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MEGA

GOAL 4

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وزارة التعليم

Ministry of Education

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MegaGoal 4 Student Book

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Scope and Sequence

	Unit Title	Functions	Grammar
	Intro **Pages 2–5**	Express personal view/objective comment, enthusiasm/regret/wishes/strong agreement Talk about advantages/disadvantages, possibility/necessity/consequence/result, relate past to present, size/characteristics, make deductions about past/present, report statements/questions/thoughts, focus on action	Recycle familiar verb forms, simple present/ narrative, connectors and modifiers, passive forms, *would –hypothesis*, progressive forms, *have something done*, modals
1	There's No Place Like Home **Pages 6–19**	Talk about your home Describe things you are looking for Words connected with directions for places Expressing requests, offers, promises, warnings; making decisions	Adjective order *Too* and *enough* Discuss quotes and feelings about home
2	The Sporting Life **Pages 20–33**	Talk about the Olympics Talk about sports and athletes Encourage and express confidence in someone Explain steps in a process or game	Gerunds as subjects Superlative + present perfect Present Perfect Progressive versus present perfect simple Time expressions: *How long ...?* Adverbs of manner Comparative forms and structures with adjectives and adverbs
3	Laugh Out Loud **Pages 34–47**	Talk about humor Explain consequences with comparatives Tell and respond to jokes Expressing wishes, regret and criticism	Past and present participial adjectives *Get* + adjective; *Get* + past participle *The...the...* comparatives *Such...that/ so...that* *Can't, could, couldn't, must, may,* or *might*
	EXPANSION Units 1–3 **Pages 48–53**	**Language Review** **Reading:** Can You Believe They Believed It? **Language Plus:** Idioms about sports	
4	You Are What You Eat **Pages 54–67**	Talk about food myths Discuss eating habits Offer, accept, and decline food and drink	Phrasal verbs Separable and nonseparable phrasal verbs Three-word phrasal verbs Count/noncount nouns Expressions of quantity: *some/any, few, little, a lot of, much/many, enough* *Would like* Words connected with recipes Sequence words: *First, then, after that, finally*
5	Amazing Animals **Pages 68–81**	Talk about animals and their behavior Ask for advice Give advice	Passive modals The passive with reporting verbs Adjectives *All/both/neither/none; Both...and.../neither... nor.../either...or...*
6	What Would You Do? **Pages 82–95**	Talk about ethics and morals Discuss ethical dilemmas Give opinions	Present hypothetical conditionals versus past hypothetical conditionals Implied conditionals *As if/As though* for unreal situations Future progressive and future perfect Time expressions for the future: by the year, this time tomorrow *Used to* versus *be used to* *Was/were going to*
	EXPANSION Units 4–6 **Pages 96–101**	**Language Review** **Reading:** Mind Over Matter **Language Plus:** Idioms with *mind*	

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Listening	Pronunciation	Reading	Writing
Listen for specific information Listen and identify language/ questions in discourse/ interview	Recycle and use familiar stress, intonation patterns, identify falling/ rising intonation patterns and effects, e.g. enthusiasm, regret		
Listen for specific details about renting an apartment	Stress on two-syllable nouns and verbs	Vision 2030 Kingdom of Saudi Arabia	Write a description of a home Research and write about different types of houses in the world; prepare a poster or PowerPoint presentation (Project)
Listen to profiles of Olympic athletes for specific details	Voiced and voiceless *th*	A Country Born on Skis	Write an email giving complex instructions on a sport or other recreational activity Research and write about the most popular Olympic sporting events; prepare a poster (Project)
Listen for specific information about animals' ability to laugh	The *b* and *v* sounds	Laughter Really Is the Best Medicine	Write short messages Write a scene from a TV sitcom Research and write about a funny scene from a sitcom or film; prepare a PowerPoint presentation (Project)
	Tools for Writing: Avoiding wordy sentences **Writing:** Write about a hoax		
Listen for sequence in the process of making a chocolate bar	Stress on two-word and three-word phrasal verbs	Accidental Food Discoveries	Write a description of a memorable event Research and write about snacks and desserts in the Arab world; prepare a PowerPoint or poster presentation (Project)
Listen for specific information about horse training	The *y* and *j* sounds	Animal Heroes	Write about a type of animal Research and write about animals in the Arab world; prepare a poster presentation (Project)
Listen for specific details about mountain rescues	Stress on content words and function words	Peeking into Our Medical Future	Write a personal narrative about an important decision that has impacted your life Research ground-breaking treatment and procedures in Saudi Arabia; prepare a PowerPoint presentation (Project)
	Tools for Writing: The definite article and generalizations **Writing:** Write about a new technology		

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Intro

1 Listen and Discuss

A. What do you think?

What is a slouch detector? What are super foods? Which creatures are older than dinosaurs?
Do animals laugh? How old is cooking?

B. Read the texts and find out.



Have you noticed how often people, who spend a long time sitting at a desk, complain about back pain? When we've been sitting for a long time we are not conscious of our posture. Slouching affects the position of our neck and spine and causes back pains or even headaches. A small gadget that operates as a "slouch detector" comes to the rescue! The gadget monitors your neck and spinal position and buzzes, when the position is less than ideal! All you need to do is clip the gadget onto your shirt. However, you need to remember not to take any notice when the gadget buzzes for the wrong reason; for example when you lean over to answer the phone or get something from a drawer! Do you think the slouch detector is worth buying? Would you use it?

An Australian biogeneticist and his team began developing a vitamin-A-enriched banana to combat the destructive effects of vitamin A deficiency in sub-Saharan Africa. The banana was chosen as it made up a lot of the children's diet in the area, where about a third of the children under the age of 5 are at risk of going blind due to vitamin A deficiency. Provided that this type of "super banana" can actually be cultivated locally, and consumed by a substantial number of people, this type of food re-engineering might be extended to a wider range of products around the world. What do you think? Is intervening and reengineering crops a good idea?





Evidence has led scientists to suggest that early humans cooked their first hot meals more than 1.9 m years ago. The invention of cooking was a crucial factor in human evolution as it allowed our ancestors to expand their diet and to obtain more calories and nutrients from their food. Cooking softened food and made endless chewing redundant. This, according to scientists, resulted in the disappearance of large teeth which were replaced by smaller ones. It also reduced feeding times considerably and allowed early humans to develop different skills. According to Harvard evolutionary biologist, Richard Wrentham, controlling and using fire to cook was instrumental to the development of modern man. What do you think?

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Hagfish, according to fossil records, have existed for over 300 million years. They are often called slime eels because of the slimy substance they produce, with the purpose of damaging the gills of predatory fish. As a result, hagfish have no natural enemies. The Coelacanth is the most famous "living fossil". It was supposed to have become extinct in the Cretaceous period, along with the dinosaurs, until a live specimen was caught in South Africa in the late 1930s. Since then, more coelacanths have been seen and photographed. A second coelacanth species was found in Indonesia in 1999. Coelacanths can be up to 2 meters long and feed on smaller fish, in deep, dark waters. Did you know? Have you heard of other prehistoric animals that are still alive?



Research findings support the belief that a number of animals laugh when tickled! Scientists believe that nonhuman primates not only laugh but also have a sense of humor. Koko was a famous gorilla in California who learned more than two thousand words and one thousand American Sign Language signs, and demonstrated the ability to use different meanings of the same word. When asked about things she thought were hard, she signed, "rock" and "work"! She also tied her trainer's shoelaces together before signing "chase" and turning to walk away! What do you think?

2 Pair Work

Discuss the points raised at the end of each text. Express your ideas and agree or disagree. Use language you know and phrases from the box.

Expressing personal views/Making objective comments
I'm not sure I'd feel comfortable using a gadget that makes so much noise in public...
I don't think I would, but I am sure many people would.
It sounds like a good idea, but there should be some restrictions ...
A lot of people will object to it, although it appears to solve ...
I'd have to do some research but I'm sure there are more ...
It's hard to believe but one has to accept that ...

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3 Conversation

Presenter: We're at the edge of the desert, waiting for the falcon hunters to arrive. And here they come... I thought their car was white... This must be them. They must have been on the road longer than expected ... Welcome back. It's great to see you again Mr. Ali.

Mr. Ali: Thank you. Good to see you too! I wasn't sure you'd be here.

Presenter: Of course I'm here. I can't wait to hear about your exploits. Have you had a successful hunt?

Mr. Ali: Have we, indeed! We have been more fortunate than we could have ever expected. This has been the best trip ever! I wish we could have gone on for another two weeks!

Presenter: But you must be exhausted! And you must have been in the sun a lot...

Mr. Ali: You can tell, can't you? Oh, well, we must be looking the part. What can you expect after weeks of camping in the desert, but that's the way we like it!

Presenter: And, now? What's next?

Mr. Ali: Now, we are going to see our clients. My falcons are spoken for, so I won't have to look around for buyers. This is also important in our business...having good clients and keeping them happy! And of course, we're going to have our truck cleaned and serviced before we do anything else!

Presenter: Do you think of the financial gain while you're hunting?

Mr. Ali: No, not really. I only think of the hunt. You can't catch falcons if all you think about is how you are going to sell them. Falcons deserve respect and admiration! I often feel we have the best of both worlds; making a decent living while doing something we genuinely enjoy. There can't be too many people who can claim that!

Presenter: You're quite right! I wish you continuing success in your endeavor and hope to catch up with you next year.

Mr. Ali: You're very welcome. It's really good to have the opportunity to talk about our trade and know that more people will hear about it.

Match functions and expressions/excerpts from the conversation.

Functions	Expressions
Make deductions 3	**1.** I thought their truck was white... I wasn't sure you'd be here.
Actions that are done for one _____	**2.** And of course we're going to have our truck cleaned and serviced before we do anything else!
Report thought _____	**3.** This must be them. They must have been on the road longer than expected ... But you must be exhausted! And you must have been in the sun a lot. Oh, well, we must be looking the part.
Express enthusiasm _____	**4.** Have we, indeed! We have been more fortunate than we could have ever expected. This has been the best trip ever!
Express regret/wishes _____	**5.** I wish we could have gone on for another two weeks!
Strong agreement _____	**6.** My falcons are spoken for, so I won't have to look around for buyers.
Focus on action (not doer) _____	**7.** You're quite right!

Your Turn

Role-play with a partner. Choose a celebrity to welcome at the airport.

4 Pronunciation

Listen and find examples for rising ↗ or falling ↘ intonation in the conversation. Identify attitude, feeling if relevant. e.g. enthusiasm, regret, question, etc.

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5 Listening



A. Talk about professional falcon hunters.

- equipment
- hunting season
- popular areas

B. You are going to listen to an interview with a professional falcon hunter. Answer *True* or *False*.

	true	*false*
1. Mr. Ali used to be a successful store owner.		
2. He didn't need to buy any equipment for falcon hunting.		
3. Falconry is a natural skill that cannot be acquired through training.		
4. Falconers camp in the desert or stay in hotels.		
5. Falcon hunting is a profitable profession.		

C. Listen again and make notes about falcon hunting trips.

Transport	
Accommodation	
Hunting areas	
Prey	
Competition	
Profit	
Training	

6 About You

1. How much do you know about falcon hunting?
2. What is your opinion about it as a profession?
3. What other questions would you have asked the falconer? Write them down.
4. Use your own questions and role-play an interview like the one above with a partner. You can choose a different profession to talk about.

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1 There's No Place Like Home

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1 Listen and Discuss

1. What do you think is the difference between a house and a home?
2. What are the most important things in your home?
3. Describe both the interior and exterior of your dream home.

1 **What is home?** A roof to keep out the rain? Four walls to keep out the wind? Floors to keep out the cold? Yes, but home is more than that. It is the laugh of a baby, the verse of a mother, the strength of a father, warmth of loving hearts, lights from happy eyes, kindness, loyalty, comradeship. Home is the first school . . . for young ones, where they learn what is right, what is good, and what is kind, where they go for comfort when they are hurt or sick; where joy is shared and sorrow eased; where fathers and mothers are respected and loved, where children are wanted; where the simplest food is good enough for kings because it is earned; where money is not as important as loving-kindness; where even the tea kettle whistles from happiness. **That is home!**
— Ernestine Schumann-Heink

2 No one realizes how beautiful it is to travel until he comes home and rests his head on his old, familiar pillow.
— Lin Yutang

3 Bricks and mortar make a house, but the laughter of children makes a home.
— Irish Proverb

4 The best way to keep children home is to make the home atmosphere pleasant—and let the air out of the tires.
— Dorothy Parker

5 A small house can lodge a hundred friends.
— Egyptian proverb

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6 Home is where the heart is.
— English proverb

7 There isn't enough furniture in the world to make a house without love feel like a home.
— Unknown

8 A house is a home when it shelters the body and comforts the soul.
— Phillip Moffitt

9 A house that does not have one worn, comfy chair in it is soulless.
— May Sarton

10 A small, old house filled with love is better than a large, new house with none.
— Unknown

Quick Check ☑

A. Vocabulary. Complete the sentences with one of these words:

atmosphere	loyalty	mortar
comfort	furniture	worn
lodge	shelter	

1. The people showed _____ to the king by putting his face on the new coin.
2. When children have nightmares, mothers give _____ with loving words.
3. The museum has a quiet and peaceful _____.
4. Some houses are built from bricks and _____.
5. They had no money to buy _____, so they used boxes as chairs.
6. We've had this couch too long. It's starting to look _____.
7. We used the tree for _____ during the storm.
8. A hotel with many rooms can _____ many people.

B. Comprehension. Answer the questions.

1. What's the best way to keep children at home?
2. What do you think is the difference between a house and a home?
3. What do you think is the real meaning of proverb 5?
4. Who wants to keep his or her kids at home?
5. Who sees home as a perfect place?

2 Pair Work

With a partner, write your own quote about home. Share it with the class.

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3 Grammar

Adjective Order

When you use more than one adjective before a noun, the adjectives go in a certain order. The order is determined by category. Adjectives usually follow this order:

Opinion	Size/Shape	Age	Color	Nationality	Material
expensive	large	young	red	Saudi Arabian	glass
difficult	round	ancient	turquoise	British	wooden

The **beautiful**, **old**, **stone** house has been put up for sale.
I have two **large**, **brown** sofas in my living room.

Note: Usually, only one to three adjectives are used to modify a noun at a time.

Too and *Enough*

Too can be placed before adjectives and adverbs.

She can't reach the shelf. She's **too** *short.*
You're talking **too** *loudly*. I can't hear the news.

Enough can be placed after adjectives and adverbs.

She can reach the shelf. She's *tall* **enough**.
You're talking *loudly* **enough**. Everyone can hear you.

Enough can be placed before nouns.

They should buy their own home. They have **enough** *money*.

A phrase with *too* or *enough* can be followed by an infinitive phrase.

You're **too** sick *to leave the house today.*
You're not well **enough** *to go to work today*.
I have **enough** days off *to go on a trip*.

A. Rewrite each sentence, putting the adjectives in the correct order. Add commas where necessary.

There is a (round / small) table in the kitchen.
There is a small, round table in the kitchen.

1. Our new apartment is in a (brick / small) building.
2. The apartment has a (old / Egyptian / wonderful) rug.
3. There are (new / enormous) windows.
4. Unfortunately, there are (ugly / velvet / brown) curtains in the living room.
5. But there are (lovely / silk / yellow) curtains in the bedroom.
6. The apartment has a (formal / large) dining room.
7. It has (wood / beautiful / old) floors.
8. The (old-fashioned / orange / small) bathroom needs to be remodeled.
9. The bedroom is painted a (comforting / light blue) color.
10. A (American / nice / large) family lives next door.

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B. Use the words to write one complaint using ***too*** and one complaint using ***enough***.

the elevator moves / slowly / quickly *The elevator moves too slowly. It doesn't move quickly enough.*

1. the lobby / dirty / clean
2. walls / thin / thick
3. the neighbors / inconsiderate / considerate
4. the neighbors talk / loudly / softly
5. the painter painted / carelessly / carefully
6. the bed / soft / firm
7. the atmosphere / unfriendly / friendly
8. the bus stop / far / close
9. the furniture / outdated / modern
10. the mortar / wet / dry

C. Complete each sentence with an infinitive.

I'm not tall enough *to be a basketball player.*

1. I'm tall enough _____.
2. I'm not tall enough _____.
3. I'm too young _____.
4. I'm old enough _____.
5. I don't have enough money _____.
6. I speak enough English _____.

D. Look at the picture. Describe the houses using multiple adjectives. Then give your opinion of the houses using ***too*** and ***enough***.



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4 Conversation

Ahmed: Where are you going to live when you start college in the fall?

Hameed: I don't want to live on campus. There's too much noise when you're trying to study, and there aren't enough places to go when you want to socialize. So, I'm going to get an apartment off campus.

Ahmed: Cool! What kind of apartment do you have in mind?

Hameed: Well, I'm hoping to find a large, modern place with an extra bedroom for visitors. It has to have parking. And, of course, it has to have a washer and dryer.

Ahmed: Hold on! Do you have enough money for an apartment like that?

Hameed: Why? Do you think it would be very expensive?

Ahmed: You are clearly out of touch with rental prices! You need a reality check. An apartment like that will cost an arm and a leg.

Hameed: Like how much?

Ahmed: We're talking megabucks—maybe fifteen grand a month.

Hameed: Fifteen thousand riyals? I had no idea. I thought it would be a lot less than that.

Ahmed: Only if you want to live in a tiny apartment way outside of the city.

Hameed: Well, maybe I shouldn't be in such a rush to move out. I could live at home with my parents just for the first year...



Real Talk

Cool! = Great!
Hold on! = Stop for a moment!
out of touch = don't have a realistic idea
reality check = an assessment of how realistic something is
an arm and a leg = a large amount of money
megabucks = a large amount of money
grand = thousand

About the Conversation

1. What kind of apartment is Hameed looking for?
2. Why does Ahmed tell Hameed that he needs a reality check?
3. What decision does Hameed make at the end of the conversation?

Your Turn

Role-play with a partner. Tell your partner about something you are looking for, such as a university or a new computer. Use phrases from the box. Your partner will ask questions to find out more information.

Describing What You Are Looking For

I'm looking for...	I'd love to find...
What I have in mind is...	I'm hoping to find...
I have my heart set on...	It's essential that I find...

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5 Listening

Listen to the real estate agent talk about important factors to consider when looking for an apartment to rent. Tick ☑ the factors mentioned.

1. ☐ the neighborhood
2. ☐ the number of windows
3. ☐ the number of closets
4. ☐ the number of lights
5. ☐ the number of neighbors
6. ☐ the size of the rooms
7. ☐ the size of the building
8. ☐ whether outdoor barbecues are allowed
9. ☐ whether pets are allowed
10. ☐ whether a parking spot is included

6 Pronunciation

In English, there are many two-syllable words whose part of speech and meaning change if you change the stress. Stress the first syllable of most two-syllable nouns. Stress the last syllable of most two-syllable verbs. Listen and practice.

1. Finding the right apartment can have a big **impact** on your life.
2. Paying rent that is too expensive for you can **impact** your lifestyle.
3. Finding the right apartment doesn't have to be an overwhelming **project**.
4. When you go to a job interview, you should **project** a sense of confidence.
5. Be sure to read every word of the rental **contract**.
6. Some people **contract** dangerous viruses while they are traveling abroad.

7 Vocabulary Building

A. You will see these words in the reading on pages 12 and 13. Match the words with their meanings.

1. _____ asset	**a.** to care for, help, or encourage the development and growth
2. _____ hub	**b.** the center of a region
3. _____ nurture	**c.** a useful or valuable thing, person, or quality
4. _____ cultivate	**d.** capacity for growth and development; possibility
5. _____ potential	**e.** to improve or develop by study or training

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

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KINGDOM OF SAUDI ARABIA

8 Reading

Before Reading

Work in pairs. Which do you think are the main strengths of the people and the economy of Saudi Arabia? Read the passage and underline all the positive features about people and the economy.

The Kingdom of Saudi Arabia is blessed with a significant wealth of natural resources, an Islamic, family oriented society and extraordinary opportunities for economic growth. The nation's Islamic faith, national identity, culture and heritage make it special and provide limitless potential for development.

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

The People

Saudi Arabia's 2030 vision is largely based on the ambition, determination and talents of its people and their Islamic values. It is important, therefore, for the members of the Saudi society to be supported by social, health care and educational systems in order to cultivate and nurture its children in the best way possible to prepare them for a promising future.

Cultural and entertainment projects will include the establishment of libraries, galleries, museums and the organization of different types of events and activities. Housing and community development projects will provide a pleasant, secure and sustainable environment for the citizens of the Kingdom.

An updated educational system will provide high quality learning and develop available talent and potential. Graduates will have the knowledge and skills required by the job market and access to many opportunities for professional development.

The Economy

The Kingdom's economy has great growth potential. A diversified and renewed business environment will offer employment opportunities to all citizens and attract new investors. Improved and updated services and facilities will attract small and large companies, interested in participating actively in a dynamic economy. Telecommunications and information technology will be updated and made available in urban and rural areas.

The Kingdom's strategic position that connects the waterways of three continents, Europe, Africa and Asia, will make it a leading trading and transportation port for cargo from different countries across the globe. Streamlined government services will facilitate the introduction of new business sectors and partners and support growth. Investment opportunities will be increased through privatization of state owned assets and agencies.

The Kingdom of Saudi Arabia will be a leading business hub with limitless opportunities for the development of new talent and creative enterprises.

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

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After Reading

1. What are the main strengths of the Kingdom of Saudi Arabia?
2. What kind of support is necessary for the Kingdom's society to prepare for 2030?
3. What types of events and activities will be available for citizens?
4. How will the educational system differ compared to the past?
5. In what way will the Kingdom's geographical position affect its role in international trade?
6. Which factors will affect investment opportunities?

9 Speaking

1. Work in pairs. Think about your family or an imaginary family in your city/town in 2030.
2. Make notes in the chart about:
   - members of the family (age, jobs, plans)
   - the area and the house they live in
   - technology and telecommunications
   - travel and entertainment activities
   - culture and education
3. Use your notes to compare ideas in groups or in class.

Family members	Area & Housing	Technology & Telecommunications	Travel & Entertainment	Culture & Education	Other

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10 Writing

A. Look at the photos. Where do you think these houses are? What are they made of?

1. Read the text and find out.
- What is adobe?
- What is special about the house?
- Are the back and front of the house similar? How do you know?
- What is part of the floor made of? Why?

2. Read the text again, find out, and highlight.
- Which rooms does the writer mention?
- What can the writer see, smell, and feel in the house?

3. Would you want to live in a house with a glass floor? Why? Why not?



A home over the canyon



When people talk about unusual homes, I think of our friends' dream home in New Mexico, on which they spent all their savings building it.

On the outside, the house looks like most adobe homes in the area. Adobe is made from sand, clay, water, and organic material that are shaped into bricks and left to dry in the sun. Our friends' house is a beautifully-designed, large adobe home with a drive and a large cactus tree near the entrance. It has soft lines, and is less angular than conventional urban homes.

When you go through the door, you find yourself in a beautiful, spacious room with large windows and sunlight streaming in. Large windows are unusual for adobe homes. But this is no ordinary home. Part of the house juts out of the adobe shell that can be seen from the street and stretches to the end of a cliff. You walk past a kitchen fitted with a cast-iron stove and hand-made wooden cabinets that give off the most enticing smells of cumin and chilies and herbs. It is so real; you can almost taste the food.

The spacious room that you step into when you enter the house stretches in all directions. You walk towards the sitting area. When you get closer, you need to brace yourself as the most spectacular view imaginable unfolds before your eyes. All of a sudden, you are no longer stepping on wood, the floor is hard, and your footsteps make a strange resounding sound. You look down and wonder whether you have been transported in space and time; you are looking into the gaping canyon. You think you are falling into it; you can almost feel the air whooshing past.

Part of the floor is made of thick custom-designed glass. You might like it or hate it, but however you feel you have to admit it is unique. This is the way I feel about this house and the day I spent there. It was a unique, unforgettable experience even if I wouldn't choose to live with a glass floor over a canyon for the rest of my life. Would you?



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B. **1.** Choose a home to write about. It can be yours or another home you know well.
2. Remember/think about what you see, hear, feel, and smell in various rooms of the house.
3. Make notes in the chart and use them to write a descriptive essay about the house.

Rooms and other places	I can see	I can hear	I can feel and/or touch	I can smell
Exterior				
Garden				
Living room				
Dining room				
Kitchen				
Study/den				

My Grandparents' House

The home that means the most to me is my grandparents' house. Each time I go there, I feel a sense of comfort and warmth. Now that I'm in college, I don't get to spend much time there. But whenever I miss it, I just imagine it. When you first walk into my grandparents' house...

Writing Corner

When you write a descriptive essay:

- brainstorm about the topic and write down as many notes as you can about your memories and impressions of the house/place.
- make an outline of your essay and decide what each paragraph/section is going to focus on.
- include factual information, e.g. size, number of rooms, etc. as well as feelings/impressions.
- visualize the place you want to write about so you can help your reader visualize it too.
- use different senses, i.e. sight, feelings, smell, sound, and taste to make it more vivid.
- remember that smell is usually the most vivid and best retained memory.
- think of the first and last thing(s) you see, hear, feel, or smell (or almost taste) when you are there.

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11 Form, Meaning and Function

Words Connected with Asking for, Understanding and Giving Directions

Some words and phrases we commonly use when asking for and giving directions are:

Asking For Directions	Giving Directions
Excuse me, I'm looking for ... Could you tell me where ...is? Can you tell me how to get there? Am I headed in the right direction for ...?	Turn left/right. Take a left/right. Take the first/second left ... Go straight for a few miles. Keep going until you see ... When you get to ... you'll see ... If you see ... you've gone too far.





Understanding Directions and Asking Someone to Repeat Something

Asking Someone to Repeat Something
Can/Could you repeat that, please? Could/Would you say that again? What did you say about ...? Excuse me, but I didn't catch the last part/the part about... I'm sorry. I didn't catch that. Would you mind repeating that?

A. Fahd and Faisal are driving to a friend's home. Read the conversation. Complete the gaps with a word or phrase from the charts above.

Fahd: I don't know why Google Maps can't find Al Nadwa Street. I think we'd better stop and ask for directions. There's a gas station. Let's pull over and ask someone.

Faisal: Oh, all right.

Attendant: You look lost.

Fahd: You can say that again. (1.) *We're looking for* Al Nadwa Street.

Attendant: I know this town like the back of my hand, and I can tell you that there's no street by that name. Do you mean Al Safarat Road?

Faisal: Oh, yeah! That must be it. I just got the street name wrong.

Fahd: (2.) _____ ?

Attendant: It's not far. You need to (3.) _____ out of here. Then (4.) _____ for a couple of miles. (5.) Keep going _____ an ice cream shop. If you see the Town Hall, (6.) _____. (7.) _____ after the ice cream shop and you'll be on Al Safarat Road.

Faisal & Fahd: Thanks!

B. Role-play with a partner. Imagine you are standing outside your school and it is very crowded and noisy. Ask your partner how to get to his or her home (or some other destination) from school. Your partner will give you directions. Ask your partner to repeat something. Use phrases from the charts above.



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Expressing Requests, Offers, Promises, Warnings, and Spontaneous Decisions

Use *can* and *will* for requests. Use *will* for offers and promises.

Can you **tell** me where you live? Sure. **I'll draw** you a map.
Will you **drive** me home? Sorry, I can't. I have an appointment.



Use *will* for spontaneous decisions.

Now the children have left for college this house is too big for us.
I know! We'll downsize into an apartment.

The Future with Dependent Time Clauses: *When, Before, After, While, Until*

We can talk about a future event using a time clause with *when, before, after, while,* and *until*.
A present tense verb form (not a future form) is used in the time clause, and *will* is used in the main clause.

Don't worry. I'**ll** take care of the children **until you get back**.
When he finishes work, he**'ll** go straight home.
I'll help him with his homework **while you wash** the dishes.
As soon as it stops raining, we**'ll** leave.
Dad **will** call mom at home **before we set** off on our return journey.

C. Put the verbs in parentheses in either the future tense (***will***) or the present tense.

I *'ll call* (call) you as soon as I *get* (get) home.

1. The company _____ (manufacture) the parts when they _____ (receive) the order.
2. He _____ (travel) the world before he _____ (get) married and settles down.
3. I _____ (run) to the store before it _____ (start) raining.
4. When you _____ (drive) down the road, you _____ (see) a large, red building.
5. _____ you continue _____ (argue) with me until I _____ (change) my mind?

D. Read the conversation and write an appropriate ending using ***will***. Compare with a partner.

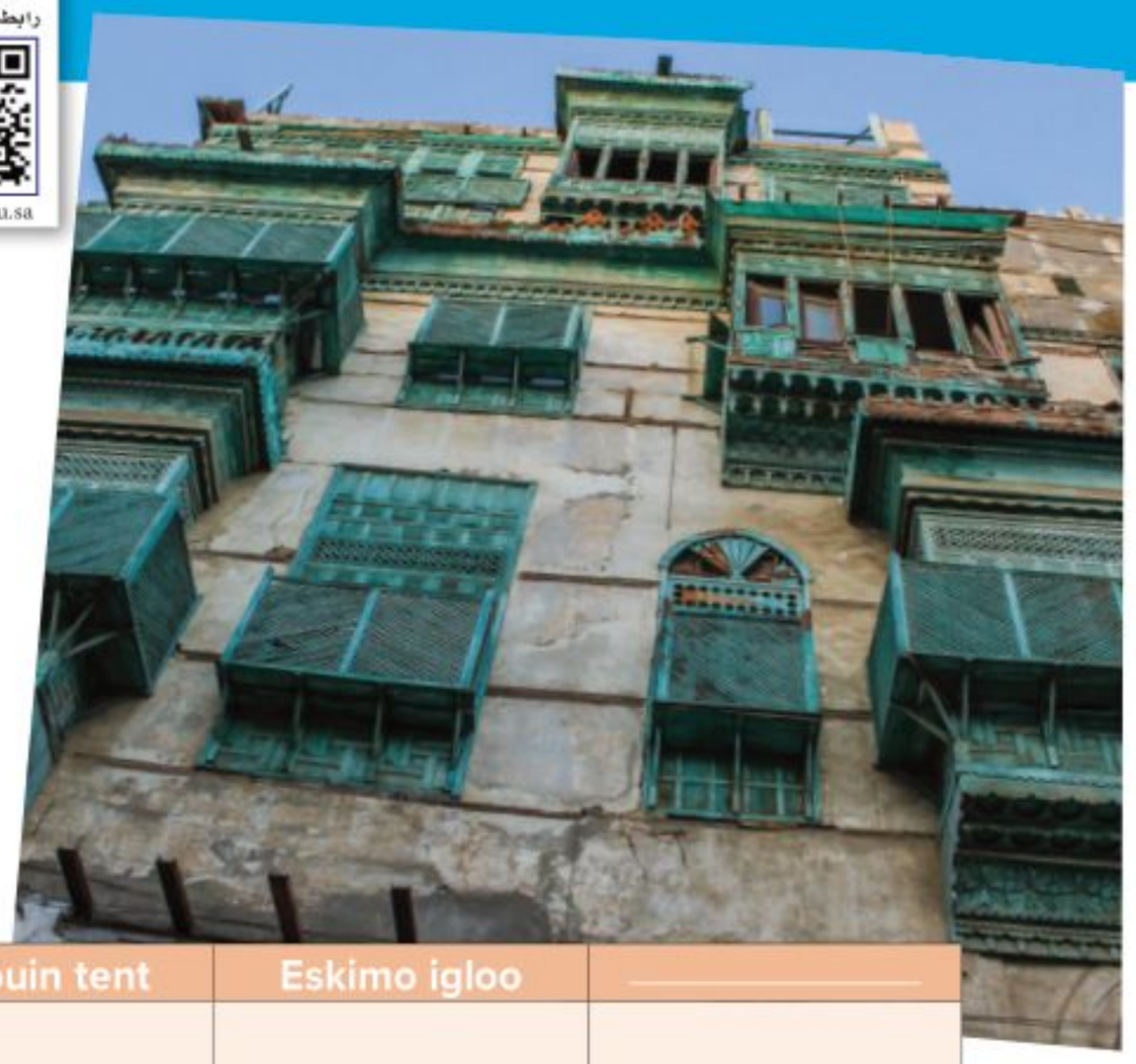
Omar: Sultan, will you do me a favor?
Sultan: Sure. What do you want me to do?
Omar: If Fahd calls, tell him I'm not home. He always asks me to help him with the homework.
Sultan: Ok. No problem.
....
Fahd: Hello. This is Fahd. Can I speak to Omar?
Sultan: Hi Fahd. My brother's not here. Did you try his cell phone?
Fahd: Yes. I did. But there is no answer.
Sultan: Can I take a message?
Fahd: Yes. Please tell him I have free tickets for the football game tonight.
Sultan: _____.



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12 Project

1. Research different types of houses in the world (Arab countries, Africa, Europe, China, etc.).
2. Find and list their features. Then note down their advantages and disadvantages in relation to the country/area where they are built.
3. Make notes in the chart and use them to make a PowerPoint or poster presentation for your class.
4. Select and use pictures.
5. Invite your classmates to comment and/or ask questions after the presentation.









Type of home	African hut	Bedouin tent	Eskimo igloo	_____
Construction materials				
Size and shape				
Method/ease of construction				
Cost				
Number of inhabitants				
Rooms				
Cooking facilities				
Sleeping arrangements				
Heating/cooling				
Lighting				
Special features				
Advantages				
Disadvantages				

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13 Self Reflection

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

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

Unit 1 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about my dream home and feelings			
describe things I am looking for			
use adjectives in the correct order			
use *too* and *enough*			
give directions for places			
express requests, offers, promises, warnings; make decisions			
use dependent time clauses for the future: *when, before, after, while, until*			

My five favorite new words from Unit 1:	If you're still not sure about something from Unit 1:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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2 The Sporting Life

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1 Listen and Discuss

Make a list of what you already know about the Olympic Games. Then read the passage and underline the facts about the Games that are new to you.

Fascinating Olympic Facts

The ancient Olympic Games began in Greece in 776 B.C.E. and were held every four years until 393 C.E. It wasn't until about 1,500 years later, in the mid-1800s, that the games were revived in Greece. But the Olympics didn't become the event we know today until 1896, when a French historian named Pierre de Coubertin had the idea of making the games international, and founded the International Olympic Committee.

Medals weren't always a part of the Olympics. Giving medals to winners is a practice that began in 1896, and between 1896 and 1904, the top prize was a silver medal.

The youngest person that has ever competed in the Olympics was Dimitrios Loundras, a ten-year-old gymnast on the 1896 Greek gymnastics team.

Lighting the Olympic torch does not involve a match. It is lit using only the light of the sun and a special mirror.

At various times, the Olympics have included such unusual events as a swimming obstacle race, a tug of war, and live pigeon shooting.

The gold medal is not made of gold! It's actually 92.5 percent silver with a covering of six grams of gold.





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The marathon is an event named after the run of a Greek soldier, Pheidippides. In 490 B.C.E., Pheidippides ran from Marathon to Athens (about 26 miles, or 42 kilometers) to deliver news about the Greeks' success in a battle. Running through the mountains and rocky land was extremely difficult. After Pheidippides arrived in Athens and delivered his news, he fell down and died. The first modern Olympics in 1896 included a race of 26 miles (42 kilometers), called a *marathon*, to commemorate Pheidippides' run.

Because the Greeks originated the Olympics, the Greek team always leads the procession of athletes during the opening ceremony of the Olympic Games. They are followed by the other teams in alphabetical order. The hosting country goes last.



Dropping sports from the Olympics is not uncommon. In fact, many popular sports have been dropped through the years, including rugby, golf, baseball, and softball. Adding a new event can only happen if another one is dropped.

Quick Check ☑

A. Vocabulary. Complete the sentences with one of these words:

commemorate	marathon	originated	practice	procession	revived

1. The parade will begin with a _____ of students marching down the avenue.
2. The board game chess _____ in India in the 6th century.
3. The Eiffel Tower was built to _____ the 100th anniversary of the French Revolution.
4. Thousands of runners participate in the _____ every year.
5. The new museum has _____ tourism in our city.
6. The _____ of exchanging rings during a wedding ceremony dates back to ancient times.

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

1. _____ The Olympic Games have occurred every four years since 776 B.C.E.
2. _____ The host country always leads the Olympic procession.
3. _____ A swimming obstacle race was once an Olympic sport.
4. _____ Before 1896, athletes who came in first place won a silver medal.
5. _____ The marathon commemorates an ancient Greek sporting event.
6. _____ Pheidippides fell down and died soon after completing his run.

2 Pair Work

Work with your partner to design a new Olympic flag. What will each color or symbol represent? Draw your flag and explain it to your classmates.

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3 Grammar

Gerunds as Subjects

A gerund or a gerund phrase can be the subject of a sentence.

Swimming uses more muscles of the body than almost any other form of exercise.
Watching sports isn't nearly as fun as playing them.

Make a gerund or gerund phrase negative by putting *not* before it.

Not exercising is a sure way to gain weight.
Not warming up before you exercise can lead to injuries.

Note that a gerund subject takes a singular verb.

Getting in shape **takes** time and effort.

Superlative + Present Perfect

The present perfect can be used after a superlative.

This is **the most exciting** sporting event I**'ve been** to in a long time.
Who is **the best** football player you**'ve** ever **seen**?

A. Rewrite each sentence with a gerund or gerund phrase as the subject.

It is foolish to ride a motorcycle without a helmet.
Riding a motorcycle without a helmet is foolish.

1. It is easier to lose weight when you're physically active.
_____ is easier when you're physically active.

2. The thing that stops many people from being physically active is not having enough time.
_____ stops many people from being physically active.

3. It gives a runner a sense of satisfaction to complete a marathon.
_____ gives a runner a sense of satisfaction.

4. It is difficult, but thrilling, to learn how to ski.
_____ is difficult, but thrilling.

5. The most important part of playing a sport isn't winning.
_____ of playing a sport.

6. It is dangerous to scuba dive without proper training.
_____ is dangerous.

7. It is not a good idea to swim after eating.
_____ is not a good idea.

8. It is gratifying to see your body become trimmer and stronger.
_____ is gratifying.

9. It is exciting to attend a live sporting event.
_____ is exciting.

10. It is disappointing not to get a chance to play for your team.
_____ is disappointing.

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B. Complete each sentence with a gerund or gerund phrase.

Watching a training video helps me to exercise.

1. _____ is a good idea.
2. _____ gives me energy.
3. _____ takes a long time.
4. _____ is one way to make friends.
5. _____ makes me feel good about myself.
6. _____ is easy for some people, but difficult for others.
7. _____ is something I try to avoid doing.
8. _____ is a bit boring.
9. _____ is thrilling, but dangerous.
10. _____ is something I want to try someday.

C. Answer the questions with a partner. Use superlatives + the present perfect.

1. What is the funniest joke you've ever heard?
2. What is the bravest thing you've ever done?
3. Who is the most admirable person you have ever known?
4. What is the most beautiful place you've ever visited?
5. What is the best film you've ever seen on TV?
6. What is the most embarrassing thing that's ever happened to you?
7. What is the greatest thing that's ever happened to you?

D. Identify the sport each piece of equipment comes from. Then write a sentence about each sport using either a gerund (phrase) as subject, or the superlative + present perfect.



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4 Conversation

Coach: After two years of training, we're finally at the regional skating competition! How does it feel, Barry?

Barry: Actually, not so good. I'm not sure I'm up for this.

Coach: What are you talking about?

Barry: What if I mess up?

Coach: You're not going to mess up. You've been practicing day and night. You have your routine down pat. Skating in front of those judges is going to be a piece of cake. Now, I want you to take a deep breath and exhale. Trust me. You're going to knock their socks off.

Barry: Do you really think so?

Coach: You bet! I have total confidence in you. You have the guts and the talent to win this competition. There's no doubt in my mind that you can do it.

Barry: OK. I feel better. I'm psyched.

Coach: You'll be on in a few minutes. You should get your skates on. Where are your skates?

Barry: My skates? Oh no! I left them in the car!



Real Talk

up for = ready for
mess up = make a mistake
down pat = at the point of perfection
You bet! = Of course!
guts = courage
psyched = excited and psychologically prepared

About the Conversation

1. Where are Barry and his coach?
2. How does Barry feel at first?
3. How does his coach help him?
4. What's the problem at the end?

Your Turn

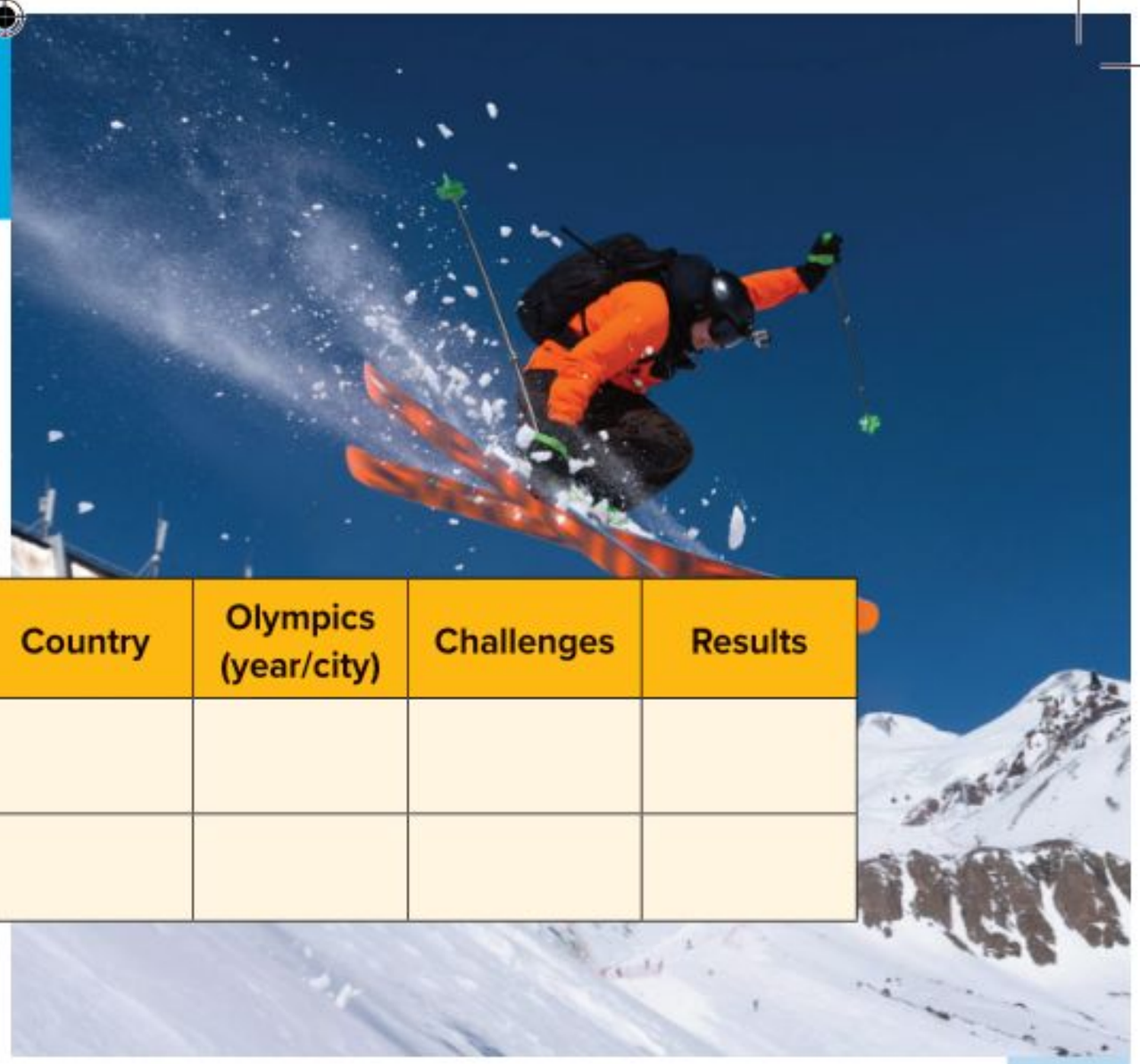
Role-play with a partner. Pretend you are about to do something you are nervous about, such as take an important exam, or give a presentation in front of the class. Your partner will offer encouragement and express confidence in you.

Encouraging and Expressing Confidence in Someone

(I know) You can do it.
I have confidence/faith in you.
There's no question in my mind...
You've got what it takes.
You'll do great.
You're going to knock 'em dead/knock their socks off.

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5 Listening

Listen to the profiles of unusual Olympic athletes and complete the chart.

	Nickname	Sport	Country	Olympics (year/city)	Challenges	Results
Eddie Edwards						
Eric Moussambani						

6 Pronunciation

In English, the letters **th** can have different pronunciations. In the word ***th****ank*, the ***th*** sound does not have a vibration. In the word ***th****em*, the ***th*** sound does have a vibration.
Listen and identify the ***th*** sounds.

1. Every so often an Olympic a**th**lete becomes famous not for being a**th**letically gifted, but for *not* being a**th**letically gifted.
2. Take Eddie "**Th**e Eagle" Edwards, for example.
3. Edwards was 20 pounds (9 kg) heavier **th**an **th**e next heaviest competitor.
4. He wore his glasses even **th**ough **th**ey fogged up badly.
5. Eddie is easily **th**e worst ski jumper **th**at has ever competed in **th**e Olympics.
6. Ano**th**er example of an Olympic a**th**lete who gained fame for his lack of skill is Eric "**Th**e Eel" Moussambani.

7 Vocabulary Building

A. You will see these words in the reading on pages 26 and 27. Match the words with their meanings.

1. _____ milestone	**a.** a skiing event that involves jumping off a long steep sloping platform through the air as far as possible
2. _____ cross-country skiing	**b.** astonishing, amazing
3. _____ ski-jumping	**c.** a very important event in the development of another event or course of events
4. _____ merit	**d.** a sport that people go to watch
5. _____ terrain	**e.** skiing downhill on skis with fixed heel binding
6. _____ be interspersed with	**f.** be combined with / interrupted by something at regular intervals
7. _____ Alpine skiing	**g.** a particular type of land
8. _____ freestyle skiing	**h.** an acrobatic form of technical and aerial skiing
9. _____ astounding	**i.** skiing across fields not down slopes
10. _____ spectator (sport)	**j.** an advantage or positive feature

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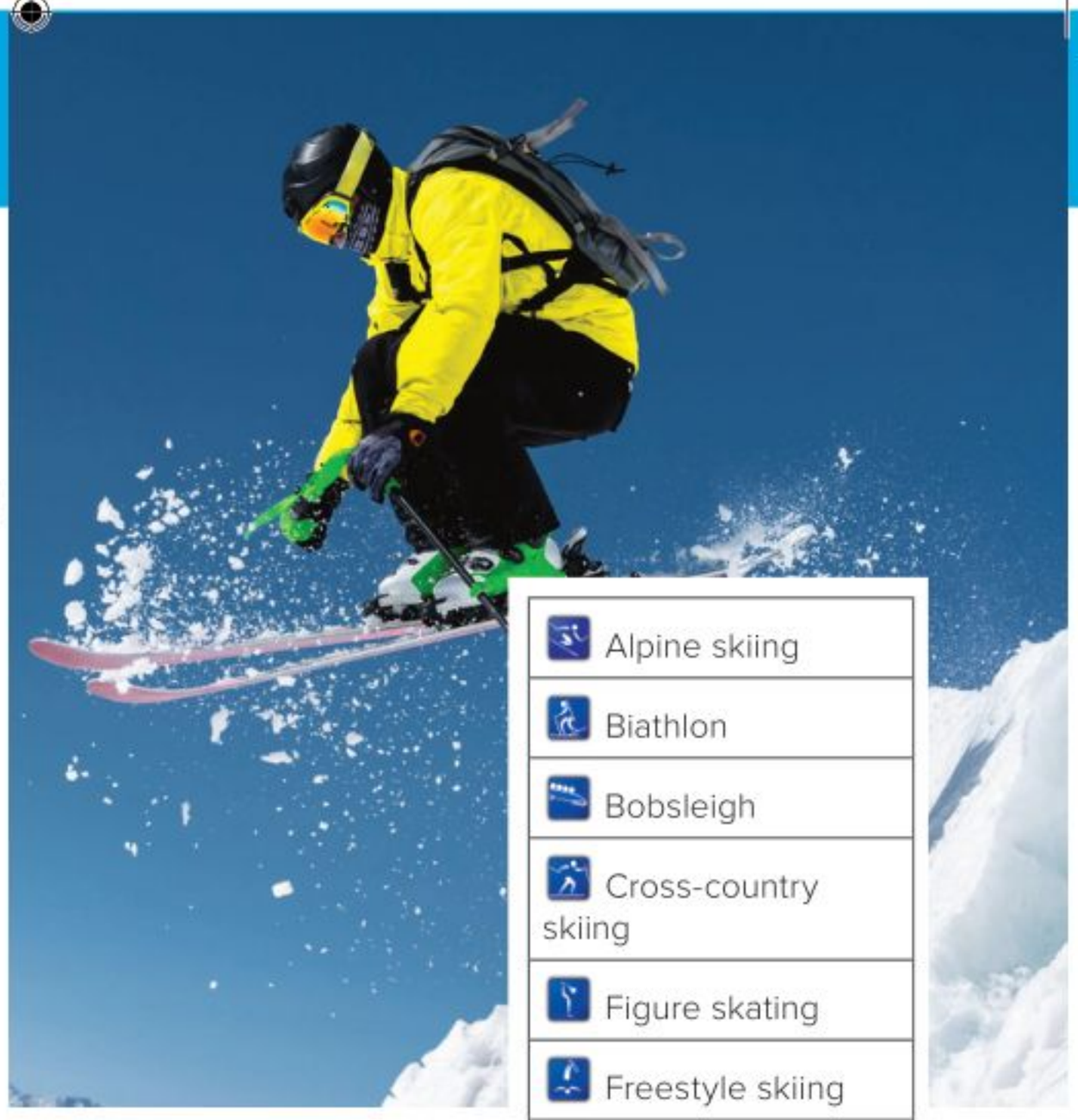
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8 Reading

Before Reading

Which winter sports have you watched, heard/read about, or participated in? Where are winter sports more popular? Why?

A country born on skis



- Alpine skiing
- Biathlon
- Bobsleigh
- Cross-country skiing
- Figure skating
- Freestyle skiing
- Ice hockey
- Luge
- Nordic combined
- Short track
- Ski jumping
- Speed skating

Norway, a small country of 5.5 million inhabitants, has won more Winter Games medals than any other nation. It became the first country to win 100 Olympic gold medals, and reached the 300-medal milestone in the Winter Games of 2010.

Norwegians go cross-country skiing, ski-jumping, or downhill skiing on weekends, on holidays, and after work. When the snow starts melting in spring, they move it up to the mountains. And if there is no access to snow, they skate on ice. 2,500 lit tracks all over the country make it possible for people to ski in winter, although it gets dark early.

Norwegians have enjoyed skiing for thousands of years. A rock carving in Nordland County in the north provides evidence that the use of skis dates back to the Stone Age. Until about a century ago, skis were the only means of transport in winter and essential for hunting.

Skiing did not become a mass sport until the mid-1880s when the first competitions were arranged. Sondre Norheim, who is considered the father of modern skiing, was the originator of the Telemark skis, which are narrower in the middle than at the front and back and have stiff heel bindings. The shape made turning easier, and the heel binding allowed skiers to jump from rooftops or over rocks without losing their skis.

Polar explorers made skis known internationally and demonstrated their unique merits on terrain that could not be crossed any other way. Roald Amundsen was the first man to reach the South Pole in 1911, on skis. Fridtjof Nansen crossed the Greenland interior on skis in 1880. Other explorers have followed the routes used by these two famous explorers and skied to both the North and South Poles.

Annual cross-country events are organized throughout Norway, attracting a great number of participants. Such events are not restricted to athletes, but include "keep fit" categories that allow more people to participate. Enjoying the exercise and nature is as important as achieving the fastest time and winning prizes in these events.

Biathlon was first included in the Winter Olympic program in 1960. It is a cross-country skiing race interspersed with shooting contests. Norwegians are very strong cross-country skiers and have won most of the cross-country skiing medals in the Winter Olympics over the years.

Alpine skiing has also gained a lot of followers, as has freestyle, which is a relatively newer sport. Norwegians are among the world's best in freestyle.

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Speed skating used to be a large spectator and participation sport on a par with cross-country skiing. Cross-country skiing, ski jumping, and Alpine skiing seem to have taken over and overshadowed speed skating, although Norwegian speed skaters are among the best in the world.

In winter in Norway, every sheet of ice is covered with children playing hockey or skating. Indoor rinks are also used for skating and ice hockey. While other Scandinavians huddle around fireplaces, Norwegians bundle up and go out skiing. This could explain the reason why they have won such an astounding number of medals in the Winter Olympics.



After Reading

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

1. _____ Norwegians go cross-country skiing in their free time.
2. _____ The use of skis dates back to about a century ago.
3. _____ Telemark skis are narrower in the middle and have soft heel bindings.
4. _____ Amundsen was the first man to reach the South Pole in 1911.
5. _____ Annual cross-country events are restricted to "keep fit" categories.
6. _____ Speed skating used to be very popular.
7. _____ Norwegians are the best in Alpine skiing.
8. _____ Children skate and play hockey on sheets of ice.

9 Speaking

1. Work in pairs or groups. Name at least two Olympic medalists from Saudi Arabia. Which sports did they compete in? Are these sports popular in your country?
2. Research and collect information about popular sports in your country. Make notes in the chart. Then use your notes to talk about the sports you have chosen.
3. What is your opinion? Do you enjoy watching or participating in some of these sports? Why? Why not?

Name of sport	Individual or team sport	How and where it is played	What the objective is	Why it is popular

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10 Writing



A. Do you know how ice hockey is played? Look at the picture and guess. Compare ideas/information in class.

1. Read the first part of the text and label the different parts of the ice hockey rink (your team is on the left).
2. Read and find out. Then discuss/compare answers in class.
   - How many players does each team have? What kind of players are they?
   - What is the objective of the game?
   - What kind of equipment do players use?
   - What is allowed? What is not allowed?
   - What are "bodychecks"? Why are they used?
   - How does the puck move?
   - How long are penalties?
3. Use the appropriate words or phrases as headings.

Penalties	**Moving the puck**	**Equipment**
Players	**Stopping the game**	**The Rink**

1. _____
2. *defending zone*
3. _____
4. _____
5. _____
6. _____

(1) _____

Ice hockey is played on a rink that is 200 feet (61 meters) long and 85 feet (26 meters) wide with painted lines to indicate various zones. The area behind the blue line of a team's side is called its **defending zone**. The area behind the opponent's blue line is the **attacking zone,** and the area between the two blue lines is the **neutral zone**. There are two sets of **goal posts** at either end of the rink with a net attached behind them. The red line between the two posts is the **goal line**. The area in front of the goal is called the **crease**.

(2) _____

Each team has three kinds of players: three **forwards** (the center and two wingers), two **defensemen**, and a **goaltender**.

(3) _____

The objective of the game is to score goals by shooting the **puck**, a hard rubber disk, into the opponent's net. The players control the puck with a long **stick** curved at one end. They also wear a lot of padding and helmets to avoid getting hurt.

(4) _____

Players are not allowed to use their hands in order to redirect the puck nor pass it to their teammates, unless they are in the defensive zone. They may redirect the puck with any other part of their bodies, but not kick it.

(5) _____

The boards surrounding the ice keep the puck in the rink and are used to "**bodycheck**" opponents, i.e. push them against the boards in order to stop their progress. Play can also be stopped if a goal is knocked out of position. It is then restarted with a **face-off**, i.e. two players face each other on the ice and try to gain control of the puck that an official drops to the ice.

(6) _____

If an offensive player interferes with a goaltender's defense he is given a **penalty** and sent to the **penalty box** for two to five minutes.

4. Check you have understood the instructions on how to play the game. Close your book and tell your partner.

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B. **1.** Choose a sport or a recreational activity that you like doing.
2. Think about the sport or activity and make notes in the chart. Add more steps/stages if necessary.
3. Use your notes to write an email to your friend giving information about your sport or recreational activity.

Name of sport or recreational activity: _____	
Where can you do this activity?	
When can you do this activity? e.g., summer, winter, etc.	
Do you need any special equipment to take part in this activity?	
What do you have to do to prepare for this activity? What is involved in doing this activity? e.g., stages, rules etc.	
Why do you like this activity?	
Would you recommend this sport or activity to your friend? Why?	

Back to school

Reply | Reply to all | Forward | Print | Delete

To: majid@megagoal.com
Cc:
Subject: Fishing
Attachment: 1Big fish.jpeg

Hi Majid,

How's school? How's your family? I hope you are all well. You asked about fishing: Well, guess what? Last week I caught the biggest fish you've ever seen! Let me tell you how you can do it, too!

The first thing you need to do is prepare your line with bait ...

I'm attaching a photo of me fishing with my dad! We look good, huh? I'm really looking forward to seeing you again. Send me all your news soon.

Your friend,

Ali

Writing Corner

When you write an email to a friend giving news and instructions:

- greet and sign off the email in an informal manner, e.g., Hi/Hello/Dear ...
- write as if you are speaking to your friend directly.
- give your news e.g., school, a recent activity you have taken up.
- if the reader doesn't know the sport or activity, give details about what's involved and the stages and steps.
- hand over the first draft to someone else to read and comment on.
- edit and rewrite.

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11 Form, Meaning and Function



Present Perfect Progressive versus Present Perfect Simple

Use the present perfect progressive tense to talk about an action that started in the past and has a connection with the present time. The action may or may not have finished.

Use the present perfect progressive to emphasize the results of the action.

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

Use the present perfect simple to say how many things have been done.

Present Perfect Progressive

How long **have** you **been learning** to ski?
I have **been learning** how to ski for six months.

Present Perfect Simple

I **have attended** five cross-country skiing events.

Time Expressions: *How long ...?*

Use the present perfect progressive tense with *for* to indicate the duration of the action: *for two months, for a year, for a long time.*

Use the present perfect progressive with *since* to indicate when the action began: *since yesterday, since last June, since 2010.*

Use the present perfect progressive with *all...* and so on to talk about the duration of the action, which may or may not have finished: *all day, all week, all month, all year, all my life.*

A. Read the words in the chart below and find the sport that connects them. Complete the chart below with the name of the sport.

1. *swimming*	**2.** _____	**3.** _____	**4.** _____	**5.** _____
goggles	board	snow	trainers	boots
swim hat	sea	slope	net	gloves
swimwear	swimwear	mountain	ball	shorts
flippers	sail	gloves	racket	ring
pool	wind	snow boots	shorts	mouth guard
		skis		

B. Compare your answers in exercise **A** with a partner. Ask and answer about different sports. Use the chart above for ideas and use the present perfect progressive tense.

A: Do you know how to ski?

B: Yes, I do. **I have been skiing** since I was ten years old. How about you?

A: I don't know how to ski, but I know how to play football.

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



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Adverbs of Manner

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

How did he explain? He explained **carefully**.

Sometimes an adjective and adverb have the same form.

He's a **fast** runner. → He runs **fast**. He's a **hard** worker. → He works **hard**.

The adverb form of *good* is *well*.

Can Ali dive? Yes. He's a **good** diver. He dives really **well**.



Comparative Forms of Adjectives and Adverbs

The comparative form of most one syllable adjectives and adverbs is formed by adding *–er: slow—slower; fast—faster; hard—harder.*

Some comparative forms of adjectives are irregular: *good—better; bad—worse*

The comparative form of most two or more syllable adjectives and adverbs is formed by adding *more: difficult—more difficult; carefully—more carefully.*

Adjective Comparative

The **youngest** athlete was **faster** than all the others. Football is **more thrilling** than basketball.

Adverb Comparative

The man climbed **higher** and **highe**r up the mountain

The earthquake got stronger and the walls shook **more violently.**

Than and *As ... As*

Use *than* to compare two people, animals, things, ideas or situations.

That athlete trains **harder than** all the other athletes.

Use *as ... as* to show two items are the same in some way.

Skiing is **as dangerous as** snowboarding.

Use *not as ... as* to show two items are not the same in some way.

The fold-up bicycle is **not as bulky as** a regular bicycle.

C. Read the advertisement for winter ski vacations. Complete the gaps with the appropriate word(s).

There is more to a winter trip *than* just skiing!

Are you thinking of going on skiing vacation? Do you ski as _____ (1. good) as your family? If not, then don't despair. There is lot more to a trip to the snow _____ (2.) skiing. There are lots of things you can do: snowboarding, bob-sled riding, snow scooting and the _____ (3. late) craze, snow rafting.

Snowboarding is the _____ _____ (4. popular) alternative to skiing. It is _____ (5. easy) than skiing and a lot _____ (6. fashionable). Bob-sled riding can be a lot of fun, tiring and very scary! Why? Reaching speeds of up to 70 mph, it is a lot _____ (7. fast) than skiing. This is not a sport for the faint-hearted! Snow scooting and snow rafting are fairly new sports. Both involve riding down mountain slopes at very high speeds. Snow scooters are a _____ (8. good) choice for those who like doing tricks. If you like riding with friends instead, then snow-rafting is the _____ (9. good) choice.

And remember, building a snowman is as fun _____ (10.) any sport!

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12 Project

A long list of different sports and events are included in the Summer Olympics, such as:

Archery	Boxing	Equestrian	Gymnastics	Rowing	Table tennis	Volleyball
Athletics	Canoeing	Fencing	Handball	Sailing	Taekwondo	Water polo
Badminton	Cycling	Field hockey	Judo	Shooting	Tennis	Weightlifting
Basketball	Diving	Football	Pentathlon	Swimming	Triathlon	Wrestling

1. Circle the ones that you are familiar with. Find out if your classmates know more about the sports/events that you are not familiar with.
2. Work in pairs or groups.
   - Research and find out which sports/events are the most popular ones.
   - Choose two popular sports/events to research and collect information about.
   - Use the chart to make notes and select photos/pictures.
   - Design and make a poster to display on the wall of your classroom for your classmates to read.
   - Answer questions about your poster.



Name of sport/event	1. _____	2. _____
Date it was introduced in the Olympics		
History (place of origin, development, popularity, key people)		
Objective (of game/sport/event)		
First and latest gold medalists and countries of origin		
Current status in the Olympics and the World Championship		
Preparation of athletes (inclusion in the Olympics, semi-finals, or finals)		

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13 Self Reflection

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

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

Unit 2 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about the Olympics, sports and athletes			
encourage and express confidence in someone			
explain steps in a process or game			
use gerunds as subjects			
use the superlative + present perfect			
use the present perfect progressive versus present perfect simple			
ask: *How long ...?*			
use adverbs of manner			
use comparative forms and structures with adjectives and adverbs			

My five favorite new words from Unit 2:	If you're still not sure about something from Unit 2:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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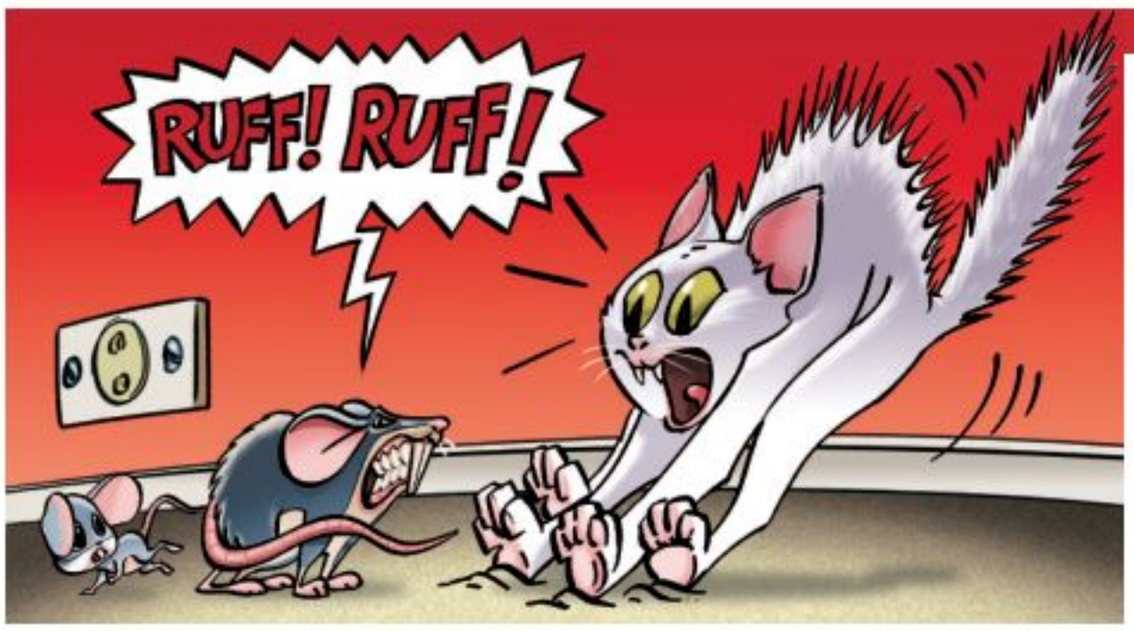
3 Laugh Out Loud

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1 Listen and Discuss

1. What TV show or comedian makes you laugh the most? Why?
2. What is the funniest joke you know?
3. What do you think makes a joke funny?



A family of mice were being chased by a cat. The scared mice were cornered when the father mouse turned around and barked "Ruff! Ruff! Ruff!" The surprised cat ran away. When one of the young mice said, "Nice going, Dad," the father mouse replied, "You see son, it pays to be bilingual!"

A student with a parrot on his shoulder leaves a lecture theater. Another student follows him. He stops him and says, "I'm sorry to bother you, but I have to say, I was astonished by your parrot's remarkable reaction to the lecture on ancient history. He seemed frightened at the frightening parts, sad at the depressing parts, fascinated at the interesting parts, and amused at the funny parts. I could have sworn I even heard it laugh. I have to say, I was amazed. Don't you find it surprising?" "Yes," he replies, "I was very surprised. He hated the class!"





A truck driver is driving a truckload of penguins to the zoo in the next town, when his truck breaks down. While he's working on the truck, another truck driver stops and asks if he needs help. The first truck driver says, "If I gave you $100, would you take these penguins to the zoo?" The second trucker agrees to do it. Hours later, the truck driver is still trying to fix his truck when the second truck driver drives past with all of the penguins still in his truck. The puzzled first truck driver says, "Didn't you take them to the zoo?" The second truck driver says, "Yes, we went to the zoo, and there was money left over. So now we're going to a restaurant."

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A grasshopper, a snail, and a centipede are relaxing in the grasshopper's house, when they realize that they are getting hungry. They decide that one of them should go out for a pizza. The snail says, "I'd go, but I'm kind of slow." The grasshopper says, "I don't mind going, but my hopping will shake the pizza and mess it up." So they decide to send the centipede. The snail and grasshopper wait and wait. The longer they wait, the hungrier they get. Finally, when an hour passes and the centipede still hasn't returned, the irritated snail and grasshopper decide to go look for him. They get as far as the front door where they find the centipede sitting there putting on his shoes.



Quick Check ☑

A. Vocabulary. Complete the sentences with one of these words:

astonished	fascinated	puzzled
bilingual	irritated	remarkable

1. Someone who can speak both Arabic and English is _____.
2. Someone who is amazed at something is _____.
3. Something that is incredible can also be called _____.
4. Someone who is confused by something is _____.
5. Someone who is annoyed at something is _____.
6. Someone who is very interested in something is _____.

B. Comprehension. Answer the questions.

1. How is the word "bilingual" used in a humorous way in the joke about the mice?
2. Why was the student at the lecture theater amazed by the parrot?
3. Why was the parrot owner surprised? Why is this funny?
4. How did the second truck driver misinterpret the first truck driver's request?
5. Why shouldn't the snail and grasshopper have sent the centipede out for the pizza?

2 Pair Work

Think of a joke you know that involves two people. With your partner, write the joke as a role-play and perform it for the class.

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3 Grammar

Past and Present Participial Adjectives

The past participle and the present participle forms of a verb can be used as adjectives.

Past participles generally end in *-ed* (but can also end in *-d*, *-t*, *-en*, or *-n*) and describe how someone feels.

The mice were **frightened** of the cat.

Present participles always end in *-ing* and describe what causes the feeling.

The cat was **frightening**.

Participial adjectives can appear after *be* or in front of nouns.

My grandfather's stories about his childhood are **amusing**.
My grandfather tells **amusing** stories about his childhood.

Get + Adjective; *Get* + Past Participle

Get before an adjective or past participle suggests that something is changing or starting to happen.

Get can be followed by an adjective.

The grasshopper and the snail **got impatient** waiting for the centipede.
It's almost time for me to give my presentation. I am **getting nervous**.

Get can also be followed by a past participle which functions as an adjective.

You should put on sunscreen. You're **getting sunburned**.
My mother **gets worried** if I'm not home by 10:00.

The...The Comparatives

The...the is used with two comparatives to say that the first thing has an effect on the second.

The longer the telephone call, **the bigger** the telephone bill.
The funnier the joke, **the harder** the audience laughs.
The more I get to know my classmates, **the better** I like them.

A. Complete the sentences with the present or past participle of the verb in parentheses.

1. When Jack found out that he wasn't accepted to his first choice of university, he was _____. The news was _____. (disappoint)
2. Calling someone by the wrong name is _____. I did it last week with a new friend and I was terribly _____. (embarrass)
3. People who talk about themselves all the time are _____. I used to have a friend like that, who _____ me all of the time. (irritate)
4. I'm never _____ by noises in the dark. It surprises me that other people think they are _____. (frighten)
5. Many people find winter to be a _____ season. Months of rain and snow can make people feel _____. (depress)

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B. Complete each sentence with the correct form of ***get*** + an adjective or past participle from the box.

confused	dark	dizzy	excited	rich
crowded	dirty	engaged	frightened	worried

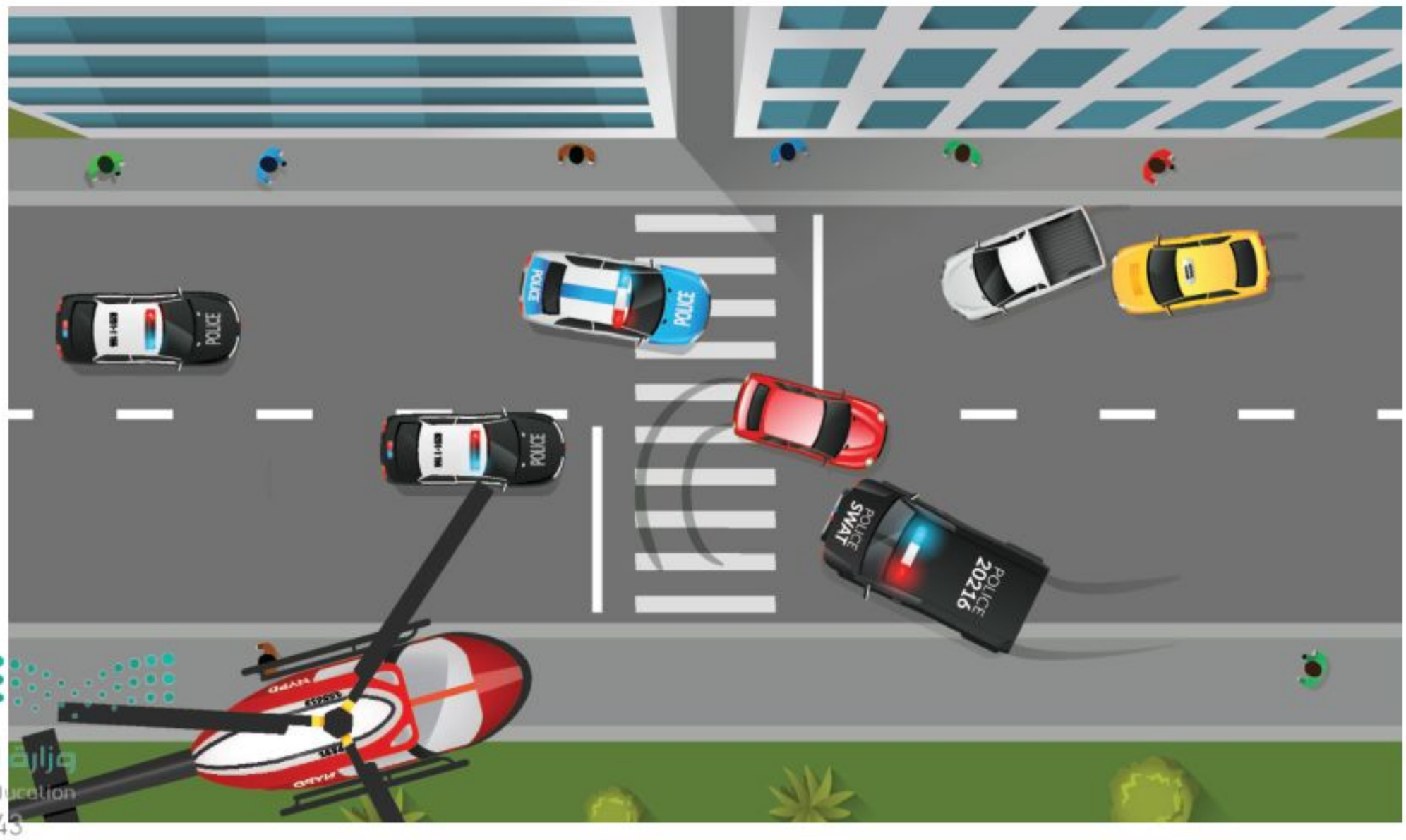
1. Gisele was supposed to be home an hour ago. I'm _____.
2. I prefer to use the gym early in the morning. It _____ in the afternoon.
3. I _____ and accidentally showed up for the appointment on the wrong day.
4. You know winter is coming when it starts _____ earlier.
5. I think I may have the flu. I'm tired and I'm starting to _____.
6. Kevin _____ when he was twenty-four and was married six months later.
7. We're going on vacation next week. We're _____ about it.
8. I'd recommend not buying white shoes. They _____ so quickly.
9. "Setting up your own business is a good way to _____," said the business man.
10. Dale _____ when he rides the roller coasters at the park.

C. Finish each sentence with a ***the***...***the*** comparative.

The more money I make, the more computer games I buy.

1. The more it rains,...
2. The better my English gets,...
3. The more TV I watch,...
4. The earlier the class,...
5. The farther we run,...
6. The richer you are,...
7. The older I get,...
8. The more sleep I get,...
9. The warmer the weather gets,...
10. The quicker we work,...

D. Write a story about the picture. Use past and present participial adjectives, ***get*** + adjective, ***get*** + past participle, and ***the***...***the*** comparatives.



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4 Conversation

Charlie: Hi Hashim. How are you doing?

Hashim: Oh. I don't know. To tell you the truth, I'm feeling a bit down. I think the weather is getting to me. I'm tired of all this rain.

Charlie: You know what you need to cheer you up? A few good laughs. I've got a couple of killer jokes for you.

Hashim: I don't know, Charlie. I'm not a big fan of jokes.

Charlie: Just listen. Here's a good one. A cowboy rides into town on Sunday, stays for three days, and leaves on Sunday. How is this possible?

Hashim: I don't know. How?

Charlie: Because his horse's name is "Sunday"! Well, what's the matter? Don't you get it?

Hashim: Yeah. I get it. Though it didn't exactly blow me away.

Charlie: How about this one. Why is six afraid of seven? Because seven ate nine. Get it? "Ate" like the number "eight"?

Hashim: Yeah, I get it. I just don't think it's funny. But, I do feel better.

Charlie: If you didn't think they were funny, why do you feel better?

Hashim: Because you're trying to cheer me up. You're a good friend, Charlie—even if you do tell terrible jokes.

Charlie: No, I don't! Hey, did you hear the one about...



Real Talk

To tell you the truth = To tell you exactly how I feel
getting to = annoying or bothering
cheer you up = make you feel happier
killer = great, amazing
blow me away = really impress me

About the Conversation

1. Why is Charlie telling Hashim jokes?
2. What is Hashim's reaction to the jokes?

Your Turn

Role-play with a partner. Tell your partner a joke. Use some of the phrases for telling and responding to jokes.

Telling and Responding to a Joke

I have a good one.
Did you hear the one about...?
*This guy walks into a...
Do you get it?
I don't get it.

*__NOTE:__ The present simple tense is often used in joke telling to make the situation feel more immediate.

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5 Listening

Listen to the report about animals' ability to laugh. Complete the chart.

Animals that laugh	What makes them laugh?	What does the laugh sound like?



6 Pronunciation

Listen to the *b* and *v* sounds in each sentence. Then practice saying the sentences.

1. Until recently, it was **b**elie**v**ed that laughter was unique to humans.
2. The sound of human laughter has **b**een found to relie**v**e stress.
3. A particular **b**ird that was o**b**ser**v**ed used human laughter.
4. It was disco**v**ered that this area of a rat's **b**rain lights up when it is tickled.
5. Howe**v**er, more research is needed **b**efore such a conclusion can **b**e reached.

7 Vocabulary Building

A. You will see these words in the reading on pages 40 and 41. Match the words with their meanings.

1. _____ cardiovascular	**a.** real, not false
2. _____ equivalent	**b.** to increase energy or activity
3. _____ hearty	**c.** strong and with feeling
4. _____ antibodies	**d.** related to the medical care of children
5. _____ pediatric	**e.** equal
6. _____ stimulate	**f.** to improve
7. _____ enhance	**g.** substance produced by the body to fight germs and infection
8. _____ prompt	**h.** to cause someone to do something
9. _____ genuine	**i.** involving the heart and blood vessels

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

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8 Reading

Before Reading

1. What do you think each Hadith means? Discuss your thoughts in class.
2. Read the passage and underline important details about laughter.

Islam encourages smiling and moderate laughter.
For example, the following Hadith indicate the virtue of smiling in Islam:

"Your smiling in the face of your brother is a charitable act." *(Aladab Almufrad, 891)*

"Don't consider anything insignificant out of good things even if it is that you meet your brother with a cheerful face." *(Sahih Muslim, 2626)*

Laughter Really Is The Best Medicine

Are you feeling run-down? Stressed? Do you get sick easily? The solution to your problems may be surprisingly simple: Try laughing. Countless research studies have shown the amazing number of ways that laughter positively impacts both our mind and body.

Laughter has an immediate beneficial effect on our mood and sense of well-being. Generally speaking, the harder you laugh, the better you feel. But why is this? Research has found that laughter offers some of the same benefits as exercise. When you laugh, that laughter stretches, tones, and strengthens muscles in your face and body. It increases your heart rate and causes you to breathe faster, which increases oxygen levels in your body. According to William F. Fry, M.D., Associate Professor of Clinical Psychiatry at Stanford University, "Laughing 100–200 times per day is the cardiovascular equivalent of rowing for 10 minutes."

One study even found that laughter can help people lose weight. Researchers discovered that laughing out loud for 10–15 minutes a day can burn up to 50 calories. However, this certainly doesn't mean you should give up a visit to the gym for a hearty laugh. At the rate of 200 calories per hour, it would take over 17 hours of non-stop laughter to lose a single pound (450 grams)!

People who laugh often have other physical advantages as well. They tend to have lower blood pressure and lower stress levels. They tend to get sick less often because laughter has been shown to increase infection-fighting antibodies. Laughter has also been found to help fight disease and to help people recover from illness. This has led many hospitals to create programs designed to make patients laugh. For example, it is quite common to see a red-nosed clown joking with young patients in the pediatric ward. Hundreds of hospitals also provide patients with "humor carts," loaded with humorous cartoons, DVDs, comic books, and funny props.



Laughter has also been found to make people alert, stimulate the brain, and enhance learning. It also helps people to be more productive, to communicate more effectively, to sleep more soundly, and to form friendships more easily. In the mid-1990s, a doctor from India was struck by these benefits and brainstormed a way to bring more laughter into his patients' lives. The doctor, Madan Kataria, gathered a group of people together in a local park to practice laughing as part of a "laughter club." During the club meetings, Kataria would prompt members to laugh in a variety of ways.

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For example, he would tell them to greet one another with a laugh, or to laugh like a lion. Although Kataria discovered that fake laughter produces the same health benefits as genuine laughter, he was gratified to find that it usually didn't take long for fake laughter to turn into real laughter.

This idea of laughter clubs has been extremely successful. There are now more than 8,000 laughter clubs in 60 different countries. It seems laughter is indeed infectious! Now that you know the health benefits of laughter, think about ways you could bring more laughter into your life. Whether you go to comedy clubs, joke with a friend, or watch more comedies, your mind and body will soon be enjoying the many benefits of a good laugh.

After Reading

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

1. _____ Laughter increases oxygen levels in your body.
2. _____ People with lower stress levels tend to get sick more often.
3. _____ Clowns are a common sight in hospital emergency rooms.
4. _____ The first laughter club was started by an Indian doctor.
5. _____ Fake laughter does not produce the same health benefits as genuine laughter.
6. _____ There are about 800 laughter clubs in the world today.

9 Speaking

1. Work in pairs or groups. Brainstorm ways of bringing more laughter into your life.
2. Complete the chart with your notes and use it to help you talk about your ideas in class.

People and things that make me laugh	
Things, jokes, stories, and events that I find funny	
Things that make my friends laugh	
Things that prevent me from laughing	
The way I feel when I laugh	
What scientists say about laughter	
What I think about laughter	

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10 Writing

A. What is a sitcom?

1. Read the text and find out about sitcoms.
2. Think of sitcoms you have watched. Do you enjoy watching them? Why? Why not?
3. Who are your favorite characters? Why?

A sitcom is a situation comedy without an ending. It consists of episodes, but the situation goes on. The television sitcom was born in the 1940s and 1950s. It had originally existed as a radio show that listeners would tune into every week to spend some time with familiar characters they grew to know and liked.

When television arrived in the late 1940s, shows were filmed in front of a live studio audience, with three cameras recording everything for later editing. In the 60s sitcoms combined fantasy with comedy and used a laugh track instead of a live studio audience. In the 70s social issues were included, but in the 80s there was a return to the original family concept, the most important success factor behind sitcoms.

Nowadays, shows are filmed with a single camera, on location or on studio sets, with no laugh track or live audience.



4. Read the excerpt of the sample script below and find out:
   - who the main characters are
   - what has happened

ACT ONE Scene One, Int. Living Room — Morning (Day 1) (Bill, Kevin)

KEVIN RUNS INTO THE LIVING ROOM WEARING HIS TRACKSUIT AND NOTICES A LETTER ON THE TABLE NEAR THE DOOR. AS HE TRIES TO OPEN IT BILL WALKS IN WITH A FUNNY LOOK ON HIS FACE, POINTING TO THE LETTER.

KEVIN (excited)
Look! I got it! I'm a university student!

BILL (at a loss attempting to stop him)
But, but...

KEVIN RUSHES OUT THE DOOR, HOLDING THE ENVELOPE AS BITS OF CONFETTI START FALLING OUT MARKING HIS TRAIL; BILL STANDS AT THE DOOR SHAKING HIS HEAD.
HE IS HOLDING ANOTHER LETTER IN HIS HAND.

BILL
Ahhhh Kevin, you never stop. That letter...
It was an advertisement...

Scene Two, Ext. School Yard — Twenty Minutes Later (Kevin)

KEVIN IS RUNNING AROUND THE SCHOOL TRAILING CONFETTI...

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B. **Scene Two:** Kevin receives the following messages on his voicemail. Read the messages and say who has left the message and why. Discuss how Kevin will feel when he reads them.

1. Hi Kevin. This is Dad. Your brother has told us the wonderful news! Congratulations, son. We are very proud of you.
2. Hi Kevin. This is your bro, Bob. Well done. Do you want my help with moving your things? Call me.
3. Hello Kevin. This is Mr. Jackson from university admissions. Unfortunately, we don't have any record of an offer of a university place for you. Please could you call us at: 234-7684 ext. 43. Thank you.

C. **Scene Three:** Bill has left a message for Kevin at home. Read the message and explain why Bill has left the message. How does Bill feel? In pairs, write the voicemail message Kevin leaves for Mr. Jackson explaining the situation.

Hi Kevin,

You ran out of the door so quickly that I didn't have a chance to explain. That letter was not from the university offering you a place. It was an advertisement! I'm really sorry .... I know how much you want to go to that college. Anyway, Mr. Jackson called and said they don't know who you are so you had better call and explain the situation. I'll be back at 6 p.m.

See you later.

Bill

D. How will the episode end? Work with a partner and make notes. Write a short description of the final scene.

Notes about the final scene:

_____

_____

_____

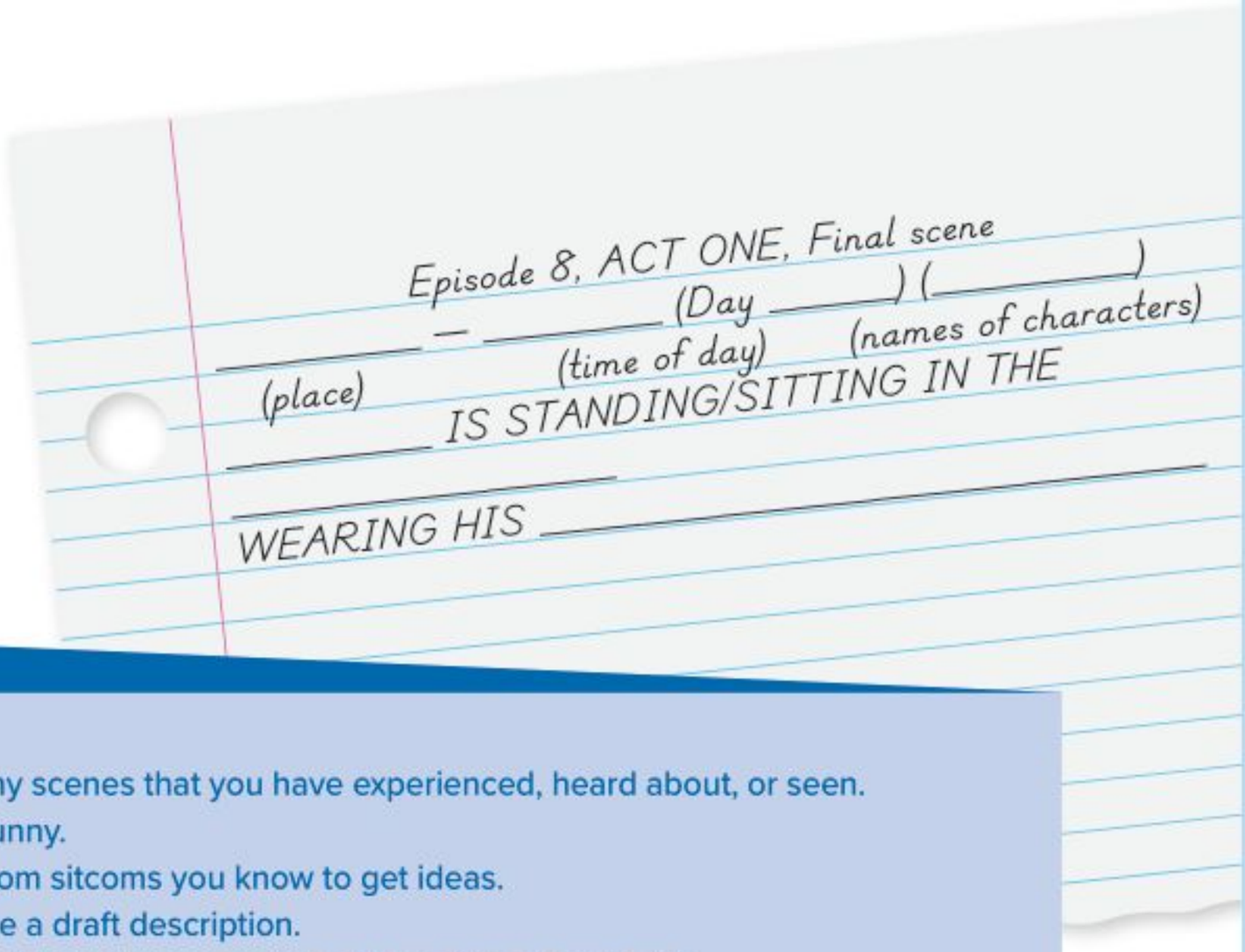
_____

_____

_____

_____

_____



Writing Corner

When writing a sitcom:

- brainstorm ideas about funny scenes that you have experienced, heard about, or seen.
- identify what makes them funny.
- research and read scripts from sitcoms you know to get ideas.
- picture each scene and write a draft description.
- focus on the characters and list their characteristics (if possible draw them).
- outline the events in the episode.
- go back and edit, replace, or add to your material.
- give it to someone else to read before you finalize it.

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11 Form, Meaning and Function

Expressing Wishes, Regret and Criticism

Verb: *Wish*

Use *wish* for things that happened in the past that you now regret.

in the past	I didn't see the TV comedian.	I **wish** I **had seen** the TV comedian. Everyone thought he was so funny!
	I couldn't get the joke.	I **wish** I **had been able** to get the joke. I need to improve my English.
	I switched off before the end of the TV show.	I **wish** I **hadn't switched** off before the end of the TV show. The ending was supposed to be very good.

Use *wish* and if only for things you want to happen now or in the future but which you know probably won't happen.

in the present	I am not a big fan of his jokes.	I wish I found his jokes funny.
	I feel down today.	I wish I didn't feel down today. I wish I could cheer up.
	The comedian can't make people laugh.	The comedian wishes he could make people laugh.
in the future	He won't lend me his car.	I **wish** he **would lend** me his car.
	My brother will leave for college soon.	**If only** he **would stay**.

Expressing Criticism

Use *wish* or *if only* with *would* to express irritation or annoyance with a situation or the particular action of someone else.

I **wish** he **wouldn't use his cell phone** in class.

I **wish** the children **would stop** interrupting.

Note: Use *if only* ... in the place of *wish* to express a wish, regret or criticism more emphatically: *If only it would stop raining, I wouldn't feel so depressed!*

A. Use the verb ***wish*** to complete the sentences. In some cases, more than one answer is possible.

Your best friend is a wonderful person, but he/she talks too much.
I wish that my best friend *didn't talk so much/wouldn't talk so much.*

1. I feel down. I think the weather is getting to me. It is so cold and wet.
   I wish _____.
2. He is stressed and run-down. He gets sick easily.
   He wishes _____.
3. Your parents won't let you go out tomorrow night.
   I wish my parents _____.
4. You borrowed your brother's cell phone without asking for permission. Now he's angry.
   I wish _____.
5. They won't stop laughing. It's annoying me.
   I wish _____.
6. You want to buy someone a present, but you don't have enough money.
   If only I _____.
7. Everyone watched the TV sitcom last night. They are all talking about it today. You didn't watch it.
   I wish _____.
8. The clown was not funny. The children didn't laugh at his jokes.
   If only _____.



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Such...That / So...That

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

such + adjective + noun + *that*

The new TV sitcom is **such** a funny show **that** everyone in my class watches it.

so + adjective or adverb + *that*

The comedian was **so** amusing **that** he had everyone in stitches.
We laughed **so** much **that** we had tears in our eyes.

Can't, Could, Couldn't, Must, May, or *Might*

Use *can't, must, may,* or *might* to make suppositions, to speculate about something, and to draw conclusions. Use *must* to say we are sure of something. Use *can't* or *couldn't* to say that we think something is impossible. Use *may, might,* or *could* to say that something is possible.

The story about the green aliens **can't be** true. It **might be** a prank. It **must be** April 1st! (present)

The story about the green aliens **can't have been** true. It **might have been** a prank. It **must have been** April 1st! (past)

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

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

1. ____ I'm having a good time.
2. ____ The food was spicy.
3. ____ Emma is a popular name.
4. ____The school is selective.
5. ____ The company received many complaints.
6. ____ My brother has won many sports trophies.
7. ____ You have made a big meal.

a. My mouth burned for half an hour after eating it.
b. We've had to build a shelf to put them on.
c. They only accept one student for every 100 applications.
d. I don't want to go home.
e. We'll never be able to finish it all.
f. There are four girls in the class with that name.
g. They had to recall the product.

C. Write sentences to speculate about the situations. Use ***can't***, ***could***, ***couldn't***, ***must***, ***may*** or ***might*** in your sentences.

The boys look worried. They **must** have smashed the window.



boys / worried



1. fans / happy



2. Nawal / angry



3. parents / sad



4. officer / surprised

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12 Project

1. Research films or sitcoms on TV and find scenes that you find really funny. Choose two films/sitcoms and watch the scenes again, if possible.
2. Make notes in the chart. Include as many details as you can.
3. Use your information/notes to prepare a PowerPoint presentation for your class.






Film/sitcom title	1. _____	2. _____
Scene/description		
Character(s) (name, role, actor)		
Script/what characters say		
Action(s) in the scene		
Funny element (behavior, words, appearance, act)		

4. Act out funny scenes in class for your classmates to guess the roles, actors, or film. Try to remember the lines from the script.
5. Present your presentation.

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13 Self Reflection

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

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

Unit 3 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about humor and tell jokes			
explain consequences with comparatives			
use past and present participial adjectives			
use *get* + adjective and *get* + past participle			
use *the...the...* comparatives			
express wishes, regret and criticism			
use *such...that/so...that; can't, could, couldn't, must, may,* or *might*			

My five favorite new words from Unit 3:	If you're still not sure about something from Unit 3:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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EXPANSION Units 1–3

1 Language Review ☑️

A. Write a response to each question. Include the word in parentheses and either ***too*** or ***enough***.

Why are you getting rid of this rug? (worn)

It's too worn.

1. Why can't we make a cake before the guests arrive? (time)
2. Why are you turning on more lights? (dark)
3. Why don't you like driving with him? (dangerously)
4. Why don't you like this landscape? (trees)
5. Why isn't he running in the marathon this weekend? (lazy)
6. Why don't you like small rooms? (claustrophobic)
7. Why do you find him difficult to understand? (quickly)
8. Why aren't you going to the game tonight? (tired)
9. Why don't you like this couch? (comfortable)

B. Form sentences by combining items from Boxes A and B. Use a gerund as the subject of each sentence. You can use words from Box B more than once.

Losing your keys is irritating.

Box A	Box B
fill out forms	boring
litter	exciting
lose your keys	fascinating
read about scientific discoveries	frightening
sit in a sauna	impossible
skydive	irresponsible
touch your ear with your tongue	irritating
witness a crime	relaxing

C. Write sentences using two or three adjectives to describe the following things.

your school

It has expensive new computer labs.

1. your room
2. this book
3. your favorite piece of clothing
4. a place to visit
5. your favorite food
6. the last car you rode in



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D. Use the words to write superlative + present perfect questions. Then ask and answer the questions with a partner.

interesting event / read about

A: What is the most interesting event you've ever read about?

B: The G20 2020 Summit hosted in Riyadh is the most interesting event I've ever read about.

1. beautiful place / visit
2. exciting city / visit
3. tall building / see
4. good book / read
5. spicy food / eat
6. hard thing / do
7. famous person / meet
8. scary film / watch
9. far place / travel
10. thoughtful present / receive

E. Rewrite each sentence as a ***the...the*** comparative.

He's been getting more exercise. He's been feeling better.
The more exercise he gets, the better he feels.

1. She's been studying anthropology. She's becoming fascinated with it.
2. We're getting closer to summer. I'm getting excited.
3. When a joke is really funny, people laugh really hard.
4. I keep sitting on this couch. I'm getting more and more tired.
5. Usually when a pair of shoes is cheap, they fall apart quickly.
6. Small rooms make me feel claustrophobic.

F. Write a story about the picture. Use grammar points from Units 1, 2, and 3.

- ☐ multiple adjectives
- ☐ ***too*** and ***enough***
- ☐ past and present participial adjectives
- ☐ ***get*** + adjectives
- ☐ ***get*** + past participles
- ☐ ***the...the*** comparatives



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2 Reading

Before Reading

1. Has anyone ever played a trick on you? If so, explain what happened.
2. Have you ever played a trick on someone else? If so, explain what you did.

Can You Believe **They Believed It?**

In many countries around the world, the first day of April is a day for playing tricks and pulling pranks. Many of the most amusing and memorable tricks that have been played on this day have been perpetrated by the media.



Perhaps one of the funniest pranks to have ever been pulled off happened on April 1, 1957. On this day, a well-respected British news show called *Panorama* aired a segment focusing on a supposed spaghetti harvest in southern Switzerland! The anchorman explained that the mild winter had resulted in a huge spaghetti crop. As the anchorman gave details about the "spaghetti crop," video footage was shown of Swiss people pulling fresh, long strands of spaghetti off of "spaghetti trees" and putting them in baskets.

Convincing viewers wasn't very difficult. Apparently, this segment was realistic enough to fool a huge number of people. Hundreds of fascinated viewers called into the television station wanting to find out how they could grow their own spaghetti tree. They were told, "Place a sprig of spaghetti in a tin of tomato sauce and hope for the best." As one studio worker remembers, "The more people called, the harder we laughed."

Another nationally broadcast prank occurred in Sweden in 1962. At the time the country had only one television channel, and it broadcast in black and white. The station had their technical expert announce to the viewers that a new technology had been created. Astonished viewers listened as he explained that this technology would make it possible to see color images on their black and white television sets. Accomplishing this was easy, he assured the audience. He explained that all that viewers needed to do to convert their black and white televisions to color was to pull a nylon stocking over the screen. He also advised moving one's head very carefully back and forth to see the best picture. Many viewers got excited, and thousands tried it. Today many Swedes still recall family members running around the house trying to find nylon stockings to place over their television set.



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Another remarkable prank was pulled by an Australian news program in 1975. On the program that evening it was announced that Australia would be converting to "metric time." It was explained that under metric time, there would be 100 seconds in a minute, 100 minutes in an hour, and 20 hours in a day. It was also explained that seconds would become *millidays*, minutes would become *centidays*, and hours would become *decidays*. The report had many convincing details, including an interview with South Australia's deputy premier and a shot of Adelaide's town hall clock, with its "new" 10-hour metric clock face. Many people fell for the trick. Some even got angry about it. One viewer was particularly irritated because, as he explained, he had just bought a new clock and thought that it was now useless.

Sometimes it seems the sillier the hoax, the more likely people are to fall for it! So the next time you hear something that sounds too silly to be true, look at your calendar and make sure that it isn't April first!

After Reading

A Match the words to their synonyms.

1. _____ prank	**a.** trick
2. _____ supposed	**b.** practical joke
3. _____ memorable	**c.** be responsible for
4. _____ convert	**d.** apparent
5. _____ perpetrate	**e.** change
6. _____ hoax	**f.** significant
7. _____ footage	**g.** TV or film coverage

B. Answer the questions.

1. What do all of the tricks mentioned in the reading have in common?
2. What footage was shown on *Panorama* to support the spaghetti harvest trick?
3. What did the "technical expert" of Sweden's television station instruct viewers to do on April 1, 1962?
4. What trick did an Australian news program play in 1975?
5. What convincing details did the Australian news program use to support their claim?

Discussion

1. Is it OK to play tricks on people? Explain.
2. What kind of tricks do you think are all right to play?
3. What kind of tricks do you think should not be played?

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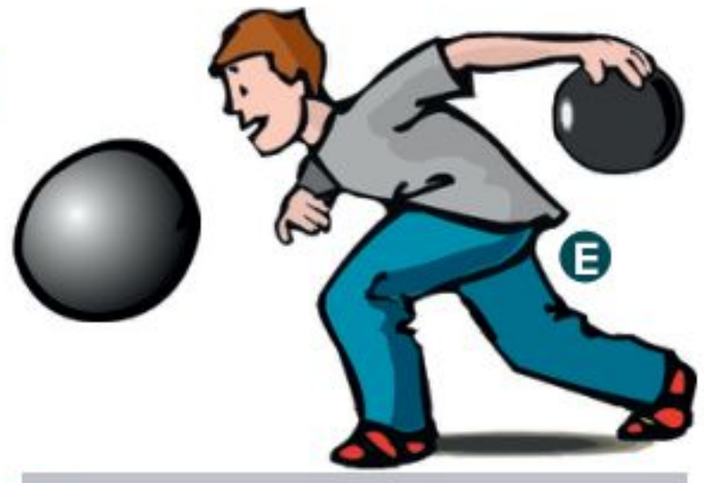
3 Language Plus Aa













Match these idioms about sports to the pictures. Then use each idiom in a sentence of your own.

1. _____ We had to **race against time** to complete the project on time.
2. _____ Someone needs to **get the ball rolling**; we can't keep on talking about things and not take action.
3. _____ You'd better ask Andy about how to get some stationery, he **knows the ropes**.
4. _____ You need to **keep your eye on the ball** if you want things to run smoothly.
5. _____ Having worked through the night we found out that the subject had changed so we had to **start from scratch** and make a new poster.
6. _____ In her attempt to do the best she could, she **went overboard** and invited far too many guests to the wedding.

4 Writing

Tools for Writing: Avoiding Wordy Sentences

Wordy sentences can make it difficult for readers to understand your meaning. Try to write clear and direct sentences so that your ideas are easy to follow.

Avoid unnecessary repetition of words or ideas.

Wordy: All the clothes in her wardrobe are quirky and unusual.
Revised: Her wardrobe is quirky.

Delete unnecessary words and replace wordy phrases with more concise words.

Wordy: In spite of the fact that they don't have much in common, they still seem to get along.
Revised: Although they do not have much in common, they still get along.

Wordy Phrase	Replace With	Wordy Phrase	Replace With
The reason...is that	Because	At the present time	Now
An example is	For example	As a matter of fact	In fact
In order to	To	I think / I believe	(nothing)
In the event that	If	In my opinion	(nothing)
In spite of	Although	In conclusion	(nothing)
Due to the fact that	Because	The reason why	(nothing)

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Writing Prompt

Write about a hoax. Explain the effect the hoax had. Include grammar points from Units 1, 2, and 3.

Write Your Essay

1. Decide on the hoax you will write about.
2. Use a cause-and-effect chart to organize your ideas. Remember that a *cause* is something that makes something else happen. An *effect* is something that results from an action.
3. Write a draft of your essay.
4. Have a partner read and comment on your draft. Use your partner's comments to revise your essay.

Cause →	Effect

Developing Your Writing: Transition Words

Transition words help organize your writing. They help tie ideas and sentences together to create smoother transitions, so that readers can follow the events and ideas more easily.

Time Transition Words

afterward	before	finally	suddenly
as soon as	during	next	then

Cause and Effect Transition Words

because of	due to	since
as a result	if. . .then	therefore

Comparison Transition Words

another way	in the same way	one way
as	likewise	similarly

Contrast Transition Words

although	nevertheless	still
however	otherwise	yet

The Man Who Thought He Had Inherited 12 Million Dollars

Martin received an email claiming that he had inherited a huge sum of money from a bank in an African country. The letter said that a wealthy relative had died and had left him all the money. The letter asked him to send all his details and bank account number to the address enclosed and he would be told how he could get the money.

Martin's dream was to be rich and be able to buy a lot of expensive things. So he...

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4 You Are What You Eat

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1 Listen and Discuss

1. What is the most unusual thing you have ever eaten?
2. Are you careful about the kinds of foods you eat? Why or why not?
3. What do you think the expression ***you are what you eat*** means? Do you agree?

FOOD MYTHS

Circle ***True*** or ***False***. Then read and check your answers.



❶ Many Japanese restaurants serve a kind of fish that can kill diners within hours if it is not prepared properly. **True** **False**

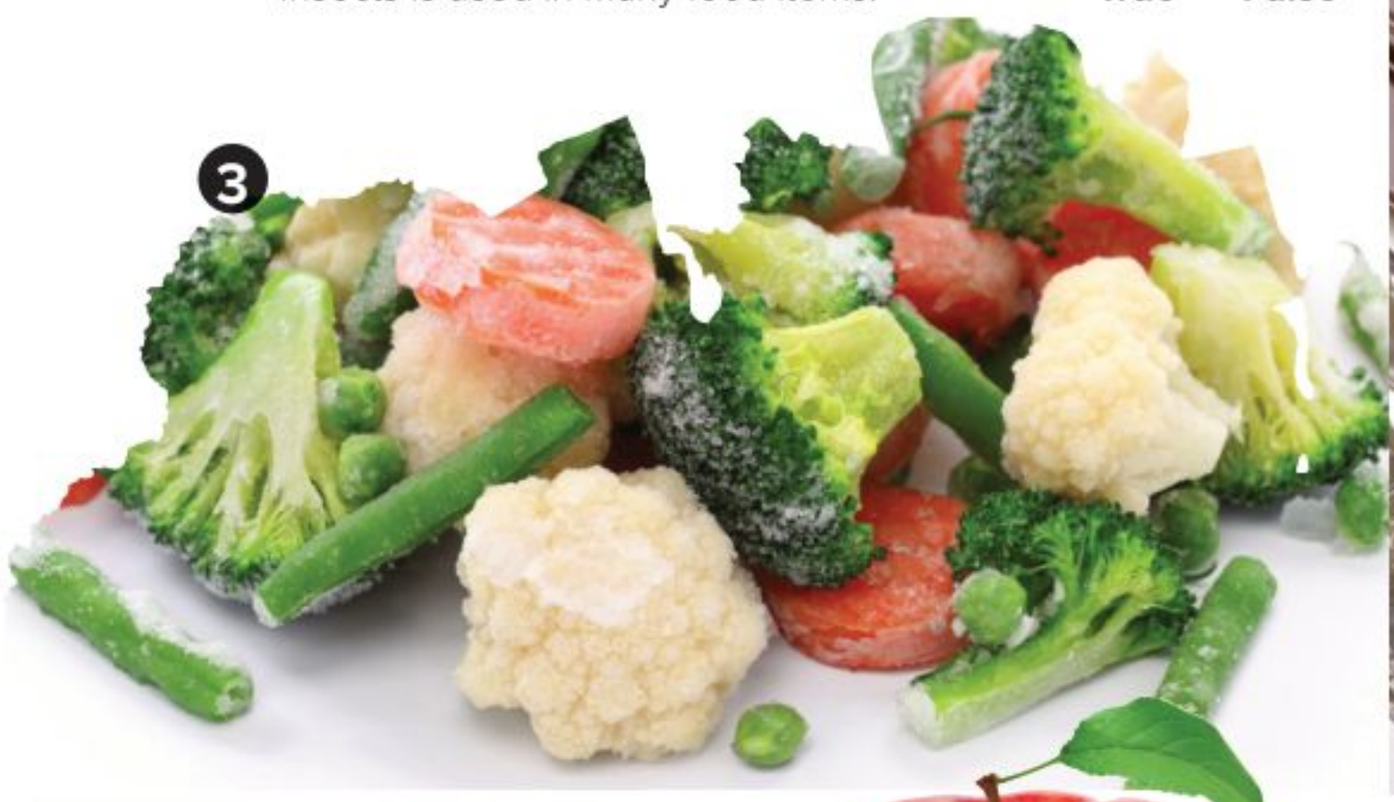
❷ Eating chocolate has been linked to an increase in heart disease. **True** **False**

❸ Fresh vegetables are healthier than frozen vegetables. **True** **False**

❹ Apples, potatoes, and onions all taste the same when eaten while holding your nose. **True** **False**

❺ Red dye produced from grinding up insects is used in many food items. **True** **False**









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1. Blowfish, which are considered a delicacy in Japan, contain deadly toxins. If not properly prepared, eating blowfish can lead to death by poisoning. Victims usually die within 4 to 24 hours of consuming the fish. Blowfish diners count on specially licensed chefs to prepare the fish safely.

2. A number of studies have shown that chocolate consumption may reduce the risk of developing heart disease and cancer. Scientists believe that antioxidants reduce the chances of developing these diseases. Antioxidants are also thought to enhance blood flow and help maintain healthy cholesterol levels. Dark chocolate and cocoa powder are particularly rich sources of antioxidants. In fact, ounce for ounce, dark chocolate and cocoa have more antioxidants than antioxidant-rich foods like blueberries and green tea. Of course, it's not good to eat *too* much chocolate, but it's not a good idea to cut chocolate out altogether, either.

3. Frozen vegetables are at least as nutritious as fresh vegetables, and may sometimes actually be healthier. Fresh vegetables are at their nutritional peak at the moment they are picked. However, they often spend days or weeks in transit, in the produce aisle, and in your refrigerator. Over time, vegetables lose vitamins and minerals. However, frozen vegetables are picked and frozen at their peak. Freezing locks the vitamins and minerals in. When you do buy fresh vegetables, try to pick out ones that seem fresh and have been grown locally.

4. Up to eighty percent of taste comes not from our taste buds, but from our sense of smell. Taste buds allow us to identify bitter, salty, sweet, and sour flavors. But we depend on the *smell* of foods to give us most of our sense of flavor. So without smelling the aroma of a food, it is difficult to distinguish one flavor from another. (Incidentally, this is why food loses its flavor when you have a stuffed-up nose!)

5. Many food items with a deep red color, including fruit juices, candies, and gelatin, include a dye called cochineal or carmine. This dye comes from the shells of the female cochineal insect, which is found in South and Central America. The dye has been used for centuries and dates back to the Aztecs.

Answers:
1. True 2. False 3. False 4. True 5. True

Quick Check ☑

A. Vocabulary. Find words in the quiz that mean:

1. an expensive and/or hard to find food
2. poisons
3. having legal permission to do something
4. to keep something in good shape
5. the highest point
6. fragrant smell
7. to be able to identify one from another

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

1. _____ Victims of blowfish poisoning suffer months of illness before they die.
2. _____ Antioxidants can help prevent the development of heart disease.
3. _____ Blueberries are the food richest in antioxidants.
4. _____ Fresh vegetables are at their nutritional peak when they are cooked.
5. _____ Our taste buds are responsible for only 20 percent of what we think of as taste.
6. _____ Cochineal has only been used as a dye for the last few decades.

2 Pair Work

With a partner, write three more ***true***/***false*** statements about food. Read them to your classmates and ask if they are true or false.

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3 Grammar

Phrasal Verbs

A phrasal verb is made up of a verb + a particle. A particle is a word that is used as an adverb or a preposition. The particle gives the verb a different meaning. One verb can be combined with different particles to create different meanings.

Didn't you like the dinner? You only **picked at** it. (pick at = eat without enthusiasm)
My sister **picks on** me for being a vegetarian. (pick on = tease)
We need to **pick out** a restaurant for the celebration. (pick out = choose)
Will you **pick up** a gallon of milk on your way home? (pick up = get, buy)

Separable and Nonseparable Phrasal Verbs

Some phrasal verbs are *nonseparable*. The noun or pronoun always follows the particle.

I **ran into** Reema at the supermarket. (NOT: ~~I ran Reema into at the supermarket.~~)
I **ran into** her. (NOT: ~~I ran her into.~~)

call for	come from	look into	tire of
come across	go on	run into	turn out

Many phrasal verbs are *separable*. A noun object can come after the particle.

The chef **cut up** the steak into small pieces.

A noun object can come in between the verb and the particle.

The chef **cut** the steak **up** into small pieces.

If a pronoun object is used, it must come between the verb and the particle.

The chef **cut it up** into small pieces. (NOT: ~~The chef cut up it into small pieces.~~)

burn off	point out	talk over	turn down
cut up	put on	tell apart	turn into
figure out	send back	think over	wake up
fit in	take off	throw away	whip up
give up	take out	throw out	

Three-Word Phrasal Verbs

Three-word phrasal verbs consist of a verb + a particle + a preposition. Three-word phrasal verbs are nonseparable. The noun or pronoun always comes after the phrasal verb.

The doctor says you must **cut down on** sugar. (NOT: ~~You must cut sugar down on.~~)

catch up on	drop out of	get along with	look forward to
come down with	feel up to	get rid of	make do with
come up with	get away with	load up on	run out of
cut down on	get down to	look down on	take care of

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A. Complete the sentences with a particle from the box. Some of the particles can be used more than once.

for	into	off	on	out	over	up

My sister has gone (**1**) _____ too many crazy diets. Last month, she was on a diet that called (**2**) _____ her to eat almost nothing but grapefruit all day. Initially, the diets seem to work. They take weight (**3**) _____ quickly. But a few weeks later my sister always seems to put the weight (**4**) _____ again. And the diets were making her tired and weak. I pointed this (**5**) _____ to her last week and we talked (**6**) _____ my concerns. I asked her to figure (**7**) _____ a better way of losing weight. She thought it (**8**) _____ and agreed to give (**9**) _____ the crazy diets. She's going to look (**10**) _____ more sensible diets, and she's going to try to burn (**11**) _____ calories with more exercise.



B. Rewrite each sentence with a pronoun. Then circle ***S*** if the phrasal verb is separable or ***NS*** if it is nonseparable.

We came across a great recipe.
We came across it. **S** **NS**

1. I'm going to send back this food. **S** **NS**
2. Most people can't tell apart a yam from a sweet potato. **S** **NS**
3. You need to throw out the moldy cheese. **S** **NS**
4. I never tire of chocolate. **S** **NS**
5. Wake up Jenna for breakfast. **S** **NS**
6. I never turn down dessert. **S** **NS**

C. Complete the three-word phrasal verbs.

I don't feel *up to* going out to dinner tonight.

1. He ran to the supermarket because we ran _____ _____ milk.
2. These shoes are old. I think I'll get _____ _____ them.
3. She has heart problems. Her doctor told her to cut _____ _____ fatty foods.
4. They came _____ _____ food poisoning after they ate the spoiled meat.
5. Marathon runners often load _____ _____ pasta the night before a race.
6. We're looking _____ _____ trying the new Indian restaurant.

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4 Conversation

Nawal: Thank you so much for this wonderful meal! It must've taken all day to make such a phenomenal spread.

Fadwa: My pleasure. It was no hassle at all. I whipped it up in no time.

Nawal: You are quite the cook. I don't think I've ever had such a gourmet meal.

Fadwa: I'm so glad you're enjoying it. Can I give you some more of the chicken?

Nawal: Oh, no thanks. I'm absolutely stuffed.

Fadwa: Would you like to try the grilled asparagus?

Nawal: No, really, I couldn't possibly eat more.

Fadwa: Are you sure?

Nawal: Absolutely. Honestly, I couldn't eat another bite.

Fadwa: Oh, that's a shame. I made two different desserts. One is a chocolate raspberry layer cake and the other is almond crème brûlée.

Nawal: Did you say chocolate raspberry cake? Come to think of it, it's rude to turn down food, right? I'm sure I could fit in a bit of that. And maybe I'll have a bite of crème brûlée as well. I have a sweet tooth, you know.



Real Talk

spread = an abundant meal laid out on a table
whipped it up = made it quickly and easily
in no time = very quickly
quite the (something) = a very good (something)
Come to think of it = Something has just occurred to me
have a sweet tooth = love desserts and candy

About the Conversation

1. Does Nawal assume Fadwa went to a lot of trouble to cook the meal? What does Nawal say?
2. What foods did Fadwa prepare?
3. What change of attitude does Nawal have? What causes this change?

Your Turn

Role-play with a partner. Pretend you are hosting dinner for a family member. Act out the meal, using the phrases from the box for offering, accepting, and declining food and drink.

Offering, Accepting, and Declining Food and Drink

Please help yourself to...	No thank you...
Would you like to try the...?	Thank you, but...
Can I give you some more...?	...I couldn't eat another bite.
Thanks, I'd love a little/some more...	...I'm stuffed.

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5 Listening

Listen to the process for creating a bar of chocolate. At each stage in the process, the chocolate has a different name. Write these names in the correct order in the chart.

bean	crumb	nib	pod
chocolate bar	cocoa mass	paste	



1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____

6 Pronunciation

In two-word and three-word verbs, the stress is placed on the second word (the first particle). Listen and practice.

1. Chocolate **comes from** the cacao tree.
2. Once they receive a shipment of beans, they **get down to** the business of processing the cocoa into chocolate.
3. One of the steps in the manufacturing process involves **getting rid of** the shells.
4. Workers **take out** the cocoa beans and **throw away** the husks.
5. The chocolate **cools down**, is **taken out of** the mold, and becomes a chocolate bar.

7 Vocabulary Building

A. You will see these words in the reading on pages 60 and 61. Match the words with their meanings.

1. ____ existence	**a.** delicious
2. ____ staple	**b.** something that is used in place of another thing
3. ____ vendor	**c.** the presence of something in reality
4. ____ quandary	**d.** something you let yourself have even though it may be bad for you
5. ____ indulgence	**e.** a situation in which someone doesn't know what to do
6. ____ substitute	**f.** someone who sells something
7. ____ delectable	**g.** a common or important item

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

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8 Reading

Before Reading

Read the article and underline the information that tells you how certain popular foods were discovered.

Accidental Food Discoveries

Can you imagine a world without cool, creamy ice-cream cones? Isn't it depressing to imagine life without chewy, delicious, chocolate chip cookies? And who could get by without salty, addictive, crispy potato chips? Yet all these treats are fairly recent inventions that may never have come into existence if it weren't for lucky accidents.



Have you ever enjoyed the cool refreshment of a popsicle on a hot, summer day? If so, you have an 11-year-old boy named Frank Epperson to thank. One winter day in 1905, young Epperson was making soda pop by mixing powdered soda and water. He accidentally left the mixing bucket outside with the mixing stick in it overnight. That night, the temperature reached freezing. In the morning, Epperson discovered that the fruit-flavored liquid had frozen to the stick. Although he tried and liked his invention, it wasn't until eighteen years later that it occurred to him to turn his invention into a business. Epperson's children referred to this treat made by their pop as a *popsicle*. That name stuck and eventually became the official name. Today popsicles are enjoyed by millions of people around the world.



But, perhaps your dessert of choice on a hot day is an ice-cream cone. If so, you should be glad for the unexpected event that brought two men together at the 1904 St. Louis World's Fair. An ice-cream vendor named Charles Menches was doing such booming business that he ran out of bowls to put the ice cream in. The vendor next to Menches was a young Syrian immigrant named Ernest Hamwi. Hamwi was selling a Syrian treat called zalabia, a crisp, wafer-like pastry. Hamwi came up with a solution to Menches' quandary. Hamwi rolled some of his warm pastry into a cone so that Menches could put ice cream inside. In that instant, a favorite international hot weather treat was born.

Of course, not everyone is a fan of frozen treats. Some prefer the indulgence of delicious freshly baked goods, like chocolate chip cookies. These people should be grateful for an accidental discovery made by an American housewife in 1930. One day Ruth Wakefield was making chocolate cookies when she realized that she had run out of baker's chocolate. Wakefield decided to substitute broken-up pieces of a chocolate bar she had on hand. She assumed that the small pieces of chocolate would melt and mix into the batter. However, after taking the cookies out of the oven, Wakefield discovered that the chocolate hadn't melted. Instead, there were little chips of chocolate throughout the cookie. Much to Wakefield's delight, the chocolate chip cookie proved to be a great success with her family and guests. Wakefield sold the recipe to the chocolate company Nestlé® in exchange for a lifetime supply of chocolate chips. It wasn't long before the chocolate chip cookie became a world-famous treat.



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But, if crunchy, salty treats like potato chips are your preference, then you owe a debt of gratitude to a cranky chef and a picky diner who lived over 150 years ago. On August 24, 1853, George Crum was working as a chef in a restaurant when he became frustrated with a customer. The customer had repeatedly sent back his French fries, complaining that they were too thick and soggy. Fed up, Crum decided to teach him a lesson. Crum sliced the potatoes as thinly as possible and fried them in grease. To Crum's astonishment, the customer thought the chips were delectable. They became a regular item on the restaurant's menu and, in time, became a staple of the global fast food industry.



Clearly not all accidents are bad. Some have made our lives richer, sweeter, and tastier!

After Reading

Answer the questions.

1. In your own words, explain how popsicles were invented.
2. Where was the ice-cream cone invented?
3. How did Syrian culture contribute to the invention of the ice-cream cone?
4. What did Ruth Wakefield get from Nestlé® in exchange for her recipe?
5. Why did George Crum originally create the potato chip?

9 Speaking

1. Work in pairs or groups. Make a list of desserts and snacks that are popular and try to decide what makes them popular, i.e. texture, flavor, aroma, presentation, ingredients, etc.
2. Think about a new dessert or snack and make notes in the chart. Use your notes to present your dessert/snack in class.
3. Choose what you think is the best new dessert/snack and say why you think it's the best.

	My favorite desserts and snacks	My new dessert/snack
Name(s)		
Flavor/ingredients		
Bought or homemade		
How to make it		

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10 Writing

A. Why do you think a meal might be unforgettable? Could it be for good or bad reasons?

1. Read the text and find out.
- Why was each meal memorable?
- Where was each meal served?
- What were the writer's feelings in each case? Highlight parts in the text that convey feelings/attitude.

2. Would you have felt differently? How would you have reacted in each case?

Too Much Seafood



A few years ago, we were at a famous seafood restaurant. A friend of ours went overboard and proceeded to order almost everything on the menu. Soon, immense amounts of seafood started arriving on large platters. We ended up with a feast that could have fed twenty starving people, not six. It was all delicious but there was too much of it. Three of the group were determined to clear everything, so they continued gobbling down fish, seafood, salad, French fries, anything that was still on the table.

Three hours later, we split an exorbitant check among us and walked back to our hotel, feeling unpleasantly full. As expected, we all got sick. Our extravagant friend, who had eaten most of what he had ordered, was taken to the hospital. The rest of us were given strict orders to only consume liquids and stay in bed for the rest of our stay.



Pepper Sauce and Truffle

I was flying back home from France. I had been given a first class seat because the plane was overbooked and my seat had been given to someone else. I did not, of course, mind the change one bit.

I had been traveling on a very tight student budget, and had been trying to cut down on expenses, so I tended to skip meals quite often. After the plane took off, I realized that I was famished. Appetizing smells wafting my way from the galley did nothing to reduce my hunger. Fortunately, we were served very soon. I tasted the food and was truly amazed. It consisted of the most succulent, tastiest bon filet in pepper sauce that I had ever had. It was served with truffles and baked baby potatoes with herbs. The pepper sauce was delicious as were the truffles. I decided that I rather liked flying first class!

3. Read through the texts and find the words or phrases. Can you think of other words or phrases that you could use instead? Look them up in your dictionary and compare in class.

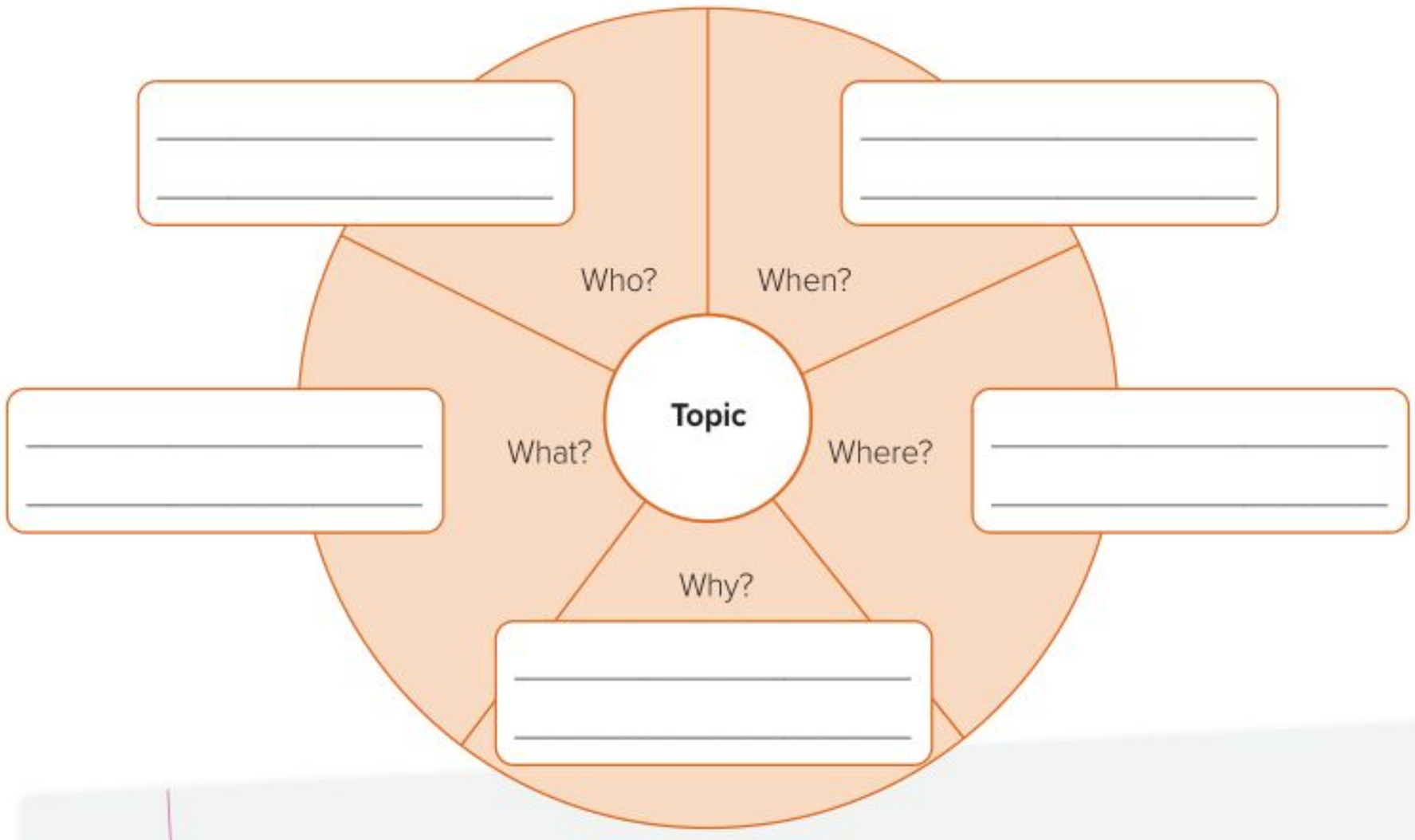
immense	**gobble down**	**extravagant**	**waft**	**famished**
feast	**exorbitant**	**skip a meal**	**succulent**	**appetizing**

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B. 1. Write a description of a memorable meal you once had. It might have been a special occasion or just an ordinary meal when something special happened.

2. Before you write, use a graphic organizer to help you remember the details of where you were, who you were with, what you ate, when it was, and why it was special.



A Memorable Holiday Dinner

I'll never forget a meal I had during my freshman year of college. Most students went home for the holidays, but some, like me, who came from different countries, stayed on campus.

Although I had always looked forward to the big holiday dinner at home, this year I figured I would make do with a sandwich. But then I talked with a few other students who had stayed, and we came up with a plan to whip up our own holiday dinner...

Writing Corner

When writing an essay about a memorable event:

- brainstorm and picture different events/occasions/scenes.
- make notes about the picture(s) in your mind.
- think about your reader/audience and select information accordingly.
- check to make sure you would not offend anyone through your account.
- focus on the people, the setting, the events, and feelings as required to highlight the aspect you want to focus on.

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11 Form, Meaning and Function

Count/Noncount Nouns

Count nouns name things that you can count: *one carrot, two carrots*, etc. They have singular and plural forms.

Singular Count Nouns	Plural Count Nouns
a burger	two burgers
an egg	three eggs

Noncount nouns name things that you can't count: *rice, tea*. They don't use *a/an*. They don't have plural forms. Some nouns can be count or noncount: *a salad* or *some salad; a soup* or *some soup*.

Expressions of Quantity: *Some/Any*

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

Affirmative (+)	Negative (–)	Questions (?)
There is **some** juice.	There isn't **any** juice.	Is there **any** juice?
There are **some** fries.	There aren't **any** fries.	Are there **any** fries?

Sometimes *some* is used in questions for offers.

Do you want **some** pizza? How about **some** coffee?

Would Like

Use *would like* for preferences.

Q: What **would** you **like**?
A: **I'd like** a steak sandwich.

Q: **Would** you **like** some mustard on it?
A: Yes, please. / No, thank you.

A. Complete the conversation. Use ***some, any, order,*** and ***would like***. You can use the words more than once. Then practice with a partner.

Omar: Is this Gino's Italian restaurant?

Tony: Yes, it is. This is Tony speaking. How can I help you?

Omar: I want to (1.) _____ some food for delivery.

Tony: What (2.) _____ you _____?

Omar: I'd like (3.) _____ minestrone soup and the lasagna bolognese. Do you have (4.) _____ apple juice?

Tony: Sorry, we don't have (5.) _____ juice. Would you like (6.) _____ coffee?

Omar: Yes, please. Two cups of hot coffee.

Tony: Anything else?

Omar: Yes. Don't forget to include (7.) _____ garlic bread. It's so delicious!









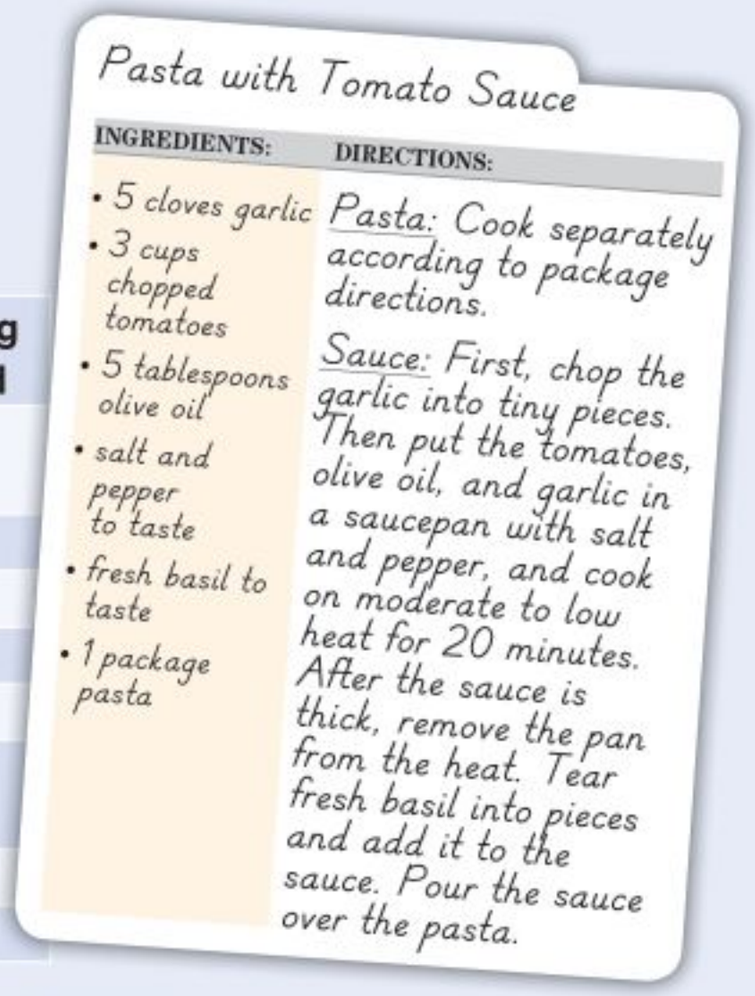
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Words Connected with Recipes

Some words we commonly connect with recipes are:

Dish	Quantity	Ingredients	Actions	Utensils	Cooking Method
appetizer	half, a quarter, one, two, etc	oil	measure	knife	fry
main	cup	eggs	add	bowl	bake
dessert	teaspoon	salt and pepper	pour	whisk	roast
	tablespoon	butter	cut	pan	grill
	a handful	milk	chop		
	a clove (of garlic)	cheese	mix		
		garlic	spread		
		herbs	tear		



Expressions of Quantity: *A Few, A Little, A Lot of, Much, Many, Enough*

Count

You need **a few** tomatoes.
I eat **many** vegetables.
How many bananas do you eat?

Noncount

You need **a little** cheese.
I don't eat **much** bread.
How much milk do you drink?

Use *a lot of* and *enough* for both count and noncount nouns.

I eat **a lot of** eggs, but I don't eat **a lot of** bread.
I don't eat **enough** fruit. I don't drink **enough** water.

Sequence Words: *First, Then, After That, Finally*

First, you mix the flour and the eggs. **Then** you add a little butter.
After that, you put in a teaspoon of baking powder. **Finally**, you let it rise.

B. Complete the recipe. Use ***after***, ***before*** (twice), ***first***, ***finally***, and ***then*** (twice).



(1) _____ you start, check that you have all the ingredients. (2) _____, put three cups of flour, one teaspoon of salt, and three teaspoons of baking powder into a bowl. (3) _____ add half a cup of milk, one tablespoon of margarine, and one egg to the ingredients in the bowl, and mix them well to make the dough. (4) _____ you have made the dough, let it stand for about 30 minutes. (5) _____ you spread the dough, make sure it has risen enough. (6) _____ spread it evenly on the pan using your fingers. (7) _____, you cover it with cheese and tomato sauce and let it bake in a very hot oven for about 30 minutes.

Serves 3 people

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12 Project

1. Work in pairs or groups. Make a list of snacks and desserts in your country and research snacks and desserts in other countries of the Arab world. Add two more countries.
2. Gather information and make notes in the chart about the:
   - name of the dessert/snack
   - origin
   - ingredients used
   - preparation
   - way it is served/presented
   - occasions it is served on
3. Select photos or drawings.
4. Use your notes to make a poster or PowerPoint presentation for your class.



Country & origin	Name of dessert/snack	Ingredients	Preparation	Presentation	Occasions
Saudi Arabia					
Syria					
Iraq					
Lebanon					
Jordan					
_____					
_____					

5. Do a class survey and find out which are the most popular desserts and snacks

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13 Self Reflection

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

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

Unit 4 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about food myths			
discuss eating habits			
offer, accept, and decline food and drink			
use phrasal verbs			
use separable and nonseparable phrasal verbs			
use three-word phrasal verbs			
know about count/noncount nouns and expressions of quantity			
use *would like*			
talk about recipes			
use sequence words: *first, then, after that, finally*			

My five favorite new words from Unit 4:	If you're still not sure about something from Unit 4:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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5 Amazing Animals

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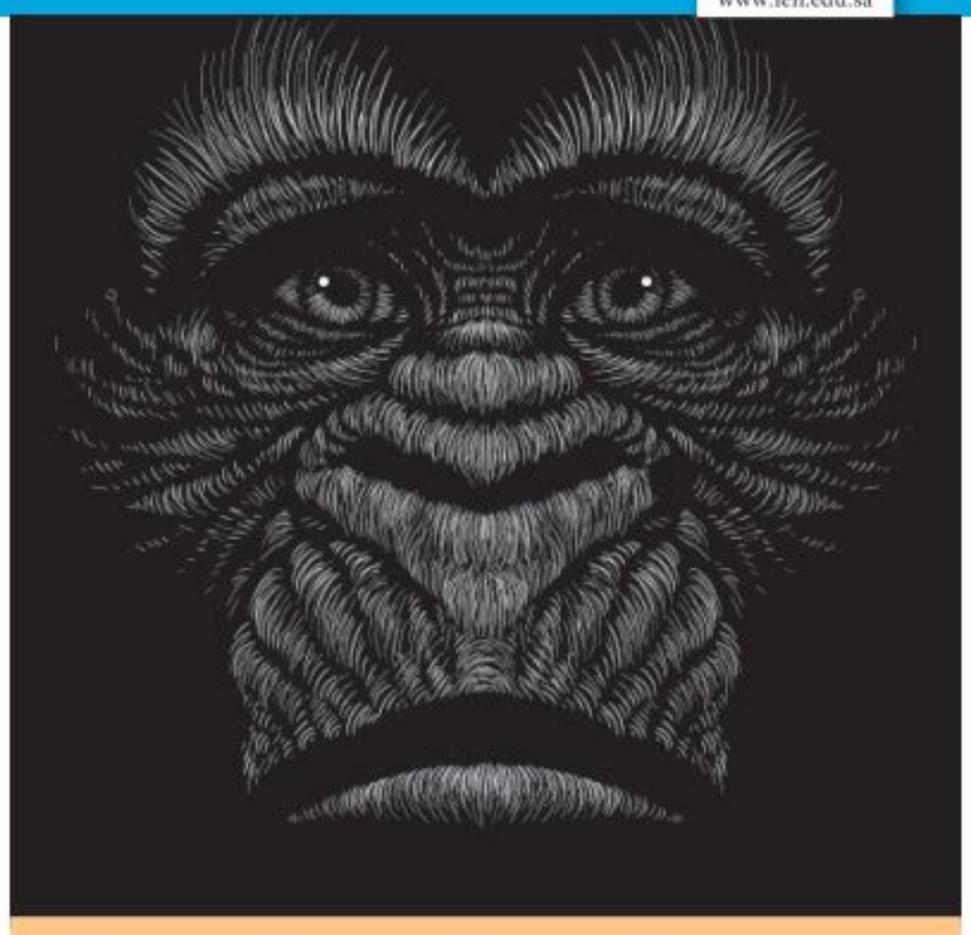
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1 Listen and Discuss

1. In what ways are animals similar to humans? How are they different?
2. Do you think animals and humans can communicate with each other? If so, in what ways?



Punxsutawney Phil is easily the most famous groundhog in the world. Phil lives in the small U.S. town of Punxsutawney, Pennsylvania, and is cared for by the townspeople. However, every February 2nd, Phil is placed in the ground at Gobbler's Knob, where he carries on a tradition that is over 100 years old. Many people believe the length of the winter can be predicted on this day, called Groundhog Day. It is said that on this day when Phil emerges from his hole, if he sees his shadow, there will be six more weeks of winter weather. If Phil does not see his shadow, spring will arrive early. Can the duration of winter really be predicted by a groundhog? Probably not, but the town has a great time celebrating this tradition.



Koko was a famous gorilla who used human sign language. Koko was taught sign language by psychologist Penny Patterson when Koko was just a baby. Patterson was studying whether gorillas could be taught to communicate. Although the study was only supposed to last a couple of years, Patterson and Koko developed a lifelong bond and worked together ever since. Koko began by learning basic words like *eat*, *drink*, and *more*, and eventually learned abstract ideas such as *love*, *jealous*, and *shame*. It is believed that Koko could sign over 1,000 words, and that she understood about 2,000 spoken words. Koko was also famous for having pet kittens. She was always extremely gentle and affectionate with her kittens.



A mouser is a cat that is kept for the purpose of catching mice. In England, there has been a mouser at the Prime Minister's residence for centuries. The most popular of these cats was a stray named Humphrey who, in 1989, was the first cat to receive the official title "Chief Mouser to the Cabinet Office." His care cost 100 pounds and was paid from the department's budget. It was said to be far cheaper than the fees previously paid to exterminators. Humphrey, who was beloved in the UK, retired in 1997.

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One day in 1969, John Rendall and Anthony Burke saw a real live lion cub in a London department store window. Feeling that a lion should not be kept this way, they bought him and took him home to live in Rendall's basement. The lion, whom they named Kristyan, is said to have been an affectionate and extremely cooperative cat who even used a giant kitty litter box. Kristyan was pampered. He was brought on drives, strolls through the neighborhood, and even to restaurants. But when Kristyan grew to almost 200 pounds (90 kilograms), it was decided that he should be released into the wild. Kristyan was brought to Africa where he adapted to life in the wild and eventually became the leader of a group of lions. A year later, Rendall and Burke traveled to Africa to say goodbye. They were warned that Kristyan would not remember them. However, when Kristyan saw his old friends, he ran towards them, stood on his back legs, and joyfully gave each of them a long and loving embrace.



Quick Check ☑

A. Vocabulary. Match the words with their meanings.

1. _____ residence	**a.** adjusted to something new
2. _____ bond	**b.** length of time
3. _____ duration	**c.** indulged
4. _____ abstract	**d.** place where someone lives
5. _____ pampered	**e.** connection between two living things
6. _____ adapted	**f.** relating to ideas or feelings

B. Comprehension. Answer the questions.

1. How is Punxsutawney Phil said to predict the weather on Groundhog Day?
2. How did Koko communicate?
3. What kinds of words did Koko use?
4. What is the "Chief Mouser to the Cabinet Office"?
5. How did Rendall and Bourke take care of Kristyan?
6. What happened when Rendall and Bourke traveled to Africa to see Kristyan?

2 Pair Work

Write a paragraph about an animal you know. Describe the animal and its behavior, but do not say what kind of animal it is. Exchange paragraphs with a partner. Guess what kind of animal your partner's paragraph is about.

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3 Grammar

Passive Modals

Passive modals follow this structure: modal + *be* + past participle.

Active Modal	Passive Modal
They **will release** the tiger into the wild.	The tiger **will be released** into the wild.
The vet **may cancel** the cat's checkup.	The cat's checkup **may be canceled**.
You **can train** a parrot to talk.	Parrots **can be trained** to talk.
You **should clean** the bird's cage weekly.	The bird's cage **should be cleaned** weekly.
You **have to provide** fresh water every day.	Fresh water **has to be provided** every day.
You **must keep** your hamster in the cage.	Your hamster **must be kept** in the cage.

The Passive with Reporting Verbs

We often use the passive with reporting verbs when we want to talk about what people say or believe, but the identity of the people isn't known or isn't important.

1) *It* + passive reporting verb + *that* + clause

It is said that she is the leading expert on gorilla communication.
(People say that she is the leading expert on gorilla communication.)

It is believed that dolphins are the most intelligent of animals.
(People believe that dolphins are the most intelligent of animals.)

2) Subject + passive reporting verb + *to* + infinitive (or perfect infinitive)

She is said to be the leading expert on gorilla communication.
Dolphins are believed to be the most intelligent of animals.

With present tense sentences, the passive reporting verb is followed by a present infinitive.

The cat is thought **to be lost**.

With past tense sentences, the passive reporting verb is followed by the perfect infinitive.

The cat was thought **to have been lost** sometime last week.

Reporting verbs that can be used in the passive include:

believe	claim	estimate	feel	say
calculate	consider	expect	hope	think

A. Circle ***A*** if the sentence is active. Circle ***P*** if it is passive.

1.	Young animals are often difficult to control.	**A**	**P**
2.	Crocodiles are believed to be related to the dinosaurs.	**A**	**P**
3.	Birds of prey can be found on every continent except Antarctica.	**A**	**P**
4.	Because they cannot fly, penguins must live in areas where food is plentiful.	**A**	**P**
5.	Penguins can stay alive in colder weather longer than any other animal on Earth.	**A**	**P**
6.	Cats are said to be more independent than other pets.	**A**	**P**
7.	Elephants in captivity should be given pedicures to keep their feet healthy.	**A**	**P**
8.	It is said that animals behave strangely before an earthquake.	**A**	**P**

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B. Change each sentence from active to passive. Do not include the subject.

People will place many unwanted animals in shelters this year.
Many unwanted animals will be placed in shelters this year.

1. If possible, people should adopt cats in pairs.
2. You must vaccinate cats against diseases.
3. You should feed cats daily.
4. You can train your cat not to bite or scratch.
5. People should never allow cats indoors.
6. You can find a lot of good information about caring for cats on the Internet.
7. You mustn't separate newborn kittens from their mother.
8. You can leave your cat alone all day if it has water and food.
9. Your veterinarian will suggest an appropriate diet for your cat.



C. Rewrite each sentence using the cue provided and the passive with a reporting verb.

People estimate that cheetahs can run up to 112 kilometers per hour.
It is *estimated that cheetahs can run up to 112 kilometers per hour.*

1. People believe that elephants have good memories.
   Elephants are _____.
2. Scientists believe that reptiles are descendants of dinosaurs.
   It is _____.
3. People believe that the cow is a quiet, docile creature.
   The cow is _____.
4. Historians say that Napoleon feared cats.
   Napoleon is _____.
5. Neighbors say that the old lady who lives on the corner has 25 cats.
   The old lady on the corner is _____.
6. In China, people believe that the giant panda is a gentle animal.
   In China, the panda is _____.
7. Conservationists calculate that pandas may become extinct in the wild over the next few decades.
   It is _____.
8. People say that giraffes can spot a person over a kilometer away.
   It is _____.
9. Witnesses claim that the horse threw off its rider.
   The horse is _____.
10. Biologists believe that dolphins can communicate with humans.
    It is _____.



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4 Conversation

Sami: I'm interested in speaking to someone about horse training. A friend of mine suggested I come here.

Omar: What kind of problems are you having with your horse?

Sami: He's a beautiful, strong, and affectionate horse, but he's driving me crazy. He won't follow instructions. He will gallop instead of cantering, he won't turn when I need him to, and if he spots a patch of grass he'll head straight for it and ignore me completely.

Omar: I gather you have a young stallion. I will check the schedule and we can arrange training sessions for you and your horse. Hang in there!

Sami: OK, but in the meantime, I really need some advice. How should I handle him when he disobeys?

Omar: Well, I can try and give you a few tips now. You say he'll head straight for a patch of grass when he sees one. Do you let him do that when you are out riding?

Sami: Well, sometimes. But only if I want to stop for a minute or so.

Omar: You need to set rules and then stick with them 24/7. If you're not consistent, he's not going to learn.

Sami: OK. But when he is all friendly and nice, it's hard not to let him do what he wants.

Omar: Look, I'm going to get to the point. It sounds to me like your horse is calling the shots. You need to be firmer. If you train your horse not to do something then suddenly let him do it, you'll be back to the drawing board.



Real Talk

Hang in there! = Don't give up!
24/7 = all day and night, non-stop (24 hours a day/7 days a week)
get to the point = be direct
calling the shots = in charge and making the decisions
back to the drawing board = to have to start a process over again from the beginning

About the Conversation

1. What problems is Sami having with his horse?
2. What advice does Omar give him?
3. How does Sami respond to Omar's advice?

Your Turn

Role-play with a partner. Tell your partner about a problem you are having in school or in your personal life. Describe the situation and ask for advice.

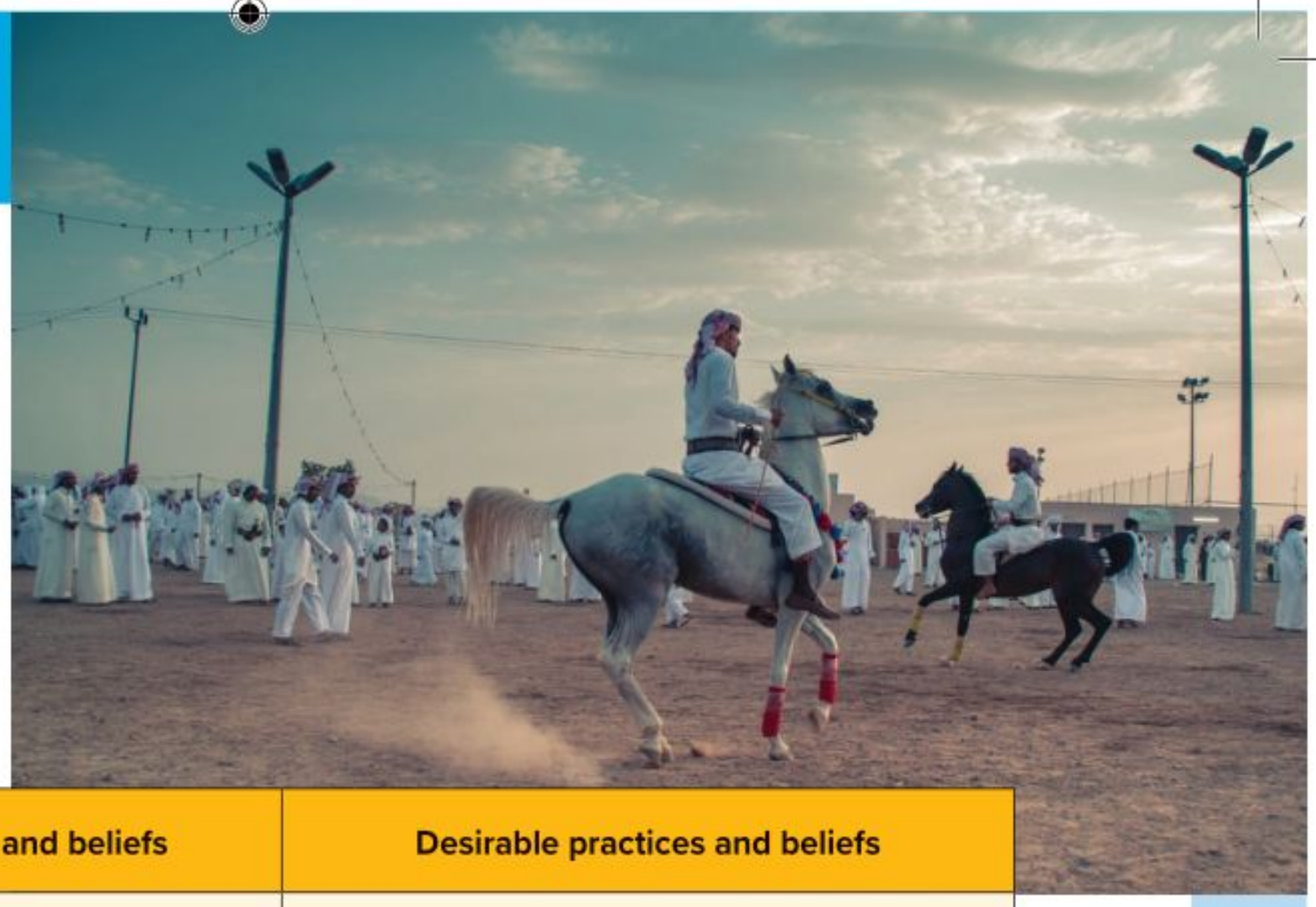
Asking for Advice	Giving Advice
What do (you suggest) I do about...?	I (strongly) advise you to...
Could you advise me on...?	If I were you...
I really need some advice on...	It would be (a) good (idea) to...
How should I handle it when...?	It's not (a) good (idea) to...

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5 Listening

Listen to the horse trainer talk about horse training. Make notes in the chart. Then talk about it in class.



Undesirable practices and beliefs	Desirable practices and beliefs

6 Pronunciation

Some students of English confuse the *y* sound in ***y****et* and *reg****u****lar* with the *j* sound in ***j****et* and *ma****g****ic*. Listen and practice.

1. **J**ack owns a very ener**g**etic **y**oung stall**io**n.
2. The horse has an intelli**g**ent, **g**entle nature.
3. Ponies have bea**u**tiful features and are pop**u**lar with children.
4. Many true stories demonstrate that horses are loyal h**u**man compan**io**ns.
5. These are **j**ust a f**ew** of the techniques **u**sed to train horses.

7 Vocabulary Building

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

1. _____ consciousness	**a.** aware
2. _____ alert	**b.** sympathy and concern
3. _____ disturbed	**c.** guesses about
4. _____ deliberately	**d.** the state of being awake
5. _____ speculates	**e.** unfriendly, hostile
6. _____ domesticated	**f.** worried
7. _____ aggressive	**g.** on purpose
8. _____ compassion	**h.** tamed

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

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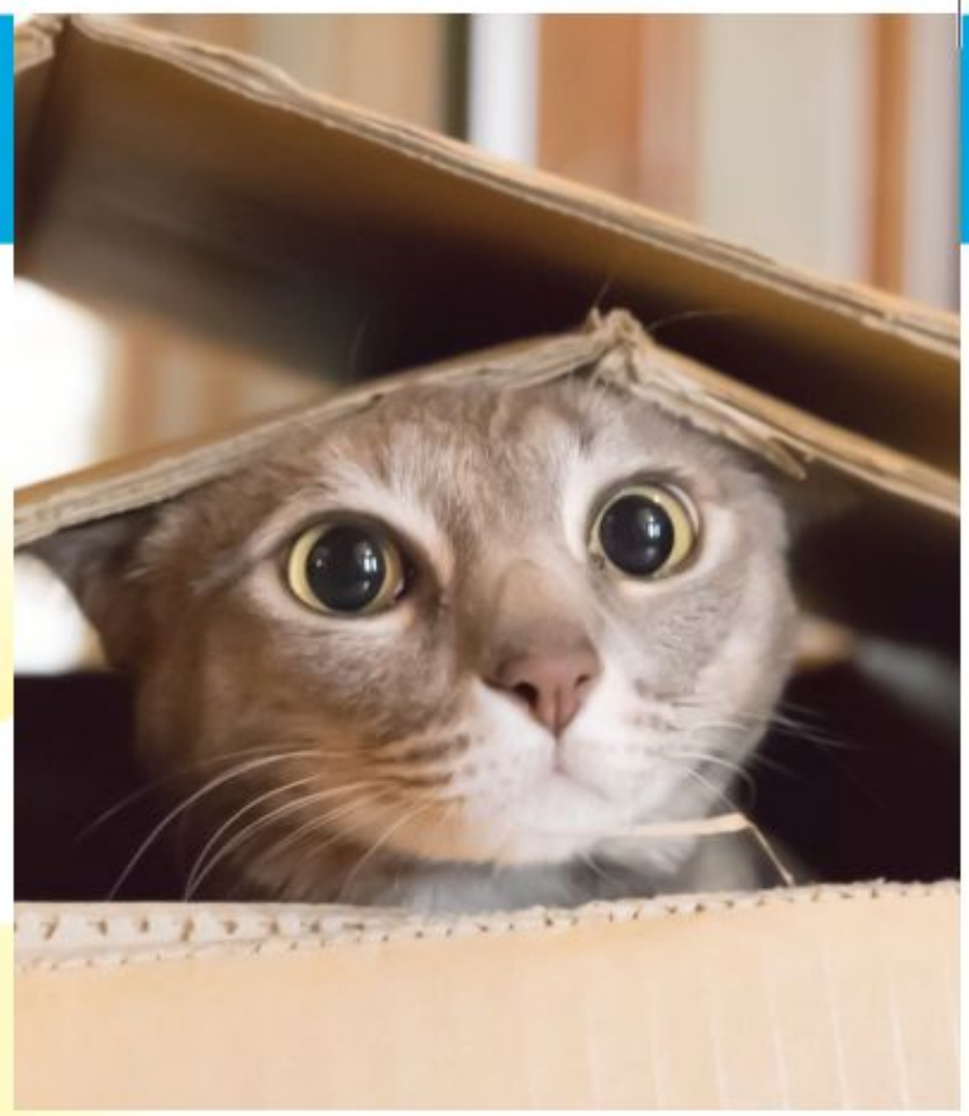
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8 Reading

Before Reading

In what ways do people benefit from animal companionship?

Animal Heroes



One night, Pilar was in a deep sleep when she was woken by her cat Inti. Inti was meowing wildly outside Pilar's bedroom and throwing himself against the closed bedroom door. When Pilar opened her eyes, she saw that her bedroom was filling with smoke. As she escaped her house with Inti in her arms, she saw that a fire was blazing in her kitchen. Pilar could easily have lost consciousness from breathing in the smoke, but Inti would not let that happen. Even though Inti could have escaped the house through a cat door, he wouldn't leave Pilar. A fireman at the scene said, "Without question, that cat is responsible for saving his owner's life. He should be honored as a hero."

As amazing as this story is, it is not as uncommon as you may think. There are countless stories of animals coming to the aid of humans in life-threatening situations. Animals are said to have a sixth sense for danger. Often they are alert to danger before humans are and have used this awareness to protect humans from harm.

Take the example of Charlotte Lee and her horse, Thunder. One warm, summer night, the whole family was asleep with the windows open. It was normally very quiet where they lived. There were only a few farm houses scattered about the area and hardly any traffic. All of a sudden, there was a loud crashing noise from the stable. Charlotte woke up with a start, and her heart pounding, as the noise continued. She was so frightened, she froze; no matter how hard she tried she could not move. The noise stopped as suddenly as it had started, and she heard a horse galloping towards the house. The next thing she saw was Thunder standing outside her window, neighing and shaking his head as he stomped on the wooden porch. She knew enough about horses to know that Thunder was disturbed for a reason, and wasted no time speculating. She quickly got everyone out of the house before the earthquake hit. Part of the roof caved in and crashed into her room. Thunder had deliberately saved her life.

Yet it is not only domesticated animals who have acted heroically. There are also stories of wild animals coming to the rescue of humans. One animal known to be a friend and protector of humans is the dolphin. Dolphins are considered to be among the most intelligent of animals. On dozens of occasions, they have used this intelligence to come to the aid of humans in dangerous situations. One such story involves a surfer named Todd Endris. Todd was surfing with his friends when he was attacked by a 13-foot (4-meter) shark. In the middle of the attack, a group of dolphins came to his rescue by forming a protective ring around Endris until he could get safely to shore. Without the help of the dolphins, there is little chance that Todd would have survived.

At times, even animals commonly considered aggressive and dangerous have come to the aid of humans. One famous case involves Binti Jua, an eight-year-old female gorilla who lives at the Brookfield Zoo in Illinois, U.S.A. Binti was celebrated as a hero when she protected a three-year-old boy who fell into the walled gorilla area. Binti picked up the unconscious boy, carefully cradled him in her arms, and brought him to the zookeeper's door so that he could be taken out. After four days in the hospital, the boy recovered completely.

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No one is sure why animals have so often come to our aid. However, it is clear evidence of the deep and powerful bond between humans and animals. It is important that we respect this bond by treating animals with the care and compassion that they often show us.

After Reading

Answer the questions.

1. In what way do animals have a sixth sense?
2. What did Thunder do to protect Charlotte?
3. What reputation do dolphins have? What story demonstrates this?
4. What did dolphins do to save Todd Endris's life?
5. How was a young boy saved by a gorilla at the Brookfield Zoo?

9 Speaking

1. Work in pairs or groups. Think about a story you have heard or read about, or an incident you have experienced where an animal helped a person.
2. Make notes in the chart and use them to talk about your story in class.

Place	
People	
Animal	
Action by animal	
Event/action that followed	
Person's/people's reaction	
Event/action that followed	
Conclusion/comments	

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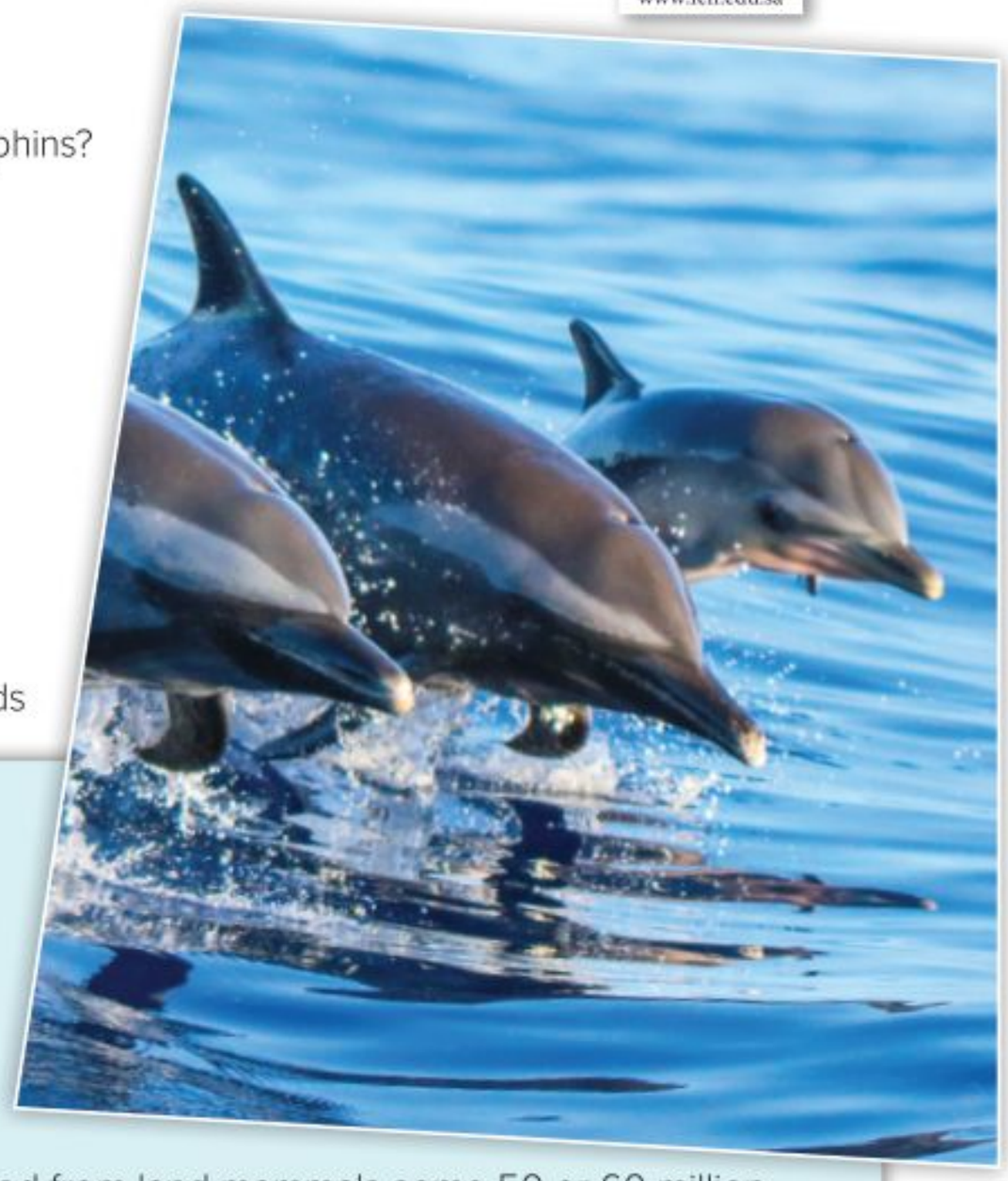
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10 Writing

A. **1.** Work in pairs/groups. What do you know about dolphins? What would you like to find out about them?

2. Read the text and find out about:
- the origin of dolphins
- types of dolphins and their eating habits
- the bottlenose dolphin
- special abilities dolphins have
- their relationship with people

3. Read the text again and:
- identify the topic of each paragraph
- find out if you can re-order paragraphs
- decide if you like the way the text begins and ends



All About **Dolphins**

Dolphins are marine mammals that are claimed to have evolved from land mammals some 50 or 60 million years ago! Studies indicate that they are closely related to hippos, camels, and cows! There has been an unending debate on the exact origin of dolphins and whales that is likely to continue for years to come.

There are 32 types of dolphins that live in salt water. Dolphins eat about 20 to 25 kilos of fish per day. Their eating habits vary depending on the area and the time of year. If there is an abundance of fish, they will happily consume as much as they need. Interestingly, dolphins regulate their food intake according to the fat content of the fish available, and their hunger! In this sense, they can probably control their food intake more efficiently than humans! Did you also know that their brains weigh more than ours?

Dolphins can:
- recognize themselves in a mirror
- scan objects in the water using sonar
- sleep with one eye closed
- whistle and recognize each other by their whistles
- go to a depth of about 260 meters

There is mutual interest between dolphins and people. They are as interested in observing us as we are in them.

Dolphins love having fun, communicating, and playing. They are also keen on helping and supporting their own kind and other species that are in danger.

The bottlenose dolphin is the most studied and familiar to people, with a life expectancy of about 40 to 50 years. Bottlenose dolphins show an extraordinary connection with humans and have rescued injured divers repeatedly.

These wonderful creatures deserve our admiration and respect and need to be protected.

4. Did the text answer any of your questions? Which?

5. If you had the opportunity to edit or rewrite the text, what would you change?

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B. **1.** Choose a type of animal to research and write about.

2. Use the **KWL** chart to gather and organize your ideas.

a. Write what you already know about the animal in the **K** ("know") column.

b. Write what you want to know in the **W** ("want to know") column. This might include the origins, diet, appearance, and/or typical characteristics of the animal.

c. Research these questions in your library or on the Internet. Then write what you've learned in the **L** ("learned") column.

3. Write your essay.

K (I know)	W (I want to know)	L (I learned)

The Peregrine Falcon

I've always liked falcons. I think their speed, marksmanship, and strength are unmatched. I have particularly admired Peregrines for their speed and hunting skills, but was not sure about their origin and habitat. It wasn't until I researched these incredible hunters that I discovered they could be found anywhere in the world.

The Peregrine is the world's most widespread bird of prey. The name of the species means "wandering falcon"...

Writing Corner

When you write a descriptive essay about a species:

- try not to copy the information that you have found as it is; read it, make notes, and rephrase in your own words.
- make the description more attractive for your reader by adding personal feelings and opinions.
- notice that when referring to the animal you may repeat its name, use a pronoun, or a distinguishing feature, e.g. these incredible hunters, or refer to it through its category, e.g. this bird, these creatures, etc.
- select information that is genuinely interesting.
- share your feelings, e.g. enthusiasm, fondness, interest, etc. with your reader.

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11 Form, Meaning and Function

Adjectives

Position of Adjectives

Use adjectives to describe nouns. Place adjectives either after the verb *be* or before a noun.

Dolphins **are intelligent**.	Dolphins are **intelligent animals**.
Cats **are** very **independent**.	Tigers are very **independent animals**.
Giant pandas **may become extinct** in the future.	Giant pandas are an **endangered species**.



Note: We use *become* to describe a changing situation.

Adjectives from Verbs and Nouns

A lot of adjectives are formed from verbs and nouns. Many adjectives are formed by adding the following suffixes: *-y, -ful, -less, -ate, -al, -ive, -ous, -ic, -ed or –ing.*

(noun)	**Health** is very important.	(noun)	Please take **care** when feeding the animals.
(adjective)	Keeping pets **healthy** is very important.	(adjective)	Please be **careful**.
(noun)	You won't get much **use** out of that bag.	(noun)	Young children have a lot of **energy**.
(adjective)	That bag is **useless**.	(adjective)	Young children are very **energetic**.
(noun)	The tall buildings in Dubai made a big **impression** on the tourists.	(adjective)	The tourists found the tall buildings in Dubai very **impressive**.
(adjective)	I felt **impressed** when I saw the very tall hotel.	(verb)	Photos of Dubai **impress** many people.

A. Read the sentences and write the correct form of the adjective from the word(s) given in parentheses.

1. One day in 1969, John Rendall and Anthony Burke saw a real *live* lion cub in a London department store window. (life)
2. The lion is said to have been an _____ and extremely _____ cat. (affection, cooperation)
3. When Kristyan saw his old friends, he ran towards them, stood on his back legs, and _____ gave each of them a long and _____ embrace. (joy, love)
4. Punxsutawney Phil is easily the most _____ groundhog in the world. (fame)
5. Elephants in captivity should be given pedicures to keep their feet _____. (health)
6. He's a _____ and strong horse. (beauty)
7. Ali owns a very _____young horse. (energy)
8. Many true stories demonstrate that horses are _____ human companions. (loyalty)

B. Choose an animal to research and talk about. Find out about its origins, diet, appearance and characteristics. Make comparisons between your animal and other animals or breeds. Tell your partner about your animal.



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All / Both / Neither / None

Use *all, both, neither* and *none* to compare two or more things, places, animals or people.

All tigers, cheetahs, leopards, and lions are big cats.
Both cheetahs and leopards are fast animals.
Neither tigers nor lions can be domesticated.
None of the big cats can be domesticated. They are all wild animals.

Both... and... / Neither... nor... / Either... or...

Both...and, neither...nor, and *either...or* are all paired conjunctions. They are used to link two words, phrases, or clauses of the same type. For example, nouns are linked with nouns, adjectives are linked with adjectives, and verbs are linked with verbs.

My favorite animal is **either** an elephant **or** a camel.
Both camels **and** elephants are intelligent animals.

When connecting two subjects with *both...and*, be sure to use a plural verb.

Both my father **and** his boss *were* present at the meeting.

When connecting two subjects using *either...or,* or *neither...nor*, the choice to use a singular or plural verb depends on the subject that is closer to the verb.

Neither my uncle **nor** my brothers *want* to see that documentary.
Neither my brothers **nor** my uncle *wants* to see that documentary.

C. Read the fact boxes about two well-known personalities. Write sentences about the two people using ***both***, ***neither*** and ***either***. Compare with a partner.

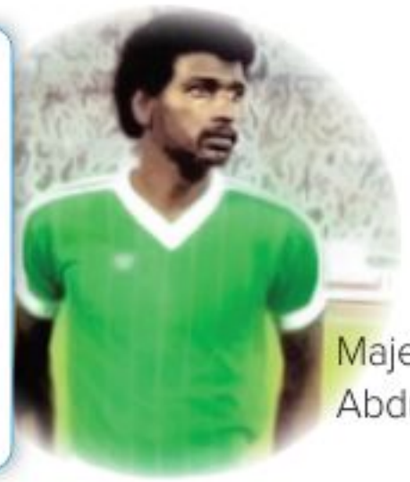
Both Prince Sultan bin Salman **and** Majed Ahmed Abdullah spent their childhood in Riyadh.
Neither I **nor** my brother have seen a better football striker than Majed Ahmed Abdullah.



Prince Sultan bin Salman

- He was born in 1956 in Riyadh.
- He completed university and flight training in the U.S.
- He was on the Saudi Media Committee during the 1984 Olympics.
- He was the youngest person to fly on the Space Shuttle *Discovery* at the age of 28.
- He helped with organizations for the disabled.
- He became Secretary General of the Saudi Commission for Tourism and Antiquities.
- He became involved in preserving Saudi architectural heritage.

- He was born in Jeddah.
- He moved to Riyadh with his family when he was very young.
- Majed Ahmed Abdullah one of the best football strikers in the history of Saudi Arabia.
- He scored 4 goals against India during the 1984 Summer Olympics.
- Many newspaper articles have been written about him.



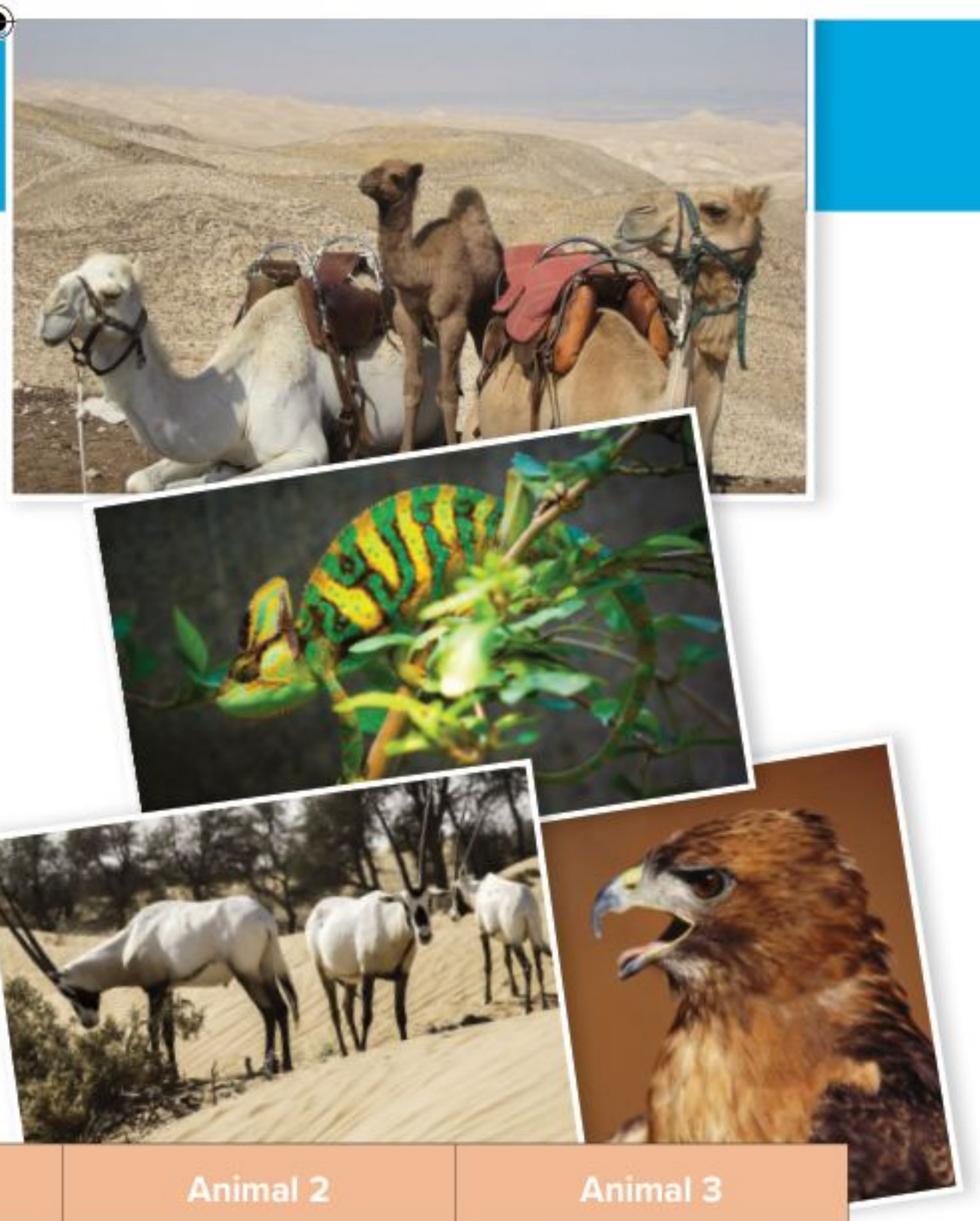
Majed Ahmed Abdullah

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12 Project



You have been asked to select some animals for a zoo in Saudi Arabia.

1. Work in pairs/groups. Research and find out about animals that live in the Arab world and some countries in Asia.
2. Make notes in the chart about the animals and select pictures. Find out about:
   - their natural habitat (where they normally live)
   - their eating habits
   - their enemies and friends
   - their origin
3. Prepare a poster presentation for your class.
4. Display the posters on the wall for your classmates to read after you have presented them.

	Animal 1	Animal 2	Animal 3
Scientific/common name			
Country of origin			
Eating habits			
Enemies/friends			
Space requirements			
Other characteristics			
Reasons for selection			

5. Have a meeting in class and make a final decision about the animals that you would like to include in the zoo. Use your information to support your choice.

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13 Self Reflection

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

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

Unit 5 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about animals and their behavior			
ask for advice			
give advice			
use passive modals			
use the passive with reporting verbs			
use adjectives			
compare people using: *all / both / neither / none; both...and... / neither...nor... / either...or...*			

My five favorite new words from Unit 5:	If you're still not sure about something from Unit 5:
_____ _____ _____	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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6 What Would You Do?

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1 Listen and Discuss

1. What do you think the words *moral* and *ethical* mean?
2. Have you ever been tempted to do something that wasn't right? Explain.
3. Do you think in every situation there is always a clear right and wrong thing to do?

❶ Dilemma

Russ is at the airport to catch a flight. He is on his way to his brother's wedding. His flight is about to leave. As he runs through the terminal to his departure gate, an elderly man suddenly slips and falls in front of him. The man cries out in pain. Russ knows that if he stopped to help the man, he would miss his flight. If he missed his flight, he would miss his brother's wedding. Russ runs past the man as if he hadn't seen him.

Would you have done what Russ did?



❷ Dilemma

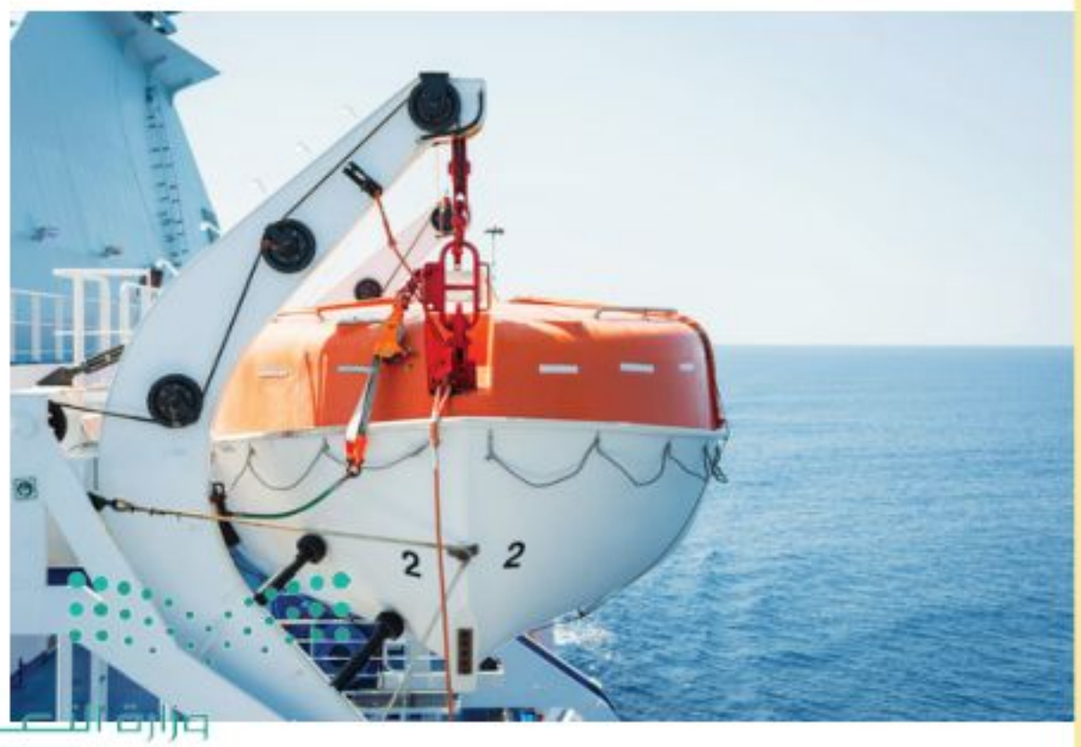
Mike is taking an extremely important history test. The test will determine whether he passes the class. Mike has been studying for the test day and night. He feels well prepared, but when the test is in front of him, Mike's mind goes blank. He can't remember anything. It is as if he had never studied. Sam is the best student in the class and is sitting right next to Mike. Sam's paper is close enough for Mike to see the answers. The teacher is not paying attention. Mike knows that if he copied Sam's answers, the teacher wouldn't see.

What would you do if you were Mike?

❸ Dilemma

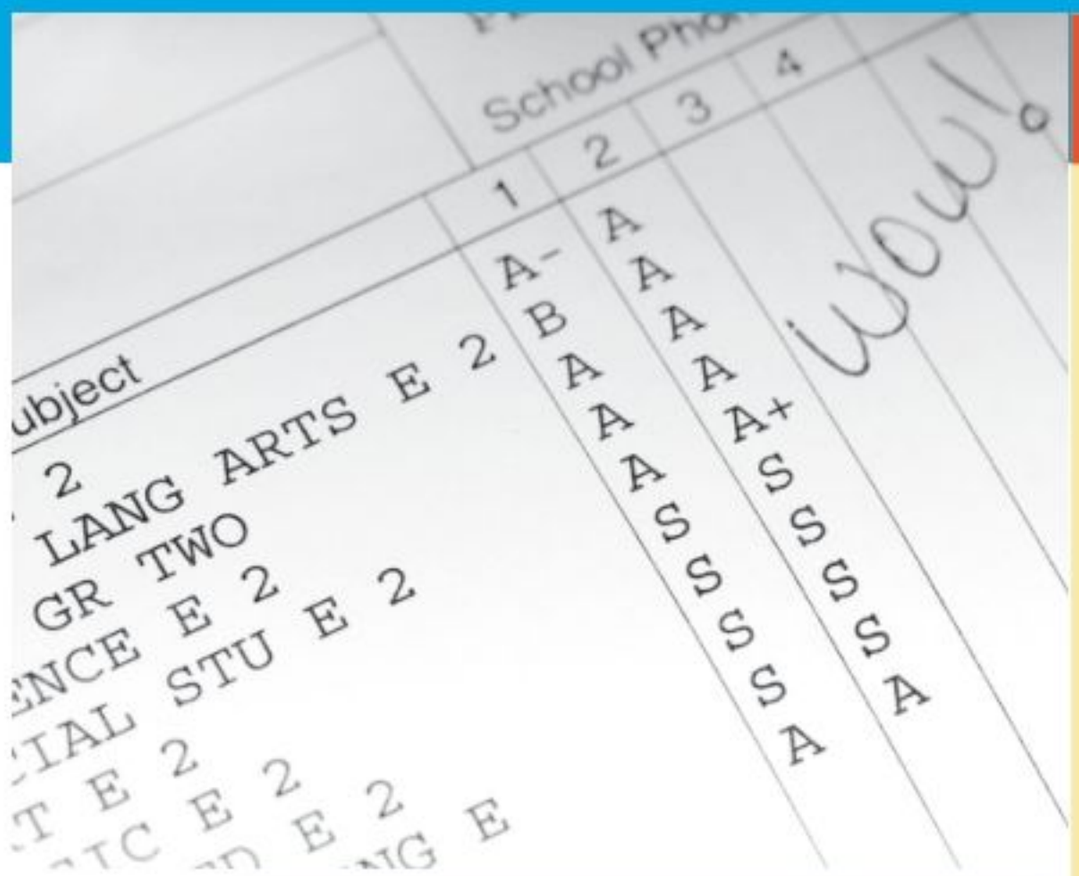
A ship strikes an iceberg and ten passengers crowd into a lifeboat that is only intended to hold nine. The lifeboat slowly starts to sink because of the extra weight. If it does, all ten passengers will die in the freezing water. The captain considers his choices and decides to force the weakest individual out of the lifeboat. He reasons that if he did nothing, everyone would drown. This way only one person drowns, and this person would have drowned anyway. Others on the lifeboat feel that this choice is morally wrong. They say that if he did nothing, then even if none of them survived, at least no one would be responsible for anyone's death.

If you were the captain, what would you do?



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"All sunshine makes the desert."

—Arabic proverb

"Ask the experienced rather than the learned."

—Arabic proverb

❹ Dilemma

Mariana has struggled in science class for years. This year, to help motivate her, Mariana's parents have told her that if she receives a B on her report card, they will help her buy a cell phone. But Mariana has done poorly in the class and knows that her final grade will be a D. The day her report card is due to arrive in the mail, Mariana arrives home from school and is greeted by her parents with hugs and smiles. She takes a look at the report card and sees that her grade in science is an A. Clearly this is a mistake, but Mariana can get away with it if she doesn't say anything. The cell phone is only part of the reason that she's tempted not to say anything. She also dreads the idea of seeing the pride on her parents' faces vanish.

What would you do if you were Mariana?

Quick Check ☑

A. Vocabulary. Complete each sentence with one of these words:

dread	motivate	tempted
morally	responsible	vanish

1. Who is _____ for cleaning up this mess?
2. My mother's cookies always _____ moments after she takes them out of the oven.
3. The beautiful weather helped _____ me to go outside and get some exercise.
4. People should feel that it's _____ wrong to buy stolen goods.
5. I _____ taking final exams next week.
6. I was _____ to watch the film on TV, but I made myself study instead.

B. Comprehension. Answer the questions.

1. Why is Russ at the airport?
2. What does Russ decide to do?
3. What is Mike considering doing? Why?
4. What is the problem on the lifeboat?
5. Why is Mariana tempted to not tell the truth about her science grade?

2 Pair Work

Work with a partner to create a morally challenging situation, or a dilemma. Find out what your classmates would do in the situation.

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3 Grammar

Present Hypothetical Conditionals versus Past Hypothetical Conditionals

We use present hypothetical conditionals to talk about imaginary situations. The simple past tense is used in the *if*-clause. *Would*, *could*, or *might* is used in the result clause.

If you **asked** me my opinion, I **would tell** you the truth.
If we **knew** where she lived, we **could send** her flowers.

We use past hypothetical conditionals to talk about things that did not happen in the past. They are often used to express regret or criticism. The past perfect is used in the *if*-clause. *Would have*, *could have*, or *might have* is used in the result clause.

If I **had tutored** him, he **might have passed** the test.
(But I didn't tutor him, so he didn't pass the test.)

If Audra **had been** honest, she **would** not **have gotten** into trouble.
(But Audra didn't tell the truth, so she did get into trouble.)

Implied Conditionals

Sometimes the *if*-clause is implied rather than stated directly.

We **would have helped** you. (if you **had asked** us)
I **would have called** the police. (if I **had been** there)
What **would** I **do** without you? (if you **weren't** here)

As If / *As Though* for Unreal Situations

We can use *as if* and *as though* + a past or past perfect verb to suggest that something is unreal or untrue.

He talks **as if** he *were* an expert in the field.
They act **as though** they *had not cheated* on the test.

Note: Either *was* or *were* can be used with the subjects *I*, *he*, *she*, or *it*. However, *were* is considered more formal and generally used in writing.

A. Rewrite each sentence as a conditional.

My sister doesn't know what happened, so she's not mad at me.
If my sister knew what happened, she would be mad at me.

1. Ibrahim doesn't take good care of himself. That is why he gets sick so often.
2. He had an accident because he wasn't driving carefully enough.
3. I took the course because I didn't know how hard it would be.
4. He isn't my son, so I can't tell him what to do.
5. I'd like to help the poor, but I have no extra money.
6. You don't pay attention in class, so you don't understand the lessons.
7. Aisha didn't tell her parents about the problem, so they couldn't help her.
8. We didn't have time, so we didn't visit him in the hospital.

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B. Write what you ***would do***, or ***would have done*** in each situation. Use an implied conditional.

Ali uses his friend's computer and accidentally deletes an important file. He decides not to tell his friend.

What would you have done?

I would have told my friend the truth.

1. When Aisha got home from the bookstore, she realized that she hadn't been charged for one of the books she bought. She went back to the bookstore to pay for it.
   What would you have done?
2. While pulling out of the supermarket parking lot, Hameed hits another car. There is a small dent on the other car. Hameed can't decide what he should do.
   What would you do?
3. Fatima bought a new dress. She tries it on and asks what Maha thinks of it. Maha doesn't like it, but says she does.
   What would you have done?
4. Mona's teenage daughter has seemed unhappy lately, but won't talk to Mona. Mona is worried. Her daughter accidentally leaves her journal on the couch. Mona reads it.
   What would you have done?
5. Sarah brings her grandmother a nice dessert. Her grandmother tells her how delicious it is and how impressed she is that Sarah made it. Sarah bought the dessert from a store. She decides not to tell her grandmother. What would you do?

C. Use the cue words to write a new sentence with ***as though*** or ***as if***.

Bianca is not a queen.
behaving / as if
She is behaving as if she were a queen.

1. I am not dreaming.
   feel / as though / be
2. We are not rich.
   spending money / as though
3. Asma doesn't like Sophie.
   acts / as though
4. You did not see something scary.
   look / as if
5. Adel is not an old man.
   walks / as though
6. You don't own this house.
   behaving / as if
7. He didn't take public speaking lessons.
   speaks / as if
8. Faris needs this job.
   talking / as though
9. He does not know the answer.
   acting / as if



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4 Conversation



Khaled: Can I talk to you about a problem I'm struggling with?

Majid: Sure. What's going on?

Khaled: Well, I've been working at a clothing store in the mall for a month now. Last week I saw a guy I work with stuffing a shirt into his bag. When I asked him about it, he acted all innocent. Then this week, I caught him taking a pair of pants. This time he promised he wouldn't steal anything again and begged me not to tell the manager.

Majid: So what are you going to do?

Khaled: That's the problem, I don't know. If I told the manager, he would get fired.

Majid: Yeah, but now that you know about it, if you don't tell the manager, you'll be helping him get away with stealing. He's put you in a rotten position.

Khaled: I know. What do you think I should do?

Majid: The way I see it, if he's stolen twice before, he's likely to steal again. You can't trust him. Do you think he might even steal from the cash register?

Khaled: I wouldn't put it past him.

Majid: It seems to me that you may get yourself in trouble if you don't blow the whistle on him. Of course, it's your call, but if I were you, I would let the manager know.

Khaled: Yeah. You're probably right.

About the Conversation

1. What problem is Khaled struggling with?
2. What is Majid's opinion?
3. What do you think Khaled will do?

Real Talk

rotten = bad
I wouldn't put it past him. = I believe he would do that.
blow the whistle on = to reveal and put a stop to wrongdoing
call = decision

Your Turn

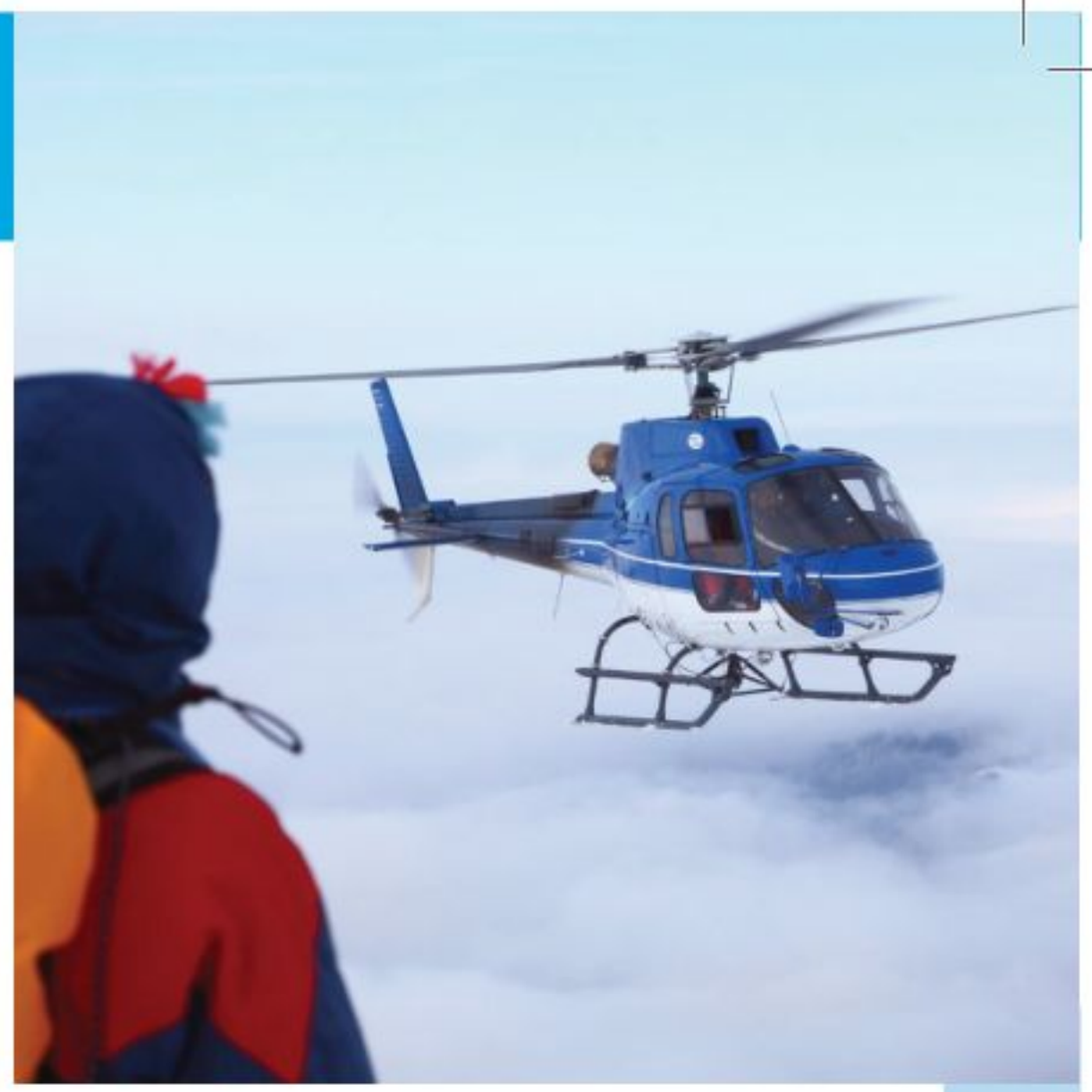
Create your own conversation. Tell your partner about a situation you are struggling with. Your partner will give his or her opinion.

Giving An Opinion

In my opinion...	The way I see it...
I feel/I believe...	It seems to me that...
As far as I'm concerned...	I would think/say that...

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5 Listening

Listen to the radio segment about hikers requiring rescue on Mount Hood in Oregon in the U.S. Answer ***true*** or ***false***.

1. _____ Mount Hood is 1,300 meters high.
2. _____ Each year, 25 to 50 people require rescue on Mount Hood.
3. _____ December is one of the best times of year to hike on Mount Hood.
4. _____ Weather conditions in December are mild.
5. _____ During one rescue, rescue workers in a helicopter were killed when it crashed.
6. _____ Currently, taxpayers pay for Mount Hood rescues.

6 Pronunciation

In a sentence, **content words** are words with clear meanings such as nouns, verbs, adjectives, and adverbs. They are usually stressed.
Function words, like articles, auxiliary verbs, pronouns, and prepositions join content words into sentences. They are usually not stressed. Listen and practice.

1. Three experienced climbers went hiking in the middle of a snowstorm.
2. The weather conditions are favorable for hikers in May and June.
3. In December, the mountain is covered in snow and ice.
4. Temperatures can drop below freezing at this time of year.
5. Most of the Mount Hood rescue workers are volunteers.
6. There is no charge for these rescues.

7 Vocabulary Building

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

1. _____ genetic	**a.** causing disagreement
2. _____ treatable	**b.** the possibility of being or doing something
3. _____ diagnosis	**c.** done in order to avoid
4. _____ undergo	**d.** received from a parent or ancestor
5. _____ inherited	**e.** related to the part of a cell that contains your parents' characteristics
6. _____ preventative	**f.** capable of being cured
7. _____ controversial	**g.** identification of the cause of a problem
8. _____ potential	**h.** experience

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

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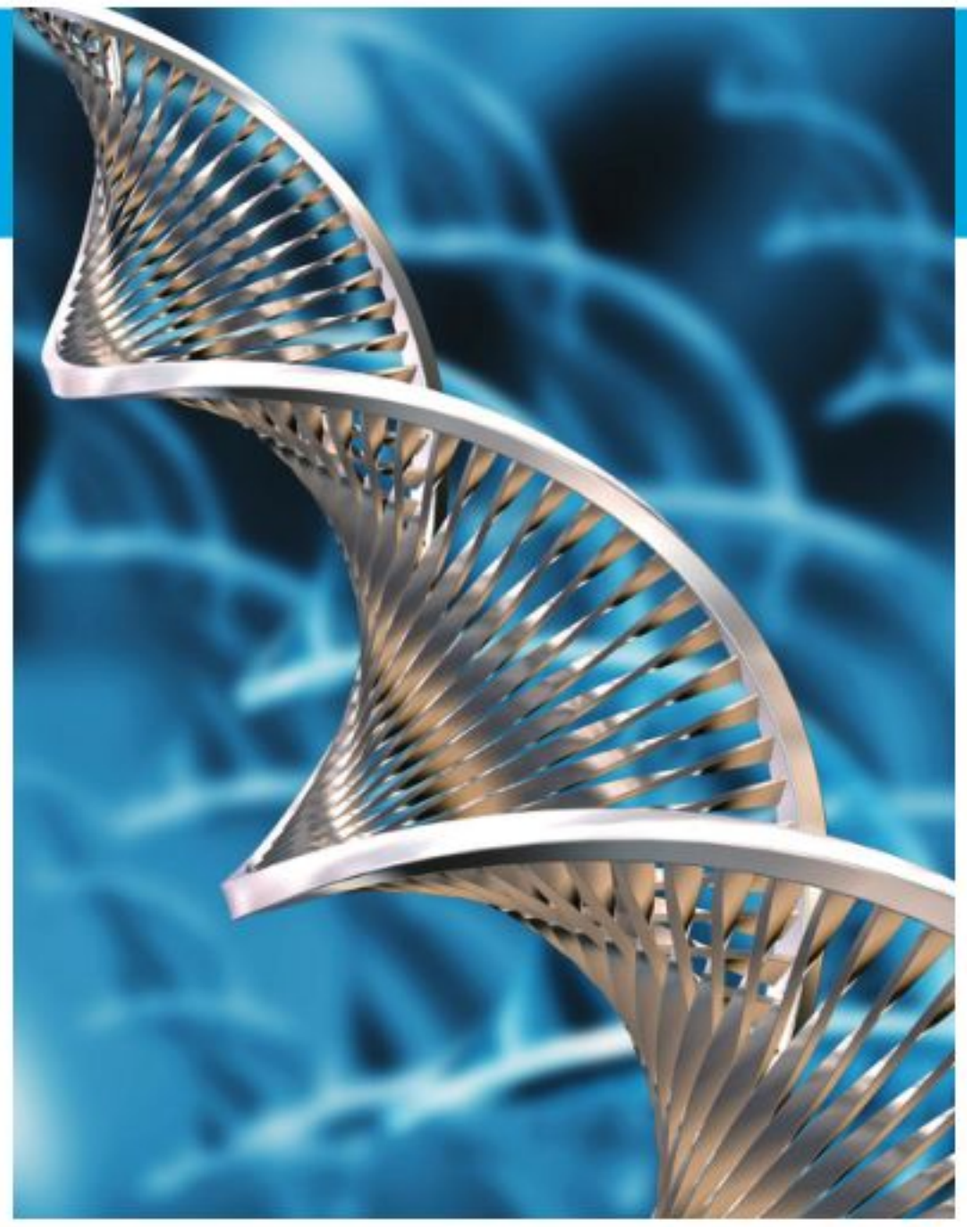
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8 Reading

Before Reading

Read the article and underline all the potential diseases that can be identified using genetic testing.

Peeking into Our Medical Future



Did you know that a drop of your blood can predict diseases you may develop in the future? This is possible through genetic testing—testing that analyzes the genetic information found in the cells of your body. Each cell contains a sample of DNA. The information in DNA can help determine a person's risk of developing certain diseases years from now.

The most common type of genetic testing is called "newborn screening." The goal of newborn screening is to identify treatable genetic disorders in newborn babies. In many countries, infants are screened in the hospital shortly after they are born. Although it is rare to find that a baby has a genetic disorder, those that do have a disorder start receiving treatment right away. This early diagnosis and treatment prevents physical and mental problems, and sometimes even death.



Another type of genetic testing is called "predictive gene testing." This is used to predict an adult's risk of developing certain diseases later in life. People who undergo this type of genetic testing are usually from a family in which many members have had a particular inherited disease, like certain cancers or Alzheimer's disease.

There are many obvious benefits to this kind of testing. A negative test (a test that says a person is not likely to develop a disorder) can bring a tremendous sense of relief. Jen Thomson, who recently underwent predictive gene testing for colon cancer, explains, "So many people in my family died of colon cancer, I worried constantly. When the test came back negative, I felt as if someone had lifted an enormous weight off my shoulders." A positive test has benefits as well. It warns of the need for preventative care, like frequent checkups, dietary changes, medicines, or even the option of surgically removing the part likely to develop the disease. For example, if Thomson's test had been positive, she might have chosen to have her colon removed.

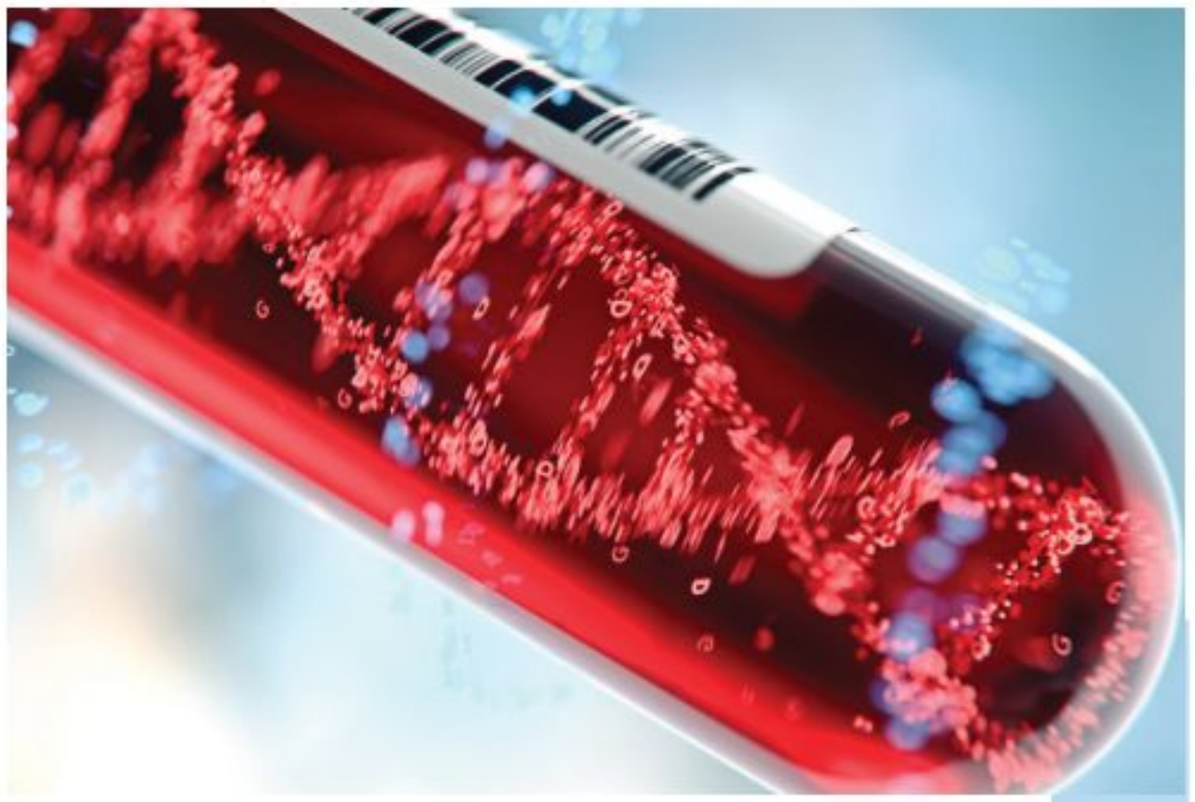
There are also some controversial downsides to genetic testing. The value of genetic testing is particularly questionable when testing for a disease that is untreatable. For example, Alzheimer's disease runs in An Lee's family. An has decided to get genetic testing to see if she is likely to develop it. Her husband Bao is not happy about her choice. Bao explains, "If the result is positive, how will it help to know that she will probably develop the disease?

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If I had the Alzheimer's gene, I wouldn't want to know." Another issue is that even if someone tests positive for a disease, it doesn't mean that they will definitely develop the disease. So a person could spend years worrying about something that never ends up happening.

Genetic testing has the potential to impact millions of lives in the future. Many are excited about the future of genetics, while others have deep concerns about it. But for better or for worse, soon we may all have the ability to peek into our medical future.



After Reading

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

1. _____ To get a sample of DNA, doctors must draw a large quantity of blood.
2. _____ Newborn screening is not a common type of genetic testing.
3. _____ Predictive gene testing can be done for treatable and untreatable disorders.
4. _____ A positive test generally brings great relief to the test-taker.
5. _____ If someone tests positive for a disease, they will definitely develop the disease.

9 Speaking

1. Work in pairs or groups. Think about what you have read and heard about genetic testing and discuss the question below:
   If you were offered genetic testing, would you do it? Why? Why not?
2. Make notes in the chart. Then use your notes to discuss your views in class.

Type of genetic testing you read/heard about	Reasons for taking the test	Reasons against taking the test	Should it be made available to everyone? Why? Why not?

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10 Writing

A. How do you think people decide on a field of study or a job? Which factors affect their decision/choice?

1. Read the text and find out.

- What did the writer originally want to study?
- Why did he give up his original plan?
- Why do you think he took different training courses?
- What had he done to qualify as a language teacher?
- What other job opportunity did he have?
- What prompted him to make his final choice? Does he regret it?

2. What would you have done?

3. Read the text again and find out.

- Are all the events presented in chronological order? How do you know?
- Which sentences/phrases/words provide information about the writer's thoughts, attitude, and feelings?
- Which part reveals the writer's position on the matter?
- Are there sections/phrases/sentences that address a longer period of time in real terms but very briefly?
- Are there sections/phrases/sentences that address a shorter period of time in real terms but in greater detail?

After I finished school, I chose to try out a number of things before settling on one field of study or profession. I had originally wanted to go to art school but had changed my mind when I found out how hard it was for graduates to find employment. I was also reluctant to go ahead with it, because I knew that my father was likely to disapprove in a quiet but very noticeable manner. He wanted me to study medicine, but I didn't.

I took a number of courses in typing, shorthand, French, art, design, and literature and worked part-time as a public relations assistant, a shop assistant, etc. Eventually, I started studying psychology, philosophy, and linguistics. I had also managed to attend a teaching methodology course that qualified me as a language teacher, but I was not at all certain that I wanted a teaching career.

At some point, I was approached by a new airline company that invited me to do an interview, followed by a test before I could be offered a job. At the time, I used to help out with registration at a large language center where my uncle taught. So, I agreed to spend the next few days working for them from morning till evening, totally forgetting the airline company. Two days later, the man I knew from the airline company turned up and accused me of being irresponsible because I had not bothered to check with the airline company on the final results and a job offer. He said there was still time to do it, but I would have to drop what I was doing and run. For some reason, I did exactly the opposite; I stayed put, thanked him and went back to work.

Later that evening, I was offered my first teaching job by the director of studies. I have often wondered what my life would have been like if I had chosen the airline company instead, but not too enthusiastically. Regardless of difficulties and ups and downs, this is the choice that has become a life's choice and no amount of wondering is likely to ever make me regret it.

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B. **1.** Think of an important decision you or a family member has made.

2. Compare what your life is like now to what it would have been like if you or a family member had made a different decision. Use the chart to organize your ideas.

3. Write a personal narrative on this subject.

Life Now	How Life Would Have Been Different

A Life-Changing Decision

After I graduated from high school, I had the choice of going to a university in my hometown, or going to one far from home. I chose to go to the university far from home. Although I am happy with my choice, sometimes I feel as if I live a million miles from home. If I had chosen differently, it would have led to a very different life for me...

Writing Corner

When you write a reflective and speculative personal narrative, think about the following:

- what has already happened
- what opportunities were available and what results have taken place
- what feelings and attitudes you have experienced
- which people were involved directly or indirectly
- how to present your ideas so you can set the context clearly for your reader

Then refer to the real context and:

- reflect and/or evaluate the decision/choice you made.
- wonder/speculate how things might have been different.
- address the question to your reader.
- express satisfaction or regret about your decision/choice.

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11 Form, Meaning and Function

Future Progressive

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

Affirmative (+)
Genetic testing has the potential to impact millions of lives. Soon we will all **be peeking** into our medical futures.

Questions (?)
Will you **be working** on the weekend?

Short Answers (+)
Yes, I **will**.

Short Answers (–)
No, I **won't**.

Future Perfect

The future perfect is used to express the idea that an action will be completed in the future, before another event or before another specific time in the future. The future perfect is formed with *will have* + past participle.

By this time tomorrow, we **will have had** the medical test results back.

Time Expressions for the Future

A week from today, I'll be working in my new job.

By the year 2025, we will all have undergone genetic testing at birth.

By the time I am elderly, smart robots will have become commonplace.



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

Sheri started studying genetics in 2020. By 2024, she will have been studying genetics for four years.

1. My parents got married in 1990. By 2022, _____.
2. My brother became a vegetarian three weeks ago. By next week, _____.
3. Jasim starts his new job today. A week from now _____.
4. Some hospitals have used robots in surgery. By 2035, all _____.
5. I've already lost five kilograms on my diet. If I lose another two, _____.

B. Use the future perfect to combine the future events into one sentence, using ***by*** or ***by the time***. Write the sentences in your notebook.

1st Event: I will graduate from college. **2nd Event:** 2023 will come.
By 2023, I will have graduated from college.

1. **1st Event:** The football game will start. **2nd Event:** We will arrive at the stadium.
2. **1st Event:** I will fall asleep. **2nd Event:** This TV show will be over.
3. **1st Event:** I will pass my law exams. **2nd Event:** 2025 will come.
4. **1st Event:** My father will work as a medical doctor for 20 years. **2nd Event:** He will retire.

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Used To versus *Be Used To*

Used to + the base form of a verb is used to talk about an action that was repeated habitually in the past but no longer happens now; and to describe a past situation which is no longer true.

Tom **didn't use to** cheat on school tests. He **used to be** an honest person. He **used to study** hard. He **used to be** a good student.

Note: For the negative, use *didn't use to* (omit the *-d*).

Be used to + gerund or noun is used to talk about something that has become familiar or habitual.

Some people think it's crazy that he works seven days a week. But he **is used to** it.
Although she is a millionaire now, she **isn't used to** shopping in expensive stores.

Note: For the negative, use *be + not + used* ***d*** *to* (do not omit the *-d*).

Was/Were Going To (Future in the Past)

Was/Were + going to + the base form of a verb is used to talk about a prediction for the future made in the past, or a past plan that was not carried out.

When he saw the old man fall, Russ **wasn't going to** stop. He **was going to** keep running to catch his flight. Russ realized this was wrong, so he stopped and helped the old man.

C. Look at the pictures. Complete the paragraph about how Fahd's life has changed since he adopted a healthy lifestyle. Use ***used to***, ***be used to*** and ***was going to***.

A year ago, Fahd's life was very different . . .



One year ago



Now

D. Think of an important decision you or your family made in the past that has changed your life. Talk about what you used to do before the change and what you are used to doing now. Tell your partner.

Before we moved to the city, I used to ...

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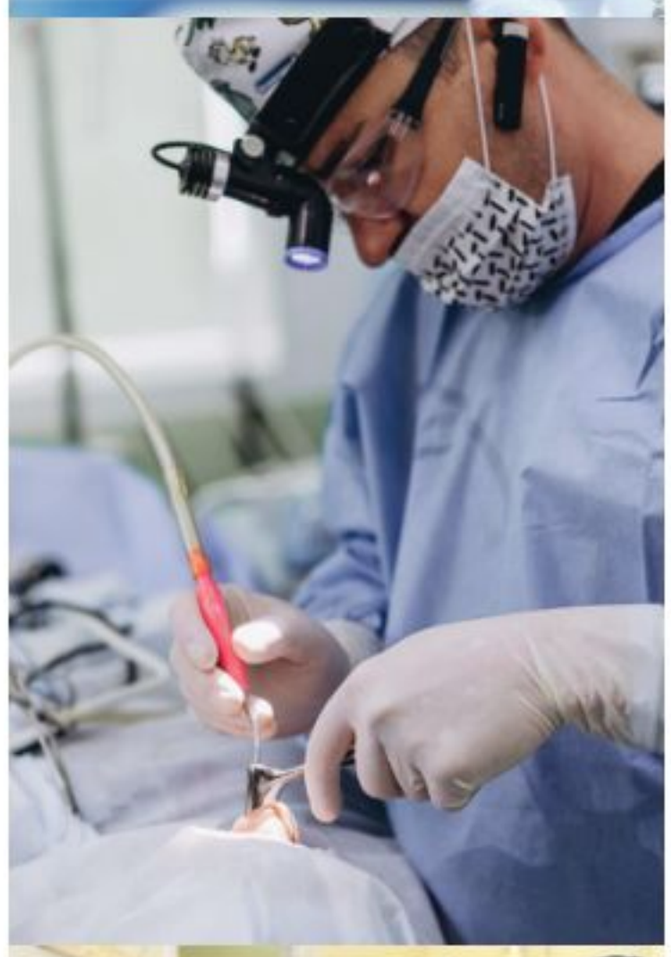
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12 Project

1. Have you heard or read about new, ground-breaking methods of treatment of various conditions/diseases? Try to find out by talking to each other.
2. Work in pairs/groups. Research and find out about ground-breaking methods of treatment applied in your country. These treatments/cures might be medicinal or involve surgical procedures.
   - interview members of your family
   - talk to your teachers
   - search the Internet
3. Gather information about new ground-breaking methods of treatment and procedures used in Saudi Arabia and make notes. The treatments or procedures might be used for preventive reasons. Find out:
   - which diseases/conditions they are used for
   - if they are successful
   - if there are side effects
   - how they can affect people's lives
   - how accessible they are
   - if they are at an initial stage
   - if additional resources/equipment is needed
   - about plans to extend their application
4. Choose one or two of the treatment methods/procedures. Organize your notes under the categories/headings in the chart. Use them to prepare a PowerPoint presentation for your class.

Ground-breaking treatment/procedure	
Target condition	
Target patient group	
Description/type	
Origin	
Equipment	
Stage of application/ development	
Hospital/institution/ authority	
Physicians	
Rate of success	
Patients' comments	






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13 Self Reflection

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

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

Unit 6 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about ethics and morals ethics and moral dilemmas			
give opinions			
present hypothetical conditionals versus past hypothetical conditionals			
use implied conditionals			
use *as if/as though* for unreal situations			
use the future progressive and future perfect			
use time expressions for the future: *by the year, this time tomorrow*			
use *used to* versus *be used to*			
use *was/were going to*			

My five favorite new words from Unit 6:	If you're still not sure about something from Unit 6:
_____ _____ _____	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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EXPANSION Units 4–6



1 Language Review ☑

A. Find the phrasal verbs in the sentences. Decide if they are used correctly. If not, rewrite the sentence.

1. It is a shame to see people throw money away buying silly things.
2. This cake is delectable. Thanks for whipping up it.
3. Just the aroma of breakfast is enough to wake up me.
4. Fried food is an unhealthy indulgence. You should give it up.
5. I'm looking forward to seeing my grandparents.
6. The vendor ran nachos out of halfway through the baseball game.
7. I substitute honey for sugar in my tea. I can't tell apart them.
8. Being diagnosed with heart disease has turned my father into a healthy eater.
9. We ran our professor into at the library.
10. Don't you get tired of staying at home all of the time?

B. Rewrite each sentence using the passive with a reporting verb.

Scientists say that Alzheimer's disease is an inherited disease.
Alzheimer's disease is *said to be an inherited condition*.

1. Many historians believe the Chinese made the first fireworks over 2,000 years ago.
   It is _____.
2. People think that the Egyptians were the first people to domesticate the cat.
   It is _____.
3. People thought space travel was impossible 100 years ago.
   Space travel was _____.
4. They think Reema is responsible for spreading the rumor.
   Reema is _____.
5. People say the shortest distance between two points is a straight line.
   It is _____.
6. People once considered that the earth was flat.
   The earth was _____.
7. The government expects that unemployment will decline by 2 percent this year.
   Unemployment is _____.
8. Doctors consider that many cancers are treatable if they are caught early.
   Many cancers are _____.



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C. Rewrite each active sentence as a passive sentence.

1. You can prevent many illnesses with a healthy diet.
2. The school board may cut the school's budget next year.
3. People can cure hiccups by drinking a glass of water quickly.
4. Young people should treat older people with respect.
5. Students must submit their application forms by March 13th.
6. Parents should read to their children every day.
7. A pharmacist should explain the potential side effects of the medication.
8. A doctor has to diagnose a disease before he can treat it.
9. I think scientists will find a cure for cancer in the near future.
10. The chef may add new items to the menu next week.

D. Look at the pictures. Write a past hypothetical sentence about each.

If Marco had been paying attention, he might not have spilled the milk.



E. Imagine a series of events that could happen in your own future. Use the present hypothetical to write six sentences. Use ***could***, ***would***, and ***might***.

If I got a job, I could save some money.

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2 Reading

Before Reading

1. Do you think it is possible to move objects with your mind? Explain.
2. How do you think technology could help make this possible?



Mind Over Matter

Imagine yourself sitting on the couch, exhausted after a long day, wishing you had the TV remote control. Wouldn't it be great if, instead of getting up to pick it up from the coffee table, you could use your mind to turn the TV on and flip through the channels? This idea may sound like science fiction, but it may not be as far-fetched as it sounds.

The ability to move objects with the mind is known as *telekinesis*. It has long been speculated that people use only a small portion of their brains. It is said that if we used the full potential of our brain, we would discover that it has amazing abilities, including the ability to move objects without touching them.



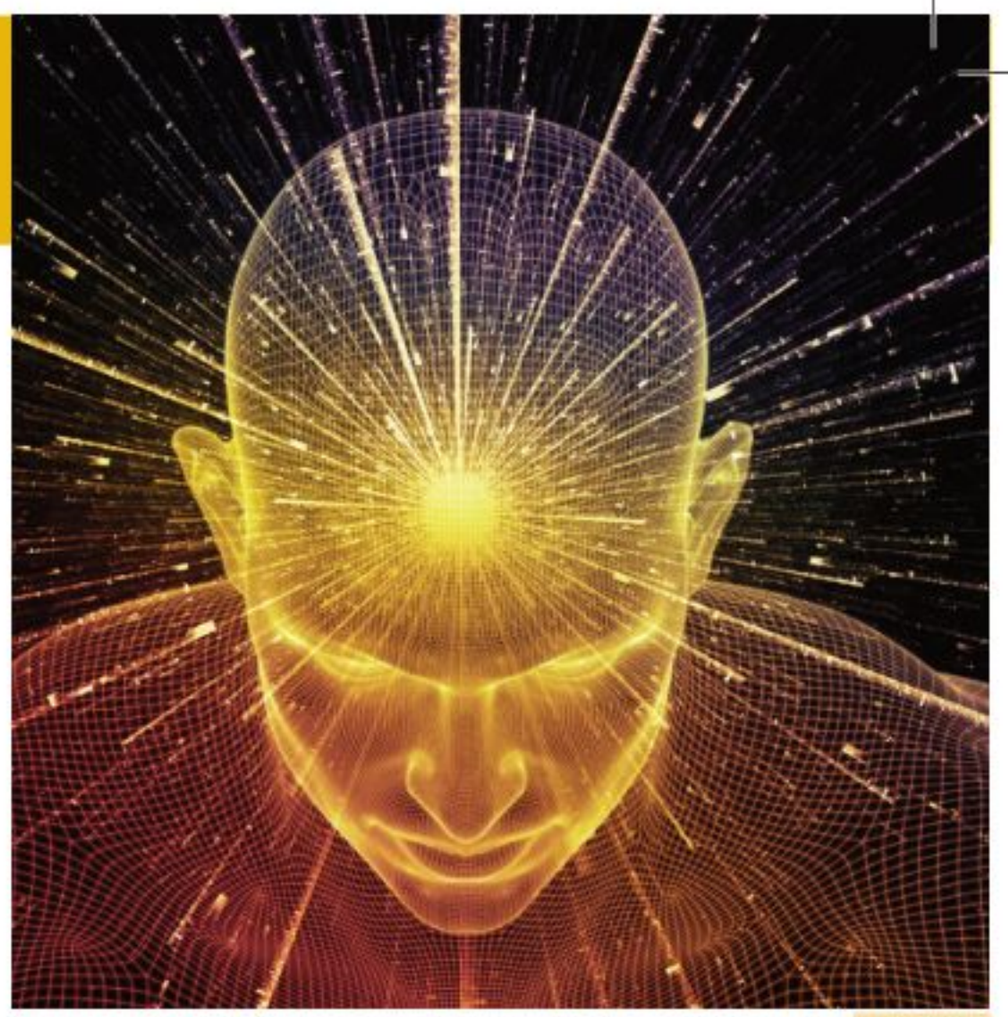
One person famous for her alleged ability to use her brain this way was Nina Kulagina. Kulagina, a Russian housewife born in 1927, caused a sensation in the 1960s and 70s with her alleged mental powers. Kulagina demonstrated her ability in a number of experiments, many of which were filmed. In one experiment, she separated the yolk and the white of an egg dropped into a tank of water. In her most incredible experiment, Kulagina used her mind to slow a frog's heartbeat until it stopped completely.

Many in the scientific community are skeptical about whether Kulagina's powers were real or just a trick. However, many of these same people believe it is entirely possible for the brain to move an object—with the help of technology. For decades, scientists have been working on finding a way to make it possible for disabled people who do not have use of their hands to control devices with the brain. Recently, great progress has been made in this effort.

In 2004, a paralyzed 25-year-old man named Matthew Nagle became the first person to benefit from such technology. Nagle had a chip that could read his mind implanted in his brain. Wires connected to both the chip and a computer fed the information from the chip into the computer. The computer analyzed this information, and converted it into computer commands. The computer then sent these commands to various devices in Nagle's home.

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As a result, Nagle was able to do things like turn the lights in his home on and off, and open email, just by thinking about doing these things. The hope is that one day this technology will make it possible for people like Nagle to regain the use of their arms and legs.

Recent research has focused on making this technology simpler by replacing the computer chip with a cap. Brain waves can be picked up by the cap and sent to a computer, which then carries out the commands. The advantage of this approach is that the cap is wireless and does not require surgery. However, further research is needed to make this wireless technology as effective as the brain chip.

While this technology has the possibility of dramatically improving the lives of disabled people, there are also many less dramatic, commercial uses for it. For example, one company is developing a remote control that can be controlled with thoughts. So the next time you are feeling too lazy to get off the couch to get the remote control, take heart—soon you may indeed be able to stay on the couch and turn on your TV without lifting a finger!

After Reading

A. Complete the sentences with these words:

alleged	far-fetched	potential	skeptical
converted	paralyzed	sensation	

1. Someone who cannot move his or her body is _____.
2. Something that creates a lot of excitement can be called a _____.
3. Someone who is accused of robbing a bank, but who has not yet been proven to have done it, can be called an _____ robber.
4. Some feel that the idea that people will one day live in space is _____.
5. Someone who does not believe something that is believed by others can be described as _____.
6. When something is turned from one thing into another, it is _____.
7. Someone who has a lot of abilities that they have not yet begun to use is said to have great _____.

B. Answer the questions.

1. What is telekinesis?
2. Who was Nina Kulagina?
3. How can technology make it possible for the mind to move objects?
4. What surgery did Michael Nagle undergo?
5. How did the surgery change Nagle's life?

Discussion

1. Do you think the technology described in the reading will ever become common? Why or why not?
2. Think of and describe other ways this technology could be used.

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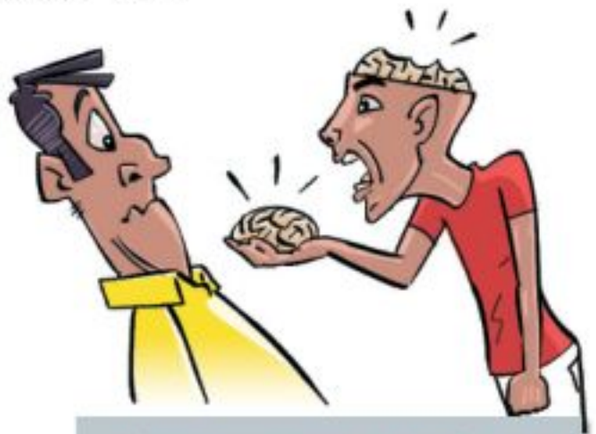
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3 Language Plus

A. Complete each sentence with one of the idioms shown.
Use the correct tense and pronouns.
Then use each idiom in a sentence of your own.



set (one's) mind at ease



give (someone) a piece of (one's) mind



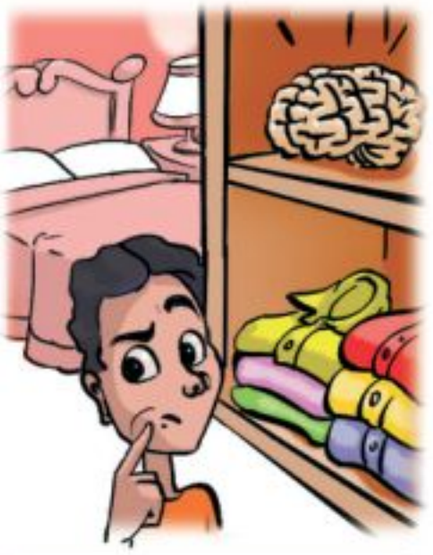
have a lot on (one's) mind



keep (one's) mind off of (something)



keep an open mind



lose (one's) mind

Finding out that you were OK after the accident *set my mind at ease*.

1. When I saw that he had crashed into our car, I _____.
2. When I'm on a diet, I can't _____.
3. I could've sworn I left my keys here. Sometimes I think I'm _____.
4. I've been finding it hard to sleep lately because I _____.
5. I know you don't like tomatoes, but _____ as you taste this sauce.

4 Writing

Tools for Writing: *The* Definite Article and Generalizations

The definite article, ***the***, is used to talk about one specific object or person.

They got **the** cat from **the** Eastside Animal Shelter.

However, the definite article is not used when speaking generally.

People drink coffee to help them stay awake. NOT: ~~The people drink the coffee to help them stay awake.~~

Read the sentences. Cross out ***the*** where it appears incorrectly.

1. The men are often taller than women.
2. The students in Ms. Fatima's class work harder than the students in Ms. Badria's class.
3. The people in Saudi Arabia enjoy calligraphy and poetry.
4. The people at the fair enjoyed the rides and the food.
5. It is always frustrating to drive in the traffic.
6. The traffic in my area is terrible in the morning.

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Writing Prompt

Write an essay about a new kind of technology. It can be a technology that is already in use or that will be used in the future. Explain the technology and tell the reader whether you think it is a good thing or not, and why.

Write Your Essay

1. Decide what technology you want to write about.
2. Use two or three sources from the library or Internet to find information about the technology. Use a note-taking chart to keep track of your sources and the information you find in each.

Source	Notes

3. Write a draft of your essay.
4. Have a partner read and comment on your draft. Use your partner's comments and suggestions to revise your essay. Include a list of the sources you used in your final draft.

Developing Your Writing: Taking Notes and Citing Sources

Take notes on key facts and note the source of the information. It is important to put the information in your own words, rather than simply copying text word for word from your source. Copying the words of another writer and using them as your own is called *plagiarism*.

Include a list of your sources at the end of your essay. If the source is a book, write the name of the author, the title of the book, the city and name of the publisher, and the year it was published. If the source is a Web page, write the name of the author (if known), the website title, the title of the article, the date you found the page, and the URL of the page.

Robotic Surgery

You may think of robots as things that only turn up in science fiction, but robots are actually a part of everyday life. Robots are used for many different tasks. For example, robots are used to manufacture cars, to explore space, and to assist the military and police officers in dangerous situations. And believe it or not, now robots can even be used to perform surgery on patients ...

Jimenez, Marcos. Science of the Future. New York: Global Press, 2019

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Vocabulary

1 There's No Place Like Home

VOCABULARY

Nouns

adobe
architect
asset
atmosphere
budget
canyon
cliff
comfort
furniture
hub
loyalty
mortar
plot
shelter
sorrow
suburbs

Verbs

comfort
cripple
cultivate
drain
give off
lodge
nurture
shelter

Adjectives

enticing
numerous
potential
resounding
worn

EXPRESSIONS

Describing what you are looking for

I'm looking for . . .
What I have in mind is . . .
I'd love to find . . .
I'm hoping to find . . .
I have my heart set on . . .
It's essential that I find . . .

Real Talk

an arm and a leg
Cool!
grand
Hold on!
megabucks
out of touch
reality check

2 The Sporting Life

VOCABULARY

Nouns

Alpine skiing
cross-country skiing
freestyle skiing
goaltender
hurdle
ice hockey
marathon
medal
merit
milestone
penalty
practice
procession
puck
rink
ski jumping
spectator
terrain

Verbs

commemorate
found
intersperse
originate
revive

Adjectives

astounding
defensive
offensive
stiff
thrilling

EXPRESSIONS

Encouraging and expressing confidence in someone

(I know) You can do it.
I have confidence/faith in you.
There's no question in my mind . . .
You'll do great.
You're going to knock 'em dead / knock their socks off.
You've got what it takes.

Real Talk

down pat
guts
mess up
psyched up for
You bet!

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3 Laugh Out Loud

VOCABULARY

Nouns

antibody
equivalent
mood
prop
script
sitcom

Verbs

enhance
gratify
prompt
stimulate

Adjectives

astonished
bilingual
breathtaking
cardiovascular
fake
fascinated
genuine
hearty
irritated
pediatric
puzzled
remarkable
tasteful

EXPRESSIONS

Telling and responding to a joke

Did you hear the one about . . .?
Do you get it?
I don't get it.
I have a good one.

Real Talk

blow me away
cheer you up
getting to
killer
to tell you the truth

EXPANSION Units 1-3

VOCABULARY

Nouns

anchorman
crop
footage
harvest
hoax
nylon stocking
prank
segment

Verbs

accomplish
convert
fall for
perpetrate
pull off
recall

Adjectives

claustrophobic
supposed
memorable
useless

EXPRESSIONS

Idioms

get the ball rolling
go overboard
keep your eye on the ball
know the ropes
race against time
start from scratch

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Vocabulary

4 You Are What You Eat

VOCABULARY

Nouns

aroma
debt
delicacy
existence
feast
gratitude
indulgence
pastry
peak
quandary
staple
taste bud
toxin
vendor

Verbs

distinguish
maintain
skip (a meal)
substitute
waft

Adjectives

appetizing
booming
delectable
exorbitant
extravagant
famished
immense
licensed
phenomenal
picky
soggy
succulent

Nonseparable phrasal verbs

call for
come across
come from
go on
look into
run into
tire of
turn out

Separable phrasal verbs

burn off
figure out
fit in
give up
gobble down
point out
put on
send back
take off
take out
talk over
tell apart
think over
throw out
throw away
turn down
turn into
wake up
whip up

Three-word phrasal verbs

catch up on
come down with
come up with
cut down on
drop out of
feel up to
get along with
get away with
get down to
get rid of
load up on
look down on
look forward to
make do with
run out of
take care of

EXPRESSIONS

Offering, accepting, and declining food and drink

Can I give you some more . . .?
No thank you . . .
Please help yourself to . . .
Thank you, but . . .
. . . I couldn't eat another bite.
. . . I'm stuffed.
Thanks, I'd love a little/ some more . . .
Would you like to try the . . .?

Real Talk

Come to think of it
have a sweet tooth
in no time
quite the (something)
spread
whipped it up

5 Amazing Animals

VOCABULARY

Nouns

bond
compassion
consciousness
duration
exterminator
intake
life expectancy
mammal
recovery
residence

Verbs

adapt
canter
gallop
honor
speculate
whistle

Adjectives

abstract
aggressive
alert
deliberate
disturbed
domesticated
marine
pampered

EXPRESSIONS

Asking for advice

Could you advise me on . . .?
How should I handle it when . . .?
I really need some advice on . . .
What do (you suggest) I do about . . .?

Giving advice

I (strongly) advise you to . . .
If I were you . . .
It would be (a) good (idea) to . . .
It's not (a) good (idea) to . . .

Real Talk

24/7
back to the drawing board
calling the shots
get to the point
Hang in there!

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6 What Would You Do?

VOCABULARY

Nouns

condition
diagnosis
dilemma
disorder
downside
ethics
potential

Verbs

consider
disapprove
dread
inherit
motivate
peek
reason
undergo
vanish

Adjectives

controversial
ethical
genetic
moral
preventative
reluctant
responsible
tempted
treatable

EXPRESSIONS

Giving an opinion

As far as I'm concerned . . .
I feel / I believe . . .
I would think/say that . . .
In my opinion . . .
It seems to me that . . .
The way I see it . . .

Real Talk

blow the whistle on
call
I wouldn't put it past him.
rotten

EXPANSION Units 4-6

VOCABULARY

Nouns

advantage
brain wave
device
egg white
egg yolk
portion
potential
sensation

Verbs

carry out
convert
flip
implant
regain

Adjectives

alleged
disabled
dramatic
effective
far-fetched
paralyzed
skeptical
various
wireless

EXPRESSIONS

Idioms

give (someone) a piece of (one's) mind
have a lot on (one's) mind
keep (one's) mind off of (something)
keep an open mind
lose (one's) mind
set (one's) mind at ease

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Irregular Verbs

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

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Audio Track List

CD1

Track	Unit	Student Book Section	
2	Intro	**1**	Listen and Discuss
3	Intro	**3**	Conversation
4	Intro	**4**	Pronunciation
5	Intro	**5**	Listening
6	Unit 1	**1**	Listen and Discuss
7	Unit 1	**4**	Conversation
8	Unit 1	**5**	Listening
9	Unit 1	**6**	Pronunciation
10	Unit 1	**8**	Reading
11	Unit 1	**10**	Writing
12	Unit 2	**1**	Listen and Discuss
13	Unit 2	**4**	Conversation
14	Unit 2	**5**	Listening
15	Unit 2	**6**	Pronunciation
16	Unit 2	**8**	Reading
17	Unit 2	**10**	Writing
18	Unit 3	**1**	Listen and Discuss
19	Unit 3	**4**	Conversation
20	Unit 3	**5**	Listening
21	Unit 3	**6**	Pronunciation
22	Unit 3	**8**	Reading
23	Unit 3	**10**	Writing
24	EXPANSION Units 1–3	**2**	Reading

CD2

Track	Unit	Student Book Section	
2	Unit 4	**1**	Listen and Discuss
3	Unit 4	**4**	Conversation
4	Unit 4	**5**	Listening
5	Unit 4	**6**	Pronunciation
6	Unit 4	**8**	Reading
7	Unit 4	**10**	Writing
8	Unit 5	**1**	Listen and Discuss
9	Unit 5	**4**	Conversation
10	Unit 5	**5**	Listening
11	Unit 5	**6**	Pronunciation
12	Unit 5	**8**	Reading
13	Unit 5	**10**	Writing
14	Unit 6	**1**	Listen and Discuss
15	Unit 6	**4**	Conversation
16	Unit 6	**5**	Listening
17	Unit 6	**6**	Pronunciation
18	Unit 6	**8**	Reading
19	Unit 6	**10**	Writing
20	EXPANSION Units 4–6	**2**	Reading

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