published materials, and a lot of determination. He was supposed to pursue a relevant course of study and specialization. He could not have known that his outstanding performance in science and biology would accidentally steer him away from history and secure a place for him in medical school.*

### Writing Corner

When you write a personal account or narrative:

- **think about the people involved in terms of personality, physical characteristics, skills and abilities, behavior, feelings and aspirations:**
  - personality**
  - physical characteristics**
  - skills and abilities**
  - behavior**
  - feelings and aspirations**
- **try not to restrict your account to a series of facts. Include details and description which will get your reader visualizing places and people, and speculating, predicting and anticipating what will happen next.**

As you might notice in the model text, factual sentences are interspersed with personal thoughts, comments, and feelings.

1. Use two different colors to highlight factual sentences/information and the writer's personal comments, thoughts, and feelings.
2. Is there a regular pattern? Why? Why not?



## 11 Form, Meaning and Function

### Words Connected with Business

Here are some words and phrases often connected with business. Work with a partner and add a word or phrase of your own to each column.

Doing Business	Good Business	Bad Business
a good deal begin negotiations sign an agreement buy/sell _____	boost sales new and improved an asset a valuable patent _____	no commercial possibilities make a mistake slipping sales figures stop producing _____

### Articles

#### a/an

Use the indefinite article *a/an* before singular count nouns when we refer to the noun in a general sense, and when we mention something for the first time.

In **an** attempt to boost sales, **a** well-known soft drinks company created **a** new, improved formula.

#### the

We use the definite article *the* before singular and plural nouns when we refer to something already known, mentioned or defined.

**The** new formula, which was tested in 200,000 taste tests replaced **the** original formula.

Use *the* with **superlative** and **comparative** adjectives and adverbs.

In 1876, **the** most important communications technology was the telegraph.

Use *the* to refer to **inventions**.

Alexander Graham Bell invented **the** telephone.

Don't use *the* before the names of **people, streets, cities, and countries**.

**Fahd** is my brother. He lives on **Main Street**. He's in **Dubai** on vacation.

**A.** Complete the sentences with **the, a, an**, or no article (-).

1. A company rejected the patent for \_\_\_\_\_ telephone.
2. \_\_\_\_\_ William Orton was offered the patent for \_\_\_\_\_ invention called the telephone.
3. Orton may have made \_\_\_\_\_ worst business mistake in history.
4. \_\_\_\_\_ Alaska had been considered a burden rather than \_\_\_\_\_ asset by \_\_\_\_\_ Russia.
5. Replacing the old formula with the new formula proved to be \_\_\_\_\_ mistake and the company brought \_\_\_\_\_ original formula back quickly.

**B.** Work with a partner. Imagine you work in your ideal job. Ask and answer about the following things:

your salary and perks	your working environment	your colleagues
travel opportunities	recent business deals	mistakes you have made



## Count/Noncount Nouns

Count nouns name things that you can count. They have singular and plural forms.

### Singular Count Nouns

a warning  
an iceberg

### Plural Count Nouns

two warnings  
three icebergs

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

## Expressions of Quantity: Some/Any

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

### Affirmative (+)

There is some news.  
There are some newspapers.

### Negative (-)

There isn't any news.  
There aren't any newspapers.

### Questions (?)

Is there any news?  
Are there any newspapers?

## Expressions of Quantity: A Lot of, Much, Many, Enough, Plenty of, (A) Few, Little, Hardly Any

### Count

**How many** jobs have you had?  
He only has **(a) few** friends.

### Noncount

**How much** gold did they sell?  
There's **little** money left.

Use *plenty of, a lot of, hardly any* and *enough* for both plural count and noncount nouns.

She has **plenty of/hardly any** friends. She has **plenty of/hardly any** money.

- C. Read the career advice and complete each gap with a word from the box. There is more than one possible answer for some gaps. You will not need to use all the words.

career	high school	occupation	salary	degree	interests	profession
	university	guidance	job	qualifications	work	

1. What are you good at? What \_\_\_\_\_ is right for you?
2. You should choose a \_\_\_\_\_ that you'll find rewarding,
3. If you attend \_\_\_\_\_, you'll obtain a degree.
4. If you have \_\_\_\_\_, you will earn a higher \_\_\_\_\_.
5. You should look at your \_\_\_\_\_, and test your IQ.
6. You should choose a satisfying line of \_\_\_\_\_ that you'll never find boring.
7. You should ask your teacher for \_\_\_\_\_ in order to choose the right path.



- D. Work with a partner. Ask and answer about the nouns in exercise C. Use quantifiers before the nouns.

A: **How many** part-time jobs have you had?

B: I haven't had **many** part-time jobs but I do have **some** experience working in my father's store. I sold **plenty** of furniture.

A: Do you have **a lot of** interests?





## 12 Project

As you know, most modern homes are equipped with a number of inventions, i.e. devices, gadgets and appliances that have become an integral part of our lives. This is the reason we often take them for granted and fail to notice them.

1. Look around your home and make a list of all the inventions that facilitate day to day life, e.g. telephone, microwave oven, printer, etc.
2. Think about where each invention is, what it's used for, and who uses it.
3. Choose 3 or 4 inventions that you think have become almost or completely indispensable for you and/or your family and provide reasons for your choice.
4. Research and collect information about each item and use the chart to make notes.
5. Use your notes to prepare a poster presentation. Make sure you include photos or drawings.



Inventions	1 _____	2 _____	3 _____	4 _____
History				
Use				
Advantages				
Disadvantages				
Rate of necessity and alternatives				

# 13 Self Reflection

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

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

Unit 7 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
talk about famous mistakes in history			
discuss personal mistakes			
apologize			
respond to an apology			
use modals in the past: <i>may have/might have, could have, must have, should have, was/were supposed to</i>			
use passive modals in the past			
talk about business			
use count and non count nouns with quantifiers: <i>some, any, a lot of, much, many, enough, plenty of, few, a little, hardly any</i>			

My five favorite new words from Unit 7:	If you're still not sure about something from Unit 7:
_____	<ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul>
_____	
_____	

# 8 Against the Odds



## 1 Listen and Discuss

1. Despite difficult or unusual circumstances, things sometimes happen against the odds. People can achieve extraordinary things even when others think it's not possible. What is something you have achieved that you or others thought was impossible?
2. Can you think of situations where different organizations or countries have worked together to find solutions to challenging problems? Tell the class about a situation involving your country or other countries in the world.



### Global Leaders Take a Stand Against COVID-19

The Group of Twenty (G20) is an international forum for economic cooperation attended by the largest and the fastest-growing economies in the world. Founded in 1999, the G20 brings together leaders from 19 countries and the European Union to discuss the world's most challenging problems.

**G20**  
SAUDI ARABIA 2020

In December 2019, the Kingdom of Saudi Arabia took over the 2020 G20 presidency. Not long after, the COVID-19 pandemic began to spread across the globe. The scale of the pandemic was so unexpected that most countries were unprepared to deal with it. In response to this emergency, an extraordinary G20 summit was called by King Salman bin Abdulaziz Al Saud to discuss how to deal with the crisis. The G20 leaders met virtually via a video conference on March 26, 2020.

For Saudi Arabia and the rest of the G20 leaders, it was a priority to deal with the pandemic and its effect on global health, societies, and economies. "The unprecedented COVID-19 pandemic is a powerful reminder of our interconnectedness and vulnerabilities," the G20 leaders reported in the statement they issued on COVID-19 after the virtual summit. "The virus respects no borders. Combatting this pandemic calls for a transparent, robust, coordinated, large-scale and science-based global response in the spirit of solidarity. We are strongly committed to presenting a united front against this common threat."

The G20 committed itself to working alongside other major international institutions – such as the World Health Organization (WHO), International Monetary Fund (IMF), World Bank Group (WBG), and United Nations (UN) – to fight the pandemic. The leaders expressed their determination to do everything in their power, both individually and collectively, to achieve the following goals:

#### Protect people's lives

While pledging to protect all people, the leaders placed an emphasis on protecting those who are most vulnerable. The ways they proposed to achieve this were by sharing information, exchanging data on the disease, sharing materials needed for research and development, and strengthening the world's health systems. They also

prioritized manufacturing medical supplies and making them available to regions that needed them the most at affordable prices and as quickly as possible. The need to plan for possible future pandemics and increase research and development funding for vaccines and medicines was not forgotten either.

#### Safeguard the global economy and trade

The summit's statement outlined measures to minimize the pandemic's economic and social damage, support global



growth, and make sure that global markets remain stable. This included injecting over five trillion U.S. dollars into the global economy. The G20 leaders expressed their confidence that their response would “get the global economy back on its feet and set a strong basis for the protection of jobs and the recovery of growth.” Another priority included minimizing disruptions to trade and global supply chains, and working to ensure the flow of important medical supplies, agricultural products, and other goods and services across borders.

## Improve global cooperation

After expressing their concern with the risks faced by countries, the leaders pledged to help all countries in need of assistance, and especially the developing and least developed countries that might be less able to cope with the situation. They also invited organizations such as the WHO, IMF, and WBG to cooperate further to support these countries facing health, economic, and social problems as a result of COVID-19. “We are confident that, working closely together, we will overcome this. We will protect human life, restore global economic stability, and lay out solid foundations for strong, sustainable, balanced and inclusive growth,” the G20 leaders concluded.

### Quick Check

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

disruption	priority	summit
pledged	safeguard	vulnerable

1. More laws need to be passed to \_\_\_\_\_ the planet. I don't think we're doing enough to protect it.
2. The student \_\_\_\_\_ to follow the school's ethical code of conduct.
3. The leaders of 12 African countries attended the \_\_\_\_\_ to discuss how to improve trade on the continent.
4. Children are the most \_\_\_\_\_ members of our society, so we should do everything we can to protect them.
5. You can help me wash the dishes, but that isn't a \_\_\_\_\_. Studying for your exams is much more important.
6. A huge bird flew into our classroom today. It hopped from desk to desk, knocking over books and pens and causing a huge \_\_\_\_\_ in class.

**B. Comprehension.** Answer the questions.

1. Why was the summit held?
2. With which organizations did the G20 leaders say they would cooperate?
3. What action did the G20 countries decide regarding medical supplies?
4. In what ways did the G20 leaders plan to help global trade?
5. Which countries would be the focus of G20 assistance?

## 2 Pair Work

With a partner, make a list of the different ways the COVID-19 pandemic affected life in your country. Then compare your list with the rest of the class.

3 Grammar **Such...That/So...That**

*Such* and *so* make the meaning of an adjective or adverb stronger. *Such...that* and *so...that* are used to show cause and effect.

*such* + adjective + noun + *that*

It was **such** a strange experience to see my old friend again **that** I was speechless.

Jake is **such** a determined person **that** he always manages to succeed.

*so* + adjective or adverb + *that*

Finding my keys on the beach was **so** unlikely **that** I was shocked when I spotted them.

He ran **so** quickly **that** he won the race.

*so* + *many/few* + plural count noun + *that*

We discovered **so many** similarities between our lives **that** it almost frightened us.

**So few** people were accepted into the school **that** it's amazing we both got in.

*so* + *much/little* + noncount noun + *that*

I have **so much** homework **that** I won't be able to go out tonight.

He had **so little** training **that** no one thought he would be accepted to the energy company.

**Note:** *That* is frequently left out in casual speech.

The book was **so** popular (**that**) it sold out within a week.

**Reducing Adverb Clauses**

An adverb clause can be reduced to a participle phrase when the subject of the adverb clause and the subject of the main clause are the same. To do this, drop the subject in the adverb clause, and follow it with a gerund.

After we met online, we discovered that we live in the same town.



After meeting online, we discovered that we live in the same town.

I ran into him on the street while I was calling him on my cell phone.



I ran into him on the street while calling him on my cell phone.

**A.** Complete each sentence with **such (a/an)**, **so**, **so much**, **so many**, **so little**, or **so few**.

1. My grandfather drives \_\_\_\_\_ slowly that other drivers get annoyed.
2. I got \_\_\_\_\_ sleep last night that I feel exhausted today.
3. He has \_\_\_\_\_ big family that he has cousins he hasn't even met.
4. They are \_\_\_\_\_ good friends that they are more like brothers.
5. The restaurant was \_\_\_\_\_ crowded that we couldn't get a seat.
6. There are \_\_\_\_\_ rooms left in the hotel that we'll have to take whatever is available.
7. There are \_\_\_\_\_ good courses this year that I can't decide which ones to take.
8. That TV has \_\_\_\_\_ large screen that it feels like you are almost part of the story.
9. There are \_\_\_\_\_ shoppers in the store today that it looks empty.
10. There are \_\_\_\_\_ good TV programs on these days that I hardly watch TV at all.

**B.** Match the sentences. Then use these ideas to write one sentence with **so...that** or **such...that**.

💡 I'm having *such* a good time *that* I don't want to go home.

- |   |   |
|---|---|
| 1. <u>d</u> I'm having a good time.             | a. My mouth burned for half an hour after eating it.        |
| 2. ___ The food was spicy.                      | b. We've had to build a shelf to put them on.               |
| 3. ___ Emma is a popular name.                  | c. They only accept one student for every 100 applications. |
| 4. ___ The school is selective.                 | d. I don't want to go home.                                 |
| 5. ___ The company received many complaints.    | e. We'll never be able to finish it all.                    |
| 6. ___ My brother has won many sports trophies. | f. There are four girls in the class with that name.        |
| 7. ___ You made a big meal.                     | g. They had to recall the product.                          |

**C.** Rewrite the sentences, reducing the adverb clauses to participle phrases.

💡 While my brother was vacationing in New York City, he visited the Empire State Building.  
While vacationing in New York City, my brother visited the Empire State Building.

1. After I finish a large meal, I often feel sleepy.
2. You should always put on sunscreen before you go to the beach.
3. While we waited for the bus, we looked through some magazines.
4. Before they found an apartment to rent, they had looked at dozens of apartments.
5. Before we moved to Riyadh, my family had always lived in the country.
6. Since he joined the social networking site, he has met many new friends.
7. While I was walking down the street, I ran into my old science teacher.

**D.** Look at the picture. Describe what you see using **so...that**, **such...that**, and reduced adverb clauses.





## 4 Conversation



**Ahmed:** Fahd? Fahd?  
**Fahd:** Yes? Hey, aren't you...?  
**Ahmed:** Ahmed! Abdullah's brother. From Jeddah. From back home.  
**Fahd:** I knew you looked familiar, but I couldn't place your face. What are you doing here?  
**Ahmed:** I'm going to school here.  
**Fahd:** No way! That's incredible. Abdullah never mentioned that you were going to college in Beirut.  
**Ahmed:** I didn't know either until a couple of months ago. I applied, but I was put on the waiting list. It was looking **iffy** there for a while, but I got a **break** in July. A space opened up. I was so happy that I was **on cloud nine** for weeks.  
**Fahd:** I can't get over this. What are the chances? I hope we'll see each other around campus. Though, I don't know if we'll run into each other that often. I'll be spending most of my time on the north campus. That's where most of my classes will be.  
**Ahmed:** Why? What are you studying?  
**Fahd:** Pre-law.  
**Ahmed:** No way! I'm studying pre-law, too!  
**Fahd:** OK. Now you're **freaking me out**.  
**Ahmed:** This is amazing. What dorm are you in? Wait. Don't tell me. I bet you're in Fares Hall.  
**Fahd:** No. Habib Hall.  
**Ahmed:** Whew. I'm almost glad. I don't think I could have handled another coincidence.

### About the Conversation

1. How do Ahmed and Fahd know each other?
2. What unexpected coincidences are revealed during their conversation?
3. How does Fahd feel about the coincidences?

#### Real Talk

**iffy** = uncertain  
**break** = significant opportunity  
**on cloud nine** = extremely happy  
**freak (someone) out** = to shock or disorient someone

### Your Turn

Role-play with a partner. Think of a situation in which two people might be surprised by a coincidence, for example: two people finding out they have the same name, or two friends who run into each other at the mall and find out that they've just bought the exact same item. Role-play the conversation, using phrases for expressing surprise.

#### Expressing Surprise

**How about that!**  
**I can't believe this!**  
**I can't get over this.**  
**I'm speechless.**

**No way!**  
**That's incredible/amazing!**  
**This is hard to believe.**  
**What are the chances?**

## 5 Listening

Listen to the story about identical twins who were separated at birth. Then list the similarities between the twins.



How are Alicia and Jenna alike?

## 6 Pronunciation

Sometimes consonant sounds are left out in casual speech. For example, when a word with a final **t** is followed by a word that begins with another consonant sound, the **t** is often left out. Listen and practice.

1. They are identical twins who, **at** birth, were adopted by different **t** families.
2. The **first** meeting was emotional.
3. I thought **t** my heart **t** was going to thump out of my chest.
4. I **just** dropped the phone.
5. The strangest **t** thing of all is that **t** we even have the same recurring dream.

## 7 Vocabulary Building

**A.** You will see the following words in the reading on pages 116 and 117. Match the words with their meanings.

- |                        |   |
|------------------------|---|
| 1. _____ detectable    | a. remaining whole and unharmed                         |
| 2. _____ disoriented   | b. imagining things that are not real                   |
| 3. _____ exhilarating  | c. very thin and tired                                  |
| 4. _____ haggard       | d. able to be found                                     |
| 5. _____ hallucinating | e. the quality of radio waves received by a device      |
| 6. _____ intact        | f. very surprising                                      |
| 7. _____ reception     | g. causing a strong feeling of excitement and happiness |
| 8. _____ startling     | h. confused   |

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



## 8 Against the Odds

### 8 Reading



#### Before Reading

Think of a story you've heard about a person who survived a dangerous or difficult situation. Tell the class about it.

# Survival Against the Odds

At the age of 23, while she was sailing the South Pacific, Ashcraft was caught in a violent hurricane. The 50-foot (15-meter) waves overturned her boat. Ashcraft, who was below deck, was knocked unconscious. When she awoke 27 hours later, the boat had turned right side up again, but the storm had been so violent that the sails were destroyed, the motor was dead, and the radio was lost. Only the rudder, which steers the ship, was intact. Ashcraft was badly injured and disoriented.

Determined to survive, Ashcraft created a sail from scraps of material and charted a path to Hawaii, which was 1,500 miles (2,400 kilometers) away. Traveling only two miles an hour, Ashcraft reached her destination 41 days later. Having lost 40 pounds (18 kilograms) during her ordeal, Ashcraft was thin and haggard when she arrived. However, she was happy and grateful to have beaten the odds. Ashcraft, who still sails, eventually told her tale of survival in a book called *Red Sky in Mourning*.

Another such tale of survival against the odds can be told by Eric Le Marque, a hockey player who played with the French national Olympic team during the 1994 Olympics. One day in February 2004, Le Marque set out for a day of snowboarding in California's Sierra Nevada Mountains. But by the end of the day, Le Marque found himself in a life-or-death situation.

While looking for a good place to snowboard, Le Marque lost his way and ended up in the wilderness at the back of the mountain. Le Marque, who had expected to just be out for a couple of hours, had no food, very few supplies, and his cell phone battery was dead. All he had was a seemingly useless pocket radio. Once he realized he was lost, he decided to keep moving. Unfortunately, he chose the wrong direction and, over the next few days, moved farther and farther away from safety and rescue. Knowing that eating snow lowers body temperature, Le Marque ate only tree bark and pine seeds.

After a few days Le Marque had an idea that may have saved his life. He turned the pocket radio into a kind of compass. He noticed that whenever he pointed the radio in a certain direction, the reception for a local radio station grew stronger. Using this radio reception as a guide, Le Marque switched direction and started walking towards safety and, ultimately, rescue.

For days, Le Marque struggled through hunger, freezing temperatures, and 12-foot (4-meter) deep snow. By the eighth day, Le Marque was so weak and his legs were so frostbitten that he could no longer walk or even stand. He was in such bad condition that he began hallucinating that his situation was just a video game. He recalls thinking, "The game is over. Let's reset it. I give up." Le Marque was at the point of exhaustion and death when he was found by rescuers in a helicopter. Although he lost his legs to frostbite, Le Marque's survival experience left him with more of an appetite for life than ever before. After being fitted with artificial limbs, he vowed to go snowboarding again. Only in the future, he plans to be much better prepared.

Occasionally, some owe their survival not to struggle, but to nature. Take the startling case of Mitsutaka Uchikoshi. One ice-cold October day in 2006, Uchikoshi had been with a group on a mountain in western Japan. After wandering off into a field on his own, Uchikoshi tripped, hit his head, and was knocked unconscious. As Uchikoshi remembers,

Beating the odds is always a great feeling. Just ask anyone who has been accepted to a selective college, or unexpectedly won an athletic event. But beating the odds is never quite as exhilarating an experience as when the odds are against your survival.

Tami Oldham Ashcraft knows this feeling. At the



“I was in a field, and I felt very comfortable. That’s my last memory.” He remained unconscious in almost-freezing temperatures without food or water for more than three weeks.

When he was found in the freezing field 24 days after his fall, he did not seem to be breathing and had no detectable pulse. His body temperature was nearly 30 degrees below normal, and his organs had nearly shut down. Doctors assumed he was dead. Yet something incredible happened while he was at Kobe City General

Hospital: He woke up! Even more incredibly, Uchikoshi, who was treated for severe hypothermia and blood loss, made a full recovery. Doctors believe that Uchikoshi’s body went into a state similar to hibernation. In hibernation, the body temperature of an animal is lowered and its breathing and heart rate slow down. Hibernation reduces the need for food and protects animals from damage to the brain and other organs.

Stories like these remind us that even when we are in a situation that seems impossible, we should never give up hope. After all, there is always a chance that you will succeed—against the odds!



## After Reading

Answer the questions.

1. How did Ashcraft beat the odds?
2. What condition did Ashcraft return in?
3. How did Le Marque end up in such a dangerous situation?
4. What were two decisions Le Marque made that helped him survive?
5. How did Uchikoshi end up unconscious in an ice field?
6. How was the state Uchikoshi ended up in similar to hibernation?

## 9 Speaking

1. Work in pairs/groups. Think about emergency situations that are life-threatening, such as being stranded in the desert, getting caught in a storm, being trapped in a cave in freezing weather, or being buried under the ruins of a building after an earthquake. Talk about survival stories that you have read or heard about.
2. What qualities and attitudes can help a person beat the odds in a survival situation? Do you think some people are better able to survive than others? Why? Why not?
3. Use the situations in the chart below or add your own. Some notes have been made for you. Add your own ideas and talk about them in class. Compare ideas with other pairs/groups.

	Survival situation	Helpful attitudes	Helpful actions
 1	trapped in a building after an earthquake	have a strong will or determination to live	defeat negative thoughts and fears; do not panic
2			
3			
 4			



## 10 Writing

- A. 1. What makes the Kingdom of Saudi Arabia a strong and wealthy nation?
2. How can it become an even stronger global economy?
3. Read the text and find out.
- Are some of your ideas included in the text?
  - Is there new information? What is it about?
  - How are the following defined in the text?
    - a vibrant society
    - a thriving economy
    - an ambitious nation

# رؤية VISION 2030 المملكة العربية السعودية KINGDOM OF SAUDI ARABIA

The Kingdom of Saudi Arabia is blessed with an abundance of untapped, natural resources and growth opportunities. Its real wealth, however, lies in the abilities and potential of the nation's society. Saudi Arabia is an exceptional nation due to its Islamic faith, national identity, culture and heritage.

**A vibrant society** will be the foundation of Saudi Arabia's 2030 vision. A society whose members enjoy a fulfilling and secure life in an attractive and sustainable environment, and are empowered by social and health care systems that ensure their physical, psychological, and social well-being.

The Saudi society is defined by its adherence to Islamic values and its family orientation. It is essential, therefore, to support and empower families so that they can develop their children's talents and character, and have an active role in their education.

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

Culture and entertainment are an integral part of a fulfilling life. To this effect, projects will be launched to establish libraries, galleries,

and museums and provide different types of entertainment.

**A thriving economy** offers equal opportunities for all citizens through an updated, high quality educational system aligned with the employment needs of a dynamic market. Access to economic and employment opportunities will be available for entrepreneurs, small and large enterprises. The Kingdom's diversified economy and streamlined business services will attract new talent and investments. Saudi Arabia's strategic position will make it the logistical hub connecting Europe, Africa, and Asia.

Investment capabilities will be maximized through the ongoing privatization of state owned assets and agencies. New sectors will enrich national economy. Telecommunications and information technology, including high-speed broadband, will be developed in and around cities and rural areas.

An effective, transparent, responsible, accountable, enabling, and high-performing government is a fundamental prerequisite for **an ambitious nation**. In view of this, all the necessary steps will be taken to ensure that relevant services and regulations are in place to foster the ongoing growth and development of the private and non-profit sectors. Our goals and commitments include programs that will contribute to the effective restructuring of government agencies, fiscal management, regulations, and performance management programs.\*

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

- B. 1.** Write about your vision of the future. Choose an area/sector that you would like to focus on. Here are areas that you might like to choose from:

Sports • Technology • Education/Schools • Culture  
 Cities • Energy • Sustainability • Health • Social Services  
 Water Management • Employment • Buildings/Construction  
 Entertainment • Business • War on Drug Smuggling



- 2.** Research and find out more about:
- Saudi Arabia 2030 Vision
  - Other projects and information relevant to your chosen area of focus
- 3.** Write your essay.

Features, factors, facilities, support, and resources	Available Now	2030	2050

### *Cities of the Future*

*I can visualize different versions of cities in the future but they all share one essential characteristic. They are protected by a bio-dome, built to make the most of light and renewable energy and prevent the damaging effects of radiation.*

*As a city expands, new adjacent domes are constructed around the initial mega dome. A satellite view of the city would show it as a number of "bubbles" in the shape of a flower, with or without a stem, or a string of bubbles in a geometrical shape, and so on...*

*Strict building regulations will prevent arbitrary constructions and determine the type of materials to be used...*

### Writing Corner

When you write about your vision:

- **close your eyes and visualize, i.e. create imaginary mental pictures.**
- **hold the image in your memory and make notes (write key words, e.g. adjectives, nouns, etc. that describe the image).**
- **address your readers directly.**
- **think about what they might know or have seen in images, films, science fiction, documentaries, and other sources.**
- **use vivid descriptions and similes.**
- **be imaginative and creative.**
- **use a thesaurus or dictionary to help you.**
- **draw a picture.**

Edit the following examples to make them more reader-friendly and imaginative.

- 1.** Residential districts are constructed according to a set of pre-approved plans and are required to use sustainable technologies.

- 2.** The domes function as filters of urban biospheres with thriving indoor and outdoor vegetation in all available spaces.



## 11 Form, Meaning and Function

### Past Progressive

Use the past progressive (*be* + present participle) to describe a long action that is interrupted by a short action.

As Figlock **was walking** down a Chicago Street, a baby **fell** from a fourth-story window. A year later, while he **was passing** by that same building, the same baby **fell** out of the same window and **landed** on Mr. Figlock.

Use the past progressive when we describe what was happening at a specific time in the past.

**Q:** What **were** you **doing** at three o'clock today? **A:** I **was driving** home from work.

Use the past progressive when we talk about a temporary state or action.

**Q:** Have you always lived in Riyadh? **A:** No. A few years ago, I **was living** in Dubai.

**Q:** What **were** you **doing** in Dubai? **A:** I **was studying** for my degree.

Use the past progressive with *always* to describe a repeated or annoying action.

My old car **was always breaking** down so I bought a new one.

Use the past progressive to describe two actions that were happening at the same time.

On June 6, 1980, Edwin Robinson **was** out **walking** and looking for his pet chicken during a thunderstorm when he was struck by lightning.

### Was/Were Going To and Was/Were About To

Use *was/were going to/about to* + base form to refer to actions that were intended but probably didn't happen.

I **was going to study** Engineering, but my father advised me otherwise.

They **were** just **about to leave** when the phone rang.

- A.** Complete the news report using the verbs in parentheses. Use the passive and active simple past, the past progressive tense and **was/were about to**.

The last thing 17-year-old Ricardo Gordon remembers \_\_\_\_\_ (1. be) that a storm \_\_\_\_\_ (2. be about to) come, and he \_\_\_\_\_ (3. rush) to get inside. Next thing he \_\_\_\_\_ (4. know), he \_\_\_\_\_ (5. lie) in a hospital bed. Here is what \_\_\_\_\_ (6. happen).

Ricardo \_\_\_\_\_ (7. listen) to the live broadcast of the football game when lightning \_\_\_\_\_ (8. hit) him. As a result, his hair and ears \_\_\_\_\_ (9. burn), and he \_\_\_\_\_ (10. have) dark spots all over his body. The wounds on his body \_\_\_\_\_ (11. follow) the wire of his smartphone, from his ears down to his hip, where he \_\_\_\_\_ (12. carry) the device. The electric current \_\_\_\_\_ (13. travel) from his smartphone to his headphones. Ricardo is lucky to be alive!



- B.** Work with a partner. Look at the newspaper headlines and imagine the story. Tell the story.

**British Burglar Says "Sorry" with Flowers**

**Paper Boy Steals Truck to Speed Up Deliveries**

**Criminals with Big Plans, Small Car**

## Past Perfect Tense

Use the past perfect tense (*had* + past participle) to indicate an action that happened before another action in the past

When Edwin Robinson was struck by lightning he **had been** blind and deaf for almost 10 years.

## Past Perfect Progressive and Past Simple Tense

We use the past perfect progressive when the activity was in progress at the time another activity or event happened in the past.

King Umberto of Italy **had been climbing** into his carriage when he was assassinated.

C. Complete the sentences using the verbs in parentheses. Use the simple past and the past perfect forms.

1. Ahmed \_\_\_\_\_ (cook) his favorite meal when the pan \_\_\_\_\_ (catch) fire.
2. By the time we \_\_\_\_\_ (arrive) at the picnic, the rain \_\_\_\_\_ (stop).
3. Dinosaurs \_\_\_\_\_ (be) extinct for millions of years before the first humans \_\_\_\_\_ (appear).
4. I \_\_\_\_\_ (never, travel) outside my country until I \_\_\_\_\_ (go) to Disney World last summer.
5. We wanted to get a picture of the meteorite, but when we \_\_\_\_\_ (arrive), the police \_\_\_\_\_ (already, take) it away.



D. Read the article from a small-village newspaper about a local amateur car repairer. Complete the article with the correct form of the verbs. For some answers, both the simple past and the past perfect forms are possible.

### Hobbyist Engine Repairer Forgets Important Detail

HILLCREST, Texas—John Wilkinson, an amateur car mechanic, \_\_\_\_\_ (1. attempt) to fix his car's engine after it started to make strange noises.

Wilkinson \_\_\_\_\_ (2. spend) weeks planning every detail of the repair. He \_\_\_\_\_ (3. buy) all the extra tools he required, and \_\_\_\_\_ (4. take) the engine off his car.

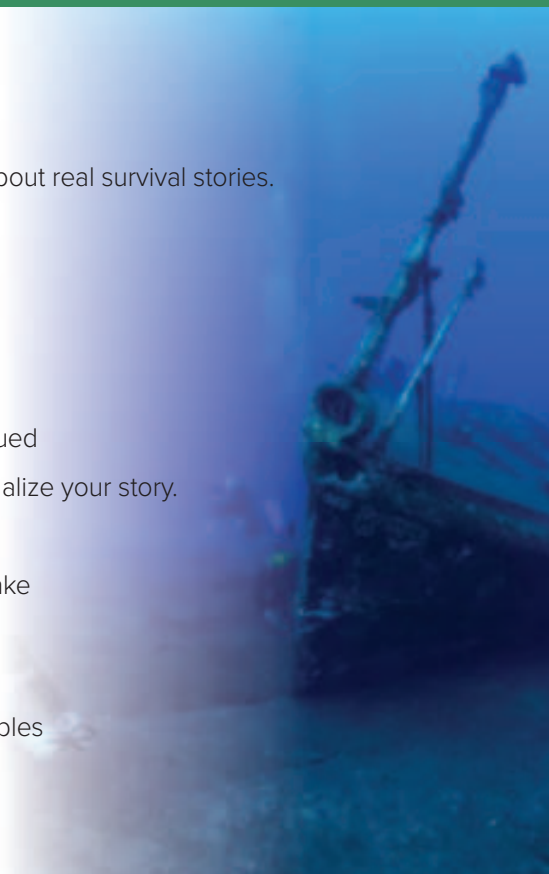
Wilkinson \_\_\_\_\_ (5. feel) confident that he \_\_\_\_\_ (6. plan) all the delicate work completely and correctly. The repair itself \_\_\_\_\_ (7. go) off without a hitch. The problems began when Wilkinson \_\_\_\_\_ (8. try) to test the engine after three days of work in his garage.

Wilkinson \_\_\_\_\_ (9. decide) to run the engine after he put everything back in place. He \_\_\_\_\_ (10. leave) the engine running for a long time to test it. He then \_\_\_\_\_ (11. try) to drive the car to check that all was working perfectly but the engine suddenly stopped. Wilkinson was very worried that something had gone wrong with the engine, but he then \_\_\_\_\_ (12. discover) that he \_\_\_\_\_ (13. make) an incredibly foolish mistake. He \_\_\_\_\_ (14. think) so much about repairing and checking the engine, that he \_\_\_\_\_ (15. forget) to fill the gas tank before starting the test drive!



## 12 Project

1. Work in pairs/groups. Research and collect information about real survival stories.
2. Use a real story or create your own. Think about:
  - the setting (where the story took place)
  - the people/person involved
  - the circumstances
  - the survivor's attitude
  - the survivor's actions and frame of mind
  - how the survivor managed to save himself or was rescued
3. Make notes in the chart and use them to organize and finalize your story.
4. Make a comic strip or a storyboard with your story.
5. Share the work among members of your group. If you make a comic strip decide on:
  - what will go in each frame
  - whether you will use captions to narrate the story
  - whether you will use speech bubbles and thought bubbles to show what each person is thinking or saying
  - what you will write in the captions
  - what you will write in the bubbles
6. Display your comic strip in class and act it out.



A Survival Story	
The people/person involved	
The setting/location	
The circumstances	
The problem	
The survivor's attitude/feelings	
The survivor's actions	
The final outcome	

# 13 Self Reflection

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

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

Unit 8 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
discuss remarkable events and coincidences			
express surprise			
use <i>such...that/so...that</i>			
reduce adverb clauses			
use the past progressive			
use <i>was/were going to; was/were about to</i>			
use past perfect forms and past simple			

My five favorite new words from Unit 8:	If you're still not sure about something from Unit 8:
_____	<ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul>
_____	
_____	




# EXPANSION Units 5–8

## 1 Language Review

A. Rewrite each pair of sentences as a single sentence with an adverb clause. Use a word or phrase from the box to begin each adverb clause. For some items, more than one answer may be possible.

because	if	(in order) to	only if	so that	where
even if	in case	now that	since	unless	wherever

 Check the product carefully. There may be defects.  
Check the product carefully in case there are defects.

1. You feel anxiety about leaving your job. You should still do it.

\_\_\_\_\_

2. The police will have trouble finding the criminal. It would help if there were a witness.

\_\_\_\_\_

3. We have finished this tedious task. We can relax.

\_\_\_\_\_

4. She feels restless. It doesn't matter where she is.

\_\_\_\_\_

5. Let's choose our destination. Then we can book our trip.

\_\_\_\_\_

6. More consumers buy that brand. It has a good reputation.

\_\_\_\_\_


7. He wants to be accepted into a prestigious university. He will have to study hard.

\_\_\_\_\_

8. The secret agent altered his appearance. It was difficult to recognize him.

\_\_\_\_\_

B. Write two sentences about each item using adverb clauses.

 I brought an umbrella in case it rains.  
Wherever I go, I bring an umbrella.



1. a bicycle



\_\_\_\_\_

2. a bilingual dictionary



\_\_\_\_\_

3. a cell phone



\_\_\_\_\_

4. a chocolate bar



\_\_\_\_\_

C. Explain what each person is saying. Use the verb in parentheses, followed by a gerund or an infinitive.

💡 Sabrina: Oh no! I think I left the oven on when I left my house. (forgot)  
*Sabrina thinks she forgot to turn off the oven.*

1. Ahmed: I shouldn't have bought this car. It keeps breaking down. (regret)

\_\_\_\_\_

2. Abdullah: I wish I could be at the meeting, but unfortunately I can't. (regret)

\_\_\_\_\_

3. Tom: We got so bored of that TV show. We don't watch it anymore. (stop)

\_\_\_\_\_

4. Allen: The election is Monday. Make sure you vote. (remember)

\_\_\_\_\_

5. Dennis: Watching the Olympics live was incredible. I will never forget it. (remember)

\_\_\_\_\_

6. Andrew: Jack and I were driving when we saw fireworks. We pulled over and watched them. (stop)

\_\_\_\_\_

7. Kaya: I'm looking for a dress for the wedding. (try)

\_\_\_\_\_

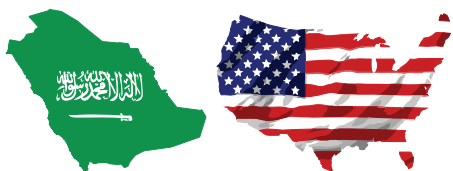
8. Jimmy: Did you look online for the tennis match schedules this weekend? (try)

\_\_\_\_\_

D. For each pair of pictures, write sentences with **but** or **and** + an auxiliary verb.

💡 *The K.S.A. is in the Middle East, but the U.S. isn't.*

1. The K.S.A./the U.S.



\_\_\_\_\_

2. a cell phone/a laptop



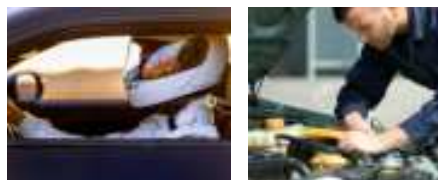
\_\_\_\_\_

3. a burrito/sushi



\_\_\_\_\_

4. a race car driver/a mechanic



\_\_\_\_\_



# EXPANSION Units 5–8

E. Complete each sentence with **might have, could have, must have, should have**, or **was/were supposed to**. For some items, more than one modal is possible.

1. He \_\_\_\_\_ enjoyed the game if he had gone with them. But then again, he \_\_\_\_\_ been bored.
2. You \_\_\_\_\_ told us that you needed a place to stay. There's plenty of room in our apartment.
3. Luke was really hoping to get the job. He \_\_\_\_\_ been disappointed when they gave it to someone else.
4. She \_\_\_\_\_ not \_\_\_\_\_ said she preferred Maria's hair long. I think she hurt her feelings.
5. Where were you on Saturday? You \_\_\_\_\_ help clean the apartment.
6. If your dinner was cold, you \_\_\_\_\_ asked the waiter to heat it up.
7. The streets are all wet. It \_\_\_\_\_ rained last night.
8. John \_\_\_\_\_ graduate in June, but he decided to take a year off.

F. Join each set of words together to form a sentence. Use **so, such, so many, so much, so little**, or **so few...that...**

💡 the adhesive is / strong / it stuck my fingers together  
*The adhesive is so strong that it stuck my fingers together.*

1. the noise was / startling / it made us jump  
\_\_\_\_\_
2. they are / good friends / I assumed they would go to the same university  
\_\_\_\_\_
3. I had / interest in the documentary / I fell asleep halfway through it  
\_\_\_\_\_
4. people were / outraged by the radio announcer's comments / his show was cancelled  
\_\_\_\_\_
5. he got / disoriented driving in the city / he had to use Google Maps to find his way home  
\_\_\_\_\_
6. he is taking / classes this semester / he has time to work two jobs  
\_\_\_\_\_
7. it was / a violent storm / it snapped most of the branches on that tree  
\_\_\_\_\_
8. she is / an absent-minded person / she forgot her dental appointment  
\_\_\_\_\_
9. the accident did / damage to the car / it's not even worth fixing  
\_\_\_\_\_
10. there were / people ahead of us in line / it took an hour to get into the museum  
\_\_\_\_\_



G. Use the words to write sentences with **but** or **and** + an auxiliary verb.

💡 Ice cream is made from milk/butter  
*Ice cream is made from milk, and butter is too.*

1. Gold is a kind of metal/silver

\_\_\_\_\_

2. Shoes are worn on the feet/gloves

\_\_\_\_\_

3. Alligators don't live in the desert/monkey

\_\_\_\_\_

4. An uncle is a male relative/nephew

\_\_\_\_\_

5. Ice is a form of water/steam

\_\_\_\_\_

6. Elephants aren't predatory animals/deer

\_\_\_\_\_

7. Kenya is an African country/Nigeria

\_\_\_\_\_

8. Men often wear ties/women

\_\_\_\_\_

9. Apples aren't tropical fruits/cherries

\_\_\_\_\_

10. Colombia is in South America/Canada

\_\_\_\_\_

11. Penguins can't fly/parrots

\_\_\_\_\_

12. The United States doesn't have a royal family/England

\_\_\_\_\_

H. Complete each sentence with a participle phrase and an idea of your own.

💡 After \_\_\_\_\_ *spending the day at the beach* \_\_\_\_\_, he was very sunburned.

1. While \_\_\_\_\_, I had the most exhilarating feeling.

2. After \_\_\_\_\_, she didn't feel very well.

3. Before \_\_\_\_\_, he was nervous.

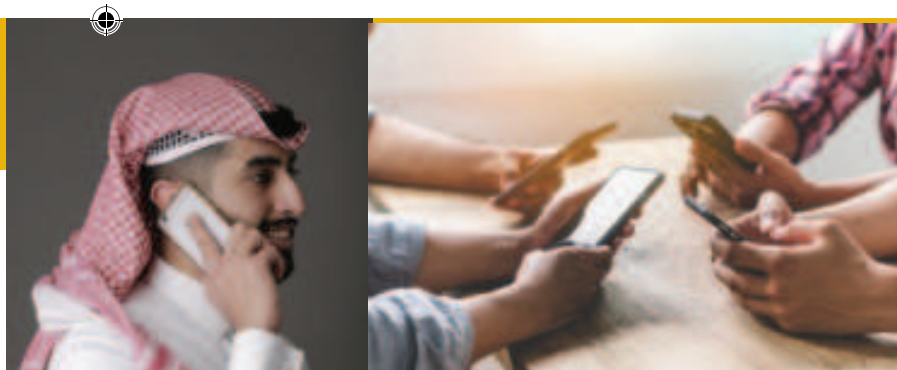
4. While \_\_\_\_\_, Paul felt completely relaxed.

5. After \_\_\_\_\_, her English was much improved.

6. Before \_\_\_\_\_, we always make sure the doors are locked.



## 2 Reading



### Before Reading

1. Do you think it is easy for people to make real friends online? Why? Why not?
2. Do you text or call people you know? What kind of language do you use in each case?

## The impact of a changing world on human language and communication

Recent research on the impact of online communication across cultures in Europe has revealed some very interesting findings.

Although, social networking and online communication has become the norm among young people nowadays, the formation of lasting friendships among peers appears to require face-to-face communication.

The project involved communication with partner schools in different countries. According to project participants, online communication and information exchange was effective for a period of time and undoubtedly provided the input and information needed. However, when it came to the formation of long-term friendships, they strongly felt that face-to-face communication was a key requirement; as was mobility, in other words travel to different countries.

The way one of the participants put it, “It’s different to find out about each other’s culture through reading, talking about it and exchanging pictures or videos, and different to actually experience it in person. It’s the day-to-day things that tell you more about people and their mindset.” These conclusions were reached after participants visited the countries where partner schools were located. As funding was limited, not all project participants were able to join.

All interviewees appreciated the accessible and affordable opportunities offered through technology and online communication but stressed the need for communication beyond cyberspace. Interestingly, young people nowadays take cyberspace for granted and consider more conventional, real world experiences to be more creative and rewarding. Overall, the conclusion reached pointed out that although technology “connects” people, lasting friendships require face-to-face contact to make

initial connections more meaningful. This was further confirmed by the diminishing interest and involvement of the participants that had not been able to travel.

As expected, English was used as the common medium of communication. Project participants admitted to having been intimidated and reluctant to initiate conversation due to their language “inadequacies.” They soon found out that none of their peers from other countries were perfect either, but were only too willing to utilize all available resources to speak. So they quickly revised their views on language competence and stopped being over-concerned with potential “errors.”

The task at hand required them to communicate with people that they had previously communicated with through email and video conferencing, under more controlled circumstances with teacher support, and time to check and edit their language. Face-to-face communication had to be spontaneous and genuine, so they were required to do their best, to listen, understand, and ask for clarification or repetition, use gestures or point to things if they could not recall words and so on. More importantly, their peers from other countries routinely resorted to the same strategies in conversation.

On occasion, when lost for words, their interlocutors would say: “text me”; this they could do without difficulty, using abbreviated language. They would then use the text message, as a basis to clarify meaning. Abbreviated language, this special kind of electronic shorthand, which often confuses older adults, is accessible to young people. In fact, it is the electronic variety of English as an international medium, and an identifying marker of generations that are natives to technology.

The context and means of communication do have an immediate impact on the type of language used. The need for speedy and highly economical messaging has fostered the development and evolution of “texting” language. Abbreviated language is regarded as a type of slang, categorizing it as a substandard variety of language. On the other hand, some analysts attest to the fact that it indicates high intelligence and speed of processing that should not be overlooked.

According to Professor Crystal, “text-speak”, the combination of vowel-free abbreviations and acronyms, “has definitely been overhyped” and does not qualify as a new language.

When these issues were addressed in a focus group with high school students who had participated in the multicultural project, they were ready with clear and highly articulate answers. They agreed that context and circumstances impose the need for changes in communication and therefore the type of language used. They were pleased to be able to use abbreviated language in texting and messaging effectively and efficiently. However, they pointed out that they would very much like to develop their language and communication skills further in order to be able to operate in a different range of contexts. As one of the interviewees put it, “It wouldn’t be a good idea to use abbreviated language in term papers when I get to university!”

## After Reading

A. Complete the sentences with the words from the box.

norm	diminishing	utilize	interlocutor
abbreviated	intimidated	acronym	overrated

- The disappointing results of the experiment were, unfortunately, caused by the researcher’s \_\_\_\_\_ enthusiasm and interest.
- Unfortunately, consuming too much fast food is the \_\_\_\_\_ among young people, these days, not the exception.
- Although he had spent days preparing his presentation, he got so \_\_\_\_\_ by the audience that he could hardly say a word.
- You should not give up when you run into difficulties. Instead, you should \_\_\_\_\_ all your skills and experience to deal with them.
- UAE is an \_\_\_\_\_. It stands for United Arab Emirates.
- A good communicator always tries to facilitate his \_\_\_\_\_.
- Young people use \_\_\_\_\_ language in texting.
- People used to think that computers were vastly \_\_\_\_\_ as a home appliance.

B. Answer the questions.

- What were the conclusions of research on the impact of online communication across cultures?
- What did the project participants believe about lasting friendships?
- What was the main difference between participants who traveled to different countries and those who didn’t?
- How did the project participants feel about their language competence to begin with? Why?
- Which factors fostered the development of “texting” language?
- What did high school students believe about different types of language? Why?

## Discussion

- Do you think abbreviated, “text-speak” qualifies as a new language? Why? Why not?
- Do you think technology has had a positive or negative impact on language and communication? Give reasons.



### 3 Reading

#### Before Reading

1. What are you afraid of?
2. How does your body respond when you feel fear?



## PHOBIAS: NOTHING TO FEAR

John Dickson was walking down the street with his friend Len when a cute, friendly, little squirrel ran over to them. Len knelt down and gave it a nut, but John froze and backed away in terror. Although the squirrel was clearly not a threat, John felt so terrified that his heart began pounding. He broke out in a cold sweat, and he felt like he was about to faint. Why did John have such an extreme reaction to such a harmless animal? John has a phobia of animals.

A phobia is an intense, irrational fear of a specific situation, activity, or thing that, in actuality, doesn't pose any true danger. People with phobias have a feeling of uncontrollable anxiety when they are exposed to the source of their phobia. This psychological reaction causes many physical symptoms. Some symptoms include shaking, rapid heartbeat, difficulty breathing, sweating, chest pains, dizziness, and a feeling of overwhelming anxiety. When a person has such physical reactions to something they fear, they are said to be having a *panic attack*.

People with phobias feel such great distress when they encounter the thing they fear that they go out of their way to avoid such an encounter. People with phobias often know that their fears are irrational, but feel completely unable to control their fears. Sometimes a phobia has only a minimal impact on a sufferer's life. For example, Janet Acra has a paralyzing fear of spiders (arachnophobia). However, as long as she avoids going into woody or grassy areas, she is generally able to avoid seeing them. Some phobias, however, can prevent sufferers from participating in normal, everyday activities. These kinds of phobias can have a devastating impact on the sufferer's life. For example, after being in a car accident, George Ramirez developed *ochophobia*, a fear of riding in vehicles. After that, the only way George could get from one place to another was to walk. And, since his college was 20 miles (32 kilometers) away—too far to walk—George dropped out.

There are hundreds of different kinds of phobias, but only a handful are very common. One of these phobias is the fear of heights (acrophobia). People with this fear are unable to look out the window of a tall building without feeling a panic attack coming on. Another common phobia is the fear of being in confined spaces (claustrophobia). People with claustrophobia commonly feel trapped when they are in small, enclosed places like elevators, tunnels, or closets. On the other hand, people who suffer from *agoraphobia* fear being in large, wide-open spaces, or places where leaving would be difficult. Agoraphobics generally avoid places like shopping malls, stadiums, and other crowded places. Some people develop such intense agoraphobia that they are not able to leave their home for years.

In addition to the more common phobias, there are dozens of unusual, little-known phobias, such as the fear of clowns (coulrophobia), fear of taking a bath or shower (ablutophobia), and fear of trees (dendrophobia). In fact, there is even a fear of phobias (phobophobia)!



Although no one knows for sure how phobias develop, some researchers believe that phobias are passed from parents to children in one of two ways: either by inheriting the gene for a phobia, or by observing a parent's phobic reaction to something and learning to react in the same way. Another possibility is that phobias are a reaction to something frightening a person may have previously experienced. For example, John Dickson could have developed his fear of animals (zoophobia) when, as a child, he saw an animal bite another child.

However, there are treatments that can help people with phobias. While some people take medication to alleviate their phobias, many others go to counseling where they learn techniques to overcome their phobias permanently. For example, learning simple relaxation exercises can help people feel more in control when confronted with feared objects and situations. People can also be taught to overcome their fear through gradual exposure to it. For example, a person with a fear of heights might be encouraged to imagine being in a tall building. Once capable of doing this without having a panic attack, the person might be brought into the ground floor of a tall building. After becoming comfortable there, the person would be brought to the second floor. Eventually, the phobic person would reach the top floor of the building and the end of their fear.

There is a Japanese proverb that says, "Fear is only as deep as the imagination allows." People who have learned to overcome phobias understand how true this is.



## After Reading

A. Write each word next to its antonym.

alleviate	confined	devastating	distress	irrational
-----------	----------	-------------	----------	------------

1. improving \_\_\_\_\_
2. intensify \_\_\_\_\_
3. comfort \_\_\_\_\_
4. released \_\_\_\_\_
5. logical \_\_\_\_\_

B. Answer the questions.

1. What is a phobia?
2. What are some physical symptoms that a person with a phobia might experience?
3. Name two phobias and describe them.
4. Why do people develop phobias?
5. Explain some of the treatments available to people with phobias.

## Discussion

1. Imagine you know someone who has a fear of cats. How might you try to help that person?
2. Do you think phobias are genetic, learned, or both? Explain.
3. Do you think people of different cultures are more likely to have different phobias? Explain.



## 4 Language Plus Aa

Read the sentences. Then match the idioms with the pictures.

- a. When the burglar broke into my house, I was **scared to death**.
- b. That book of scary stories is so spooky it will **make your hair stand on end**.
- c. I was **scared stiff** while watching that horror film on TV.
- d. You will **scare the living daylight out of** her if you sneak up behind her.
- e. Before giving a presentation, I often **get goose bumps**.
- f. I **shake like a leaf** every time I pass that big, abandoned house.
- g. Every time I go to the dentist, I **break out in a cold sweat**.
- h. I'm afraid to jump. Maybe I shouldn't **throw caution to the wind**.



1. scare the living daylight out of



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_

## 5 Writing 1

### Tools for Writing: Run-on Sentences

A *run-on sentence* is a sentence with two or more independent clauses that are incorrectly placed together without any punctuation or a coordinating conjunction.

**Incorrect:** *You look in the cafeteria I'll look in the auditorium.*

Run-on sentences can be avoided by using a period to separate the clauses into two separate sentences, or by adding a coordinating conjunction after a comma.

**Correct:** *You look in the cafeteria. I'll look in the auditorium.*

**Correct:** *You look in the cafeteria, and I'll look in the auditorium.*

Correct each run-on sentence in two different ways.

- 1. The weather has been great it has been warm.
- 2. She can't make it she has other plans.
- 3. He's tired he doesn't want to stay out late.
- 4. I understood the lesson I can help you.



8. \_\_\_\_\_

## Writing Prompt

Write an essay about tales involving animals in your culture. Include grammar points from Units 5–8.

## Write Your Essay

1. Think about the following questions: Where did the tale originate? What is the significance of the tale? Is there a moral?
2. Use a chart to organize your ideas. In the first column, write two or three tales about animals that you are interested in learning more about. Research these tales. Then write notes about the origin of each in the second column. Use these notes when you write your essay.
3. Write an outline for your essay, and then write a draft.
4. Have a partner read and comment on your draft. Use your partner's comments and suggestions to revise your essay.

Animal Tale	Origin of the Tale

### Developing Your Writing: Outlining an Essay

Writers use outlines to help them organize their thoughts before they begin writing. Outlines show the order in which topics will be introduced. They also include categories and subcategories to show the relationship between the different parts of the essay. Outlines are usually arranged from general points to more specific points. Outlines are also usually arranged by a system of numbers and letters, as in the example below.

- I. Introduction
  - A. There are numerous tales about animals in American culture.
  - B. These tales often teach an important lesson/moral.
- II. Body
  - A. First tale: *The Tortoise and the Hare*
    1. origins of the tale
    2. significance/moral of the tale
  - B. Second tale: *The Lion and the Mouse*
    1. origins of the tale
    2. significance/moral of the tale
- III. Conclusion

### *Animal Tales in American Culture*

*American culture has a rich assortment of animal tales that are passed on from generation to generation. Most of these tales originated centuries ago, but are still told to children today. Each tale has a moral—an important lesson to be learned...*

MEGA

# GOAL3

WORKBOOK

**MANUEL DOS SANTOS**  
**JILL KOREY O’SULLIVAN**  
**ELI GHAZEL - DANAE KOZANOGLU**

**Mc  
Graw  
Hill**



وزارة التعليم  
Ministry of Education  
2024 - 1446

## MegaGoal 3 Workbook

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وزارة التعليم

Ministry of Education

2024 - 1446

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# 5 Do You Really Need It?

Term 2

**A** Complete the sentences with the words from the box.

admire    exclusive    intended    sophisticated    brand    formula    revolutionary

1. Whenever I go shopping, I always end up buying Generation \_\_\_\_\_ clothes. They are really stylish and they fit me great. You can get them at most department stores.
2. Many advertisements have athletes and famous TV personalities in them. Featuring these stars helps companies sell their products because so many people \_\_\_\_\_ them.
3. That company has come up with some of the most \_\_\_\_\_ electronic products of our time. Many other companies all sell the same thing, but they always have new and inventive products.
4. The airline is having an \_\_\_\_\_ sale only for their best customers. I was hoping to get invited to use the discounts, but I didn't.
5. The Upper East Side of Manhattan is a very \_\_\_\_\_ place. It seems like everyone there is rich and has high-class taste.
6. Commercials play on different channels and at different times of the day, depending on who they are \_\_\_\_\_ for. For example, commercials that are aimed at adults will play at night after children are sleeping.
7. Some laundry detergents have a special \_\_\_\_\_ that is designed to get stains out of clothes without ruining the material. They have many different ingredients in them.


**B** Answer the questions.

1. Who is the most sophisticated person you know? Describe him/her.  
\_\_\_\_\_
2. What's your favorite brand of clothes? What's your favorite brand of shampoo?  
\_\_\_\_\_
3. Who do you admire most in life? Why?  
\_\_\_\_\_
4. Who are most cartoons intended for?  
\_\_\_\_\_
5. Who is a revolutionary thinker in the history of your country?  
\_\_\_\_\_
6. What is a formula?  
\_\_\_\_\_





# 5 Do You Really Need It?

**C** Underline the adverb in each sentence. Then tick (✓) the kind of information that the adverb clause tells us.

	Reason	Purpose	Condition	Place
 <b>She's going to the mall <u>so that she can get a new dress for the family dinner.</u></b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. They used Roger Federer as their spokesperson because he's famous.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Wherever we go, we are surrounded by advertising.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I bought the face cream since it will help my skin look better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. If you have a good advertisement, people will buy your product.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. They are planning to sell the juice everywhere they can.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The company made a commercial in order to sell their new product.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I'm going to buy it at the store unless I can get a better price online.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Now that the Internet exists, I never go to the mall.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**D** Circle the correct adverb to complete each sentence.

-  **They aired radio advertisements (in case / where) the newspaper ads weren't enough.**
- They sold out of the new chips (only if / because) they were on sale.
  - They put a coupon in the weekend newspaper (to / wherever) attract new customers.
  - (If / Because) you want to go shopping, I'll go with you.
  - I decided to use conditioner (so that / now that) my hair wouldn't be dry anymore.
  - I'm going to buy a new computer (only if / since) my old computer crashed last week.
  - Many people buy bottled water (even if / so) they can drink the water from their tap.
  - (Unless / Everywhere) you go, there are things for sale.
  -  She only buys organic foods (now that / even if) she has food allergies.



**E** Finish the sentences about yourself.

1. I (sometimes / always / never) shop online for \_\_\_\_\_.
2. \_\_\_\_\_ wherever I go.
3. I (like / don't like) shopping because \_\_\_\_\_.
4. If I stay at the mall for a long time, \_\_\_\_\_.
5. \_\_\_\_\_ since I'm still young.
6. Everywhere you look \_\_\_\_\_.
7. My favorite place to shop is \_\_\_\_\_ now that \_\_\_\_\_.
8. I (listen / don't listen) to commercials so that \_\_\_\_\_.

**F** Write an advertisement for each of the products below. Use an adverb clause with one of the adverbs from the box in each.

because    if    since    unless    everywhere    in order to    so (that)    wherever

1



2



3



4



5



6



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



## 5 Do You Really Need It?

**G** Correct the errors in the sentences.

 She went to the department store <sup>because</sup> ~~so that they were~~ having a sale.

1. Because of it was late we were tired.
2. I'm bringing an umbrella in case need it.
3. He put on his glasses unless he could see.
4. Where I live, it hot.
5. They are creating new ads order to sell their products in Asia.
6. Even if he will hurry, he will still be late.
7. We put the milk in the refrigerator now that it won't spoil.
8. Now that I a cell phone, I can call my friends anytime.

**H** Complete the story with the words and phrases from the box.

beat it	blows	broke	maxed out
---------	-------	-------	-----------

Last weekend, Karen shopped all weekend long. She bought a new pair of black shoes, a pair of boots, two dresses, three sweaters, and a bottle of expensive perfume. After spending so much money, Karen was **(1)** \_\_\_\_\_ .

She was going to buy a cool designer bag too, but when she went to the register to pay, her credit card didn't work. Her card was **(2)** \_\_\_\_\_ . She was so embarrassed!

When she got home, she had to sneak into the house because her mother thinks she shops too much. Karen says she's not wasting money, but her mother disagrees. She says Karen **(3)** \_\_\_\_\_ money on things she doesn't need.

In the morning, Karen got dressed for school. She wore her new dress, a new sweater, and new shoes. She went downstairs to eat breakfast. "Good morning. Is that a new dress?" her mother asked, pointing at the price tag. Karen had forgotten to take it off! She confessed that it was, and then her mother noticed that the whole outfit was new. She was really mad, so Karen

**(4)** \_\_\_\_\_ as fast as she could and ran out of the house.

## I READING

Read the article. Then answer the questions below.

### Global Marketing Mishaps

Brand names and slogans are extremely compact communication tools. They represent a great deal of information, and **evoke** memories, feelings, and expectations, which in turn influence buyers' decisions. A brand name is the heart of any product, and a slogan creates a direct and perhaps unconscious association with a product. This is why companies have to be very careful about the brand names and slogans they choose for their products, and extra careful when these products are offered in the international market.

A name for a product can be perfect in one language and **catastrophic** in another. There are many stories about advertising and marketing **blunders** involving words that just did not translate or had a different meaning. For example, General Motors had to rename its car, the Chevy Nova, in Spanish-speaking countries because Nova can be understood as *no va* which means "It doesn't go." No automobile company would ever want that!

But English translation mistakes aren't limited to Spain and Latin America. When Pepsi translated their slogan "Come alive with the Pepsi generation" into Chinese, it was incorrectly translated as "Pepsi brings your ancestors back from the dead." And Kentucky Fried Chicken's slogan "Finger-Lickin' Good" was translated into Chinese as "Eat Your Fingers Off."

These stories serve as **cautionary tales** for advertising students and/or professionals. It's always advisable to check what your slogan or brand name means and implies in the countries where the product will be sold, or you could end up making your brand a **laughing stock**.

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

- \_\_\_\_\_ Brand names and slogans translate easily from one language to another.
- \_\_\_\_\_ Brand names and slogans can influence buyers' decisions.
- \_\_\_\_\_ *Nova* was a good name for a car in Spanish.
- \_\_\_\_\_ There have been blunders in advertising when translating English into Chinese as well as Spanish.
- \_\_\_\_\_ It pays to do research when translating advertising slogans from one language to another.

Write definitions for these words and phrases from the text.

- evoke: \_\_\_\_\_
- catastrophic: \_\_\_\_\_
- blunders: \_\_\_\_\_
- cautionary tales: \_\_\_\_\_
- a laughing stock: \_\_\_\_\_



# 5 Do You Really Need It?

**J** Use the words and phrases to fill in the blanks. Then answer the questions.

window display	hired	fully equipped	revealed	were delivered	stir
bystanders	mixed reviews	chopping	sliding	launched	oblivious

A large furniture store **(1)** \_\_\_\_\_ an unusual promotion for its products which would attract thousands of potential customers, or so they hoped.

The C&S – Comfort and Style – furniture store decided to advertise its products through an unusual **(2)** \_\_\_\_\_. They **(3)** \_\_\_\_\_ people to “live” in the store windows. A display that showed a living room set was used by a group of friends, university students who had met to watch a football game on television. They were sitting comfortably watching the game and having snacks. A couple of pizzas **(4)** \_\_\_\_\_ halfway through the game. The group in the window were **(5)** \_\_\_\_\_ to the crowd that had gathered outside.

In another window, a **(6)** \_\_\_\_\_, sparkling kitchen was being used by a caterer to prepare a meal for a reception. There was a chef and assistants working hard, **(7)** \_\_\_\_\_ vegetables, stirring food that was cooking, and **(8)** \_\_\_\_\_ freshly made rolls into the oven. Once again, the team of cooks seemed completely oblivious to the gawking crowd.

It was later **(9)** \_\_\_\_\_ that the window panes had been replaced with one-way mirrors that allowed **(10)** \_\_\_\_\_ to look in, but prevented the people “living” in the window from looking out. They were fully aware of the fact that they were being watched but could forget about it and focus on their chosen tasks or pastime without any distractions.

The “live window displays” received **(11)** \_\_\_\_\_, but they certainly attracted very large crowds to the store. Whether the display proved to be effective in terms of sales has never been revealed. It is just possible that it caused a **(12)** \_\_\_\_\_ without necessarily influencing people to buy.

1. What do you think of “living window displays”? Please give reasons.

---

---

2. Would you agree to participate in a “living window display”? Why? Why not?

---

---

3. Do you think that the idea attracted buying customers? Why? Why not?

---

---



**K** Write as many words as you can about the picture. Write sentences about the picture using **because, unless, since, or in order to.**



Words about the picture

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



**M** Complete the conditional sentences. Use the present and future forms of verbs.

💡 If I spend (spend) too much time thinking about the future, I won't have (not have) enough time to do everything I want now. But if I don't think (not think) about the future, I won't have (not have) a clue what to do next.



- If I \_\_\_\_\_ (buy) a new laptop, I \_\_\_\_\_ (be) happy. But if I \_\_\_\_\_ (not get) one, I \_\_\_\_\_ (need to) do the assignment on my dad's computer.
- If it \_\_\_\_\_ (rain) a lot this week, the team \_\_\_\_\_ (not be) able to practice for the big game. If the weather \_\_\_\_\_ (be) nice, the team \_\_\_\_\_ (practice) every afternoon.
- If the temperature \_\_\_\_\_ (drop) below zero, rain \_\_\_\_\_ (change) to ice and snow. But if the temperature \_\_\_\_\_ (stay) above zero degrees, rain \_\_\_\_\_ (not freeze).
- If Adel \_\_\_\_\_ (decide) to go to King Saud University, he \_\_\_\_\_ (move) to Riyadh next fall. He \_\_\_\_\_ (be) happy there if he \_\_\_\_\_ (make) friends quickly.
- Newton figured out that if you \_\_\_\_\_ (drop) an apple, it \_\_\_\_\_ (fall) to the ground. If you \_\_\_\_\_ (drop) a feather, it \_\_\_\_\_ (float) down.
- If Adnan \_\_\_\_\_ (get) a bigger car, he \_\_\_\_\_ (impress) his friends. But if he \_\_\_\_\_ (show off) to his friends too much, they probably \_\_\_\_\_ (not hang out) with him any more.

**N** Circle the correct words.

- Would you (**prefer / rather**) go shopping at the mall or ride your bicycle by the lake?
- Would you rather (**study / to study**) math or read your favorite book in the park?
- Would you (**prefer / rather**) going camping in the mountains or staying in a hotel at the beach?
- Would you prefer (**spend / to spend**) money on a vacation or to stay at home and buy something you need?

**O** Write your own answers to the questions in N. Use **I'd rather** and **I'd prefer**.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



# 5 Do You Really Need It?

**P** Put the words into the correct categories. Some words may go in more than one category.

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



## Words Connected with Shopping Habits

Shopping Mall	Small Stores	Online Shopping

**Q** Complete the sentences with **unless** or **when**.

- I never take any notice of commercials \_\_\_\_\_ it's about something I may need.
- \_\_\_\_\_ you have a good advertisement, people won't notice your product.
- \_\_\_\_\_ he put his glasses on, he could read the small print.
- The shops will be closed \_\_\_\_\_ you hurry.
- The dress will look great \_\_\_\_\_ you try it on.
- I'm going to buy it at the store \_\_\_\_\_ I can get a better price online.

**R** Complete the sentences with your own ideas.

- Unless you are careful what you buy, \_\_\_\_\_.
- When I think of \_\_\_\_\_.
- \_\_\_\_\_ everywhere you can think of.
- \_\_\_\_\_ when you give up your seat.
- \_\_\_\_\_ unless you know the right people.
- \_\_\_\_\_ unless he is willing to work hard.
- If we don't win \_\_\_\_\_.
- \_\_\_\_\_ when it's bad weather.



# 6 The Gender Divide

**A** Unscramble the words.



**i t t y n e i n s**

*intensity*

1. a t x n i y e

2. o t e r s t e y e p

3. e d g n r e

4. s t e o i u d

5. s l r t e s e s

6. p e t e m m e r t a n

7. t c a p y i a c

8. e e r p i e v i t t

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



\_\_\_\_\_ *capacity* \_\_\_\_\_ : **the ability to contain, hold, or absorb**

1. \_\_\_\_\_ : boring and tiring

2. \_\_\_\_\_ : impatient; on edge; can't sit still

3. \_\_\_\_\_ : worry

4. \_\_\_\_\_ : power; strength; concentration

5. \_\_\_\_\_ : repeats over and over again

6. \_\_\_\_\_ : a simple idea about how a group is, often not true

7. \_\_\_\_\_ : category—male or female

8. \_\_\_\_\_ : character; personality



# 6 The Gender Divide

**C** Complete each sentence with the correct form of the verb in parentheses.

**I tried to sleep last night, but I couldn't. The noise from the neighbor's TV was too loud. (sleep)**

1. I often forget \_\_\_\_\_ the mail. Then the next day my mailbox is full! (check)
2. I regret \_\_\_\_\_ the car. It was too expensive. (buy)
3. My father lost his job and we were low on money, so we stopped \_\_\_\_\_ out at restaurants until he got a new job. (eat)
4. Did you remember \_\_\_\_\_ out the garbage? (take)
5. I tried \_\_\_\_\_ you last night, but your phone went straight to voicemail. (call)
6. Thank you for your application. We regret \_\_\_\_\_ you that we decided to hire someone else for the job. (inform)
7. I don't remember \_\_\_\_\_ in that house because we moved when I was only two years old. (live)
8. We drove for four hours before we had to stop \_\_\_\_\_ gas. (get)
9. I hope he remembers \_\_\_\_\_ to the library after school today. (go)
10. My grandmother has problems with her memory. However, she will never forget \_\_\_\_\_ her family. (raise)

**D** Change the sentences from active to passive.

**Somebody needs to water the lawn every day.**

*The lawn needs to be watered every day.*

1. I don't like someone telling me to do my homework.  
\_\_\_\_\_

2. My grandfather remembers people giving him gifts when he was a child.  
\_\_\_\_\_

3. He wants someone to give him the answer.  
\_\_\_\_\_

4. Sheila wants her mother to help her.  
\_\_\_\_\_

5. Babies like someone talking to them.  
\_\_\_\_\_

6. The cat wants its owner to feed it.  
\_\_\_\_\_

**E** Finish the sentences about yourself. Use a passive or active gerund or infinitive in each sentence.

1. I forgot \_\_\_\_\_ .
2. I always remember \_\_\_\_\_ .
3. I have always regretted \_\_\_\_\_ .
4. I stopped \_\_\_\_\_ .
5. I tried \_\_\_\_\_ , but I wasn't successful.
6. I want to be \_\_\_\_\_ .
7. I like being \_\_\_\_\_ .
8. I don't appreciate being \_\_\_\_\_ .

**F** Combine the sentences. Use auxiliary verbs after **but** and **and**.



**I always remember our first day at school. My best friend always remembers our first day at school.**

*I always remember our first day at school, and my best friend does too.*

1. My brother doesn't like talking about work. My father doesn't like talking about work.

\_\_\_\_\_

2. I don't like arguing. She doesn't like arguing.

\_\_\_\_\_

3. Sabah is in high school. Her friend Hanan is in high school.

\_\_\_\_\_

4. Jody doesn't like to cook. Gwen likes to cook.

\_\_\_\_\_

5. Tom doesn't have a job. His brother has a job.

\_\_\_\_\_

6. We're not going on a trip. They're not going on a trip.

\_\_\_\_\_

7. He's not old enough to travel on his own. His brother old enough to travel on his own.

\_\_\_\_\_

8. Our classmates don't enjoy the activity. We enjoy the activity.

\_\_\_\_\_



# 6 The Gender Divide

**G** Fill in the blanks with the verbs in parentheses. Use active or passive gerunds or infinitives.

- Jenny:** I've left a list of things to remember for you on the fridge under the red magnet. Don't forget **(1)** \_\_\_\_\_ (check) it when you leave the house.
- Linda:** I don't know why you have to make such a fuss. I'm always careful to turn everything off.
- Jenny:** Really? Do you remember **(2)** \_\_\_\_\_ (leave) the door unlocked when I had to be away for two days?
- Linda:** So what? Who is going to come in? We don't have anything worth taking in here.
- Jenny:** Maybe you don't, but I do. Anyway, check the list on the fridge to make sure.
- Linda:** OK. Have you stopped **(3)** \_\_\_\_\_ (buy) milk? I can never find any in the fridge.
- Jenny:** That's because you drink it. Why don't you stop **(4)** \_\_\_\_\_ (think) before you complain about things? Oh, Linda, come on. I'll only be away for the day. Surely you can manage. I tried **(5)** \_\_\_\_\_ (reach) our aunt, but she's not answering her phone and I'm worried.
- Linda:** I don't like **(6)** \_\_\_\_\_ (tell) what to do all the time. I know I'm younger and you don't trust me, but why don't you try this once.
- Jenny:** Yes, I do remember **(7)** \_\_\_\_\_ (tell off) by our grandmother when I forgot to turn off the tap and the water flooded into our room. OK, I'll remember **(8)** \_\_\_\_\_ (not speak) to you like that again.
- Linda:** Thanks, and I'll remember **(9)** \_\_\_\_\_ (do) what I'm supposed to. Promise!

**H** Answer the questions.

1. What do these phrases mean?  
"I've known that for ages." \_\_\_\_\_  
"You can say that again." \_\_\_\_\_
2. Is there a place you know like the back of your hand? Where is it?  
\_\_\_\_\_
3. Have you ever made a big deal about something and then realized it wasn't so important? What was it?  
\_\_\_\_\_  
\_\_\_\_\_

**I READING**

Read the article and answer the questions.

**The Environmental Divide**

Concern for the environment has been a controversial issue from the start. When companies and industries were monitored and assessed to determine the amount of waste that they disposed of and the impact of that waste on the environment three decades ago, there were a lot of skeptics who regarded it as a ploy to promote a new industry, that of waste management.

In actual fact, a number of organizations with foresight jumped in to secure a piece of the waste management market. Bonuses and tax deductions were offered as an incentive for industries to upgrade their production procedures and equipment, in favor of environmentally friendly alternatives or at least alternatives that reduced harm to the environment.

Scientists had been setting out alarms and advising people to reduce the levels of waste accumulated on Earth as they could foresee future consequences. Yet, few responded.

Environmentalists attempted to prevent some of the destruction of natural habitat that would impact the lives of humans and other living organisms on Earth, but they were initially greeted with suspicion and on occasion with outright contempt.

The controversy continues uninterrupted. Even today, with all the belated discussions and summits to control global warming, people are divided on the issue. There are those that attribute most environmental changes to the natural evolutionary process of our planet and quote the ice age or the extinction of the dinosaurs as evidence of the changes that take place irrespective of humans and human intervention.

At the other end, stand those who regard Earth as their home and would like to maintain it as best they can by removing all toxic and destructive factors. They are the ones who refer to the destruction of the rain forests as one of the major crimes committed and substantiate it convincingly through the climatic changes, the depletion of oxygen, and holes in the ozone layer.

To this day, there does not seem to be a uniform standpoint on the issue despite attempts by international organizations to mobilize countries and individuals in a uniform effort to preserve the environment.

1. What are the two opposing views on the environment?

---

2. Who are these views represented by?

---

3. What is one of the main arguments used by those opposed to the environmentalist view?

---

4. What do environmentalists juxtapose as an argument?

---

5. What is your view on this issue? Please give reasons.

---



# 6 The Gender Divide

**J** Compare two different ages. Think about someone you know well, a family member or a family friend who is at least 15 years older than you. Use the points listed below and make notes about yourself and your older friend or relative. Then write sentences comparing yourself to them, using your notes to help you.

	You	Your family friend or relative
<b>Favorite activities in the city</b>		
<b>Favorite activities outside the city</b>		
<b>Attitude to travel</b>		
<b>Attitude to technology</b>		
<b>Favorite TV shows</b>		
<b>Least favorite TV shows</b>		
<b>Favorite food and eating habits</b>		
<b>Other</b>		

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



**K** Write as many words as you can about the picture. Write sentences about the picture using verbs + infinitives or gerunds with different meanings.



**Words about the picture**

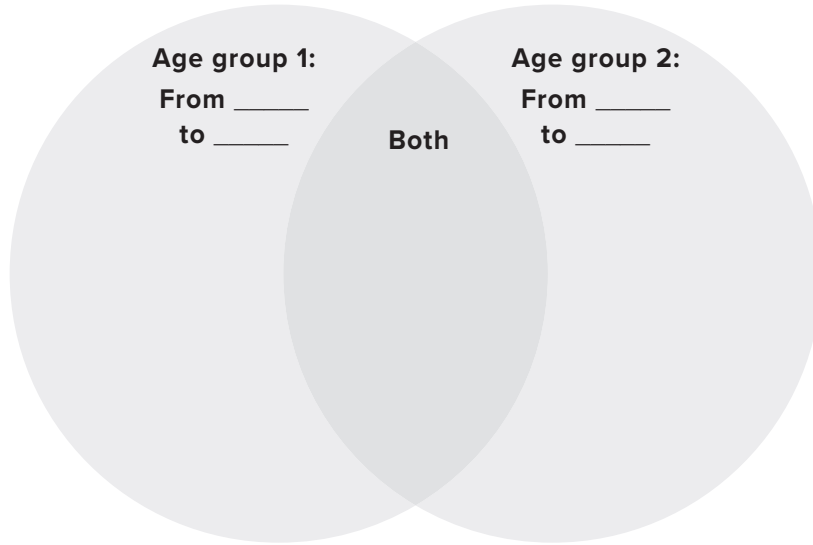
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# 6 The Gender Divide

## L WRITING

Write a comparative essay about the behavior and attitudes of people of different ages. Choose people from different age groups in your country, in your family, or among your siblings (brothers and sisters). What are the things that are specific to each age group? What are the things that both age groups have in common?

1. Before you write, take notes in the Venn diagram below.



2. Now use your notes from the Venn diagram to write your essay.

A large rectangular area with horizontal lines for writing an essay.



**M** Complete the dialogue with the present perfect, or the present progressive of the verb in parentheses.

**A:** Noura, is that you?

**B:** Sabah? I **(1.)** \_\_\_\_\_ (not see) you since your graduation! How **(2.)** \_\_\_\_\_ (you/be)?

**A:** Great! **(3.)** \_\_\_\_\_ (it / be) that long? So, what **(4.)** \_\_\_\_\_ (you/do) these days?

**B:** You won't believe it. I **(5.)** \_\_\_\_\_ (teach) English at our old high school.

**A:** Really? So, you **(6.)** \_\_\_\_\_ (get) your degree in English at last. That's good news. How long **(7.)** \_\_\_\_\_ (work) there?

**B:** I **(8.)** \_\_\_\_\_ (be) there since the start of last semester. What about you? How's your mom? **(9.)** \_\_\_\_\_ (she/make) any more beautiful clothes since I saw her last?

**A:** Oh, yes. she **(10.)** \_\_\_\_\_ (just/finish) a new dress for me. That reminds me, we **(11.)** \_\_\_\_\_ (spend) all month planning a dinner party for my grandma. That's what the dress is for. I **(12.)** \_\_\_\_\_ (plan) the menu all morning. We're going to make all her favorite foods.

**B:** That sounds like a delicious feast. I'm sure your grandma will enjoy it.

**A:** Would you like to come? I **(13.)** \_\_\_\_\_ (write) an invitation to send to you. What are you doing on Friday afternoon?

**B:** That's kind of you. I **(14.)** \_\_\_\_\_ (not got) anything special to do this weekend, so I'll ask my parents if I can come.

**A:** Good. Well, I must go now. Mom **(15.)** \_\_\_\_\_ (wait) for me. She says we **(16.)** \_\_\_\_\_ (talk) too long on the phone as usual!

**B:** OK. Bye for now! I'll let you know about Friday, for sure.



**N** Write your own answers to the questions. Use the present perfect simple, present perfect progressive and **for, since, all day/week/month/year**.

1. What have you been doing lately? Why?

---

2. Who haven't you seen in a long time? Why?

---

3. Where haven't you been in a while? Why?

---

4. Have you planned or attended any special event recently? What?

---



# 6 The Gender Divide

**O** Circle the correct words to complete the descriptions.

1. Ahmed will probably become a **(writer / novel)** one day as he's always been a **(bookworm / bookmark)**.
2. If you want to **(keep / play)** fit and meet new people, I'd recommend joining a **(sport / club)** where you can take part in different activities.
3. Andy is so good **(with / at)** tennis that he has won several prestigious **(awards / stickers)**.
4. Noura has always been fascinated **(by / in)** poems and now she's writing her own **(training / poetry)**.
5. I'm not the slightest bit interested **(by / in)** reading detective **(stories / games)**.

**P** Complete the sentences with the correct form of the words in brackets.

1. Playing games with his brother brings Adel a great deal of \_\_\_\_\_ **(enjoy)**.
2. There was a look of \_\_\_\_\_ **(happy)** on Omar's face when he got his new laptop as a present.
3. Ken loves skiing with his dad since he gets a sense of \_\_\_\_\_ **(satisfy)** from taking part in sports outdoors.
4. Some people believe that computer games can be \_\_\_\_\_ **(educate)** as they may train children to think quickly.
5. To expand her \_\_\_\_\_ **(know)** of teaching methods Miranda uses the Internet as a source of new information.
6. Our local team has won many equestrian \_\_\_\_\_ **(compete)** in recent years.



**Q** Match the words to make compound nouns.

- |             |     |               |
|-------------|-----|---------------|
| 1. stamp    | ___ | a. seller     |
| 2. internet | ___ | b. sport      |
| 3. stuffed  | ___ | c. café       |
| 4. science  | ___ | d. collection |
| 5. comic    | ___ | e. books      |
| 6. athletic | ___ | f. track      |
| 7. best     | ___ | g. toys       |
| 8. water    | ___ | h. fiction    |

**R** Make four sentences using some of the compound nouns in **Q**.

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



# 7 Everyone Makes Mistakes

**A** Find the words from the box in the puzzle.

<b>boost</b>	<b>flop</b>	<b>novelty</b>	<b>slipping</b>
<b>endured</b>	<b>launch</b>	<b>outraged</b>	<b>tampered</b>

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

**B** Complete the sentences with the words from exercise **A**.



The company plans to launch its new car in the Japanese market next year. This is the first time they will be selling in Japan.

1. Somebody \_\_\_\_\_ with my suitcase. I can tell it has been opened and everything is in a different place.
2. The new cell phone was a \_\_\_\_\_. Nobody bought it, so they took it off the market the following year.
3. I am \_\_\_\_\_ by the convenience store cashier. His attitude just makes me angry.
4. At first the video game did very well, but by its second year on the market, sales started \_\_\_\_\_. The company has started a new advertising campaign to help \_\_\_\_\_ sales.
5. Some people think that hybrid cars are just fun and new right now, but I think they're more than just a \_\_\_\_\_.
6. I have \_\_\_\_\_ many years of teasing from my older brother. Now he's off at college.

# 7 Everyone Makes Mistakes

**C** Underline the past modal in each sentence. Then tick (✓) the box for the meaning the modal is conveying.

	uncertainty about the past	drawing conclusions about the past	expected action that didn't happen	mistakes made in the past
You <u>should have called</u> me right away.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1. I may have made a mistake.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I don't feel well. The soup must have been old.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I think I may have lost my keys.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. She was supposed to be here by 2 o'clock, but I guess she's late.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I shouldn't have eaten that soup.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you think she could have gotten lost?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. She must have stayed up too late last night.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The game was supposed to be last night, but it was canceled.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**D** Complete the conversation with a past modal and the correct verb form.

**Mona:** Hey, Norah. What's the matter? You look awful!

**Norah:** Last night (be) may have been the worst night of my life!

**Mona:** Why? What happened? I thought you were (1) (go) \_\_\_\_\_ to your grandparents with your brother.

**Norah:** I did, but now I think I (2) (go) \_\_\_\_\_.

**Mona:** Why not? Did you have a bad time?

**Norah:** Well, before my brother came to pick me up, I started feeling sick. Finally, I realized that I (3) (eat) \_\_\_\_\_ something that had peanuts in it.

**Mona:** Oh, no! You're allergic to peanuts!

**Norah:** I know! I get a rash and fever when I eat them! But I really wanted to go to my grandparents, so I just took some allergy medicine.

**Mona:** Wow! Your mom (4) (be) \_\_\_\_\_ so upset!

**Norah:** Actually, I (5) (tell) \_\_\_\_\_ her, but I didn't.

**Mona:** Norah! That's terrible. You (6) (got) \_\_\_\_\_ really sick!

**Norah:** Well, I did. And in the end, my brother had to take me to the hospital.

He (7) (be) \_\_\_\_\_ so annoyed with me.

**Mona:** I'm sure he wasn't. He must have been really worried about you.



**E** Choose the correct option to complete the sentences.

1. She didn't come? She \_\_\_\_\_ about the meeting.
  - a. must have been forgotten
  - b. must have forgotten
2. That mess \_\_\_\_\_ a long time ago!
  - a. should have been cleaned up
  - b. should have cleaned up
3. You look so tired today. You \_\_\_\_\_ out late last night.
  - a. must stay
  - b. must have stayed
4. That picture \_\_\_\_\_ by him. It doesn't look like his style.
  - a. couldn't have been painted
  - b. couldn't have painted
5. The seal on that milk is broken. It \_\_\_\_\_ with.
  - a. could have been tampered
  - b. could have tampered
6. The game \_\_\_\_\_ 10 minutes ago.
  - a. should have been started
  - b. should have started

**F** Correct the errors in the sentences.



*been*  
**Sometimes I think I should have ~~be~~ a lawyer.**

1. They were supposed to came over at 10:00.
2. The thief could have caught by the police, but they were too slow.
3. Ali may has gotten lost.
4. Everyone was wearing a coat. It must been cold last night.
5. His car could been stolen.
6. You must been have so embarrassed.
7. Do you think I must have failed the test?
8. You shouldn't had been so angry.

# 7 Everyone Makes Mistakes

**G** Look at the pictures. Write a sentence about each, using modals in the past or passive modals in the past.



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

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

**don't sweat it    flake    making too much of it    no big deal    slipped my mind**

**Adam:** Hey, Omar. Did you remember to bring that book?

**Omar:** Oh, no! I totally forgot! I was so busy getting all my things together this morning, that it **(1)** \_\_\_\_\_. I'm so sorry!

**Adam:** Oh, it's **(2)** \_\_\_\_\_. Maybe you can bring it tomorrow.

**Omar:** Yes, of course I can, but I feel terrible. You even called me to remind me this morning! I feel like such a **(3)** \_\_\_\_\_.

**Adam:** Really, **(4)** \_\_\_\_\_. It's fine, you don't need to get upset.

**Omar:** Well, maybe I could bring it to you tonight. I can drive over to your house after football practice.

**Adam:** You're **(5)** \_\_\_\_\_. If you just bring it tomorrow, that will be fine.

**Omar:** OK. If you're sure, I'll just bring it tomorrow.



## I READING

Read the advice column from a newspaper. Then answer **true** or **false**.

**Dear Advisor,**

*I've been having a lot of problems in my math class, and I don't know what to do. Every day we check our homework and I usually only get half of it right. It's so depressing that I usually just throw away my assignments after class. I also failed the last two tests. I think my teacher hates me. He has tried to get me to stay after school so he can go over the homework with me, but I always tell him I'm too busy. He probably just wants to tell me that I'm not good at math, and I already know that! My father is an engineer and he's really good at math. He expects me to do really well in all my classes, but especially math. He doesn't know that I'm failing. We have our final exam next week, and I am not ready for it at all. I am probably going to fail it, too. How will I ever tell my dad?*

**Sincerely,**

**Math Problem Student**

Dear Math Problem Student,

I'm sorry to hear about all of the problems you have been having in your math class. I think that you need to start learning from your mistakes and applying that learning to future situations, such as the final exam you have next week. You should not throw away your old homework and exams because they can help you study for future exams.

The first thing you should do is carefully look through all of your old exams. You said you get about half of the questions right. That's great. First, look at those questions. Put them into categories by question type. What did you do correctly? Then look at the questions you missed. Put them into categories, too. Are there some areas that you are having more problems with than others? Study those areas. What can you do differently on the next test?

You should accept your teacher's offer to go over the homework with you. I'm sure he doesn't just want to tell you that you aren't good at math. He probably wants to help you understand the questions that you are having trouble with. I also think it's time for you to talk to your dad and tell him you're having problems in your math class. Maybe he can help you study at home, especially since he's good at math. Most parents will be more supportive if they can see that you are trying hard and taking the work seriously.

Remember that if it wasn't for mistakes, we would never have to learn anything.

Good luck on the final exam!

Advisor

1. \_\_\_\_\_ The student is very good at math.
2. \_\_\_\_\_ The student has not told his father that he's having problems in math.
3. \_\_\_\_\_ The student has been saving his homework every day so he can study it later.
4. \_\_\_\_\_ The advisor says we should always give up when we make a mistake.
5. \_\_\_\_\_ The advisor thinks he should tell his father about his problems in math class.

# 7 Everyone Makes Mistakes

**J** Read the situations and comment using **may have**, **must have**, **should have**, or **could have**.

Fahd suggested you meet at his house; so you get there and find out that he's left.



**You know he wanted to buy new shoes, but he hadn't mentioned anything about going shopping this morning. But then again, ...**

He may have gone shopping. / He may be at the mall.

1. Come to think of it, though, he did say something about a dentist appointment. Yes, that's right, his brother mentioned something about it because they had arranged to go together.

He \_\_\_\_\_.

2. You know he hates going to the dentist; that's why his teeth are in such a bad state. You think:

He \_\_\_\_\_ a long time ago.

You disagreed with your friend over something that had happened at school. You try to explain why you feel the way you do, but your friend is not willing to listen to you.

3. You know it's wrong, but you lose your patience and start shouting at your friend. Your friend gets very angry and walks away. Looking back you think:

I \_\_\_\_\_.

4. You run into your friend later in the day and try to apologize. Your friend turns away and refuses to talk to you.

Your friend \_\_\_\_\_.

5. You get really annoyed, and you throw a watch your friend had given you as a present on the floor and it breaks. You regret it.

I \_\_\_\_\_.

**K** Respond to the statements using **should/shouldn't have**, **must/mustn't have**, **could/couldn't have**, or **may/may not have**.



**"I can't find my keys."** You could have left them at home. / You may have forgotten to take them.

1. "My cell phone is dead." \_\_\_\_\_

2. "I failed the test." \_\_\_\_\_

3. "My teacher got very upset." \_\_\_\_\_





**L** Look at the pictures and make a list of words that describe the pictures. Write sentences about the pictures using **may have**, **must have**, and **should have**.



## Words about the pictures

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



# 7 Everyone Makes Mistakes

## **M** WRITING

Write about a mistake you made and a lesson you learned from the mistake. How will you do things differently if you are in a similar situation in the future?

1. Before you write, take notes in the chart below.

<b>1. Describe:</b>	<b>What happened?</b>	
<b>2. Analyze:</b>	<b>What went well? What could I have done differently?</b>	
<b>3. Plan:</b>	<b>What is my action plan for the future?</b>	

2. Now use your notes from the chart to write your essay.

**N** Read each group of words and phrases. Which one does not belong?

1. university    negotiations    sales    asset    patent
2. buy    research    sell    sign    negotiate    degree
3. new and improved    a good deal    boost sales    slipping sales figures
4. formula    qualifications    invention    discovery    product
5. occupation    career    salary    profession    job    work

**O** Complete the gaps with a word or phrase from **N**. Put the word or phrase in the correct form. There may be more than one possible answer.

1. Saeed is a manager in an advertising agency. Part of his **(1.)** *job* is to find new clients. He is responsible for negotiating new contracts and getting clients to **(2.)** \_\_\_\_\_. Saeed enjoys this line of **(3.)** \_\_\_\_\_ very much. He is a smart and creative person and learns from his mistakes. As a result, Saeed has been very successful in his chosen **(4.)** \_\_\_\_\_.
2. Faisal **(5.)** \_\_\_\_\_ in a clothing store. He helps customers **(6.)** \_\_\_\_\_ clothes. Recently, the shop has been seeing fewer and fewer sales. Faisal thinks that the store could **(7.)** \_\_\_\_\_ by selling hip and cool clothes. He did some **(8.)** \_\_\_\_\_ and asked customers if they'd be interested in buying that style of clothes. He talked to his manager, and his manager was very happy with Faisal and his idea. In fact his manager was so happy, he raised his **(9.)** \_\_\_\_\_!



# 7 Everyone Makes Mistakes

**P** Complete the sentences with the correct article: **a**, **an**, or **the**.


1. The website crashed because of \_\_\_\_\_ computer error.
2. The tax accountant made \_\_\_\_\_ error of judgment, for which he has later apologized.
3. After predicting disastrous results, he had to admit to having made a big mistake when he saw the success of \_\_\_\_\_ new product.
4. He was mistaken about \_\_\_\_\_ price and grossly underestimated how much the product cost to make.  
We were offered ten times that price from another company!

**Q** Complete the story about Badria's new business. Use **a few**, **a little**, **hardly any**, **plenty of** and **a lot of**. There may be more than one possible answer.

## The 'Fat Flush' Company: A Brilliant Business Idea

Badria started her innovative business three years ago. Today she is experiencing enormous success. Badria delivers tailored advice and ready-made meals as part of a healthy living and diet program for women, called the 'Fat Flush Program.' This is what she told me: "At first, I was uncertain about how to set up and manage a small business, but with the help of my brother and uncle, I saw that it could be very successful. My business idea came from my own experience of weight loss which came about from making some simple changes to my diet and lifestyle."



There are  hardly any rules—but if you want to lose weight quickly, you must do the following:

1. You have to take 1 tablespoon of oil twice a day. That's not **(2)** \_\_\_\_\_ oil, but it helps you lose weight for some reason.
2. You need to drink **(3)** \_\_\_\_\_ lemon juice (about a tablespoon) in water twice a day.
3. Fruits are part of the diet. You can have **(4)** \_\_\_\_\_ pieces of fruit—one, two, or three pieces—every day. You can eat **(5)** \_\_\_\_\_ different vegetables. In fact, you can eat all the vegetables you want, including beans, broccoli, cucumbers, onions, and 25 more.
4. But you can only have **(6)** \_\_\_\_\_ spices. They cause problems with this diet.
5. You need to drink **(7)** \_\_\_\_\_ water—at least eight glasses a day!
6. You can't eat **(8)** \_\_\_\_\_ meat—only 225 grams once a day.
7. You should try to get **(9)** \_\_\_\_\_ exercise, but not too much.
8. You must eat three 'Fat Flush' meals a day. These are especially prepared for you by us and delivered to your office or home at a time that suits you!"

For more information about the 'Fat Flush Program,' contact ...

# 8 Against the Odds

**A** Write the missing letters.

! **s u m m i t**

1. p r \_ \_ r \_ \_ y
2. d i \_ \_ r \_ \_ t i \_ \_ n
3. \_ \_ u \_ \_ n e r \_ \_ \_ l e
4. p \_ \_ \_ d \_ \_ e
5. s a \_ \_ \_ g \_ \_ \_ r d
6. u \_ \_ p \_ \_ e c \_ \_ d e \_ \_ t \_ \_ d
7. \_ \_ x t \_ \_ a \_ \_ r \_ \_ i n a \_ \_ y
8. s \_ \_ \_ i d a \_ \_ i t \_ \_

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

! \_\_\_\_\_ *pledge* \_\_\_\_\_ : **promise**

1. \_\_\_\_\_ : not regular, arranged to deal with a special problem
2. \_\_\_\_\_ : never happened before
3. \_\_\_\_\_ : a meeting of countries' leaders
4. \_\_\_\_\_ : when normal activities cannot continue
5. \_\_\_\_\_ : the most important thing
6. \_\_\_\_\_ : the act of supporting each other or others
7. \_\_\_\_\_ : protect
8. \_\_\_\_\_ : weak and not protected



# 8 Against the Odds

**C** Circle the correct words to complete the sentences.

**I was ((so) / such) tired that I stayed home and went to bed early.**

1. He was (so / such) a small child that people sometimes thought he was a baby.
2. It was (so / such) long ago that I can't remember it.
3. She knew (so few / so little) people that nobody noticed she was missing.
4. He looked (so much / so many) like a celebrity that people would often ask for his autograph.
5. It was (so / such) a miserable day that I didn't want to leave the house.
6. It was (so / such) a difficult test that many students didn't pass.
7. There was (so few / so little) food that they could have died.
8. I was (so / such) tired that I don't even remember getting into bed.

**D** Combine the sentences. Use **so...that** or **such...that**.

**Ali is sick. He had to miss school today.**

*Ali is so sick that he had to miss school today.*

1. Susan's cake got many compliments. She made it again the next day.  
\_\_\_\_\_

2. We had a good time in the park. We laughed and played games all day.  
\_\_\_\_\_

3. It is a beautiful day. I'm going for a walk.  
\_\_\_\_\_

4. The test was hard. Most of the students failed it.  
\_\_\_\_\_

5. That joke was funny. I couldn't stop laughing.  
\_\_\_\_\_

6. They were good friends. They could read each other's minds.  
\_\_\_\_\_

7. Tara is tall. People sometimes think she's the teacher.  
\_\_\_\_\_

8. I had a strange day. I just want it to end.  
\_\_\_\_\_



**E** Finish the sentences about people you know.

 *The teacher* **was so nice that** *everyone wanted to take the class*.

1. \_\_\_\_\_ is so smart that \_\_\_\_\_.
2. \_\_\_\_\_ is such a funny person that \_\_\_\_\_.
3. \_\_\_\_\_ was such a strange experience that \_\_\_\_\_.
4. \_\_\_\_\_ is such an easy class that \_\_\_\_\_.
5. \_\_\_\_\_ are so famous that \_\_\_\_\_.
6. \_\_\_\_\_ is such a hard teacher that \_\_\_\_\_.
7. \_\_\_\_\_ was such a fun time that \_\_\_\_\_.
8. \_\_\_\_\_ was such a boring book that \_\_\_\_\_.

**F** Rewrite the sentences, reducing the adverb clauses to participle phrases.

 **After he scored the winning goal, he became very famous.**

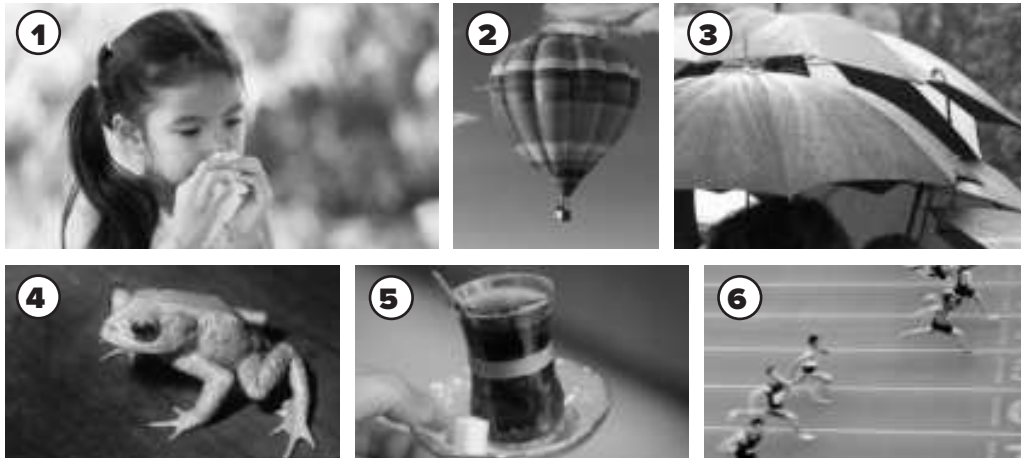
*After scoring the winning goal, he became very famous.*

1. While we were eating dinner, we talked about our day.  
\_\_\_\_\_
2. After she was sick for a week, she decided to go to the doctor.  
\_\_\_\_\_
3. She didn't know any other children until she went to school.  
\_\_\_\_\_
4. Before he interviewed for the job, he prepared very carefully.  
\_\_\_\_\_
5. While they were traveling, they took lots of pictures.  
\_\_\_\_\_
6. I had the craziest dream while I was sleeping last night.  
\_\_\_\_\_
7. After he had the accident, he couldn't remember anything.  
\_\_\_\_\_
8. Until I learned to read, I talked all the time.  
\_\_\_\_\_



# 8 Against the Odds

**G** Write a sentence about each picture. Use **such...that**, **so...that**, or a reduced adverb clause in each.



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

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

chances	iffy	No way	freaked me out	on cloud nine	break
---------	------	--------	----------------	---------------	-------

**Clive:** Is that Brian on the cover of that scientific journal?  
**Keith:** Yeah, it is! You haven't seen it yet?  
**Clive:** No! It totally **(1)** \_\_\_\_\_! How did he get on the cover?  
**Keith:** Actually, it was a **(2)** \_\_\_\_\_. He was at a New Inventors' Convention and got seated next to one of the board members who is a kind of talent scout, you know, looking for promising young scientists and inventors. Anyway, he'd attended Brian's poster presentation at a school competition last year and thought he had a lot of potential, so he asked him if he wanted to write an article and have his photo taken for the journal.  
**Clive:** **(3)** \_\_\_\_\_! What are the **(4)** \_\_\_\_\_ of that?  
**Keith:** I know! It's amazing!  
**Clive:** He must be **(5)** \_\_\_\_\_! That's so exciting!  
**Keith:** I know! And the best part is that he has been a subscriber for as long as he can remember and had been dreaming of his face on the cover, but didn't think it would ever happen.  
**Clive:** And this board member wanted Brian's photo on the cover?  
**Keith:** Well, at first it was **(6)** \_\_\_\_\_, but he definitely wanted the article and a small photo of him to use with the article. But then, they decided to put him on the cover!  
**Clive:** That's great! I'm going to call him to congratulate him!



## I READING

Read the text. Then answer the questions below.

### *Déjà vu*

The term *déjà vu* comes from French and literally means *already seen*. It's a feeling that people have of previously experiencing something that they couldn't have experienced before, a feeling of an overwhelming sense of familiarity with an unknown place or experience. We have all had the experience of *déjà vu* at one time or another. For example, when we meet people for the first time and feel that we have already met, or we have a strong sense of recollection of having said something or done something when we are actually saying or doing it for the first time. Even when we travel to faraway places for the first time, we may have the feeling that we have already been there, sometimes wearing exactly the same clothes and being with the same people.

The *déjà vu* experience is very common. The percentage of the world's population that reports having experienced it is as high as 70 percent. The high rate of the occurrence has triggered great interest in this phenomenon.

There are many different theories from psychoanalysis and psychiatry that try to explain *déjà vu*. Some experts believe *déjà vu* to be the expression of a simple fantasy or wanting to fulfill a wish. Others have offered a more scientific explanation, claiming it to be a mismatching in the brain that causes it to mistake the present for the past.

A phenomenon that is the direct opposite of *déjà vu*, *jamaïs vu*, a French term meaning "never seen before," also occurs frequently. This is explained as a disorder in memory that creates the illusion that what should actually be very familiar is being encountered for the first time.

Much research is already being done into *déjà vu*, but more needs to be done before it can be considered as something other than a mysterious phenomenon.

What are two theories mentioned in the text that have been offered to explain *déjà vu*?

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

Find the following words in the text. Write definitions for them. Use a dictionary if necessary.

3. familiarity: \_\_\_\_\_
4. phenomenon: \_\_\_\_\_
5. fantasy: \_\_\_\_\_
6. disorder: \_\_\_\_\_



## 8 Against the Odds

**J** Fill in the blanks with **such, so, so many, so much, so little, or so few**.

It was **1** such a sunny day in June; an ideal day to spend on the beach. As it was a day off work, we decided to set out early in order to beat the traffic. As it turned out, we should not have bothered. There were **(1)** \_\_\_\_\_ cars on the road that the bumper to bumper, snake-line traffic was hardly moving.

Having only had an apple for breakfast, I started feeling **(2)** \_\_\_\_\_ hungry that I had trouble focusing on the road. I kept hoping that someone would suggest that we stop and have some of the sandwiches we had packed. Eventually, someone started handing out sandwiches. My relief was short-lived; the sandwiches were **(3)** \_\_\_\_\_ warm and soggy they were almost inedible. When I reached for a bottle of water that we had packed in the icebox, it was almost as warm as the sandwiches. Our trip to the beach was turning into **(4)** \_\_\_\_\_ a disaster; we all looked hot and miserable. Things did not change much as we went on, very slowly!

We tried to turn into a side road to get out of the traffic and got trapped between a bus and a truck. It was **(5)** \_\_\_\_\_ close; we could not see anything but cars all around. We reached the beach almost three hours later. There were **(6)** \_\_\_\_\_ spots left to sit that we realized we would have to stand if we wanted to stick together.

We had wanted to spend a day on the beach **(7)** \_\_\_\_\_ that we had gotten up at the crack of dawn, prepared and packed food, loaded the car with all kinds of stuff, and put up with three hours on the road. We marched back to the car without saying a word. The drive home was uneventful. Getting back to an air-conditioned home was **(8)** \_\_\_\_\_ a relief. We all gathered in the living room, glasses of ice-cold fruit juice in our hands. We were **(9)** \_\_\_\_\_ pleased with ourselves. We felt that we had beaten the odds, having gotten to the beach and back in one piece! And it had taken **(10)** \_\_\_\_\_ time to give it all up and come back. Imagining the mass return of the crowds later was too painful to dwell on!

**K** Rewrite the sentences using **such, so, so many, so much, so little, or so few**.

**There was less than a spoonful of butter. It was impossible to make a cake.**

*There was so little butter (that) it was impossible to make a cake.*

1. They speak without stopping. You get a headache after a while.  
\_\_\_\_\_
2. Only three students passed the test. The test was repeated.  
\_\_\_\_\_
3. I saw countless gadgets at the exhibition. I couldn't remember half of them.  
\_\_\_\_\_
4. It was a great opportunity. We couldn't turn it down.  
\_\_\_\_\_



**L** Look at the picture and make a list of words that describe the picture. Write sentences about the picture using **such...that** and **so...that**.



such...that	so...that

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





- N** Read the story and answer the questions. Use the past progressive tense and **was/were going to** in your answers.

Some friends of mine live in Alaska. They told me this story. My friends were really surprised last Tuesday afternoon. They were playing football after school when a moose walked across the football field! They stopped and stared. My friends were going to follow the moose when the moose suddenly stopped. It stared at them and then it walked across the park! Some adults and children were picking up litter. They, too, stopped and stared. They followed the moose. When the moose crossed the street, some children were sitting in a school bus. They got out and followed the moose. Then the moose walked in front of a police car. The police officer was talking on his phone when he saw the moose. He was going to call the station for backup when the moose started moving again and walked to the bakery. It stood there and sniffed the air. Everyone thought the moose was hungry and wanted some bread. The entire town stopped and was watching the moose. People asked: "What can we do to help the moose? We need to get it back to the forest." Someone had an idea! Soon after, the moose was walking out of town following the bread truck!

Answer the questions.

1. What were the writer's friends going to do when they saw the moose?  
\_\_\_\_\_
2. What were the writer's friends doing in the park when they saw the moose?  
\_\_\_\_\_
3. What were the children doing when they saw the moose?  
\_\_\_\_\_
4. What was the police officer doing when he saw the moose?  
\_\_\_\_\_
5. What was the police officer going to do when the moose stopped in front of his car?  
\_\_\_\_\_
6. What was the moose doing in front of the bakery?  
\_\_\_\_\_



## 8 Against the Odds

- O** Look at the picture and imagine what had been happening before Mr. and Mrs. Jones got home. Use the past perfect progressive tense.



1. *The children had been cooking.* \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

- P** Complete the sentences with the correct form of the verb in parentheses. Use the past progressive, past simple, past perfect or past perfect progressive tense.

1. The tourists \_\_\_\_\_ (eat) their lunch when a thief \_\_\_\_\_ (steal) their camera.
2. The \_\_\_\_\_ (work) hard all morning when he \_\_\_\_\_ (decide) to take a break.
3. The two men \_\_\_\_\_ (sit) on a bench when a boy \_\_\_\_\_ (ask) them the time.
4. Fatima \_\_\_\_\_ (talk) on the phone while her mother \_\_\_\_\_ (cook) lunch.
5. The boy \_\_\_\_\_ (eat) an ice cream cone while his sister \_\_\_\_\_ (make) a sandwich.
6. She \_\_\_\_\_ (call) them on the phone all morning, but no one \_\_\_\_\_ (answer) it.

# EXPANSION Units 5–8

**A** Match the words and their definitions.

- |                           |   |
|---------------------------|---|
| 1. _____ restless         | a. without planning                                   |
| 2. _____ broke            | b. category of living thing                           |
| 3. _____ admire           | c. the name that identifies a product or manufacturer |
| 4. _____ species          | d. for a long time                                    |
| 5. _____ discard          | e. personality or mood                                |
| 6. _____ temperament      | f. involving a big change                             |
| 7. _____ for ages         | g. throw away   |
| 8. _____ spontaneously    | h. worry  |
| 9. _____ anxiety          | i. out of money                                       |
| 10. _____ slip one's mind | j. forget about something                             |
| 11. _____ brand           | k. respect  |
| 12. _____ revolutionary   | l. impatient; can't sit still                         |

**B** Answer the questions.

1. What gender are you?  
\_\_\_\_\_
2. What's something you find tedious?  
\_\_\_\_\_
3. What's the most outlandish commercial you've ever seen? Explain.  
\_\_\_\_\_
4. What's your favorite brand of food? What does the brand's logo look like?  
\_\_\_\_\_
5. What's something you like to blow money on?  
\_\_\_\_\_
6. Why does something become obsolete?  
\_\_\_\_\_
7. How should you behave in an emergency situation?  
\_\_\_\_\_
8. What species of animals can you see in parks or zoos?  
\_\_\_\_\_



# EXPANSION Units 5–8

**C** Rewrite the sentences, reducing the adverb clauses to participle phrases.

**While I was giving my presentation, I was very nervous.**

*While giving my presentation, I was very nervous.*

1. After he fell down, he was embarrassed.  
\_\_\_\_\_
2. Since she forgot the last meeting, she started using a calendar with email reminders.  
\_\_\_\_\_
3. After I lost my keys, I had to get new ones made.  
\_\_\_\_\_
4. He had had a perfect driving record before he got in the car accident.  
\_\_\_\_\_
5. While I was cleaning my room, I knocked over my fish tank.  
\_\_\_\_\_
6. She never studied until she failed the first test.  
\_\_\_\_\_
7. Before he went to the conference, he practiced his speech many times.  
\_\_\_\_\_
8. He has started saving money since he got a job.  
\_\_\_\_\_

**D** Answer the questions, using complete sentences with adverb clauses. Use the adverbs in parentheses.

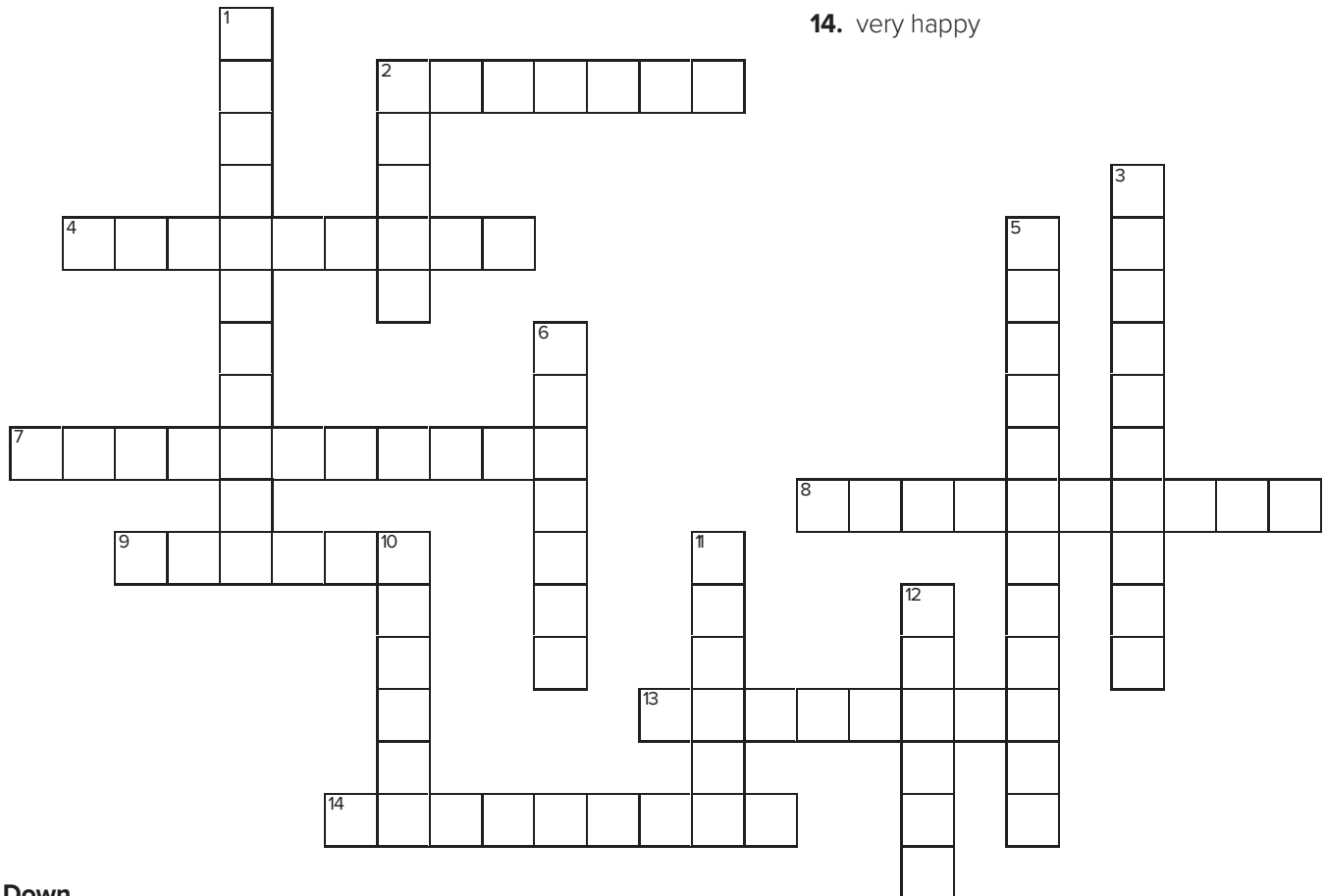
**What is your favorite TV show? Why do you like it?**  
(because) *My favorite TV show is CSI because it's exciting.*

1. Where do you take your cell phone?  
(wherever) \_\_\_\_\_
2. When should you call 997 or another emergency number?  
(only if) \_\_\_\_\_
3. Why are you studying English?  
(so that) \_\_\_\_\_
4. Why don't you have school on September 23rd?  
(because of) \_\_\_\_\_
5. Why do you have an umbrella?  
(in case) \_\_\_\_\_
6. Where can you use the Internet?  
(everywhere) \_\_\_\_\_



# EXPANSION Units 5–8

**E** Complete the crossword puzzle.



## Across

2. boring and tiring
4. very surprising
7. causing annoyance
8. repeated many times
9. put up with
13. interfered with
14. very happy

## Down

1. feeling lost and confused
2. characteristic
3. found everywhere
5. forgetful; distracted
6. very thin and tired
10. leave unprotected; uncover
11. cause harm
12. spoken; using words

# EXPANSION Units 5–8

**F** Complete each sentence with a modal in the past + the verb in parentheses. For some items, more than one modal may be possible.

1. I didn't recognize Yahya. He \_\_\_\_\_ (get) a haircut.
2. You look so tired today. You \_\_\_\_\_ (sleep) longer.
3. She can't find her lipstick. She \_\_\_\_\_ (leave) it at home.
4. Ali looks haggard. He \_\_\_\_\_ (be) sick.
5. I'm having a hard time paying attention in class today. I \_\_\_\_\_ (stay) up so late last night.
6. Mariam has lost so much weight recently. She \_\_\_\_\_ (develop) an eating disorder.
7. We \_\_\_\_\_ (be) in class, but our teacher was sick so they canceled the class.
8. They didn't show up for the meeting this morning. They \_\_\_\_\_ (think) it was next week.
9. I have never seen the clothes my friend is wearing. My friend \_\_\_\_\_ (go) shopping last weekend.

**G** Match each sentence below with a sentence from the box. Then use these ideas to write one sentence with **so...that** or **such...that**.

He is a helpful person.	It was an icy day.	Adel has been sick.	I was lost.
I did poorly on the test.	It was a funny film.	They were late.	It was a big mistake.



**I had to do extra credit to pass the class.**

*I did so poorly on the test that I had to do extra credit to pass the class.*

1. I had to stop and ask for directions.  
\_\_\_\_\_
2. I slipped and fell outside my house.  
\_\_\_\_\_
3. They called us to say we should start without them.  
\_\_\_\_\_
4. He did all the dishes after we ate.  
\_\_\_\_\_
5. He hasn't been to school in a week.  
\_\_\_\_\_
6. He sent a note to apologize for it.  
\_\_\_\_\_
7. I laughed the whole time.  
\_\_\_\_\_



# EXPANSION Units 5–8

**H** Complete the sentences. Use the verb in parentheses as a gerund or an infinitive.

**I forgot to meet (meet) my friend at the lecture hall. My friend waited until the lecture started and finally went in without me.**

1. Our biology teacher always stops \_\_\_\_\_ (talk) to us when she sees us in the schoolyard.
2. Did you remember \_\_\_\_\_ (buy) the tickets? I'm worried they'll sell out if we don't get them soon.
3. I tried \_\_\_\_\_ (turn) on the light, but it's not working. We might need to buy a new one.
4. I regret \_\_\_\_\_ (tell) you that the tickets were sold out when I tried to buy them. I'm sorry.
5. My grandmother remembers \_\_\_\_\_ (pay) only 25 cents to buy an ice-cream cone. Times have changed a lot since she was a little girl.
6. On our way home, we stopped \_\_\_\_\_ (have) an ice-cream cone. It was delicious.
7. I don't remember \_\_\_\_\_ (see) a bag. Are you sure you took it with you?
8. I regretted \_\_\_\_\_ (watch) that horror film on TV. I had nightmares for weeks.

**I** Combine the sentences. Use an auxiliary verb with **but** or **and**.

**The shampoo is expensive. The conditioner is expensive.**

*The shampoo is expensive and the conditioner is too.*

1. The BMX-3000 is sophisticated. My old car isn't sophisticated.  
\_\_\_\_\_
2. This packaging doesn't look good. This advertisement doesn't look good.  
\_\_\_\_\_
3. The commercial is good. The slogan is good.  
\_\_\_\_\_
4. The uniforms aren't new. The sneakers are new.  
\_\_\_\_\_
5. China sells the car. Mexico sells the car.  
\_\_\_\_\_
6. The spokesperson is a scientist. The sponsor isn't a scientist.  
\_\_\_\_\_
7. Endorsements are a way to advertise. The "Bandwagon Technique" is a way to advertise.  
\_\_\_\_\_
8. The commercial isn't funny. The billboard isn't funny.  
\_\_\_\_\_



# EXPANSION Units 5–8

**J** When and where do people do these things? Write sentences.

1. Invite friends and relatives to your house.

---

2. Visit friends and relatives.

---

3. Exchange gifts with family and friends.

---

4. Celebrate with family and friends.

---

5. Organize a dinner party.

---

6. Drive to the desert.

---

7. Pitch a tent.

---

8. Have a barbecue.

---

**K** Write as many words as possible that collocate with these items.

convey	witness	outlandish	verbal	brand



# EXPANSION Units 5–8

**L** Look at the picture and write words that describe what is happening. Write sentences about what each boy could be thinking using some of your action words (verbs).



## Action words (verbs)

--

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



# EXPANSION Units 5–8

**M** Read the text and complete each paragraph with the appropriate opening statement. Then answer the questions.

- a. As it happened, Tim's older brother was a compatible donor, and the two brothers were wheeled into surgery together.
- b. After falling down and hurting his leg, Tim was taken to hospital for a check-up.
- c. Having called his parents, the medical team questioned Tim about his eating habits, the sports he did, and his lifestyle.
- d. Within a couple of hours, a seemingly healthy young man, who had not manifested any symptoms, was in hospital undergoing major surgery.
- e. By the time his parents arrived, Tim had been sedated and prepared for surgery.
- f. The tests indicated that Tim had a serious kidney problem and needed immediate transplant.

(1) \_\_\_\_\_ The doctor who examined him looked at the X-rays and found out that his leg had been fractured in three different places.

(2) \_\_\_\_\_ Tim was a bit puzzled about all this but thought it was part of the routine. He answered all the questions carefully and truthfully until his vision became blurred and he started stammering. He was immediately taken for a head scan, where the doctors were amazed to find out that he had also sustained a minor skull fracture.

(3) \_\_\_\_\_ However, the attending doctor ordered more tests. He seemed concerned but would not divulge more details about his suspicions or fears. When the tests came back, he disappeared in an examination room to study them and then called the parents in.

(4) \_\_\_\_\_ Kidney malfunction had depleted the calcium in his body and made his bones brittle. Unfortunately, finding a suitable donor would be difficult as Tim's blood type was rather rare. His parents both offered to be donors, but neither of them were compatible.

(5) \_\_\_\_\_ His fractured leg accidentally led doctors to diagnose a life-threatening condition that would have gone unnoticed.

(6) \_\_\_\_\_ The operation was successful and Tim is now back in school, leading a normal life. His parents are still trying to come to terms with the fact that their younger son would probably not be alive if he had not broken his leg.

1. Explain how the coincidence saved Tim's life.

---

---

2. What might have happened if his older brother had not been a compatible donor?

---



# EXPANSION Units 5–8

## **N** WRITING

Write an informational essay about a medical condition or disease (for example, cancer, diabetes, or heart disease).

1. Before you write, research the disease to answer the following questions: What is the disease? What causes it? What are the symptoms? How is the disease treated? Use the chart below to record information and organize your ideas.

Disease: _____		
Definition		
Causes		
Symptoms		
Example cases		
Treatment		

2. Now use your notes from the chart to write your essay.

A large rectangular area with horizontal lines for writing an essay.



# EXPANSION Units 5–8

## WRITING

Write an essay about the customs and traditions of a holiday that you celebrate.

1. Before you write, use the chart below to organize your ideas. In the first column, write two or three customs or traditional things that people do on the holiday. Research these traditions and then write notes about the origin of each in the second column.

Holiday: _____	
Tradition/Custom	Origin of the Tradition/Custom

2. Now use your notes from the chart to write your essay.

Large lined area for writing the essay.