

MEGA

GOAL 1

WORKBOOK

MANUEL DOS SANTOS
ELI GHAZEL - DANAE KOZANOGLU



وزارة التعليم
Ministry of Education
2021 - 1443

**Mc
Graw
Hill**

MegaGoal 1 Workbook

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ISBN: 978-1-4470-9153-0

Contributing Writer: Kevin Sharpe

Publisher: Jorge Rodríguez Hernández

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Art direction: Heloisa Yara Tiburtius

Interior design and production: Page2, LLC

Cover design: Page2, LLC

Photo coordinator: Kevin Sharpe

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iv

1 Big Changes

A What global issue is shown in each picture? Use the words in the box.

overpopulation
unemployment

pollution
fresh water

traffic
economy

security
natural disaster

endangered species
global warming



💡 unemployment

1. _____

2. _____

3. _____



4. _____

5. _____

6. _____



7. _____

8. _____

9. _____

1 Big Changes

B Complete the information. Use the present tense.

My name **(1)** (be) _____ Carolina Richter. I **(2)** (live) _____ in the city of Blumenau, Santa Catarina, Brazil. I **(3)** (be) _____ 16 years old. I **(4)** (have) _____ a younger sister and an older brother. They **(5)** (watch) _____ TV every evening with my father. I **(6)** (do) _____ my homework in the same room. There **(7)** (be) _____ a television show on tonight about global warming. I **(8)** (be) _____ interested in global warming. It **(9)** (affect) _____ everyone and everything on Earth.

My science teacher **(10)** (want) _____ everyone to write a report on a global issue. My report **(11)** (be) _____ on the importance of the rain forest in Brazil. People **(12)** (take) _____ these huge forests for granted. Our Brazilian rain forest **(13)** (make) _____ about 20 percent of the Earth's oxygen. But every day people **(14)** (cut down) _____ or **(15)** (burn) _____ our rain forest. This **(16)** (mean) _____ less oxygen in the atmosphere. With less oxygen, there **(17)** (be) _____ more carbon dioxide in the atmosphere. This **(18)** (affect) _____ global warming.

My friends and I **(19)** (talk) _____ about this every day. We **(20)** (want) _____ to stop the destruction of the rain forests in Brazil and reduce global warming. In fact, all my family and friends **(21)** (know) _____ how important this is. But global warming **(22)** (be) _____ not just a Brazilian problem. The whole world **(23)** (need) _____ to help to reduce global warming.



C Answer the questions.

1. Where does Carolina live?

2. Who watches TV every evening?

3. What is Carolina interested in?

4. What do Carolina and her friends talk about every day?

5. Who needs to help reduce global warming?



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2 Unit 1

D Finish the conversation. Use the simple present or present progressive.

Alexa: Hi, Mrs. Lewis. Where **(1)** (be) _____ Grace?

Mrs. Lewis: She **(2)** (be) _____ still upstairs. I **(3)** (think) _____ she **(4)** (finish) _____ her project.

Alexa: What **(5)** (do) _____ you _____?

Mrs. Lewis: I **(6)** (make) _____ a pizza. **(7)** (be) _____ you hungry?

Alexa: Yes, I **(8)** (be) _____. Thanks.
Grace and I **(9)** (meet) _____ Mona and Sierra in a little while.

Mrs. Lewis: Really? I **(10)** (negative: know) _____ Sierra. Who **(11)** (be) _____ she?

Alexa: She **(12)** (live) _____ in Madrid. She **(13)** (visit) _____ Mona.
She **(14)** (be) _____ her cousin.

Mrs. Lewis: Where **(15)** (go) _____ you _____?

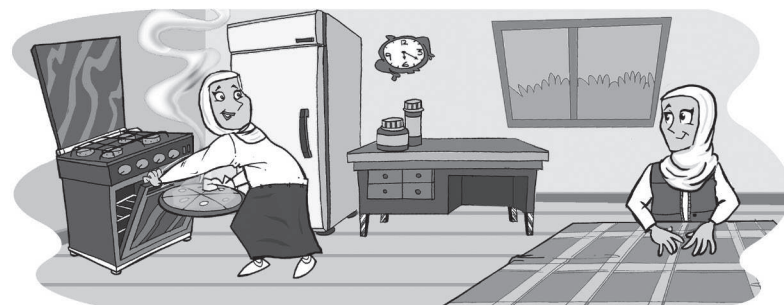
Alexa: There **(16)** (be) _____ a talk on Europe and globalization. Sierra and Mona **(17)** (want) _____ to go to hear it. Then Grace and I **(18)** (want) _____ to take them to an Indian restaurant for dinner.

Mrs. Lewis: I **(19)** (love) _____ Indian food!

Alexa: Why **(20)** (negative: come) _____ you _____ with us to the restaurant?

Mrs. Lewis: That **(21)** (be) _____ a great idea!

Alexa: Awesome! We **(22)** (have) _____ reservations for 9 o'clock.



E Complete a question for each answer.

Q: What is Grace doing _____?

A: She's finishing her project.

1. **Q:** Who _____?

A: They're meeting Mona and Sierra.

3. **Q:** Where _____?

A: They want to go to a talk on Europe and globalization.

2. **Q:** Who _____?

A: She is Mona's cousin.

4. **Q:** Where _____ after the talk?

A: They're going to an Indian restaurant.

1 Big Changes

F Complete the sentences. Use the simple past.



Sandra is a biologist.

In 1980, her grandfather _____ *was* _____ **a biologist, too.**

1. France uses the euro today.
In 1995, France _____ the franc for its currency.
2. Today my parents have three children.
In 2009, they _____ two children.
3. My country launches a lot of satellites each year.
Last year, it _____ 23 satellites.
4. Traffic increases all the time in my city.
It _____ 50 percent last year.

G Complete the sentences. Use the present perfect.



I (need) _____ *have needed* _____ **a new pair of shoes for a long time.**

1. The city (want) _____ a park on King Abdulaziz Road for years.
2. Overpopulation and pollution (affect) _____ global warming.
3. My family (live) _____ in the same town for fifteen years.
4. We (lose) _____ touch with many of our cousins.

H Complete the paragraph. Use the simple past or the present perfect.

My brother and I **(1)** (go) _____ to the zoo yesterday. We **(2)** (see) _____ a lot of beautiful animals there. Some of the animals **(3)** (be) _____ on the endangered species list for a long time. I **(4)** (love) _____ the giant pandas. They **(5)** (be) _____ beautiful, and they **(6)** (be) _____ hungry, too! One of the pandas **(7)** (sit) _____ under a tree and **(8)** (eat) _____ a lot of leaves. Yesterday I **(9)** (learn) _____ that the giant panda **(10)** (be) _____ on the endangered species list since at least 1980.

I READING

Read about Ellis Island in New York.

Between 1892 and 1954, most people who came to live in the United States passed through Ellis Island. During that time, more than 12 million immigrants had this experience. Sometimes more than 10,000 people would go through Ellis Island in a single day. Most of these newcomers came from Europe and almost all of them came across the Atlantic Ocean by steamship. The trip was very difficult. The food was terrible, the ships were usually crowded and dirty, and the weather was usually bad so a lot of people got sick.

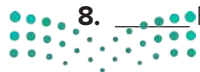
After the immigrants got off the ship at Ellis Island, they first had to pass a medical test. Sometimes they would wait for hours to see a doctor. If they were sick, they were usually sent back home. Over 250,000 people were sent home between the years 1892 and 1954. Some of those refused entry were young children, so one or both parents would have to go back with them. For these people, it meant their dream of living in the United States was over.

Today Ellis Island is a museum. You can see pictures of what the immigrants and the ships looked like. You can also listen to recorded interviews of some of the immigrants as they tell stories about what it was like to come to this country. In spring 2001, *The Statue of Liberty-Ellis Island Foundation* started offering a new service. You can now trace your ancestors' records. Among other things, you can find out the name of the ship they came on, how old they were, and what nationality they were. Of course there is a fee for this service, but for many people it is worth it to find out more about their family members' first days in the New World.



Read the sentences about Ellis Island. Write **T** for **True** or **F** for **False**.

1. _____ Ellis Island is in California.
2. _____ Immigrants came to Ellis Island and then had to pass a medical test.
3. _____ Today Ellis Island is a museum.
4. _____ Ellis Island was used between the years 1892 and 1954.
5. _____ Many people came to Ellis Island from Europe.
6. _____ The ships were clean and didn't have many people on them.
7. _____ The food on the ships was great.
8. _____ For most immigrants, the trip across the Atlantic was difficult.



1 Big Changes

J Hameed just returned to Saudi Arabia from a business trip. How did he answer the immigration officer's questions? Write your ideas.



Q: What is your nationality?

A: I am Saudi.

1. Q: What city do you live in?

A: _____

2. Q: Are you bringing back any fruit or vegetables?

A: _____

3. Q: What countries have you visited?

A: _____

4. Q: Why have you been out of the country?

A: _____

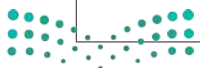
5. Q: How long have you been out of the country?

A: _____



K The introduction of personal computers and computer networks has changed the way people do things at work, at home, and at school. Write sentences about changes at:

Work:	
Home:	
School:	



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6 Unit 1

- L** Look at the picture. Have you been to this place? If you haven't, imagine that you went there and answer the questions below.



1. When did you go there?

2. How long did you stay there?

3. Where did you go?

4. What did you do?

5. What did you see?

6. What words describe the place?



1 Big Changes

M WRITING

Get a picture of a place you like. Imagine that you went there. Complete the chart below and use it to write about your visit.

QUESTIONS	Your answers
Where did you go?	
When did you go there?	
How long did you stay there?	
What happened there?	
What did you see there?	
What did you do there?	
What words describe the place?	

Adventure to _____



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8 Unit 1

N Complete the information. Use the simple past.

Yesterday, Saeed **(1)** _____ (not go) out because he **(2)** _____ (want) to write a report about natural disasters. He **(3)** _____ (wait) for his friends to come to discuss some ideas. His friends, Ali and Samir, **(4)** _____ (live) in the same town, but last week there **(5)** _____ (be) an earthquake. It **(6)** _____ (damage) part of the road. This **(7)** _____ (cause) a traffic problem, so the buses **(8)** _____ (not arrive) on time. The boys **(9)** _____ (decide) to ride to Saeed's house on their bicycles instead. Saeed **(10)** _____ (not think) they would come, so he **(11)** _____ (try) to start writing the report. His friends **(12)** _____ (reach) his house at lunch time. They **(13)** _____ (watch) a documentary about natural disasters around the world and then they **(14)** _____ (talk) about their effects. Saeed **(15)** _____ (make) notes of everything they **(16)** _____ (discuss). Last night, Saeed **(17)** _____ (sit) down and **(18)** _____ (complete) his report on his computer. He **(19)** _____ (want) to move to another country because he **(20)** _____ (not want) to live somewhere far away from natural disasters like earthquakes.



O Answer these questions.



Did Saeed go out yesterday?

No, he didn't. He stayed at home.

1. What did he want to write?
2. Where did his friends live?
3. What did the earthquake do?
4. Did Saeed's friends go to his house by bus?
5. Did the boys read books about global warming?
6. When did Saeed complete his report?
7. Did Saeed want to leave his country?



1 Big Changes



P Match the questions and answers.

- | | |
|---|---------------------|
| 1. _____ Were you watching the football match on your smartphone? | a. No they weren't. |
| 2. _____ Was Neil Armstrong traveling in space in June 1963? | b. Yes, it was. |
| 3. _____ Was King Abdulaziz ruling the KSA in 1932? | c. Yes, you were. |
| 4. _____ Were we getting behind schedule with our work? | d. No, he wasn't. |
| 5. _____ Was the Space Shuttle Discovery flying around the Earth in 1985? | e. Yes, he was. |
| 6. _____ Were people using computers in 1900? | f. Yes, I was. |

Q Complete the sentences with the correct simple past or past progressive form of the verb.

 **The Romans** were becoming (become) a powerful nation when they built (build) the Coliseum.

- Noura _____ (sleep) when the tsunami _____ (flood) the village.
- We _____ (hear) the news about the Space Shuttle when it _____ (be) launched.
- The officials _____ (not ration) food when the war first _____ (start).
- When Edmund Halley _____ (locate) the comet, he _____ (study) the movement of the planets.
- _____ Al-Battani _____ (travel) in Syria when he _____ (make) his astronomical observations?
- Sultan bin Salman bin Abdulaziz Al Saud _____ (represent) ARABSAT when he _____ (fly) in Discovery in 1985.

R Make sentences using **when**.

- Ahmed Zewail / teach in California / / win / the Nobel Prize

- they / cross the border from Iraq / / the earthquake happen

- the water supply / run out / / the rescue team arrive



- Sabah / do medical research / / the Internet go down?

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10 Unit 1

2 Careers

A Write the word that describes each person.

initiative

teamwork skills

honesty

work ethic

integrity

1. Faisal works in a clothing store. He helps customers choose clothes, and he answers their questions. Faisal thinks that the store needs to sell hip and cool clothes. He has asked some customers about this, and they are 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, the manager gave Faisal a promotion!

Faisal has _____.



2. Fahd is a doctor and works at a hospital. He has worked there for three years. He has never been late for work. Fahd has always done his job well, and he has never missed a day of work. He loves his job and always helps others. He often stays late to see his patients. Fahd has a strong _____.



3. Adel works in a bank. Yesterday morning he had a new customer. He lost his wallet at the bank. After lunch, Adel saw the wallet on the floor by his desk. He immediately called him. He returned to the bank, and Adel gave him the wallet. All his money was still in the wallet, and he was very happy. He gave Adel \$20 as a reward. Adel received the reward because of his _____ and _____.



4. Saeed has always liked to work with people. He's a manager in an advertising agency. Saeed is always interested in working with new clients. He is good at getting people to work together. That is an important part of his job. And he has always been successful because of this. Saeed has a lot of success at work because of his _____.



2 Careers

B Read Tom's job application. Answer the questions about him. Use the present perfect progressive.

Job Application Form

Your Name:	Tom Chen
Address:	810 Piney Lane Paulding, MI 39348
Name of High School:	Robert Morris High School
Important Courses:	Computer Science, 3 years Math, 4 years
Languages:	Spanish, 3 years (reading, writing, speaking) French, 2 years (reading, writing)
Activities:	Basketball team, 4 years
Employer:	Ciao Italian Restaurant
Experience:	Answering phones, serving food
Length of Time at This Job:	2 years



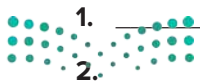
Can Tom use a computer?

(use) *Yes. He's been using a computer for three years.*

- Has he ever had a computer science class?
(take) _____
- Does he know more than one language?
(speak) _____
- Can he read French?
(study) _____
- Does he play basketball?
(play) _____
- Has he ever worked in a restaurant?
(work) _____
- Does he know how to answer phones?
(answer) _____

C

Now tell us about your skills. Use the present perfect progressive.



1. _____

2. _____

3. _____

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12 Unit 2

D

Read what the people **have been doing** and what they **have done**. Complete each story. Use the present perfect progressive or the present perfect. Sometimes either one is correct.

1. I'm a professional football player. I love to play football, and I (do) _____ it since I was a kid. I also like to win. My team (win) _____ 15 games so far this season. We practice a lot, and we (work) _____ all season on our teamwork skills. The team wins a match, not just one person. Our coach (tell) _____ us that a hundred times. It really is important to remember.
2. I'm a nurse. I (work) _____ in the same job since I was 22 years old. I (do) _____ the same thing for ten years. My job is never boring, and I really like to help people get well again. It's great to get a thank you card from a patient. In fact, lots of patients (send) _____ me cards, and I (keep) _____ all of them!
3. I'm a flight attendant, and I love my job. Sometimes we get some noisy people on a flight, and once in a while I have to work with an unpleasant passenger. But I have great communications skills, and passengers usually like me. I (do) _____ this for five years, and I (meet) _____ so many wonderful people. The hours are long, but after I (work) _____ for five days I get two days off. I (travel) _____ to five continents. It's a great job.



2 Careers

E Omar is at a job interview. Mr. Al Zahrani is asking him some questions. Complete the conversation. Use **good at** + gerund or **interested in** + gerund.

Mr. Al Zahrani: What job are you interested in?

Omar: I'm **(1)** (work) _____
for you as an accountant.

Mr. Al Zahrani: How are your computer skills? Have you taken any computer science classes?

Omar: Yes. I got all A's in my computer science classes, and I'm **(2)** (use) _____
computers and different computer programs.

Mr. Al Zahrani: How are your communication skills?

Omar: I'm not very **(3)** (speak) _____ in public, but
I am very **(4)** (write) _____ reports
and emails.

Mr. Al Zahrani: Why do you want to be an accountant?

Omar: I'm **(5)** (use) _____ my analytical skills.

Mr. Al Zahrani: That's good. Tell me about your analytical skills.

Omar: I'm **(6)** (study) _____ a problem,
and I'm **(7)** (find) _____ any
mistakes, and then I'm very **(8)** (find) _____
a solution to a problem.

Mr. Al Zahrani: We want employees with a strong work ethic. We are
(9) (have) _____
employees with lots of honesty and integrity.

Omar: I agree with you. Those are important qualities, and
I have a very strong work ethic.

Mr. Al Zahrani: Very good. Thank you, Omar.

Omar:

Thank you, Mr. Al Zahrani.



F READING

Read the story, and answer the questions.

How many times have you been near a dangerous animal? How close have you been to a poisonous snake? Well Tony Kepler raises killer snakes for a living, and he loves his job. He has been working with them since he was a little boy, and he's not afraid of them at all.

Tony's father has been handling snakes for twenty years, and he has taught his son a lot about them. Now Tony is able to make money from snakes. He collects the venom from rattlesnakes found in the western part of the U.S. Venom is the liquid that comes out of the snake's fangs when it bites. Tony sends the venom to a lab, and the lab makes it into antivenin. When a poisonous snake bites a person, a doctor gives that person antivenin. This antivenin keeps the venom from killing the person. Tony has been earning his living this way for five years.

Tony's father has handled nearly 1,000 snakes in his lifetime. He has taught hundreds of people how to hold snakes. He has also shown them how to feed snakes and how to get venom from them. Not everyone can get used to the idea of picking up a snake. Many people heard scary stories about snakes when they were children and have been afraid of them ever since. Tony has been trying to educate people about the positive things snakes do. For one thing, they help control the rat and mouse population. Snakes are also very clean and quiet, and they rarely disturb humans.

Tony's job is very different from a lot of jobs, but it is a really important one. Without venom collectors, many people would be in real danger and some would die.



1. How long has Tony been working with snakes?

2. How long has Tony's father been handling snakes?

3. How many snakes has Tony's father handled?

4. How long has Tony been earning his living from snakes?

5. Why is Tony so comfortable around snakes?

2 Careers

G Look at the pictures. Write sentences about each person. Use the present perfect simple and the present perfect progressive. Also use **interested in** + gerund and **good at** + gerund.



Hameed

! *Hameed has been working in the company for five years.*

1. _____
2. _____
3. _____



Ali

! *Ali is interested in becoming a surgeon.*

4. _____
5. _____
6. _____

H You have applied for a teaching position. You are preparing for the interview. Write some of the questions that the interviewer might ask you.

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



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16 Unit 2

I Look at the two pictures and answer the questions below.



1. What do these people do?

2. What are the different things they need to do every day?

3. Are there any dangers in their jobs? What?

4. What are the good things about having each kind of job?

5. What are some words that describe each kind of job?



2 Careers

J WRITING

Get a picture of a job you like. Imagine that you are applying for this job. Complete the chart below and use it to write a letter of application.

QUESTIONS	Your answers
What is the job?	
What are the good things about this job?	
What are the things that you need to do every day in this job?	
What are some words that describe this job?	
Why are you interested in this job?	
What qualities do you have that are the right qualities for this job?	
How are you preparing for this kind of job?	

Dear Sir,



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18 Unit 2

K Complete a question and an answer for each prompt.



Hashim / do / journalist *What does Hashim do?* *He's a journalist.*

where / work / newspaper *Where does he work?* *He works for a newspaper.*

1. Rana / do / nurse _____
where / work / hospital _____
2. you / do / chef _____
where / work / hotel restaurant _____
3. your uncles / do / lawyers _____
where / work / office _____
4. Aisha's father / do / sales manager _____
where / work / shopping mall _____
5. Faisal / do / car mechanic _____
where / work / garage _____



L Complete the conversation. Circle the correct answers.



Yahya: Hi. I'm Yahya Abdullah. I'm a photographer. I ¹ **(work / works)** for a sports magazine in Riyadh.

Gregory: That's a great job. I'm Gregory Hunter.

Yousef: What ² **(do you do / you are doing)**?

Gregory: I'm a football coach. I coach the players in a club here. And my wife is a teacher. She isn't at the school now. ³ **(On / In)** weekends, she ⁴ **(doesn't work / don't work)**. She's at home.

Yahya: Do you ⁵ **(have / has)** any friends here?

Gregory: Yes, ⁶ **(I do / I has)**. My friends are Ali and Samir. They are standing over there.

Yahya: What ⁷ **(they do / do they do)**?

Gregory: They're football players. They ⁸ **(play / playing)** for a team in Jeddah.

Yahya: That's interesting. ⁹ **(When / What)** do they train?

Gregory: They train ¹⁰ **(at / on)** weekdays, from seven ¹¹ **(at / to)** ten every evening.

Yahya: My brother plays football ¹² **(in / on)** the evenings, too. He's in a team in Dubai. They're playing ¹³ **(at / to)** nine o'clock tonight. Do you want to watch the match?



Gregory: Thanks, but no, I ¹⁴ **(don't watch / don't)**. My plane leaves at ten.

2 Careers

M Complete the sentences with **who** or **which**.

1. What's the name of the girl _____ sits next to Amal in school?
2. This is the stadium _____ our team plays in.
3. That's the new restaurant _____ is really expensive
4. Is that the helpful taxi driver _____ brought us to the hotel yesterday?
5. The web designers _____ made the company website are excellent at their job.
6. A journalist _____ works for a newspaper in Riyadh was at the airport.



N Make sentences using **while**. Use the past progressive.



journalists / wait to ask questions / / team / leave stadium

The journalists were waiting to ask questions while the team was leaving the stadium

1. some passengers / sleep / / pilot / land plane

2. baby / cry / / Nawal / talk on the phone

3. it / rain / / we / play tennis

4. Faisal / work on the weekends / / he / study at university

5. I / do my science homework / / my sisters / watch a film

6. Dan / organize the conference / / you / prepare your speech

O Complete the text. Write one word in each gap.

Last year, Asma (1) _____ studying for her medical degree (2) _____ she and her sister (3) _____ staying with their aunt and uncle in Edinburgh. Her aunt, (4) _____ worked in a hospital there, (5) _____ helping her with her studies.

Asma applied for a job in a hospital (6) _____ is in her town. Now she's a trainee nurse there. She really enjoys helping people (7) _____ are sick.



3 What Will Be, Will Be

A Dr. Ali has written a novel about the future. Mr. Saleh is interviewing him for a television show. Complete the conversation with **will** and the words in parentheses. Use **Of course** or **I hope not** where needed.

Mr. Saleh: Your new novel is very interesting. You did a lot of research. **(1)** (tell) _____ you _____ our viewers about life in the future?

Dr. Ali: **(2)** _____. I **(3)** (be) _____ happy to answer your questions.

Mr. Saleh: **(4)** (work) _____ people _____ longer hours in the future than they do now?

Dr. Ali: **(5)** _____. In the future we probably **(6)** (not / work) _____ as much. We **(7)** (have) _____ much more leisure time.

Mr. Saleh: I've heard about smart cars—cars that do all the driving. **(8)** (spend) _____ we _____ a lot of our leisure time going places in these cars?

Dr. Ali: **(9)** _____. We **(10)** (not / need) _____ our smart cars to go places. We **(11)** (live) _____ in smart houses. And thanks to virtual reality we **(12)** (be able to) _____ talk to people anywhere in the world, and it **(13)** (feel) _____ like they're in the room with us.



B Now Mr. Saleh asks Dr. Ali about robots in the future. Complete the interview with **be going to** and the words in parentheses. Use **I think so** or **I don't think so** where needed.

Mr. Saleh: In your novel, your main character is a robot. **(1)** (become) _____ robots _____ part of our lives anytime soon?

Dr. Ali: **(2)** _____. In a few years, stores **(3)** (sell) _____ robots to clean your rugs and cut your grass.

Mr. Saleh: **(4)** (be) _____ robots _____ smart enough to be companions to people?

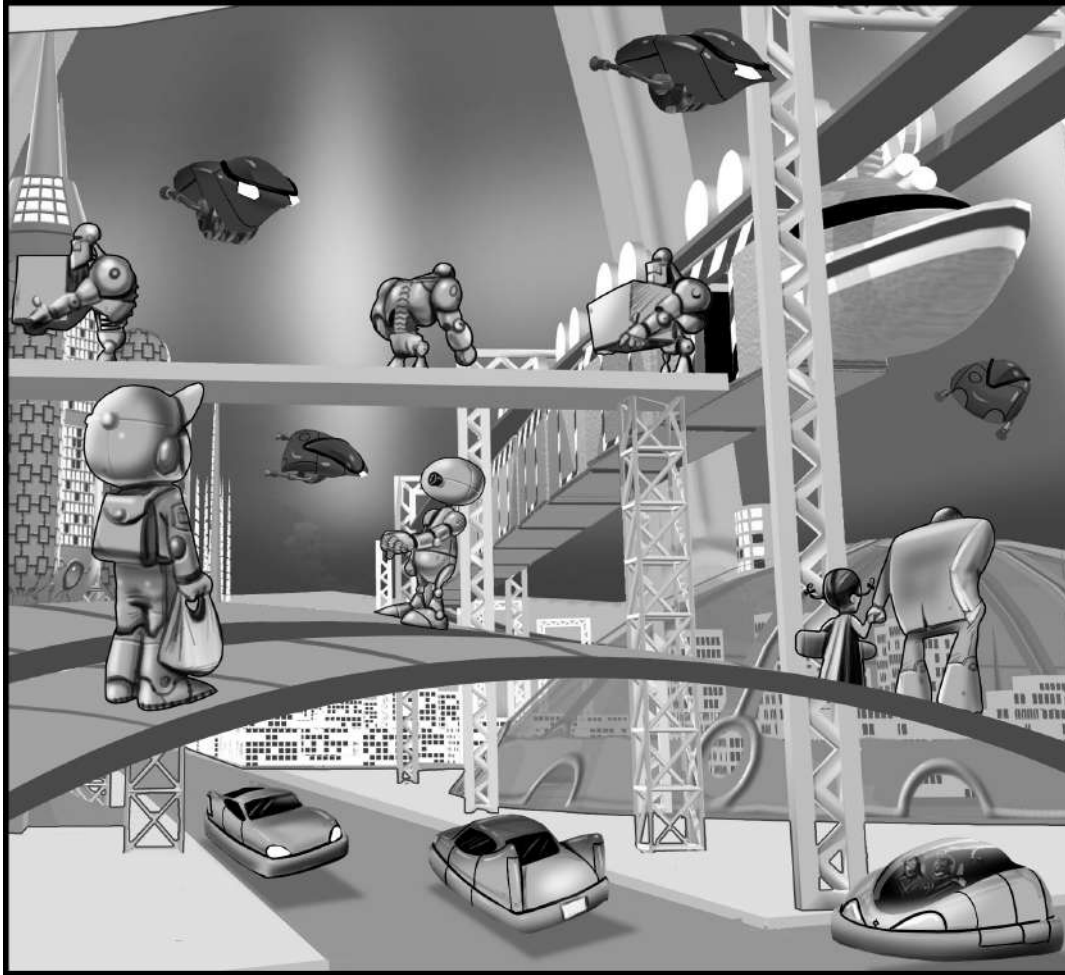
Dr. Ali: Actually, in this century, robots **(5)** (pass) _____ humans in intelligence. And people **(6)** (have) _____ robots as co-workers.

Mr. Saleh: I **(7)** (go) _____ back to school then! If I don't, I **(8)** (not / know) _____ what to say to them!



3 What Will Be, Will Be

- C** Look at the picture. Write six sentences with **will**, **won't**, or **be going to** to make predictions about cities of the future.



 *Cities of the future won't have parks.*

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

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22 Unit 3

D Read the conversation. Choose **will** or **be going to**. Use **will** for predictions and **going to** for plans. Sometimes either one is correct.

Mr. Huston: Tell me, Adnan, what are your plans for next year, after you graduate.

Adnan: Well, I (1) will travel / am going to travel in the summer. Probably, I (2) will visit / am going to visit India and China.

Mr. Huston: That's exciting. (3) Will you go / Are you going to go with friends?

Adnan: I am not sure. Probably I (4) will spend / am going to spend some time traveling. If my friends want to come along, that'll be great!

Mr. Huston: (5) Are you going to stay / Will you stay with friends?

Adnan: I hope so.



E Fadwa is writing an email to her friend Nawal, and Nawal sends an email back. Complete their emails using **will** or **be going to**. Use **will** for predictions and **be going to** for plans. Sometimes either one is correct.

Reply Reply to all Forward Delete Print

To: nawal@megagoal.com
Subject: vacation

Hi Nawal,
I have awesome news to tell you. Next week I (1) (fly) _____ to Abha. I (2) (go) _____ with my family, and we (3) (spend) _____ the whole month of June there! Probably it (4) (take) _____ 20 hours to travel there. Not fun! Oh, no! I don't have anything to read on the plane. Maybe I (5) (buy) _____ a big novel at the airport. Have fun at work next week!

Fadwa

Reply Reply to all Forward Delete Print

To: fadwa@megagoal.com
Subject: Re: vacation

Hi Fadwa,
You are so lucky! I think work (6) (be) _____ busy next week and during all of June. Maybe I (7) (go) _____ with you to Abha. Have fun!

Nawal

3 What Will Be, Will Be

F What about you? Answer the questions using the future progressive.

1. What will you be doing next week?

2. What will you be doing this summer?

3. What are you going to be doing in five years?

4. What are you going to be doing in 10 years?

G Look at the photos. Answer the questions. Use the future progressive and short answers.



Is your little brother going to be playing video games with us?

No, he isn't. He's going to be getting a haircut.

1. Will Dana still be reading that novel next week?

2. Will they be seeing any whales on their vacation?

3. Are we going to be diving in a submarine?

4. Are Khaled and his wife going to be taking the high-speed train to Paris?



5. Will you be playing video games tomorrow?



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24 Unit 3

H READING

Read the article. Answer the questions.

Looking Ahead

The future is hard to see and plan—even for experts.
Read the quotations below:

- “It will be years—not in my [life] time—before a woman will become prime minister [of the United Kingdom].” Baroness Margaret Thatcher said this in 1974, just five years before she became the first female British Prime Minister.
- “There is no reason anyone would want a computer in their home.” Ken Olsen, who started Digital Equipment Corporation, said this in 1977.
- “It will take at least 200 years to put a man on the moon.” Experts at the magazine *Science Digest* wrote this in 1948.

Yet some predictions are amazingly accurate. At about the same time that *Science Digest* made its prediction, British writer Arthur C. Clarke predicted a moon landing and missed the date by just one year. What are some of Clarke’s more recent predictions?

- Space travel will soon become common.
- Within the next 1,000 years, we will be plugged into an Internet that lets us download the libraries of distant planets.

Will these predictions come true? No one knows right now. But there is one thing we can be quite certain about: Science and technology has become more and more important and it will affect our future in very powerful ways.

Will the end result be positive, helping people live longer, happier lives? Or will it be negative, perhaps destroying the environment through pollution and global warming?

The answer will probably depend on how we decide to use science and technology. For this reason, it is important to think carefully about the future. Maybe we can’t predict it accurately, but we need to think about what could happen and how our lives will be in the future.

1. Find one prediction that did not come true.

2. What did Arthur C. Clarke accurately predict?

3. What is another prediction that Clarke has made?

4. What is one thing about the future that we can be sure of?

5. Will science and technology have a positive or negative effect on the future?



3 What Will Be, Will Be

I Predict your best friend's future. Use the words in the box or your own ideas.

move	be	get	fall	find
work	go	have	travel	live



Pat will be a big success. He will finish first in his class in school.

He won't get married until he's 30 years old.

He'll be living in a fabulous apartment in New York City.

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

J

What are your plans for the weekend? Think about things that you have planned are sure about and some things you are thinking of doing but are not certain. Write about Friday and Saturday.

On Friday, _____

On Saturday, _____



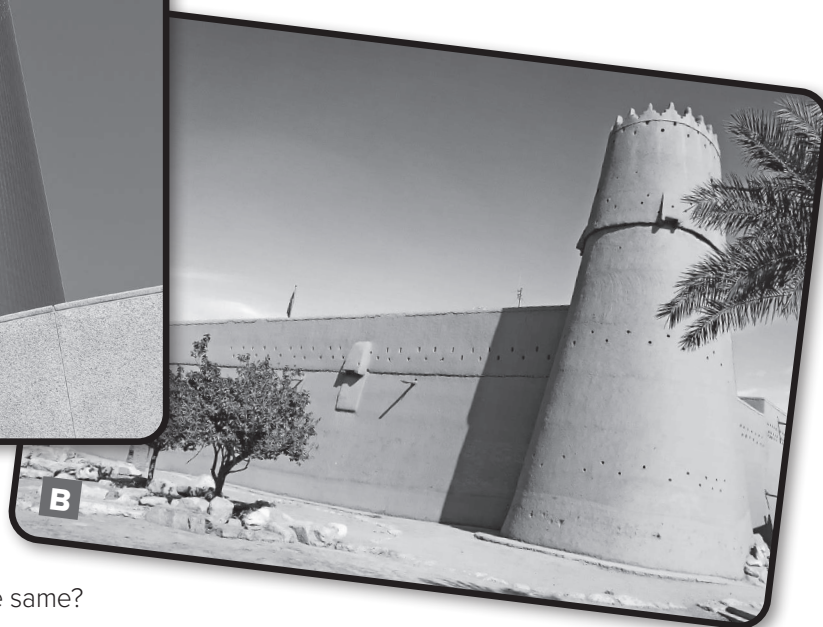
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26 Unit 3

K Look at the two pictures A and B. Answer the questions below.



1. How are these two buildings the same?

2. How are these buildings different?

3. How will the buildings change in 50 years?



3 What Will Be, Will Be

L WRITING

Get a picture of your town or city in Saudi Arabia. Complete the chart below and use it to write what your town or city will be like in the future.

Tasks	Your notes	Your notes on how you think it will change in the future
Write a list of things that you see in the picture		
Write a list of words that describe what you can see in the picture		
Write a list of words to describe what you can see happening in the picture		

The Future As I See It



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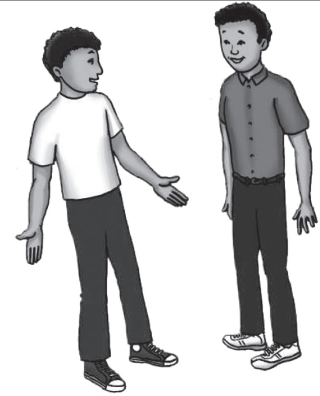
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28 Unit 3

M Choose the correct verb for each sentence.

1. _____ to the exhibition with me tomorrow?
 - a. Do you come
 - b. You come
 - c. Are you coming
2. Ned is from New York. He _____ English in Riyadh at the moment.
 - a. teaches
 - b. is teaching
 - c. teach
3. When _____ his new books coming out?
 - a. are
 - b. do
 - c. is
4. Researchers _____ the cause of the illness.
 - a. aren't understanding
 - b. not understand
 - c. don't understand
5. Press this switch. It _____ the robot.
 - a. activate
 - b. is activating
 - c. activates
6. Hussain is a pilot, but he _____ today.
 - a. isn't flying
 - b. flies not
 - c. aren't flying
7. _____ his car to college every day?
 - a. Does Ali drive
 - b. Ali drives
 - c. Is Ali driving
8. Nice car! _____ on clean fuel?
 - a. Does it run
 - b. Runs
 - c. Is it running



N Read the statements and questions. Match the responses.

- | | |
|--|--|
| 1. _____ Let's design a class website. | a. Yes, I am. |
| 2. _____ What are you going to do tomorrow? | b. Yes, why not? We might win a prize. |
| 3. _____ Are you going to the school Science Fair next week? | c. I'm going to find a technician to repair my computer. |
| 4. _____ How about making a science fiction film? | d. Great idea! Let's work out the plot. |
| 5. _____ Will your father help us with the school project? | e. Yes, he will. |
| 6. _____ Why don't we enter the school technology competition? | f. We can't. Our Internet connection is not good enough. |



3 What Will Be, Will Be

O Answer the questions. Use **probably** or **maybe** and a future tense

1. What are you going to do on your next vacation?

2. Where will you go?

3. How will you get there?

P Complete the tag questions. Then complete the responses.



A: The oceans won't cover the Earth in 100 years, will they?

B: No, they won't. They will probably cover some islands.

1. **A:** Your parents don't speak English, _____?

B: _____

2. **A:** The school will close for the vacations soon, _____?

B: _____

3. **A:** It doesn't rain often in Saudi Arabia, _____?

B: _____

4. **A:** Your friends are not all scientists, _____?

B: _____

5. **A:** The weather usually gets extremely hot here in the summer, _____?

B: _____

6. **A:** We won't drive the same kind of cars in the future, _____?

B: _____

7. **A:** Your mother isn't from Jeddah, _____?

B: _____

8. **A:** You're going to study in the United States next year, _____?

B: _____



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30 Unit 3

EXPANSION Units 1 – 3

A Complete the sentences. Use the words in the box.

natural disaster	motivation	traffic	rockets	microscope
satellites	global warming	qualifications	steel	

- Hotter summers are an effect of _____.
- _____ in Los Angeles is a big problem because there are so many cars.
- Rakan has a real _____ to work. He wants to buy a car.
- A lot of _____ is used in the construction of tall buildings.
- A hurricane is a _____ that affects cities near the ocean.
- A biologist uses a _____ to see very small things.
- Yahya's _____ for the job include accounting and language skills.
- Scientists launch _____ to send _____ into space.

B Put each word in the correct group. Then add one or two more words to each group.

satellite	pollution	flexibility	rocket
adaptability	poverty	microscope	honesty
submarine	integrity	disease	overpopulation

Global Issues

Personal Qualities

Scientific Tools

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



EXPANSION Units 1 – 3

C Faisal is talking to his friend Ali about a job. Ali works in a doctor's office. Complete the conversation. Use the present progressive.

Ali: Where **(1)** (live) _____ you _____ now?

Faisal: I **(2)** (live) _____ in Al Ulayya. My address is 18 Al Al Khawarizmi Street, Al Ulayya, Al Riyadh.

Ali: What courses **(3)** (take) _____ you _____ right now?

Faisal: I **(4)** (take) _____ computer science, math, English, Arabic, geography, and PE.

Ali: **(5)** (work) _____ you _____?

Faisal: No. I **(6)** (negative: work) _____, yet. But I **(7)** (look) _____ for a job.

Ali: Dr. Ibrahim **(8)** (look) _____ for someone to work in this office. Can you use a computer?

Faisal: Yes, I can.

Ali: Can you bring a copy of your résumé?

Faisal: I **(9)** (go) _____ home right now. I can bring it back this afternoon.

Ali: Great! I'll see you this afternoon.

D Majid and Ali are shopping at the mall. Complete their conversation. Use the present perfect or the present perfect progressive.

Majid: How long **(1)** (work) _____ you _____ at the restaurant?

Ali: I **(2)** (work) _____ there for three months.

Majid: How do you like it?

Ali: The job is fun. I **(3)** (meet) _____ a lot of people. But I **(4)** (negative: make) _____ a lot of money!

Majid: Are you still thinking of buying a new computer?

Ali: Yes. But I still don't have enough money.

Majid: How long **(5)** (save) _____ you _____ your money?

Ali: I **(6)** (save) _____ since September.

Majid: **(7)** (try) _____ you _____ to work a lot of hours?

Ali: Yes! That's why I **(8)** (be) _____ so tired! I **(9)** (go) _____ to school, then to work, then home. That's all I **(10)** (do) _____ for the past three months!

Majid: Well, at least you **(11)** (negative: spend) _____ any money!



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EXPANSION Units 1 – 3

E Complete the conversation. Use **will** to make predictions and **be going to** to describe a plan.

Adel: What do you think your little brother **(1)** (do) _____ when he grows up?

Hussain: I think he **(2)** (be) _____ a writer.

Adel: Why?

Hussain: He is always writing stories in English, and he probably hopes that someone **(3)** (publish) _____ them. I **(4)** (give) _____ him computer lessons next year.

Adel: **(5)** (buy) _____ you _____ him a computer?

Hussain: No. My parents **(6)** (get) _____ him one at the end of the school year.

Adel: Do you think he **(7)** (be) _____ a good writer?

Hussain: I hope so. He **(8)** (take) _____ lessons from the best teacher I know!

F Use the words in parentheses to write sentences to describe continuous actions in the future.

1. (my brother / will / attend)

This time next year, _____ college.

2. (you / will / attend)

_____ college then, too?

3. (I / going to be / work)

No. _____ to save money for college.

4. (you / going to be / live)

_____ at home?

5. (I / will / save)

Yes. I _____ even more money that way.

6. (you / not going to be / work)

Well, I hope _____ too hard.



EXPANSION Units 1 – 3

G Look at the photo of Laura and Edson. Make four predictions about each of them. What will they do next week? What will they do this summer? What are they going to study at college? What jobs are they going to have after college?

Laura

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



Edson

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



H Sometimes personal dreams come true, and sometimes they don't. It's interesting to see what can happen. Interview your mother or father or another relative. Take notes in a chart.

<i>my mother's personal dream</i>	What happened?	What's next?
1. <i>go to college</i>	<i>She went to college in Jeddah. She got a degree in biology.</i>	<i>She wants her children to finish college. She wants them to study in the United States for one year.</i>
2.		
3.		
4.		



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34 EXPANSION Units 1-3

EXPANSION Units 1 – 3

I Look at the two pictures A and B. Answer the questions below.



1. List two things that each person does.

2. List the qualities that each person must have.

3. Write what they needed to study in order to do the job.



EXPANSION Units 1 – 3

J WRITING

Find a picture of a job that you would like to do in the future. Complete the chart below and use it to write an essay on your dream job.

My Dream Job		
What I need to be able to do	What my qualifications should be	What I should study at school and university

My Dream Job



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Ministry of Education

2021 - 1443

4 The Art of Advertising

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

smooth

compact

options

customize

classic

Imad wanted to buy a car. He went for a walk last week, and he saw a small, (1) _____ car that he liked. It was parked on the street. He went to a car dealership to look at new cars. With a new car, you can (2) _____ it to have exactly what you want. But a new car would be too expensive for Imad. A friend told him to call his neighbor Abdullah. He was trying to sell his old car because he had just bought a new one. Imad went to his neighbor's house and looked at the car. Abdullah showed him the ad that he had written. It listed all the (3) _____ that came with the car. It was not as small as a compact car, but it was not too big. His neighbor said that the car was called a (4) _____ and that it would never go out of style. The interior was clean and simple. And it would provide a very (5) _____ ride. Imad thought it was a great deal. He paid for the car and Abdullah gave him the keys. It was a great day for Imad!



4 The Art of Advertising

B Complete the paragraphs with the verbs in parentheses. Use the correct form of the passive (simple present, simple past, present perfect, or future).

Before the 20th century, advertising was not very important, since most things **(1)** (make) _____ at home or **(2)** (buy) _____ from small, local stores. But by 1900, many things **(3)** (produce) _____ in factories and **(4)** (sell) _____ to people who lived far from the factories. Through advertising, people **(5)** (tell) _____ about these products.

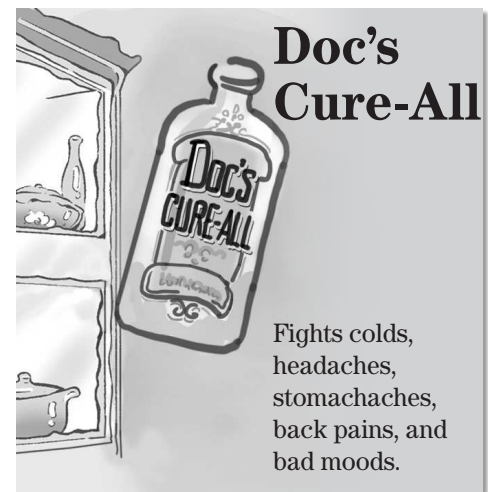
Advertising has become an art and a science. Today a lot of money **(6)** (spend) _____ on research for advertising.

Before a company launches its ads, the ads **(7)** (show) _____ to many people. If people don't like the ad, it **(8)** (not / launch) _____.

For some time now, many questions **(9)** (ask) _____ about the effects of advertising. **(10)** (affect) _____ people's attitudes and values _____ by advertising, and if so, how?

In the future, even more time and money **(11)** (spend) _____ on advertising. Even more questions about the effects of advertising **(12)** (ask) _____, and it will be important to find some answers.

DRINK
FIZZ
...And add some sparkle to your life.



C Read the descriptions of people and objects that are in the *Guinness World Records*. Write a headline for each description. Use the superlative form of the adjective.

 The heaviest beef burger

A beef burger weighing 2.5 tons was made at the Outagamie County Fair in Seymour, Wisconsin, on August 5, 1989.

1. _____ Octavio Guillen and Adriana Martinez had a very long marriage. They were married for 67 years!
2. _____ Robert Wadlow, who died in 1940, was 2.71 meters tall.
3. _____ *Titanic* (1997) was an expensive movie to make. Different problems made it more expensive than any other movie.
4. _____ How valuable can a slice of cake be? Very valuable! In 1998, a slice of cake left over from the wedding of the Duke of Windsor and Wallis Simpson more than 60 years before was sold for \$29,900!

* Source: *Guinness World Records 2000: Millennium Edition* (Bantam, 2000)



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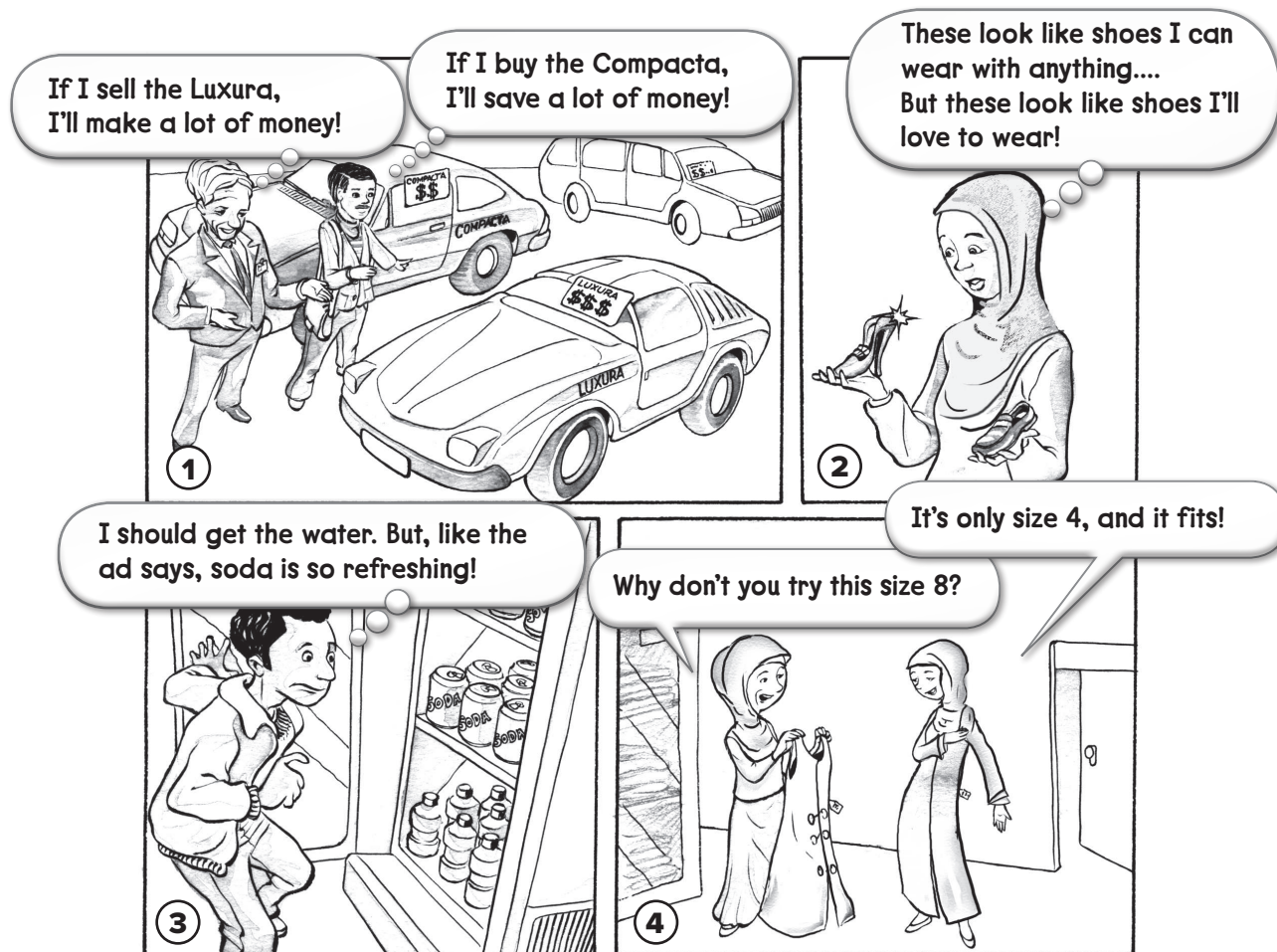
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38 Unit 4

4 The Art of Advertising

D Complete the descriptions. Use the comparative form of the adjectives in the box.

cheap	expensive	healthy	large
refreshing	small	special	comfortable



1. He wants to sell him the car that's _____, but he wants to buy the car that's _____.
2. The shoes with the low heels are _____ than the shoes with the high heels, but the shoes with the high heels are _____.
3. Mohammed knows that water is _____ than soda, but he thinks that soda is _____ than water.
4. Maha likes the dress in the _____ size, but her mother wants her to try the dress in the _____ size.



4 The Art of Advertising

E Write descriptions for the photos. Use **as...as** and the adjectives in parentheses.



The black cat is as big as the brown cat. (big)



1. The mountains are _____ the beach. (not / warm)



2. The compact car is _____ the sports car. (not / expensive)



3. Apple juice is _____ orange juice. (healthy).



4. Sometimes Thai food is _____ Mexican food. (hot)

F Complete the advertising slogans. Use the correct verb: **look**, **smell**, **sound**, or **taste**.

- _____ like a rose with our new Spring Flower perfume.
- Eat at Antonio's Italian Restaurant. Our food is cooked in a restaurant, but it _____ like it is cooked at home!
- Are you learning English? Listen to our English-language CDs, and soon you will _____ like a native speaker.



4. _____ like a professional. Wear a Valenziani suit.

G READING

Read the article. Answer the questions.

The Psychology of Advertising

Instead of making claims about products, advertisements today often try to give people reasons to buy the products. This is where psychology—the study of how people think and behave—comes in.

Psychology is important to the way ads look. Advertisers use stories (e.g., the woman who made her family happy by buying the right soup, the man who was well-rested for his meeting after flying on the right airline) because people like to put themselves in stories. They use pictures more than words because we fantasize and daydream in pictures.

Psychology is important to the stories that ads tell. According to psychologists, people in our society have certain needs. Ads try to show people that they can meet these needs by buying products. Here are some of these needs and ads that appeal to them:

Friendship. We like to be part of a group of friends. Ads show us that if we drink a certain juice, we will belong to a group of friends who drink it too.

Success. A car goes up a driveway to an obviously expensive house. The person driving this car has had a lot of success in life. If we buy the car, we will too.

Escape. Sometimes our lives seem boring and we'd like to escape for a while. Car ads that show people driving a car to the top of a mountain do this. So do the McDonald's ads that tell us that we "deserve a break today."

Psychology even helps advertisers know who to advertise to. For example, children today have more and more influence on buying decisions. One mother says that her 6-year-old son kept asking her to buy a certain vacuum cleaner. He had seen the vacuum cleaner advertised during a children's TV show.

1. What are two things advertisers use in their ads?

2. Generally, what do ads try to show people?

3. What are three of the needs that ads appeal to?

4. How are companies today getting children to influence their parents on what to buy?



4 The Art of Advertising

H Use the correct form of the verbs in brackets.

1. The electric iron (invent) _____ in 1882 by Henry W. Seeley in New York. His iron was heavy and took a long time to warm up. Other electric irons (also/ invent) _____, including one from France, but it used a dangerous heating method.
2. The safety pin (invent) _____ and (patent) _____ by Walter Hunt. It (make) _____ by twisting a length of wire. The right to the patent (sell) _____ for \$400.
3. In ancient Egypt, the papyrus plant (process) _____ and (use) _____ as paper. It (make) _____ from thin sheets of papyrus that (soak) _____ in water, pressed together and then dried.
4. Smart classrooms (equip) _____ with interactive boards, a computer console, digital projector, sound system, and video system. In many countries, a number of classrooms and seminar rooms (updated) _____ in this manner. State of the art technology (install) _____ and teachers (train) _____ to use it, replacing traditional boards and pen and paper materials.

I Which products or brand names do you associate with these slogans?

1. Think fast.	
2. Think crunchy.	
3. Style outside. Power inside.	
4. We sell more cars than any other maker.	
5. There is no comparison.	
7. Time is nothing.	
8. Live your life.	
9. Smooth and reliable.	



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42 Unit 4

J Look at the two ads for a watch and a pen. Answer the questions below.



1. What are four words that can describe each item?

watch _____

pen _____

2. Name two places where you can use each item.

watch _____

pen _____

3. How is a person likely to feel if he has each item?

watch _____

pen _____



4 The Art of Advertising

K WRITING

You are going to launch a new soda for young people. Think about a catchy name. Think about features of the product and words that would make it appealing in an advertisement. List words that can be associated with: *success*, *escape*, and *friendship* in the boxes.

The amazing new soda:

Success

Escape

Friendship

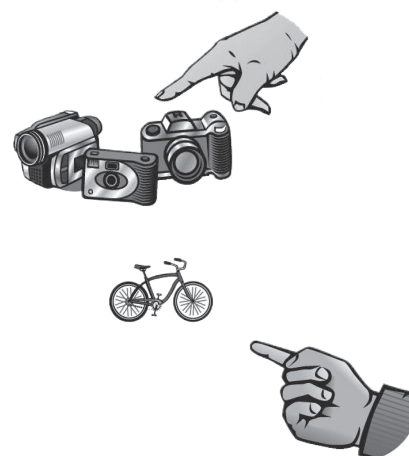
Now use some of the words to write an advertisement for the new soda.

Psychology in Advertising with: The Amazing New Soda _____

L Circle the right word.

Look at (those / these) cameras. They're the best on the market.

1. (That / Those) tablet is very light, and (this / these) laptops are heavy.
2. (These / That) is (a / an) old-fashioned bicycle.
3. (This / These) is Hashim. He's (a / an) engineer.
4. (This / These) are my car keys, and (that / those) are my house keys.
5. (A / An) famous artist painted (that / those) painting.
6. Look at (that / those) cars! They're (an / -) American cars.



M Ask and answer about items in the shop. Use **this/these** or **that/those**.

calculator What's that? OR What's this? It's a calculator.

1. sculptures

2. airplane

3. electric car

4. smartphones

5. computer users' magazine

N Write advertising slogans for the items in **M**. Turn the sentences into imperatives. Use your own ideas.

You must buy one to make your math homework easier.

Buy a Sun-Power calculator, and make math simple!

1. You should visit the museum to admire their beauty.

2. If you want to travel first class, you must book your seat early.

3. You should take it for a test drive. You'll feel its power.

4. Everyone needs them to get in touch quickly wherever you are.

5. This will help you keep up to date with the latest advice for computer users.



4 The Art of Advertising

O Complete the conversations with the correct possessive pronouns.

1. **A:** Whose trousers are these? Are they _____, Ali?

B: Yes, they're _____.

2. **A:** Don't buy that dress, Sabah! It isn't _____ color.

B: Oh, yes it is. It's _____ favorite.

3. **A:** Is that Mom's wallet?

B: No, that isn't _____. Mom's wallet is in _____ coat pocket.

4. **A:** Is this _____ family's house, Mr. Morris?

B: Yes, it's _____. My wife and I bought it last year.



P Circle the correct word.

Omar: ¹(Who's / Whose) blue bicycle is this? Is it ²(yours / your), Greg?

Greg: No, it isn't ³(my / mine). It's ⁴(too / enough) small for me. It belongs to ⁵(my / mine) younger brother.

Omar: So ⁶(who / which) bike is yours?

Greg: That big black ⁷(one / ones) near the wall.

Omar: Hey! That looks sporty ⁸(too / enough) to be a racing bike.

Greg: Yes, it is. When I lived in the US, my friends rode ⁹(their / theirs) bikes in races.

Omar: Great! Why didn't you race, too?

Greg: I didn't have a fast bike like ¹⁰(their / theirs), but my uncle won a race on ¹¹(his / hers).

Omar: Perhaps you'll win a race one day if you train hard ¹²(too / enough).



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46 Unit 4

5 Did You Hurt Yourself?

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

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

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

equipment	helmet	avoid	injured	obey
-----------	--------	-------	---------	------

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

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

He never thought that he had to (4) _____

safety rules. Now Ted knows that they're important.

The week after his accident he wanted to buy proper safety equipment. He asked Majid what he used because he never hurt himself on his bike. Majid told him that he needed a (5) _____ for his head.

Now Ted never rides his bike without it.



5 Did You Hurt Yourself?

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

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

D Complete the conversations. Use reflexive pronouns.

Mr. Al Yami: What happened?

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

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

Yahya: I tripped and fell.

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

Omar: How are you?

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

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

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

Omar: I sure will.

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

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

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



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48 Unit 5

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

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



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

- You need to pay attention, _____ you know how to do your job.
- I didn't finish my homework last night _____ I was tired.
- My brother got a ticket yesterday _____ he was speeding.
- My brothers and I always wear our helmets when we ride our bikes, _____ we don't hurt ourselves.
- She was injured in the car accident, _____ she went to the hospital.
- My father broke his arm _____ he slipped on the ice.
- Thomas is good at basketball _____ he practices a lot.
- My cousin worked in a restaurant last summer, _____ he saved up enough money to buy a new laptop.



5 Did You Hurt Yourself?

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

- | | |
|---|--------------------|
| 1. I never crash my bike. ____ | a. So do I. |
| 2. I always do my homework at night. ____ | b. So have I. |
| 3. I have never broken my arm. ____ | c. Neither do I. |
| 4. I spent the afternoon at the Internet café. ____ | d. Neither did I. |
| 5. I have gotten lost while driving. ____ | e. Neither have I. |
| 6. I didn't slip on the ice. ____ | f. So did I. |

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



I went to the gym this morning.

So did I. _____

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

1. I haven't eaten anything all day.

2. I went to bed late last night.

3. I visited my uncle last weekend.

4. I very seldom cut myself.

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





I READING

Read about home safety and complete the exercises below.

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

- _____ Keep blankets, clothing, and furniture away from heaters.
- _____ Keep towels, clothing, and curtains away from the stove.
- _____ Keep a fire extinguisher in the kitchen.
- _____ Learn how to use a fire extinguisher.
- _____ Don't plug too many things into one outlet.
- _____ Don't keep matches where children can get them.
- _____ Have a fire drill in your home. Practice often.
- _____ Choose a place outdoors where everyone can meet if there is a fire in the home.
- _____ Learn how to call the fire department in case of an emergency.



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

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

1. _____ Keep a fire extinguisher in your living room.
2. _____ Have a fire drill in your home.
3. _____ Have a meeting place everyone can go to if there is a fire in your home.
4. _____ Keep blankets and clothes on top of heaters.
5. _____ Learn the telephone number of the fire department.



5 Did You Hurt Yourself?

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

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

- K** Write what you think happened.

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

What do you think happened to him?

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

What do you think happened to him?

Turn over and find out.



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

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

L Look at the picture. Answer the questions below.



1. What is the person doing for safety?

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

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

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



5 Did You Hurt Yourself?

M WRITING

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

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

The Accident



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54 Unit 5

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



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

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

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



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

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



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

Mom: How was your first driving lesson?

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

Mom: Did you miss the lesson?

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

Mom: So, did you have a good lesson?

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

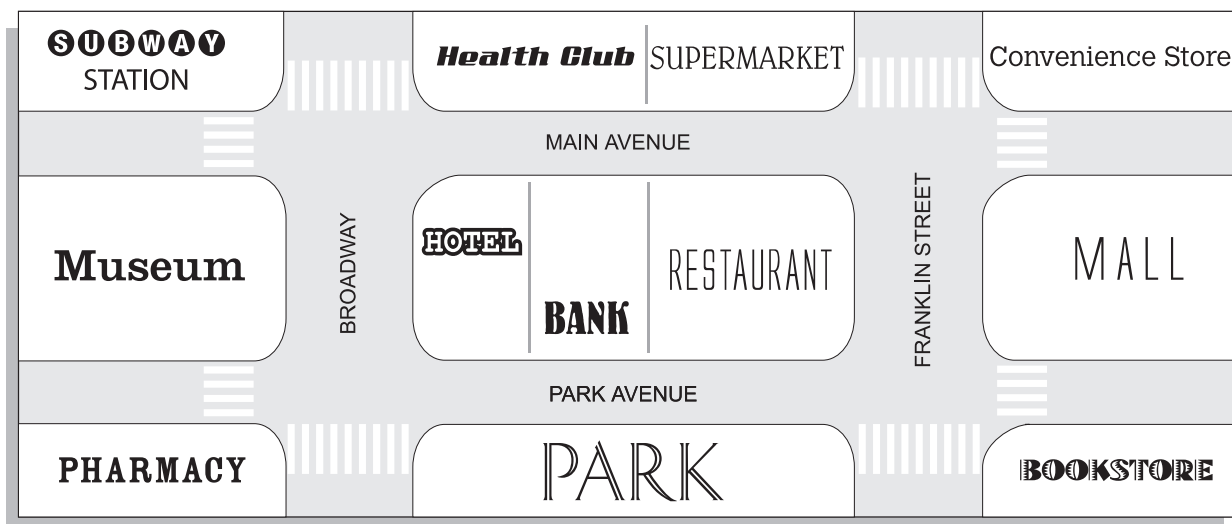
Mom: What must you do now?



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

5 Did You Hurt Yourself?

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



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

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

1. Where is the museum? _____

2. Where's the restaurant? _____

3. Where's the park? _____

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

- A:** Excuse me. Where is the mall? Is it far **(1)** _____ here?
- B:** No, it isn't. It's **(2)** _____ that park. Go **(3)** _____ on Park Avenue to the next corner. **(4)** _____ a left at the restaurant. The mall is **(5)** _____ the restaurant. It's **(6)** _____ the convenience store and the bookstore.

A: Thank you.

6 Take My Advice

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

hungry lose control fitness turn down pressure avoid

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

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

Asma123: www.helpsite-4u.com

Sahar227: Why are you looking at this site?

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

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

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

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

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

Sahar227: Do you eat too much fast food?

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

Sahar227: Good. You had better not!

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

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

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

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



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

6 Take My Advice

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

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

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

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



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

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

Mrs. Tanaka: How's Brian?

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

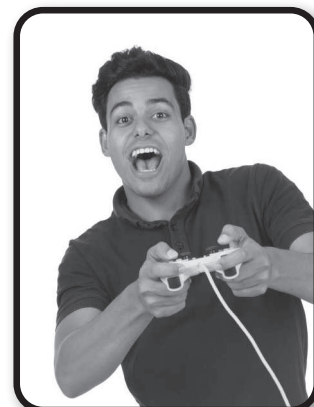
Mrs. Tanaka: It's great for kids to know what they want! If Brian is happy he **(7)** (could / ought to) _____ continue his diet. I have an idea. He **(8)** (might / had better) _____ explain to the other kids that eating this way helps his football skills. What do you think?



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

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

- a. (could) _____
 b. (should) _____
 c. (had better not) _____



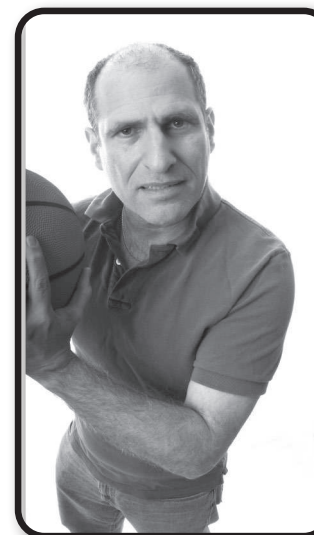
2. Amira could not find her gym shoes so she borrowed her younger brother's shoes. They are very comfortable but they are different from girls' shoes. Amira is happy to have them but she is afraid that her friends will tease her. What should she do?

- a. (might) _____
 b. (should) _____
 c. (ought to) _____



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

- a. (shouldn't) _____
 b. (should) _____
 c. (had better) _____



6 Take My Advice

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

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

1. stop doing _____
2. postpone _____
3. discard _____
4. be friendly _____
5. refuse _____
6. begin _____
7. accept a bad situation _____

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

- A.** Raymond is getting very annoyed at himself. Last month he decided to
(1) _____ smoking. So he **(2)** _____ the pack of cigarettes that he'd just bought. Then his friend told him that this was a bad time to quit because it was a very stressful time at work. His friend said that he should **(3)** _____ quitting for at least another month. Raymond decided that there was never a good time to quit smoking, so he **(4)** _____ his friend's advice. Now Raymond hasn't had a cigarette in three weeks!
- B.** Paul is tired of work. Every time he goes to work, he never **(5)** _____ his boss. Paul thinks that he should find a new job—or maybe **(6)** _____ a completely different career.

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

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

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

Sam: That's not easy to do.

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

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

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



G READING

Read the article.

Some Family Advice**Eppie Lederer and Pauline Phillips were identical twins.**

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

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

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

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

Complete the sentences.

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



6 Take My Advice

H Read the emails and reply with advice.

Email 1:

To: _____
Subject: _____

Hello,
Please help. I don't know what to do. I lent my book to a friend of mine and we have a test tomorrow. It's too late to get it back and I only have my notes from class. How am I going to study? Any ideas?

Email 2:

To: _____
Subject: _____

Hi,
I am having some difficulty with the math homework. I would ask my father but he is away on a business trip. I am really not good at math, as you know. I know you are in a different group so we don't do the same things. Should I call someone or do as much as I can and then ask for help tomorrow? What would you do?

Email 3:

To: _____
Subject: _____

Hello,
I am desperate. I think I have lost my cell phone. I remember putting it in my bag but it's not there. I am trying to remember if I let anyone borrow it this morning. Do you remember? We were talking when Sabah interrupted us and I don't remember what I did with it.
I am afraid to tell my parents. I have already lost two cell phones! I had promised to be careful with this one.

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



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

Nouns	Verbs	Adjectives

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



6 Take My Advice

J WRITING

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

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

Dear Desperate Friend,



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64 Unit 6

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

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

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

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

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

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

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

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

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

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

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

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

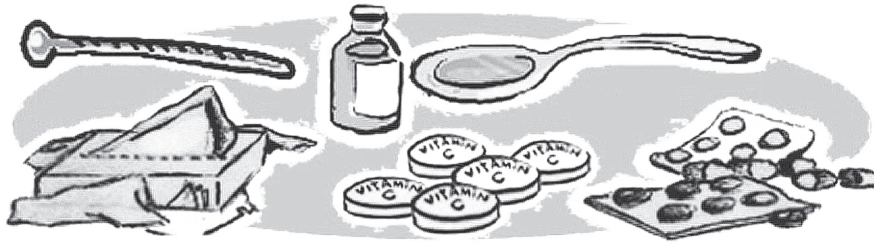
Ahmed: When I'm running, I don't drink (20) _____. But I have a (21) _____ drops when I stop.

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



6 Take My Advice

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



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

- | | |
|----------------------|------------------------|
| 1. sore throat _____ | 4. stress _____ |
| 2. rash _____ | 5. toothache _____ |
| 3. flu _____ | 6. feeling tired _____ |

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

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

Positive +	Negative -

N Answer the questions.

- What do you do when you have a headache?

- What do you do when you have a toothache?

- What do you do when you feel anxious and stressed?

- How do you feel when you have the flu?

- How do you feel when you exercise?

- How do you feel when you meet new people?



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66 Unit 6

EXPANSION Units 4 – 6

A Change these sentences from active to passive. Use **by** only if it is given.

1. Scientists have discovered cures for many diseases.

2. They will probably find many more cures.

3. Most young people in Brazil play football.

_____ by _____

4. His letter surprised me.

_____ by _____

5. I will mail the package this afternoon.

6. My sister has washed all the windows.

B Complete the conversation with the correct regular form, comparative form, or superlative form of the adjective in parentheses.

Faris: Have you seen Khalid since school started back? He has the (1) (cool) _____ bag I've ever seen.

Nasser: Oh really? Is it (2) (small) _____ than the one he used to have? His bag was huge. Don't you remember?

Faris: Well, it's (3) (compact) _____ and a lot (4) (light) _____. It's really great! And do you know what is even (5) (unbelievable) _____?

Nasser: What?

Faris: He has a smartphone and a new laptop!

Nasser: That's (6) (amazing) _____! He never had a laptop before.

Faris: And he has designed a science program. Can you believe it?

Nasser: Now this sounds even (7) (unbelievable) _____!
I never knew he could do that.

Faris: Well, it looks as if Khalid has (8) (good) _____ computer skills than we thought!



EXPANSION Units 4 – 6

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

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

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



Mona

knife / cut / preparing dinner

Mona cut herself with a knife while preparing dinner.

1. Abdullah

burn / hot stove / cooking eggs / this morning

2. Saeed and Fahad

slip / ice / luckily not hurt

3. Hameed

teach / French / last year

4. Noura

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



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EXPANSION Units 4 – 6

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

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

F Write sentences to show how the items are the same and how they are different. Use **as...as**.



your shoes / Tammy's shoes / expensive

Your shoes are as expensive as Tammy's shoes.

Your shoes are not as expensive as Tammy's shoes.

1. the bike / the car / old-fashioned

2. my cell phone / my friend's cell phone / big

3. the latest *Star Trek* movie / the other *Star Trek* movies / interesting

G Complete the sentences.

1. The air smells like _____.
2. I'm not sure what this food is, but it tastes like _____.
3. She has spoken English for 10 years, and she sounds like _____.
4. Brian washed his car this morning. Now it looks like _____.

EXPANSION Units 4 – 6

- H** Look at the photo. Give advice to the person in the photo.
Write four sentences.



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

- I** What does stress make you feel? Complete the chart below.

Activity	Symptom 1	Symptom 2	Symptom 3
<i>math test</i>	<i>anxious</i>	<i>stomach problems</i>	<i>difficult to breathe</i>



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EXPANSION Units 4 – 6

J Look at the picture and answer the questions.



1. How does the picture make you feel?

2. Why does it make you feel that way?

3. What do you do to feel better?

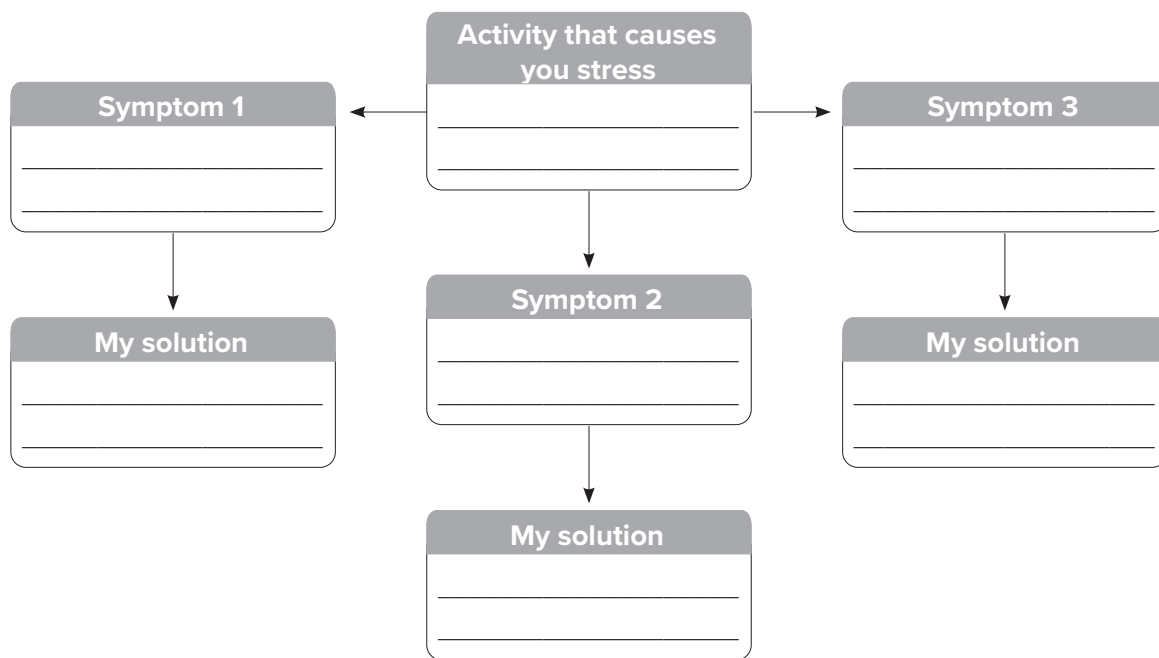


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EXPANSION Units 4 – 6

K WRITING

Read and complete the organizer. Use it to write a paragraph about stress and how you deal with it.



Stressed Out

Writing Checklists

1 A short account

I can ...	Great! 	Good! 	OK! 	Needs work 
answer questions				
take notes when I think about things				
use capitals correctly				
organize events clearly				
use tenses correctly				
make clear and interesting statements				
use words to describe				
use appropriate language/style				
use a range of vocabulary				

2 A cover letter

I can ...	Great! 	Good! 	OK! 	Needs work 
take notes when I think about things				
use capitals correctly				
address a cover letter				
write an introductory paragraph				
write about my strengths				
make clear and effective statements				
edit and correct my mistakes				
write a closing statement/paragraph				
use appropriate language/style				



Writing Checklists

3 A short description

I can ...	Great! 	Good! 	OK! 	Needs work 
take notes when I think or imagine things				
focus on my audience				
describe places well				
organize and order events/facts				
make clear and effective statements				
use tenses correctly				
use a range of vocabulary				
refer to people and places effectively				
use appropriate language/style				

EXPANSION Units 1-3

A short essay about plans and dreams

I can ...	Great! 	Good! 	OK! 	Needs work 
take notes when I think or imagine things				
focus on my audience				
describe pictures in my mind				
describe/present future plans				
describe feelings				
organize and order ideas/plans				
make clear and effective statements				
use tenses correctly				
use a range of vocabulary				
create effects (e.g. humor, suspense)				
use appropriate language/style				

4 A description of a product

I can ...	Great! 	Good! 	OK! 	Needs work 
take notes and use them to write				
use capitals correctly				
interest my audience/readers				
write about/refer to key features or characteristics of the product				
organize and order events well				
use information selectively				
edit and correct my mistakes				
present a product in an interesting way				
use appropriate language/style				

5 An account of an accident

I can ...	Great! 	Good! 	OK! 	Needs work 
take notes when I think about things				
select important facts or details				
write about feelings				
form and write clear sentences				
connect events, reasons, and causes well				
edit and correct my mistakes				
describe scenes in an imaginative manner				
use appropriate language/style				



Writing Checklists

6 A letter of advice

I can ...	Great! 	Good! 	OK! 	Needs work 
take notes and use them to write				
respond to others' feelings and views				
advise others in a friendly manner				
form and write clear sentences				
organize and explain suggestions well				
be helpful without being patronizing				
edit and correct my mistakes				
close on a hopeful note				
use appropriate language/style				

EXPANSION Units 4-6

A paragraph about stress

I can ...	Great! 	Good! 	OK! 	Needs work 
take notes when I think about things				
select important facts or ideas				
organize and order ideas				
write about feelings				
suggest and advise				
form and write clear sentences				
edit and correct my mistakes				
use appropriate language/style				



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