

MEGA

# GOAL 5

WORKBOOK

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Ministry of Education

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**Mc  
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## MegaGoal 5 Workbook

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# 1 Two Is Better Than One

**A** Unscramble the words.



a i e r b l e l

*reliable*

1. d e e r a g l y n

2. v e d d e t o

3. e r e n p i o

4. t a i i o v n a

5. t e n e v i x e s

6. y l o t r a b a r o

7. y t r a v i o i d a t c i

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



He is devoted to his research. He spends all of his time working on it.

1. Khalid is learning how to design airplanes. He wants to become a leading figure in the field of \_\_\_\_\_.
2. Majed Ahmed Abdullah is \_\_\_\_\_. Even children today have heard his name.
3. Scientists usually do \_\_\_\_\_ research on a topic before they publish a paper to let other scientists know about the results.
4. Imad and Hussein spent hours in their \_\_\_\_\_ doing experiments.
5. \_\_\_\_\_ can harm people in many ways, but skin burns are the most common injury.
6. When you buy a car, make sure it's a \_\_\_\_\_ brand so that you won't need to spend a lot of money having it repaired.
7. Suliman Olayan was a Saudi Arabian \_\_\_\_\_ who contributed to the Kingdom's development.




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# 1 Two Is Better Than One

**C** Read each sentence. Tick (✓) whether the underlined word is an adjective or a pronoun.

|  | adjective                           | pronoun                  |
|--|-------------------------------------|--------------------------|
|  <b>Would you like <u>another</u> piece of pizza?</b> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 1. Sure. I'd love <u>another</u> .   | <input type="checkbox"/>            | <input type="checkbox"/> |
| 2. I have <u>another</u> computer. Would you like to use it?   | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3. Some documentaries are interesting. <u>Others</u> aren't.   | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4. We need to get <u>another</u> car. This one is so old!  | <input type="checkbox"/>            | <input type="checkbox"/> |
| 5. Is there any <u>other</u> food? I don't eat steak.  | <input type="checkbox"/>            | <input type="checkbox"/> |
| 6. Many of the teachers are leaving. <u>Others</u> aren't.   | <input type="checkbox"/>            | <input type="checkbox"/> |
| 7. I'm going to sit at the table with the <u>other</u> kids.   | <input type="checkbox"/>            | <input type="checkbox"/> |
| 8. I can't find my math book anywhere. I might just buy <u>another</u> .   | <input type="checkbox"/>            | <input type="checkbox"/> |

**D** Circle the correct words to finish the conversations.


 **A: Mom! Have you seen my black shoes?**  
**B: No, and we have to go. You'll just have to wear (other / others).**

- A:** Would you like (another / other) cup of tea?  
**B:** Sure. I would love (another / others). Thanks!
- A:** Do you have (another / others) pen?  
**B:** I'm sorry. I have (others / other), but I left them in my locker.
- A:** It's cold outside! You might want to wear (another / other) clothes!  
**B:** I'll be fine. I'll just wear (another / other) sweater.
- A:** I finished the reading. Did the teacher give us (other / others) homework for tonight?  
**B:** No, that was all of it.
- A:** These are great cookies!  
**B:** I'm glad you like them! Would you like (another / others)?

 **6. A:** Hey, I thought you were going to buy chocolate cookies!


**B:** I was, but then I found (another / others) that I liked more.


**E** Rewrite each sentence, adding the emphatic **do**, **does**, or **did**.

 **I called you last night.** *I did call you last night.* \_\_\_\_\_

1. He eats shrimp. \_\_\_\_\_
2. It rained in New York yesterday. \_\_\_\_\_
3. I feel sick. \_\_\_\_\_
4. They came to school last week. \_\_\_\_\_
5. Susan lives in Los Angeles. \_\_\_\_\_
6. You need to come with me. \_\_\_\_\_
7. The little bird followed us home. \_\_\_\_\_
8. We have that game. \_\_\_\_\_
9. They like to take expensive vacations. \_\_\_\_\_
10. Fahd works very hard. \_\_\_\_\_

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

 **I'm cold. Do you have ~~other~~ <sup>another</sup> hat?**

1. I do go to school yesterday.
2. These shoes are uncomfortable. I think I'll wear other.
3. Faisal is going to the game with others people.
4. Bob does wants to eat dinner with us.
5. I think I'll buy another books. This one is boring.
6. This ball is too small. Do you have anothers?
7. She do have a class right now.
8. Some people agree with me. Other don't.
9.  They did went to the game last night.

10. Did Asma get another computers? She already had two!

# 1 Two Is Better Than One

**G** Write a short dialogue for each picture. Use **another, other, others**, or the emphatic **do** in each.



1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



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



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

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

|                                       |                               |   |
|---------------------------------------|-------------------------------|---|
| divide up<br>I think it would be fair | No sweat<br>not my cup of tea | on the same wavelength<br>Would you be willing to |
|---------------------------------------|-------------------------------|---|

**Jenny:** This science project is going to be a lot of work.

**Sarah:** I know. Maybe we should **(1)** \_\_\_\_\_ the work between us so that we work faster.

**Jenny:** That's a good idea. **(2)** \_\_\_\_\_ if one of us prepared the research notes and the other wrote the results paper.

**Sarah:** **(3)** \_\_\_\_\_ write the results paper? Typing is **(4)** \_\_\_\_\_ . I'm terrible at it!

**Jenny:** **(5)** \_\_\_\_\_ . I love typing!

**Sarah:** And I like writing up research notes!

**Jenny:** Great! I'm glad we're **(6)** \_\_\_\_\_ . I think we're going to work well together!

**Sarah:** Me, too!



## I READING

Read the article and interviews. Then answer **true** or **false** for each statement below.

### Forming Business Partners in the Information Age

In the past, people used to meet their business partners in person at schools, universities, or work. Today, more and more people are turning to technology to find a good partner. We interviewed Adnan who met his partner Greg online.

**Interviewer:** So, exactly how did you go about finding Greg, your partner?

**Adnan:** We found each other's résumé on ePartner.

**Interviewer:** Can you tell us a little about ePartner. How does it work?

**Adnan:** It is based on the principle that people should be matched on key personality characteristics.

**Interviewer:** So how do you know if your personality has the same key characteristics as someone else's?

**Adnan:** Well, everyone who signs up for ePartner has to take an online personality and aptitude test. After you finish the questionnaire, you get a list of likely matches.

**Interviewer:** And did you match? I mean did you hit it off with your partner right away?

**Adnan:** Actually, he didn't respond until a month later. But we've been partners for two years now, and we haven't had a single argument. We don't agree on everything, but we talk about things and always work out a solution that satisfies both of us.

### Getting Funding for a New Business

In the past people used to save and start a business when they had enough cash. These days, people can put together a business plan, copyright it, and search for sponsors through the Internet.

**Interviewer:** So can you explain to us exactly what sponsoring is?

**Greg:** Sure. There are networks that accept proposals for new businesses and include them in their data bank. Your proposal can then be seen by potential sponsors or investors.

**Interviewer:** So, is it similar to social networking online.

**Greg:** I suppose you could say that. But this one is business networking, and the concept is closer to ePartnering in the sense that you eventually get to meet sponsors in person.

**Interviewer:** I see...and about how many sponsors can you meet and how quickly?

**Greg:** If you want, you can meet up to five or six potential sponsors a day.

**Interviewer:** Wow! Five sponsors a day! That's a lot. Interesting. Thanks for sharing with us, Greg, and good luck to you with your new business!



true In the past, people often met their business partners through common organizations.

1. \_\_\_\_\_ Adnan and Greg share some common personality characteristics.

2. \_\_\_\_\_ Adnan and his partner never disagree.



3. \_\_\_\_\_ When you try to get funding online you don't get to meet sponsors.

4. \_\_\_\_\_ You can meet up to six sponsors a day.

# 1 Two Is Better Than One

**J** Read the text and answer the questions. Then complete the questionnaire at the end of the text with your own ideas.

## Partnering with Friends and Relatives

Some people avoid setting up business partnerships with friends or family members. They feel that there cannot be clear boundaries between friendship and work, and things can go very wrong if you disagree with your friend and business partner.

Others feel that friends make the best business partners because there is a real relationship, as well as a sense of loyalty and willingness to share. According to yet another view, friends are great potential partners but not relatives.

I think it comes down to who the people are and what their qualities are. I also feel that self-confidence is invariably a determining factor. People who are aware of their strengths and weaknesses and are confident about their abilities and potential make good business partners. On the other hand, people who are meek and always take a back seat sometimes tend to be unpredictable and might take advantage of their partner when given a chance. But even then, you cannot really say that this is always the case. So it all depends on the individual.

An aspect of friendship that might affect a working relationship has to do with the fact that friends tend to do what they like rather than what they can do best; they feel that they have license to indulge and do exactly that, because they are working with friends. This can lead to bad and destructive business decisions. So it's advisable to discuss responsibilities beforehand, agree on details, and put everything down on paper.

One thing is certain; if you plan to be the leader of the business, what you need to find out is if your friends respect you as much as you respect them.

Here are some questions you could ask yourself before setting up a partnership:

- A.** Does my friend really listen to me when I talk?
- B.** When I have a good idea, does my friend reject it or does he/she contribute to its development?
- C.** Can I confide in my friend and trust him/her not to tell others our business ideas.
- D.** Does my friend come to me for advice?
- E.** Has my friend been by my side when I've needed help or support?
- F.** Has my friend accepted my help and support when it was offered?
- G.** \_\_\_\_\_
- H.** \_\_\_\_\_
- I.** \_\_\_\_\_
- J.** \_\_\_\_\_

1. Why are some people against setting up partnerships with friends and relatives?
2. Why are friends considered potentially good business partners?
3. What qualities are important in a working relationship according to the writer?
4. What should you do if you are heading the business?
5. Now, read the text again and add your own questions from **G** to **J**.



# 1 Two Is Better Than One

**K** Study the picture and imagine what it might be like to live in a place like this compared with other places. Make some notes under each of the headings below. Then write sentences about the picture using **other**, **others**, **another**, or **each other**.



| other | others | another | each other |
|-------|--------|---------|------------|
|       |        |         |            |

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



# 1 Two Is Better Than One

## L WRITING

Write about how, where, and when you met your best friend. What was your life like before you met? What is your life like now?

1. Before you write, take notes in the chart below.

|                                |  |
|--------------------------------|--|
| My life before we met          |  |
| My friend's life before we met |  |
| How/where/when we met          |  |
| Our life together              |  |

2. Now use your notes from the chart to write your essay.



**M** Read the interview with two company partners. Circle the correct form.

**Presenter:** As more and more people (1. **set up / are setting up**) businesses together these days, we interviewed two friends who (2. **are trying / try**) to make a go of it. We (3. **are waiting / wait**) for our first pair to arrive now. Ah! There (4. **are they / they are**)! Let's welcome Ali and Faisal... So tell us about your experience of working together. You (5. **are / are being**) web designers, aren't you? How (6. **things go / are things going**)? (7. **Is the business / The business is**) working out as planned?

**Ali:** Well, it (8. **is / is being**) actually easier than we thought it might be. First of all, let me explain, we (9. **have / are having**) a software program that (10. **assists / is assisting**) our customers to build their own websites. Let me show you an example on the screen... Here (11. **you go / are going**)! This (12. **is / is being**) our website.



**Presenter:** Wow! The site certainly (13. **seems / is seeming**) fantastic! (14. **Are you believing / Do you believe**) that's all due to your partnership?

**Faisal:** Oh, yes. It really (15. **helps / is helping**) to have two pairs of eyes on the screen, and two pairs of hands to share the load.

**Presenter:** What about the downsides? Any problems, so far?

**Ali:** To be frank, nothing serious. Naturally, we (16. **have / are having**) our differences of opinion occasionally. That's normal when two people (17. **spend / spending**) so much time together.

**Presenter:** Anything specific?

**Faisal:** The only thing that bugs me is that Ali (18. **is constantly interrupting / constantly interrupts**) me while I (19. **am speaking / speak**) with clients online.

**Ali:** And our chatline (20. **opens / is opening**) at 8 a.m., but Faisal never (21. **arrives / is arriving**) at work on time.

**Presenter:** So in general, (22. **do you have / are you having**) any advice for others who (23. **are thinking / think**) about starting a joint venture?

**Faisal:** Sure. It (24. **appears / is appearing**) to be an easy solution, but it (25. **requires / is requiring**) a great deal of trust and understanding.

**Ali:** Right! But if you've got that, it (26. **is / is being**) definitely better than going it alone.



# 1 Two Is Better Than One

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

|   |   |   |
|---|---|---|
| antiques<br>culture<br>documents<br>educational books<br>exhibitions<br>history<br>informative exhibits | interactive displays<br>jewelry<br>manuscripts<br>pottery<br>robots<br>ruins<br>science | seminars<br>space<br>state-of-the-art<br>3-D digital cinema for<br>scientific documentaries |
|---|---|---|



## Words Connected with Museums and Galleries

| Archaeological | Technological | National |
|----------------|---------------|----------|
|                |               |          |

**O** Circle the correct word(s). In some cases, both words are correct.

The new gallery is (1. **extremely / completely**) popular with visitors. It's a (2. **really / very**) amazing place to go when you are in the center of the city. The works of art on display are (3. **pretty / absolutely**) stunning. The paintings are in (4. **totally / extremely**) bright colors, though there are some (5. **quite / very**) terrifying illustrations. There are also a number of sculptures which are (6. **quite / extremely**) beautiful, and some of them are (7. **very / absolutely**) priceless. There's a (8. **quite / really**) massive selection of exhibits, and the admission prices are (9. **very / quite**) reasonable. Among those often exhibited there, are many (10. **absolutely / really**) important local and foreign artists. So, don't miss it. It's (11. **absolutely / very**) fascinating!

**P** Rewrite the sentences with different intensifiers and adjectives.

1. The exhibition was very good. We had a really good time.

---

2. The exhibition was very bad. We had a very bad time.

---

3. The museum was very bad, and the staff were very bad.

---

4. The art gallery was very good, and the things were very nice.

---

5. That's a very good picture. It's very nice.

---



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10 Unit 1

# 2 Influential People

**A** Match the words to their definitions.

-       *i* charity
- excelled
  - founded
  - impoverished
  - philanthropist
  - prominent
  - reasonable
  - reputation
  - influential
- very poor
  - well-known and respected
  - not too expensive
  - did very well
  - the opinion others have about someone
  - having influence on something or someone
  - started and supported an organization
  - a person that gives a lot of money to good causes
  - an organization that helps those in need

**B** Answer the questions.

1. What are the names of some famous philanthropists in your country? In your town?  
Are there any buildings or schools named after them?

---

2. Which football player in your country has an excellent reputation?

---

3. What's a store in your town that has reasonable prices?

---

4. What do you excel at?

---

5. What is the name of a charity that you support?

---


6. What's the name of a prominent author in your country?

---

## 2 Influential People

**C** Complete the conversation, using the correct form of **used to**, **be used to**, or **would**.

**Jenny:** Did your father grow up around here?

**Emily:** No. He  used to live on the east side.

**Jenny:** He did? That's a bad area!

**Emily:** I know. It **(1)** \_\_\_\_\_ be even worse! My father **(2)** \_\_\_\_\_ have to walk home from school with a group of friends in order to stay safe.

**Jenny:** Wow. That's terrible.

**Emily:** Yeah. His family **(3)** \_\_\_\_\_ be really poor, so he **(4)** \_\_\_\_\_ it.

**Jenny:** He's lucky that he was able to become a doctor and move out of there.

**Emily:** I know. He **(5)** \_\_\_\_\_ study a lot every day. He **(6)** \_\_\_\_\_ read the dictionary at night to learn more vocabulary!

**Jenny:** So I guess he **(7)** \_\_\_\_\_ working hard.

**Emily:** That's true. The long hours at the hospital don't bother him. When he first became a doctor, he **(8)** \_\_\_\_\_ get any days off. He **(9)** \_\_\_\_\_ offer to work extra hours on weekends and when other people took vacations.

**Jenny:** I couldn't do it. I **(10)** \_\_\_\_\_ sleeping all weekend long!

**D** Complete the sentences about yourself.

1. I used to \_\_\_\_\_.

2. I'm not used to \_\_\_\_\_.

3. One hundred years ago, people would \_\_\_\_\_.

4. My friend is used to \_\_\_\_\_.

5. My country didn't use to \_\_\_\_\_.

6. People in my city are used to \_\_\_\_\_.

7. My first teacher would \_\_\_\_\_.

8. The students at my school are used to \_\_\_\_\_.

9. When I was a child, I wouldn't \_\_\_\_\_.

10. My grandparents didn't use to \_\_\_\_\_.



**E** Write a short dialogue for each picture. Use **was/were going to** in each.



1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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



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



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

## 2 Influential People

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



*use*

**We didn't used to have a computer.**

1. I would know her name, but now I can't remember it.
2. They are used to live in a small place.
3. I were going to call my sister, but she called me first.
4. They aren't use to the cold weather, because they come from a warm climate.
5. When he was a child, he would studies very hard.
6. Bill has lost a lot of weight. He didn't used to be thin.
7. I knew the radio wasn't going work.

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

|            |                 |                              |
|------------|-----------------|------------------------------|
| cash       | drives me crazy | go around in circles         |
| don't mind | got cold feet   | put it aside for a rainy day |

**Ahmed:** This computer **(1)** \_\_\_\_\_! It always freezes up. It's so annoying!

**Ibrahim:** Maybe you should get a new one.

**Ahmed:** Everyone says that, but I just can't decide. I **(2)** \_\_\_\_\_. Sometimes I think it's a good idea to buy one, and other times I think I should just use this one and save some **(3)** \_\_\_\_\_.

**Ibrahim:** I guess you should save your money, but only if you **(4)** \_\_\_\_\_ using an old computer.

**Ahmed:** Sometimes I do mind it. Last week I was so frustrated that I decided I would buy a new one. I went to the computer store and picked one out. I was ready to buy it, but then at the last minute, I **(5)** \_\_\_\_\_ and left.



**Ibrahim:** Wow. It sounds like you want to save your money instead. Maybe you should **(6)** \_\_\_\_\_. Your computer isn't so bad. Maybe we can fix it.

## H READING

Three students from different parts of the world were asked about their goals and dreams. Read about each student. Then complete the chart below.

### Ali, 17, Saudi Arabia

My goal is to go to the United States to study to become a doctor. I am in my third year of high school in Jeddah right now. I study very hard so that I can get excellent grades in school. If I want to study in the U.S., I will need to speak English. I study English at school, and while I'm at home I read books and watch documentaries in English, too. I am going to apply for a scholarship program so that I can go to a university in the U.S. for a bachelor's degree. While I'm studying in the U.S., I will visit different medical schools to meet some of the professors. I will need to get top grades so that I can get accepted into a program. After I get my degree, I can become a medical doctor in orthopedics.

### Yusef, 15, Somalia

My dream is to play on the Somali National Basketball Team. Right now I am the best basketball player in my school. We don't have a lot of money, so the court is just made of dirt. I'm used to playing on the dirt court with no shoes. I have a job watching a man's sheep for him. I save all the money I make. When I have enough, I will buy a pair of basketball shoes. Then I will travel to Mogadishu, the capital of Somalia. I will try out for a traveling team called the Somali Youth Basketball League. If I play well on that team, I can get a scholarship to play basketball at a university. This will hopefully lead to a position on the national basketball team.

### Eun, 13, Korea

My goal is to become a world-famous football player. I have been playing football since I was three years old. I used to watch my older brothers play in the street with their friends, and then I would try to imitate them with my small plastic ball. Now I have training sessions three times a week. I am fortunate to have one of the best football coaches in Seoul as my instructor. I practice and run for at least three hours every day. My friends think I'm crazy, but I tell them this is the only way to become world-famous. I also play basketball with my cousin. When I am 14, I will try to join the Seoul Junior Football League. This will help me improve my skills and get a scholarship to the National Sports Academy. After that, I will try out for the national football team and participate in international championship games.

Write each student's goal and the steps the student will take to achieve that goal.

|        | Ali | Yusef | Eun |
|--------|-----|-------|-----|
| Goal   |     |       |     |
| Step 1 |     |       |     |
| Step 2 |     |       |     |
| Step 3 |     |       |     |



## 2 Influential People

- I** Read the text and complete the blanks with the right words or phrases from the list. Then answer the questions.

|                |                        |                          |                              |
|----------------|------------------------|--------------------------|------------------------------|
| <b>put out</b> | <b>explicable</b>      | <b>win me over</b>       | <b>change of heart</b>       |
| <b>blazing</b> | <b>lay my hands on</b> | <b>industrial design</b> | <b>come to this decision</b> |
| <b>acclaim</b> | <b>fireman</b>         | <b>obsessed</b>          | <b>amazing</b>               |

When I was three, I wanted to be a **(1)** \_\_\_\_\_. I had watched the fire brigade put out a **(2)** \_\_\_\_\_ fire in a store, and I was very impressed; I wanted nothing else for about a year or so. That was when I was given my red fire engine and a fireman's costume and tools. Fortunately, all the fires I **(3)** \_\_\_\_\_ were make-believe!

Between the ages of four and six, I kept changing my dream for the future from becoming a fireman, to becoming a farmer, then a pilot, then a fireman again, and so on. But when I was seven, I became really **(4)** \_\_\_\_\_ with the idea of becoming an astronaut and a space scientist. I had seen some **(5)** \_\_\_\_\_ photos of stars and astronauts in a capsule in a colorful children's encyclopedia and could think of nothing else. For the next few years, I collected newspaper and magazine clippings, photos, spaceship replicas, and all kinds of other mementos and souvenirs that I could **(6)** \_\_\_\_\_.

So, when I finally decided to study **(7)** \_\_\_\_\_ at the age of 17, my family and friends were really surprised. They had all thought that if not space, at least the sky would **(8)** \_\_\_\_\_, and I would probably become a pilot or flight mechanic, or some other related profession. This change was quite unexpected and not altogether **(9)** \_\_\_\_\_. They tried to find out if my **(10)** \_\_\_\_\_ had been prompted by discouraging or unkind comments, if I had lost my confidence, or if anyone had scared me off. It took some time to convince them that I had actually **(11)** \_\_\_\_\_ on my own, and that industrial design was what I had been researching and finding out about for at least two years.

I am now a successful designer, and I have managed to earn some **(12)** \_\_\_\_\_ for innovative ideas and designs. I am committed to my work and get a lot of satisfaction out of it. One of the reasons I like it so much is that I can keep on learning, observing, developing new ideas, and discovering new materials. This, naturally, means that I can keep on setting new goals and challenges for the rest of my life; my most recent goal!

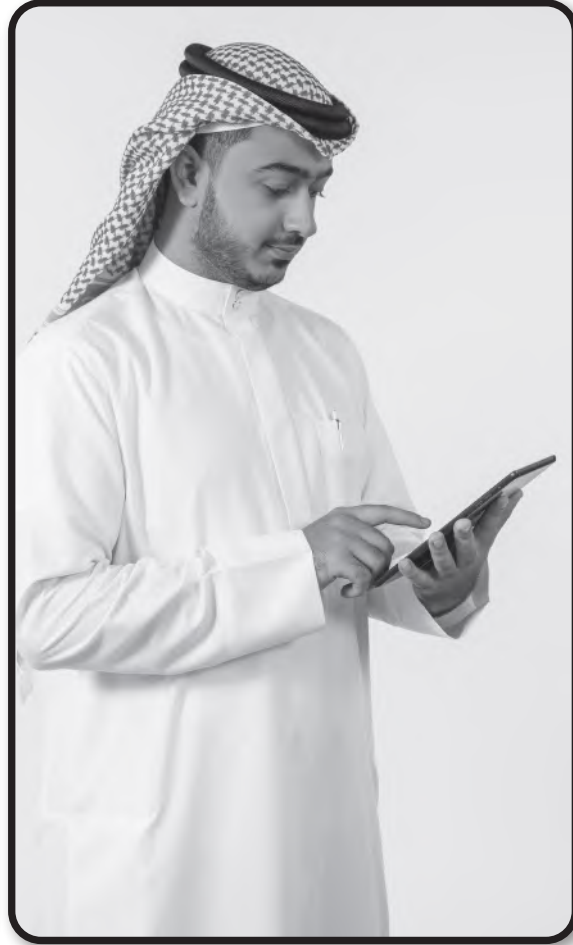
1. List the stages that the writer went through before making his final career decision.

- a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_

2. Why do you think the writer's final decision was met with surprise and concern?



- J** Write as many words as you can about the actions (verbs) you see in the pictures. Write sentences about the picture using ***used to***, ***would***, and ***was/were going to***.



### Action words (verbs)

|  |
|--|
|  |
|--|

1. \_\_\_\_\_

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

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

## 2 Influential People

### **K** WRITING

Write about your goals and dreams.

1. Before you write, take notes in the chart below.

|         |  |
|---------|--|
| My Goal |  |
| Step 1  |  |
| Step 2  |  |
| Step 3  |  |

2. Now use your notes from the chart to write your essay.

Large lined area for writing an essay.



**L** Write complete sentences. Use the present perfect.

**I / be / Dubai**     *I've been to Dubai.*

1. my cousin / buy a house / in Riyadh

\_\_\_\_\_

2. Samir / begin / to study economics at college

\_\_\_\_\_

3. we / go shopping / in the mall

\_\_\_\_\_

4. my parents / live / in Makkah for all their lives

\_\_\_\_\_

**M** Write two sentences for each situation. Use the present perfect plus **since** and **for**.

**Sultan started to exercise on September 5. Today is December 5.**

*He has exercised since September.*

*He has exercised for three months.*

1. Faisal used his new laptop on Monday for the first time. Today is Friday.

\_\_\_\_\_

2. Sabah and Amal studied English in sixth grade for the first time. They're now in ninth grade.

\_\_\_\_\_

3. My parents bought their restaurant when I was three years old. I'm sixteen years old now.

\_\_\_\_\_

**N** Write questions. Use **How long**.

**you / work / at the hotel**  
*How long have you worked at the hotel?*

1. they / live / in Jeddah

\_\_\_\_\_

2. she / work / in this school

\_\_\_\_\_

3. Omar / own / supermarket

\_\_\_\_\_

4. Tariq / be / taxi driver

\_\_\_\_\_

5. you / study / English

\_\_\_\_\_



## 2 Influential People

**O** Circle the correct words.

1. Have you (**once** / **ever**) flown in a helicopter?
2. Noura has made five phone calls (**so far** / **yet**) this evening.
3. We have seen this film (**twice** / **never**) this year.
4. I haven't finished my project (**yet** / **recently**).
5. Have they (**already** / **lately**) closed the shop?
6. The company hasn't been very successful (**recently** / **already**).

**P** Use each group of words to write two sentences. Use the present perfect for one sentence and the simple past for the other sentence.

**Badr / meet / a millionaire // last year**

*Badr has met a millionaire.*

*He met a millionaire last year.*

1. we / make a donation / to charity // last Friday morning

\_\_\_\_\_

\_\_\_\_\_

2. Frank and James / go sightseeing / in China // during their vacation in 2012

\_\_\_\_\_

\_\_\_\_\_

3. I / buy / many books online // this past year

\_\_\_\_\_

\_\_\_\_\_

4. Our teacher, Mr. Simpson, / study Arabic / at evening classes // five years ago

\_\_\_\_\_

\_\_\_\_\_

**Q** Write questions for the statements in **P**.

**Has Badr ever met a millionaire?**

*When did Badr meet a millionaire?*

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_


\_\_\_\_\_





# 3 What Will They Think of Next?


**A** Write the missing letters of the words.

 e x t e n s i v e l y

1. c \_ \_ r \_ \_ u i \_ \_ s
2. \_ \_ p \_ \_ n
3. c \_ \_ n \_ \_ e n s \_ \_ d
4. r a \_ \_ \_
5. \_ \_ e \_ \_ \_ r m i \_ \_ e d
6. e x \_ \_ \_ c \_ \_ a \_ \_ c y
7. \_ \_ a n \_ \_ t a \_ \_ i o \_ \_

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

 The new bridge will span the Mississippi River and allow traffic to move quickly across.

1. We don't have any electricity because the \_\_\_\_\_ are down.
2. Restaurants follow strict rules about \_\_\_\_\_ to keep their kitchens clean and make sure that their food does not make anyone sick.
3. Our baseball team wins a lot of games, so they usually have a good \_\_\_\_\_ in the league.
4. His speech was over an hour long, but he only had 30 minutes to talk. So he gave a \_\_\_\_\_ version of it.
5. They have not yet \_\_\_\_\_ who they are going to hire, so I don't know if I got the job.
6. People's life \_\_\_\_\_ has gotten longer and longer as medicine improves.
7.  Cell phones are used more \_\_\_\_\_ across the world now than they

were ten years ago.


### 3 What Will They Think of Next?

**C** Read the sentences. Label the 1<sup>st</sup> event and the 2<sup>nd</sup> event.

 *2<sup>nd</sup> event*                      *1<sup>st</sup> event*  
**By the time you make dinner, Bob will have gone home.**

1. I will have finished my dessert by the time the waiter gets me my coffee.
2. By the time they find a cure for cancer, many patients will have died.
3. By 2024, he will have been teaching for 40 years.
4. Our grandchildren will have grown up by the time people start living on the moon.
5. By June, I will have graduated.
6. The sun will have set by the time we finish dinner.
7. By the time he calls back, we will have been sleeping for hours.
8. By the time everybody uses electric cars, many glaciers will have melted.
9. My sister will have been living in Paris for a year by the time I visit her.

**D** Write the verb in parentheses in the future perfect or future perfect progressive.

 **By next month, she** will have been living **(live) here for a year.**

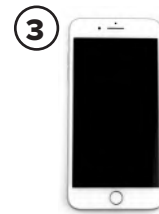
1. They \_\_\_\_\_ (release) a new model by the time I'm ready to get one.
2. By the time the baby can walk, he \_\_\_\_\_ (turn) one year old.
3. By the time I have enough money saved, the price of houses \_\_\_\_\_ (go) up.
4. I \_\_\_\_\_ (work) for three hours by the time you are ready to help.
5. By the time the pie is ready, our dinner guests \_\_\_\_\_ (go) home!
6. By the time we arrive, she \_\_\_\_\_ (wait) for over an hour!
7. The film \_\_\_\_\_ (end) by the time we get there. Hurry!
8. I \_\_\_\_\_ (finish) this research paper by the time my parents buy me a new computer!
9. DVD players \_\_\_\_\_ (become) obsolete by 2030.
10. They \_\_\_\_\_ (live) in Oman for three years by the time we have enough money saved to visit them.

### 3 What Will They Think of Next?

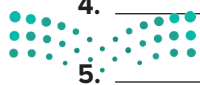
**E** Complete the sentences with the correct time phrase. Use **when, before, after, while, until, or since**. Sometimes more than one answer is possible.

1. They will stop charging so much money to use the beach \_\_\_\_\_ the summer is over.
2. \_\_\_\_\_ they come out with a new cell phone, I will buy one.
3. He will earn a lot of money \_\_\_\_\_ he is smart and hardworking.
4. The child will fall asleep \_\_\_\_\_ her mother reads to her.
5. Medicine will continue advancing \_\_\_\_\_ they've found cures for everything.
6. \_\_\_\_\_ I buy a new computer, I will do research to be sure I'm getting the best one.

**F** Write a sentence about each picture. Use the future perfect, future perfect progressive, or the future with dependent time clauses in each sentence.



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



### 3 What Will They Think of Next?

**G** Complete the sentences. Use the future with dependent time clauses, the future perfect, or the future perfect progressive.

1. By next month, \_\_\_\_\_.
2. By the time this class ends, my teacher \_\_\_\_\_.
3. By the time this class ends, I \_\_\_\_\_.
4. I will use this book until \_\_\_\_\_.
5. By 2025, \_\_\_\_\_.
6. By next year, \_\_\_\_\_.
7. I will have gone to bed \_\_\_\_\_.
8. By tomorrow, \_\_\_\_\_.
9. When we graduate from high school, \_\_\_\_\_.
10. I will have become old \_\_\_\_\_.

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

|           |                  |         |       |        |                  |
|-----------|------------------|---------|-------|--------|------------------|
| check out | go with the flow | lugging | ditch | hoopla | trust me on this |
|-----------|------------------|---------|-------|--------|------------------|

1. Hey! You should \_\_\_\_\_ the new cell phones they are selling at IT Wireless!  
It's really worth going to see them.
2. Will there be a computer there that I can use? I don't feel like \_\_\_\_\_ my laptop there  
with me.
3. **A:** What are you doing today?  
**B:** I don't have any plans. I think I'll just \_\_\_\_\_ today.
4. This is the best Internet service provider out there. You should just \_\_\_\_\_.  
I have tried all of them, so I would know.
5. I have decided to \_\_\_\_\_ the group. We don't have any common interests.
6. I don't think this phone is very good at all. I'm not sure what all the \_\_\_\_\_  
is about.

**I READING**

Read the essay. Then answer **true** or **false** for each statement below.

**Extraordinary Visions of the Future**

One of the famous people in history who had a great vision of the future was Leonardo da Vinci. Leonardo described and sketched ideas for many modern inventions hundreds of years ahead of their time. Very few of these were ever built and tested during his lifetime. Several of his notes suggest that he wished to organize and publish his ideas; unfortunately, he died before he could achieve this important goal. After his death, many of his notebooks were hidden or lost, although there are still records of some of his most extraordinary inventions. Here are four examples:

**Parachutes for skydiving**

The first reported successful parachute jump was made from the top of a tower in France in 1783. Leonardo da Vinci had sketched a design for a parachute in 1485. He included notes around his sketch about the size requirements of a parachute that would allow a person to fall safely from a great height.

**Helicopter**

The first helicopter that could carry a person was designed and flown by Paul Cornu in 1907. Leonardo da Vinci was fascinated by flying machines. One of the sketches of his flying machines resembles a helicopter in its operating principles. It has a rotating airscrew. According to Leonardo's notes, this helicopter was meant to fly rapidly by unwinding a wound-up string attached to the airscrew.

**Aircraft landing gear**

The first airplane with retractable landing gear was built in 1933. Landing gear enables the plane to move faster, avoiding resistance from the flow of air around the plane. Leonardo da Vinci had imagined the need for retractable landing gear more than five hundred years ago. A couple of his sketches of flying machines show this equipment.

**Scuba diving equipment**

Jacques-Yves Cousteau and Émile Gagnan invented the compressed air tank in 1943. Centuries before, Leonardo had made some sketches which show men in diving suits with long hoses coming out of them and leading to the surface. There is also one sketch that looks as if one of the divers has something like a gas tank attached to his chest.



true Leonardo da Vinci lived about 500 years ago.

1. \_\_\_\_\_ Leonardo published a book with his ideas for inventions.
2. \_\_\_\_\_ Some of Leonardo's notebooks were lost.
3. \_\_\_\_\_ The first parachute was used in Italy.
4. \_\_\_\_\_ Leonardo flew the first helicopter.
5. \_\_\_\_\_ The first airplane landing gear was used in 1907.
6. \_\_\_\_\_ The compressed air tank is used in scuba diving.



### 3 What Will They Think of Next?

**J** Complete the sentences with the verb in parentheses in an appropriate future form. Sometimes more than one answer is possible.

According to a market forecast, in five years from now, eLearning **(1)** \_\_\_\_\_ (reach) a volume of nearly 5 billion dollars in the highest buying markets. This amount **(2)** \_\_\_\_\_ (spend) on packaged content, development services, learning platforms, tool hosting services, authoring software, and platform installation. Higher education **(3)** \_\_\_\_\_ (become) the largest buyer by the end of the forecast period. More than 3 million students in the U.S. **(4)** \_\_\_\_\_ (attend) virtual schools, and more corporations **(5)** \_\_\_\_\_ (use) e-Learning platforms for meetings and training sessions.

**K** Read the information about the young man and write sentences using the future perfect or future perfect progressive.

Philip was very seriously injured in a car accident when he was six. Despite numerous attempts to help him regain the use of his legs, he has been unable to walk and is totally dependent on his electronic wheelchair. He very much wanted to carry on with school and go to college but the schools and colleges in his area were not 'Disabled Access Friendly.' Most buildings had stairs and not ramps and this meant he could not reach class because of his wheelchair. So he registered in *Cyber School* and has been attending classes online. He is now 22 and is about to start his postgraduate degree in computing.

**By the time he is 24...**



**(study online / for 18 years)**

*He will have been studying online for 18 years.*

1. (take exams online / for 6 years)

\_\_\_\_\_

2. (access libraries online / for all his assignments)

\_\_\_\_\_

3. (order books online / for all his subjects)

\_\_\_\_\_

4. (graduate from high school)

\_\_\_\_\_

5. (complete two years of his university course)

\_\_\_\_\_

6. (spend 18 years in wheelchair-bound)

\_\_\_\_\_

**7.** (learn a lot)

\_\_\_\_\_

**8.** (almost complete his studies)

\_\_\_\_\_

### 3 What Will They Think of Next?

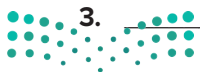
**L** Look at the picture and imagine it is the year 2040. Write words in the box below to describe what is happening. Then write sentences about the future using the future perfect and future perfect progressive.



#### Action words (verbs)

1. \_\_\_\_\_

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

3. 

### 3 What Will They Think of Next?

#### **M** WRITING

Choose a modern invention, such as trains, airplanes, or cell phones. Explain the origins of the invention, how it is used now, and how you think it will change and develop in the future.

1. Before you write, write notes about the past, present, and future of the invention.

| Modern Invention: _____ |         |        |
|-------------------------|---------|--------|
| Past                    | Present | Future |
|                         |         |        |

2. Now use your notes from the chart to write your essay.





**N** Make each statement a yes/no question. Then give a short answer.



**Ali doesn't use his cell phone often.**

**Q:** *Does Ali use his cell phone often?* \_\_\_\_\_

**A:** *No, he doesn't.* \_\_\_\_\_



1. My parents both speak English.

**Q:** \_\_\_\_\_

**A:** \_\_\_\_\_

2. The hotel doesn't have its own website.

**Q:** \_\_\_\_\_

**A:** \_\_\_\_\_

3. My brother and I don't go to the same school.

**Q:** \_\_\_\_\_

**A:** \_\_\_\_\_

4. The restaurant offers a free Wi-Fi connection.

**Q:** \_\_\_\_\_

**A:** \_\_\_\_\_

5. I usually communicate with my friends by email.

**Q:** \_\_\_\_\_

**A:** \_\_\_\_\_

**O** Match the questions and answers.

1. How's it going? \_\_\_\_\_

a. It's Abboud.

2. When's your graduation? \_\_\_\_\_

b. He's here for the online conference.

3. What's your last name? \_\_\_\_\_

c. We're from Dubai.

4. Why's Mr. Jones here? \_\_\_\_\_

d. Fine, thanks.

5. Where's your family from? \_\_\_\_\_

e. That's my aunt.

6. Who's that woman over there? \_\_\_\_\_

f. It's in June.

**P** Answer the questions.

1. Where were you born? \_\_\_\_\_

2. Where did you grow up? \_\_\_\_\_

3. Why did you take the decision to study English? \_\_\_\_\_

4. When did you meet your best friend? \_\_\_\_\_

5. Did you spend time on the Internet yesterday? \_\_\_\_\_

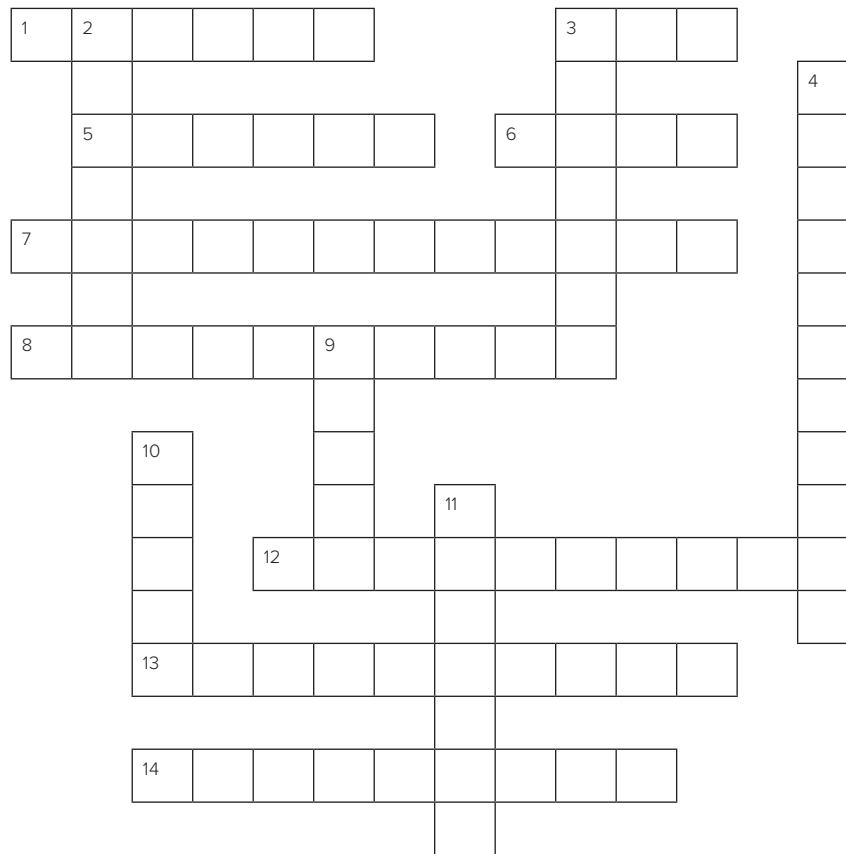
6. What did you eat for breakfast this morning? \_\_\_\_\_

7. How did you feel on your first day at English school? \_\_\_\_\_



### 3 What Will They Think of Next?

 Complete the crossword puzzle.



#### Across

1. A piece of rock falling from outer space.
3. Thick clouds of it formed the Earth.
5. Send a spacecraft up into space.
6. What airplanes do when they reach the ground.
7. A place where research is done in space.
8. Scientific knowledge for building new machines.
12. The mixture of gases around a planet.
13. A vessel that travels to other planets.
14. A person working on a spacecraft.

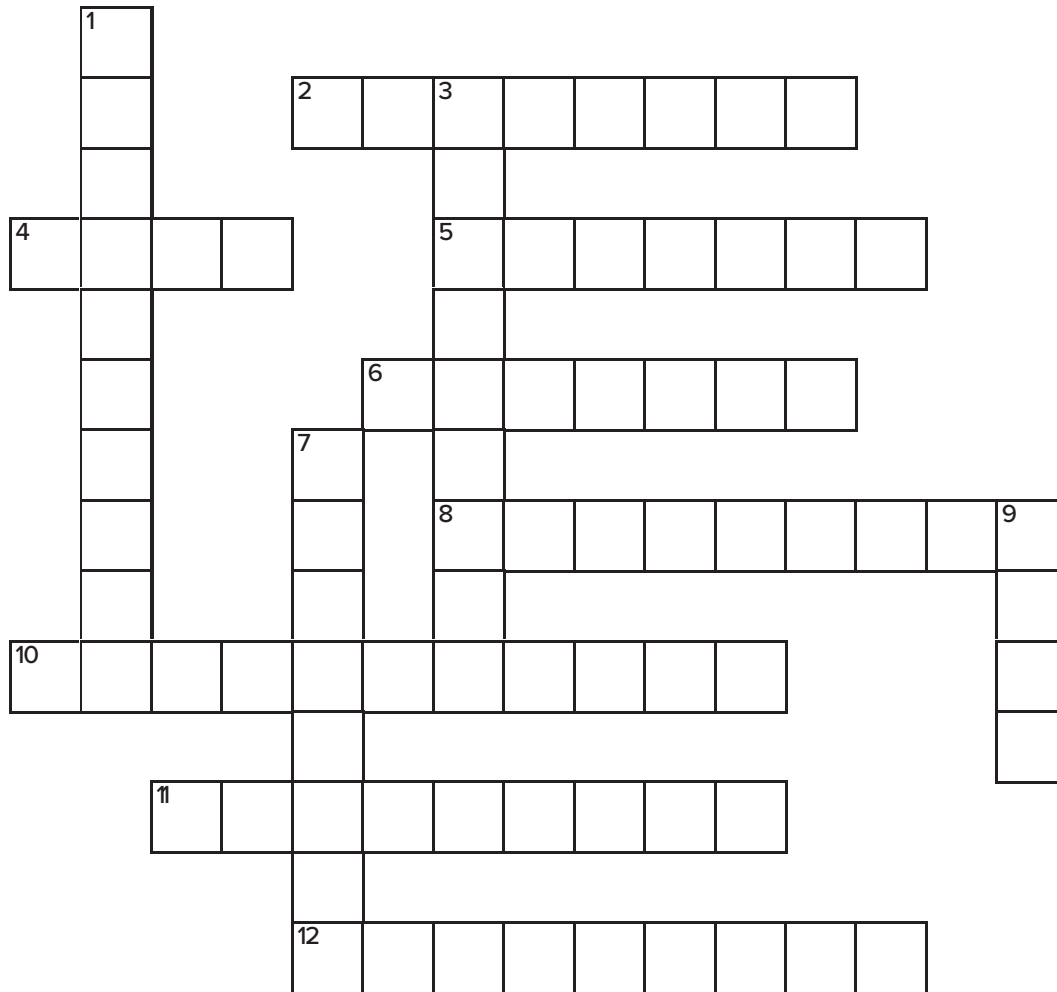
#### Down

2. When the moon is between the Earth and the sun, and you can't see part of the sun for a while.
3. A force that causes things drop to the ground on Earth.
4. The sun and all the planets.
9. What the planets do around the sun.
10. We see them in the sky at night.
11. A mountain with a hole in its top where hot gases and lava come out.



# EXPANSION Units 1 – 3

**A** Complete the crossword puzzle.



### Across

2. did well at
4. money
5. no problem
6. dedicated
8. a close, beneficial relationship
10. decide not to do something because you are scared (3 words)
11. important and respected
12. battles; fights

### Down

1. very valuable
3. shortened
7. extremely difficult
9. extend across



# EXPANSION Units 1 – 3

**B** Complete the conversations. Use **other**, **others**, or **another**.

- A:** I'm almost done with my book. I need to find \_\_\_\_\_ one to read.  
**B:** Have you checked the list from the library book club? Maybe that will help you find \_\_\_\_\_.  
**A:** That's a good idea. I have found many \_\_\_\_\_ from that list in the past.
- A:** I need to get \_\_\_\_\_ camera. Mine isn't very good.  
**B:** Let's go to the Electronic Superstore to buy \_\_\_\_\_.  
**A:** Actually, it's too big and confusing there. I would rather go to \_\_\_\_\_ stores.
- A:** Did you see that Elle got \_\_\_\_\_ pair of shoes?  
**B:** She did? What is she going to do with the \_\_\_\_\_ ones?  
**A:** She has lots of them. She will probably put them with her \_\_\_\_\_.

**C** Rewrite each sentence. Add the emphatic **do**.

 **Neil Armstrong walked on the moon.** Neil Armstrong did walk on the moon.

1. Nina has a smartphone. \_\_\_\_\_
2. I like surfing the Internet. \_\_\_\_\_
3. My brother got a new TV. \_\_\_\_\_
4. We have a digital camera. \_\_\_\_\_
5. I felt sick yesterday. \_\_\_\_\_
6. Oliver works for the government. \_\_\_\_\_

**D** Complete the sentences with **used to**, **be + used to**, or **would** and the verbs in parentheses.

 **My father** used to go (go) to work by bus, but now he has a car.

1. In the 21<sup>st</sup> century we \_\_\_\_\_ (deal) with new technology.
2. Over 50 years ago, people in some countries \_\_\_\_\_ (have / not) their own telephones. They would share telephone lines with others.
3. I \_\_\_\_\_ (work) long hours. I've worked like this for years.
4. In the past, people \_\_\_\_\_ (type) important papers on a typewriter.
5. I \_\_\_\_\_ (get) sick a lot when I was a child, but now I never get sick.
6. I grew up in Egypt, but I live in the U.S. now. I \_\_\_\_\_ (speak / not)



# EXPANSION Units 1 – 3

**E** Use the prompts to write sentences using **was/were going to**.



**Ibrahim / go to the store / be too tired**

*Ibrahim was going to go to the store, but he was too tired.*

1. Amina / call her friend / get sick
2. I / buy my friend a present / not have enough money
3. Hussain / visit his grandparents / have to work
4. They / take the class / not have time
5. We / cook dinner / order from a restaurant instead
6. Farah / buy a new computer / get her old one fixed
7. Sean / find a new apartment / buy a house
8. Hannah / study Spanish / study Japanese

**F** Use the future perfect or the future perfect progressive to complete each sentence. In some cases, both forms are possible.



**Abdullah and Faisal joined the football team three years ago. By next year,**

*they will have been on the team for four years.*

1. We have already driven 150 kilometers. If we drive another 50 kilometers,
2. Ahmed moved to Riyadh in 2010. By 2023, he
3. Bill has been working at the same company for nine years. By next year,
4. Fahd has been studying for three hours. It's 9:00 P.M. By 11:00 P.M.,
5. I have known my neighbor for nine months. In three months,
6. Saeed has played chess since 2012. By 2022,
7. She has been cooking dinner since 6:00 P.M. By 7:30 P.M.,
8. They have been waiting since 2:00 P.M. By 2:30 P.M.,



# EXPANSION Units 1 – 3

**G** Read the text below and put the paragraphs in the right order. Highlight the parts that helped you decide.

## Homework – What is it for?

Then again, there were students who obviously had lots of help from parents or teachers at home and always brought their immaculately written homework but could not perform in class. They often had similar grades to the student I mentioned earlier.

Thinking back, I realize that it all had to do with the amount of homework, and the way it was set by the teacher. When the teacher took the time to explain what we had to do and even allowed us to produce examples and ask questions, I was more willing to do it when I went home. When, on the other hand, homework was set in a hurry, I went home feeling confused, not certain about what was required, dreaming up a number of excuses to avoid doing it.

Finally, homework does not need to be tedious. It can be interesting and challenging and foster learning as much or as little as any activity in and out of class. It is the learning and content that needs to be focused on over and beyond the amount and presentation. At least that's what I think...

I can appreciate the fact that homework needs to be set to help learners consolidate what they have done in class, but is it more important than anything else that someone does as a student? I quickly realized that if I wanted to be on good terms with teachers, I had to do my homework and stuck to that throughout my school years. However, I couldn't help thinking about the difference it made when homework was set in a way that encouraged us to think, search and find information, or express ourselves in a creative manner. I also remembered how appreciative we all were when homework did not require endless pages of writing for no obvious reason.

1

I have often wondered about the purpose of homework while I was at school. I sometimes felt that homework was set to keep us busy or keep us in line. I also thought it was a kind of test or form of punishment. Then again, there were times that I enjoyed it!

A lot of people think that students who do their homework learn and the rest don't. I remember a classmate of mine who was a really fast learner and was always interested in finding out about things, but she was dismal with homework. She would do part of it, or none at all, or do the wrong thing. As a result, her marks did not reflect her real abilities, but instead showed her inability to do homework.



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# EXPANSION Units 1 – 3

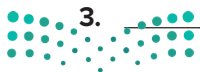
**H** Write as many words as you can about what you see in the picture. Write your words under each heading below. Then write sentences to describe the picture using the following order: noun, verb, a second noun, place, time.



| Noun | Verb | Place | Time |
|------|------|-------|------|
|      |      |       |      |

1. \_\_\_\_\_

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

3. 

# EXPANSION Units 1 – 3

## I WRITING

Write an expository essay about some kind of controversial social issue, such as health care, minimum wage, or children’s rights. Write about the history of the social issue, how it affects people today, and how you think it will change in the future.

1. Before you write, take notes in the chart below.

| Social Issue: _____ |         |        |
|---------------------|---------|--------|
| Past                | Present | Future |
|                     |         |        |

2. Now use your notes from the chart to write your essay.

Lined area for writing the essay.





# 4 The World of TV

**A** Match the words with their definitions.

- 💡   e   **abrupt**
- |                      |   |
|----------------------|---|
| 1. _____ abandon     | a. not active                                     |
| 2. _____ animated    | b. with a good reputation or wealth               |
| 3. _____ dormant     | c. leave a place or thing for ever or a long time |
| 4. _____ prominent   | d. catch and keep as a prisoner                   |
| 5. _____ prestigious | e. sudden   |
| 6. _____ capture     | f. save someone from danger or harm               |
| 7. _____ rescue      | g. important                                      |
|                      | h. illustrated or drawn                           |

**B** Complete the chart with the word forms. Use a dictionary to help you.

|    | Noun              | Verb    | Adjective     | Adverb          |
|----|-------------------|---------|---------------|-----------------|
| 💡  | <b>abruptness</b> |         | <b>abrupt</b> | <b>abruptly</b> |
| 1. |                   |         | abandon       |                 |
| 2. |                   |         | animated      |                 |
| 3. | dormant           |         |               |                 |
| 4. |                   |         | prominent     |                 |
| 5. |                   |         | prestigious   |                 |
| 6. |                   | capture |               |                 |
| 7. |                   | rescue  |               |                 |



## 4 The World of TV

**C** Combine the sentences. Use a paired conjunction (**both...and**, **not only...but also**, **either...or**, or **neither...nor**).



**The game show host is talented. The game show host is funny.**

*The game show host is not only talented, but also funny.*

---

1. That film wasn't interesting. That film wasn't funny.

---

2. We can watch a documentary tonight. We can watch the news tonight.

---

3. Marlin is a character in the animated film. Dory is a character in the animated film.

---

4. I wasn't tired. I wasn't hungry.

---

5. The detective is brave. The detective is intelligent.

---

6. It is my favorite biographical film. It is my favorite book.

---

7. The hero will win in the end. The villain will win in the end.

---

8. The football game was boring. The football game was disappointing.

---

**D** Complete each sentence with **and**, **but**, **or**, **so**, or **yet**.



**I wanted a sandwich, yet they only had burgers.**

1. The sun was out, \_\_\_\_\_ it was still cold.

2. We can study for our English test, \_\_\_\_\_ we can play video games.

3. I read the detective books, \_\_\_\_\_ I saw the TV series, too.

4. I like dramas, \_\_\_\_\_ I like comedy shows more.

5. She was bored, \_\_\_\_\_ she called her friend.

6. I thought the game was great, \_\_\_\_\_ the referee annoyed me.

7. You can watch TV, \_\_\_\_\_ you can just read a book.

8. I wanted to eat dessert, \_\_\_\_\_ I was full from dinner.

9. One form of media is TV \_\_\_\_\_ another is the Internet.

10. I don't like documentaries \_\_\_\_\_ I'm not going to watch TV with you.

**E** Correct the errors in the sentences.

1. I think the most interesting sci-fi film is either *Star Wars* nor *E.T.*
2. Both my brother and my father likes adventure films.
3. He loved the exhibition, so went to see it again.
4. Not only are my grandparents going, but also my aunt are going.
5. In the end the hero saved the city, but he got the money.
6. Neither John nor his parents plans to go to graduation.
7. The documentary was not only popular, and also it won an award.

**F** Write five sentences about some of the pictures. Use paired conjunctions (**both...and**, **not only...but also**, **either...or**, or **neither...nor**) or independent clauses with **and**, **but**, **or**, **so**, or **yet**.



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

## 4 The World of TV

**G** Finish the sentences with your own ideas.

 I tried to borrow the book from the library, but all the copies had been checked out.

1. She finished her homework early, so \_\_\_\_\_.
2. One of my friends is planning to be a scriptwriter, and \_\_\_\_\_.
3. Most of my friends like horror films, but \_\_\_\_\_.
4. Bob studied a lot, yet \_\_\_\_\_.
5. The remote control was broken, so \_\_\_\_\_.
6. I was feeling sick, but \_\_\_\_\_.
7. We could go out to eat or \_\_\_\_\_.
8. All of my friends loved the meal, yet \_\_\_\_\_.

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

a dime a dozen      hard to swallow      terrible      dozed off      just      You must be joking

**Susie:** What was the name of that excellent film we saw last week? I want to tell Tara about it. I think she would really like it!

**Aisha:** Do you mean *Other Worlds*? You liked it? I thought it was **(1)** \_\_\_\_\_!

**Susie:** **(2)** \_\_\_\_\_. It was one of the best films I've seen all year!

**Aisha:** It was just so boring. I even **(3)** \_\_\_\_\_ a few times.

**Susie:** That's probably because you didn't get enough sleep the night before!


**Aisha:** No, I don't think so. It just wasn't a good film.

**Susie:** I thought Tony Patterson's performance was **(4)** \_\_\_\_\_ wonderful.

**Aisha:** Really? I think he's **(5)** \_\_\_\_\_. Anyone could have played that part.

**Susie:** But it was so exciting!

**Aisha:** I didn't think so. I thought the plot in general was **(6)** \_\_\_\_\_. It wasn't realistic at all.

 **Susie:** Well, I guess we have different tastes in films!

**I READING**

Read the article. Then choose the best answer to each question below.

**The World of Manga**

Manga are comics that were created in Japan in the late 19th century. Japanese people use the word to refer to cartoons, comics, or animation. Among English speakers, however, it is used to refer to Japanese comics along with the word anime, for animated cartoons. The comics cover a wide range of genres such as action, adventure, science fiction, mystery, thrillers, drama, sports and games, and so on. They are normally printed in black and white, although some are printed in full color. Many manga stories are translated into other languages, mainly English.

The stories are often published in large manga magazines. Each story is presented in a single episode that continues in the next issue. Successful stories may also be republished in hardback or paperback books. Popular manga series are sometimes animated after the story has been completed or as it develops in single episodes. Some manga comics are based on animated or live-action films.

Modern manga follows two broad trends. One trend focuses on events between 1945 and 1952 and incorporates cultural influences from American cartoons, TV films, images, and themes. The other trend stresses Japanese culture and art. Manga artists such as Osamu Tezuka created heroes that became popular in Japan and elsewhere in the world around the same period. Tezuka created Astro Boy, who is still a very popular, well-known character. The science fiction series is set in a futuristic world where robots co-exist with humans. Tezuka's visually dynamic style simulated slow and fast motion as well as details along the lines of cinematography.

The influence of manga on international comics has grown considerably over the last three decades. Manga has become an important part of the Japanese publishing industry and gained a significant readership in the U.S., Canada, Europe, and the Middle East. Artistic styles and characters of both genders have evolved to satisfy a wider range of genres, including realistic representations of life or fiction.

- When English speakers refer to manga, they're referring to \_\_\_\_\_.
  - animated cartoons
  - Japanese comics
  - cartoons, comics, or animation
- If a story is popular, it might also be sold in \_\_\_\_\_.
  - hardback
  - issues
  - magazines
- Manga comics are sometimes inspired by \_\_\_\_\_.
  - live-action films
  - single episodes
  - books
- Osamu Tezuka's character Astro Boy achieved \_\_\_\_\_ popularity.
  - limited
  - local
  - global
- Manga has had \_\_\_\_\_ effect on international comics in the last 30 years.
  - no
  - an increasing
  - a very small
- Visually dynamic probably means \_\_\_\_\_.
  - very colorful
  - animated
  - bold and full of energy and movement



## 4 The World of TV

**J** Think about filming a documentary and order the stages below. Then write a sentence explaining what each stage involves or provide an example.



1 Decide on the topic.



*Is it going to be on a historical person, a place, nature, a scientific discovery, etc.?*

\_\_\_\_ Find a location.

\_\_\_\_ Write the script.

\_\_\_\_ Film your scenes.

\_\_\_\_ Decide on a situation or plot.

\_\_\_\_ Decide on the time to shoot the documentary.

\_\_\_\_ Make a storyboard and a scene list.


\_\_\_\_ Check your equipment.

\_\_\_\_ Edit your documentary on your computer.

**K** Answer the questions.

1. What genres of TV films do you like best? Why?

2. Which TV films do you remember more vividly?

 3. What exactly do you remember and why?

**L** Write as many words as you can about the picture. Write sentences about the picture using **both... and, not only...but also, either...** or **neither...nor**.



Words about the picture

Blank area for writing words about the picture.

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



## 4 The World of TV

### **M** WRITING

Using the Internet for research, write a report on the making of a film you particularly like. Include information about the cast, the director, the location, and the set.

1. Before you write, take notes in the chart below.

|            |  |
|------------|--|
| Film Title |  |
| Cast       |  |
| Director   |  |
| Location   |  |
| Set        |  |

2. Now use your notes from the chart to write your report.



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**44** Unit 4



**N** Write sentences with **as...as**.

1. Detective stories are easy to follow. Science fiction is just as easy.

2. Ahmed is talented at writing, and so is his friend Oscar.

3. A TV antenna is difficult to tune in. A satellite dish is more difficult.

4. The Ritz is a prestigious restaurant, and so is the Lime Tree.

5. The original film's plot is intriguing. The plot of the sequel is less intriguing.

**O** Complete the conversation. Use comparative and superlative structures.

**Amal:** In your opinion, what is the **(1.)** \_\_\_\_\_ (good) series on TV right now?

**Sandra:** Well, I've started watching that new series on Tuesday evenings. You know, the comedy about the people working in a company office. I really enjoyed it. It's the **(2.)** \_\_\_\_\_ (funny) thing I've seen this year.

**Amal:** Do you mean *It's The IT Mob*? I can't believe you like it? I watched one episode of it, and I think it has the **(3.)** \_\_\_\_\_ (stupid) plot on TV!

**Sandra:** Oh, come on. It's not as **(4.)** \_\_\_\_\_ (bad) as that. In fact, it's definitely **(5.)** \_\_\_\_\_. (good) than any other series.

**Amal:** I disagree. It was the **(6.)** \_\_\_\_\_ (boring) program I've ever seen. I almost dozed off a few times.

**Sandra:** Maybe that's because you didn't understand the IT jokes!

**Amal:** No, I don't think so. I thought the plot in general wasn't as **(7.)** \_\_\_\_\_ (realistic) as it should be.

**Sandra:** Not realistic? But it's a comedy, not a documentary! I thought Kevin O'Connor's performance was by far the **(8.)** \_\_\_\_\_ (hilarious) he's ever given.

**Amal:** Really? I think he's considerably **(9.)** \_\_\_\_\_ (talented) than you give him credit for. Anyone could have read those lines.

**Sandra:** So how come it's much **(10.)** \_\_\_\_\_ (popular) than anything else on TV at the moment? Everyone's watching it.

**Amal:** Ah! That's just the power of advertising. The **(11.)** \_\_\_\_\_ (frequent) the ads, the **(12.)** \_\_\_\_\_ (strong) the attraction to watch. *Larry's Laugh-In* is a lot **(13.)** \_\_\_\_\_ (clever) than your silly *IT Mob*. That's my favorite comedy series.

**Sandra:** Well, I guess we have slightly **(14.)** \_\_\_\_\_ (similar) tastes in comedy than we thought!

**P** Which genres of films do you prefer? Write three sentences about why you prefer them. Use comparatives or superlatives.

1. \_\_\_\_\_

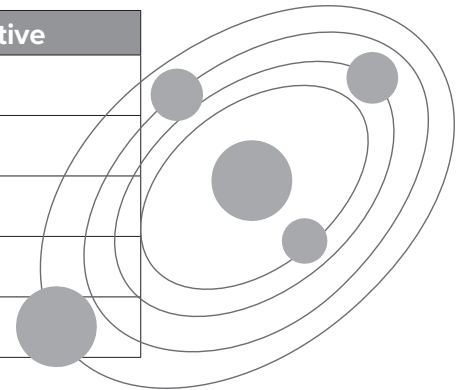
2. \_\_\_\_\_

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

## 4 The World of TV

**Q** Complete the chart with the comparative and superlative forms.

| Irregular Adjective | Comparative | Superlative |
|---------------------|-------------|-------------|
| good                |             |             |
| bad                 |             |             |
| well                |             |             |
| far                 |             |             |
| old                 |             |             |



**R** Complete the sentences with the correct form of the adjectives in parentheses. Use the for the superlative form.

- Mercury is \_\_\_\_\_ (close) to the sun than any other planet.
- The planet that is \_\_\_\_\_ (far) from the Earth is Neptune.
- Pluto has been called a dwarf planet because it's considerably \_\_\_\_\_ (small) than any of the planets in our Solar System.
- Brad has three brothers, and \_\_\_\_\_ (old) one is an astrophysicist.
- Being in the anti-gravity simulator made Faisal feel dizzy, but he's much \_\_\_\_\_ (well) now.
- Mars is \_\_\_\_\_ (hot) than Jupiter and Saturn, but it is \_\_\_\_\_ (icy) than Earth.
- Flying in the Space Shuttle was \_\_\_\_\_ (thrilling) experience of his career, but the time he nearly crashed was by far \_\_\_\_\_ (bad).
- Jupiter has a \_\_\_\_\_ (great) number of moons, but Saturn has \_\_\_\_\_ (impressive) ring system.
- Earth is the only planet that is inhabited by humans as it has a far \_\_\_\_\_ (good) atmosphere for us and \_\_\_\_\_ (favorable) temperatures.
- Earth is slightly \_\_\_\_\_ (big) than Venus, whose air is \_\_\_\_\_ (poisonous) than the atmosphere of Mars.
- Galileo discovered Jupiter's four \_\_\_\_\_ (large) moons since he was one of \_\_\_\_\_ (great) scientists of his time.
- Prince Sultan bin Salman's \_\_\_\_\_ (celebrated) space flight made young Saudis \_\_\_\_\_ (eager) to find out about space.

# 5 Do You Really Need It?

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

admire    exclusive    intended    sophisticated    brand    formula    revolutionary

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


**B** Answer the questions.

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



# 5 Do You Really Need It?

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

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

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

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

8. She only buys organic foods (now that / even if) she has food allergies.

**E** Finish the sentences about yourself.

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

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

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

1



2



3



4



5



6



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



## 5 Do You Really Need It?

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

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

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

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

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

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

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

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

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

then her mother noticed that the whole outfit was new. She was really mad, so Karen

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

## I READING

Read the article. Then answer the questions below.

### Global Marketing Mishaps

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

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

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

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

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

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

Write definitions for these words and phrases from the text.

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



# 5 Do You Really Need It?

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

|                       |                      |                       |                 |                       |                  |
|-----------------------|----------------------|-----------------------|-----------------|-----------------------|------------------|
| <b>window display</b> | <b>hired</b>         | <b>fully equipped</b> | <b>revealed</b> | <b>were delivered</b> | <b>stir</b>      |
| <b>bystanders</b>     | <b>mixed reviews</b> | <b>chopping</b>       | <b>sliding</b>  | <b>launched</b>       | <b>oblivious</b> |

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

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

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

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

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

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

---

---

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

---

---

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

---

---





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



Words about the picture

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



# 5 Do You Really Need It?

## L WRITING

Think of a food product that is popular in your country or region that is not popular in other parts of the world. It could be a local snack, fruit, vegetable, or national dish. Write an advertising brief for selling it in another region of the world. Include the target market, the type of image you want to create for the product, and suggestions for packaging. Then create a new name and a short, catchy slogan for the food.

1. Before you write, take notes in the chart below.

|                       |  |
|-----------------------|--|
| Food                  |  |
| New sales region      |  |
| Target market         |  |
| Image to create       |  |
| Packaging suggestions |  |
| Name & slogan         |  |

2. Now use your notes from the chart to write your advertising brief.



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

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



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

**N** Circle the correct words.

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

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

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



# 5 Do You Really Need It?

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

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



## Words Connected with Shopping Habits

| Shopping Mall | Small Stores | Online Shopping |
|---------------|--------------|-----------------|
|               |              |                 |

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

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

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

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



# 6 The Gender Divide

**A** Unscramble the words.



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

*intensity*

1. a t x n i y e

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

3. e d g n r e

4. s t e o i u d

5. s l r t e s e s

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

7. t c a p y i a c

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

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



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

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

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

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

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

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

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

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

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



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# 6 The Gender Divide

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

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

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

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

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

*The lawn needs to be watered every day.*

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

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

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

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

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

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

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

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

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



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

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

1. My brother doesn't like talking about work. My father doesn't like talking about work.  
\_\_\_\_\_
2. I don't like arguing. She doesn't like arguing.  
\_\_\_\_\_
3. Sabah is in high school. Her friend Hanan is in high school.  
\_\_\_\_\_
4. Jody doesn't like to cook. Gwen likes to cook.  
\_\_\_\_\_
5. Tom doesn't have a job. His brother has a job.  
\_\_\_\_\_
6. We're not going on a trip. They're not going on a trip.  
\_\_\_\_\_
7. He's not old enough to travel on his own. His brother old enough to travel on his own.  
\_\_\_\_\_
8. Our classmates don't enjoy the activity. We enjoy the activity.  
\_\_\_\_\_



# 6 The Gender Divide

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

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

**H** Answer the questions.

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





**I READING**

Read the article and answer the questions.

**The Environmental Divide**

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

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

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

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

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

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

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

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

---

2. Who are these views represented by?

---

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

---

4. What do environmentalists juxtapose as an argument?

---



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

---

## 6 The Gender Divide

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

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

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

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



Words about the picture

A large empty rectangular box for writing words related to the picture.

1. \_\_\_\_\_

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

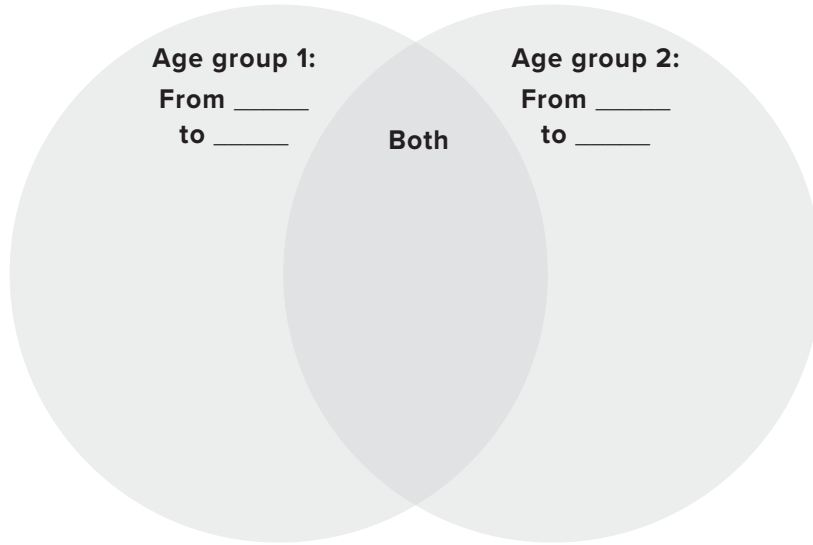
3. \_\_\_\_\_

# 6 The Gender Divide

## L WRITING

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

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



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

Blank lined area for writing the essay.



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

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

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

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

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

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

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

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

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

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

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

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

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



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

1. What have you been doing lately? Why?

---

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

---

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

---

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

---



## 6 The Gender Divide

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

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

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

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



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

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

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

1. \_\_\_\_\_

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

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

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

# EXPANSION Units 4 – 6

**A** Match the words and their definitions.

- |                         |   |
|-------------------------|---|
| 1. _____ restless       | a. a false belief about yourself or a situation       |
| 2. _____ broke          | b. having unusual habits or behavior                  |
| 3. _____ admire         | c. the name that identifies a product or manufacturer |
| 4. _____ idiosyncratic  | d. for a long time                                    |
| 5. _____ doze off       | e. personality or mood                                |
| 6. _____ temperament    | f. involving a big change                             |
| 7. _____ for ages       | g. fall asleep  |
| 8. _____ delusion       | h. worry  |
| 9. _____ anxiety        | i. out of money                                       |
| 10. _____ ally          | j. friend or partner                                  |
| 11. _____ brand         | k. respect  |
| 12. _____ revolutionary | l. impatient; can't sit still                         |

**B** Answer the questions.

1. What gender are you?  
\_\_\_\_\_
2. What's something you find tedious?  
\_\_\_\_\_
3. What's the most outlandish commercial you've ever seen? Explain.  
\_\_\_\_\_
4. What's your favorite brand of food? What does the brand's logo look like?  
\_\_\_\_\_
5. What's something you like to blow money on?  
\_\_\_\_\_
6. When do people doze off?  
\_\_\_\_\_
7. What would you do if you bought a computer that had a lot of defects?  
\_\_\_\_\_
8. What kind of exotic animals can you see in parks or zoos?  
\_\_\_\_\_



# EXPANSION Units 4 – 6

**C** Combine each pair of sentences using a paired conjunction.



**Tom doesn't lie. Tom doesn't yell.**

*Tom neither lies nor yells.*

1. He worries a lot. He tries to avoid conflict.  
\_\_\_\_\_
2. Ben doesn't like to play football. Scott doesn't like to play football.  
\_\_\_\_\_
3. Betty likes to talk about her feelings. Tara likes to talk about her feelings.  
\_\_\_\_\_
4. They will have pizza. They will have pasta. They don't know yet.  
\_\_\_\_\_
5. Madison likes to speak in formal situations. Madison likes to speak in informal situations.  
\_\_\_\_\_
6. Sea turtles can swim underwater. Sea turtles can live to be very old.  
\_\_\_\_\_
7. Men don't like to do tedious tasks. Men don't like to talk about their feelings.  
\_\_\_\_\_
8. The meal can be served with rice. The meal can be served with salad.  
\_\_\_\_\_

**D** Answer the questions, using complete sentences with adverb clauses. Use the adverbs in parentheses.



**What is your favorite TV show? Why do you like it?**


**(because)** *My favorite TV show is CSI because it's exciting.*

1. Where do you take your cell phone?  
(wherever) \_\_\_\_\_
2. When should you call 997 or another emergency number?  
(only if) \_\_\_\_\_
3. Why are you studying English?  
(so that) \_\_\_\_\_
4. Why don't you have school on September 23rd?  
(because of) \_\_\_\_\_
5. Why do you have an umbrella?  
(in case) \_\_\_\_\_
6. Where can you use the Internet?  
(everywhere) \_\_\_\_\_



# EXPANSION Units 4 – 6

**E** Complete the sentences. Use the verb in parentheses as a gerund or an infinitive.


 I forgot to meet (meet) my friend at the lecture hall. My friend waited until the lecture started and finally went in without me.

1. Our biology teacher always stops \_\_\_\_\_ (talk) to us when she sees us in the schoolyard.
2. Did you remember \_\_\_\_\_ (buy) the tickets? I'm worried they'll sell out if we don't get them soon.
3. I tried \_\_\_\_\_ (turn) on the light, but it's not working. We might need to buy a new one.
4. I regret \_\_\_\_\_ (tell) you that the tickets were sold out when I tried to buy them. I'm sorry.
5. My grandmother remembers \_\_\_\_\_ (pay) only 25 cents to buy an ice-cream cone. Times have changed a lot since she was a little girl.
6. On our way home, we stopped \_\_\_\_\_ (have) an ice-cream cone. It was delicious.
7. I don't remember \_\_\_\_\_ (see) a bag. Are you sure you took it with you?
8. I regretted \_\_\_\_\_ (watch) that horror film on TV. I had nightmares for weeks.

**F** Combine the sentences. Use an auxiliary verb with **but** or **and**.

 The shampoo is expensive. The conditioner is expensive.

The shampoo is expensive and the conditioner is too.

1. The BMW-3000 is sophisticated. My old car isn't sophisticated.  
\_\_\_\_\_
2. This packaging doesn't look good. This advertisement doesn't look good.  
\_\_\_\_\_
3. The commercial is good. The slogan is good.  
\_\_\_\_\_
4. The uniforms aren't new. The sneakers are new.  
\_\_\_\_\_
5. China sells the car. Mexico sells the car.  
\_\_\_\_\_
6. The spokesperson is a scientist. The sponsor isn't a scientist.  
\_\_\_\_\_
7. Endorsements are a way to advertise. The "Bandwagon Technique" is a way to advertise.  
\_\_\_\_\_
8.  The commercial isn't funny. The billboard isn't funny.  
\_\_\_\_\_

# EXPANSION Units 4 – 6

**G** When and where do people do these things? Write sentences.

1. Invite friends and relatives to your house.

---

2. Visit friends and relatives.

---

3. Exchange gifts with family and friends.

---

4. Celebrate with family and friends.

---

5. Organize a dinner party.

---

6. Drive to the desert.

---

7. Pitch a tent.

---

8. Have a barbecue.

---

**H** Write as many words as possible that collocate with these items.

| convey | witness | outlandish | untimely | brand |
|--------|---------|------------|----------|-------|
|        |         |            |          |       |



# EXPANSION Units 4 – 6

**I** Look at the picture and write words that describe what is happening. Write sentences about what each boy could be thinking using some of your action words (verbs).

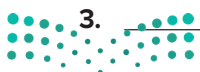


## Action words (verbs)

|  |
|--|
|  |
|--|

1. \_\_\_\_\_

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

3. 

# EXPANSION Units 4 – 6

## J WRITING

Write an essay about the customs and traditions of a holiday that you celebrate.

1. Before you write, use the chart below to organize your ideas. In the first column, write two or three customs or traditional things that people do on the holiday. Research these traditions and then write notes about the origin of each in the second column.

| Holiday: _____   |                                |
|------------------|--------------------------------|
| Tradition/Custom | Origin of the Tradition/Custom |
|                  |                                |
|                  |                                |
|                  |                                |

2. Now use your notes from the chart to write your essay.



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72 EXPANSION Units 4–6

## Writing Skills 1

### Expressing Your Opinion

When giving your opinion, either orally or in writing, it is important to clarify whether the opinion that you are expressing is your own or one that is generally accepted.

| Personal opinion            | General opinion                           |
|-----------------------------|---|
| I think that...             | Most people know/think that...            |
| In my opinion,...           | Everyone knows that...                    |
| From my point of view,...   | It is thought/believed/well known that... |
| As far as I'm concerned,... | Most people support/oppose the...         |
| I strongly believe that...  |   |

**A.** Choose the most appropriate beginning for each sentence.

- (In my opinion / Most people know that) people today are too obsessed with earning money. They should try and enjoy life more.
- (As far as I'm concerned / It is thought that) global warming will cause the polar ice caps to melt.
- (Everyone knows that / I think that) governments of richer countries should give money to poorer countries.
- (From my point of view, / It is thought that) medical care should be free for everybody.

**B.** Use the prompts to express opinions about the world today.

- I think that \_\_\_\_\_.
- It is believed that \_\_\_\_\_.
- Most people support the idea of \_\_\_\_\_.
- As far as I'm concerned, \_\_\_\_\_.
- Most people think that \_\_\_\_\_.

When expressing your opinion in a debate, it is important not to make your statements so general that they are not true. For example, the statement *Everybody loves to eat junk food* can be easily argued with. However, the statement *Almost everybody loves to eat junk food* is much more difficult to argue with.

When expressing your opinion in a debate:

- Avoid words like *never, always, all, none*. Use words like *often, hardly ever, many, very few*, etc.  
No **Few** teenagers like school.
- Try using modal verbs to qualify the verb.  
There ~~will~~ **may** never be peace in the world.

**C.** Modify the following sentences to be less extreme.

- It never rains in the desert.
- There must be life on other planets.
- It is impossible to find a cure for cancer.
- All factories pollute the environment.

## Writing Skills 2

### Rewriting

English is a very versatile language. By choosing vocabulary and structures carefully, you can often write the same idea in several ways. For example:

There are not enough homes in modern cities for the people who live there.

There is a shortage of homes in modern cities for the people who live there.

Modern cities do not have enough homes for the people who live there.

The number of homes in modern cities is insufficient for the people who live there.

Another way to improve your writing is to avoid constantly using the same word by using synonyms.

**A.** Complete the sentences so that the second sentence has a similar meaning to the first. Use the words in parentheses.

1. **a.** There will be an exam in biology on Monday.

**b.** The students \_\_\_\_\_ in biology on Monday. (tested)

2. **a.** Computers have caused major changes in the way people work and study.

**b.** Computers \_\_\_\_\_ work and study practices. (revolutionized)

3. **a.** Not many people like to drink coffee at night.

**b.** Drinking coffee \_\_\_\_\_ . (unpopular)

4. **a.** It was the first time the children had seen snow.

**b.** The children \_\_\_\_\_ . (never)

5. **a.** Many people think that Venice is the most charming city in the world.

**b.** Venice \_\_\_\_\_ one of the most charming cities in the world. (considered)

**B.** Read the paragraph. Then rewrite the paragraph, replacing the underlined words with synonyms from the box.

|         |         |         |         |           |          |
|---------|---------|---------|---------|-----------|----------|
| greeted | grin    | noticed | peered  | portrait  | rang     |
| roses   | scarlet | silent  | stepped | the ocean | wandered |

Anne arrived at the house and walked (1. \_\_\_\_\_) through the gate into the garden that smelled of flowers (2. \_\_\_\_\_). The sound of water (3. \_\_\_\_\_) reached her ears from somewhere out of sight. She walked (4. \_\_\_\_\_) up the path to the red (5. \_\_\_\_\_) door and pressed (6. \_\_\_\_\_) the doorbell. After a few moments, she saw (7. \_\_\_\_\_) someone behind the glass of the door, and it swung open to show her grandmother. Her grandmother looked (8. \_\_\_\_\_) at her for a few moments, and then her face relaxed into a smile (9. \_\_\_\_\_). Anne said hello to (10. \_\_\_\_\_) her grandmother and stepped into the warmth of the hallway. The door closed behind her, shutting her into the quiet (11. \_\_\_\_\_) atmosphere of the old house. She looked around the once familiar walls and saw that the picture (12. \_\_\_\_\_) of her grandfather was missing, nor was there any sign of him in the house.



## Writing Skills 3

### Editing Finished Work

Good writers know that a piece of work isn't finished until it has been checked for errors. This is especially important when writing in a foreign language. It's a good idea to take a break before checking your work so that you can look at it with fresh eyes. Read the following checklist for editing finished work.

|                      |  |
|----------------------|--|
| <b>Audience</b>      | Is the work appropriate for the intended audience? Have you written a formal piece for an informal situation or vice versa? Will the reader understand what you are trying to communicate? |
| <b>Extra words</b>   | Have you included any extra words by mistake? Common examples include: articles, prepositions, personal pronouns, etc.   |
| <b>Missing words</b> | Are there any words missing? Common examples include: articles, auxiliary verbs, prepositions, personal pronouns, etc.   |
| <b>Grammar</b>       | Is the grammar correct? A common example of a grammar mistake is forgetting the third person -s on present simple verbs.   |
| <b>Tenses</b>        | Have you used the correct tenses? Make sure that you are consistent with your tense usage and don't change tense in the middle of a sentence.  |
| <b>Punctuation</b>   | Punctuation is a very important feature of written English, often dictating meaning. Make sure that your work is punctuated correctly according to English rules.                          |
| <b>Spelling</b>      | Many people have problems with English spelling, but most problems can be avoided by being careful. If you're not sure of a word, look it up in a dictionary!                              |

#### A. Correct the errors in the sentences.

1. My father is a journalist for seven years.
2. My parents was born in 1970 and got married in 1992.
3. I like Amy and Carol, but I really can't stand there pets.
4. The doorbell rang when Mindy talked to her friend on the phone.
5. I had a terrible day at work yesterday. My computer crashed and I lose all my work.
6. I think that the athletes should set a better example for young people.
7. Although cell phones have changed our lives forever, not everybody like using them.

#### B. Add capitalization and punctuation to the sentences.

1. mike turned to kevin and asked will you help me
2. suddenly the children ran to the door their father was home from his business trip
3. what do you think people should do to help decrease poverty in developing nations
4. sam doesnt like school very much but he does enjoy his english class
5. frank asked if he wanted time to think about it before he made his decision
6. my favorite book of all time is oliver twist by charles dickens.
7. in spite of all the bad reviews I still enjoyed the restaurant.



## Writing Skills 4

### Writing an Account or Newspaper Article

Although most of us know what we want to say when we start writing, it is often easy to forget while in the process of writing, which can cause the work to lack structure and make it difficult for the reader to understand. Plan briefly first, so that you can check your progress as you write. Follow the guidelines below to help you.

1. Decide what information you need to convey to the reader. Ask yourself the questions **Who? Why? What? Where? When? How?** to come up with most of the information you need to include.
2. Write a brief plan like the one below, explaining what you will include in each paragraph. This will also help you decide how many paragraphs you need to include.
3. When you finish, check the work against the plan to make sure you've included everything. Try and read the piece as if you were someone else. Does it include all the information you need to provide?

**A.** Read the text that follows the plan and reorder the paragraphs so that they match the plan.

*1. Introduction, mystery finally solved*  
*2. Background history of the case, search, police and residents' reaction*

*3. How the case was solved*  
*4. The men's reaction, what they've been doing, employers' reaction*

- a.** However, two days ago, police received a phone call from their colleagues in New York saying that there was a man in their precinct who claimed to know what had happened to the two men. An agent flew up to New York to interview the man who had seen the case of the escaped convicts on a popular TV program on unsolved crimes, and had immediately recognized one of the men as his next-door neighbor and the other man as his next-door neighbor's cousin. He said that he'd never realized who they were before, because both men had changed their names as well as the color of their hair and eyes!
- b.** The two men were arrested in their new home. They had both been able to find jobs and were planning to get married soon. Confronted with the prospect of spending another twenty years in prison, one of the men had a stroke and was taken to hospital. The other man was driven back to the penitentiary to wait for their final sentencing. Neither man regretted escaping. They had both started new lives and had not committed any unlawful act while out of prison. Their employers have offered to testify as character witnesses and claim that both men have been model workers.
- c.** The two run-away convicts were first reported missing in May 2007, when they failed to appear at the door of their cell during morning inspection. Described as two of the most intelligent and dangerous criminals, the two men caused an enormous stir in the media. A national manhunt was launched in an effort to locate and apprehend the two escapees. Over one hundred thousand residents helped the police search the area and the surrounding desert with no success. Local law enforcement officers and residents eventually resigned themselves to the fact that they would not be able to find the two men.
- d.** After years of a nationwide search, it appeared that police had finally located the getaway car and prison uniforms of the detainees that had managed to dig their way out of the high security penitentiary in Phoenix, and a few days later the actual escapees.