

MEGA

GOAL 1.2

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MegaGoal 1.2 Student Book

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ISBN: 9781398900493

Publisher: Jorge Rodríguez Hernández

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Interior design and production: Page2, LLC

Cover design: Page2, LLC

Photo coordinator: Kevin Sharpe

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Scope and Sequence

	Unit Title	Functions	Grammar
	Intro Pages 2–3	Express, confirm opinion/give reasons, agree/disagree Talk about size, quantity, compare	
1	Did You Hurt Yourself? Pages 4–17	Talk about accidents and accident prevention Talk about cause and effect Asking for and giving directions	Reflexive pronouns <i>Because</i> versus <i>so</i> <i>So</i> and <i>neither</i> Prepositions of place Imperatives for directions
2	Take My Advice Pages 18–31	Discuss common problems Ask for and give advice Words connected with medicine	Modal auxiliaries: <i>should</i> , <i>ought to</i> , <i>might</i> , <i>could</i> —questions, affirmative, negative <i>Had better</i> —questions, affirmative, negative Two- and three-word verbs Quantity expressions: <i>much</i> , <i>many</i> , <i>a lot of</i> , <i>lots of</i> , <i>a few</i> , <i>a little</i> Clauses with <i>when</i>
3	You’ve Got Mail! Pages 32–45	Discuss email and letter format and etiquette Make and accept an apology Wish someone success Make arrangements Accept and refuse invitations	Preposition + gerund <i>Although</i> , <i>even though</i> , <i>in spite of</i> <i>As soon as</i> , <i>when</i> , <i>So...(that)</i> <i>Used to</i> and <i>would</i> <i>There is/are</i> Plurals Definite article: <i>the</i>
4	Wishful Thinking Pages 46–59	Make wishes Talk about imaginary situations Talk about probability and improbability Talk about predicaments Give advice to solve problems Words connected with money, shopping habits and prices	Conditional sentences with <i>if</i> -clause: imaginary situations Conditional sentences with <i>might</i> and <i>could</i> Verb: <i>Wish</i> Count/noncount nouns Expressions of quantity: <i>some</i> , <i>any</i> , <i>no</i>
EXPANSION Units 1-4 Pages 60–65		Language Review Reading: Play Ball! Writing: Write about sports	

Listening	Pronunciation	Reading	Writing
Listen for fact, opinion and attitude			
Listen for specific information from an informational talk	Consonant clusters /f/, /t/, /nt/, /st/, /nd/	Unusual Accidents and Deaths	Write a descriptive account of an accident Write an accident prevention campaign for your country (Project)
Listen for specific information to complete a chart about problems	Stress in two- and three-word verbs	Breaking the Habit — Getting Healthy	Write a letter of advice Write about community resources in your country (Project)
Listen for specific information from messages and conversations	Short vowels /e/, /æ/, /ɪ/	From Smoke Signals to Email: Keeping in Touch	Write an email to a friend Write greeting cards (Project)
Listen for specific information to complete a chart about wishes	Reductions <i>would you</i> and <i>could you</i> in questions	Money: A Blessing or a Problem?	Write a description of a day in the life of a quiz show winner Research about TV games with large prizes for winners (Project)

Chant Along: If I Were a Millionaire
Project: Research a famous person

Intro

1 Listen and Discuss

Read and say what you think each text is about.



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

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



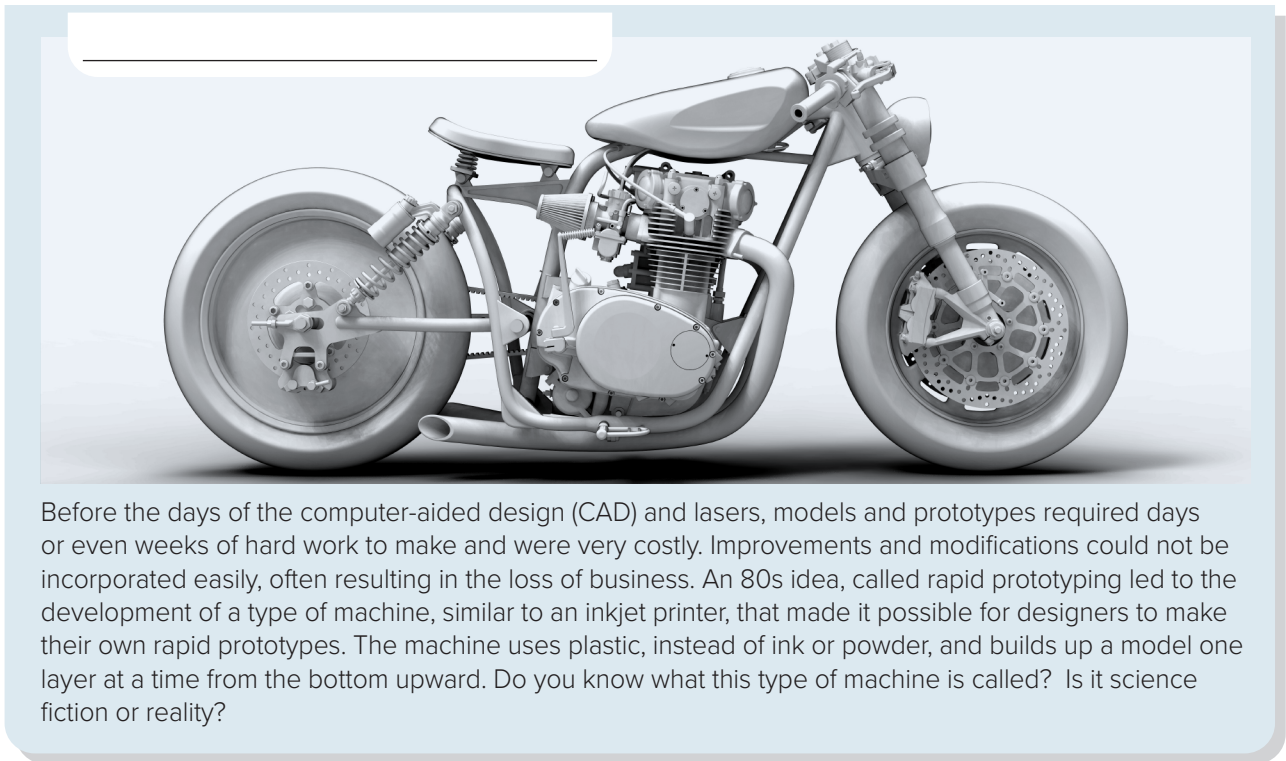
They are very real and highly popular in entertainment, but they are also used in education. They are used by many colleges and institutions for educational purposes. Many businesses and industries use them to train their employees and executives. They are used for military strategy and flight training. Astronauts train on them for a long time before they participate in real missions.



Can you guess what they are? What is your opinion about them?



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



2 Pair Work

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

3D Printing

The Whistling Rain Frog

Simulators

Tasty Wrappers

The Autonomous Car

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

Expressing, Confirming Opinion/ Giving Reasons/ Agreeing/ Disagreeing

It could be real, couldn't it? I mean, it would be possible to

I wouldn't feel comfortable/ safe. Would you?

They claim that autonomous vehicles will be safer because human error will no longer be an issue.

So, according to this, you could print out any object on a 3D printer. Is this a fact?

I'm not sure how useful this type of thing would be.

I think it's a great idea. If wrappers were edible there would be less waste and litter.

They are certainly useful but they cannot replace the real thing, can they?

I think they can to some extent, or they wouldn't be used for pilot training.

It's a fact. Some countries have already decided to allow them on the road.

I can't see myself crunching on a wrapper. Can you?

1 Did You Hurt Yourself?



1 Listen and Discuss

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

Common Accidents



Did you hurt yourself?
No, I'm OK.
Because he was wearing a helmet and knee pads, he didn't hurt himself.

Uch! I got a shock.
So did I.
They didn't turn off the electricity, so they got a shock.

How did you cut yourself?
I tried to open the can with a knife.
If you use the wrong equipment, you might hurt yourself.

The driver wasn't injured.
Neither was his friend.
They didn't hurt themselves because they were wearing seat belts.

The Most Common Causes of Automobile Crashes

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

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



Quick Check ✓

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

💡 *hurt*

hurt, got a shock, injured, cut yourself

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

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

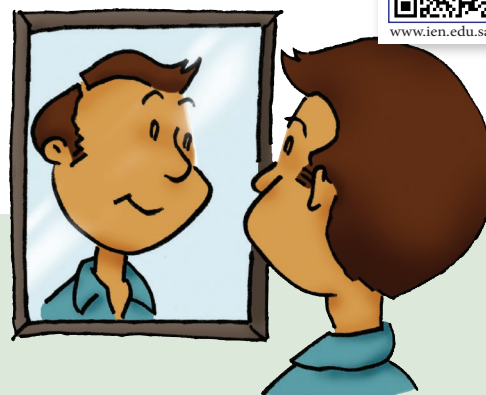
2 Pair Work

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



3 Grammar

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



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

Reflexive Pronouns

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

myself	ourselves
yourself	yourselves
himself/herself/itself	themselves

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

Because versus So

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

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

So and Neither

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

So... shows agreement with an affirmative statement.

Neither... shows agreement with a negative statement.

A: I'm a careful driver.

B: **So** am I.

A: I'm not an aggressive driver.

B: **Neither** am I.

A: I hurt myself all the time.

B: **So** do I.

A: I very seldom cut myself.

B: **Neither** do I.

A: I burned myself on the stove.

B: **So** did I.

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

B: **Neither** did I.

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

B: **So** have I.

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

B: **Neither** have I.

A. Complete the sentences with the correct reflexive pronouns.

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

The floor was wet, so Ahmed slipped and fell

Ahmed slipped and fell because the floor was wet

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

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

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

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

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

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

Abdullah was riding too fast, so he fell off his bike

Abdullah fell off his bike because he was riding too fast

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

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

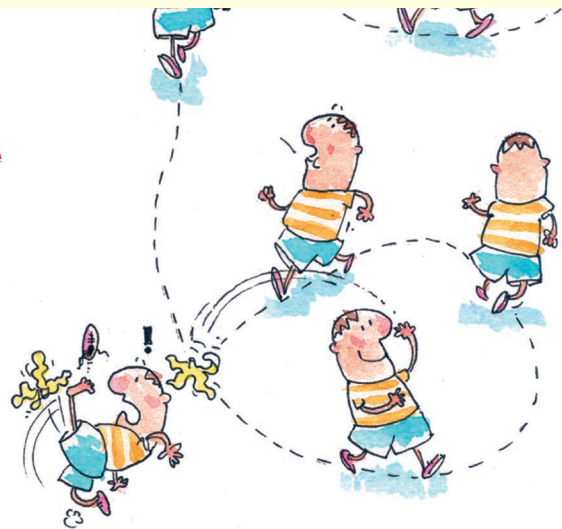
B. Join the sentences with **so** and **because**

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

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

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

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



D. Show agreement with the following statements.

🔦 I always wear a seat belt in the car.

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

So do I.

Neither have I

So do I

So did I

Neither did I

Neither do I

So am I

So do I

So did I

Neither am I





4 Language in Context

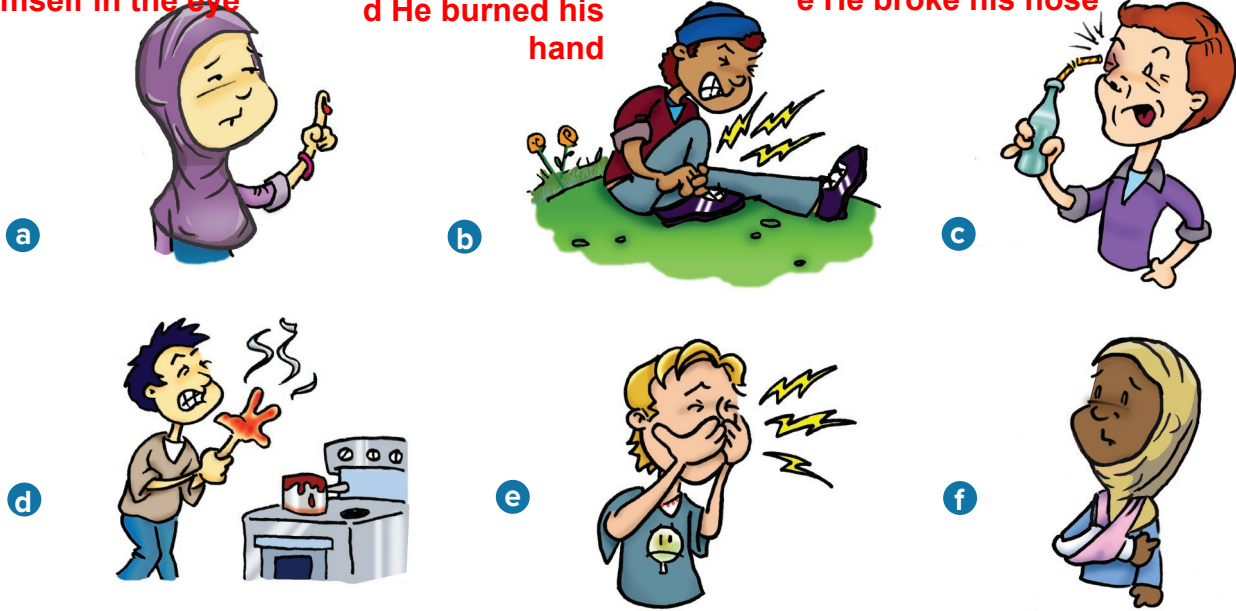
Match the words with the pictures. Then make sentences to describe the pictures.

- b He sprained his ankle** **f she fractured her arm**
1. ___ sprain/ankle 3. ___ fracture/arm 5. ___ cut/finger **a she cut her finger**
2. ___ poke/eye 4. ___ burn/hand 6. ___ break/nose

c He poked himself in the eye

d He burned his hand

e He broke his nose



5 Listening

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

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

6 Pronunciation

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

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

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

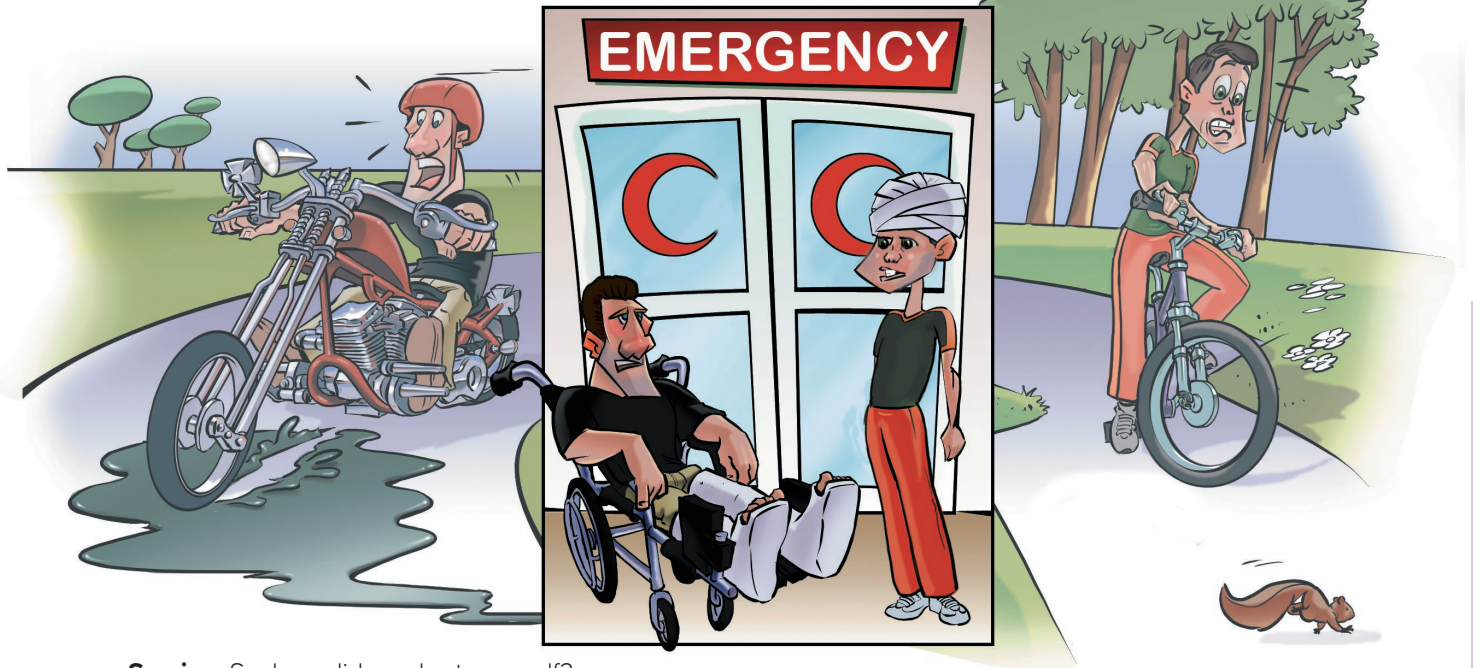
7 About You

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

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

8 Conversation

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



Samir: So, how did you hurt yourself?

Jasem: I fell off my bike.

Samir: Really? So did I. My motorcycle skidded on a patch of oil on the road, and I crashed into a car. The last thing I remember was flying through the air and hitting the windshield. I woke up in the hospital.

Jasem: Were you wearing a helmet?

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

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

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

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

Samir: **Look at it**
their nam

About the Conversation

Samir's motorcycle skidded on a patch of oil, and it crashed into a car

He was lucky because he was wearing a helmet, and it probably saved his life

Jasem was cycling in the park. A squirrel ran in front of him, so he swerved to avoid it and hit a tree

Jasem is sorry for Samir because he is going to be stuck in a wheelchair for a while

He says that with two casts, he has enough room for all his friends to write their names on his casts

Real Talk

lucky day = a da

stuck in = caught

I guess = expres

Look at it this w

About the C

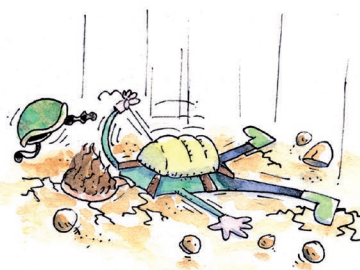
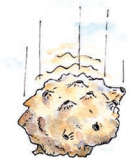
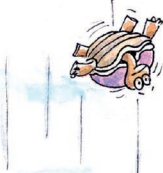
1. How did Samir
2. Why was he lu
3. How did Jaser
4. Why is he sorr
5. What does Sar



9 Reading

Before Reading

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



Unusual Accidents and Deaths

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

UNHAPPY ENDINGS

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

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

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

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

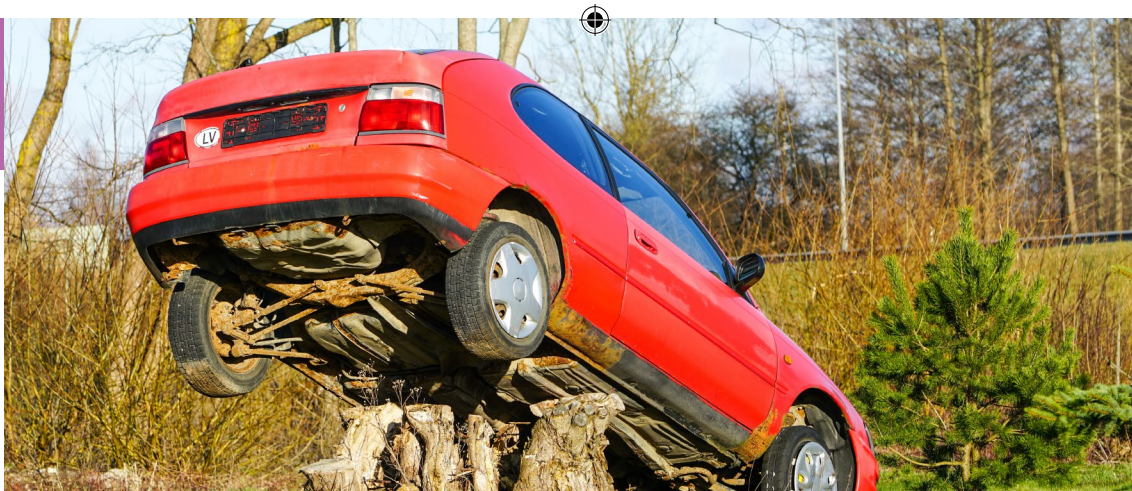
HAPPY ENDINGS

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

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

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

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



After Reading

A. Match the words with the meanings.

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

B. Complete the sentences about the reading.

- The eagle dropped the tortoise on Aeschylus's head, and so **Aeschylus was killed**
- The ostrich in the traffic had probably escaped **you will get hurt / should protect your head**
- Ahmad Ali agreed to take his son to his friend's house because _____
- Although Bob Hail had a backup parachute, **it didn't open**
- When Phil saw the pictures of himself on the video, he **couldn't believe he survived**

Discussion

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

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

many children were invited and a lifeguard was going to be present





10 Writing

- A. Consider the following questions and discuss with a partner.
1. How many people drive in your family? How do you feel about driving?
 2. What kind of car would you like to drive? Why?
 3. Which age group causes more accidents: teenagers, people over 25, people over 60? Why?
- B. Read the text and highlight the words and/or phrases that give information about:

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

When it happened: morning

Where it happened: on the way to school

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

Who caused it: driver of the other car

Who it happened to: The writer and his brother

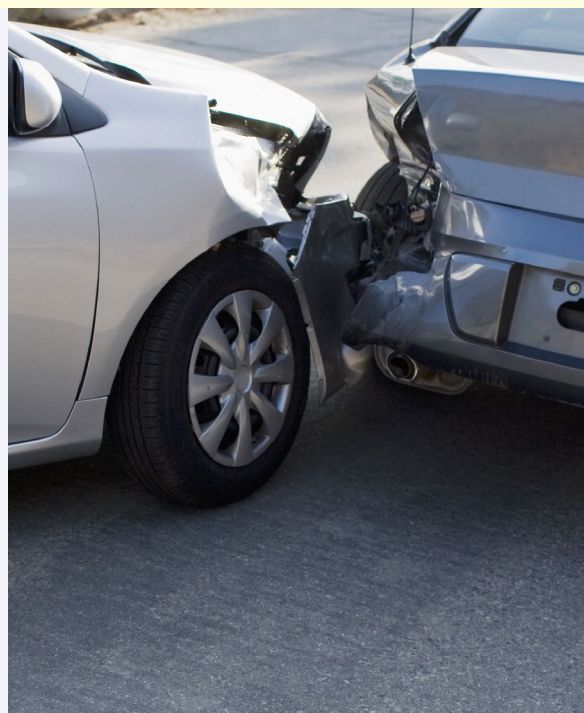
Why it happened: the other driver was ninety years old

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

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

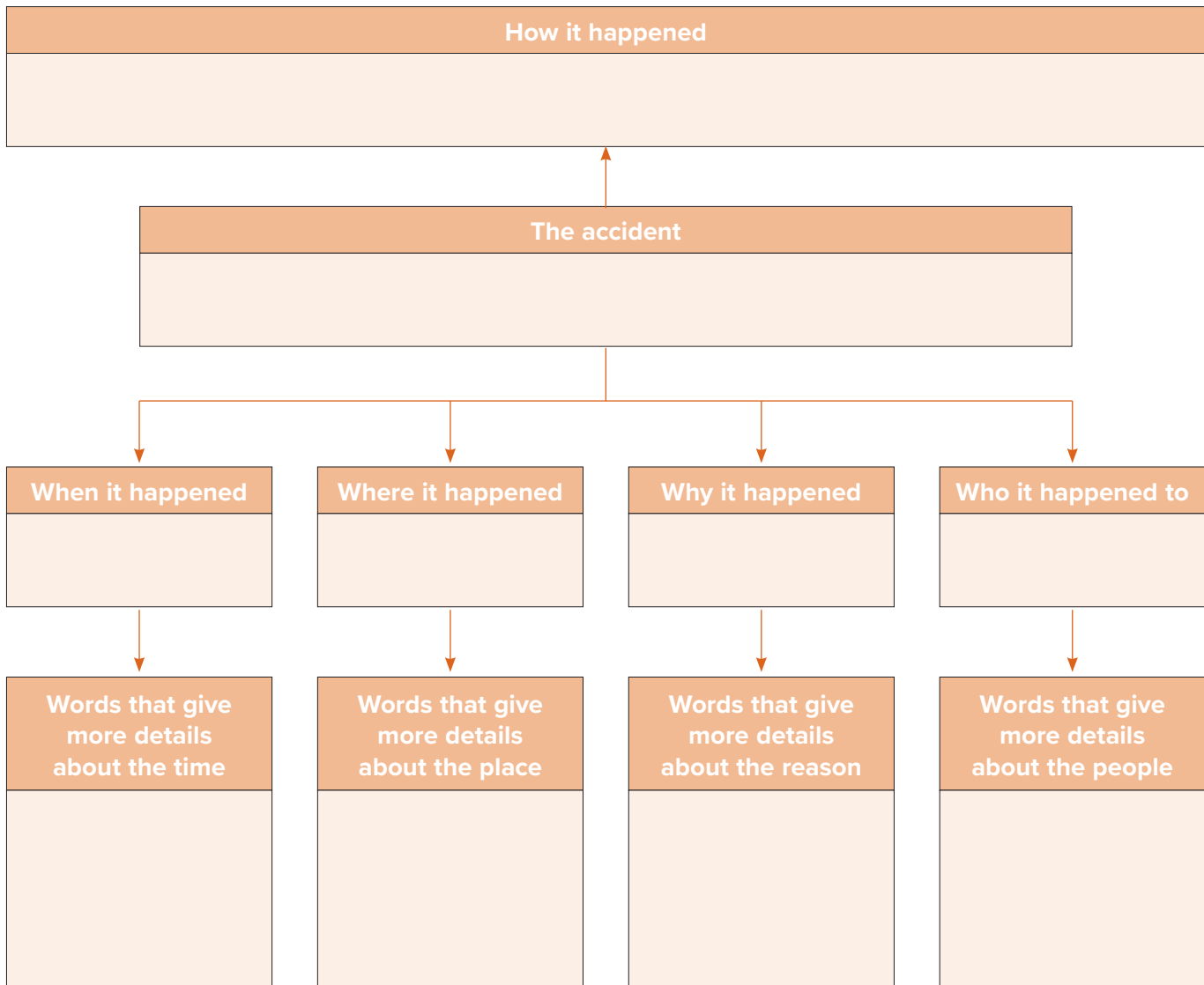
I don't know what happened to the man, I never saw him again.

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



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

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



Writing Corner

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

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

Now look at the text about the accident on page 12. How is it organized? What did you think of it? Why?



11 Form, Meaning and Function



Modal Auxiliaries

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

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

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

Adverbs of Manner

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

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

Adjectives that end in */* double the */*: careful → carefully

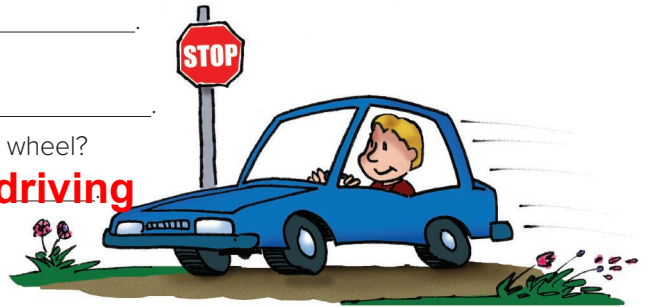
Note: Sometimes an adjective and an adverb have the same form:

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

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

A. Complete the conversations using your own words.

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



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

- A:** Well, my son Brian drives **recklessly** (reckless). He doesn't stop at stop signs, and he's usually over the speed limit. He's always in a hurry.
- B:** My son Alexander drives **well** (good), but he sometimes drives too **fast** (fast). I'm afraid he's going to have an accident one of these days.
- A:** Well, Brian got a ticket because he was driving too **fast** (fast). He had to go to a special class for people who drive **dangerously** (dangerous). But he still doesn't drive **carefully** (careful). Next time he is going to lose his license.

Prepositions of Place



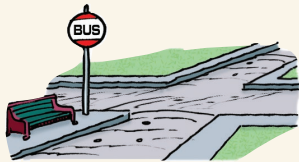
The park is **across from** the school.



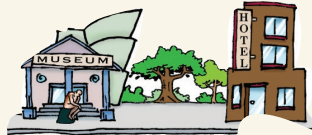
The bank is **between** the post office and the restaurant.



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



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



The museum is **near** the hotel.



The airport is **far from** town.

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

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

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

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

Imperatives for Directions



Take a left. / Turn left.



Take a right. / Turn right.



Go straight.

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

A: Excuse me, where is the post office?

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

A: Thank you.

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

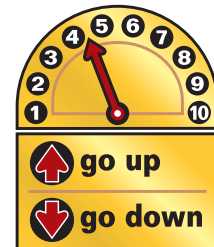
B: Why don't you visit the National Museum? It's (5) **on** Second Street.
You can take the bus. The bus stop is (6) **on** the corner.

A: That's a great idea! Thanks!

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

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

A: Thanks a lot.



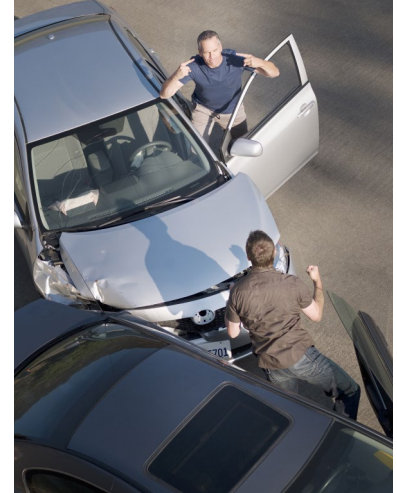


12 Project

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

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

Add your own ideas.



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

13 Self Reflection

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

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

Unit 1 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
talk about accidents and accident prevention			
talk about cause and effect			
use reflexive pronouns			
use <i>because</i> versus <i>so</i>			
use <i>so</i> and <i>neither</i>			
use modal auxiliaries <i>must</i> and <i>should</i>			
use adverbs of manner			
use prepositions of place			
use imperatives for directions			

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

2 Take My Advice



1 Listen and Discuss

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

Keeping Fit

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



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

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

Driving

Some tips on driving

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

Staying safe on the road

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

Quick Check

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

2 Pair Work

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

Find facts that give advice in the

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



3 Grammar

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

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

Question (?)

Should I stay, or **should** I go?

Affirmative (+)

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

Negative(-)

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

Had Better

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

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

Question (?)

Should I take this medicine?

Affirmative (+)

You'd **better** take it.

Negative(-)

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

Two-Word- and Three-Word Verbs

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

1. Verb + adverb particle

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

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

2. Verb + adverb particle + preposition

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

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

Pronoun objects go between the verb and particle.


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

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

I threw the **sneakers** away.

I threw away the **sneakers**.

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

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

1. When I received the form, I filled it out. (fill out)

2. I finished reading the book and took it back to the library. (take back)

3. His hair was too long, so he cut it off for his passport photo. (cut off)

4. The magazines were old. That's why I threw them away. (throw away)

5. When you finish using the computer, please turn it off. (turn off)

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

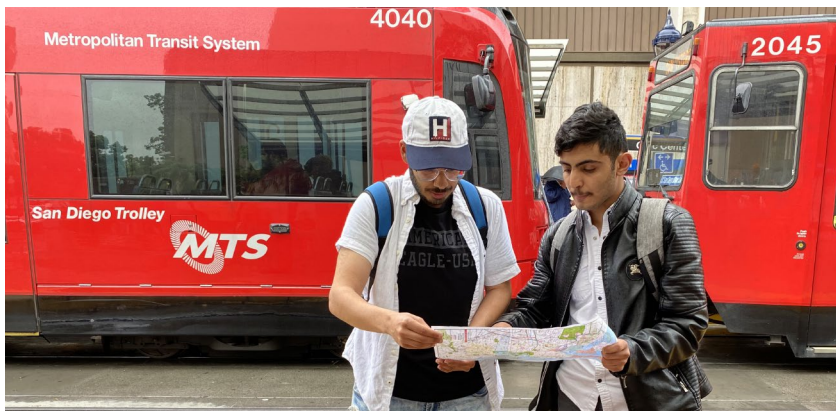
Thank you for your offer, but I'm going to have to turn down (refuse) your help.

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

don't get along

put up with

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



A friend is going to travel by car in a foreign country.
You ought to take a good road map.
You'd better make sure to learn the map.

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

You could go to a sports club
You ought to get a nicotine patch
You'd better give up sweets. You ought to eat more vegetables
You'd better give up sweets. You ought to eat more vegetables
You should have more confidence in yourself

You should go out and have fun. You might volunteer to help others

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

Laura has been sick for a couple of days. It's time she saw a doctor.

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

She'd better see a doctor.

You'd better go home

I'd better take a vacation

They'd better go to bed

We'd better buy a new car



4 Language in Context



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

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

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

5 Listening



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

	Problem	Doctor's Advice
Harvey	He's gaining weight	He should change his diet and take up a sport or do some other physical activity
Adel	He has a problem with his skin	He should stop eating nuts
Saeed	He feels weak every time he exercises	He should start having salt in his food again

6 Pronunciation



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

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

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

7 About You



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

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

8 Conversation

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

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

Mohammed: I'm feeling down. It's all these exams coming up. There's so much pressure and everyone's calling me

all the time, to ask about this or that. When I'm out they're constantly calling me on my cell phone to ask for help. If I say I can't speak, they want to know what time I will be available and where I will be so they can come over or call again. Why don't they call someone else?

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

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

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

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

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



Real Talk

feeling down = feeling depressed

look out for myself = think only of myself and not other people

To be honest = an expression of honesty

About the Conversation

1. What's Mohammed's problem?
2. What advice does Hussain give?
3. Why does Hussain think that?
4. Why do the other students call him?
5. How does Hussain feel? What does he do?

Your Turn

Work with a partner. Prepare a conversation about a problem. Present the conversation to the class.

About the Conversation

Mohammed's classmates keep calling him to ask questions or ask him to help them prepare for the exams. He says that Mohammed ought to talk to their classmates and explain that he has to work/study as well so they can't expect him to be free all the time.

They think Mohammed knows everything and doesn't need time to study.

To find out what kind of mood Mohammed is in before they call him.

He is fed up with people calling him and has run out of things to say. He wants Mohammed to talk to their classmates and explain that he needs time to prepare before the exams as well.



9 Reading

Before Reading

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

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

Breaking the habit—Getting healthy

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

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

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

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



After Reading

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

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

B. Complete the following sentences based on the reading.

1. Breaking your own rules occasionally should not make you worry.
2. If a friend insists on treating you to fast food turn down the offer
3. You should decide if it's better for you to cut down food gradually or altogether
4. If you feel tired and drowsy after you eat, then you'd better change your eating habits
5. Breaking a habit is difficult and makes you feel down; therefore you shouldn't give up.

Discussion

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





10 Writing

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

Dear Faisal,

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

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

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

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

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

Hope to see you soon,

Nasser



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

The problem:	
The cause of the problem	Your advice or solution to the problem
He is very unhappy and bored. He misses his friends. He cannot adjust to his new school	He'd better start to be friendly
He has not been accepted by his classmates in his new school	He ought to get involved with teachers and students
"He is the "new student	He should make friendships
He is not invited anywhere	He'd better start to exercise
He is not allowed to participate in the football team/ or play football a school	He ought to build up friend's confidence
He is ignored and rejected by his classmates	He shouldn't turn up
Only one person turned up when he invited them	

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

Writing Corner

When you write a letter of advice make sure you:

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

Make sure you use words and expressions such as:

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

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

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

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

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



11 Form, Meaning and Function

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

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

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

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

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

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

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

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

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

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

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

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

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

Doctor: How much water do you drink?

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

Doctor: Hmm...I see. How (5) **many** hours do you exercise a week?

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

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

C. Work with a partner. Ask and answer.

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



Words Connected with Medicine and Clauses with *When*

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

A: I usually take some aspirin.

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

A: I feel great!

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

A: How do you feel when you exercise

B: I feel strong / great / happy / tired

A: How do you feel when you eat a lot

B: I feel bad / great / sick / sleepy

A: How do you feel when you need to go to the dentist

B: I feel nervous / afraid / sick / terrible / fine / OK

A: How do you feel when don't sleep well

B: I feel tired / sleepy / terrible

A: How do you feel when you need to make an excuse

B: I feel bad / fine / OK

A: How do you feel when you travel by plane

B: I feel excited / happy / great / relaxed / wonderful / afraid

A: How do you feel when you need to say goodbye to a friend

B: I feel sad / fine / OK

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

A: What do you do when you have a toothache

B: I go to the dentist

A: What do you do when you have a rash

B: I use a cream

A: What do you do when you have flu

B: I take medicine and stay in bed

A: What do you do when you feel stressed and anxious

B: I try to relax

A: What do you do when you have a cough

B: I take some a cough syrup

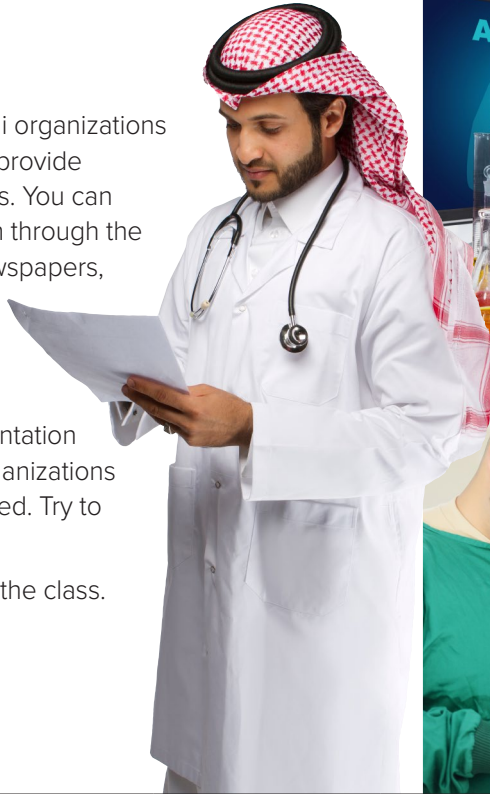
A: What do you do when you feel tired

B: I get more sleep and take vitamins



12 Project

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



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

13 Self Reflection

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

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

Unit 2 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
discuss common problems			
ask for and give advice			
use the modal auxiliaries <i>should, ought to, might, and could</i> in questions and in the affirmative and negative			
use <i>had better</i> in questions and in the affirmative and negative			
use two-word and three-word verbs			
use question words: <i>How many, How much ...?</i>			
use quantity expressions: <i>much, many, a lot of, lots of, a few, a little</i>			
form clauses with <i>when</i>			

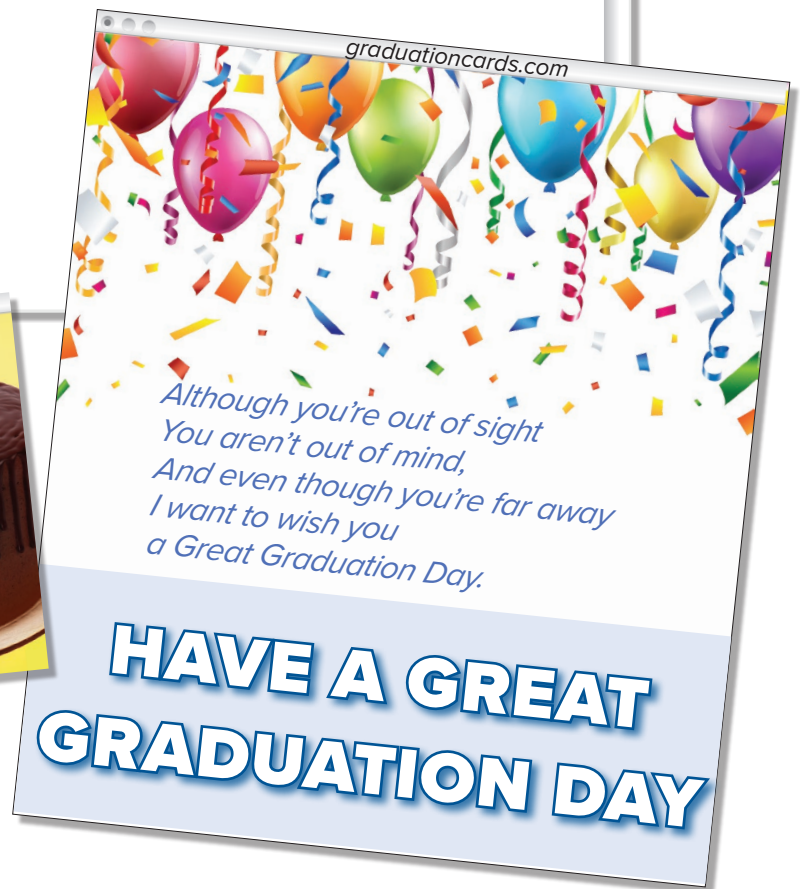
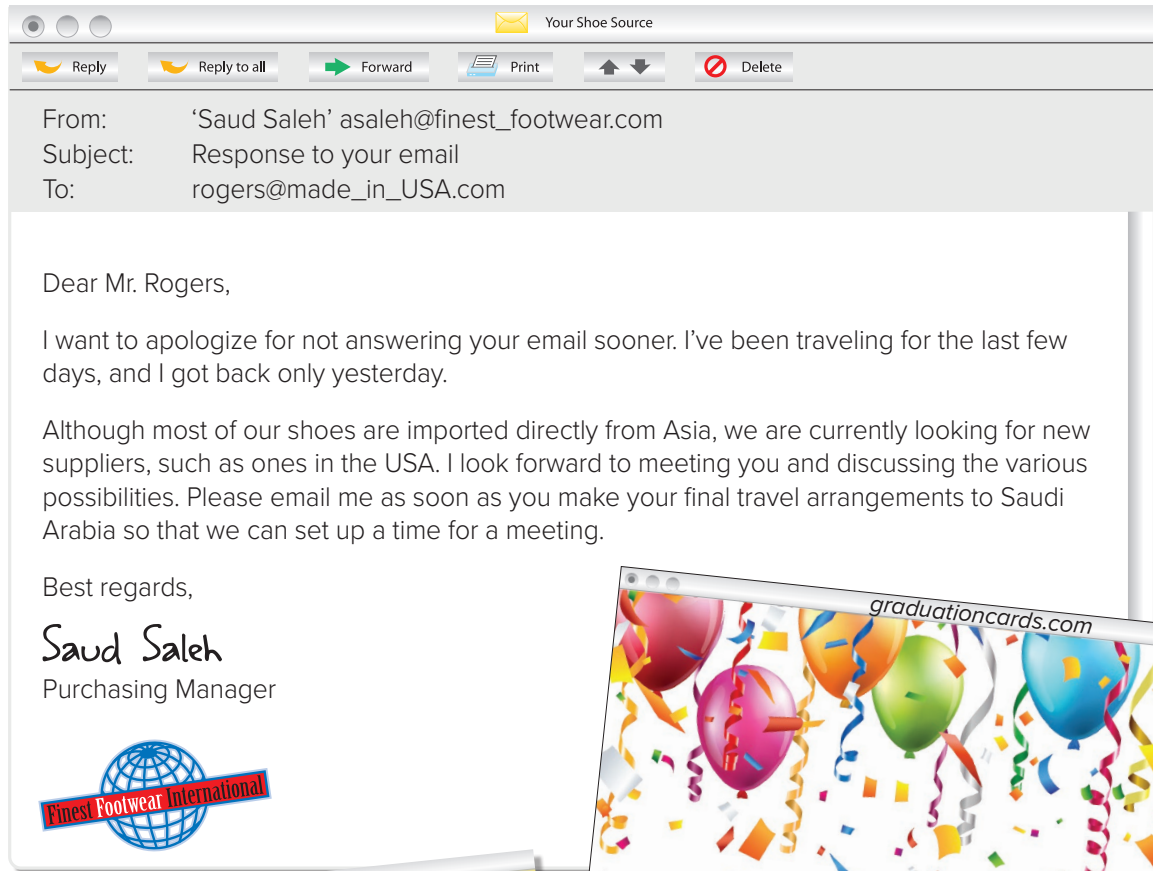
My five favorite new words from Unit 2:	If you're still not sure about something from Unit 2:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

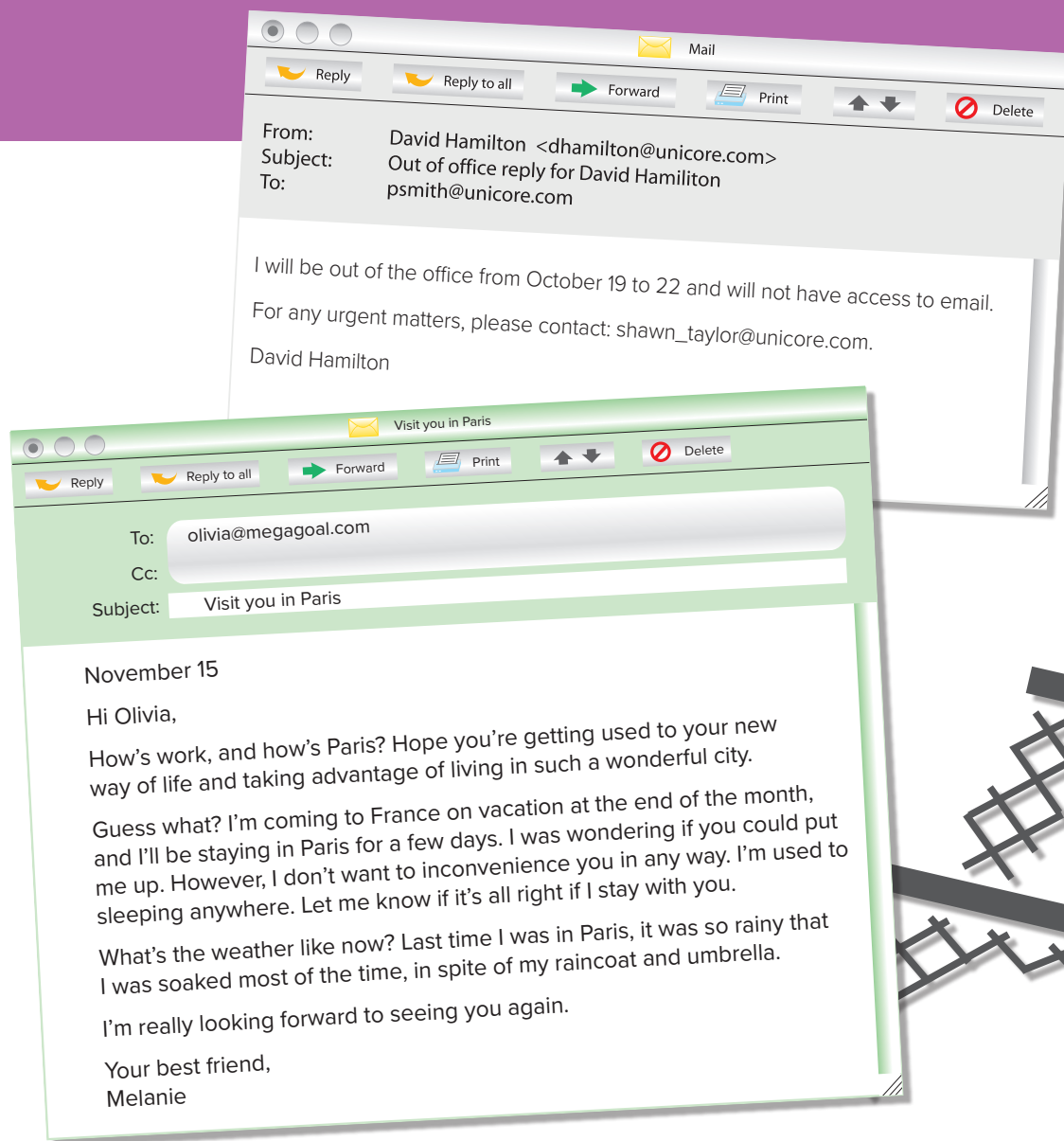
3 You've Got Mail!



1 Listen and Discuss

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





Quick Check



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

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



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

2 Pair Work

A. Apologize for something.

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

B. Wish someone the best on a special occasion.

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



3 Grammar

Preposition + Gerund

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

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

Some verbs are usually followed by certain prepositions.

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

Some adjectives are followed by certain prepositions.

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

Although, Even Though, In Spite Of

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

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

In spite of is followed by a noun or gerund.

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

As Soon As, When

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

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

So ... (That)

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

The noise was **so loud** (that) we could hardly hear ourselves talk.

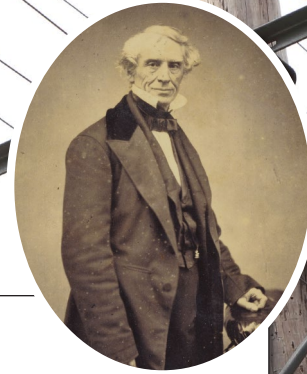
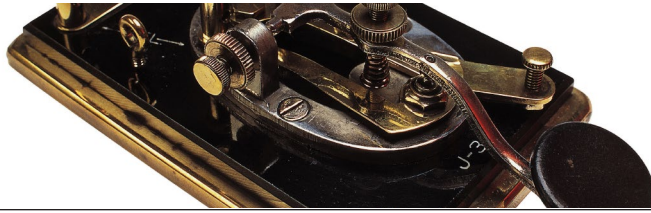
There were **so many** cars (that) we couldn't find a place to park.

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

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

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

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



The TELEGRAPH SYSTEM

In 1830, an American, Joseph Henry (1797-1878), demonstrated the potential of William Sturgeon's invention, the electromagnet, for long distance communication. (1) **But** it was Samuel Morse who was able to invent a telegraph system that was practical and commercially feasible.

(2) **During** 1835 Morse was a professor of arts and design at New York University, when he proved that signals could be transmitted by wire. The system was received rather indifferently in 1838, (3) _____ an impressive public demonstration.

(4) **although** Morse and his associates were eager to set up an experimental line, funding was not approved until a few years later. So, (5) **as soon as** congress approved a funding of \$30,000, the construction of a line started between Washington and Baltimore.

Samuel Morse and his associates managed to raise private funds and extended their line to Philadelphia and New York. Telegraph companies started functioning in different parts of the United States. (6) **because** of this, Western Union soon joined, dispatching telegraphs by train. Eventually, telegraph systems were set up all over the world. It was the beginning of a new era in communication.

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

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

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

I'm thinking of studying in a foreign country

1. I'm interested in **studying abroad**
2. I'm excited about **going away on vacation**
3. I'm thinking of **studying engineering**
4. I'm looking forward to **going to your graduation ceremony**
5. I'm not used to **speaking in public**
6. I'm tired of **doing homework every night**
7. I apologized to my friend for **arriving late**
8. I'm not capable of **waking up early in the morning**
9. I'm used to **going to bed late at night**
10. I decided against **going to the beach today**



4 Language in Context

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



5 Listening

Listen to the messages or conversations. Complete the sentences.

1. a. Mr. Kramer's assistant is apologizing for **changing the time of an appointment**
 b. Mr. Kramer wants to **change the meeting to Monday at the same time**
2. a. Nawal is thinking of **visiting Newyork**
 b. Sabah is looking forward to **seeing Brenda**
3. a. Omar is apologizing for not **coming to Ron's house**
 b. At the end, Omar is thinking of **bringing his cousin to Ron's house**
4. a. Raymond is making excuses for not **handing in his history project**
 b. He wants to **hand the project in a couple of days late**

6 Pronunciation

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

/e/	/æ/	/ɪ/
send	happy	wish
get	spam	city
letters	congratulations	interested

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

7 About You

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

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

8 Conversation

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

- Ahmed:** Abdullah, thanks for inviting me to your graduation event. I was really looking forward to next Thursday night, ...
- Abdullah:** I've been planning this event for ages! You're coming, aren't you?
- Ahmed:** Well, Abdullah, I'm calling you up to explain. Unfortunately I'm not going to be able to make it.
- Abdullah:** **No way!** I refuse to accept that. I insist on your coming.
- Ahmed:** I'm sorry, I really am. You see, it's my uncle's wedding, and they're having the whole family over for dinner. They expect me to be there, and I can't **let them down**.
- Abdullah:** So, sneak out as soon as the dinner's over.
- Ahmed:** I can't just walk out like that.
- Abdullah:** **Of course** you can.



Your Ending

What does Abdullah go on to suggest?

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

Real Talk

No way! = used to say you won't allow something

let someone down = disappoint

Of course = used to give someone permission or encouragement

Be straight = be honest and frank

About the Conversation

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

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

Your Turn

Role-play these situations with a partner.

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

Ahmed was looking forward to going to Abdullah's graduation event
Ahmed has to go to a family dinner for his parent's wedding anniversary
He wants Ahmed to leave the dinner early

3 You've Got Mail!

9 Reading

Before Reading

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



FROM SMOKE SIGNALS



to **Email: Keeping in Touch**

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

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

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

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

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

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



After Reading

Complete the following sentences about the reading.

starting a
revolution in
communication

1. People have shown a need to communicate with one another since the stone age
2. When Native Americans saw two columns of smoke, they knew that a war party was returning and that it was successful
3. Although drums are used in Central Africa to communicate messages, only a few non-natives Can understand the drum language
4. When Tomlinson sent his first message, he wasn't thinking of _____.
5. Although email only began in the 1970s, by the end of the 20th century, _____.
6. Nowadays, billions of people are used to being in constant touch with people who are long distance away

Discussion

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

	Ways I communicate	Advantages	Disadvantages
With friends	Text message	fast	lazy
With relatives	Face to face	Seeing each other	Once every week
With other people who live far away	internet	cheap	Long distance



10 Writing

- A.**
1. Work in pairs. Compare the emails from Mr. Saleh and Melanie on pages 32 and 33. Make notes in the chart below.
 2. Use your notes to report in class. Discuss differences and similarities.
 3. Why do you think there are differences?

Email	Page 32	Page 33
From	, Jonathan Maynard Import manager	Melanie
To	Mr . Silva	olivia
Greeting	Dear mr . Silva	Hi Olivia
Opening lines	I want to apologize for not answering your email sooner	How's work and how's Paris
Topic/information content	New suppliers / new business	Pending visit / stay with friends / weather in Paris
Closing lines	Best regards	I'm really looking forward to seeing you again
Signed	J . Maynard	Melanie
Purpose of email	To reply to a business proposition	To inform and ask for information

- B.**
1. Read the email from Adel to his friend and answer the questions.
 - Where did Adel spend the summer?
 - What time of year is it?
 - How does Adel feel about staying there again?
 - Why is he excited about the vacation?
 2. What does *P.S.* stand for? Why do you think it is used?
 3. Which email in your book is this one like? How do you know?

Adel spent his summer in USA

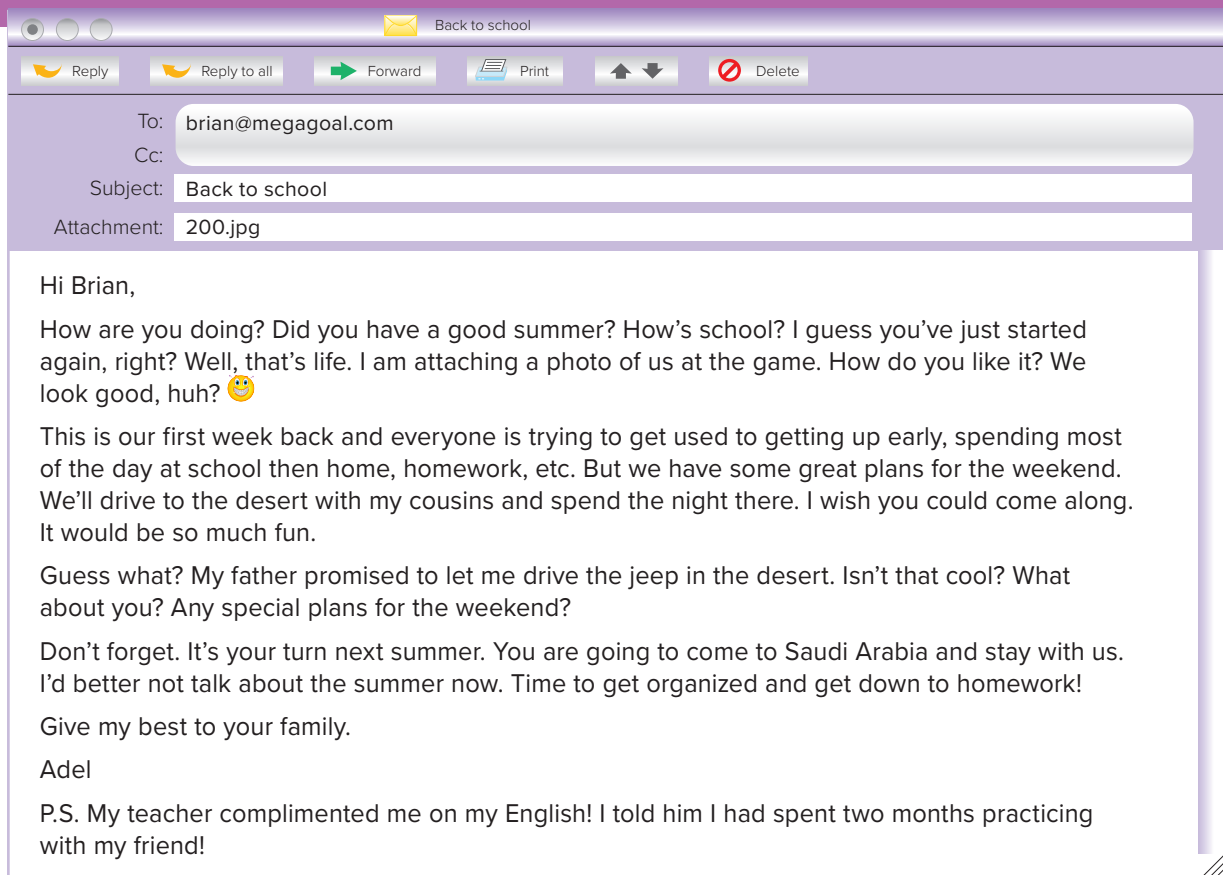
It is summer

He doesn't feel happy

Because his father promised to let him drive the jeep in the desert

P.S (postscript)/we use it to indicate something added after the body of the letter was completed and signed

it is similar to the email on page seven from Melanie to Olivia because they have similar starting and ending of the message



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

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

Writing Corner

When you write an email to a friend:

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

When you write to a business/professional contact:

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



11 Form, Meaning and Function



Simple Past with *Used to*

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

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

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

Yes/No Questions (?)

Did you **use to have** a blue car?

Did they **use to play** football every week?

Answer

Yes, I did. I sold it three years ago.

No, they didn't. They used to play tennis.

Used to and *Would*

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

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

INCORRECT: People would have very powerful voices.

Information Questions (?)

How did people in the Americas **use to transmit** messages?

Why did people **use to shout** from signal towers?

What did you **use to do** when you were young?

Answer

They used smoke signals.

They wanted to pass on messages.

I used to ride my bike in the park.

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

My grandparents often tell me that life before the Internet was very different to how it is nowadays. When my grandfather was young, he **didn't used to have** (1. have) a computer, laptop, tablet or even a cell phone!

He told me that in those days, people **used to speak** (2. speak) to people on a phone that was fixed to the wall of the house. People **didn't used to use** (3. use) their phones to take digital images.

They **used to take** (4. take) photos with a camera that needed a special roll of film. They

Used to print (5. print) the photos on a special kind of paper and put them in a photo album.

Moreover, people **used to find** (6. find) information in books, and they **used to use** (7. use) actual paper maps to get to places! They also **used to (would) read** (8. read) paper

newspapers which a paper boy **used to (would) deliver** (9. deliver) to their house. My grandfather said it was just like getting a printed Internet on their doorstep every morning!

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



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

There is/There are

Singular nouns

There is a phone message for you.

Plural nouns

There are lots of unanswered emails in my inbox.

Plurals

Regular nouns

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

letter—letters
card—cards
email—emails

inbox—inboxes
business—businesses
watch—watches

city—cities
company—companies
story—stories

leaf—leaves
wife—wives
life—lives

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

Irregular nouns

man—men
woman—women

child—children
tooth—teeth

foot—feet
mouse—mice

deer—deer
fish—fish

Definite Article: *The*

Use the definite article *the* before singular and plural nouns when we know what or who we are referring to.

The children at the local school got some new computers.

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

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

💡 There is a man writing an email on a computer.

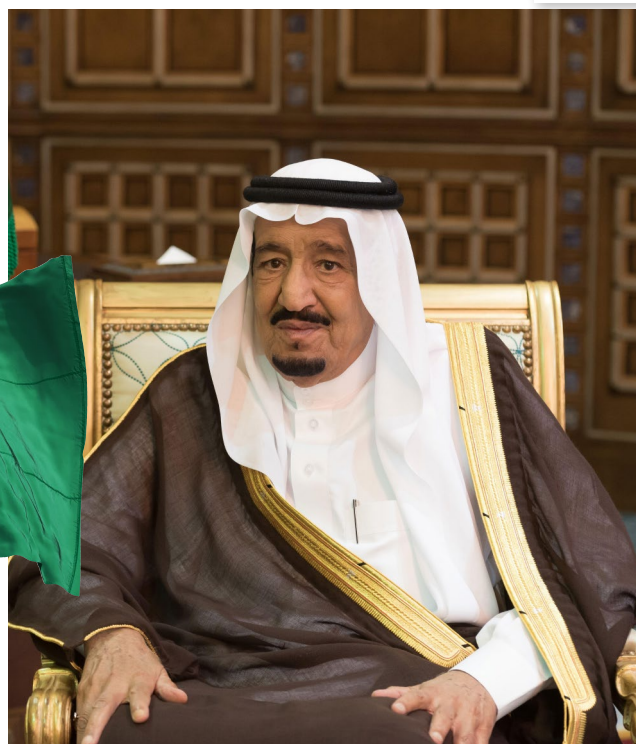
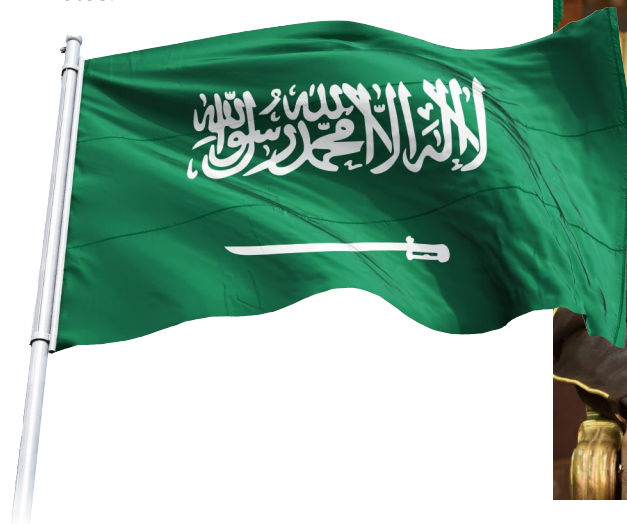
There is a man talking on a cell phone
There is a man watching the news on TV
There are two men reading books
There are two men sitting on a table talking to each other





12 Project

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



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

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

13 Self Reflection

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

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

Unit 3 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
discuss email and letter format and etiquette			
make and accept an apology			
wish someone success			
make arrangements, accept and refuse invitations			
use the construction preposition + gerund			
use <i>although, even though, and in spite of</i>			
use <i>as soon as</i> and <i>when</i> ;			
use <i>so...(that)</i>			
use <i>used to</i> and <i>would</i>			
use <i>there is/are</i> + singular and plural nouns			
use the definite article: <i>the</i>			

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

4 Wishful Thinking



1 Listen and Discuss

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

WHAT PEOPLE ARE SAYING

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

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

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



Saeed, 23



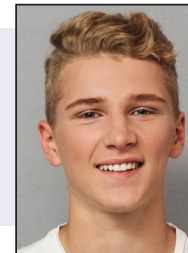
Ahmed, 17

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

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

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

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



Bob, 16



Steve, 15

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

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

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

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



Hameed, 20



Leonard, 19

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

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

THE MOST COMMON WISH

“I wish I could win a big prize.”

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

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



Quick Check ✓

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

- | | |
|------------------------|--------------|
| 1. desert <u>d</u> | a. round |
| 2. keep <u>c</u> | b. the prize |
| 3. close <u>a</u> | c. in touch |
| 4. whole year <u>e</u> | d. island |
| 5. split <u>b</u> | e. encounter |

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



- T Saeed would take his cell phone to a desert island.
- F Steve would like to be a Roman emperor.
- T Bob would ask an extraterrestrial about life on other planets.
- T If Ahmed could live in any place in the world, he'd live in Hawaii.
- F If Hameed could, he would change the way he looks.
- T Leonard would like to find out about future technologies.

2 Pair Work

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

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

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

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

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



3 Grammar

Conditional Sentences with *If*-Clause: Imaginary Situations

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

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

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

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

Conditional Sentences with *Might* and *Could*

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

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

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

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

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

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

Verb: *Wish*

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

wish

in the present I don't have much time.

I **wish** I **had** more time.

I have to study today.

I **wish** I **didn't have** to study today.

I'm not rich.

I **wish** I **was/were** rich.

I can't go to the mall.

I **wish** I **could go** to the mall.

in the future He won't lend me his car.

I **wish** he **would lend** me his car.

Note: *Was* is usually used in informal spoken English with *I*.

I wish I **was** a millionaire.

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

A. Match the sentence parts.

1. If I were a very rich person, **d**__

a. I'd tell him to cut taxes.

2. If I saw someone who was stealing in a store, **f**__

b. I might live with my aunt.

3. If I had more experience, **e**__

c. I'd travel to New Zealand.

4. If I could say something to the president, **a**__

d. I wouldn't have to work.

5. If I had to leave my home, **b**__

e. I'd apply for the job.

6. If I could choose any destination, **c**__

f. I'd call the police.

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



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

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

**I would say " excuse me " , this is my cart
I would ask nicely for his/her signature
I would ask for his reason
I would say anything
I would advise him nicely**

D. Problem Solving

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

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

poor public transportation

crime

poor health services

few sport facilities

no recycling facilities

traffic

poor telephone service

few libraries

old schools

pollution

too much garbage

expensive housing

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

Your best friend is a wonderful person, but he/she talks too much.

! I wish that my best friend didn't talk so much/wouldn't talk so much.

1. Your friend eats too much junk food and you think it's unhealthy.

I wish my friend didn't / wouldn't eat too much junk food.

2. A friend asked you to go surfing, but you don't know how to surf.

I wish I knew how to surf.

3. Your parents won't let you go out tomorrow night.

I wish my parents would let me go out tomorrow night.

4. It's raining again.

I wish it weren't raining.

5. You want to buy someone a present, but you don't have enough money.

I wish I had enough money to buy a present.

6. You have to wear a uniform to school, and you don't want to.

I wish we didn't have to wear a uniform to school.

4 Wishful Thinking

4 Language in Context

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



5 Listening

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

	Wish	Why?
Gina	She can write	So she do draft
Lyn	She wishes she could do something to help	To help the poor children
Sahar	She had enough money	So they wouldn't have to ask any more

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

6 Pronunciation

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

What **would you** do?

What **could you** do?

Where **would you** go?

Where **could you** go?

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

7 About You

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

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

8 Conversation

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

- Yousef:** Some people are really interested in participating in a TV game show. I read about **this guy** who won a million-dollar prize on a TV game show.
- Michael:** Well, I read about a family that won 100 million dollars as a prize. Now **to me**, that would be a real problem. I wouldn't know what to do with so much money.
- Yousef:** **You wouldn't know** what to do with so much money? You have to be crazy to say that. If I won that kind of cash, I'd know exactly what to do. I have it all planned out.
- Michael:** What would you do then?
- Yousef:** I'd divide the amount into three. I'd give one third to my family. Another third I'd spend on traveling to places I've always dreamed of visiting; I'd buy a house for myself, and a new car, and I'd **have a ball**.
- Michael:** And what would you do with the rest?



Your Ending

What do you think Yousef's answer would be?

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

Real Talk

this guy = informal way to say "this person"

to me = in my opinion

You wouldn't know... ? = echo question, to confirm what was said (here, to show disbelief)

have a ball = have a good time

About the Conversation

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

A guy won a million dollar and family won hundred \$ million as prize on TV He wouldn't know what to do with the money He will give one third to his family and sent the second third on travelling



9 Reading

Before Reading

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

MONEY: *A Blessing or a Problem?*

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

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

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

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

nuisance. Michael has been in constant trouble with the law, and has paid thousands of dollars in fines for vandalism. Reports say that he is nearly broke.

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

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





After Reading

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

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

1. Bud Post Post tried to help his family , but his brother tried to kill him . He invested money in business but they failed
2. Michael Carroll Carroll spent his fortune in 18 months. He bought things like a Mercedes and a villa in Spain. He was in trouble with the law and paid fines
3. Bob Bradley Bradley gave huge amounts of money to charity. He didn't buy things for himself, he gives money to make the dreams of his family and friends come true .

C. Make a list of the most common problems experienced by the prize winners.

Compare your answers with a partner.

DISCUSSION

- 1 Read the article again and make notes about how each person spent and lost his money.
- 2 Work in pairs/groups. Think about how you might have helped them protect their money. Make notes in the chart.
- 3 Discuss your ideas in class. Decide on the best idea.
- 4 Do you think Bob Bradley used his money well? Why? Why not?

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

4 Wishful Thinking

10 Writing

- A. 1. Have you ever watched a quiz show on television? What did you think of it?
2. Would you ever participate in a quiz show? Why? Why not?
3. Read the answers given by the winner of a popular quiz show, *Top Quiz*, and match them with the right questions. Write the number of the question in the blank. Listen and check.



Interviewer: Congratulations! You're the big winner.

Simon: Thank you, thank you. I'm very excited.

Interviewer: ٤

Simon: You know, I've been too busy to think about it. So I guess, no, it hasn't. But I'm sure it will.

Interviewer: ٢

Simon: I'm only a guy who was on a quiz show. No more, no less. I don't feel like a celebrity. I'm just a regular person.

Interviewer: ٥

Simon: Well, my friends and family kept pushing me to join. I wasn't so sure. I mean, I didn't think I was all that good at anything. But in the end, I thought, why not? What have I got to lose?

Interviewer: ٧

Simon: Yes, you could say I was. But I didn't watch it all the time. If I had anything better to do and had to be away, I was away. I guess I'm a big fan now!

Interviewer: ٦

Simon: I don't think anything can prepare you for something like this. I was in a bit of a shock at first but it didn't take that long to get used to things. It felt really good.

Interviewer: ٣

Simon: Yes, I did actually. If you remember, there was this young man, Weber, who was a real whiz kid. I thought that was it, for a moment. I didn't think I could make it. But as it turned out he's got a way to go. He's quite young. But ... I wouldn't want to compete with him in ten years' time.

Interviewer: ١

Simon: The whole experience. It was something I'll remember for the rest of my life. Even if I hadn't won, I would still feel that way, because it's all so unique, working with all these wonderful people, knowing that thousands of viewers watch you on every show.

Interviewer: ٨

Simon: Right now, I need some time to settle down and think. I know one thing, for sure, though; I will not be watching any shows for a while. I'd like to go somewhere and rest and then probably decide if I'm going to go back to college or start my own business.

Interviewer: Any last words?

Simon: I would like to thank everybody for giving me this opportunity—my family, my friends, the people on the show ...

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

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

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

Has it sunk in yet? **4**

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

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

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

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

4. How would you feel if you won in a quiz show? Why?
5. Would you want the reporter to ask you different questions? Which ones?
6. Role-play the interview in pairs. Give your own answers.

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

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

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

A Day in My Life As a Quiz Show Winner

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

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

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

Writing Corner

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

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



11 Form, Meaning and Function



Count/Noncount Nouns

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

Singular Count Nouns

a coin
a wish
a prize



Plural Count Nouns

two coins
three wishes
four prizes



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

Expressions of Quantity: *Some, Any, No*

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

Questions (?)

Is there **any** pollution?
Are there **any** sport facilities?

Affirmative (+)

There is **some** pollution.
There are **some** sport facilities.

Negative (-)

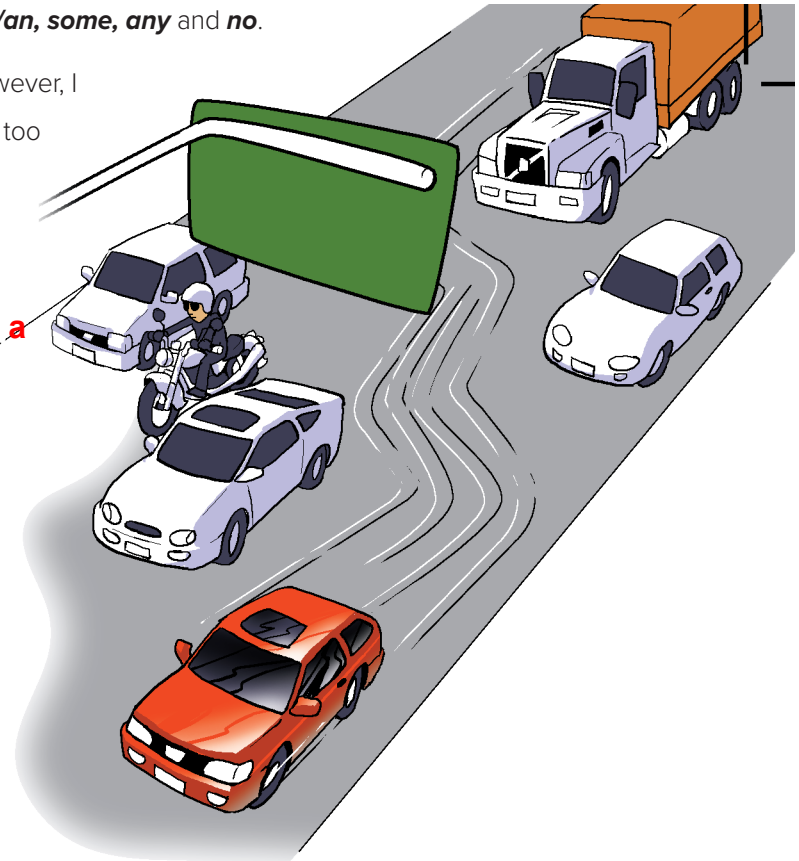
There isn't **any** pollution.
There aren't **any** sport facilities.

Use *no* with noncount and plural nouns in affirmative sentences to give a negative meaning.

There is **no** crime. = There isn't **any** crime.
There are **no** recycling facilities. = There aren't **any** recycling facilities.

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

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



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

Words Connected with Money, Shopping Habits and Prices

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

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



Can I help you, sir?

What **size** are you?

Are these **pants cotton**?

Excuse me, **how much** is this **sweater**?

How much are these **leather sandals**?

Can I see the **gold** bracelet?

How would you like to pay?

Yes, please. **I'm looking for** a thobe.

I'd like to **try on a medium**.

They are made from **wool**.

It's **\$95**, sir.

We have **a 15% discount** on those.

They are **SAR 110**.

Yes, of course. Here you are.

I'd rather pay **in cash / by credit card**

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

Shop assistant: Can I (1.) _____ **help** _____ you, sir?

Man: Yes, please. I'm (2.) _____ **looking** _____ for a sweater for my nephew.

Shop assistant: What (3.) _____ **size** _____ is he?

Man: He's a (4.) _____ **medium** _____.

Shop assistant: Ok. We have a blue one and a red one in that size.

Man: How (5.) _____ **much** _____ are they?

Shop assistant: The blue sweater is made from 100% (6.) _____ **wool** _____ and it is SAR 130. The red one is made from wool and cotton. We have a 20% (7.) _____ **discount** _____ on the red one. It's now (8.) _____ **SAR** _____ 85.

Man: Great. My nephew prefers red, so I'll take the red one.

Shop assistant: Would you like to pay in (9.) _____ **cash** _____ or by (10.) _____ **credit card** _____, sir?

Man: I'd like to pay in cash, please.

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

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

Shop assistant: Can I help you, madam?

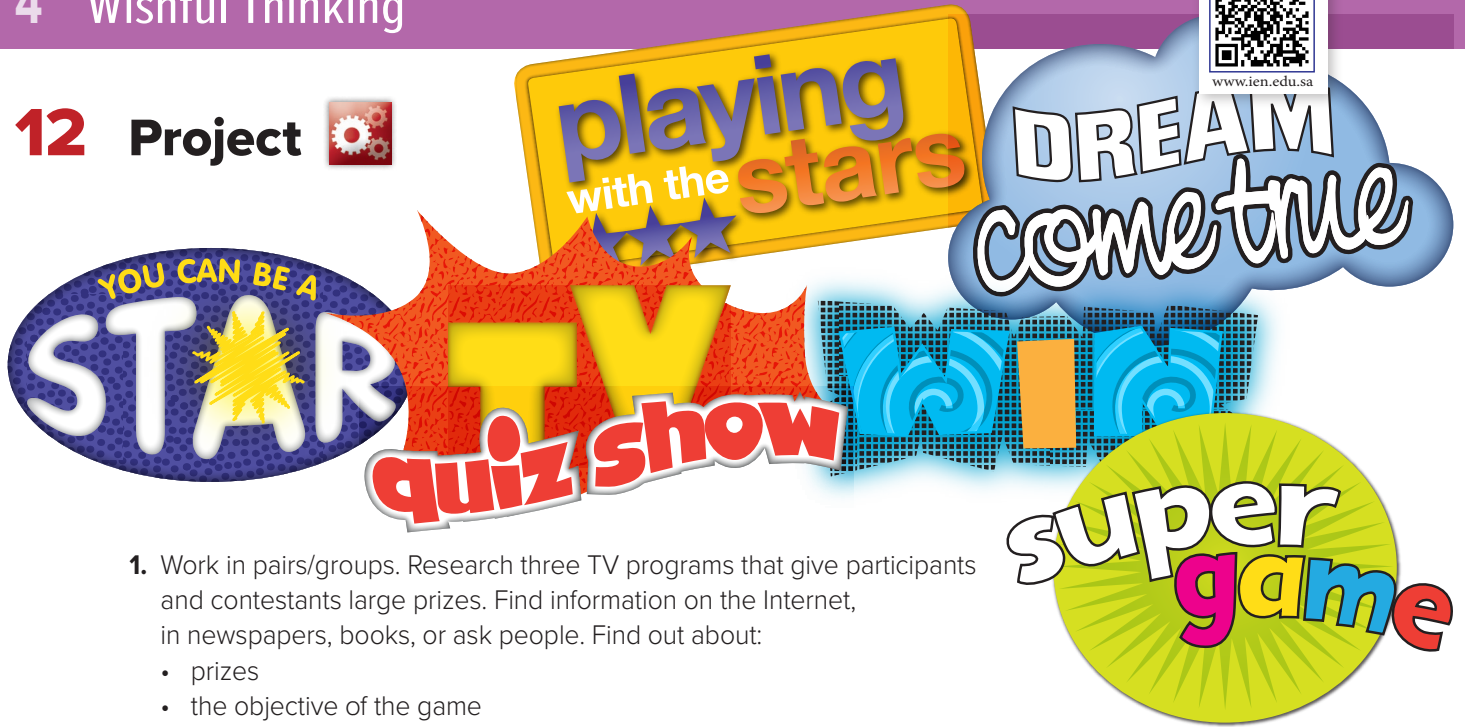
Sabah: Yes, please. I'm looking for ...



4 Wishful Thinking



12 Project



1. Work in pairs/groups. Research three TV programs that give participants and contestants large prizes. Find information on the Internet, in newspapers, books, or ask people. Find out about:
 - prizes
 - the objective of the game
 - the rules of the game
 - winners
 - losers
2. Make notes in the chart. Use your notes to make a PowerPoint or poster presentation in class.

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

13 Self Reflection

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

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

Unit 4 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
make wishes and talk about imaginary situations			
talk about probability and improbability			
talk about predicaments			
give advice to solve problems			
use conditional sentences with an <i>if</i> -clause in imaginary situations			
use conditional sentences with <i>might</i> and <i>could</i>			
use the verb <i>wish</i>			
use count and noncount nouns			
express quantity using: <i>some, any, no</i>			
talk about money, shopping habits and prices			

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

EXPANSION Units 1–4

1 Language Review



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

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

1. You think it's a good idea for your friend to take a math course.

2. You don't think it's a good idea for Saif to skate without a helmet.

3. You think it's a good idea for the police to do something more about crime.

4. You don't think it's a good idea for your friends to travel without a hotel reservation.

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

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

1. _____

2. _____

3. _____

4. _____

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

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

1. She has an important exam tomorrow, so _____.

2. Faisal, aren't you freezing in that T-shirt? _____.

3. It's past midnight. Don't you think _____?

4. That car just went through a red light. _____.

D. Complete the sentences with reflexive pronouns.

1. I finished the project all by _____. Nobody helped me.

2. If you want to make sure that nothing goes wrong, do it _____.

3. The students organized the project _____.

4. The president _____ said he was going to solve the problem.

5. The airbag _____ was OK, but the triggering mechanism didn't work.

6. We painted the house _____, so we didn't have to spend any money on labor.

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

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

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

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

as soon as

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

💡 I must stay indoors as it's rainy.

I wish the weather was good so that I could go out and play football.

1. I received an average grade in math. **I wish my family were rich**
2. My friend gossips a lot. **I wish my friend didn't gossip so much**
3. Ahmed can't come to the game. **I wish Ahmed could come to the game**
4. I'm not very tall. **I wish I were tall**
5. I don't speak German. **I wish I could speak German**

H. Complete the conditional sentences using your own information.

1. If I had the time, **I'd learn French**
2. If I lived in **Spain, I'd go to watch Real Madrid every game**
3. If I could change something about myself, **I'd like to be taller**
4. If I could be someone else, **I'd like to be a football player**
5. If I could travel anywhere, **I'd go to England**

2 Reading

Before Reading

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

PLAY BALL!

FOOTBALL

Forms of football have been played for thousands of years by various civilizations. As far back as 2500 B.C.E., the Chinese played a form of the game and called it *Tsu Chu*. The natives of the Pacific Islands played the game using their hands and feet, and they used coconuts and animal bladders as balls. The Inuits of northern



Canada played football on ice and used balls filled with caribou hair and grass. Other Native Americans played on fields that had enough space for 1,000 players to be playing at the same time, and matches usually lasted for more than one day. The games were so rough that the players often got broken bones. In Mexico and Central America, people invented the rubber ball and played in courts 40 to 50 feet (12 to 15 meters) long surrounded by walls several feet high. In the middle of each wall, there was a stone with a hole in the middle or a wooden ring, and the idea was for players to hit the hard rubber ball through the hole or ring.

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

BASKETBALL

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

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



VOLLEYBALL

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

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



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

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

After Reading

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

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

Discussion


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

3 Writing


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

4 Chant Along 


If I Were a Millionaire



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



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



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



Vocabulary

A. Find words in the chant that mean:

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

Millionaire
Diamonds
Mansion
Cadillac

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

1. Mansion
2. Cadillac
3. Diamonds
4. New year
5. Sailed the seven seas

C. Find an expression in the chant that means:

through good and bad _____

Howard Hughes ▼

Comprehension

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

**He would live in a mansion
 He Would sail the seven seas
 They would eat pizza and choc cookies
 He wants to know if he would still be his
 friend if he had no money**

Discussion

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



5 Project

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

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

Vocabulary

1 Did You Hurt Yourself?

VOCABULARY

Nouns

badge
equipment
fog
helmet
injury
intersection
knee pad
ostrich
risk
shock
snowstorm

Verbs

adjust
avoid
crash
encounter
misjudge
obey
occur
pay attention
prevent
release
skid
speed
swerve
tailgate
weave

Verbs for injuries

break
burn
cut
die
fracture
poke
scar
slip
sprain

Adjectives

aggressive
cautious
distracted
drowsy
injured
rude
severe
unconscious

Reflexive pronouns

herself
himself
itself
myself
ourselves
themselves
yourself
yourselves

Conjunctions

because
so

EXPRESSIONS

Real Talk

I guess lucky day
look at it this way stuck in

2 Take My Advice

VOCABULARY

Nouns

anorexia principle
appetite self-worth
carbohydrate substance
counselor well-being
eating disorder
fitness
peer pressure

Verbs

avoid
gain weight
lose weight
regain

Adjectives

achievable
bland
depressed
illegal
lean
nutritious
old-fashioned
slim

Verbs and expressions for advice

could
had better
might
ought to
should

Two-word verbs

give up
put off
take up
throw away
turn down

Three-word verbs

cut down on
get along with
put up with

EXPRESSIONS

Real Talk

feeling down
look out for myself
to be honest

3 You've Got Mail!

VOCABULARY

Nouns

demonstration
funding
junk mail
spam
supplier
travel arrangement

Verbs

apologize (for)
contact
dispatch
import
inconvenience
wonder

Two-word verb

put (someone) up

Adjectives

feasible
soaked
urgent

Conjunctions

although
as soon as
even though
in spite of

Adverbs

currently
indifferently

EXPRESSIONS

Idioms

be on the road
get used to
look forward to
out of mind
out of sight
sneak out
take advantage of

Ending a business letter/email

Best regards

Real Talk

be straight
let someone down
No way!
of course

4 Wishful Thinking

VOCABULARY

Nouns

amount
benefit
cash
charity
desert island
empire
encounter
extraterrestrial
leader
laureate
mankind
philanthropist
prize
quiz show
stock market
technology
universe
wish

Verbs

award
benefit
divide
invest
split
wish

Adjectives

close
handwritten
historical
lonely

EXPRESSIONS

Idiom

keep in touch

Real Talk

have a ball
this guy
to me
You wouldn't know...?

Vocabulary

EXPANSION Units 1-4

VOCABULARY

Nouns

backboard	league
basket	mansion
caribou	mastery
civilization	millionaire
coconut	opponent
court	peach
fault	rally
foul	rule
innovation	sailor
ladder	settler

Verbs

ground
originate
score
serve
spread
toss
treat

Adjectives

harsh
indoors
rough
vertical

EXPRESSIONS

Idioms

for better and for worse
through good and bad

Irregular Verbs

Base Form	Simple Past	Past Participle
be	was/were	been
become	became	become
break	broke	broken
buy	bought	bought
come	came	come
cut	cut	cut
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
fight	fought	fought
find	found	found
fly	flew	flown
get	got	gotten
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
hold	held	held
hurt	hurt	hurt
know	knew	known
leave	left	left
lend	lent	lent
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sew	sewed	sewn
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
think	thought	thought
throw	threw	thrown
wake (up)	woke (up)	woken (up)
wear	wore	worn
win	won	won
write	wrote	written

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MEGAGOAL 1.2 Audio Track List

CD1

Track	Unit	Student Book Section
2	Intro	1 Listen and Discuss
3	Unit 1	1 Listen and Discuss
4	Unit 1	2 Pair Work
5	Unit 1	5 Listening
6	Unit 1	6 Pronunciation
7	Unit 1	8 Conversation
8	Unit 1	9 Reading
9	Unit 1	10 Writing
10	Unit 2	1 Listen and Discuss
11	Unit 2	2 Pair Work
12	Unit 2	5 Listening
13	Unit 2	6 Pronunciation
14	Unit 2	8 Conversation
15	Unit 2	9 Reading
16	Unit 2	10 Writing
17	Unit 3	1 Listen and Discuss
18	Unit 3	2 Pair Work
19	Unit 3	5 Listening
20	Unit 3	6 Pronunciation
21	Unit 3	8 Conversation
22	Unit 3	9 Reading
23	Unit 3	10 Writing
24	Unit 4	1 Listen and Discuss
25	Unit 4	2 Pair Work
26	Unit 4	5 Listening
27	Unit 4	6 Pronunciation
28	Unit 4	8 Conversation
29	Unit 4	9 Reading
30	Unit 4	10 Writing
31	EXPANSION	2 Reading
32	Units 1–4	4 Chant Along